



## New Trends in Students' Reading Habits

*Original scientific paper*

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### Abstract

*The technology era has caused many changes in the reading habits of students, starting in 2011. However, the universities were not prepared for the enormous challenges they faced with the Pandemic, in late 2019 and early 2020. The pandemic has accelerated the habits of students toward digital resources and the use of more and more electronic materials. Facing this phenomenon, accelerated by the effects of Covid-19, the universities have to face the necessity of the adaptation of teaching methods which meant the use of digital materials.*

*The article analyses the change in reading habits and the teaching methods in the Albanian and Kosovan context, showing how the universities in the Republic of Albania and Kosovo have been affected by these changes, embracing approaches to information technology. For this purpose, we have analyzed the changes in reading habits in different public and private universities in Albania and Kosovo. A tested questionnaire has been spread to 672 students in both countries, in different programs and different years of studies.*

*The article shows that under the influence of globalization processes and the development of information technology, reading habits are changing at a frenetic speed, weakening hard copy reading and increasing electronic and that under the Pandemic Covid-19 universities changed the ways of offering teaching methods, accelerating the change of the reading habits of students and weakening the use of printed books as a tool for learning, as well as decreasing the time of reading for pleasure. A more dynamic world caused more focused universities and more rapid changes in the reading habits of the students.*

**Keywords:** Education, new trends, reading habits, universities.

The society where we live, called "the information society" is touched by digital transformation, which has caused behavior changes, especially in reading habits (Mumtaz et al., 2021). The era of digitization

of academic literature has been around for about two decades. As Chang et al. (2022) mentioned with the development of the internet, new media reading emerged around 2011 and digital reading has become a way of

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learning and living for contemporary college students. Meanwhile, it seems that the period of the pandemic Covid-19 increased the tendency of students and academics to change their reading habits, giving more priority to reading electronic materials.

This study aims to analyze the change in the reading habits of students studying in the universities of the Republic of Albania and Kosovo, highlighting the role that the universities themselves play in these new trends.

More specifically, the study has the following objectives: 1. to present a general overview of new trends in reading habits for university students in a global context. 2. to show how the universities in the Republic of Albania and Kosovo have been affected by these changes, embracing approaches to information technology. 3. to present the findings of an empirical study that analysis the tendencies of university students in Albania and Kosovo to change their reading habits in the function of their academic progress and the role of the universities in facilitating this process.

## Literature Review

Basing on the idea that “knowledge is power”, Annabel (2017) perceived reading ability as a way that determines the extent to which an adult engages in the reading process. Support systems in reading development influence people lifelong, no matter a person’s age.

Digital content has broken the physical boundaries of homes, libraries, and offices (Shimray et al., 2015). When reading, which is the basic manner of acquiring information, is transformed into a habit, another notion called “reading habit” is created. The university period, which is the most intense stage of formal education, is a period when young people carry out the act of reading the most frequently and necessarily (Erdem, 2015, p. 3984).

According to Chang et al. (2022), habit reflects users’ dependence on new information skills. Academic reading ability reflects college students’ information literacy. Most students must be exposed to digital academic reading and have the ability to obtain and use digital information, so they have a strong dependence on it.

Referring to Rosli et al. (2017, p. 792), reading habits are calculated as how much a person reads, how often they read, when they read, and what they read. According to these scholars, students from different countries have different preferences (Rosli et al., 2017, p. 293). The same results have been confirmed by St Clair-Thompson et al. (2018) who reported that students, at a University in the UK, spent an average of 14.1 hours per week reading textbooks and journal articles for their assigned reading. Huang et al. (2016) also find that in the United States students spend on college readings an average of 4.94 hours a week on college reading, 4.17 hours on extracurricular reading, and 16.40 hours per week on Facebook. According to Mirza et al. (2021, p. 222), it is found that Pakistani, engineering university students prefer printed books for academic reading and electronic books for pleasure or leisure reading. Very few students use social media for reading and information sharing.

The reading tendency is decreasing all over the world. Based on the data of the Survey of Public Participation in the Arts, provided by The National Endowment for the Arts (2019, p. 12) in the USA, in 1992 61% of Americans had read a book for pleasure, not required for work or school, but by 2017 less than 53% (or 127 million) had done so. According to this report in 2017, 23 percent of adults used electronic devices such as e-readers, tablets, and cell phones to read books and 16 percent of adults listened to audiobooks.

