

Original Research

Determinants of Reading Habits and Reading Promotion in the Era of Technology: A Library and Information Science Perspective

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Abstract

Reading habits and the promotion of a reading culture are recognized as essential social imperatives in many countries, underpinning cultural identity. These practices enhance knowledge, support individual development, and contribute to national sustainability. Despite their importance, recent declines in per capita reading rates and rapid technological change necessitate a reassessment of reading promotion policies and strategies. This study identifies the dimensions and components that influence reading habits and reading promotion, with a particular focus on technological factors. This study employed a scoping review methodology, guided by the established framework of Arksey and O'Malley. A systematic search of five major databases Web of Science, Scopus, ProQuest, Google Scholar, and Embase was conducted to locate relevant publications up to December 2024. The search strategy utilized pertinent keywords, with filters applied to include only English-language articles and specific documents. To extract key insights, a thematic analysis was performed. This process involved iterative team discussions to synthesize and identify prevailing themes concerning reading habits, derived from a thorough examination of the selected literature. The study categorized its findings into 40 sub-components and 8 main components: individual, socio-environmental, technological, cultural, book characteristics, infrastructural, economic, and governmental factors. These components were identified as the primary influences on reading habits and reading promotion. Accurate identification of these factors provides a foundation for improving reading behaviors in society. Assessing their effectiveness enables the development of targeted strategies to foster a reading culture, supporting the growth of sustainable reading habits in future generations.

Keywords: Reading Habit, Book Reading, Reading Culture, Technology.

Introduction

In the age of information, communication, and modern technologies, books and reading continue to be regarded as fundamental tools for enhancing critical thinking, fostering creativity, improving cognitive skills, and promoting personal growth and development (Petrich, 2015). Books symbolize the cultural identity of every nation and play a significant role in the transmission of knowledge, the consolidation of cultural values, and the raising of awareness within societies (Yaminfirooz, Yadollahpour & Esbakian, 2019). Moreover, reading and book consumption are considered social necessities and important indicators for measuring a country's scientific, cultural, and developmental status at both national and international levels (Adigun & Aramide, 2023). Enhancing factors related to reading habits and promoting reading led to an increase in public knowledge, a reduction in social harms, greater social participation, and an overall improvement in quality of life (Davidovitch & Gerkerova, 2023). Accordingly, educational and cultural institutions, particularly in developing countries, emphasize the promotion of reading as a fundamental priority (Hanifi, Karamali, Zohreei & Amini, 2017).

In recent decades, many countries, including Iran, have experienced a significant decline in per capita reading rates, which has hurt cultural, social, and economic development (Omidali & Noormohammadi, 2017). According to official surveys by the Statistical Center of Iran (2017, 2020), literate individuals aged 15 and above spent on average about 7 hours and 41 minutes per month reading non-textbook books in the late 2010s, which is roughly equivalent to 11–12 minutes per day. More recent reports indicate that, when both readers and non-readers are included, average daily reading time in Iran is closer to 10–16 minutes, depending on the definition of reading and the population covered. In contrast, international data from the World Culture Score Index suggest that adults in many countries spend only a few hours per week reading, while in high-reading countries such as India, Thailand, and China, average reading time reaches approximately 8–11 hours per week. These figures indicate that declining or modest reading habits are a global phenomenon, not limited to any single country (Gulzar, 2024).

In contrast, 50% of UK adults read regularly, while 23% of US adults reported not reading any books in the past year (Pew Research Center, 2023). Older generations generally read more, although Generation Z is showing renewed interest in fantasy and romance books (Rea, 2020). According to the Financial Times, there has been a significant decline in non-academic reading among adults over the past two decades, attributed to the rise of digital technologies and shifting leisure patterns (Cookson, 2025). Similar trends are observed in OECD countries, where adult literacy and reading skills have plateaued or decreased (OECD, 2024). These data indicate that declining reading habits are a global phenomenon, not limited to any single country. Furthermore, despite considerable emphasis on the importance of reading, many individuals continue to neglect books and reading. However, integrating book purchases into household budgets and making minimal financial investments could significantly improve adolescents' and young adults' attitudes toward reading.

The expansion of transformative technologies has created both challenges and opportunities in fields such as education, access to informational resources, and innovative learning methods, particularly in the context of books and reading (Allahyari & Najafizadeh, 2024; Shami Zanjani, Asadi & Naiebi, 2023). Developments involving artificial intelligence, machine learning, e-books, online reading platforms, and social networks have fundamentally altered reading practices and user engagement (Ghanei, 2023). These changes facilitate faster,

broader, and more affordable access to reading materials. Conversely, the digital lifestyle has contributed to reduced concentration and diminished deep reading habits, which may threaten the culture of reading and book consumption (Razmjoo, Balouchi, & Khorasani, 2023). Distinguishing between the benefits of technological access and the distractions associated with screen use is crucial for evaluating both the opportunities and risks to reading culture.

