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Communicating Identity through eBook Reading Habit: A Study Among Digital Natives

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28 July 2023

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Acceptance Page

This paper prepared by Sudi Virginia Q. Napalan with the title: "Communicating Identity through eBook Reading Habit: A Study Among Digital Natives" is hereby accepted by the Faculty of Information and Communication Studies, U.P. Open University, in partial fulfillment of the requirements for the degree, Doctor of Communication.

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Biographical Sketch

Sudi Virginia Q. Napalan was born in Binalonan, Pangasinan and raised in Guam by her patient and strong single parent mother. She is a dedicated educator and information specialist and possesses a tenacious educational journey. She earned her Bachelor of Arts in Secondary Education and Bachelor of Science in Fine Arts in Music from the University of Guam, showcasing her commitment through accolades like the President's List and scholarships.

Sudi's commitment to lifelong learning led her to pursue her education through online and distance learning programs in the United States. She successfully earned a Master of Library and Information Science from San Jose State University in California and a Master of Education from Framingham State College in Massachusetts. Throughout her academic journey, her fervor for both learning and teaching shone brightly.

Professionally, Sudi has made significant contributions. She currently serves as an Information Specialist at Brussels American School in Belgium, imparting vital information literacy skills and supporting educators in resource-based learning. Previously, she excelled as a school librarian at Guam High School, Simon Sanchez High School, Saipan Southern High School, and George Washington High School, earning accolades and grants for her dedication to literacy.

Her influence extends to her community involvement, where she demonstrated her commitment by volunteering and contributing to the development of library

resources. Sudi's journey exemplifies unwavering dedication to education, information, and community betterment, leaving an enduring impact wherever she goes.

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Dedication

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Abstract

Communicating Identity through eBook Reading Habit: A Study Among Digital Natives

Reading is currently in the most significant decline among young adult readers in human history. The general problem is that reading is viewed through a narrow lens that does not consider how young adult readers interact with eBooks and digital text. The problem is that for reading advocates to bolster readership among young adult readers, research must consider the relationship between eBook reading and reader identity in this age group. The study aims to explore how digital natives reading identity and investigate the phenomenon of their eBook reading behavior. By examining the eBook reading habits and behaviors of the digital natives, the study provided insights on developing more effective communication strategies for promoting eBooks and digital reading.

The quantitative research design selected for this study was a survey research approach. Several key findings have emerged in this comprehensive study of eBook reading behavior among digital natives. The acquisition of eBooks was examined and showed that eBook readers primarily purchased their eBooks while borrowing and renting was not a familiar process for the participants. There was a positive correlation between Readers' identity and eBook Reading Behavior. Adolescent Development, a readers' identity factor, predicts eBook reading behavior significantly. Increased reading hours and a positive eBook reading experience positively influenced eBook purchases.

Research recommendations include longitudinal studies to track changes in eBook reading behavior, cross-cultural research to explore differences among digital

natives, experimental designs to test eBook design elements, in-depth interviews for deeper insights, and interventions to enhance reader identities.

Chapter I

INTRODUCTION

Reading is currently in the most significant decline among young adult readers in human history. Longitudinal survey shows that Americans are reading fewer and fewer books every year. Surveys from 1990 until 2021 show a steady decline in the number of books Americans read yearly. In 1990, the average book read was 15 and continued to get less yearly. In 2021, the average book read was 12 books per year. This includes the fact that it was during the Covid-19 pandemic and that Americans can read eBooks through libraries, purchasing eBooks or physical books online (Jones, 2022; Schaeffer, 2021).

Many factors contribute to the weakening of the love for reading. The changing perception about reading, fast-paced lifestyle, the education system's priority on performance, lack of funding for reading programs, absence of representation of some culture and identity in literature, and the growing desire for an easy and accessible form of entertainment through video games, streaming movies, and social media are some of the factors that we see in the daily lives of young adults today. The following briefly explains the reasons for the declining interest in reading.

Society's view of reading affects young adult readers (Kraaykamp, 2003; Strommen & Mates, 2004; Verboord & van Rees, 2003). Current young adults do not value reading as much as an essential life skill (Bokhorst-Heng & Pereira, 2008; Sainsbury & Schagen, 2004). Young adults no longer pour their time into seeking

knowledge, expanding their personal and intellectual growth through books. Instead, reading is viewed as an old-fashioned activity reserved for the "older" generation, who loves to sit around and discuss ideas and topics of dead authors. Moreover, young adult readers display negative attitudes towards reading, such as apathy, lack of zeal, and no commitment to completing any reading activity (Black, 2006; Twist et al., 2004).

Unfortunately, society accepts the new perspective of the new generation about reading (Anigbogu, 2006; Black, 2006; Ross et al., 2018; Twist et al., 2004).

The fast-paced lifestyle also contributes to young adults not reading as much as they should. Young adults raised by busy parents read less because the environment is not conducive and encouraged by adults for young adults to read for pleasure and frequently. Moreover, parents' values influence their children's reading frequency (Fischer, 2022; Morni & Sahari, 2013). Typical American families now have both parents working full-time, changing the family dynamics and lifestyle. As a result, parents have less time to provide guidance and model good reading habits. A recent survey of parents finds that only one in 10 parents read aloud to their child daily for 15 minutes. Nearly 40% of those who do not read to their children indicated they do not have time to do so (Keskin & Baştuğ, 2014; Partnership for Children, 2016; Zickuhr et al., 2013). In modern everyday life, where everything happens rapidly, and the results are expected instantly, reading is dull, tedious, time-consuming, and slow (Keskin & Baştuğ, 2014; Schwartz, 1980). Unfortunately, the busy lifestyle does not allow young adults to pair up with books that will interest them in becoming life-long readers. Studies show that paired reading affects children's cognitive growth, and they must capture the love for reading at a young age. Parents have a significant impact on their children in

developing their love for reading and establishing healthy reading habits (Güneş & Güneş, 2011; Ortlieb, 2010; Topping, 1987; Torgesen, 1998).

The education system's emphasis on performance rather than growth affects how young adults view reading. The demand to score higher and better on standardized tests has become the educational institutions' priority; therefore, the love for reading has a lesser value (Benjamin & Pashler, 2015; Sacks, 2000). As a result, young adults are more focused on performing well in their academics measured by test scores than finding joy in reading books that matter to them.

With the shift in test scores, less funding for reading programs and activities is given to libraries and other institutions supporting reading (Holt, 2005; Rader, 2000). This affects young adults even more because reading is less and less promoted and encouraged in society. Instead of viewing reading as an essential skill, it becomes a hobby for the privileged group because books become a luxury item that can be afforded by able and rich people who have the means and time to read.

The lack of representation of one's culture and identity in the literature also discourages young adult readers from reading (Dirlik, 2002; Sarup, 2021). When only specific thoughts and ideas in books are available, it limits the readers to find the right fit of books for them. Readers seek books that embody their personalities and hook them to lifelong readers. Without that representation in the literature, readers become disinterested in reading (O'Hara & Iser, 1979; Sellers, 2019).

Finally, reading competes with other forms of entertainment that young adults may find more exciting and worthwhile (Baron, 2015; Wolf & Potter, 2018). The generation enjoys self-gratifying activities that social media provides and cutting-edge

video games that are stimulating and entertaining, brought about by technological advancements (Irmak & Erdogan, 2015; Padilla-Walker et al., 2010). Young adults fill their time with other events that are more engaging and stimulating; leisure reading is no longer valued and enjoyed.

Background of the Problem

The general problem is that reading is viewed through a narrow lens that does not consider how young adult readers interact with eBooks and digital text. The traditional use of print books has been the dominant form of reading for many years; therefore, eBooks are a huge change and are sometimes viewed negatively by many. Some of how eBooks might be viewed through a narrow lens are eBook reading is a learning distraction; eBook reading is not authentic reading; eBook reading is a soulless experience; eBook reading is a threat to the existence of print books; and eBook is an unreceptive consumption of information.

eBook readings are perceived as a technological distraction because they use tablets, computers, and smartphones to access them (Dontre, 2021; Reich et al., 2016). Sometimes, these mobile devices require learning to operate and depend on the internet to open information. When these devices do not work as they should, they become a nuisance, distracting users instead of reading (Chu, 2003; Stone, 2008). Moreover, eBook readings add more time to excessive screen time, causing some health hazards to the readers (Benedetto et al., 2013; Kang et al., 2009; Maducdoc et al., 2017; Myrberg, 2017).

Reading eBooks is viewed as fake or an imitation of reading physical books. The traditional perception is that physical books are far superior because they are something

real and tangible instead of reading a digital format that does not exist once the reading device is turned off. Some believe reading eBooks is a mere artificial and superficial activity because it only mimics actual reading using print books (Slater, 2010; Wagner et al., 2012).

eBook reading provides a less sensory experience for the readers (Colombo et al., 2012; Wagner et al., 2012). Reading eBooks does not emit the smell of old or newly published books. eBooks do not have the same feeling or sound when one turns the page of a physical book nor the actual texture when reading primary sensory books. eBooks pale compared to printed books' illustrations and pictures (Mangen et al., 2019; Reich et al., 2019; Wagner et al., 2012).

eBook reading endangers the existence of print books (Lynch, 2001; van der Velde & Ernst, 2009). Many believe that eBooks will replace all physical books, and people will no longer value print books because it is not as accessible and portable as eBooks. The popularity of eBook reading will replace the need to print books because the production of print books is more costly and less environmentally friendly. Some believe that reading eBooks destroys the traditional book culture (Chace, 2012; Hendrie, 2014; Kozlowski, 2014).

eBook reading is an inactive consumption of information instead of engaging in critical thinking or meaningful reflection (Merga, 2014; Wagner et al., 2012). eBook reading offers the reader some helpful application features that train the readers to read at a faster rate. An eBook is viewed as detrimental in cultivating a lifelong love for reading because reading performance is weighed more than reading growth. The accessibility and affordability of eBooks make readers spend less on reading for

pleasure than reading physical books (Johnston & Winograd, 1985; Akbar et al., 2015; Sackstein et al., 2015).

The relationship between eBooks and reader identity for digital native adult readers is an area of research that has gained increasing attention in recent years. This is likely due to the increasing popularity of eBooks and the proliferation of digital reading devices, which have changed how many people read and interact with books (Baron, 2015a; Connaway, 2003; Pae, 2020).

Some of the critical issues explored in this area include how the format of eBooks (compared to physical books) influences the way readers form an identity as a “book person.” In addition, the ability to customize the reading experience through settings and annotations affects the formation of reader identity, and how readers’ pre-existing identities shape their understanding of reading eBooks are vital issues to be explored about eBooks (Bailey, 2018; Leporini & Meattini, 2019; Verhavert et al., 2013). Additionally, researchers have looked at the digital reading impact on the formation of reader identity and how readers’ self-perceptions of their reading habits and behaviors differ between reading eBooks and physical books (Flanagan et al., 2019; Margolin et al., 2013; Scoggin & Schneewind, 2021; Seok & DaCosta, 2016).

The rise of eBooks has also led to questions about how readers use eBooks to construct and express their identities to others, how the ease of access and acquisition of eBooks influence the formation of reader identity, and how readers’ experiences of eBooks differ based on the type of device they are using (Becker, 2015; Doiron, 2011; Hsiao & Chen, 2015). Moreover, the field is also looking into how readers’ experiences of eBooks change over time and with increased exposure to digital reading and how readers’

experiences of eBooks compare to those of non-digital native adult readers (Carlock & Maughan Perry, 2008; Cheng et al., 2013; Connaway, 2003; Rahman, 2019; Teale, 1995).

Overall, the background of exploring the relationship between eBooks reading and reader identity for digital native adult readers is rooted in the changing nature of reading and the emergence of eBooks as a dominant reading format. The goal of this research is to gain a better understanding of how eBooks are impacting the way people read and how they identify as readers.

Statement of the Problem

The problem is that for reading advocates to bolster readership among young adult readers, research must consider the relationship between eBook reading and reader identity in this age group. It is crucial to what researchers already know, what is not known for many, and what they would want other researchers to further investigate about eBook reading behavior and readers' identity.

Various studies have explored reading behavior, attitudes, habits, and preferences with eBooks and found that eBooks are increasingly popular with young adults (Mashhour & Saleh, 2015; Shin, 2010). Researchers also found that socioeconomic status, educational level, and age influence the use of eBooks for reading (Edwards, 2013; Jung et al., 2012, p. 201; Lim & Jung, 2019). There are mixed reactions to eBook use by young adult digital natives. However, eBooks are now a part of their daily lives. They could frequently read research reports for work in a text (TXT) format or commonly view attached documents from marketers in portable document format (PDF). Moreover, little research on reader identity found that the likelihood of

reading eBooks is more significant than those who do not have strong or defined reader identity (Henk & Melnick, 1995; Henry, 2017; Smith, 2014). The studies show that reader identity and eBook reading behavior influence each other.

The general question is, why are the digital natives not reading eBooks as much as they should? What communication challenges exist in aligning eBook design, content, marketing, and pricing with the reader identity and reading behavior of digital natives, and how can these challenges be effectively addressed? Moreover, how can communication strategies foster a positive reading experience and nurture healthy digital reading habits among digital natives?

Purpose Statement

Steve Jobs once made a statement that eBook reading will fail. He said, “It doesn’t matter how good or bad the product is; the fact is that people don’t read anymore” (Markoff, 2008). Steve Jobs suggested that eBooks would not be successful because people were not reading as much as they used to, regardless of how good the product was. He believed the decline in reading was a more significant issue than the quality of eBooks products.

The study aims to learn more about the digital natives reading identity and further explore how they consume and use eBooks. By examining the eBook reading habits and behaviors of the digital natives, the study will provide insights into developing more effective communication strategies for promoting eBooks and digital reading. Moreover, the study will identify the factors that influence digital natives to engage and improve satisfaction with eBooks. This research will explore how eBooks have transformed how information is communicated, marketed, and consumed, focusing on the implications for

publishers, authors, and the broader digital content ecosystem. By developing communication strategies based on the findings about the digital natives reading identity and behavior, it will help address the concern of the declining reading behavior of the digital natives.

Research Question

Four research questions guided this study to learn about digital communication, eBook reading behavior, and readers' identity of digital natives which are:

RQ1

How do digital natives describe their eBook reading behavior?

This research question examines the eBook reading habits such as hours of reading eBooks, number of eBooks rented, and number of eBooks borrowed by the digital natives. eBook reading behaviors including satisfaction with eBook content, level of experience in eBook use, ease of use for reading eBooks, eBook reading experience, purchasing decisions based on price, and eBook reading while traveling can also describe more about the digital natives eBook reading identity.

RQ2

Is there a relationship between the Readers' identity and eBook Reading Behavior?

This research question examines if there is a statistically significant relationship between Readers' Identity and eBook reading behavior. Exploring the relationship will reinforce the digital native's eBook reading behavior and strengthen their reading identity.

RQ3

To what degree do factors of reader identity predict hours of reading eBooks?

This research question examines each of the readers' identity factors which are:

Autonomy, Decision Making, Personally Engaging Action, Trial and Error, Context and Engagement, Experiment with self-awareness-awareness, Adolescent Development, and Monitor Identity Development that can predict the hours of reading eBooks. This helps determine which specific identity influences the reading behavior of the digital natives.

RQ4

To what extent do other eBook reading behaviors predict eBook purchases?

This research question examines which eBook reading behavior predicts eBook purchase. Some of these eBook reading behaviors include the level of experience in eBook use, satisfaction with eBook content, eBook ease of use, availability of eBook, frequency of downloading free eBooks, eBook reading experience, reading eBooks while traveling, eBook sharing, and price consideration for eBook.

Research Objectives

This study pursues the following research objectives:

- a. Enhance digital natives' satisfaction with eBook content by addressing their preferences and expectations through improved design, interactivity, and engagement features.
- b. Help these stakeholders understand how reader identity affects their understanding of themselves and their relationship to reading.
- c. Inform the development of more effective communication strategies for promoting eBooks and digital reading and understanding how people may respond to digital media more generally.

Significance to the Field of Communication

Investigating the relationship between eBook reading and reader identity for digital native adult readers is significant to the field of communication. Such a study helps reading advocates, reading stakeholders like schools and publishers, and researchers understand how people interact with digital media. Further, such a study allows these stakeholders to understand how reader identity affects readers' understanding of themselves and their relationship to reading. This research can also inform the development of more effective communication strategies for promoting eBooks and digital reading and understanding how people may respond to digital media more generally.

Moreover, this research has the potential to contribute to the field of communication by providing insight into how digital technologies are changing the way we read and how they affect our society, culture, and daily lives. Furthermore,

understanding the readers' identity formation in the digital era can help scholars in the communication field understand how digital media shapes how we think, feel, and behave. No doubt, publishers of magazines and newspapers who have continued to recede in the marketplace or outright gone out of business due to a lack of knowledge about attracting and retaining younger readers would have benefitted from the knowledge sought by the study. In addition, such firms could use the study's results to forward their communication aims in their business by gaining insights into market trends and opportunities for innovation.

Chapter two synthesizes and reviews the literature established in eBooks, readers' identities, digital natives, and adult readers. The history and the current research are presented in the review. The void in literature is then provided in concurrence with a justification of the study.

Chapter II

LITERATURE REVIEW

Introduction

Reading is currently in the most significant decline among young adult readers in human history. The general problem is that reading is viewed through a narrow lens that does not consider how young adult readers interact with eBooks and electronic texts. The problem is that for reading advocates to bolster readership among young adult readers, research must consider the relationship between eBook reading and reader identity in this age group. Therefore, the following literature review presents a brief history and comprehensive literature analysis concerning eBooks, reader identity, digital natives, and adult readers. This discussion begins with eBooks.

eBooks

Generally, eBooks are books containing text, images, or both in an electronic configuration that can be read on a computer or handheld device rather than a physical form of print. Since 2006, eBooks have grown from a \$20 million market share to over \$17 billion in 2022 globally (McLoughlin, 2022; Saha, 2022). The following briefly describes the scope of eBooks and explores the history of eBooks. Following that, an analysis of contemporary research regarding eBooks is presented.

Scope of eBooks

eBooks are versatile in distributing information. It encompasses a wide range, which expands from digital media to applications (Acosta, 2022; Ashcroft, 2011; Attwell,

2021; Rowberry, 2017; Sargeant, 2015). Any written content can be converted into an eBook format, including novels, textbooks, research papers, magazines, self-help books, cookbooks, historical text, reports, and others. Drawings and photographs can also be formatted digitally and quickly become an eBook. However, not all digital text as eBooks such short Portable Document Format (PDF) files. eBooks must contain a book or long-format content that is intended for digital reading and possess interactive elements, not fixed layout and two-dimensional format (Lee et al., 2002; Rowberry, 2017) .

Interactive elements such as videos, audio clips, and hyperlinks are included in eBooks. eBooks readers can watch video clips related to the content or access more information by clicking on the link provided in the text. The multimedia is embedded in Books, allowing readers an immersive and engaging experience. Moreover, eBooks have features that adjust fonts, backlight, and text format. It is common for eBooks to have text reader and dictionary capability. All these digital elements in eBooks are made to maximize and enhance the reading experience and increase reading accessibility (Attwell, 2021; Connaway, 2003; Sargeant, 2015).

eBooks encourage readers to read hundreds of books from their e-readers, tablets, smartphones, and computers without traveling to the library or bookstore. Readers can afford to read from the palm of their hands at any given time. eBook's digital feature allows authors and publishers to distribute with ease, reaching a broader audience and eliminating manual distribution or laborious inventory management. Readers can instantly download the content on their reading devices (Baron, 2015; Boxuan et al., 2022; Carrico et al., 2015; Griswold et al., 2005). It saves time and

resources in producing them for the masses, making them cheaper than physical books. eBooks are environmentally friendly because they do not require ink and paper to produce them. eBooks are adaptable, and updating the information as it evolves is effortlessly accomplished in minutes (Boxuan et al., 2022; Buczynski, 2010; Hardy, 2016; Torres et al., 2014). The above can be considered the scope of eBooks. The following section will show the history of eBooks.

History of eBooks

The history of eBooks is as long as the history of the computer. The first eBooks were the Bible, the American Constitution, and the Bill of Rights. Major historical landmarks in the development of eBooks include Project Gutenberg, the birth of the tablet, and mass adoption.

Project Gutenberg

The history of eBooks started with the development and use of electronic resources in libraries in the 1960s among a small group of scholars (Hawthorne, 2008). Several people have been named as inventors of the electronic configuration of a book, namely, Roberto Busa (1946-1976), Angela Ruiz Robles (1949), Douglas Engelbart and Andre van Dam (1960) (Bryson, 2014; DeRose & van Dam, 1999; Garcia, 2013). However, it was not until 1971 that eBooks were made public. Manley & Holley (2012); Vaknin (2007) describes the digitalization of well-known documents – the American Bill of Rights, the American Constitution, and the Bible, which became the impetus for Project Gutenberg. Michael S. Hart, a student from the University of Illinois, invented the first eBooks and founded Project Gutenberg. He desired to have books available to everyone without a fee. He succeeded in it. Today, Project Gutenberg is the oldest

digital nonprofit repository that circulates over 60,000 copyright-free books and is accessible to any device with the Internet (Doctorow, 2004; Hosch, 2022; Vaknin, 2007). Project Gutenberg was a model of eBook distribution that is considered by the makers of modern tablet computers today.

Birth of Tablets

Changes occurred with the circulation of e-Books as computers became more accessible in the early 1990s. People have become accustomed to reading on computer screens where electronic mail, instant messaging, electronic newspapers, and electronic magazines every day. In 1998, the Library of Congress started providing ISBNs to eBooks, and assigning eBooks with specific ISBNs allowed accessibility and availability to everyone through US public libraries. Moreover, history shows that Google was founded in 1998, spreading eBooks even faster, starting with Simon & Schuster publishing eBooks for commercial use (Attwell, 2021; Hawthorne, 2008; Manley & Holley, 2012).

Several companies raced to invent e-readers to catch the eBook phenomenon (Attwell, 2021; Baron, 2015; Hosch, 2022). Sony Librie is the first commercial e-reader tablet. However, Sony Librie was only released in Japan in 2004. Three years later, the launch of Amazon Kindle catapulted eBook sales worldwide. The release of Apple's iPhone and iPad also contributed to the presence of eBooks and other digital applications (Carreiro, 2010; Murray, 2010). In addition, other tablets and e-books became more prevalent as technology advanced.

Consequently, these devices provide multiple uses aside from reading eBooks. They are for user interaction, such as looking up images, connecting information,

resources, or other readers, providing feedback on performance or the product, and even using social media while reading (Baron, 2015; Flanagan et al., 2019; Pae, 2020). This ability to utilize tablets for many purposes has fueled the mass adoption of eBooks.