Recently, studies regarding the impact of the pandemic on reading habits have been undertaken. These studies have highlighted various findings related to important changes that have occurred concerning reading habits. Especially during quarantine, some individuals have reported difficulty in concentration and therefore deterioration of reading habits, while some others, in the conditions of social isolation, have seen reading as a therapy, to cope with what was happening outside. A study conducted by Jahan et al. (2021), referred to 700 university students in Bangladesh and showed that 44.6% of students read books for only 1-2 hours whereas 57.4% of them spend 5-6 hours using electronic devices for multiple purposes mostly other than reading, concluding that reading habits have been affected significantly during the pandemic

of COVID-2019. Encouraging student participation within the virtual classroom did not always increase the effectiveness of the online learning process during the Covid-19 pandemic, as this process occurred during a turbulent time for both students and professors (Balaj & Zhigolli, 2022, p. 119). A study conducted by Miftari et al. (2021, p. 41) found that in Bosnia and Herzegovina the lack of adequate equipment for holding online processes during the corona pandemic period, influenced the student's learning process, especially for children with disabilities, children from poor families and other marginalized categories of students. Influenced by the pandemic caused by Covid-19, universities all over the world start using electronic platforms, not only to develop online learning but also to share materials with students, which seems to have affected their reading habits. A study conducted by West and Chew (2014) showed that mobile devices are the most favorable reading devices for millions of people in the world. People read more when they read on mobile devices.

The study conducted by Mirza et al. (2021, p. 221) has also found that most of the respondents have access to smartphones and the lowest number of the students have access to tablets. However, some students have access to laptops and they utilize more laptops for access to digital content and electronic books, especially when they, as hardworking students of public sector universities, receive free laptops from the government. According to this study, most of the students did not have experience with the Internet, mainly because of the demographic and geographic reasons of the students

because most of them belong to rural areas.

### The Albanian and Kosovo Universities Context

The reading culture is strongly related to society. The culture of reading and the reading habit also constitute a process, which is cultivated early in childhood by the primary agency of socialization, which is the family, and then reinforced by other agencies of socialization, where the school also plays an important role. In Albania and Kosovo, two neighboring countries, but with different historical pasts, the primary agency of socialization, the family, tries to encourage children to continue their higher education and to devote themselves to studies, therefore also to take up reading. Parents' expectations are strongly related to children's academic achievement (Zenelaga, 2014, p. 11). In these countries, the reading culture is also promoted by other agencies such as schools, but also through social events, projects, social networks, etc. For example, In Albania in October 2016 throughout Albania, the campaign "See you for a book" (instead of see you for a coffee) took place, in cooperation with the Ministry of Education and Sport, Tirana Municipality, other cultural institutions, the foreign embassies, as well as the University of Tirana, Department of Literary. Every year in Kosovo and Albania the reading culture is promoted as well through book fairs, mainly in the Capitals, Pristina, and Tirana. Referring to the data taken from the Statistic Agency in Kosovo, even though the number of libraries and their founding have increased from 2014 to 2018, the number of readers has decreased

**Table 1.**

*Kosovo context of libraries and no. readers*

Year	No of libraries	The titles of books entering during the year	The founds of books of libraries	No of readers
2014	105	17,057	1,608,502	161,713
2015	106	36,798	1,627,745	230,234
2016	108	44,264	1,793,073	278,201
2017	107	35,760	1,782,945	158,176
2018	110	42,038	1,775,435	156,535

*Source: Kamberi, 2020*

According to a study developed in Kosovo, 88% of respondents confirmed that they read books and only 12% confirmed that they do not read books. As Aliu (2017) mentioned the readers can be divided into passive readers (those who read only the titles of books and do not deal with the substance) and the active ones. In this last category are included: (1) students, who read mainly with the specific purpose to succeed on the exams (2) readers of popular literature, who are focused on enjoying the best seller and novels books (3) deep readers who are focused more on philosophical, historical, or scientific literature (Kamberi, 2020). The Institute of Statistics in Albania (INSTAT) calculated that the number of book readers has dropped significantly recently in Albania as well. One-third of the population has not read a single book during the last year (Journal Monitor, 21 August 2018). A study conducted by Vero (2019, p. 65) also showed that the number of students who prefer to read books is very little differentiated by the number of students who do not prefer to read books, but for them, the most favorite way to read is E-Book. This means that technology (E-Book) has replaced traditional books (Printed Books). According to INSTAT (2017, p. 11) the results of the Adult Education Survey 2017, which refers to the population aged 25-64, showed that 457 thousand Albanians, or 30.7% of all adults between 25 and 64 years old, turn out to be book readers. Contrary to the assumption that today's young people do not read, the largest group of readers belongs to the age group of 25-34 years with 126 thousand.