A thorough analysis of the factors influencing reading habits and reading promotion, particularly in the context of technological change, is essential. These variables shape both individual reading behaviors and broader cultural indicators. Understanding these factors enables the identification of the causes behind declining motivation for reading and book consumption. This knowledge supports the design and implementation of targeted strategies and policies to promote reading culture and improve reading habits (Moniruzzaman, 2023).

In this regard, numerous studies have examined the elements and factors related to reading habits and the promotion of reading (Sabri & Weber, 2021; Allahyari and Najafizadeh, 2024; Shami Zanjani et al., 2023; Hassan, Latiff Azmi, Muhamad & Abdullah, 2021; Odu & Orim, 2018). Research in this field indicates that the culture of reading within the family and school environments, educational strategies and teaching quality, access to relevant reading materials, advancements in media technology, and reading motivation are among the key determinants influencing reading behavior (Hassan et al., 2021). Additionally, some studies highlight the effective role of public libraries in developing reading habits (Odu & Orim, 2018). Elsewhere, authors have noted that the primary motivations driving adults to maintain regular reading habits include knowledge acquisition, personal development, mental stimulation, habit formation, entertainment and enjoyment, escapism, and mental health benefits (Merga, 2017). Other research indicates the profound and widespread impact of digital technologies on the reading habits and behaviors of students, pupils, and children (Mirza, Pathan, Khatoon & Hassan 2021).

Existing studies indicate that reading habits are shaped by a combination of individual, environmental, and technological factors, making them a multidimensional phenomenon. Recent shifts in reading patterns require a reassessment of current policies and programs. No comprehensive scoping review has yet identified indicators related to reading habits and reading promotion. As books are increasingly tailored to readers' preferences, identifying relevant indicators is necessary to inform effective approaches to book selection and reading promotion in the digital and technology age. This study addresses this gap by identifying the factors that influence reading habits and promote reading.

Materials and Methods

The present study is part of a broader research project aimed at “developing a model for access to books based on factors influencing the promotion of reading and reading habits among Iranians.” Since the objective of this study is to identify components that promote reading and reading habits, with an emphasis on the role of technology in the contemporary era, the scoping review method is deemed the most appropriate approach. This type of review provides an opportunity to identify key concepts, existing research gaps, and core evidence within the relevant research domain. The study was conducted based on the Arksey and O'Malley framework and consists of five main stages and one optional stage (Arksey & O'Malley, 2005; Tricco et al., 2018), which are described in detail below:

Identifying the research question

The primary research question of the present study is defined as follows:
"What are the main dimensions and components of the indicators related to reading habits and the promotion of reading in the technological era?"

Inclusion and exclusion criteria

Overall, this study examines the factors and components that influence reading habits and the promotion of reading from the past to the present. Research articles and gray literature that directly addressed these indicators were considered eligible and included in the study. The language of articles in Latin-based databases was limited to English. Regarding document types, original articles, review articles, conference papers, theses, books, and book chapters were selected for inclusion. Consequently, any study lacking these dimensions and components was excluded from the review (Table 1).

Table 1

Exclusion criteria

| Exclusion Criteria | |
|-------------------------|--|
| Publication time | Studies published before 2000 will be excluded. |
| Subject | Articles that do not meet the main objectives of this scoping review. |
| Language | Articles whose full text is in a language other than English will be excluded. |
| Access | Documents whose full text is not accessible in any way. |

Identifying relevant studies

Search databases

Articles published and indexed in international databases such as Web of Science, Scopus, ProQuest, Google Scholar, and Embase were searched thematically due to the comprehensiveness of the topic and timeframe, as well as their accessibility. The searches were conducted as follows: in Web of Science (WOS) under the "Topic" field; in Scopus under "Title/Abstract/Keywords" (Title/Abs-KEY); in ProQuest under "Title"; and in Embase under "ti,ab" (title, abstract, keywords).

Search strategy

This study employed a two-stage search strategy to identify published documents and gray literature. Initially, a systematic search was conducted in the WOS database using all relevant keywords focusing on the domain of reading habits and the promotion of reading. Subsequently, the finalized search strategy was adapted and applied to other databases. Accordingly, a precise search strategy was developed based on key concepts and extracted synonyms, as follows:

TS= (("Reading habit*" OR "reading behave*" OR "reading practice*" OR "reading pattern*" OR "reading attitude*" OR "leisure reading" OR "reading engagement" OR "independent reading" OR "deep reading" OR "developing reading skill*" OR "reading

development” OR “reading usage” OR “reading custom*” OR “reading achievement” OR “reading culture” OR “Promotion of reading” OR “encouraging reading” OR “reading motivation” OR "reading advocacy" OR "reading initiatives" OR "reading outreach" OR "reading promotion" OR "book promotion" OR "reading enhancement" OR "reading development" OR "reading campaign*" OR “fostering reading”) AND (“factor*” OR “determinant*” OR “driver*” OR “barrier*” OR “predictor*” OR “variable*” OR “indicator*” OR “dimension*” OR “influenc*” OR “impact*” OR “effect*”))

Study selection

To select relevant studies, the literature review was conducted through an interactive two-stage screening process by two researchers. First, the search results from the targeted databases were exported in EndNote format. After merging the results in the software, duplicate records were removed. In the next stage, all titles and abstracts were screened, followed by a full-text review of the selected studies to assess their eligibility. This process is illustrated in Figure 1 as a PRISMA flow diagram.