Mass Adoption

It is generally agreed that eBook reading is no longer limited to tablets and e-readers but to any device that allows the transfer of information electronically, which includes smartphones (Baron, 2015a; Ukrainian Book Institute, 2022). Therefore, the mass adoption of eBooks is inevitable. US public and school libraries offer eBooks and print sources (Ashcroft, 2011; Becker, 2015; Connaway, 2003; Gray & Howard, 2017; O'Connell & Haven, 2013). Some university libraries have removed their print books and are now 100% eBooks (Ashcroft, 2011; Becker, 2015; Rubinkam, 2021).

Furthermore, social influence encourages the continuous usage of digital products and services, including eBooks (Bocala-Wiedemann, 2022; Dahlan, 2022; Haq & Syauqi, 2021). Social media has even intensified the social influence on eBook use (Bocala-Wiedemann, 2022; Dahlan, 2022; Haq & Syauqi, 2021). The above can be considered the essential brief history of eBooks. The following section will show the current research regarding eBooks.

Current Research Regarding eBooks

Based on the literature, researchers are interested in eBook cost, consumer behavior, availability, modality, and communication tool. Each of these topics will be discussed below. Finally, this section will conclude by synthesizing what researchers ask other scholars to examine in future research.

Cost

Most research on eBook cost suggests that the price paid to produce an eBook compared to a physical book can be slightly different. However, copyright-free books, such as Project Gutenberg, are now readily available for readers with a device that can download eBooks online. A recent line of research has established that readers prefer free eBooks to priced eBooks (Baron et al., 2017; Kletter, 2021; Lin et al., 2021). Generally, eBooks are priced much cheaper than print books because of the lower production cost for eBooks. The average price of Kindle books is between \$5 to \$15 compared to the average price of print books, which is between \$10 to \$20. Some online bookstores, such as Amazon, offer a lower price or free to entice people to read eBooks, while other jobbers offer bundle prices or perpetual use of eBooks. Economic reasons are the driving force for the usage and choice of eBooks, especially for students. Institutions such as universities and public schools are increasing their spending every year to meet the demands of their patrons (Acosta, 2022; Fictionophile, 2022; Seok & DaCosta, 2016; Wilmer, 2014). Ashcroft (2011), Feng et al. (2019), and Kletter (2021) considered the implication of eBook spending and found that an average school library will increase spending on eBooks by 48% while decreasing spending on print by 31%. Overall, researchers who explain the cost of eBooks are interested in future research regarding the collection development and budget strategies for patron-driven acquisition that will justify the cost-usage and eBook use (Carrico et al., 2015; Lamothe, 2013; Sprague & Hunter, 2008).

Consumer Behavior

Several scholars have researched consumer behavior in eBooks. Researchers pointed out that reading eBooks is a part of daily activities worldwide. Various surveys from different countries, namely Belgium, the Netherlands, Germany, Japan, Sweden, the United Kingdom, and the United States, similarly show a positive response to eBooks (*Book Market in Belgium and the Netherlands*, 2022; *E-Book Reading Online UK 2021*, 2022; *Japan*, 2022; *Reading Books and E-Books Germany 2021*, 2021). However, readers still prefer print books over eBooks (Herold, 2014; Maynard, 2010; Perrin, 2015; Stoltzfus, 2016; Torres et al., 2014; Woody et al., 2010). First, adults prefer reading in print because of their familiarity with physical books. Second, educators also prefer print because there are fewer distractions than eBooks. Third, students prefer print because of the tactile experience and ease of reading.

On the contrary, current research shows that eBook use is primarily for leisure reading, while print books are still preferred for academic use (Amiama-Espaillet & Mayor-Ruiz, 2017; Stoltzfus, 2016; Yoo & Roh, 2019). For example, the pandemic's effects on US schools are far-reaching and have led more schools than ever to shift to digital books for curriculum and student choice reading. As a result, more students are using eBooks and digital audiobooks, educators are integrating them into their classroom curriculum, and publishers have expanded their digital offerings. External influences affect readers to use eBooks such as social media, family, and friends (Lim & Jung, 2019; Strouse & Ganea, 2017; Wilson, 2016). Parents who demonstrate reading using eBooks or reading to their children impact their reading behavior. Studies also show that digital reading needs support from adults. Finally, numerous researchers

found that eBooks' familiarity and ease of use encourage readers to use the reading format (Wang et al., 2019; Wilson, 2016).

In summary, researchers exploring consumer behavior regarding eBooks are interested in future research regarding factors influencing reading. Many factors have been identified, such as cost, availability, convenience, ease of use, and reading habits. Future research should examine these factors and evaluate their impact on book format selection. Furthermore, researchers suggest that future research should explore and test metrics for user behaviors on eBook use against other factors that encourage eBook reading (Mashhour & Saleh, 2015; Shin, 2010). Finally, researchers suggest that future research should investigate the effectiveness of eBooks in problem-solving and critical thinking skills and find out which groups of readers benefit most from eBook access (ElAdl & Musawi, 2020; Picton, 2014).

Availability

Most researchers working on eBook availability agree that eBooks are obtained differently. Users download books from libraries, obtain them from friends and family, and use their phones and computers on the Internet (Doiron, 2011; Mcknight et al., 2008; Reily, 2017). However, access and availability depend on reliable internet connectivity. Previous studies have demonstrated that the Internet makes it challenging for eBook access (Alsadoon, 2020; Baron, 2015; Reily, 2017; Wilson, 2016). Another area of agreement among researchers is that eBooks are not always available for use and that there are disparities in different areas, especially in topics such as race, ethnicity, gender, and LGBTQ in eBooks (Slater, 2010; Suyatna, 2020). Lastly, research shows that promoting and marketing eBooks increases visibility and results in more

excellent circulation of eBooks (Buczynski, 2010; Reily, 2017; Strouse & Ganea, 2017). Therefore, researchers who explain the availability of eBooks are interested in future research regarding a more extensive population survey that could clarify and expand the findings about the eBook experience for educational use. The unreliable connection, lack of manipulability, and availability are some of the concerns in focus group research; however, future research on eBooks resolving these issues and having a broader and more diverse population of participants will help clarify the findings (Carlock & Maughan Perry, 2008; Goertzen & Bakkalbasi, 2016).

Modality

There are several modalities for accessing eBooks. The favored modes are mobile phones, tablets, and computers. Research shows that using mobile phones to read eBooks is daily. However, mobile phone use in accessing eBooks differs for each age group and race (Baron, 2015; Cote & Milliner, 2015; Hessman, 2011; Merga & Roni, 2017; Perrin, 2016). For example, young children using mobile phones to read eBooks read less, while young adults are more likely to read eBooks on their smartphones (Baron, 2015b; Merga & Roni, 2017). Moreover, blacks and Latinos use smartphones to read eBooks, while Caucasians use digital devices (Baron, 2015b).

On the other hand, research in eBook modality shows that tablets such as iPads positively and negatively affect readers' reading habits (Baron, 2015; Fletcher & Nicholas, 2018; Hsiao & Chen, 2015). iPads have powerful tools that can perform complex operations and applications that attract readers to read and learn while encouraging positive engagement with the literature. In contrast, Baron (2015) points out that while the iPad is a dynamic technology tool, it offers a menu of distractions to

the readers, preventing them from having a meaningful and deep reading experience. Kindle is another popular and affordable tablet in the market. It is lightweight, and its portability and user-friendly even for young children. It has fewer distracting tools that allow immersive reading. Studies show that it improves reading ability and encourages life-long reading (Baron, 2015; Hessman, 2011; Hsiao & Chen, 2015; Maynard, 2010).

As computers have been around since the beginning of eBooks, children are reading more on computers than print books because the advancement of technology allows the development of computers and screens that cause less eye strain (Margolin et al., 2013; Merga & Roni, 2017; Picton, 2014). However, readers who use computers for reading eBooks found that readers skim through the text to search for specific information (Brown, 2001). Overall, researchers explain the modality of eBooks and are interested in future research regarding longitudinal studies evaluating academic outcomes for children and adults who have used eBooks, including audiobooks. In addition, researchers would like to expand and explore the educational and clinical implications of using different modalities of eBooks (Hessman, 2011; Rogowsky et al., 2016).

eBook as a Communication tool

eBooks are a powerful communication tool because they can hold content, use various formats, and disseminate information quickly, making them an ideal communication method in the digital age. It allows flexibility and accessibility to transfer messages to the specific target audience, purpose, and design when used accordingly. eBooks can be used for meaningful communication, such as education and training materials, corporate communications, crisis communications, and others.

Educational institutions such as schools and colleges can provide students and employees with digital textbooks, lessons, and teaching tools that enhance learning experiences through eBooks. eBooks have the flexibility and versatility to provide powerful multimedia embedded in them, such as audio files, videos, interactive assessments, and up-to-date links to resources related to educational materials.

eBooks are vital corporate communication tools. Employee handbooks, company reports, annual reviews, policies, and campaigns are easily shared through the company's share point, websites, social media, email, and newsletters in eBook format or small chunks of digital files. It allows the employees to engage and contribute to distributing information related to their company. It saves corporate storage space and decreases physical printing, giving the company a streamlined communication tool and an environmentally friendly company.

eBooks are a crisis communication lifeline. eBooks provide quick and updated information during natural disasters or pandemics. eBooks transcend geographical barriers, allowing vital information to be transferred swiftly and reaching more significant audiences. During Covid-19, healthcare provided information using digital tools. Tools such as eBooks were shared and brought awareness about the health services, treatment options, and life-saving practices that benefited many people during the pandemic.

eBooks are practical and valuable communication tools that educate, reach, and engage the target audience. eBooks and corporate and crisis communication tools are crucial in education and training resources. Information delivery can be tailored to the readers' preferences and specific goals.

In summary, the history of eBooks mimics the history of the computer. Project Gutenberg is the beginning of eBooks, which started with the digitization of the Bible, the American Bill of Rights, and the American Constitution. Tablets have made digitized books more available and accessible through their portability and user-friendly interface—the mass adoption of eBooks results from tablets, smartphones, and computers. Public libraries and schools have made eBooks more prevalent to the masses. Social media influencers have also helped in spreading the popularity of eBooks. Current research shows that reading eBooks is a part of daily activities worldwide. However, there is resistance to the full use of eBooks for reading. Future research is needed regarding the collection development and budget strategies for patron-driven acquisition that will justify the cost-usage and eBook use (Carrico et al., 2015; Lamothe, 2013; Sprague & Hunter, 2008). Future research must examine the factors and evaluate their impact on book format choices (Hessman, 2011; Rogowsky et al., 2016).

Furthermore, researchers suggest that future research should explore and test metrics for user behaviors on eBook use against other factors that encourage reading (Mashhour & Saleh, 2015; Shin, 2010). Additionally, researchers are interested in learning about the educational and clinical implications of eBooks and audiobooks for children and adults who have used eBooks and audiobooks for a long time (Hessman, 2011; Rogowsky et al., 2016). Now that eBooks have been explored, the following section will discuss reader identity.

Reader Identity

Reader Identity refers to a reader's specification of how they perceive themselves as the reader. It defines how one reads and how one puts value on reading. It is the underpinning of why one reads. Since the early 2000s, the term has been used by scholars to describe readers' preferences and habits. At present, reader identity is vital in motivating life-long readers. The following briefly examines the history of reader identity. Following, an analysis of current research about reader identity is presented.

History of Reader Identity

The history of Reader Identity describes how one acquires one's unique reading preferences and habits. Culture and social context form the readers' identity that defines the reading motivation and habit of the reader for a lifetime. The major historical landmarks in Readers' identity explore pedagogy's early roots and the readers' identity in the 2000s.

Early Roots in Pedagogy

The history of Readers' identity in pedagogy shows the importance of education and educators in molding the Readers' identity. First, Reader identity primarily starts from home and in early childhood education (Mansor et al., 2013). Second, teachers are instrumental in developing readers' identities through their support and guidance in reading engagement (Turner & Hicks, 2015; Wang, 2018). Third, readers' identities can be solidified by forming reading groups. An interactive reading process, including readers' reflections on their readings, contributes to a more robust and well-defined readers' identity. Third, readers' identity is influenced by different classroom context and programs, including literature programs and online reading software programs, which

aids readers with reading motivation for those with behavioral challenges (Ciampa, 2012; Olszak & Curie-Sklodowska, 2015; Radford et al., 2020; Tsai & Yen, 2014). The early history of Readers' identity demonstrates the vital role of home and educators in molding the identity that helps understand the Reader's Identity in the 2000s and present.

Reader Identity in the 2000s

It is generally accepted wisdom that culture and social context shape readers' identities. In our modern culture, labels are acceptable based on the ability to read text. It is embedded in our culture, and readers' identity is shaped by cultural factors (Alvermann, 2001; Scholes, 2003; Sellers, 2019; Shin & Riazantseva, 2015; Travis, 1998). For example, in the classrooms, students are identified as avid, reluctant, or average readers. This happens in the classroom culture, and when the culture fails to respect differences, it removes the ability of the reader to honestly know their real reading identity (Alvermann, 2001; Sellers, 2019). Moreover, the social context of the reading is essential to ways in which readers are allowed to grow. Reading engages young people in social and cultural participation, which shapes the readers' identity (Abodeeb-Gentile & Zawilinski, 2013; Cheng et al., 2013; Sellers, 2019). The above can be considered the crucial brief history of Readers' identity. The following section will show the current research regarding Reader identity.

Current Research Regarding Readers' Identity

This section will review the existing literature on reader identity. The literature review shows that researchers present fundamental ideas underlying reader identity: attitude, self-efficacy, reading habits, book choices, and process. Each of these topics

will be discussed below. Finally, this section will conclude by synthesizing what researchers are asking other scholars to examine in future research.

Attitude

In the literature on reader identity, there seems to be a general agreement that attitude towards reading is a crucial component of a reader's identity. It draws the reader to read more because of how one feels about reading. For example, readers could feel excited or happy about reading a new book or a familiar author. Reading attitude can also include feelings about reading aloud, with others, or alone. Research shows that students who embrace technologies such as eBooks and read for leisure perceive themselves as more capable learners than those who do not (Johnson, 2016; McElvany & Schwabe, 2019). Students who are driven and passionate about reading for personal growth, such as reading to learn about current events and history or reading for pleasure to discover new things, develop a deeper readers' identity (McElvany & Schwabe, 2019a; Sellers, 2019; Yaghi et al., 2019). Research suggests that personality traits and attitudes toward reading affect the readers' identity (Li & Chignell, 2010; Majláth, 2014; Medford & McGeown, 2012; Vazire & Gosling, 2004). For example, a person who is lazy and puts little effort into finding the appropriate literature gets quickly bored with reading and does not develop a good reader identity (Hoshi, 2003).

Furthermore, research shows that reading attitude positively influences reading behavior and comprehension (Stokmans, 1999; Sukarni, 2019). Therefore, future research suggests examining the extent of attitude towards reading fiction. In addition, researchers would like to know more about the roles of reading motivation and

engagement in the Internet reading context that contributes to a positive reading attitude (Brandmo & Bråten, 2021; Stokmans, 1999; Yaghi et al., 2019).

Self-Efficacy

Empirical evidence confirms that self-efficacy is the ability to behave and perform to achieve a specific accomplishment. Bandura (1986, 1997) believes self-efficacy highly influences one's choice of activities, efforts, and persistence, including reading. The research found that the construct of reading efficacy was the most important predictor of reading achievement (Hedges & Gable, 2016). Research shows that it is vital to teach students to reflect on their reading and self-efficacy when reading print and eBooks (Chen, 2017; Parenti, 2016; Tsai & Yen, 2014; Waheed et al., 2015).

The current literature on self-efficacy suggests that eBooks correlate significantly and positively with students' self-efficacy, reading motivation, and Identity (ElAdl & Musawi, 2020). eBooks have powerful features that aid in reading self-regulation, such as goal setting. eBooks have metrics that would describe the readers' reading habits and abilities. eBook applications such as Bookly, Goodreads, and Basmo often generate infographics showing the reading progress, giving the reader self-efficacy. eBook reading even gives recognition by electronic awards, marking the milestones of the reading. For example, awards are given for how many eBooks are read and how much and fast the reader reads. Research shows that as individuals mature, they increasingly self-regulate, resulting in greater self-determination. Therefore, intrinsic motivation and self-regulation greatly influence adult readers' identities (Ryan & Deci, 2000; Schutte & Malouff, 2007). Researchers suggest that further studies should be

conducted with more data and a scale to measure the correlation between self-efficacy and reading proficiency (Habibian & Roslan, 2014; Koşar et al., 2022).

Reading Habits

The literature review shows that reading habits are defined as the behavior towards reading and regularity in reading. Reading habits can include when and where reading activity is most favorable and enjoyable. Preferences on format, genre, or purpose for reading can influence a reading habit (Meier, 2015; Scoggin & Schneewind, 2021). Research shows that convenient access to reading materials encourages frequent reading (McQuillan & Au, 2001). With the advancement of Information and Communication Technology (ICT), books are more accessible and available, impacting the reading habits of all ages (Ahmad et al., 2014; Akarsu & Dariyemez, 2014; Nkomo, 2020; Olszak & Curie-Sklodowska, 2015). The younger generation widely accepts eBook reading. In a recent survey, 68% reported reading eBooks using a computer, phone, or tablet (Ahmad et al., 2014; Merga & Roni, 2017; Picton, 2014). The research found that students who frequently read online have a higher reading proficiency (Ahmad et al., 2014; Alisaari et al., 2018; Brandmo & Bråten, 2021; Edwards, 2013; Kretzschmar et al., 2013; Verma & Sonkar, 2013). In contrast, reading for five hours using technology such as WhatsApp, Facebook, Wattpad, Pinterest, and YouTube for entertainment harms reading (Nkomo, 2020). Research indicates that reading on screens is less advantageous for reading development, habits, and mindset (Kovač & van der Weel, 2018) because readers spend more time engaging in the media than reading (Babarinde et al., 2018). Nevertheless, many still prefer to read print books as a reading habit because of the physical and tactile experience that they provide (Alisaari

et al., 2018; Bodomo et al., 2003; Kirk et al., 2012; McQuillan & Au, 2001; Zhang & Kudva, 2013). The purpose for reading includes fun reading, reading to relax and reading to learn new things and new words (Baron, 2015; Bradford, 2012; Clark & Picton, 2021). Future research on reading habits should explore reading habits using eBooks. A longitudinal study on digital reading is needed to understand current reading habits further using eBooks (Dimitrova, 2021; Karim & Hasan, 2007).

Book Choices

Book choice refers to self-selected books. Selection can be based on their interest, personality, and culture. The opportunity to choose what matters to the reader empowers them to exercise the right to intellectual freedom. Research on book choices found that getting readers involved in their book choices yields a greater desire to read books (Bodomo et al., 2003; Waheed et al., 2015; Zhang & Kudva, 2013). Current research appears to support the notion that books are chosen based on how they make the reader “feel,” such as happy or sad (Bal & Veltkamp, 2013; Fujimoto & Murakami, 2022; Urschel, 2003). Moreover, recent research has shown that books chosen according to their interest encourage readers and allow them to improve their reading comprehension and vocabulary (Chen, 2017; Fraumeni-Mcbride, 2017).

Current research supports that students choose books for different reasons, depending on their reading level. For example, below-average readers are more likely to choose books based on pictures, familiar authors, and friends' recommendations, while average and above-average readers are more likely to choose books based on the length of the book, the print, the cover, the title, and chapter titles while books that have a variety of characters appeal for young readers (Kragler, 2000; Urschel, 2003). In

addition, adolescents choose books based on genre and topic preferences, while adults weigh in on the reviews and recommendations of others (Alvarez, 2012; Fujimoto & Murakami, 2022; Leino & Räihä, 2007; Toyong & Toyong, 2021; Wendelin & Zinck, 1983).

Delgado et al. (2018) and Voorhees (2011) point out that paper-based reading yields better comprehension and superior experience than digital books. However, the research found that digital technologies such as eBooks are growing among children and adolescents as they get exposed to and familiarize themselves with the format's nuances. Consequently, numerous scholars have grappled with the issue of choosing eBooks based on ease of use, convenience, and forced adoption over print books (Benevides, 2013; Ciampa, 2012; Rahman, 2019; Walton, 2014; Zasacka, 2017). Therefore, researchers who explain the book choices on readers' identity are interested in future research regarding a longitudinal study that includes a broader age group can further understand the relationship between book choice on motivation and learning (Alvarez, 2012; Wendelin & Zinck, 1983).

Process

A component of the reader's identity is a process that refers to the work the student does independently to solve words, read fluently, and comprehend. Research shows that students improve their reading fluency by listening to repeated text, hearing fluent reading models, and monitoring progress. Moreover, students who struggle with fluency must receive instructions on decoding long words and have good reading practice (Hasbrouck et al., 1999; Kuhn, 2004; Thoermer & Williams, 2012). It is generally agreed that students can improve their comprehension by learning different

reading strategies, participating in small group discussions, and using synonym prompts (Harvey & Goudvis, 2013; Murphy et al., 2016; Gilakjani & Sabouri, 2016). The research found that students struggling with word-solving should be engaged in instructional conversation with the teacher, use scaffolding while reading text, and use word study techniques to help improve word-solving (Walker, 2000; Zimmerman, 2012). It is generally accepted wisdom that for students with language and learning disabilities, using a checklist, keywords, and illustrations can help with word solving (Karrison & Carroll, 1991). Overall, researchers who explain the process of readers' identity are interested in future research regarding word-solving skills that focus on scaffolding, word reading skills, and word meaning process (Hasbrouck et al., 1999; Mani & Huettig, 2014; Perfetti & Stafura, 2014).

In summary, the history of the reader identity specifies how a reader perceives themselves as readers. The history of readers' identity in pedagogy demonstrates the vital role of education in shaping the readers' identity and the different processes an individual reader goes through to achieve a solid identity. Readers' identity in the 2000s shares that cultural and social context adds to the identity. Current research regarding readers' identity indicates that attitude, self-efficacy, reading habits, book choice, and process encompass readers' identity. Future research suggests learning more about the contribution of attitude toward the reading experience.

Moreover, future studies on readers' identity should examine the relationship between self-efficacy and reading proficiency (Brandmo & Bråten, 2021; Stokmans, 1999; Yaghi et al., 2019). In addition, future research on reading habits should investigate doing a study that includes the reading habits using eBooks (Dimitrova,

2021; Karim & Hasan, 2007). Furthermore, future research on book choice should explore the relationship between book choice and motivation (Alvarez, 2012; Wendelin & Zinck, 1983). Finally, Readers' identity is interested in learning word-solving skills that focus on scaffolding, word reading, and word meaning skills (Hasbrouck et al., 1999; Mani & Huettig, 2014; Perfetti & Stafura, 2014).

Digital Natives

Commonly, a recent line of research has established that digital natives are young people who have grown up with digital technologies. They were born into a world where technology was present, grew up in a digital world, and used it in organizational and personal contexts. Technology has become a part of the digital natives' lives. Digital natives use technology daily for almost anything (Brown, 2011; Gallardo-Echenique et al., 2015; Jones, 2010; Kennedy & Fox, 2013; McKenna & Vodanovich, 2016; Tombul, 2019). Since Prensky's (2001) essay on digital natives, digital natives have been redefined. The following briefly describes the history of digital natives. Following that, an analysis of contemporary research regarding digital natives is presented.