Referring to the data taken from "Youth Study in Kosovo 2018/2019", the majority of school-attending youth in Kosovo spend at least two hours per day studying. There has been a slight increase in the number of pupils and students who study more than two hours per day. There is a

#### Equation 1.

$$CI' = \hat{p} \pm z \times \sqrt{\frac{\hat{p}(1-\hat{p})}{n'} \times \frac{N-n'}{N-1}}$$

where  $z$  is  $z$  score

$\hat{p}$  is the population proportion

$n$  and  $n'$  are sample size

$N$  is the population size

notably greater number of hours of study for university students compared to other groups. This shows that high schools are perceived to be less demanding than the university level (FESa 2019, p. 39). The same research conducted in Albania showed that young Albanians spend on average two hours a day

studying. 17 percent of respondents state they spend 0-1 hour/day studying, 32 percent spend 1-2 hours, 27 percent 2-3 hours, and 23 percent spend more than 3 hours/day. For the latter group, there is a significant increase from only 14.1 percent recorded in 2015, which points to an increase in awareness among young people in a world dominated by the knowledge economy (FESb, 2019, p. 49).

## Methodology and Study Hypotheses

### Participants

The methodology used for this study purpose is quantitative. Students who followed the bachelor and master programs participated in this study, from 6 universities of the Republic of Albania and the Republic of Kosovo, 4 public universities, and two private ones. For each university, one specific faculty was chosen, to take information from students who follow different study programs such as social sciences, education sciences, engineering, business management, management of tourism, computer sciences, management of human resources, food technology, and law. In a population of 13 786 students, the sample selected was 697 respondents (confidence level: 98%, margin of error 4.3, population proportion 50). Of them, 386 respondents were from Kosovo and 311 from Albania. The sample size was calculated based on the formula:

### ***Instrument***

The instruments used was a questionnaire with structured questions which was delivered online through Google as well as in hard copy version. The results have been provided from the analysis of the data through the SPSS 22 program. For this paper only some variables of the instrument have been taken into consideration.

The instrument was constructed based on the model created by Basuony et al. (2020), being modified based on the empirical context in which the research was developed.

### ***Hypothesis***

H1: Based on internet access, the opportunity to use adequate devices, and adequate university platforms, there is a difference

in using electronic reading habits between students from the universities of the Republic of Kosovo and those of the Republic of Albania.

H2: The impact of the electronic literature on reading habits and learning outcomes (IELRHLO) differs from the universities of Albania and those of Kosovo.

H3: The impact of university electronic systems on reading habits (IUESRH) differs from the universities of Albania and Kosovo.

### **The participant's general information**

The questionnaire was completed by 697 students, of which 311 students were from universities in the Republic of Albania and 386 from universities in the Republic of Kosovo. 69% of respondents were females and 31% were males.

**Table 2.**

*Respondents according to gender*

	Republic of Albania	Republic of Kosovo	Total
Female	257 82.6%	224 58.0%	481 69.0%
Male	54 17.4%	162 42.0%	216 31.0%
Total	311 100.0%	386 100.0%	697 100.0%

Students from both private and public universities have participated in the survey. In total 68.7% of all respondents were students who study at public universities

from both Albania and Kosovo and 31.3% were students from private universities.

**Table 3.**

*Respondents according to kind of the universities*

Kind of university	Republic of Albania	Republic of Kosovo	Total
Public university	245 78.8%	234 60.6%	479 68.7%
Private university	66 21.2%	152 39.4%	218 31.3%
Total	311 100.0%	386 100.0%	697 100.0%



### Internet access, use of devices, and university platforms. evidence from Albania and Kosovo universities

To have a clear panorama about internet access, students were asked if they have an internet connection in their place of living or not and, according to the following

data, 93.4% of respondents affirmed that they have an internet connection in their place of living and 6.6% did not. There is a slow difference between students from Albania (91.6% of them responded "yes") and students from Kosovo (94.8% of them responded "yes").