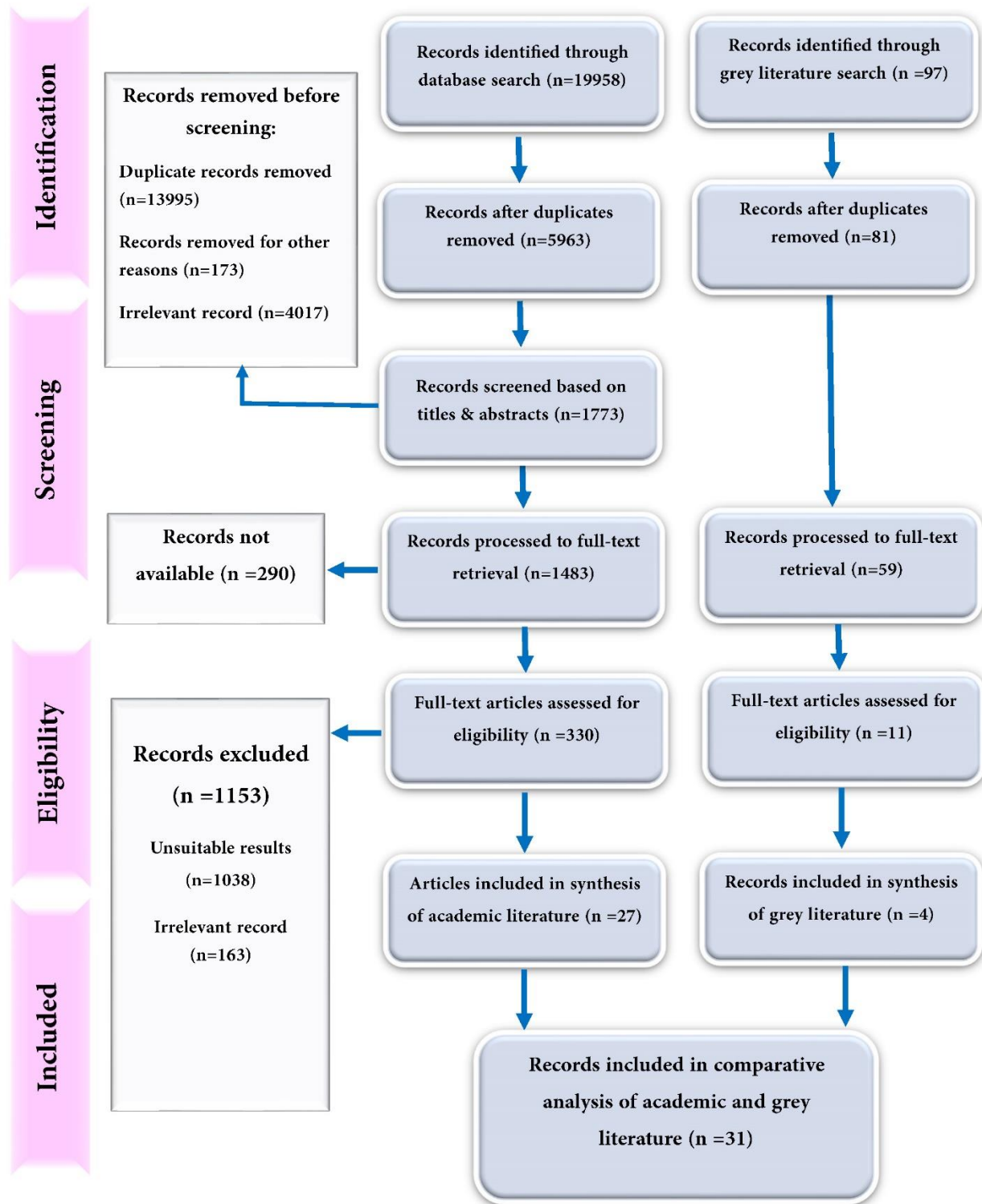


Figure 1: PRISMA flow diagram

Charting the data

During this stage, bibliographic data were organized using a table designed by the research team to facilitate data collection and analysis. This table included fields such as author name, year of publication, publication source, study objective, research methodology, key findings,

and conclusions (Table 1, Appendix). All selected studies were thoroughly reviewed by the researchers, with particular emphasis placed on factors and indicators related to reading habits and the promotion of reading.