History of Digital Natives

The history of digital natives began before Prensky's essay in 2001. Exploring the generational cohorts, emergence, and widespread use of the term digital natives is critical in understanding the history of digital natives.

Generational Cohorts

Generational cohorts refer to a group of people who, through similar experiences brought by events during their growing years, such as wars, natural disasters, and inventions. They share the same political, economic, and social events during the early stages of life and will likely develop similar beliefs, values, and behavior (Abramson & Inglehart, 1992; Dinas & Stoker, 2014; Padayachee, 2017). There are different generational cohorts. However, they are broken down into four main ones, which are: Baby Boomers (1940-1969), Generation X (1970-1980), Millennials and Generation Y (1981-2000), and Generation Z/Generation I (2001 and beyond). Scholars believe learning about generational cohorts helps understand the group's development and behavior. Researchers use age cohorts to set boundaries and categorize the divisions that shape processes and outcomes (Grenier, 2007; Woodman & Wyn, 2014). Assigning names and years to specific birthdates is essential to popular culture. Therefore, it was critical to understand the emergence of digital natives.

The Emergence of Digital Natives

An American writer and speaker on education, Marc Prensky coined the terms "digital immigrants" and "digital natives" to describe the different digital cultures occurring in generational cohorts. Digital immigrants are those born into the digital world but have adopted the new technology in their later years. For example, Baby Boomers

and Generation X are categorized as digital immigrants. Digital natives are people who have grown up in the information age. Digital natives consume digital information and are keen to use devices and platforms. As a result, they are comfortable using computers, mobile phones, and social media in their everyday lives. Millennials and Generation Y are digital natives (Autry & Berge, 2011; Ball et al., 2019; Basu, 2008; Bulfin, 2007; Thinyane, 2010). Researchers have attempted to identify digital natives as anyone born after 1989. They recognized in their study that digital natives have radically different information-seeking behaviors (Radford et al., 2008; Zimmerman, 2012). However, numerous scholars argue that the digital generational cohort does not determine how well a group learns to use technology (Bennett & Maton, 2010; Palfrey & Gasser, 2011; Ryberg & Larsen, 2012). Despite the argument that there is no difference between digital immigrants and digital natives, popular culture has accepted the widespread recognition of digital natives.

Widespread Recognition of Digital Natives

It is generally accepted wisdom that digital natives are digital and media literate, technology-savvy, and able to use other learning approaches (Kurkovsky & Syta, 2010; von der Heiden et al., 2013). Scholars have observed that digital natives are proficient in using technology for data manipulation, problem-solving, and new product creation. In addition, they adapt quickly and embrace technological changes (Brown, 2011; Colbert et al., 2016; Firat, 2013; Georgieva, 2014; Kirschner & De Bruyckere, 2017; von der Heiden et al., 2013; Wang et al., 2013).

Numerous scholars have sought to understand Prensky's theory about digital immigrants and digital natives' use of technology. They have mentioned that the theory

is controversial, unhelpful, narrow, inaccurate, dangerous, and divisive within the education technology community (Braccini & Federici, 2013; da Silva Gomes de Oliveira et al., 2014; Eynon, 2020; Marshall, 2018; Smith, 2012; Stoerger, 2009). More scholars have voiced concerns about the popularized terms and that they are simply a myth because there is no evidence of a generational difference in digital skills. Instead, the notion of digital natives is influenced by generational assumptions and anecdotal evidence (Bennett & Maton, 2010; Combes, 2009; Corrin, 2014; Judd, 2018; Koseoglu, 2013; Selwyn, 2009). Other scholars stress that there is no commonly accepted definition, and no one generation is a digital native (Gallardo-Echenique et al., 2015; Watson, 2013). The above can be considered the vital brief history of digital natives. The following section will show the current research regarding digital natives.

Current Research Regarding Digital Natives

Based on the literature, researchers are interested in digital natives learning, communication, behavior, and relationships. Each of these topics will be discussed below. Finally, this section will conclude by synthesizing what researchers ask other scholars to examine in future research.

Learning

Digital Natives learn in formal and informal settings but must be taught a certain way. Several researchers have identified that digital natives have unique learning characteristics and are proficient in a range of technology that enhances their learning (Dresang, 1999; Jones, 2010). Digital natives are immersed and saturated in digital technology from childhood and adolescence; therefore, their ability to work with technology comes in speed, nonlinear processing, multitasking, and social learning

manner, and they use a variety of digital tools such as email, digital cameras, and mobile phones to support their learning (Jones, 2010; Marchetta et al., 2018; Margaryan et al., 2011; Park, 2010; Thompson, 2013). Digital natives perceive themselves as readers and participants on the Internet. They read information online and produce content from their reading, such as blogs, music, videos, visual stories, or even eBooks. Digital natives share their thoughts and learning with everyone online (Ballano et al., 2014; Gulsecen et al., 2015; Margaryan et al., 2011). Digital natives are influenced by their teachers. However, university teachers must innovate in their teaching delivery by using a virtual environment to engage in learning (Margaryan et al., 2011; Vitvitskaya et al., 2022). As a result, researchers explain learning for digital natives are interested in future research regarding the use of different strategies to educate digital natives, such as the use of technology for innovation, incorporating social media in the classrooms, and providing digital natives with hands-on approaches in grasping a topic while catering toward their digital proficiency (Marchetta et al., 2018; Margaryan et al., 2011). Researchers are also interested in learning about digital isolation for both digital natives and faculty members. Future research suggests that the study on digital isolation should be extended to a larger population and conducted during the post-Covid-19 pandemic to compare the difference in the student's perception of learning digitally using information and communications technology (Navarro, 2021; Riggins et al., 2005).

Communicating

Research has found that digital natives use digital technology such as computers, mobile phones, and social networks such as Facebook for communication and research (Autry & Berge, 2011; Kahraman et al., 2020). For example, during the

Covid-19 pandemic, all courses were implemented online. Distance learning was globalized quickly due to the physical distancing requirement for curbing the spread of the Covid-19 virus. Therefore, online learning methods were employed, and the use of meeting platforms was used, including Zoom, Google Meet, Google Classroom, WhatsApp, and YouTube Channel (Nilam et al., 2020; Setiawan, 2021; Sugiarto & Aman, 2020; Suharyono, 2022; H. Wang et al., 2020). Social media sites are trendy among digital natives, who sometimes perceive them as a vital source of information and a means to connect with others. Moreover, a new digital language is evolving and is increasingly prevalent with technically savvy individuals as a standard means of communication. Research suggests that digital natives use different languages to communicate because of technical terms or frequent acronyms to send messages quickly. In addition, the research found that digital natives are reliant on graphics to communicate (Autry & Berge, 2011; da Silva Gomes de Oliveira et al., 2014; Greguras, 2021; Jarvis, 2014; Kahraman et al., 2020; Prensky, 2001; Teo, 2016; Verčič & Verčič, 2013). Consequently, researchers explicate the communication of digital natives are interested in future research vis-à-vis the use of digital communication tools that will extend the learning of students that will be beneficial, useful, and relevant to digital learners (Kristy et al., 2022; Serpagli, 2017; Trinder et al., 2008).

Behavior

The research found that digital natives are inherently technology savvy because of their long exposure to the digital environment and frequent use of technology in everyday life (Autry & Berge, 2011; Kennedy et al., 2008; Wang et al., 2020). Scholars also found that digital natives are adaptable. Therefore, they can multitask and perform

self-regulated learning (Marchetta et al., 2018; Thompson, 2013; Vitvitskaya et al., 2022). However, digital natives prefer interacting with digital media, and they are easily distracted by technology and may exhibit cyber laziness and antisocial behavior (Thompson, 2013; Verčič & Verčič, 2013). A recent study shows that digital natives require greater attention from university professors (Vitivitskaya et al., 2022). They thrive on instant gratification from social media and rewards from computer self-efficacy and experience (Silveira et al., 2011; Rodi et al., 2014). The current literature on digital natives' behavior shows that persuasive communication can change the behavioral security intentions of digital natives while using home computers for personal or leisure use. Digital natives tend to be lax in protecting their online security when using their home computers (Zaranejad, 2018). Accordingly, future research should examine the behavior of digital natives, focusing on security behavior and learning about the impact of digital interaction networks on a professional setting, particularly in an office environment (Shipunova et al., 2019; Zaranejad, 2018).

Relationships

Digital natives have a unique way of building relationships (Braccini & Federici, 2013; McKenna et al., 2002). They prefer to socialize in the digital environment more than the physical one. Digital natives frequent social networking sites such as Facebook and Instagram to socialize. Social networks such as these allow the creation and connections of profiles and are shared throughout the digital world. Some of the information shared is made up or fake, while others disclose private and intimate information about themselves (Ardi, 2016; Tilleczek & Campbell, 2019). Information and communication allow instantaneous social interaction with a wide variety of users. So

many value the relationships built online that their decisions and actions are shaped by the opinions and choices shared by their “friends” online. Popularity and frequency rule in social media and the “influencers” help them to make pronouncements based on them (Ardi, 2016; Ball et al., 2019; Verčič & Verčič, 2013). Digital natives’ relationships can be shallow, harsh, and unreliable because of the nature of the digital environment. For example, cyberbullying occurs frequently and dramatically affects its victims’ psychological health (Campbell, 2005; Görzig & Ólafsson, 2013; Topor, 2017). A recent line of research has established that digital natives experience digital exclusion, isolation, or digital divide, a complex and deep social problem. It affects individuals, organizations, and economies. Digital isolation is more prevalent in developed countries (Jensen et al., 2020; Lomborg & Ytre-Arne, 2021; Riggins et al., 2005). For that reason, researchers should examine relationships among digital natives. They should explore future research on digital isolation with a focus on learning how to bridge the digital divide and match the social affordances of ICTs with the everyday needs, interests, and desires of individuals, organizations, and countries (Jensen et al., 2020; Navarro, 2021; Riggins et al., 2005).

In summary, digital natives are a generation that grew up with digital technologies. Generational cohorts provide a breakdown and description of each generation. Each generation has varied experiences and exposure to technology; thus, the terms “digital immigrant” and “digital natives” were coined. This is to differentiate the different approaches of the two generations on how they use technology in their everyday lives. However, as more knowledge about digital natives emerged, the terms became widely accepted. Current research on how digital natives learn, communicate,

behave, and relate to others suggests future research on online learning for digital natives, including the digital isolation conditions (Marchetta et al., 2018; Margaryan et al., 2011; Navarro, 2021; Riggins et al., 2005). Future research should also explore digital communication tools that would benefit and be relevant to digital natives (Kristy et al., 2022; Serpagli, 2017; Trinder et al., 2008). Now that digital natives have been explored, the following section will discuss adult readers.

Adult Readers

Adult readers are anyone over 18 years old who takes deep pleasure in reading for different purposes. Since written language is documented, adult readers have grown from a few privileged people to most of the population. The following briefly explores the history of adult readers. Following that, an analysis of contemporary research regarding adult readers is presented.

History of Adult Readers

The history of adult readers' advent from the time written language is recorded. Major historical landmarks in the progress of adult readers explore the early roots before the 20th Century, marketing to adults in the 20th Century, and the New Era in the 2000s, Harry Potter and beyond.

Early Roots Before the 20th Century

Writing and reading began in the 4th Millennium BCE when tradespeople recorded goods sold on clay in ancient Mesopotamia (S. Brown, 2021). The first written communication ever recorded dates to 3500 BCE. Laws and records of kings were recorded in the cuneiform script in 2600 BCE in ancient Mesopotamia. The first known author was the Akkadian princess and High Priestess Enheduanna. She composed

temple hymns around 2300 BCE (Brandt, 2001; University of Texas Arlington Online, 2022).

The earliest written text was read in public readings such as royal courts and monasteries because the public still did not know how to read and write. Storytellers were fashionable in the 11th and 12th centuries, and it was famous for affluent people to have readers at their events. Romans in the 19th Century read books for entertainment. The Bible was the first book mass-produced using the first mechanical printing press in 1430. Johannes Gutenberg invented the printing press in Germany. The Puritans, the religious sect that migrated to America, laid the foundation for New England's religious, intellectual, and social order in the 1600s. The Puritans only allowed those who could read and write to vote and make decisions for the governance of the people. America's founding fathers believed that all men should be able to read, resulting in unrestrained press proliferation. In the early 18th Century, periodicals and stories were printed in magazines. Women were read to for entertainment and knowledge since women were prohibited from getting an education until the 19th Century. In the 19th Century, reading became more popular as the industrial revolution made printing and paper production possible. Printed materials such as public notes, broadsides, catch pennies, and printed songs were available for the masses for entertainment. Public announcements were printed and distributed to the public. The advent of gas and electric lighting allowed reading in private at home after dark (Brandt, 2001; Burger, 2007; Fischer, 2004; Hoover & Gough, 1990; Patra, 2021; Popova, 2012). With technology advancing the ability for adult readers to read, it is inevitable to market reading to adults in the 20th Century.

Marketing to Adults in the 20th Century

With the Industrial Age well on its way, technological changes were made in marketing books. Pioneers of mass production of books in Europe, such as J.M. Dent and Philipp Reclam, have helped expand book selections by selling the books cheaply to the public. Reclam sold books that included famous works, classics, libretti, opera text, and Latin and classic Greek text for over 50 years. He made literature available and affordable to all social classes (Patra, 2021; Schroeder, 2015).

In 1921, a scholar, Edward Thorndike, developed reading levels by tabulating difficult words used in literature and measuring the difficult words through mathematical data. In 1940, in direct instruction, most of the United States used the repetitive method and books like *Dick and Jane* books. In 1955, a scholar named Rudolf Flesch introduced phonics-based approaches to reading. In 1971, the whole language approach was introduced to replace phonics-based reading, where students created their learning. Reading comprehension became the focus of scholars in the 1970s and 1980s. In 1983, US President Ronald Regan shared the report, *A Nation at Risk*, stressing statistical evidence that 23 million American adults were functionally illiterate. The report resulted in educational reforms, including returning phonics to schools and highly encouraged independent reading (Fischer, 2004; Popova, 2012; Schroeder, 2015). As a result, schools are molding new breeds of readers in the new era of the 2000s and beyond.

New Era in the 2000s, Harry Potter and Beyond

The No Child Left Behind Act (NCLB), a law that the US government made American education responsible for the reading performance of our nation in 2002. The

standardized test measured the students' performance and required schools to report the progress of students' reading and math or risk losing federal money. As a result, the focus on reading became scoring high on standardized tests, where leisure and independent reading habits diminished. During the mid-2000s, when technology became more available in schools, individualized and differentiated instruction was implemented in reading in schools. Using computers, tablets, and portable electronics can now address our students' different learning and reading styles. Kaestle and Radway (2009) found that print culture in America picked momentum where books, magazines, and newspapers were produced more quickly and cheaply. However, it is observed that the reading public has become increasingly fragmented and oriented toward entertainment. Books turned into movies and became a widespread occurrence. Book series such as *Harry Potter*, *Lord of the Rings*, *Narnia*, *Twilight*, *Hunger Games*, and *Maze Runner* are just a few of the books with a movie tie-in. The Internet has facilitated the coming together of formerly separated readers' taste cultures, such as literary, screen, and graphic fandoms now more readily overlap, suggesting that there is more interest in adult reading now than there was in the past and that the Internet has made it easier to market to this population (Dubin & Zorkaia, 2011; Kaestle & Radway, 2009; Rutherford, 2009). The eBook is a practical Information and Communication Technology (ICT) tool, and it disseminates information rapidly and has become a vital tool in academic institutions and libraries.

Human adults use reading and writing as essential tools of communication. The rudimentary evolution in writing, such as vowels, punctuation marks, spacing between words, and separation of ideas through paragraphs, exist to improve communication.

Our society continues to communicate in ever-increasing frequency and fluency because of the desire to survive and thrive with the demands of the current lifestyle. One reads to advance in personal, financial, and occupational settings to communicate effectively and efficiently (Hudson, 1998; Johnson, 2015; Phillips, 1978). The above can be considered the basic history of adult reading. The following section will show the current research regarding adult readers.

Current Research Regarding Adult Readers

Based on the literature, researchers are interested in adult readers' consumer behavior and choice of format. Each of these topics will be discussed below. Finally, this section will conclude by synthesizing what researchers ask other scholars to examine in future research.

Consumer Behavior

Numerous scholars have researched adult reading behavior and found that magazines, novels, and comics are the most popular reading materials for entertainment, while periodicals, general books, and religious materials are the most prevalent text sources for edification (Nippold et al., 2005; Smith, 2000). In addition, the research found that agricultural, trade, and health care are the occupational groups that often read (Kirsch & Guthrie, 1984; Ling & Lin, 2010). Moreover, research has found that adult readers are engaged in reading for functional, informational, consumer, leisure, and work purposes (Ling & Lin, 2010; Olszak & Curie-Sklodowska, 2015; M. S. Smith, 2000). Research also shows that adult readers aged 36-49 read the most (Kirsch & Guthrie, 1984; Smith, 2000; White et al., 2010). In addition, researchers have found evidence that women prefer reading for entertainment while men read for information

(McElvany & Schwabe, 2019; Thums et al., 2021). A recent line of research has established that film adaptations of books influence adults to read (Cutchins, 2003; Friend, 2010; McFarlane, 2007; Montesi & Esteban, 2014; Verdaasdonk, 1991; Yang, 2019). The empirical evidence has supported the claim that the intention to read literary fiction is influenced by having sufficient mental and physical resources (Miesen, 2003; Sharon, 1973). In summary, researchers exploring consumer behavior regarding adult readers are in future research on the nature of adults' discussions with others about their reading and the effect of the "literacy talk" on adult reading behavior (Smith, 2000). Moreover, future research on film adaptation reading behavior should conduct a qualitative study on readers' perception of a book and compare the pre and post-adaptation of the book to the movie (Montesi & Esteban, 2014).

Choice of Format

Several scholars have pointed out that adults' strong reading habits influence their reading behavior. For example, adult readers prefer eBooks but still read print books, and they spend an average of 4 hours a day on activities that require reading, whether in digital or print format (Haiyan et al., 2017; White et al., 2010; Zhang & Kudva, 2013). Much debate over adults' choice of reading format has revolved around adults reading through physical or print materials rather than eBooks (Al-Sulaimi & Al-Shihi, 2017; Bodomomo et al., 2003; Hebert & Huwieler, 2021; Loh & Sun, 2019; Zhang & Kudva, 2013). The current literature on reading format suggests that university students worldwide prefer to read academic course materials in print, but for leisure reading, they prefer the accessibility and availability of eBooks (Foasberg, 2011; Mizrachi et al., 2018). Future research on the choice of format suggests broader and more diverse

participants in different academic disciplines. Future studies should also include reading preferences for undergraduate and postgraduate students (Bodomo et al., 2003).

In summary, adult readers are any readers who are 18 years old and above. They are unique readers for most of their reading activities because they are mostly self-initiated for various reasons. The history of adult readers explores the early roots before the 20th Century, marketing to adults in the 20th Century, and the new era in the 2000s. Current research regarding adult readers explores consumer behavior and choice of format for their reading. Future research suggests studying the readers' perception of books and examining their reading preferences (Bodomo et al., 2003; Montesi & Esteban, 2014).

The Reader Identity of Digital Native eBook Readers

Digital natives widely accept eBook reading. In a recent survey, 68% reported reading eBooks using a computer, phone, or tablet (Ahmad et al., 2014; Merga & Roni, 2017; Picton, 2014). Moreover, digital natives prefer reading eBook reading because of the digital experience. The visual elements and interactivity increase reading motivation (Brandmo & Bråten, 2021; Dwijayanti & Sihombing, 2021). In addition, digital natives do better in answering comprehension questions when reading eBooks, creating a positive experience for the readers (Acosta, 2022; Ciampa, 2012). Recent studies also show that digital natives are more engaged in reading when using eBooks. They participate and make more content-related comments in reading eBooks (Barbosa et al., 2012; Strouse & Ganea, 2017). Numerous scholars found evidence that native digital readers use personalization features for their eBooks to enhance their reading experience (Bailey, 2018; Leporini & Meattini, 2019; Verhavert et al., 2013).

Moreover, research has shown that eBook reading significantly impacts digital natives. Since digital natives have grown up with technology and the Internet, digital natives perceive their own identities as readers (Basu, 2008; Bennett & Maton, 2010; Chen, 2003; Prensky, 2001; Wells, 2012). Most of the research on digital natives' reading activities shows that digital natives tend to have a more flexible and dynamic sense of identity as readers when they engage with eBooks. eBooks offer greater customization and personalization than traditional print books, allowing readers to tailor their reading experiences to their preferences and needs (Acosta, 2022; Ashcroft, 2011; Frye, 2014).

Additionally, eBooks have the advantage of being more accessible, which leads to a greater sense of action and empowerment among digital native readers (Ardi, 2016; Picton, 2014; Prensky, 2001; Torres et al., 2014). However, while there is a broad agreement that digital natives find eBooks beneficial, views differ on the social aspect of eBook reading digital natives. Digital natives reading eBooks have been associated with a potential loss of social connection and sense of community among readers. The reason is that digital natives reading eBooks tend to read alone, and the lack of physical books can make it more difficult for readers to connect with others over shared reading experiences (Amiama-Espaillet & Mayor-Ruiz, 2017; Ardi, 2016; Becker, 2015; Buczynski, 2010; Ciampa, 2012; Lomborg & Ytre-Arne, 2021). Overall, eBook reading and readers' identity among digital natives is complex and multi-faceted, with both negative and positive effects.

Conclusion

Accordingly, researchers recommend further research regarding the constructs discussed in this literature review. For example, regarding eBooks, researchers recommend investigating a patron-driven acquisition of eBooks and testing metrics for user behavior on eBook use (Carrico et al., 2015; Lamothe, 2013; Mashhour & Saleh, 2015; H. Shin, 2010; Sprague & Hunter, 2008). Future research also suggests studying more about the effectiveness of eBooks and which user groups benefit the most (ElAdl & Musawi, 2020; Picton, 2014). In addition, the literature review encourages future researchers to study the manipulability and availability of eBooks (Carlock & Maughan Perry, 2008; Goertzen & Bakkalbasi, 2016). Moreover, investigating the educational and clinical implications of using different modalities is another area for future eBook research (Hessman, 2011; Rogowsky et al., 2016).

Numerous scholars of reader identity wish to further examine the extent of attitude towards reading. Future research should explore the roles of reading motivation and engagement in Internet reading attitude (Brandmo & Bråten, 2021; Stokmans, 1999; Yaghi et al., 2019). The literature review also shows that future research should examine the correlation between self-efficacy and reading proficiency and explore reading habits using eBooks (Habibian & Roslan, 2014; Koşar et al., 2022). Past studies have mentioned the need to research word-solving skills that focus on scaffolding and word-meaning processes for future research (Hasbrouck et al., 1999; Mani & Huettig, 2014; Perfetti & Stafura, 2014).