**Table 4.**

*Internet connection in the place of living*

Affirmation	Republic of Albania	Republic of Kosovo	Total
Yes	285	366	651
	91.6%	94.8%	93.4%
No	26	20	46
	8.4%	5.2%	6.6%
Total	311	386	697
	100.0%	100.0%	100.0%

Regarding the daily time the students spend on reading, the data show that 40.7% of students spend mostly 1-2 hours on this daily activity, 32.6% spend 2-3 hours per day, and only 14.5% spend 3 or more hours per day on reading. There is a small difference

between students who study at Albanian universities (10% of them spend 3 or more hours per day on reading) and students who study at the universities of Kosovo (18.1% of them spend 3 or more hours on this activity).

**Table 5.**

*How much time do you spend reading during the day?*

Time spent reading	Republic of Albania	Republic of Kosovo	Total
30 min -1 hour per day	59	26	85
	19.0%	6.7%	12.2%
1-2 hours per day	118	166	284
	37.9%	43.0%	40.7%
2-3 hours per day	103	124	227
	33.1%	32.1%	32.6%
3 or more hours per day	31	70	101
	10.0%	18.1%	14.5%
Total	311	386	697
	100.0%	100.0%	100.0%

According to the data students from Kosovo universities, used to read for exams preparation in rapport to the daily reading more compared to the students from Albanian universities. The table below showed that the biggest part of Albanian students uses 21-40% of their daily reading for exam

preparation, compared to 11.4% of Kosovo students who do the same, meanwhile 18.1% of Kosovo students use 81-100% of their daily reading for exam preparation, meanwhile, no one of the students in Albania does the same.

**Table 6.***The time used to read for exams preparation in rapport with the daily reading*

Percentage	Republic of Albania	Republic of Kosovo	Total
0-20%	4	4	8
	1.3%	1.0%	1.1%
21-40%	170	44	214
	54.7%	11.4%	30.7%
41-60%	109	162	271
	35.0%	42.0%	38.9%
61-80%	28	106	134
	9.0%	27.5%	19.2%
81-100%	0	70	70
	0.0%	18.1%	10.0%
Total	311	386	697

The study also showed a difference between students who study at Albanian universities and those who study at the universities of Kosovo regarding the kind of electronic devices the students use for reading purposes. 52% of students from

Albania affirm that they use mobiles, only 11.9% affirm that use laptops, and 5.1% use other devices such as desktops, tablets, etc. Meanwhile, 23.3% of students in Kosovo universities affirm that use mobiles, 29% use laptops, and 43% use other devices.

**Table 7.***A comparison of electronic devices used by students in Albania and Kosovo*

The electronic device	Republic of Albania	Republic of Kosovo	Total
eReaders	2	10	12
	0.6%	2.6%	1.7%
Mobile	163	90	253
	52.4%	23.3%	36.3%
Tablet	37	112	149
	11.9%	29.0%	21.4%
Laptop	93	166	259
	29.9%	43.0%	37.2%
Others	16	8	24
	5.1%	2.1%	3.4%
Total	311	386	697
	100.0%	100.0%	100.0%

Regarding the first source of literature used on the exams, 40.2% of students from Kosovo affirmed that they use as a first source the library of printed books, meanwhile, only 19.9% of students from Albanian universities do so. There is a significant difference between students from Kosovo who use electronic libraries as a first source on the exams (28.5%), comparing to students from Albania who do the same (2.6%), and also a difference between

students from Kosovo who use journal platforms (7.3%) and them from Albania who do the same (0.6%). The biggest part of the Albanian students, 74.6%, use electronic material which they print, compared to 16.8% of students from Kosovo who do so. The reason for this can be the limitation on being provided with laptops by Albanian students, which can be considered the most important device for students to give them the possibility to use electronic materials

directly from the devices, avoiding the printing version.

**Table 8.**

*Which is the first source of literature on the exams*

The first source of literature on the exams	Republic of Albania	Republic of Kosovo	Total
Library of printed books	62	155	217
	19.9%	40.2%	31.1%
Electronic library	8	110	118
	2.6%	28.5%	16.9%
Journal platforms	2	28	30
	0.6%	7.3%	4.3%
Specialized pages	7	28	35
	2.3%	7.3%	5.0%
Electronic materials which I print	232	65	297
	74.6%	16.8%	42.6%
Total	311	386	697
	100.0%	100.0%	100.0%

Regarding the electronic platforms that universities in Albania and Kosovo, the data showed that in the universities of Kosovo SEMS and Moodle are the most used, meanwhile in Albanian universities

other electronic platforms such as Microsoft Teams, Google Meet, Pitagora, etc., but there is a considerable percentage of students (33.4%) that mentioned that in Albania universities do not use any platform at all.