Collating, summarizing, and reporting results

Based on the objectives of the present study, the research team employed thematic approach to extract components and identify themes from the articles. To enhance quality control in this process, two reviewers (M.N. and M.E.), with a thorough understanding of the study's objectives, independently assigned codes to each category and subsequently reviewed them until consensus was reached. In cases of disagreement, a third reviewer (M.V.) was consulted. For category selection, data were inductively coded and analyzed using thematic synthesis. Finally, to ensure the rigor of the qualitative data analysis, the criteria proposed by Guba and Lincoln, including credibility, dependability, transferability, and confirmability, were applied (Lincoln and Guba, 1986). To enhance the transferability of the findings, their relevance to similar settings, we provided a detailed and comprehensive account of the results. Dependability was reinforced by offering a transparent description of both the data collection and the analytic procedures, enabling potential external audits. Lastly, to ensure confirmability, the research team actively worked to reduce investigator bias by acknowledging and separating their own preconceptions from the data presented in the analysis, instilling confidence in the objectivity of the team. A detailed description of all reviewed articles is presented in Table 1, appendix.

Results

In total, 31 articles meeting the eligibility criteria were included in this study, and their bibliographic details are presented in Table 1, appendix. Based on the reviewed studies, 19.35% of the articles originated from India (6 studies), 16.12 % from Indonesia (5 studies), 9.67 % from Malaysia, and the remaining studies were from Turkey, Norway, Palestine, Bangladesh, Portugal, Iraq, Bali, Nigeria, Australia, Taiwan, Japan, Vietnam, Pakistan, Iran, USA (one or two study each). Following a thorough review of the final studies, a summary of the extracted information was compiled in Table 2, which includes the main components and their corresponding subcomponents. Overall, 40 subcomponents were classified into 8 main components. These main components comprise:

- Individual factors with 8 subcomponents;
- Environmental-social factors with 4 subcomponents;
- Technological factors with 5 subcomponents;
- Cultural factors with 4 subcomponents;
- Book Characteristics with 3 subcomponents;
- Infrastructural factors with 5 subcomponents;
- Economic factors with 5 subcomponents, and;
- Governmental factors with 6 subcomponents.

Table 2

Components related to reading habit and promotion of reading

| Main Components | Sub-Components | Address |
|-------------------------------------|---|---|
| Individual Factors | - Intrinsic motivations (learning, career advancement, personal growth, self-actualization, increasing knowledge and awareness) | (Abang Yusof, 2021), (Guthrie & Klauda (2014), (Hassan et al., 2021), (Merga, 2017), (Odu & Orim, 2018), (Venkateswari, 2024) |
| | - Interest and enjoyment in reading | |
| | - Reading skills (speed, concentration, note-taking, summarizing) | |
| | - Information and technological literacy | |
| | - Reading self-efficacy (confidence in understanding and analyzing text, critical thinking) | |
| | - Reading lifestyle (reading habit, maintaining a regular reading schedule) | |
| | - Childhood experiences (exposure to books from early childhood) | |
| | - Having sufficient free time | |
| Environmental-Social Factors | - Family (parents' reading habits, encouragement to read) | (Allen & Ingulsrud, 2003), (Arisandi & et al, 2018), (Celik, 2020), (Kanade & Chudamani, 2006), (odu & Orim, 2018), (Yangdon, Daker, Dorji, Gyeltshen & Wangmo, 2024) |
| | - Friends and social groups (reading culture among peers) | |
| | - Educational system (teaching methods, promoting reading in schools) | |
| | - Geographic differences | |
| Technological Factors | - Impact of social networks and media | (Shimary, Keerti & Ramaiah, 2015), (Spjeldnaes & Karlsen, 2024), (Venkateswari, 2024) |
| | - Transition of books from print to digital formats | |
| | - Development of audio technologies and audiobooks | |
| | - Applications (apps) and electronic book platforms | |
| | - Creation of book-centered chatbots | |
| Cultural Factors | - Cultural valuation | (Azizah, Al Farhan, Nadia & Murtiningsih, 2024), (Chen, 2007), (Dilworth, 2022), (Hiidenmaa & et al., 2024) |
| | - Active participation in book discussions or membership in reading groups | |
| | - Societal attitude toward reading culture (reading as a leisure activity) | |
| | - Charity book-sharing initiatives | |
| Book Characteristics | - Book length | (Aydin, 2021), (Dimitrova, 2021), (Resitaningrum & Saptono, 2024), (Ryba, Doubleday, Dry, Semmler & Connell, 2021), (Webber, Wilkinson, Duncan & McGeown, 2023) |
| | - Writing style | |
| | - Marketing and advertising | |
| Infrastructure Factors | - Suitable reading spaces (book clubs, book cafés) | (Abdullah, 2007), (Bekdas & Karaogullari, 2024), (Murad, Ibrahim, Abdul Malek, Abdullah & Has |
| | - Access to resources (libraries, apps, e-books) | |