Studies of digital natives recommend learning more about the phenomenon of digital isolation that occurs with digital natives (Navarro, 2021; Riggins et al., 2005).

Future research should also find the best digital communication tool most beneficial, practical, and relevant to digital natives. The existing literature also emphasizes the need to examine the behavior of digital natives and focus on their security and learning behavior. Finally, future research on digital natives vis-a-vis finding solutions to the digital divide and using ICTs to aid individuals, organizations, and larger communities (Jensen et al., 2020; Navarro, 2021; Riggins et al., 2005).

Researchers recommend further research on adult readers' reading behavior and consumer behavior on readers' perception of literature (Montesi & Esteban, 2014; Smith, 2000). In addition, future research suggests learning more about the different factors of book choice by including more diverse study participants (Bodomo et al., 2003). Therefore, this qualitative study explores the relationship between eBook reading and reader identity among American digital native young adult readers.

Summary

A recent study has established that eBooks are preferred for free or lower prices (Baron et al., 2017; Kletter, 2021; Ling & Lin, 2010). eBooks are easy to use, and children read more on computers because the screens cause less eye strain (Margolin et al., 2013; Merga & Roni, 2017; Picton, 2014; Wilson, 2016). eBooks are read more when social media, family, and friends promote them (Lim & Jung, 2019; Strouse & Ganea, 2017; Wilson, 2016). Current research shows that eBook use is primarily for leisure reading, while print books are still preferred for academic use (Amiama-Espaillat & Mayor-Ruiz, 2017; Stoltzfus, 2016; Yoo & Roh, 2019). eBook access is still challenging for Internet connectivity (Alsadoon, 2020; Baron, 2015; Reily, 2017; Wilson,

2016). However, eBooks are accessed through mobile phone use (Baron, 2015; Cote & Milliner, 2015; Hessman, 2011; Merga & Roni, 2017; Perrin, 2016).

The literature review shows that readers' identity comprises reading habits, book choices, attitude, self-efficacy, and book choice (Scoggin & Schneewind, 2021).

Personality traits, intrinsic motivation, self-regulation, personality traits, and attitudes significantly affect readers' identity (Li & Chignell, 2010; Majláth, 2014; Medford & McGeown, 2012; Ryan & Deci, 2000; Schutte & Malouff, 2007; Vazire & Gosling, 2004). Several scholars have found that students who are driven and passionate about reading for personal growth, such as reading to learn about current events and history or reading for pleasure to discover new things, develop a more profound reader's identity (McElvany & Schwabe, 2019; Sellers, 2019; Yaghi et al., 2019). Books chosen by the reader encourage reading, improving their reading comprehension and vocabulary skills and yielding a better understanding of their reading identity (Bodomo et al., 2003; Chen, 2017; Fraumeni-Mcbride, 2017; Waheed et al., 2015; Zhang & Kudva, 2013).

Current research appears to support the notion that digital natives are adaptable. They multitask and perform self-regulated learning (Marchetta et al., 2018; Thompson, 2013; Vitvitskaya et al., 2022). Digital natives are active on the Internet. They read information online, produce content from their readers, and share their thoughts and learning with everyone online (Ballano et al., 2014; Gulsecen et al., 2015; Margaryan et al., 2011). Digital natives are reliant on graphics to communicate (Autry & Berge, 2011; da Silva Gomes de Oliveira et al., 2014; Greguras, 2021; Jarvis, 2014; Kahraman et al., 2020; Prensky, 2001; Teo, 2016; Verčič & Verčič, 2013). Digital natives thrive on instant gratification, computer self-efficacy, and experience (Silveira et al., 2011; Rodi et al.,

2014). As a result of being on the Internet for long periods, digital natives suffer from various social, emotional, and behavioral problems, and it affects organizations and economies on a large scale (Campbell, 2005; Silveira et al., 2011; Görzig & Ólafsson, 2013; Jensen et al., 2020; Lomborg & Ytre-Arne, 2021; Riggins et al., 2005; Rodi et al., 2014; Topor, 2017).

Current research on adult readers found that adult readers are engaged in reading for functional, informational, consumer, leisure, and work purposes (Ling & Lin, 2010; Olszak & Curie-Sklodowska, 2015; Smith, 2000). The empirical evidence has supported the claim that the intention to read for pleasure should have sufficient mental and readily available resources (Foasberg, 2011; Miesen, 2003; Mizrachi et al., 2018; Sharon, 1973).

Chapter III

THEORETICAL FRAMEWORK

The theoretical framework explains specific communication theories relevant to understanding eBook reading behavior. Exploring how psychological, communicative, and social factors influence how individuals engage with eBooks is vital. Four main communication theories that will guide the study of eBook reading behaviors are social cognitive theory, communication accommodation theory, social presence theory, cultural studies, and reader-response theory. Moreover, Henry's (2017) framework of reader identity development will explore the relationship between eBook reading and readers identity.

Social Cognitive Theory

Albert Bandura developed Social Cognitive Theory. The theory explains how individuals acquire and apply information, develop self-regulation, and engage in social interactions. It emphasizes the role of observational learning and social interaction in shaping the behavior of individuals (Abdullah, 2019; Bandura, 2001; Middleton et al., 2019; Schunk, 2012).

Bandura's social cognitive theory can be applied to understanding digital natives' eBook reading. In this study, social cognitive theory explores how social interactions influence eBook reading behavior and identify the patterns that encourage eBook reading. Activities such as joining book clubs, reading book reviews and

recommendations, and observing others use eBooks influence the digital natives to consume information similarly.

Based on Bandura's social cognitive theory, the questions about digital natives' personal reading choices, independence in making decisions about reading material participation in the book encourages book reading and engagement with others about their reading should be explored to understand the social influences of eBook reading. Bandura's social cognitive theory posits that human behavior is influenced by the individual, the environment, and behavior (Middleton et al., 2019; Schunk, 2012; Stajkovic & Sergent, 2019). Each of the components shapes and influences one other simultaneously. Therefore, it is crucial to identify the eBook reading behaviors that produce positive outcomes that encourage eBook reading.

Communication Accommodation Theory

Howard Giles developed Communication Accommodation Theory. The theory explains how language and communication are critical in social interactions, relations, and environment. It emphasizes how individuals adapt communication to accommodate or converge with others to maintain social identity (Elhami, 2020; Gallois & Giles, 2015; Giles, 2016; Jung & Hecht, 2004).

Communication Accommodation Theory can be applied in the study of eBook reading. Understanding how digital natives adapt their reading interactions, styles, and preferences to read eBooks will provide valuable insights into accommodation and communication strategies for digital reading.

Based on the Communication Accommodation Theory, questions regarding eBook reading behavior, such as sharing eBooks and reading experiences with others,

motivate digital readers to read (Gallois & Giles, 2015; Giles, 2016; Jung & Hecht, 2004). Moreover, questions about decision-making and how independence in reading choices affects their reading identity and how it impacts their reading experiences.

Social Presence Theory

Short, Williams, and Christie developed the Social Presence Theory. The theory focuses on how individuals perceive and experience the presence of others in mediated communication, particularly in online or virtual environments (Gunawardena, 1995; Mennecke et al., 2008; B. E. Mennecke et al., 2011; Short et al., 1976). The theory explains that participants in a communication medium feel a sense of human interaction and connectedness, even if they are physically separated (Gunawardena, 1995; Marmon, 2018; Mennecke et al., 2011).

Social Presence Theory can be applied in this eBook study. For this study, participants can be analyzed on how they identify themselves with the characters within the eBook and how it affects their reading behavior. Moreover, the study can explore whether eBooks are shared as a means of communication.

Based on the Social Presence Theory, questions can be asked about their eBook reading behavior, such as sharing eBooks with others, seeking input from family and friends about their reading choices and habits, and how others influence their reading engagement. Moreover, questions on how social settings impact the readers' choices and habits can be examined.

Cultural Studies and Reader-Response Theory

Cultural and Reader-Response Theory examines the role of individual interpretation and cultural context in shaping meaning. Cultural studies involve

analyzing cultural text, including eBooks, while Reader-Response Theory provides a framework for understanding how readers' responses to this text contribute to their personal and cultural identity (Mart, 2019; Probst, 1994; Spirovska, 2019; Sullivan, 1995).

Cultural studies and Read-Response Theory can explore how readers' backgrounds, experiences, and cultural experiences impact the interpretation of the digital text. It can investigate how media representations and communication strategies influence personal values and societal norms (Probst, 1994; Spirovska, 2019; Sullivan, 1995).

Based on the cultural studies and Read-Response Theory, questions can be asked about how personal identity and cultural heritage influence their reading and the Frequency of choosing reading text related to their identity and cultural heritage. It can also ask questions about the extent of reading habits and choices connected to their personal and cultural identities.

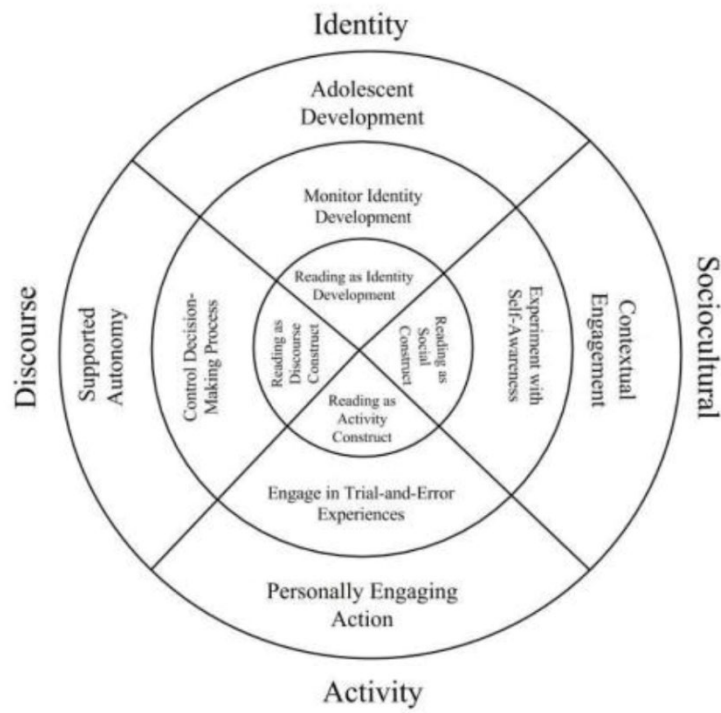
The critical elements of the theoretical framework are social cognitive theory, communication accommodation theory, social presence theory, cultural studies, and reader-response theory. The social cognitive theory emphasizes the role of observational learning and social interaction in shaping the behavior of individuals. Communication accommodation theory emphasizes how individuals adapt how they communicate to accommodate or converge with others to maintain social identity. Social presence theory on how individuals perceive and experience the presence of others even when they are physically separated. Cultural studies and reader-response theory emphasize the individual interpretation and cultural context in shaping meaning.

These theories collectively provide a comprehensive lens for understanding eBook reading behavior, readers' identity, and communication strategies using eBooks.

This study adopts Henry's (2017) framework of reader identity development to explore the relationship between eBook reading and reader identity among American digital native young adult readers. Henry (2017) created a framework of reader identity that included four major elements: (1) reading as discourse, (2) reading as an activity, (3) reading as social, and (4) reading as identity. In addition, Henry (2017) describes two significant constructs within each of these primary focus areas. The following describes each of those significant areas and the constructs within. Figure 1 presents Henry's (2017) framework of reader identity development.

Figure 1

Henry's (2017) Framework of Reader Identity Development



Note. Adapted from Henry, M. P. (2017). Reader identity development: A multiple case study of adolescent reluctant readers participating in a ninth-grade, free-choice reading intervention class. Used with permission.

Reading as Discourse

First, Henry (2017) identifies “reading as discourse.” Reading as a discourse refers to reading as a form of communication and interpreting text within a particular culture or community (Henry, 2017). Readers construct meaning from written text, using personal experience, background, and social and cultural context in which the text is produced and consumed. Within this area, there are two constructs. Autonomy is defined as the ability of the reader to construct meaning independently from written text. For example, readers might read about a narrative on their paragliding experience. The reader will critically engage with the text and construct their understanding of paragliding in hopes that the reading will encourage the reader to learn and experience paragliding one day. Decision-making in reading as a discourse is described as actively evaluating information within a text and making judgments about its meaning. For example, a reader may read an editorial article and must analyze the author’s intended message and determine the importance of the information to the reader’s convictions and beliefs.

According to Henry (2017), discourse is not just a neutral exchange of information but is instead infused with power dynamics and social hierarchies. This can be seen in how certain groups or individuals are privileged or marginalized within a given discourse. Furthermore, Henry (2017) argues that discourse is not just a reflection of reality but actively shapes and constructs it. Therefore, understanding the discourse surrounding a particular topic or issue is crucial for understanding social relations and power dynamics.

Reading as an Activity

Second, Henry (2017) identifies “reading as an activity.” This is defined as the process of interpreting and understanding written text. It is the process of extracting meaning from the text. Within this area, there are two constructs. Personally engaging action is defined as the active or intentional involvement of the reader in the reading process. For example, a reader might read a passage from the Bible, and to gain new knowledge and perspective on the text, the reader will write in a journal and summarize, question, and reflect on the reading. Trial and error experiences are described as experimenting with different strategies and techniques to improve understanding and engagement with a text. For example, a reader reading a journal article must experiment with the best reading environment in the material – lighting, noise, or time of the day. The goal of trial-and-error experiences in reading is to identify the most effective strategies and conditions for the reader to improve their comprehension, engagement, and understanding of the text.

According to Henry (2017), reading is an act of participation in which readers engage with the text and discourse it represents. He argues that readers are not just passive recipients of meaning but active constructors of it. This is because readers bring their own experiences, backgrounds, and identities to the text, and they interpret it through that lens. Furthermore, Henry (2017) suggests that reading is not just a solitary activity but a social one in which readers participate in the broader discourse and contribute to sharing it. Consequently, reading is not just an act of acquiring knowledge but also a way of participating in a social and cultural context where discourse occurs.

Therefore, reading as an activity is one of the most critical areas of focus when understanding reader identity.

Reading as Social

Third, Henry (2017) identifies “reading as social.” This is the idea that reading is embedded in social context and interactions. It is a social activity that allows the reader to deepen their knowledge and contribute wisdom to the society of readers (Henry, 2017; Shaw & Rozycki, 2000). Within this area, there are two constructs. First, contextual engagement action is the active and intentional consideration of the social and cultural context in which a text is written and read. It could also mean that the reader’s acknowledgment of personal social and cultural biases and perspectives can influence how the text is understood and interpreted. For example, the reader reads about a narrative on the Hiroshima bombing written by a western author, and the reader is a Japanese survivor. The reader may have a different perspective and experiences that can provide new insights and understanding of the text. Second, experimenting with self-awareness in reading as social is described as actively reflecting on one’s own experiences, biases, and perspectives and how they influence one’s understanding and interpretation of the text. For example, the reader might read about owning a dog’s pros and cons. The reader actively seeks to gain new perspectives and knowledge through reading.

According to Henry (2017), reading is not just an individual act but a social one in the context of a large community. He suggests that readers’ identities are formed and reinforced through their interactions with others and participation in reading practices and communities. In this view, readers actively dialogue with the text, the author, and

others. Therefore, reading as social is named one of the most critical areas of focus when understanding reader identity.

Reading as Identity

Fourth, Henry (2017) identifies “reading as identity.” This is the idea that reading shapes one’s beliefs, values, and world understanding. Within this area, there are two constructs. Adolescent Development is defined as the impact of reading on adolescents’ sense of self and identity. For example, readers might read young adult fiction with characters and experiences they can identify with and explore themes that resonate with their experiences. Monitor identity development is the process of tracking and assessing the changes in oneself and personal identity that occur because of reading. For example, readers might read text reflecting their cultural background to explore their cultural identity. Reading a text about their culture can help the reader better understand themselves, their culture, and how they fit within society.

Henry (2017) states readers’ identities are closely linked to their reading practices. He posits that personal experiences and identities deeply influence how we read and understand texts. For Henry (2017), reading is how individuals construct and reinforce their sense of self. He argues that readers bring their perspectives, beliefs, and identities to the text they read, shaping how they interpret and make meaning of the text. Moreover, reading can reinforce and solidify one’s sense of self and identity, as the reader can connect with the text personally. Therefore, reading as identity is one of the most critical areas of focus when understanding reader identity.

Applying this Theoretical Framework to this Study

Based on the above, eight constructs will be used to assist with the focus of this study. These constructs are showcased in Table 1.

Table 1

Constructs

Area	Constructs	Definitions
Reading as Discourse	1. Autonomy	Your ability to make reading choices for yourself.
	2. Decision Making	What reading choices you make for yourself.
Reading as Activity	3. Personally Engaging Action	In what reading activities you partake.
	4. Trial and Error Experiences	What reading activities worked for you and which did not.
Reading as Social	5. Contextual Engagement	What in your social context influenced your reading.
	6. Experiment with self-awareness-Awareness	What social experiences influenced your reading.
Reading as Identity	7. Adolescent development	In what ways do stages of adolescent development relate to your reading.
	8. Monitor Identity Development	In what ways have your reading choices changed because of your identity development.

Therefore, this study will use these constructs in exploring the relationship between eBook reading and reader identity among American digital native young adult readers.

The study aims to investigate how readers' identity and eBook reading habits relate to one another. Correlation and multiple regression analyses are the two main parts of the conceptual framework utilized to investigate this relationship. The degree and direction of the association between the two variables are determined using

correlation analysis. The unique contribution of each identity component to the prediction of eBook reading behavior is identified using the multiple regression analysis.

The independent variables are different facets of the reader's identity: autonomy, decision-making, personally engaging action, trial and error, context and engagement, Experiment with self-awareness-awareness, adolescent development, and monitoring identity development. These factors are investigated in the dependent variable, eBook reading habits.

The purpose of statistical analysis is to offer a thorough and organized method of data examination. The research questions can be addressed by finding patterns and linkages in the data. The conceptual framework visually represents the links between the variables and the statistical techniques utilized in the study.

Summary

The theoretical framework underpinning this study provides a comprehensive understanding of eBook reading behavior in the context of readers' identity. It draws from various communication theories and Henry's (2017) framework of reader identity development, encompassing eight key constructs to explore the intricate relationship between how individuals engage with eBooks and their evolving sense of self.

The study employs four primary communication theories: Social Cognitive Theory, Communication Accommodation Theory, Social Presence Theory, and Cultural Studies and Reader-Response Theory. These theories guide the investigation of how psychological, communicative, and social factors influence eBook reading behavior. For instance, Social Cognitive Theory explores how social interactions influence eBook reading behavior, highlighting the role of observational learning and social engagement.

Communication Accommodation Theory examines how digital natives adapt their reading interactions to accommodate or converge with others, shedding light on communication strategies in digital reading. Social Presence Theory delves into how readers perceive the presence of others within eBooks, investigating connections between characters and readers. Cultural Studies and Reader-Response Theory explore how readers' backgrounds and cultural experiences shape their interpretation of digital text.

Henry's (2017) framework of reader identity development adds depth to the study by focusing on "Reading as Discourse," "Reading as Activity," "Reading as Social," and "Reading as Identity." These areas encompass autonomy, decision-making, personally engaging action, trial, and error experiences, contextual engagement, experimentation with self-awareness, adolescent development, and monitoring identity development. These constructs provide a nuanced perspective on how readers' identities and eBook reading behaviors intertwine.

In this study, correlation and multiple regression analysis are the main statistical tools to investigate the relationship between readers' identity and eBook reading habits. The independent variables, representing different facets of readers' identity, are assessed to the dependent variable, eBook reading habits. This analytical approach identifies patterns and associations in the data, unveiling how various aspects of readers' identity contribute to eBook reading behavior. The conceptual framework visually represents the links between these variables and the statistical techniques employed, providing a structured method for examining and understanding eBook

reading behavior in the context of readers' identity. Chapter 4 will discuss the application of this framework in more detail.

Chapter IV

METHODOLOGY

Introduction

This methodology section aimed to describe the methods employed in this dissertation to answer the research questions and test the hypothesis. The research questions of this study were designed to understand the impact of eBooks on how readers view themselves, their relationship to reading, and how the reading experiences form their reading identities. In addition, the research sought to identify and explain the underlying mechanisms, trends, and patterns that shaped the relationship between eBooks and reader identity for digital native adult readers. Moreover, the research determined the underlying communication strategy issues in eBook reading for digital natives. Therefore, the methodology section discussed the research design, data collection methods, sampling techniques, data analysis methods, validity and reliability, and ethical considerations of this study.

This section provided an overview of the research design selected for this study. Then, the description of the data collection methods used to collect the data was required to answer the research questions and test the hypothesis. Next, the presentation of how the participants were selected and discussed the sampling techniques chosen to select the participants. After that, an explanation of the participant's data collection and analysis. In addition, the measures taken to ensure the validity and reliability of the data were addressed. Finally, discussions of ethical

considerations related to this study and limitations of the methodology were identified in this research. By providing a comprehensive overview of the methodology, this section enabled the reader to understand the methods used in this study and evaluate the research findings.

Research Design

The quantitative research design selected for this study was a survey research approach. This approach aimed to collect data from a large sample of participants in a structured manner to explore the relationships between eBook reading behavior and readers' identity. This study's primary objective was to develop effective communication strategies for promoting eBooks and digital reading and understanding how people may respond to digital media.

The research design involved distributing an online survey to individuals who read for leisure or academic purposes. The survey included closed-ended questions to measure various aspects of eBook reading behavior, such as frequency, ease of use, satisfaction, and experience. In addition, it contained questions related to readers' identity, such as attitude, self-efficacy, reading habits, book choices, and process. The data collected from the survey was analyzed using statistical techniques to explore the relationship between eBook reading behavior and readers' identity.

The survey research approach was appropriate for this study because it allowed for data collection from a large sample of individuals cost-effectively and efficiently (Alessi & Martin, 2010; Booker et al., 2021; Coughlan et al., 2009). In addition, closed-ended questions ensured that standardized data collection could be analyzed using

statistical techniques to identify patterns and relationships between variables of interest (Griffith, 1999; Zhou et al., 2017).

Instrumentation

This study used a two-part survey instrument examining eBook reading behavior and reader identity. The following describes the alignment of each portion of the survey instrument to relevant research questions and statistical tests. The instrument can be viewed in Appendix B.

eBook Reading Behavior

The instrument asked 14 questions regarding eBook reading behavior. Many questions are ordinal-level Likert scale items, while some are interval-level open questions such as “on average, in the past year, how many hours per day do you read eBooks?” The constructs in this portion of the instrument emerged from the literature and included (1) experience, (2) quality, (3) ease of use, (4) availability, (5) price, (6) sampling, (7) purchasing, (8) borrowing, and (9) satisfaction. The questions in their entirety can be viewed in Appendix B.