**Table 9.***A comparison of electronic platforms used by universities in Albania and Kosovo*

University platform	Republic of Albania	Republic of Kosovo	Total
SEMS	13 4.2%	226 58.5%	239 34.3%
Zoom	56 18.0%	4 1.0%	60 8.6%
Moodle	0 0.0%	150 38.9%	150 21.5%
Other (Microsoft Teams, Google Meet, etc.)	138 44.4%	0 0.0%	138 19.8%
No platform	104 33.4%	6 1.6%	110 15.8%
Total	311 100.0%	386 100.0%	697 100.0%

Regarding the frequency of reading electronic literature compared to one year ago, more students from Kosovo have

“totally agree” (40,4%), compared to the students from Albanian universities (22.5% “totally agree”).

**Table 10.***This year I read more electronic literature compared to one year ago*

Affirmation	Republic of Albania	Republic of Kosovo	Total
Totally disagree	63 20.3%	8 2.1%	71 10.2%
Disagree	59 19.0%	32 8.3%	91 13.1%
Neutral	50 16.1%	80 20.7%	130 18.7%
Agree	69 22.2%	110 28.5%	179 25.7%
Totally agree	70 22.5%	156 40.4%	226 32.4%
Total	311 100.0%	386 100.0%	697 100.0%

Regarding the aim of using electronic literature, there is also a difference between students at Albanian universities and those at Kosovo universities. More students from Kosovo read electronic literature mainly to get general information (54.9% “totally agree” compared to 22.8% of students of Albanian universities) to improve their reading habits (50.8% “totally

agree” compared to 24.8% of students of Albanian universities) and for professional development (51.8% “totally agree” to compare to 33.4% of students of Albanian universities), meanwhile students from Albanian universities use electronic literature mainly for fun (32.2% “totally agree” to compare to 23.3% of students from Kosovo).

**Table 11.***The aim of using electronic literature*

The reason for reading electronic literature		Republic of Albania	Republic of Kosovo	Total
I read electronic literature mainly to get general information	Totally disagree	6.1%	1.0%	3.3%
	Disagree	9.6%	4.7%	6.9%
	Neutral	35.7%	9.8%	21.4%
	Agree	25.7%	29.5%	27.8%
	Totally agree	22.8%	54.9%	40.6%
I read electronic literature mainly to improve my reading habits	Totally disagree	7.1%	1.6%	4.0%
	Disagree	15.8%	3.6%	9.0%
	Neutral	34.1%	15.0%	23.5%
	Agree	18.3%	29.0%	24.2%
	Totally agree	24.8%	50.8%	39.2%
I read electronic literature for professional development	Totally disagree	5.5%	0.5%	2.7%
	Disagree	8.0%	1.6%	4.4%
	Neutral	30.5%	15.5%	22.2%
	Agree	22.5%	30.6%	27.0%
	Totally agree	33.4%	51.8%	43.6%
I read electronic literature mainly for fun	Totally disagree	7.1%	13.0%	10.3%
	Disagree	16.1%	22.3%	19.5%
	Neutral	27.7%	22.3%	24.7%
	Agree	17.0%	19.2%	18.2%
	Totally agree	32.2%	23.3%	27.3%

So, regarding the first hypothesis, the study showed a difference in using electronic reading habits between students from the universities of the Republic of Kosovo and those of the Republic of Albania, based on internet access, the opportunity to use adequate devices, and adequate university platforms.

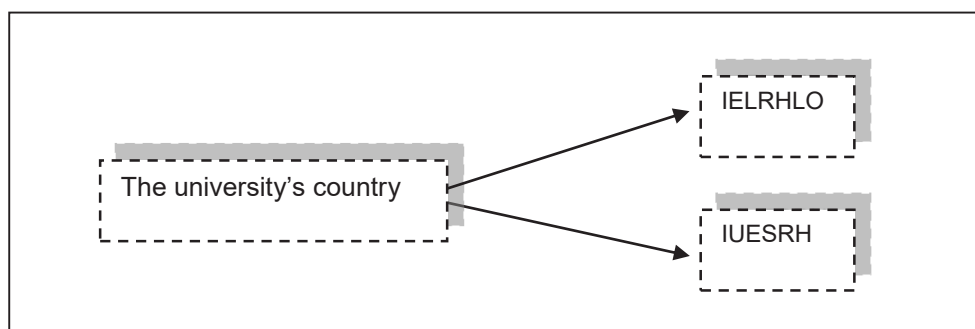
### **The impact of electronic literature and the university electronic system on students' reading habits and learning outcomes**