| Main Components | Sub-Components | Address |
|-----------------------------|---|---|
| | - IT infrastructure (internet, bandwidth) | Yun Hashim, 2013), (Pido & Sujitno, 2022), (Rafiq, Asim, Khan & Arif, 2019), (Spjeldnaes & Karlsen, 2024), (Venkateswari, 2024), (Verma & Sonkar, 2013) |
| | - Access to digital reading tools (tablets, e-readers, laptops, AI technologies) | |
| | - Establishment of book-focused social networks | |
| Economic Factors | - Household income | (Babae & et al., 2024), (Fortuna, Lumapenet & Moreno, 2024), (Hamidah & Yusoff, 2021), (Hider, 2022), (Le & et al., 2019) |
| | - Book purchasing power | |
| | - Book price | |
| | - Costs related to accessing reading technology | |
| | - Impact of inflation on book purchasing | |
| Governmental Factors | - Government policies aimed at building a reading society | (Abdullah, 2007), (Kabagambe & Kanyika, 2023), (Swaminathan & Raja, 2017), (Tung Son, 2024) |
| | - Financial support by government (tax exemptions, utility cost reductions, etc.) | |
| | - Government incentives for reading promotion | |
| | - Subsidy programs and free reading services | |
| | - Organizing book fairs | |
| | - Providing facilities and conveniences related to reading | |

Individual factors are primary components in the formation and reinforcement of reading habits. These include intrinsic motivations such as career advancement, knowledge acquisition, self-actualization, learning, and personal growth. Interest and enjoyment in reading further reinforce these behaviors and support the development of a reading-oriented lifestyle. Proficiency in reading skills, including speed reading, concentration, note-taking, summarizing, time management, and comprehension, enables more efficient and enthusiastic engagement with reading. Early exposure to books and sufficient time for reading during childhood are foundational in cultivating positive attitudes and sustained reading habits into adulthood.

Environmental and social factors also constitute key components in developing reading habits and promoting reading. Reading behavior is shaped not only by individual factors but also within a context of social interactions and structures. For instance, the family, as the primary social institution, has a significant influence. Parents who read tend to raise children with more stable reading habits and encourage them to develop a love of reading. Schools and educational settings, where students spend a considerable amount of time, can serve as ideal environments for enhancing motivation to read. Thus, educational systems that shift from rote learning to critical thinking and analysis, incorporating diverse resources, can transform reading into a serious activity. Peer groups and friends who are avid readers act as positive role models in shaping a reading culture among adolescents. Moreover, geographical areas with book-centered cultures are additional subcomponents associated with reading habits that institutionalize reading promotion within communities.

Technological factors play a pivotal role in promoting reading culture and increasing reading habits in contemporary societies. The expansion of social media and digital platforms has created new opportunities for sharing reading content and enhancing public interest. The

shift from printed to digital formats has improved access and affordability of reading resources. Audio technologies and the popularity of audiobooks enable reading in diverse contexts, including daily routines. Electronic reading applications and platforms that offer thematic categorization, personalized recommendations, and reader interaction further motivate reading. Book-centered chatbots that recommend, summarize, or analyze content provide interactive experiences, particularly effective in engaging younger readers.

Cultural factors are among the most influential in shaping reading habits and fostering a culture of reading across various social strata. When cultural valuation of books and reading is institutionalized in social, educational, and familial institutions, it elevates the status of books in everyday life. Active participation in book discussions and membership in reading groups create interactive and motivational spaces that strengthen social bonds and foster a desire to read. A positive societal attitude toward reading, especially when presented as an enjoyable, entertaining, and leisure activity, directly influences the expansion of reading-related behaviors. Moreover, community initiatives such as charitable book circulations facilitate equitable access to books for disadvantaged groups, aiding in the fair distribution of cultural resources and promoting reading at various social levels.

The characteristics of books themselves also affect individuals' inclination toward reading and the sustainability of this habit. One such factor is the length of books, which can influence reader acceptance; shorter books or those with segmented structures are generally more accessible and preferred. The literary style and mode of content presentation play a decisive role in attracting audiences; clear, engaging, and audience-appropriate language can make the reading experience more enjoyable and increase the desire to continue reading. Additionally, marketing and advertising act as external yet influential factors that increase book visibility, raise public awareness, and consequently enhance the likelihood of selection and reading. Therefore, the combination of these characteristics' elements can play a fundamental role in the success of books and the promotion of a reading culture.

Infrastructural factors in each country also play a fundamental and determining role in shaping and strengthening the culture of reading. Providing suitable reading spaces, such as book clubs and book cafes, creates social and inspiring environments that boost motivation for reading. Furthermore, broad and equitable access to reading resources, including libraries, specialized applications, and e-books, provides the necessary foundation for developing reading behaviors. Information technology infrastructure, particularly access to high-speed internet and sufficient bandwidth, enables the effective use of digital resources and participation in knowledge networks. The availability of digital reading devices such as tablets, e-readers, laptops, and AI-based tools facilitates and enhances the reading experience. Moreover, creating book-centered social networks that enable interaction, discussion, and the exchange of opinions about books significantly contributes to forming a dynamic reading community and further promotes the culture of reading.