Reader Identity

The instrument asked 24 questions regarding reader identity. The items in this portion of the instrument are based on the eight constructs of Henry's (2017) Framework of Reader Identity Development. These constructs include (1) autonomy, (2) decision-making, (3) personally engaging action, (4) trial and error, (5) context and engagement, (6) Experiment with self-awareness-awareness, (7) adolescent development, and (8) monitor identity development. For each construct, three ordinal-

level Likert scale questions were developed. The questions in their entirety can be viewed in Appendix B.

Alignment to Research Questions

This instrument, in its entirety, will be used to answer the research questions of this study. Table 2 illustrates the alignment between this study's survey and research questions.

Table 2

Alignment of Instrument to Research Questions

Research Question	Aligned Instrumentation Questions
RQ1. How do digital natives describe their eBook reading behavior?	eBook reading behavior, Questions 5-18
RQ2. Is there a statistically significant relationship between the Readers' identity and eBook Reading Behavior?	eBook reading behavior, Questions 5-18 Reader identity, Questions 19-42
RQ3. To what degree do factors of reader identity predict eBook reading behaviors?	eBook reading behavior, Questions 5-18 Reader identity, Questions 19-42
RQ4. To what extent do other eBook reading behaviors predict eBook purchases?	eBook reading behavior, Questions eBook purchase, Questions
<i>Note.</i> Precise statistical test and their procedures are described later in this chapter.	

The following presents the data collection procedures of the study.

Sampling

The population of this study is young adult digital natives in the United States. This population is in the millions of potential participants. To determine an appropriate sample size, a G-Power calculation was conducted. Based on this calculation, the minimum sample size for r^2 is 27. The minimum sample for r^2 is 16. However, the sample for this study consisted of 100 individuals between 18-30 years of age who read for leisure or academic purposes. Participants of this study were randomly sampled from past students, library patrons and readers who fit the age requirement. Collecting

more than the minimum sample size increases the study's statistical power, allowing it to detect an actual effect when it exists.

Sampling is selecting a subset of individuals from a larger population to participate in a research study. Participants in the study were individuals between 18-30 years old who read for leisure or academic purposes. The sampling method selected for this study was random sampling. Random sampling is a sampling technique that involves selecting participants from the population. Each population member has an equal chance of being selected in this sampling method. Therefore, research using this sampling technique should have high internal and external validity and a lower risk of research biases like sampling and selection bias because it uses randomization (de Vries, 1986; Ding et al., 1998). Participants who met the basic qualifications were invited using personal message systems via social media and email. The link to the survey is sent to them, or they scanned the QR code provided.

Participants completed the questionnaire through an online survey. The survey included a consent form that explained the purpose of the study, assured the confidentiality of the responses, and provided contact information for the researcher if the participants had any questions or concerns. In addition, reminders were sent to increase the response rate. Using random sampling in this study ensured that the sample was representative of the population and that there was a diverse representation of individuals. Moreover, this increased the generalizability of the findings to the larger population of individuals who read for leisure or academic purposes.

Data Collection

The data collection process for this quantitative study involved distributing an online survey to a sample of individuals who read for leisure or academic purposes. The survey was administered through an online survey platform, Qualtrics. The survey comprised closed-ended questions to collect standardized data on the participant's eBook reading behavior and readers' identity.

The survey was designed to take approximately 10-15 minutes to complete. The survey included an introduction that explained the purpose of the study, assured the confidentiality of the responses, and provided contact information for the researcher if the participants had any questions or concerns to increase response rates. In addition, the survey included a consent form, which participants must read and agree to before starting the survey. The survey underwent pretesting and validation to ensure the quality of the data collected. Pretesting involved administering the survey to a small sample of individuals to identify any errors or issues with the instrument (Grimm, 2010; Hilton, 2017; Hunt et al., 1982). Validation involved conducting a reliability analysis of the survey instrument to ensure it measures its intended target. Once the survey was distributed to the selected sample, reminders were sent to non-respondents to increase the response rate. The data collected from the survey were stored on a secure server and only accessible to the researcher and authorized personnel. The data were analyzed using statistical software to explore the relationship between eBook reading behavior and readers' identity.

Data Analysis

The data collected for this study were analyzed using statistical techniques to explore the relationship between eBook reading behavior and readers' identity. The statistical analysis was conducted using SPSS (Statistical Package for the Social Sciences), a widely used software program for statistical analysis.

The first step in the data analysis was to check the data for completeness and accuracy. Then, any missing or incorrect data were identified and either imputed or removed from the analysis, as appropriate. The next step in the data analysis process is calculating the descriptive statistics for the variables of interest. Descriptive statistics, such as means, standard deviations, and frequencies, provided information about the data's central tendency, variability, and distribution.

Assigning levels of measurement

After collecting the data and placing them in a spreadsheet, each of the answers was assigned to the appropriate levels of measurement. For example, nominals were assigned to the age, hours of reading, and eBook purchased. Ordinals were assigned to gender and race, while most of the questions asked in a Likert scale were assigned to scale.

Standardizing variables

Variables were standardized by transforming the variables to have a common scale with a mean of 0 and a standard deviation of 1. The formula for standardization is:

$$Z = \frac{X - \mu}{\sigma}$$

Where:

- Z is the standardized score.
- X is the original value of the variable.
- μ is the mean of the variable.
- σ is the standard deviation of the variable.

Some variables, such as the constructs for readers' identity, need to have a mean composite score for correlational analysis and multiple linear regression analysis.

Calculating the mean composite score

To calculate the mean composite score, the variables were identified according to the construct that is being measured. The variables are added together and averaged. The formula for calculating the mean composite score is:

$$Mean = \frac{1}{N} \sum_{i=1}^N X_i$$

Where:

- Mean is the mean composite score
- N is the number of variables
- X_i is the standardized value of the i-th variable.

Calculating the Correlation Coefficient

To measure the strength and direction of the linear relationship between eBook reading behaviors and readers' identity, the following steps were followed to calculate the Pearson correlation coefficient.

1. Gather the data of the variables that needed to be analyzed.
2. Compute the mean and standard deviation.
3. Calculate the Pearson Correlation Coefficient. The formula for calculating the Pearson Correlation Coefficient is:

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

Where:

- r is the Pearson Correlation coefficient.
 - X_i and Y_i are individual data points for X and Y .
 - $\bar{X}$ and $\bar{Y}$ are the means of X and Y , respectively.
4. Interpret the Correlation Coefficient.

The Pearson correlation coefficient (r) ranges from -1 to 1:

- $r = 1$: Perfect positive correlation (as X increases, Y increases linearly).
- $r = -1$: Perfect negative correlation (as X increases, Y decreases linearly).
- $r = 0$: No linear correlation between X and Y .

The closer the absolute value of r is to 1, the stronger the linear relationship between the variables. If r is positive, it indicates a positive correlation; if r is negative, it indicates a negative correlation.

Calculating the multiple linear regression

Multiple linear regression analysis was used to analyze the relationship between the hours of reading eBooks (dependent variable) and readers' identity variables (independent variable). Here are the steps:

1. Collect the data to be analyzed.
2. Formulate the regression model by defining the regression model to be estimated. The general form of the multiple regression model is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_k X_k + \varepsilon$$

Where:

- Y is the dependent variable.
 - $X_1, X_2, X_3, \dots, X_k$ are the independent variables.
 - β_0 is the intercept (the value of Y when all independent variables are zero).
 - $\beta_1, \beta_2, \beta_3, \dots, \beta_k$ are the coefficients representing the strength and direction of the relationship between each independent variable and the dependent variable.
 - ε is the error term, representing unexplained variance.
3. Estimate the model coefficients by using the SPSS statistical software to estimate the coefficients. The estimation process typically minimizes the sum of squared differences between predicted and actual values.

4. Assess the model fit by evaluating the goodness of fit of the model using various statistical measures.
5. Interpret the coefficients by identifying what each coefficient represents, the change in the dependent variable for a one-unit change in the corresponding independent variable, holding all other variables constant.
6. Make predictions using the estimated model based on new or existing values of the independent variable.

The rationale for using statistical analysis in this study was that it provided a rigorous and systematic approach to analyzing data. Furthermore, the statistical analysis allowed for identifying patterns and relationships in the data, which answered the research questions. In addition, the statistical analysis provided means to quantify the results and assess the significance of the findings (Mandel, 2012; Smith, 2002; Sweet & Grace-Martin, 1999).

In conclusion, the data collected for this study were analyzed using statistical techniques, including descriptive statistics, Pearson correlation analysis, and multiple regression analysis. These techniques explored the relationship between eBook reading behavior and readers' identity, identified the variables that predict eBook reading and purchase, and determined the underlying communication strategy issues in eBook reading for digital natives.

Validity and reliability

In this study, measures were taken to ensure the data's validity and reliability to increase the findings' accuracy and credibility. Validity is the extent to which the data accurately measures the construct or variables of interest (Borsboom et al., 2004;

Roberts & Priest, 2006). Several measures were taken to ensure the validity of the data, including:

1. Use of a validated questionnaire: A validated questionnaire was used to ensure that the questions were reliable and valid.
2. Pilot testing: The questionnaire was tested on a small sample of participants to identify any potential issues with the questions or response options.
3. Clear instructions: Clear instructions were provided to participants to ensure that they understood the questions and response options.

Reliability refers to the consistency and stability of the data over time and across different samples (Carmines & Zeller, 1979; Roberts & Priest, 2006). The following measures were taken to ensure the reliability of the data:

1. Test-retest reliability: Pearson correlations coefficient was calculated to assess the test-retest reliability of the questionnaire.
2. Consistency checks: Data entry and cleaning were conducted to check for errors and inconsistencies in the data.

In conclusion, measures were taken to ensure the validity and reliability of the data collected in this study. The validity and reliability of the data were assessed using various methods, including test-retest reliability, consistency checks, and pilot testing. These measures increased the findings' accuracy and credibility and supported the data's validity and reliability.

Ethical Consideration

Research ethics are a critical aspect of any study that involves human subjects. This study adhered to ethical principles and protected the participants' rights and welfare. The following ethical considerations were followed:

1. **Informed consent:** Participants were informed about the study's purpose, procedures, and potential risks and benefits before participating. All participants signed the informed consent before they were included in the study.
2. **Confidentiality and anonymity:** Participants' identities were kept confidential, and their data were kept anonymous. Participants were assigned a unique identifier, and their personal information was not shared with anyone.
3. **Voluntary participation:** Participation in the study was voluntary, and participants had the right to withdraw from the study at any time without penalty.
4. **Risk and benefit analysis:** The study's potential risks and benefits were evaluated to ensure the benefits outweighed the risks. Any potential harm to participants was minimized, and appropriate measures were taken to address any adverse effects.
5. **Debriefing:** After the study, participants were provided with a debriefing summary of the study's purpose, procedures, and findings.
6. **Institutional review board (IRB) approval:** The study was submitted to an institutional review board for ethical review and approval before it was conducted.

Addressing Ethical Considerations

The following measures were taken to address the ethical considerations related to the study:

1. Informed consent: Participants were given a written consent form outlining the study's purpose, procedures, and potential risks and benefits. They were given sufficient time to read and understand the consent form before providing their consent.
2. Confidentiality and anonymity: Participants' data was kept confidential and anonymous. Their personal information was stored separately from their data, and access to the data was restricted to the researcher.
3. Voluntary participation: Participants were informed that their participation in the study is entirely voluntary, and they can withdraw at any time without penalty. They were assured that their participation did not affect their relationship with the researchers.
4. Risk and benefit analysis: The study's potential risks and benefits were evaluated, and appropriate measures were taken to minimize potential harm. Participants were informed of risks and provided the necessary support to address adverse effects.
5. Debriefing: Participants were provided with a debriefing that included a summary of the study's purpose, procedures, and findings. They were allowed to ask any questions or express any concerns they had.
6. Institutional review board (IRB) approval: The study was submitted to an institutional review board for ethical review and approval before it was

conducted. The IRB evaluated the study's potential risks and benefits and ensured appropriate measures were taken to protect the participants' rights and welfare.

In conclusion, ethical considerations were crucial when conducting research that involved human subjects. In this study, measures were taken to protect the participant's rights and welfare, including obtaining informed consent, maintaining confidentiality and anonymity, ensuring voluntary participation, evaluating risk and benefits, providing debriefing, and obtaining IRB approval. These measures ensured that the study was conducted ethically with the utmost respect for the participants.

Limitations

Like any research methodology, the methodology used in this study had limitations. Acknowledging and addressing these limitations was vital to ensure that the findings were interpreted accurately and within their context. The following were some limitations of the methodology used in this study:

1. Sampling bias: The sample used in this study may not represent the larger population due to sampling bias. The study participants may not be a random sample, which may affect the generalizability of the study's findings.
2. Self-report bias: The data collected in this study were based on self-reports, which may be subject to social desirability bias. Participants might not have provided accurate or honest responses to questions, which could affect the study's validity.

3. Measurement of errors: The measurement tools used in this study may have limitations, such as a lack of sensitivity or specificity. This could affect the study's accuracy and lead to erroneous conclusions.
4. External validity: This study's findings may not apply to other populations or contexts. The results may be specific to the population studied and not generalizable to other groups.

The following measures were taken to address these limitations:

1. Sampling bias: Efforts were made to increase the sample's representativeness using random sampling techniques. Recruitment strategies were designed to reach a diverse range of participants to improve the generalizability of the study's findings.
2. Self-report bias: Steps were taken to minimize social desirability bias, ensuring the study's participants understand the importance of providing accurate and honest responses. Confidentiality and anonymity were emphasized to encourage participants to provide honest answers.
3. Measurement errors: Measures were taken to ensure the validity and reliability of the data. Validated measurement tools were used to ensure the data was accurate and reliable. The researcher also conducted a pilot study to identify and address measurement errors before data collection.
4. External validity: The study's findings were interpreted within the context of the sample studied, and caution was exercised when generalizing the results to other populations or contexts. The study's limitations were acknowledged

in the discussion section, and recommendations for future research were provided.

In conclusion, this study had several limitations, including sampling bias, self-report bias, measurement errors, and external validity. These limitations were addressed by using random sampling techniques, minimizing social desirability bias, ensuring validity and reliability of the data, and interpreting the findings within the context of the sample studied. Acknowledging and addressing these limitations, the study's findings were interpreted more accurately and within their context, leading to more meaningful conclusions.

Summary

In summary, this study used quantitative research methodology to answer research questions and test the hypotheses. The research design used a cross-sectional survey, and data were collected through self-administered questionnaires. The sample size was determined using power analysis, and sampling techniques were used to ensure the sample's representativeness. The collected data were analyzed using descriptive statistics, including frequency distributions, central tendency, and variability measures. Inferential statistics were used to test the research hypotheses, including multiple regression analyses, Pearson and Spearman correlation analyses, and hypothesis testing. The methodology used in this study enabled the research questions to be answered and hypotheses to be tested by providing a systematic and rigorous approach to data collection and analysis. The research design ensured that the sample was representative, and that the data collected was accurate and reliable. In addition, the statistical analyses used enabled the researcher to identify the relationship between

variables and test hypotheses. The study's findings provided valuable insights into eBook reading behavior and readers' identity, contributing to the body of knowledge in communication. Moreover, the methodology ensured the findings were interpreted accurately and within their context, leading to more meaningful conclusions.

Chapter V

RESULTS AND DISCUSSION

This chapter aims to describe the results of the study. This study aimed to understand the impact of eBooks on the way readers view themselves, their relationship to reading, how the reading experiences form their reading identities, and the implications of the findings on contemporary communication strategies. The research questions of this study were designed to understand the impact of eBooks on how readers view themselves, their relationship to reading, and how the reading experiences form their reading identities. In addition, the research sought to identify and explain the underlying mechanisms, trends, and patterns that shaped the relationship between eBooks and reader identity for digital native adult readers. Furthermore, the study identified the underlying communication issues in eBook reading for digital natives. Specifically, the research questions are as follows:

RQ1. How do digital natives describe their eBook reading behavior?

RQ2. Is there a relationship between the Readers' identity and eBook Reading Behavior?

H0. There is no statistically significant relationship between Readers' Identity and eBook Reading Behavior.

H1. There is a statistically significant relationship between Readers' Identity and eBook Reading Behavior.

RQ3. To what degree do factors of reader identity predict eBook reading behaviors?

H0. Autonomy, Decision Making, Personally Engaging Action, Trial and Error, Context and Engagement, Experiment with self-awareness-awareness, Adolescent Development, and Monitor Identity Development do not significantly predict eBook reading behavior.

H1. Autonomy, Decision Making, Personally Engaging Action, Trial and Error, Context and Engagement, Experiment with self-awareness-awareness, Adolescent Development, and Monitor Identity Development significantly predict eBook reading behavior.

RQ4. To what extent do other eBook reading behaviors predict eBook purchases?

H0. Level of experience in eBook use, satisfaction with eBook content, eBook ease of use, availability of eBook, hours of reading eBook, frequency of downloading free eBooks, eBook reading experience, reading eBooks while traveling, eBook sharing, and price consideration for eBook purchase do not significantly predict eBooks purchase.

H1. Level of experience in eBook use, satisfaction with eBook content, eBook ease of use, availability of eBook, hours Reading eBook, frequency of downloading free eBooks, eBook reading experience, reading eBooks while traveling, eBook sharing, and price consideration eBook significantly predict eBooks purchase.

The following chapter presents the demographic information regarding the participants and descriptive responses logged in the survey results. The rest of the chapter answers the research questions through the collected data.

Research Design

Study results were based on 100 online surveys of American digital natives aged 18-30 who read for leisure or academic purposes. The study used random sampling, which involves selecting participants from the population. Participants were contacted using e-mail and social media platforms with online survey links available through Qualtrics. The survey comprised closed-ended questions on participants' eBook reading behavior and readers' identity.

Research Participant Demographics

Frequencies and percentages were calculated for age, race, and gender for all the research participants. The most frequently observed age category was 25 ($n = 15$, 15.31%). Filipino was the most frequently observed race category ($n = 52$, 53.06%). The most frequently observed category of gender was female ($n = 65$, 66.33%). The most frequently observed age category was 25 ($n = 15$, 15.31%). The largest group of participants for this study were between the ages of 19-25. Frequencies and percentages of age are presented in Table 3.

Table 3*Frequency Table for Nominal and Ordinal Variables for Age*

Variable	<i>n</i>	%
Age		
18	9	9.18
19	9	9.18
20	7	7.14
21	7	7.14
22	8	8.16
23	10	10.20
24	11	11.22
25	15	15.31
26	6	6.12
27	4	4.08
28	6	6.12
29	2	2.04
30	4	4.08
Missing	0	0.00

Table 4*Frequency Table for Race*

Variable	<i>n</i>	%
Race		
Filipino	52	53.06
White	12	12.24
Chamorro	11	11.22
Chinese	5	5.10
Native Hawaiian or Pacific Islander	9	9.18
Black or African American	2	2.04
Korean	1	1.02
Other	2	2.04
Asian Indian	1	1.02
Japanese	2	2.04
Missing	1	1.02

Table 5*Frequency Table for Gender*

Variable	<i>n</i>	%
Female	65	66.33
Male	33	33.67
Missing	0	0.00

Note. Due to rounding errors, percentages may not equal 100%.

The findings of the study are like a survey done in 2021. The survey found that the age group between 18 and 29 had the highest likelihood of reading an e-book in the past six months, with 42 percent of respondents in this category having done so (Statista, 2022, 2023a). Conversely, only 18 percent of individuals aged 65 and older had engaged with an e-book during the same period. This confirms that the age group studied is the generation that reads the most eBooks thus far. It is crucial to note that

the age of the population studied drives eBook acceptance and dissemination. The findings will provide vital information that best represents the eBook reading generation.

RQ1. How do digital natives describe their eBook reading behavior?

Research 1 asked, how do digital natives describe their eBook reading behavior? Summary statistics were calculated for each interval and ratio variable. Frequencies and percentages were calculated for each nominal variable for hours of reading eBooks, number of eBooks rented, and number of eBooks borrowed. Other activities that show eBook reading behavior were also examined, including satisfaction with eBook content, level of experience in eBook use, ease of use for reading eBooks, eBook reading experience, purchasing decisions based on price, and eBook reading while traveling.

Hours Reading eBook

The summary statistics were calculated for the total hours of reading eBook. The observations for hours of reading eBook had an average of 1.51 ($SD = 1.62$, $SE_M = 0.16$, $Min = 0.00$, $Max = 10.00$, $Median = 1.00$, $Mode = 1.00$). The summary statistics can be found in Table . Summary statistics were calculated for each interval and ratio variable. Frequencies and percentages were calculated for each nominal variable for hours of reading eBooks. The most frequently observed category of hours of reading eBook was 1 ($n = 30$, 30.61%). The summary statistics can be found in Table 6.

Table 6

Summary Statistics Table for Hours of reading eBook

Variable	M	SD	n	SE_M	Min	Max	Mdn	Mode
Hours of reading eBook	1.51	1.62	98	0.16	0.00	10.00	1.00	1.00

Note. '-' indicates the statistic is undefined due to constant data or insufficient sample size.

Table 7*Frequency Table for Hours of Reading eBook*

Variable	<i>n</i>	%
Hours of Reading eBook		
0	18	18.37
0.1	1	1.02
0.25	4	4.08
0.5	8	8.16
1	30	30.61
2	19	19.39
3	10	10.2
3.5	1	1.02
4	2	2.04
5	1	1.02
6	3	3.06
10	1	1.02
Missing	0	0

The findings show a diverse reading time, from no reading to up to 10 hours. The most common reading duration is 1 hour, followed by 2 and 3 hours. However, 18% of the participants indicated that they did not read eBooks, while 13% read for less than half an hour. There is a significant number of participants who do not read or spend very little time reading. The frequency table for hours of reading eBooks is in Table 7.

Some assumptions about the dwindling reading time could be explained by understanding the competing media available to the digital natives. The common ones are the availability of print books, accessibility of audiobooks and podcasts, the convenience of digital games, social media, streamed movies, and other entertainment.

Various studies in these media forms may justify some participants' lack of reading eBooks.

Digital natives are still reading print books (Baron et al., 2017; Zhang & Kudva, 2013). Print books are still competing with eBooks. According to a late 2022 survey, print books remain the favored choice among American book lovers and readers, with 50 percent having read a paperback or hardcover book that year (Statista, 2023a; A. Watson, 2023d). Young adults aged 18 to 29 had a slightly higher print book readership at 68 percent, but over 50 percent of respondents in all age groups reported reading printed books in the past year (Statista, 2023a; Watson, 2023b). Income plays a significant role in book readership, with 78 percent of those earning over \$75,000 annually having read a printed book in the previous year, compared to 56 percent of those earning \$30,000 or less (Pew Research Center, 2019, 2022b; A. Watson, 2020). Ethnicity also played a role, with more Hispanic consumers increasing their reading time than any other group, at 36 percent compared to 31 percent of African-American respondents (Pew Research Center, 2019; Statista, 2023a).