Economic factors are also key variables in analyzing individuals' reading behaviors and promoting a culture of book reading. Household income and the level of economic welfare have a direct impact on the allocation of financial resources to cultural goods, including books. The purchasing power for books, as an important indicator, is directly related to book prices and the overall economic condition of society; for instance, an increase in book prices, especially during periods of inflation can lead to a decline in demand for purchasing and reading books. Additionally, costs associated with accessing reading-related technologies, such as digital

devices and internet connectivity, pose significant barriers for certain segments of society. Overall, the dynamics of economic variables play a decisive role in facilitating or restricting access to reading resources and can affect both the quantity and quality of individuals' reading habits.

Ultimately, governmental factors and macro-level cultural policies play a significant role in shaping and reinforcing reading habits at the societal level. The formulation and implementation of coherent policies aimed at creating a reading society, particularly by cultural and educational institutions can reinforce the country's overall orientation toward reading books. Government financial supports, such as tax exemptions for publishers and booksellers, or reductions in living costs for culturally active families, are among the strategies that enable the allocation of more resources to book purchasing and reading. Furthermore, providing incentives and motivational programs in the field of book reading, such as cultural awards or competitions helps promote this culture. Subsidy schemes, free access to certain reading services, and organizing book fairs are other effective government actions to reduce the gap between the public and books. Ultimately, providing facilities and conveniences related to reading, such as equipping public libraries and establishing appropriate infrastructure, plays a facilitative and motivational role in increasing reading rates.

Discussion

The present study aimed to identify and analyze the factors related to reading habits and the promotion of reading across various social groups, with the ultimate goal of informing effective policy-making and designing impactful programs to enhance public knowledge and improve reading behaviors. The findings reveal that multiple components including individual, socio-environmental, technological, cultural, book characteristics, infrastructural, economic, and governmental factors play significant roles in either strengthening or weakening the culture of reading and promoting literacy within society.

Regarding individual factors, the study highlights the crucial role of intrinsic motivation, interest, personal experiences, and skills in shaping reading habits. This aligns with previous research that highlights the influence of self-efficacy and a focus on diverse skills in sustaining reading habits and enhancing motivation (Hassan et al., 2021; Venkateswari, 2024). Prior studies also indicate that motivations related to self-development and personal growth drive adults to read more with goals such as spiritual enlightenment and self-improvement (Merga, 2017). For instance, Abang Yusof's study in Malaysia highlights the importance of intrinsic interest and motivation in developing reading habits among students (Abang Yusof, 2021). Mastery of reading skills and information literacy directly affects the continuity and improvement of individuals' reading behaviors (Venkateswari, 2024). Time constraints due to high workloads have also been identified as barriers to pleasurable reading experiences (Yangdon et al., 2024). Furthermore, research by Guthrie and Klauda (2014) suggests a positive correlation between reading habits and adolescents' confidence in comprehension, which contributes to sustained reading over time. Exposure to books and libraries from early childhood, often through parental influence, has been shown to play a significant role in developing children's reading habits, which ultimately shape a reading-oriented lifestyle in adulthood (Odu & Orim, 2018). Given the foundational role of individual factors in enhancing reading performance and behavior, targeted education and deep engagement from early childhood are essential for promoting reading habits and fostering a reading culture. The depth

of this engagement transforms reading into an enjoyable activity, increasing the likelihood of repetition across different life stages and establishing it as a sustainable cognitive and cultural habit.

The role of socio-environmental factors, such as family, friends, educational systems, social groups, and geographic context in developing and reinforcing reading habits cannot be overlooked. These components can be analyzed within social and cultural learning theories, where reading behavior is not merely an individual act but emerges from dynamic interactions with the environment. These factors not only facilitate access to reading resources but also shape attitudes towards reading and reproduce normative behaviors that internalize reading practices. The findings in this section are consistent with those of previous studies (Arisandi, Padmadewi & Artini, 2018). For example, Odu and Orim (2018) showed that reading habits strongly depend on the reading culture within families and schools (including libraries). Another study highlights the importance of motivation in reading-rich environments (Celik, 2020). Positive social interactions and recommendations from friends and peer readers have also been well documented as drivers of increased reading (Yangdon et al., 2024). Additionally, local and cultural geography influence reading habits through educational policy and formal cultural education (Allen & Ingulsrud, 2003; Kanade & Chudamani, 2006). These findings underscore that reading behavior extends beyond individual activity and is rooted in a complex network of social interactions. Hence, creating diverse environmental conditions and fostering relevant social communities are crucial for enhancing the formation and reinforcement of reading habits, as well as promoting literacy. Discussion of these factors is thus not only descriptive but essential for designing structured interventions to reduce reading gaps.

Technological factors and their related developments have inevitably transformed the reading experience, having profound impacts. This study emphasizes the importance of incorporating components such as social media, audio technologies, digital book platforms, applications, and book-centered chatbots into effective reading promotion strategies. Shimray, Keerti and Ramaiah (2015) demonstrated that the widespread use of the internet, smartphones, digital reading materials, and multimedia resources has fundamentally altered reading forms, with people showing increased preference for electronic resources. Similarly, Spjeldnæs and Karlsen (2024) discussed how digital technologies have created new reading opportunities, enabling readers to optimize their reading habits. Multiple studies indicate that university students prefer electronic books for academic reading and often use social media to share educational content (Venkateswari, 2024). Recent technological advances have thus reshaped reading and book culture. While social networks and media offer short, engaging content that can compete with deep reading, they also create book-focused communities that can enhance reading motivation.

Technological developments exert paradoxical effects on reading, functioning simultaneously as enablers and inhibitors. On the one hand, digital platforms, social media, and mobile applications expand access to reading resources, diversify modes of engagement, and foster participatory cultures that strengthen motivation and literacy practices (Spjeldnæs & Karlsen, 2024; Venkateswari, 2024). Audio technologies and interactive tools such as chatbots similarly broaden opportunities for integrating reading into daily routines and create novel forms of engagement, especially among younger populations. On the other hand, scholars emphasize that these same technologies often encourage fragmented attention, rapid skimming, and surface-level reading, thereby undermining sustained, immersive, and critical engagement with

texts (Wolf, 2018). Empirical studies further suggest that heavy reliance on digital media may contribute to declines in deep reading comprehension and long-form textual analysis (Liu, 2005). Consequently, while technology offers unprecedented avenues for democratizing access to reading, it also necessitates deliberate strategies to counterbalance its potential drawbacks, ensuring that digital integration strengthens rather than diminishes reading culture.

Cultural factors significantly influence the promotion and internalization of reading habits. Cultural valuation serves as a fundamental prerequisite for the development of other components, contributing to intellectual and social capital (Nash et al., 2025; Hiidenmaa et al., 2024). Active participation in book discussions or membership in reading groups not only deepens comprehension and analysis but also strengthens social belonging and institutionalizes reading behaviors (Azizah et al., 2024). Societal attitudes toward reading and literacy promotion are crucial; initiatives such as charitable book circulation, support for public libraries, and humanitarian aid enhance access to reading resources for wide social groups, thereby fostering cultural equity and expanding reading culture nationally (Dilworth, 2022). Evidence also shows that cultural differences influence reading time and preferences across communities (Chen, 2007). Cultural valuation can thus integrate reading into individuals' social identity and cultivate a lifelong intrinsic motivation for reading and learning. Moreover, transforming reading into a pleasurable and entertaining activity increases the likelihood of embedding reading habits into daily life.

Book characteristics or book-related factors also play a prominent role in reading quantity and interest. The length of books is a key determinant of reading engagement, with some authors suggesting that shorter, more accessible books double adolescents' enthusiasm and satisfaction (Aydin & Kaya, 2021; Resitaningrum & Saptono, 2024). Writing style, language clarity, engaging narratives, and suitable text structure enhance reading enjoyment and foster emotional connections with books (Ryba et al., 2021). Marketing and advertising also significantly attract audiences and motivate reading, especially when employing innovative technological tools such as social media campaigns (Dimitrova, 2021; Webber et al., 2023). Overall, the inherent characteristics of reading materials affect book selection and can help embed reading as a sustainable lifestyle habit.

Consistent with the findings of this section of the study, suitable study spaces such as libraries, book clubs, and book cafés, by providing access to diverse printed and digital resources and fostering friendly gatherings, play a significant role in strengthening reading habits (Murad et al., 2013; Abdullah, 2007; Bekdas & Karaogullari, 2024). Recent research also indicates that information technology infrastructures, including high-speed internet and sufficient bandwidth, along with digital reading tools, facilitate access and continuity in reading (Spjeldnæs & Karlsen, 2024; Verma & Sonkar, 2013). Moreover, some social networks, by enabling interaction and the exchange of experiences, create a conducive environment for sustaining and expanding reading behaviors, as well as promoting a reading culture (Rafiq et al., 2019). Similar findings from international studies highlight that strengthening physical and digital infrastructures has a substantial impact on enhancing reading culture (Venkateswari, 2024; Pido & Sujitno, 2022). This suggests that infrastructures not only provide the tools and environment for reading but also act as social stimulants that enhance the quality and continuity of reading processes as an integral part of life, thereby contributing to the reduction of cultural inequalities and knowledge gaps. Therefore, attention to these findings is essential in formulating education and cultural policies.