Current research seems to indicate that audiobooks also compete with eBooks, and the readership of audiobooks is increasing. A survey conducted among U.S. adults in early 2023 found that 53 percent of respondents reported having listened to an audiobook, showing stable engagement since 2020 but reaching a milestone by surpassing 50 percent (Audio Publishers Association, 2020, 2023; Watson, 2023c). However, this format's growth in terms of new consumers appeared limited. On the other hand, Audiobook revenue has been consistently increasing each year. In early 2021, a survey highlighted generational differences, with only 12 percent of respondents

aged 65 or older having listened to an audiobook in the previous year, while 30 percent of adults aged 18 to 29 engaged with audiobooks during the same period (Pew Research Center, 2022a; Watson, 2023a). Audiobook listenership tended to be higher among college graduates and individuals with higher incomes. In 2020, an average of 8.1 audiobooks were listened to by U.S. consumers in the past year, indicating a notable increase from previous years and reflecting the growing popularity of audiobooks, particularly among those with higher household incomes (Pew Research Center, 2022a).

Podcasts are digital tools that vie for the digital natives' attention. Podcasts are accessible using smartphones and do not require much effort to consume. Individuals can "tune in" to their preferred genre, including music, comedy, sports, science, news, and education. Podcasts serve not only as a source of entertainment but also as a means of education and self-improvement for U.S. consumers. In 2006, only 22 percent of adults were aware of podcasting, but by 2022, this awareness had risen to 79 percent, with over 82 million people listening to podcasts in 2021 and projections indicating over 100 million listeners by 2024 (Gotting, 2023; YouGov, 2023).

Consumption frequency has also increased, with 38 percent of the U.S. population reporting that they had listened to a podcast in the past month, more than tripling the share recorded a decade earlier. The audience is diverse, with the leading group of podcast consumers of 12- to 34-year-olds (Morning Consult, 2023; Triton Digital, 2022).

Video games have evolved into a pastime enjoyed by people of all demographics, transcending the stereotype of being primarily for young males. In 2022, the United States boasted approximately 188.9 million gamers, with digital gaming,

primarily mobile gaming, leading the way, appealing to about 150 million users (Clement, 2023b; The Entertainment Software Association, 2022). Nearly half of these gamers were female, and while women remain underrepresented in the industry, they constitute a substantial portion of players and spending power. Gamers' ages vary, with around 25 percent being under 18 and those aged 18 to 34 making up over a third of the audience (Activate, 2022a, 2022b; Clement, 2023a). Engaged gamers spend significant time on their hobby, with 43 percent of console gamers playing over six hours a week, compared to 37 percent of mobile gamers. Motivations for gaming include passing time and stress relief, with reviews and friends influencing critical factors in starting new games. Gaming has also become a social activity, with 83 percent of U.S. gamers playing with others online or in person, fostering new friendships and relationships. As the age of gamers continues to diversify, the hobby is becoming increasingly inclusive and widespread.

Social media engagement steals time away from meaningful reading. Social media is integral to American internet users, with a social networking penetration rate of 90 percent and nearly 55 percent of social media users in 2022 being women. Social media usage is diverse, with different platforms appealing to various age groups, such as TikTok, Instagram, and Snapchat, gaining prominence among younger users (Dixon, 2023a, 2023b; Statista, 2023b). The number of social media users in the United States is expected to continue its growth trend from 2024 to 2028, with an estimated increase of 22.8 million users, representing a 7.4 percent rise. This growth is set to reach a peak of 331.09 million users in 2028, marking the ninth consecutive year of expansion in social media user base. Facebook holds a significant presence in the U.S., with users

aged 25 to 34 forming its largest audience, accounting for 23.6 percent, and 12 percent of those being women. The platform is second in size only to India globally, with over 280 million Facebook users in the U.S. in 2022 and an estimated 254 million users projected by 2027 (Dixon, 2023c; Statista, 2023b).

The younger generation, ages 18-29, have the highest daily consumption rates for streaming films and watching per week (Morning Consult, 2020; Stoll, 2021). The consumption of video-on-demand and films is a more accessible entertainment than reading. The pandemic prompted studios to release movies via premium video-on-demand (PVID), appealing to those staying home. Even as the pandemic wanes, PVID will likely remain viable, as over half of respondents prefer streaming first-run movies at home. Documentaries also gained popularity among streaming users, with 36 percent favoring this content type (Audience Project, 2022; InMobi, 2023).

The diversity in reading behavior may be influenced by the availability of competing media options, including print books, audiobooks, podcasts, digital games, social media, and streamed movies. These findings in communication underscore the need for content providers and communicators to consider the varied media landscape and adapt their strategies to engage readers with different reading preferences and time constraints. Additionally, insights into audiobook and podcast consumption and the popularity of video games and social media provide valuable context for understanding how individuals allocate their leisure time and engage with different forms of media in the digital age.

Number of eBooks Rented

The summary statistics were calculated for the number of eBooks rented. The observations for the number of eBooks rented had an average of 0.58 ($SD = 1.61$, $SE_M = 0.16$, $Min = 0.00$, $Max = 10.00$, $Median = 0.00$, $Mode = 0.00$). The summary statistics can be found in Table 8. Summary statistics were calculated for each interval and ratio variable. Frequencies and percentages were calculated for each nominal variable for hours of reading eBooks. The most frequently observed category of number of eBooks rented was 0 ($n = 76$, 77.55%). The summary statistics can be found in Table 9.

Table 8

Frequency Table for Number of eBooks rented.

Variable	M	SD	n	SE_M	Min	Max	Mdn	Mode
Number of eBooks rented Scale	0.58	1.61	98	0.16	0.00	10.00	0.00	0.00

Note. '-' indicates the statistic is undefined due to constant data or insufficient sample size.

Table 9

Number of eBooks rented.

Variables	n	%
Number of eBooks rented		
0	76	77.55
1	9	9.18
2	6	6.12
3	4	4.08
4	1	1.02
10	2	2.04
Missing	0	0

The findings show that only a few have rented eBooks while 77% of the participants have indicated that they did not rent them at all. The low percentage of eBook renting may indicate that users are not aware of this eBook acquisition option. This means that there is a need to communicate to potential eBook readers that eBook renting is a viable alternative to purchasing. Effective communication can highlight eBook rentals' cost savings, convenience, or flexibility.

Number of eBooks Borrowed

The summary statistics were calculated for the number of eBooks borrowed. The observations for eBooks borrowed had an average of 0.65 ($SD = 2.67$, $SE_M = 0.27$, $Min = 0.00$, $Max = 20.00$, $Median = 0.00$, $Mode = 0.00$). The summary statistics can be found in Table 10. Summary statistics were calculated for each interval and ratio variable. Frequencies and percentages were calculated for each nominal variable for eBooks borrowed. The most frequently observed category of eBooks borrowed was 0 ($n = 85$, 86.73%). Frequencies and percentages are presented in Table 11.

Table 10

Summary Statistics Table for eBooks borrowed.

Variable	M	SD	n	SE_M	Min	Max	Mdn	Mode
eBooks borrowed Scale	0.65	2.67	97	0.27	0.00	20.00	0.00	0.00

Note. '-' indicates the statistic is undefined due to constant data or insufficient sample size.

Table 11

Frequency Table for Number of eBooks borrowed.

Variables	n	%
Number of eBooks Borrowed		
0	85	86.73
4	2	2.04

15	1	1.02
3	2	2.04
20	1	1.02
2	3	3.06
6	1	1.02
1	2	2.04
Missing	0	0

The findings show that the participants did not borrow books; 87% indicated that they had 0 eBooks borrowed. The findings could mean that many are unaware of borrowing from libraries and sharing eBooks with others. Borrowing has many benefits, including cost-savings and access to a wide variety of titles, and they are available in libraries. Libraries must collaborate with other institutions to provide students and the public awareness about free access to eBooks.

Number of eBooks Purchased

The summary statistics were calculated for the number of eBooks purchased. The observations for eBooks purchased had an average of 3.64 ($SD = 7.05$, $SE_M = 0.71$, $Min = 0.00$, $Max = 42.00$, $Median = 2.00$, $Mode = 0.00$). The summary statistics can be found in Table 12. Summary statistics were calculated for each interval and ratio variable. Frequencies and percentages were calculated for each nominal variable for eBooks purchased. The most frequently observed category of eBooks purchased was 0 ($n = 40$, 40.82%). Frequencies and percentages are presented in Table 13.

Table 12

Summary Statistics Table for the number of eBooks purchased.

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	<i>Median</i>	Mode
eBooks purchased	3.64	7.05	98	0.71	0.00	42.00	2.00	0.00

Note. '-' indicates the statistic is undefined due to constant data or insufficient sample size.

Table 13

Frequency Table for eBooks purchased

Variable	<i>n</i>	%
eBooks purchased		
0	40	40.82
1	7	7.14
2	12	12.24
3	13	13.27
4	4	4.08
5	7	7.14
7	4	4.08
8	1	1.02
10	3	3.06
11	1	1.02
12	1	1.02
15	1	1.02
20	1	1.02
30	1	1.02
40	1	1.02
42	1	1.02
Missing	0	0.00

Note. Due to rounding errors, percentages may not equal 100%.

The findings show that digital natives purchased eBooks. However, 40% did not purchase eBooks, suggesting that they did not read them. Many factors could contribute to the low purchasing behavior of eBooks by the participants, such as a lack of awareness about the pricing and discount information of eBooks, understanding the

value of reading for personal growth and mental development, or a negative user-experience with eBooks. Nevertheless, it is vital that effective communication can increase eBook readership and sales.

Satisfaction with eBook Content

Satisfaction with eBook Content refers to the fulfillment of the readers' experience concerning the material, text, or information contained within the eBook. The summary statistics were calculated for satisfaction with eBook content. Most participants indicated that 55% were satisfied with the eBook content, followed by 21% responding neutrally about their satisfaction, while 19% indicated that they were delighted with the eBook content. The summary statistics can be found in Table 14.

Table 14
Satisfaction with eBook Content

Levels	n	%
Very Dissatisfied	0	0 %
Dissatisfied	4	4.1 %
Neutral	21	21.4 %
Satisfied	54	55.1 %
Very Satisfied	19	19.4 %

The satisfaction levels with eBook content for digital natives show that no one is very dissatisfied; 4% were dissatisfied, 21% were neutral, 55% were satisfied, and 19% were delighted. Although the result shows that a high percentage of the participants were satisfied (55%), there are still 21% indicating that they are neutral with the satisfaction with the eBook content.

The findings indicate that authors and eBook publishers are impacting the eBook content for the digital natives, while the small number of dissatisfied eBook readers and neutral responses indicate room for improvement in this area. Some eBook readers

may not find the contents appealing enough to leave their physical books. Some eBooks are dull compared to regular books, including colorful images on text and book covers or the lack of interactive elements that can enhance and engage the digital readers to read the text.

Level of experience in eBook use

Level of experience in eBook use refers to proficiency in using digital books. It refers to the comfort and confidence of the user in navigating eBooks. The summary statistics were calculated for the level of experience in eBook use. The participants indicated that 49% occasionally use eBooks, 24.5 % use it quite often, and 18% use it frequently. The summary statistics can be found in Table 15.

Table 15
Level of experience in eBook use

Levels	n	%
Never	3	3.1 %
Tried once and gave up	5	5.1 %
Use occasionally	48	49.0 %
Use quite often	24	24.5 %
Use frequently	18	18.0 %

The levels of experience in eBook use results are as follows: 3% never had any experience with eBook, 5% tried once and gave up, 49% use it occasionally, 24.5 % use it quite often, and 18% use it frequently. It is essential to highlight that almost 50% of the participants use eBooks occasionally, while 3% never used them, and 5% gave up after using them once. There are still many digital natives who do not feel confident and have a positive experience with using eBooks for their reading. Having these experiences does not make them want to shift to reading eBooks in the future.

The findings indicate that the eBooks are not very user-friendly for some readers. Some may find it challenging to navigate through the device or eBook features. It can intimidate inexperienced readers to explore what eBooks offer because they lack instructions and information on accessing digital information.

Ease of use for eBook reading

Ease of use for eBook reading refers to the easy process of reading eBooks. It includes the satisfaction of the content and the confidence in using eBooks. The summary statistics were calculated for the satisfaction rate on the ease of use of eBooks for reading. Most participants indicated that 50% were satisfied with the ease of use of eBooks for reading, and 36.7% gave a very satisfied rating. However, 4% are dissatisfied, and 9% are neutral. The summary statistics can be found in Table 16.

Table 16
Ease of use for eBook reading

Levels	n	%
Very Dissatisfied	0	0 %
Dissatisfied	4	4.1 %
Neutral	9	9.2 %
Satisfied	49	50.0 %
Very Satisfied	36	36.7 %

The results indicate that some still find it challenging to use eBooks for reading, even with a high satisfaction rate. Some challenges may be multiple login access or device issues that make eBook reading difficult. Some settings may differ from one electronic device to another, or formatting eBooks to fit the user preferences can be cumbersome. The inconsistencies of the device settings of eReaders can contribute to poor navigation in eBook reading (Richardson & Mahmood, 2012; Venkatesh, 2000).

Availability of eBooks for reading

The availability of eBooks for reading refers to the diverse selection of eBook titles with different genres, topics, and interests. The summary statistics were calculated for satisfaction with eBook availability. Most participants indicated that 42% were satisfied with the eBook availability; 27% responded very satisfied, while 18% indicated that they were neutral with it. The summary statistics can be found in Table 17.

Table 17
Availability of eBooks for reading

Levels	N	%
Very Dissatisfied	1	1.0 %
Dissatisfied	10	10.2 %
Neutral	18	18.4 %
Satisfied	42	42.9 %
Very Satisfied	27	27.6 %

The findings on the availability of eBooks show that some digital natives may not be aware that there are multiple ways to acquire eBooks, such as purchasing, borrowing, renting, and downloading free eBooks. Some users may not be aware of what different libraries could offer to access eBooks for cheaper or no cost. Some may even indicate in their response a dissatisfaction with the availability of eBooks when they must purchase them.

Communication studies explore how information is communicated, disseminated, and received. This finding indicates that there is a lack of awareness of the different ways to acquire eBooks. It is crucial that effective communication is used in sharing awareness that eBooks can be made available to readers. Moreover, communication examines access and equity in information dissemination, especially for digital content.

Price of eBooks influencing purchasing decisions

The price of eBooks refers to the cost of eBooks for their entertainment or gaining information influencing their decision to purchase eBooks or not. Participants responded to the impact of eBook cost in their purchasing behavior as follows: 2% extremely unlikely, 11% unlikely, 10% neither unlikely nor likely, 39% likely, and 36% very likely. The eBook price influences digital natives in their purchasing decisions. It is easy to infer that digital natives are frugal and practical information consumers. They evaluate eBooks' value and affordability compared to other forms of entertainment available. The summary statistics can be found in Table 18.

Table 18
Price of eBooks influencing purchasing decisions

Levels	n	%
Extremely unlikely	2	2.0 %
Unlikely	11	11.2 %
Neither unlikely nor likely	10	10.2 %
Likely	39	39.8 %
Very likely	36	36.7 %

The findings call for eBook publishers to be more creative in selling eBooks. It is important to note that digital natives consider the price and may prioritize purchasing items according to their value. Offering incentives and discounts can entice eBook readers to buy more. For example, offering a bundle price for a series or sets of eBooks can affect purchasing decisions. Readers who enjoy a specific genre, author, or series of books will be available for books if there are discounts because of their affinity to the characters and storyline.

The digital natives' purchasing behavior involves persuasive communication, consumer decision-making, market segmentation, branding, and consumer insights.

Understanding the value of the different communication strategies can benefit readers and publishers.

Frequency of Downloading free eBooks

The frequency of downloading free eBooks refers to acquiring eBooks without monetary cost. Participants indicated the downloading of free eBook practices: 28% never, 21% rarely, 7% sometimes, 23% often, and 19% always download free eBooks. Many of the participants do not download free eBooks often. The summary statistics can be found in Table 19.

Table 19
Frequency of Downloading free eBooks

Levels	n	%
Never	28	28.6 %
Rarely	21	21.4 %
Sometimes	7	7.1 %
Often	23	23.5 %
Always	19	19.4 %

The behavior can mean different things, such as the content of eBooks maybe not to their liking or their lack of confidence in accessing free eBooks are some reasons. Some may feel uncomfortable with taking someone's intellectual property for free or have the assumption that free books are not appealing nor valuable to be available for free.

eBook Reading Experience

eBook reading experience refers to the overall reading interaction and encounter with reading eBooks. Participants indicated their eBook reading experiences: 1% were

dissatisfied, 30% were neither dissatisfied nor satisfied, 49% were satisfied, and 18% were very satisfied. The summary statistics can be found in Table 20.

Table 20
eBook Reading Experience

Levels	n	%
Very dissatisfied	0	0.0 %
Dissatisfied	1	1.0 %
Neither dissatisfied nor satisfied	30	30.6 %
Satisfied	49	50.0 %
Very satisfied	18	18.4 %

High satisfaction with the eBook reading experience means the digital natives' expectations are met. However, a neutral response means that certain aspects of the reading experience need to improve and that these readers need more exposure to eBooks.

eBook reading while traveling

The ability to read while traveling is one of the critical activities to keep readers entertained for long hours during their travels. Participants indicated their eBook reading activity while traveling: 34% never read while traveling, 31% rarely read, 12% sometimes read, 14% read often, and only 7% read always. The summary statistics can be found in Table 21.

Table 21
eBook reading while traveling

Levels	N	%
Never	34	34.7 %
Rarely	31	31.6 %
Sometimes	12	12.2 %

Often	14	14.3 %
Always	7	7.1 %

According to the findings, digital natives do not choose eBook reading as their traveling activity. For some, it is cumbersome to download or set eBooks on offline reading. The need for electronic devices to access eBooks can discourage readers. Readers need to have travel light when traveling, but because of the format restrictions on some devices, they opt not to bring their electronic readers during their travels. Another explanation could be that in the past years, during the COVID-19 pandemic, traveling was limited, and carrying eBook reading devices can be an added health hazard when reading in public and on a journey, such as during flight, train ride, or any form of travel.

RQ1 Summary

Research question 1 asked how digital natives describe their eBook reading experience. Are there relationships between eBook reading behaviors? Based on the results, the researcher found that the average reading of eBooks was 1.51 hours, with a standard deviation of 1.62. The minimum eBook reading time was 0 hours, while the maximum was 10 hours. The most common category of eBook reading time was 1 hour, with 30.61% of participants reporting this duration.

Moreover, the researcher found that the average eBooks rented was 0.58, with a standard deviation of 1.61. The range of rented eBooks varied from 0 to 10. Most respondents (77.55%) reported not renting any eBooks. Similarly, the researcher found that the average eBooks borrowed was 0.65, with a higher standard deviation of 2.67.

The number of borrowed eBooks ranged from 0 to 20. The most common category was 0, with 86.73% of participants reporting that they did not borrow any eBooks.

Furthermore, the researcher found that the number of eBooks purchased was 3.64, with a standard deviation 7.05. The range of purchased eBooks was from 0 to 42. The most frequently observed category was 0 eBooks purchased, with 40.82% of participants not making any eBook purchases.

Other eBook activities and habits that show eBook reading behaviors were also examined. The satisfaction with eBook content shows that 49% occasionally use eBooks, followed by 24.5 % use it quite often and 18% use it frequently; the level of experience in eBook use shows that 49% occasionally use eBooks, followed by 24.5 % use it quite often and 18% use it frequently; the ease of use for eBook reading shows that 49% was satisfied with the ease of use of eBooks for reading, and 36.7% gave a very satisfied rating; the availability of eBooks for reading shows that that 42% was satisfied with the eBook availability; 27% responded very satisfied while 18% indicated that they are neutral with eBook availability; the price of eBooks influencing purchasing decisions shows that , the frequency of downloading of eBooks shows that 39.8% was likely influenced by price of eBooks in purchasing decisions, and followed by very likely influenced by price of eBooks in purchasing decisions; the eBook reading experience shows that 50% were satisfied with their eBook reading experience, and 30% responded neutrally on their eBook reading experience; and eBook reading while traveling shows that 34% never read eBook while traveling, 34% indicated that they rarely read eBook while traveling .

Additionally, the study delves into the impact of eBook availability. It reveals that greater availability of eBook titles leads to higher satisfaction with eBook content. Moreover, as the availability of eBooks increases, so does the ease of using eBook platforms, making navigation and usage more accessible to readers. This enhanced availability of eBook titles is also positively associated with an improved reading experience, highlighting the importance of diverse eBook collections in enhancing the overall reading experience. These findings suggest that factors such as reading habits, eBook availability, content satisfaction, and ease of use are interconnected and contribute significantly to the quality of the eBook reading experience.

RQ2. Is there a relationship between the Readers' identity and eBook Reading Behavior?

Research question 2 asked, is there a relationship between the Readers' identity and eBook Reading Behavior? The following hypotheses were crafted for RQ2:

H0. There is no statistically significant relationship between Readers' Identity and eBook Reading Behavior.

H1. A statistically significant relationship exists between Readers' Identity and eBook Reading Behavior.

Pearson Correlation Analysis

A Pearson correlation analysis was conducted on each eBook reading behavior and each reader's identity. Cohen's standard was used to evaluate the strength of the relationships, where coefficients between .10 and .29 represent a small effect size, coefficients between .30 and .49 represent a moderate effect size, and coefficients above .50 indicate a large effect size (Cohen, 2013).

A small effect size of correlation was observed between satisfaction with eBook content and autonomy, decision-making, and context and engagement. This also suggests that as the hours of reading the eBook increase, autonomy, decision-making, and context and engagement tend to increase. Table 22 shows the Pearson correlation analysis between Readers' Identity and eBook reading behaviors.

Table 22

Pearson correlation analysis of eBook reading behaviors (satisfaction with eBook content, level of experience, ease of use for eBook reading, availability of eBooks for reading, price of eBooks influencing purchasing decisions, frequency of downloading free eBooks, eBook reading experience, reading while traveling, sharing eBooks, number of eBook read) and readers' identity factors (autonomy, trial and error, adolescent development, personally engaging action, experiment with self, decision-making, context and engagement, monitor identity development).

eBook Reading Behaviors		Readers' Identity				
		Combination	<i>r</i>	95.00% CI	<i>n</i>	<i>p</i>
	Satisfaction with eBook Content	Autonomy	.13	[-.07, .32]	98	1.000
		Trial and Error	-.01	[-.21, .19]	98	1.000
		Adolescent Development	.05	[-.15, .24]	98	1.000
		Personally engaging action	.04	[-.16, .24]	98	1.000
		Experiment with self	-.05	[-.24, .15]	98	1.000
		Decision-making	.14	[-.06, .33]	98	1.000
		Context and engagement	-.21	[-.39, -.01]	98	.574
		Monitor identity development	.07	[-.13, .26]	98	1.000
	Level of Experience	Autonomy	.21	[.01, .39]	98	.456
		Trial and Error	.11	[-.09, .30]	98	1.000
		Adolescent Development	.16	[-.04, .35]	98	.954
		Decision-making	.45	[.28, .60]	98	< .001
		Context and engagement	-.03	[-.23, .17]	98	1.000
		Personally engaging action	.23	[.03, .41]	98	.305

		Experiment with self	.08	[-.12, .27]	98	1.000
	eBook ease of use	Autonomy	.24	[.05, .42]	98	.230
		Trial and Error	.11	[-.10, .30]	98	1.000
		Adolescent Development	.22	[.03, .40]	98	.332
		Decision-making	.39	[.21, .55]	98	.001
		Context and engagement	-.08	[-.28, .12]	98	1.000
		Monitor identity development	.18	[-.02, .37]	98	.585
		Personally engaging action	.13	[-.07, .32]	98	1.000
		Experiment with self	.13	[-.07, .32]	98	1.000
	Availability of eBook	Autonomy	.11	[-.09, .30]	98	1.000
		Trial and Error	.13	[-.07, .32]	98	1.000
		Adolescent Development	.09	[-.11, .28]	98	1.000
		Personally engaging action	.02	[-.18, .22]	98	1.000
		Experiment with self	-.02	[-.21, .18]	98	1.000
		Decision-making	.17	[-.03, .35]	98	1.000
		Context and engagement	-.04	[-.24, .16]	98	1.000
		Monitor identity development	.10	[-.10, .29]	98	1.000
	Price consideration for eBook purchase	Autonomy	.20	[-.00, .38]	98	1.00
		Trial and Error	-.02	[-.22, .17]	98	.920
		Adolescent Development	.04	[-.16, .23]	98	1.000
		Decision-making	.29	[.10, .46]	98	1.000
		Context and engagement	.04	[-.16, .24]	98	.074
		Monitor identity development	-.12	[-.31, .08]	98	1.000
		Personally engaging action	.17	[-.03, .35]	98	1.000

		Experiment with self	.04	[-.16, .24]	98	1.000
	eBook reading experience	Autonomy	.08	[-.12, .27]	98	1.00
		Trial and Error	.24	[.05, .42]	98	1.000
		Adolescent Development	.19	[-.00, .38]	98	.208
		Personally engaging action	.14	[-.06, .33]	98	.494
		Experiment with self	.15	[-.05, .34]	98	1.000
		Decision-making	.26	[.07, .44]	98	.936
		Context and engagement	-.00	[-.20, .20]	98	.134
		Monitor identity development	.27	[.07, .44]	98	1.000
	Reading eBooks while traveling	Autonomy	.14	[-.06, .33]	98	.130
		Trial and Error	.13	[-.07, .32]	98	1.000
		Adolescent Development	.19	[-.01, .38]	98	1.000
		Decision-making	.43	[.26, .58]	98	.889
		Context and engagement	-.02	[-.22, .18]	98	< .001
		Monitor identity development	.13	[-.07, .32]	98	1.000
		Personally engaging action	.23	[.03, .41]	98	1.000
		Experiment with self	.20	[.00, .38]	98	.387
	eBook sharing	Autonomy	.18	[-.02, .37]	98	.755
		Trial and Error	.27	[.07, .44]	98	.791
		Adolescent Development	.36	[.17, .52]	98	.140
		Decision-making	.43	[.26, .58]	98	.008
		Context and engagement	.25	[.05, .43]	98	< .001
		Monitor identity development	.15	[-.05, .34]	98	.199
		Personally engaging action	.30	[.11, .47]	98	.791

	Frequency of downloading free eBooks	Experiment with self	.25	[.05, .42]	98	.052
		Autonomy	-.00	[-.20, .20]	98	.206
		Trial and Error	.28	[.09, .46]	98	1.000
		Adolescent Development	.22	[.02, .40]	98	.077
		Decision-making	.23	[.03, .41]	98	.329
		Context and engagement	.18	[-.02, .36]	98	.286
		Monitor identity development	.13	[-.07, .32]	98	.508
		Personally engaging action	.19	[-.01, .37]	98	.933
	Hours of reading eBook	Autonomy	.13	[-.07, .32]	98	.483
		Trial and Error	.16	[-.04, .35]	98	1.000
		Adolescent Development	.35	[.16, .51]	98	.793
		Decision-making	.23	[.04, .41]	98	.009
		Context and Engagement	.05	[-.15, .25]	98	.295
		Monitor identity development	.08	[-.12, .27]	98	1.000
		Personally engaging action	.23	[.03, .41]	98	1.000
		Experiment with self	.18	[-.01, .37]	98	.298

Key



Small effect size



Moderate effect size

A significant positive correlation was observed between the level of experience and decision-making, with a correlation of .45, indicating a moderate effect size ($p = <.001$, 95.00% CI = [.28,.60]). This suggests that as the level of experience increases, decision-making tends to increase. The researcher can confirm that the data are observable in the field. The researcher observes that readers more comfortable and confident in navigating eBooks are more likely to engage in active and critical thinking while reading. They tend to interact more with digital text and are better at assessing and interpreting the information in eBooks.

Moreover, a small effect size of correlation was observed between level of experience and autonomy, trial and error, adolescent development, and personally engaging action. This suggests that as the level of experience increases, autonomy, trial and error, adolescent development, and personally engaging action tend to increase.

A significant positive correlation was observed between ease of use and decision-making, with a correlation of .39, indicating a moderate effect size ($p = .001$, 95.00% CI = [.21,.55]). This suggests that as ease-of-use increases, decision-making tends to increase. This data means that when readers perceive the eBook reading experience as easy and satisfying, they are more likely to be actively involved in assessing and interpreting the information within the text. This positive reading experience can lead to more thoughtful and informed decision-making about the content they encounter.

This finding underscores the importance of designing eBooks and eBook reading platforms that are user-friendly and satisfying to readers. When the reading process is

seamless and enjoyable, readers are more likely to engage with the content critically and meaningfully, enhancing their overall reading experience and decision-making abilities.

Moreover, a small effect size of correlation was observed between eBook ease of use and autonomy, trial and error, adolescent development, monitor identity development, personally engaging action, and experiment with self. A minor impact size was detected regarding the relationship between the availability of eBooks and both decision-making and monitoring identity development. Similarly, a modest impact size was identified concerning the connection between price considerations when purchasing eBooks and autonomy, decision-making, and personally engaging action. Additionally, a slight impact size was observed regarding the association between the eBook reading experience and trial and error, adolescent development, personally engaging action, experimentation with self, decision-making, and monitoring identity development.

A significant positive correlation was observed between reading eBooks while traveling and decision-making, with a correlation of .43, indicating a moderate size ($p = .889$, 95.00% CI = [.26,.58]). This suggests that decision-making tends to increase as reading eBooks while traveling increases. However, due to the non-significant p-value, it is crucial to be cautious about drawing firm conclusions from this correlation.

A small effect was observed between reading eBooks while traveling and autonomy, trial and error, adolescent development, monitoring identity development, personally engaging action, and experiment with self.

A significant positive correlation was observed between eBook sharing and decision-making, with a correlation of .43, indicating a moderate size ($p = .008$, 95.00% CI = [.26,.58]. This suggests that as eBook sharing, decision-making tends to increase. This suggests a significant positive correlation between eBook sharing and decision-making. In practical terms, as eBook sharing increases (i.e., readers share eBooks more frequently), their decision-making tendencies while reading tend to increase. This means that individuals who engage in eBook sharing are more likely to actively evaluate information within a text and make judgments about its meaning.

Moreover, a significant positive correlation was observed between eBook sharing and adolescent development and decision-making, with a correlation of .36, indicating a moderate size ($p = .140$, 95.00% CI = [.17,.52]. This suggests a moderate positive correlation between eBook sharing and adolescent development, but the correlation is not statistically significant. While an observed association exists, the evidence is insufficient to conclude a significant relationship between eBook sharing and adolescent development.

Another significant positive correlation was observed between eBook sharing and personally engaging action, with a correlation of .30, indicating a moderate size ($p = .791$, 95.00% CI = [.11,.47]. This suggests a moderate positive correlation between eBook sharing and personally engaging action, but the correlation is not statistically significant. Like the previous case, while there is an observed association, it is not strong enough to conclude a significant relationship between eBook sharing and personally engaging action.

Minor impact sizes were identified in the relationships between eBook sharing and autonomy, trial and error, context and engagement, monitor identity development, and experiment with self. Similarly, minor impact sizes were observed in the connections between the frequency of downloading free eBooks and trial and error, adolescent development, decision-making, context, and engagement, monitor identity development, and personally engaging action.

A significant positive correlation was observed between hours of reading and adolescent development, with a correlation of .35, indicating a moderate effect size ($p = .009$, 95.00% CI = [.16, .51]). This suggests that as hours of reading eBook increases, Adolescent Development tends to increase. The data shows that the more time spent reading eBooks impacts the reader's sense of self and identity. The researcher observed that read individuals have more positive and more defined identities.

Moreover, a small effect size of correlation was observed between hours of reading and autonomy, trial and error, decision-making, personally engaging action, and experiment with self. This also suggests that as the hours of reading eBook increases, autonomy, trial and error, decision-making, personally engaging action, and experiment with self tend to increase.

RQ2 Summary

Research question 2 asked, is there a relationship between the readers' identity and eBook reading behavior? The researcher found a positive correlation between readers' identity and eBook reading behavior in the Pearson correlation.

There was a positive correlation between Readers' identity and eBook Reading Behavior, and the null hypothesis H_0 was rejected, and the alternative hypothesis H_1

was accepted. This suggests that eBook Reading Behavior tends to increase as Readers' identity increases. This result showed a significant relationship between Readers' Identity and eBook Reading Behavior.

Several key findings emerged in this correlation analysis of eBook reading behaviors and readers' identity factors. Firstly, it was observed that readers who are more comfortable and confident in navigating eBooks tend to engage in more active and critical thinking while reading, as evidenced by a moderate positive correlation between "level of experience" and "decision-making." This suggests that proficiency in using digital books enhances readers' ability to assess and interpret information within the text, leading to more informed decision-making.

Additionally, the ease of the eBook reading experience plays a crucial role. When readers find eBook reading easy and satisfying, they are more likely to engage in active decision-making while reading. This highlights the importance of user-friendly eBook design to enhance the reading experience and promote critical thinking. However, minor impact sizes were observed in some relationships, indicating that other factors may influence readers' autonomy, trial and error, decision-making, and other identity factors to a lesser extent.

Furthermore, the analysis revealed that spending more hours reading eBooks is associated with increased "adolescent development." This suggests that extensive eBook reading positively impacts readers' sense of self and identity. However, while the relationships between eBook reading behaviors and identity factors provide valuable insights, it is essential to consider the strength of these correlations and the statistical significance of each finding, as some correlations were not statistically significant. This

underscores the complexity of the factors influencing readers' identity and decision-making during eBook consumption.

Findings show that they agree that digital natives engage more with digital reading (Acosta, 2022; Ashcroft, 2011; Frye, 2014). Moreover, the findings agree that digital natives who engage in online discussions, social media, and digital communities reinforce their eBook reading behavior and strengthen their reading identity.

The positive correlation between readers' identity and eBook reading behavior shows the connection to Craig's sociopsychological field of communication theory. The relationship aligns with the concept that eBooks communicate ideas, data, and values that affect readers' social behavior. Moreover, the data shows the correlation between readers' identity and eBook reading behavior related to Reading as Identity Theory (Henry, 2017). It posits that reading identities are closely linked to their reading practices.

RQ3. To what degree do factors of reader identity predict hours of reading eBooks?

Research question 3 asked, to what degree do factors of reader identity predict eBook reading behaviors? The following hypotheses were crafted for RQ3:

H0. Autonomy, Decision Making, Personally Engaging Action, Trial and Error, Context and Engagement, Experiment with self-awareness-awareness, Adolescent Development, and Monitor Identity Development do not significantly predict eBook reading behavior.

H1. Autonomy, Decision Making, Personally Engaging Action, Trial and Error, Context and Engagement, Experiment with self-awareness-

awareness, Adolescent Development, and Monitor Identity Development significantly predict eBook reading behavior.

To examine Research Question 3, a Multiple Linear Regression Analysis was conducted. A multiple linear regression analysis assessed whether Autonomy, Decision Making, Personally Engaging Action, Trial and Error, Context and Engagement, Experiment with self-awareness, Monitor Identity Development, and Adolescent Development significantly predicted Hours of Reading eBooks.

Multiple Linear Regression Analysis

The results of the multiple linear regression analysis indicate that the combination of independent variables (Autonomy, Decision Making, Personally Engaging Action, Trial and Error, Context and Engagement, Experiment with self-awareness, Monitor Identity Development, and Adolescent Development) does not significantly predict the dependent variable (Hours of Reading eBook). However, the multiple linear regression analysis found that certain independent variables significantly impact the dependent variable, whereas other independent variables do not exhibit a substantial predictive influence. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. At least one independent variable (Adolescent Development) significantly predicts eBook reading behavior.

The results of the multiple linear regression model were significant, $F(8,89) = 2.35$, $p = .024$, $R^2 = .17$, indicating that approximately 17.42% of the variance in Hours of Reading eBook is explainable by Autonomy, Decision Making, Personally Engaging Action, Trial and Error, Context and Engagement, Experiment with self-awareness, Monitor Identity Development, and Adolescent Development. Autonomy did not

significantly predict Hours of Reading eBook, $B = 0.17$, $t(89) = 0.47$, $p = .642$. Based on this sample, a one-unit increase in Autonomy does not significantly affect Hours of Reading eBook. Decision Making did not significantly predict Hours of Reading eBook, $B = 0.32$, $t(89) = 1.29$, $p = .200$. Based on this sample, a one-unit increase in Decision Making does not significantly affect Hours of Reading eBook. Personally Engaging Action did not significantly predict Hours of Reading eBook, $B = 0.08$, $t(89) = 0.28$, $p = .782$. Based on this sample, a one-unit increase in Personally Engaging Action does not significantly affect Hours of Reading eBooks. Trial and Error did not significantly predict Hours of Reading eBook, $B = -0.19$, $t(89) = -0.67$, $p = .505$. Based on this sample, a one-unit increase in Trial and Error does not significantly affect Hours of Reading eBook. Context and Engagement did not significantly predict Hours of Reading eBook, $B = -0.15$, $t(89) = -0.56$, $p = .577$. Based on this sample, a one-unit increase in Context and Engagement does not significantly affect Hours of Reading eBooks. Experiment with self-awareness did not significantly predict Hours of Reading eBook, $B = 0.04$, $t(89) = 0.13$, $p = .901$. Based on this sample, a one-unit increase in Experiments with self-awareness does not significantly affect Hours of Reading eBooks. Monitor Identity Development did not significantly predict Hours of Reading eBook, $B = -0.29$, $t(89) = -1.34$, $p = .183$. Based on this sample, a one-unit increase in Monitor Identity Development does not significantly affect Hours of Reading eBook. Adolescent Development significantly predicted Hours of Reading eBook, $B = 0.72$, $t(89) = 2.95$, $p = .004$. This suggests that, on average, for every additional unit of Adolescent Development, there is an increase of 0.72 units in the Hours of Reading eBook value. Table 23 summarizes the results of the regression model.

Table 23

Results for Linear Regression with Autonomy, Decision Making, Personally Engaging Action, Trial and Error, Context and Engagement, Experiment with self-awareness, Monitor Identity Development, and Adolescent Development predicting Hours of Reading eBook

Variable	<i>B</i>	<i>SE</i>	95.00% CI	β	<i>t</i>	<i>p</i>
(Intercept)	-0.88	1.25	[-3.37, 1.61]	0.00	-0.70	.484
Autonomy	0.17	0.37	[-0.56, 0.90]	0.05	0.47	.642
Decision Making	0.32	0.25	[-0.17, 0.82]	0.15	1.29	.200
Personally Engaging Action	0.08	0.29	[-0.50, 0.66]	0.04	0.28	.782
Trial and Error	-0.19	0.28	[-0.75, 0.37]	-0.10	-0.67	.505
Context and Engagement	-0.15	0.26	[-0.67, 0.37]	-0.08	-0.56	.577
Experiment with self-awareness	0.04	0.31	[-0.57, 0.65]	0.02	0.13	.901
Monitor Identity Development	-0.29	0.22	[-0.73, 0.14]	-0.17	-1.34	.183
Adolescent Development	0.72	0.24	[0.24, 1.21]	0.44	2.95	.004

Note. Results: $F(8,89) = 2.35$, $p = .024$, $R^2 = .17$

Unstandardized Regression Equation: Hours of Reading eBook = $-0.88 + 0.17 \times \text{Autonomy} + 0.32 \times \text{Decision Making} + 0.08 \times \text{Personally Engaging Action} - 0.19 \times \text{Trial and Error} - 0.15 \times \text{Context and Engagement} + 0.04 \times \text{Experiment with self-awareness} - 0.29 \times \text{Monitor Identity Development} + 0.72 \times \text{Adolescent Development}$

RQ3 Summary

Research question 3 asked, to what degree do factors of readers' identity predict eBook reading behaviors? The researcher found that the combination of independent variables (readers' identity) did not predict eBook reading behaviors. However, a specific readers' identity factor, Adolescent Development, was shown to predict eBook reading behavior significantly.

Readers' identity predicts eBook reading behavior. In the multiple linear regression analysis, it was found that certain independent variables demonstrate a significant impact on the dependent variable, whereas other independent variables do not exhibit a substantial predictive influence. Therefore, the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. At least one of the independent variables (Adolescent Development) significantly predicts eBook reading behavior.

Adolescent Development predicting eBook reading behavior shows the pattern of Reading as Identity (Henry, 2017). It aligns with the idea that reading shapes one's beliefs, values, and world understanding. The data shows that Adolescent Development is a readers' identity factor that predicts eBook reading behavior because it impacts digital native readers to engage in the literature that shows their sense of self-identity.

RQ4. To what extent do other eBook reading behaviors predict eBook purchases?

Research question 4 asked, to what extent do other eBook reading behaviors predict eBook purchases? The following hypotheses were crafted for RQ4:

H0. Level of experience in eBook use, satisfaction with eBook content, eBook ease of use, availability of eBook, frequency of downloading free eBooks, eBook reading experience, reading eBooks while traveling, eBook sharing, and price consideration for eBook purchase do not significantly predict eBooks purchase.

H1. Level of Experience in eBook use, Satisfaction with eBook content, eBook ease of use, availability of eBook, frequency of downloading free eBooks, eBook reading experience, reading eBooks traveling, eBook sharing, and price consideration eBook significantly predict eBook purchase.

To examine Research Question 4, a Multiple Linear Regression Analysis was conducted. Multiple linear regression analysis was conducted to assess the level of experience in eBook use, satisfaction with eBook content, eBook ease of use, availability of eBook, frequency of downloading free eBooks, eBook reading experience, reading eBooks traveling, eBook sharing, and price consideration eBook significantly predict eBooks purchase.

Multiple Linear Regression Analysis

The results of the linear regression model were significant, $F(10,87) = 4.87, p < .001, R^2 = .36$, indicating that approximately 35.90% of the variance in eBooks purchased is explainable by Level of experience in eBook use, satisfaction with eBook content, eBook ease of use, availability of eBook, Hours of reading eBook, frequency of downloading free eBooks, eBook reading experience, reading eBooks while traveling, eBook sharing, and price consideration for eBook purchase. Level of experience in eBook use did not significantly predict eBooks purchased $B = 1.29, t(87) = 1.51, p = .136$. Based on this sample, a one-unit increase in experience in eBook use does not significantly affect eBooks purchased. Satisfaction with eBook content did not significantly predict eBooks purchased $B = 0.50, t(87) = 0.44, p = .661$. Based on this sample, a one-unit increase in Satisfaction with eBook content does not significantly affect eBooks purchased. eBook ease of use did not significantly predict eBooks purchased $B = -0.69, t(87) = -0.60, p = .550$. Based on this sample, a one-unit increase in eBook ease of use does not significantly affect eBooks purchased. Availability of eBooks significantly predicted eBooks purchased $B = -2.31, t(87) = -3.28, p = .001$. This indicates that, on average, a one-unit increase in Availability of eBooks will

decrease the value of eBooks purchased by 2.31 units. Hours of reading eBook significantly predicted eBooks purchased $B = 1.26$, $t(87) = 2.79$, $p = .006$. This indicates that, on average, a one-unit increase in Hours of reading eBooks will increase the value of eBooks purchased by 1.26 units. The frequency of downloading free eBooks did not significantly predict eBooks purchased $B = -0.48$, $t(87) = -1.08$, $p = .283$. Based on this sample, a one-unit increase in the Frequency of downloading free eBooks does not significantly affect eBooks purchased. eBook reading experience significantly predicted eBooks purchased $B = 3.39$, $t(87) = 2.76$, $p = .007$. This indicates that, on average, a one-unit increase in eBook reading experience will increase the value of eBooks purchased by 3.39 units. Reading eBooks while traveling did not significantly predict eBooks purchased $B = 1.12$, $t(87) = 1.89$, $p = .062$. Based on this sample, a one-unit increase in Reading eBooks while traveling does not significantly affect eBooks purchased. eBook sharing did not significantly predict eBooks purchased $B = -1.06$, $t(87) = -1.83$, $p = .071$. Based on this sample, a one-unit increase in eBook sharing does not significantly affect eBooks purchased. Price consideration for eBook purchase did not significantly predict eBooks purchased $B = -0.98$, $t(87) = -1.56$, $p = .122$. Based on this sample, a one-unit increase in Price consideration for eBook purchase does not significantly affect eBooks purchased. Table 24 summarizes the results of the regression model.