Regarding economic factors, the study's results reveal the crucial role of variables such as household income levels, purchasing power, costs associated with acquiring reading materials, and the impact of inflation rates on purchasing ability in shaping and sustaining reading habits. Similar findings have been reported in both domestic and international studies (Fortuna, Lumapenet & Moreno, 2024; Babae, Asra Zare-Ramashti & Azizan, 2024). For instance, a study has shown that the recent decline in household purchasing power has had a direct negative impact on the per capita reading rate and willingness to buy books (Babae et al., 2024). Additionally, expenses related to reading technologies, such as digital devices and specialized software, have influenced the reading behaviors of students and researchers (Fortuna et al., 2024). Some studies have identified economic fluctuations and high inflation rates as significant barriers to reducing families' ability to purchase books and cultural resources (Le et al., 2019; Hamdiah & Yusoff, 2021). Nonetheless, experiences from some countries demonstrate that government support policies, such as book subsidies and the development of public libraries, can effectively promote reading culture (Hider, 2022). Authors argue that under inflationary conditions and rising book prices, economic factors are directly linked to individuals' access to reading materials and the sustainability of reading habits. From this perspective, turning reading and reading promotion into a stable habit not only shapes societal cultural behavior in the long term but also changes families' attitudes towards book purchases as a valuable cultural investment. In this context, the government's role is crucial and can prevent declines in reading rates by providing diverse strategies, including book subsidies, extensive public library coverage, and equitable access to digital resources.

Finally, governmental factors constitute one of the fundamental and influential components in promoting reading with the aim of enhancing reading habits. These components include government policies aimed at fostering a reading culture, financial support and encouragement for reading, subsidy programs, free reading services, book fairs, and the provision of facilities related to reading, all of which have been emphasized in various studies. For example, an analysis of reading culture development policies in Vietnam highlights that creating a reading and learning society, particularly with the onset of the Fourth Industrial Revolution, requires aligning national policies with cultural development needs (Tung Son, 2024). Another study emphasizes the role of governments in establishing public libraries rich in information resources tailored to individual needs, thereby promoting a reading culture (Kabagambe & Kanyika, 2023). Abdullah also believes that bureaucracy and government regulations can affect libraries' ability to implement effective reading promotion programs (Abdullah, 2007). Research by Swaminathan and colleagues demonstrates that government events and programs, including book fairs, play a significant role in enhancing reading habits and fostering a literate society (Swaminathan & Raja, 2017). Thus, the government can be seen as a key facilitator that, by creating necessary infrastructures, can provide motivation and opportunities for reading for all social groups, ultimately leading to sustainable cultural development. However, the continuity and effectiveness of these measures require coordination and integration of macro-level government policies with operational programs to advance toward a reading society.

In conclusion, by comprehensively examining a range of factors individual, socio-environmental, technological, cultural, book characteristics, infrastructural, economic, and governmental this study offers a nuanced understanding of the determinants that shape reading habits. Moving beyond prior reviews, the findings not only corroborate existing evidence but also provide a deeper analysis of the complex interplay among these factors and their collective

role in cultivating or hindering a reading culture. Thus, by delivering a holistic perspective, this study enriches the literature and serves as a practical, evidence-based reference for policymakers and cultural planners to design effective strategies for promoting literacy.

Limitations

The study had several limitations. First, in accordance with the nature of the scoping review methodology, a critical assessment of the quality of the studies extracted in this study is not performed. Therefore, the strength and reliability of the evidence presented in different sources vary and are not uniform. Second, the concept of reading habits and the promotion of reading vary across cultural, educational, and social contexts. It is also tough to distinguish between compulsory and non-compulsory studies. This research makes it difficult to compare studies. Third, due to the heterogeneity of studies, study populations, and indicators available in some studies, the findings presented in this study remained mainly descriptive, and it was not possible to conduct a meta-analysis. Further, the focus of this study was on selecting English-language studies. It may have led to linguistic biases and the exclusion of relevant evidence published in languages other than English.

Additionally, although considerable efforts were made to include relevant grey literature, some government reports, organizational initiatives, and institutional programs may have been overlooked. Overall, this scoping review aimed to provide a comprehensive understanding of the factors influencing reading habits and reading promotion, and to highlight key gaps. Hence, this study can guide future research and policy interventions.

Conclusion

Reading and studying are fundamental necessities and acquired skills shaped by individual and social influences. Identifying and evaluating these factors is critical for promoting a reading culture. Expanding this culture requires a comprehensive, multidimensional approach that integrates knowledge at multiple levels. Accurate identification of relevant factors supports the development of effective study habits and improved reading behaviors. As social and technological conditions evolve, continuous reassessment is necessary. Existing models and theories are insufficient to address current challenges. Adopting a transformative approach in response to technological change can convert challenges into opportunities, fostering a reading culture and supporting sustainable reading habits for future generations' advancing the promotion of reading habits.

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