Table 24

Results for Linear Regression with the level of experience in eBook use, satisfaction with eBook content, eBook ease of use, availability of eBook, hours of reading eBook, frequency of downloading free eBooks, eBook reading experience, reading eBooks while traveling, eBook sharing, and price consideration for eBook purchase predicting eBooks purchased

Variable	<i>B</i>	<i>SE</i>	95.00% CI	β	<i>t</i>	<i>p</i>
(Intercept)	-1.21	4.45	[-10.06, 7.63]	0.00	-0.27	.786
Level of experience in eBook use	1.29	0.85	[-0.41, 2.98]	0.17	1.51	.136
Satisfaction with eBook content	0.50	1.13	[-1.75, 2.74]	0.05	0.44	.661
eBook ease of use	-0.69	1.15	[-2.97, 1.59]	-0.07	-0.60	.550
Availability of eBook	-2.31	0.70	[-3.71, -0.91]	-0.32	-3.28	.001
Hours of reading eBook	1.26	0.45	[0.36, 2.15]	0.29	2.79	.006
Frequency of downloading free eBooks	-0.48	0.45	[-1.37, 0.40]	-0.10	-1.08	.283
eBook reading experience	3.39	1.23	[0.95, 5.83]	0.35	2.76	.007
Reading eBooks while traveling	1.12	0.59	[-0.06, 2.30]	0.20	1.89	.062
eBook sharing	-1.06	0.58	[-2.21, 0.09]	-0.19	-1.83	.071
Price consideration for eBook purchase	-0.98	0.63	[-2.22, 0.27]	-0.15	-1.56	.122

Note. Results: $F(10,87) = 4.87$, $p < .001$, $R^2 = .36$

Unstandardized Regression Equation: eBooks purchased = $-1.21 + 1.29 \times \text{Level of experience in eBook use} + 0.50 \times \text{Satisfaction with eBook content} - 0.69 \times \text{eBook ease of use} - 2.31 \times \text{Availability of eBook} + 1.26 \times \text{Hours of reading eBook} - 0.48 \times \text{Frequency of downloading free eBooks} + 3.39 \times \text{eBook reading experience} + 1.12 \times \text{Reading eBooks while traveling} - 1.06 \times \text{eBook sharing} - 0.98 \times \text{Price consideration for eBook purchase}$

RQ4 Summary

This study's multiple linear regression analysis aimed to uncover the factors influencing eBooks purchased by digital natives. The results indicated that the overall model was significant ($F(10,87) = 4.87$, $p < .001$, $R^2 = .36$), suggesting that approximately 35.90% of the variance in eBooks purchased can be explained by a combination of factors. Notably, the availability of eBooks had a significant negative effect, indicating that as the availability of eBooks increased, the quantity of eBooks purchased tended to decrease. Conversely, the number of hours spent reading eBooks had a significant positive impact, indicating that more reading hours were associated with increased eBooks purchased. Additionally, eBook reading experience positively influenced eBook purchases, as did the ease of use.

Several factors, such as level of experience in eBook use, satisfaction with eBook content, frequency of downloading free eBooks, reading eBooks while traveling, eBook sharing, and price consideration for eBook purchases, did not significantly predict eBooks purchased based on this sample. These findings suggest that while aspects like reading habits, the reading experience, and the ease of using eBook platforms have a measurable influence on eBook purchases among digital natives, other factors such as experience level and content satisfaction may not be as strong determinants in this context. Overall, this analysis provides valuable insights into the complex interplay of factors affecting eBook purchasing behavior among young adults.

Summary

Several key findings have emerged in this comprehensive study of eBook reading behavior among digital natives. Firstly, the research explored how young adults

describe their eBook reading experiences, revealing that the average reading time for eBooks was approximately 1.51 hours, with considerable variation. Additionally, most participants reported not renting or borrowing eBooks, while eBook purchasing varied widely, with a significant portion not making any purchases. The study also examined various eBook-related habits, including satisfaction with content, ease of use, availability, price considerations, and eBook reading experiences.

Significant correlations were uncovered, demonstrating that as the hours spent reading eBooks increased, individuals became more proficient in using eBook platforms. This increased reading time also correlated with a greater tendency to share eBooks with others, fostering a sense of community among young adult readers. Moreover, extensive eBook reading hours were linked to an enhanced reading experience. Additionally, the research found that eBook availability plays a crucial role, with greater availability leading to higher satisfaction with eBook content and improved eBook reading experiences.

Furthermore, the study investigated the relationship between readers' identity and eBook reading behavior, revealing a positive correlation. This correlation suggests that readers' identities are closely tied to their eBook reading practices, aligning with Reading as Identity theory. The findings also support the idea that digital natives who engage in online discussions, social media, and digital communities reinforce their eBook reading behavior, strengthening their reading identity.

Lastly, a multiple linear regression analysis examined the factors influencing eBook purchases among young adults. Notably, eBook availability significantly negatively affected purchases, indicating that increased availability was associated with

fewer eBook purchases. Conversely, more reading hours and a positive eBook reading experience positively influenced purchases. However, in this context, other factors such as experience level, content satisfaction, eBook sharing, and price consideration did not significantly predict eBook purchases.

Overall, this study provides valuable insights into the complex dynamics of eBook reading behavior and its connection to communication theories. It highlights the multifaceted nature of digital natives' interactions with eBooks and offers implications for eBook design, content, and communication strategies. Additionally, the research underscores the significance of considering reader identity and fostering a positive reading culture in the digital age.

Chapter 6 discusses the implications practical, and research recommendations of these findings.

Chapter VI

IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION

The following chapter presents the implications and recommendations for future research based on the findings on eBook reading behavior, the correlation between eBook reading behaviors, the relationship between readers' identity and eBook reading identity, and identifying the factors that predict eBook purchase. The chapter closes the conclusion of this study.

Implications

The research findings have several significant implications in the context of communication theories (social cognitive theory, communication accommodation theory, social presence theory, cultural studies, and reader response theory) and the specified research objectives. The following are communication strategies that can promote eBook reading to the digital natives.

Enhancing eBook Design and Content

The study highlights the importance of enhancing eBook design, interactivity, and engagement features to improve digital natives' satisfaction with eBook content (Bodomo et al., 2003; Colombo et al., 2012; Marchetta et al., 2018; McKay et al., 2012). Communication theories, such as social cognitive theory and reader-response theory, suggest that engaging content and interactive design can enhance the reading experience. This implies that eBook creators and publishers should focus on creating visually appealing and interactive eBooks to cater to the preferences and expectations of young adult readers (Colombo et al., 2012; McKay et al., 2012)

Understanding Reader Identity

The positive correlation between reader identity and eBook reading behavior aligns with cultural studies and reader response theory. It emphasizes the need to consider readers' identities, interests, and preferences when designing and promoting eBooks (Fujimoto & Murakami, 2022; Jin, 2013; Jung et al., 2012). eBook providers can tailor their content and marketing strategies to resonate with their target audience's unique identities and interests, fostering a stronger connection between readers and eBooks.

Effective Communication Strategies

The research provides insights into factors influencing eBook purchases among digital natives. Understanding these factors can inform the development of more effective communication strategies for promoting eBooks and digital reading. For instance, the findings suggest that eBook availability and ease of use play pivotal roles in eBook purchases. eBook providers can focus on improving the availability of diverse eBook titles and ensuring user-friendly platforms to attract more readers (Lear & Pritt, 2021; Torres et al., 2014; Venkatesh, 2000).

Digital Reading Communities

The study highlights the role of digital reading communities and social media in reinforcing eBook reading behavior. Social presence theory emphasizes social interaction and community significance in digital spaces. eBook providers and educators can leverage these insights to create and nurture online communities where young adults can discuss and share their reading experiences, further enhancing their engagement with eBooks (Ardi, 2016; Dahlan, 2022).

Reading as Identity

The research supports that reading identities are closely linked to reading practices, as the Reading as Identity Theory proposed. eBook providers and educators can leverage this understanding to help young adults develop positive reading identities, which, in turn, can boost their eBook reading behavior (Frankel, 2017; Henry, 2017; Kirwan, 2010).

Pricing Strategies

While price consideration for eBook purchases did not significantly predict purchases in this study, it remains an essential factor for some readers. eBook providers should continue to explore pricing strategies that appeal to cost-conscious readers while also focusing on other aspects like content quality and ease of use (Fazackerly, 2021; Venkatesh, 2000; Wilmer, 2014).

This research underscores the multidimensional nature of eBook reading behavior among young adults and how it relates to various communication theories. By considering the implications of these findings, eBook creators, publishers, and educators can better cater to the needs and preferences of young adult readers, ultimately fostering a more vibrant and engaging digital reading culture.

Corporate Social Responsibility

The implications of this research are profound for both the promotion of literacy and the democratization of access to knowledge. By engaging in CSR projects that prioritize the dissemination of royalty-free books through strategic advertising and using QR codes, libraries, publishing companies, and non-profit repositories can bridge gaps in accessibility. Moreover, the emphasis on offering these books in multiple languages

acknowledges the diverse global readership. This approach empowers individuals to access a wealth of literature and fosters inclusive and equitable reading experiences, ultimately advancing the cause of literacy and knowledge dissemination on a broader scale.

Recommendations

Based on the data gathered, digital natives eBook reading habit communicates that they read books that relates to their personal and cultural identity. Data shows that Adolescent Development, a readers identity factor, predicts eBook reading behavior which impacts how the digital natives engage to the literature that are in digital format. Considering that digital native reading identity values personal and cultural identity in literature, it is crucial that reading advocates such as teachers and librarians, reading stakeholders like schools and publishers and researchers consider the communication strategies and detailed recommendations to bolster eBook reading for the digital natives.

Practical Recommendations

Enhance eBook Design and Interactivity

eBook creators and publishers should invest in improving the design and interactivity of their eBooks. This includes incorporating multimedia elements, interactive features, and visually appealing layouts to engage young adult readers. The goal should be to create eBooks that deliver content and provide an immersive and enjoyable reading experience (Bailey, 2018; Colombo et al., 2012; Fujimoto & Murakami, 2022; Torres et al., 2014).

Personalized Content

Based on reader identity and preferences, eBook providers should explore the possibility of offering personalized content recommendations. This could involve using algorithms to suggest eBooks that align with a reader's interests, thus increasing the likelihood of eBook purchases (Fujimoto & Murakami, 2022; Jung et al., 2012; Raphael, 2013).

Community Building

eBook providers can establish and nurture digital reading communities where readers can connect, discuss their favorite eBooks, and share reading experiences. These communities can be hosted on social media platforms, fostering a sense of belonging and encouraging more extensive eBook reading (Ardi, 2016; Dahlan, 2022). Public libraries promote these types of events that allows the digital natives to engage and interact with others on their preferred format of communication.

Reader Identity Exploration

Educational institutions and libraries can encourage young adults to explore and understand their reader identities. This can be done through reading programs, book clubs, and discussions that help individuals connect with books that resonate with their identities (Dimitrova, 2021; Henry, 2017; Meier, 2015). Understanding digital reading preferences of the digital natives impacts how they interact with the literature that can shape one's sense of self and intellectual development.

Accessible Pricing Models

While pricing may not be the sole determinant of eBook purchases, providers should still offer a range of pricing models to accommodate different budget constraints. This might include subscription services, student discounts, or bundled eBook deals to attract cost-conscious readers (Fazackerly, 2021; Venkatesh, 2000; Wilmer, 2014).

Corporate Social Responsibility

To promote the accessibility of royalty-free books, it is recommended that libraries, large publishing companies, and non-profit online book repositories, such as Project Gutenberg, initiate a Corporate Social Responsibility (CSR) project. This project should raise awareness about free online books by strategically advertising in public spaces like cafes, malls, parks, hospitals, airports, and other high-traffic areas. Additionally, creating QR codes for easy and cost-free book downloads can significantly enhance accessibility. Ensuring the availability of these books in various languages will broaden their reach and impact, fostering a more inclusive reading experience for diverse audiences.

Research Recommendations

Longitudinal Studies

Conduct longitudinal studies to track changes in eBook reading behavior and preferences among young adults over time. This can provide deeper insights into how reading habits evolve and adapt to changing technologies and life stages.

Cross-Cultural Research

They are extending the research to explore cross-cultural differences in eBook reading behavior and preferences among young adults. Cultural studies and reader

response theory suggest cultural backgrounds can significantly impact reading practices.

Experimental Designs

Implement experimental research designs to test the effectiveness of specific eBook designs and content elements on reader satisfaction and engagement. This can help identify best practices for eBook creators and publishers.

In-Depth Interviews

Conduct qualitative interviews with young adult eBook readers to understand how their reader identities influence their eBook choices and reading experiences. This qualitative data can complement quantitative findings.

Reader Identity Interventions

Explore the development of interventions or programs aimed at enhancing reader identities among young adults. These interventions could involve reading challenges, identity-focused reading lists, or reading identity workshops.

By implementing these practical and research recommendations, eBook providers, educators, and researchers can collectively contribute to a more enriched and engaging eBook reading culture among young adults while advancing our understanding of how communication theories intersect with digital reading behaviors.

Conclusion

In conclusion, this study has illuminated crucial insights into eBook reading behavior among young adults and its alignment with various communication theories. The implications drawn from these findings emphasize the pivotal role of enhancing

eBook design and content to elevate young adults' satisfaction with digital reading. As communication theories suggest, creating engaging, interactive eBooks that cater to the preferences of this demographic is essential for fostering a positive reading experience. Additionally, the positive correlation between reader identity and eBook reading behavior underscores the increasing value of digital reading in shaping and reinforcing reader identities.

Furthermore, understanding the factors influencing eBook purchases and effective communication strategies can guide eBook providers in improving eBook availability and ease of use, ultimately attracting more readers. As highlighted by social presence theory, the role of digital reading communities and social media in enhancing eBook reading behavior signifies the need to nurture online communities where young adults can engage and share their reading experiences. The support for the concept that reading identities are closely linked to reading practices aligns with the Reading as Identity Theory, presenting opportunities for eBook providers and educators to foster positive reading identities. While pricing strategies may not be the sole determinant of purchases, eBook providers should consider diverse pricing models to cater to various budget constraints.

The practical recommendations emphasize enhancing eBook design and interactivity, offering personalized content, building digital reading communities, promoting reader identity exploration, and providing accessible pricing models. Research recommendations encourage longitudinal studies to track changes in eBook reading behavior, cross-cultural research to explore differences among young adults,

experimental designs to test eBook design elements, in-depth interviews for deeper insights, and interventions to enhance reader identities.

By embracing these implications and recommendations, eBook providers, educators, and researchers can collectively contribute to a more vibrant and engaging eBook reading culture among digital natives while advancing our understanding of how communication theories intersect with digital reading behaviors. This study marks a significant step towards fostering a lifelong love of reading in the digital age.

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Appendices

APPENDIX A

Informed Consent Form



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INFORMED CONSENT FORM

Informed Consent Form for American Young Adult Digital Natives

Sudi Virginia Q. Napalan

University of the Philippines Open University, DCOMM

Dr. Melinda Bandalaria

Unlocking the eBook Mystery: Communication Strategies to Bridge the Digital Divide in Reading Preferences

PART I: INFORMATION SHEET

INTRODUCTION

You are invited to participate in a research study. This form provides information about the study, why it is being conducted, what you will be asked to do, and the potential risks and benefits of participating. Please read this information carefully and ask the investigator any questions at any time. If there are some words or concepts that you do not understand, please do not hesitate to ask for further information. Participation in this study is voluntary, and you may withdraw from the study at any time.

PURPOSE OF THE RESEARCH

This study aims to understand the impact of how the readers view themselves, their relationship to reading, and how the reading experiences form their reading identities.

PARTICIPANT SELECTION

You have been chosen to participate in this research study because of your location and age. The study involves US American young adult digital readers. You are receiving this survey because you fit the criteria.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. You may choose not to participate or to withdraw from the study at any time without penalty or loss of benefits to which you are otherwise entitled. Your participation will not affect your current or future relations with the investigators or the University of the Philippines.



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PROCEDURES

- A. The research study will use a questionnaire survey in which you will participate.
- B. You will be asked to choose answers from the choices or may need to fill in the blanks. The questions will include your eBook reading experience, reading habits, and reading motivation.

The survey questions will be accessible online using the links or QR code provided to you via email by the researcher. Participants may complete the survey using a computer or any device with Internet access. The survey is distributed and collected using Qualtrics, a management software. You may answer the questionnaire personally, or it can be read to you or answered aloud and written down by a research team member. If you do not wish to answer any questions, this may be skipped, and you can proceed to the next question. The information recorded is confidential, your name is not included on the forms, and only a number will identify you. No one else except Sudi Napalan will have access to the survey results.

DURATION

Participating in this research will require you to complete the survey, which is approximately 10 minutes. There are no follow-up questions after completing the survey.

RISKS

There are some risks associated with participating in this study, such as potential discomfort or inconvenience in answering the survey. You do not have to answer any question(s) that you feel uncomfortable with.



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BENEFITS

There are benefits to participating in this study, such as contributing to the scientific knowledge, helping to improve research methods, and gaining insights into one's reading attitude, behaviors, or experiences.

REIMBURSEMENTS

Participants in this study will not receive payments beyond reimbursements for expenses incurred due to their participation in the research.

CONFIDENTIALITY

All information collected during the study will be confidential to the extent permitted by law. Only authorized personnel involved in the study will have access to the information. Your name and personal identifying information will not be used in any reports or publications.

SHARING THE RESULTS

The participant will be informed of the research findings, which will be shared more broadly through publications and conferences.

RIGHT TO REFUSE OR WITHDRAW

Participation in this research is voluntary, and you have the right to withdraw. Tailor this section to Participants should have an opportunity to review their remarks in the open-ended questions.



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DATA MANAGEMENT

The data for the research will be stored securely in a location with restricted access to protect the confidentiality of the participants.

WHO TO CONTACT

If you have any questions or concerns about this study, please contact Sudi Napalan at sudignapalan@up.edu.ph. You may also contact Dr. Melinda Bandalaria at mbandalaria@upou.edu.ph.

PART II: CERTIFICATE OF CONSENT

I will participate in the study, “Unlocking the eBook Mystery: Communication Strategies to Bridge the Digital Divide in Reading Preferences,” with Sudi Napalan as the principal researcher.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it, and any questions I have been asked to have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant: _____

Signature of Participant: _____

Date: [MM/DD/YYYY]

STATEMENT BY THE RESEARCHER OR PERSON TAKING CONSENT

I have accurately read out the information sheet to the potential participant, and to the best of my ability, made sure that the participant understands that the following will be done:

- 1. Clearly and accurately described the purpose, procedure, risk, benefits, and alternatives of the research study.**
- 2. Carefully explain the participant’s rights and the voluntary nature of their participation in the study.**
- 3. Carefully explain how the participant’s confidentiality and privacy will be protected.**

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the participant.

APPENDIX B

Survey Instrument

Demographic Information

The following questions relate to your personal characteristics.

1. What is your age?
2. What is your gender?
 - a. Male
 - b. Female
 - c. Other (please specify)
3. Are you of Hispanic, Latino, or Spanish origin?
 - a. No, not of Hispanic, Latino, or Spanish origin
 - b. Yes, Mexican, Mexican Am., Chicano
 - c. Yes, Puerto Rican
 - d. Yes, Cuban
 - e. Other (please specify)
4. What is your race?
 - a. White
 - b. Black or African Am.
 - c. American Indian or Alaska Native
 - d. Chinese
 - e. Filipino
 - f. Asian Indian
 - g. Vietnamese

- h. Korean
- i. Japanese
- j. Native Hawaiian
- k. Samoan
- l. Chamorro
- m. Other (please specify)

eBook Reading Behavior

The following questions relate to your eBook reading behaviors.

5. What is your general level of experience in using eBooks for work or study?
 - a. Never used
 - b. Tried once and gave up
 - c. Use occasionally
 - d. Use quite often
 - e. Use frequently
6. How satisfied are you with the quality of content of eBooks for your reading?
 - a. Very Dissatisfied
 - b. Dissatisfied
 - c. Neutral
 - d. Satisfied
 - e. Very Satisfied
7. How satisfied are you with the ease of use of eBooks for your reading?
 - a. Very Dissatisfied
 - b. Dissatisfied

- c. Neutral
 - d. Satisfied
 - e. Very Satisfied
8. How satisfied are you with the availability of eBooks for your reading?
- a. Very Dissatisfied
 - b. Dissatisfied
 - c. Neutral
 - d. Satisfied
 - e. Very Satisfied
9. On average, in the past year, how many hours per day do you read?
10. On average, in the past year, how many hours per day do you read eBooks?
11. In the past year, how many eBooks have you purchased?
12. How likely will the price of eBooks influence your purchasing decisions?
- a. Extremely unlikely
 - b. Unlikely
 - c. Neither unlikely nor likely
 - d. Likely
 - e. Very likely
13. How often do you download free samples of eBooks before purchasing the full version?
- a. Never
 - b. Rarely
 - c. Sometimes

- d. Often
 - e. Always
14. In the past year, how many eBooks have you paid to rent?
15. In the past year, how many eBooks have you checked out in the library?
16. How satisfied are you with your eBook reading experience?
- a. Very dissatisfied
 - b. Dissatisfied
 - c. Neither dissatisfied nor satisfied
 - d. Satisfied
 - e. Very Satisfied
17. How often do you read eBooks while traveling?
- a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
18. How often do you share eBooks with others?
- a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always

Reader Identity

The following questions relate to how you see yourself as a reader.

Autonomy

19. Overall, how able do you feel to make reading choices for yourself?

- a. Completely unable.
- b. Somewhat unable.
- c. Neither able nor unable.
- d. Somewhat able.
- e. Completely able

20. How important is it to choose the appropriate reading material for yourself?

- a. Not at all important
- b. Slightly important
- c. Moderately important
- d. Very important
- e. Extremely important

21. How likely will you read the book that you have chosen yourself?

- a. Very unlikely
- b. Unlikely
- c. Neutral
- d. Likely
- e. Very likely

Decision Making

22. How frequently do you seek out new reading material?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

23. How independent are you in choosing what to read?

- a. Very dependent on others
- b. Slightly dependent on others
- c. Moderately dependent on
- d. Somewhat independent from others
- e. Very independent from others

24. How often do you rely on external sources (e.g., recommendations, reviews, etc.)
when making reading choices?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

Personally Engaging Action

25. How often do you participate in additional reading activities (such as annotating, highlighting, journaling, etc.)?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

26. How often do you participate in group reading activities (such as joining book discussions with friends)?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

27. How important is participating in reading activities to you regardless if alone or in a group?

- a. Not at all important
- b. Slightly important
- c. Moderately important
- d. Very important
- e. Extremely important

Trial and Error

28. How important are reading activities in helping you achieve your reading goals?

- a. Not at all important
- b. Slightly important
- c. Moderately important
- d. Very important
- e. Extremely important

29. How often do you use different reading strategies (such as journaling, joining book discussions, and planning your reading time and environment) in your ability to reach your reading goals?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

30. How often do you plan your reading time and environment to help you accomplish your reading objectives?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

Context and Engagement

31. How important is your family's input in your reading choices and habits?

- a. Not at all important
- b. Slightly important
- c. Moderately important
- d. Very important
- e. Extremely important

32. How important is your friends' input in your reading choices and habits?

- a. Not at all important
- b. Slightly important
- c. Moderately important
- d. Very important
- e. Extremely important

33. How often do family, friends, and teachers influence your reading preferences and decisions?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

Experiment with self-awareness

34. How often do your peers impact your reading habits and choices?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

35. How often do social settings (such as school, library, bookstore etc.) impact your reading habits and choices?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

36. How important is our reading habits and choices represent your social or group identity?

- a. Not at all important
- b. Slightly important
- c. Moderately important
- d. Very important
- e. Extremely important

Adolescent Development

37. To what extent do your reading habits and choices contribute to forming and maintaining your individual identity?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

38. How often do you read books that relate to your identity?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

39. To what extent do your reading habits and choices make you special?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

Monitor Identity Development

40. How frequently do you read books related to your identity and cultural heritage?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

41. To what extent are your reading habits and choices influenced by recommendations from others that share your personal identity or cultural heritage?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Always

42. How important is reading books to help you understand your personal identity and cultural heritage?

- a. Not at all important
- b. Slightly important
- c. Moderately important
- d. Very important
- e. Extremely important