Below is a summary of the dependent variables with the corresponding items, more specifically two independent variables "The impact of the electronic literature on reading habits and learning outcomes" (IELRHLO) and "The impact of university electronic system on reading habits" (IUESRH). The reliability test showed a high value of Cronbach's alpha.

**Table 12.**  
*The reliability results*

The variable code	The variable	Nr. of items	The item's code	Items	Crombach's alpha
IELRHLO	The impact of electronic literature on reading habits and learning outcomes	5 items	IELRHLO1	The electronic literature offers more facilities for the use	.848
			IELRHLO2	The experiences so far with electronic literature have influenced me to get more habits of reading electronic literature (change my reading habits)	
			IELRHLO3	I understand better the electronic literature comparing to the printed one	
			IELRHLO4	I can spend more time reading if I use electronic literature	
			IELRHLO5	Changing reading habits have influenced better learning outcomes	
IUESRH	The impact of university electronic system on reading habits	8 items	IUESRH1	The university offers an electronic system where the teaching materials are uploaded	.891
			IUESRH2	Comparing to the previous year the university put a bigger number of electronic literature in the electronic system	
			IUESRH3	The number of teaching materials has influenced my reading habits	
			IUESRH4	The university organizes training for the students about the way of using electronic libraries	
			IUESRH5	The university organizes training for the students about the way of using electronic libraries	
			IUESRH6	I have attended at least one training on how to use electronic resources	
			IUESRH7	The training has significantly influenced the expansion of the use of electronic sources	
			IUESRH8	The training has significantly influenced the expansion of the use of reading habits	

**Figure 1.**  
*The model of variables relationship*

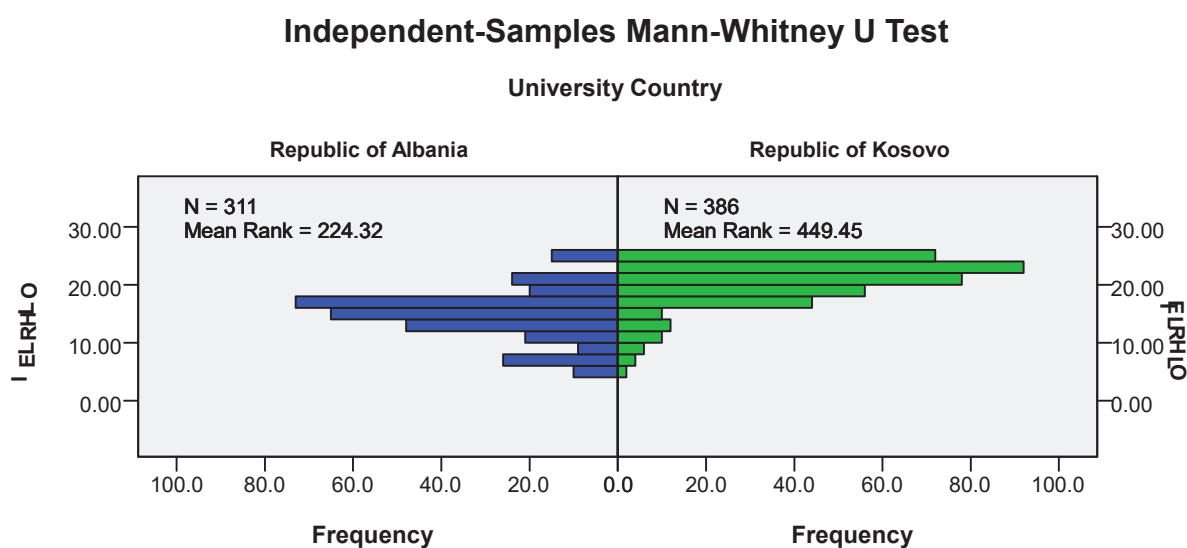


To verify the second hypothesis “The impact of the electronic literature on reading habits and learning outcomes (IELRHLO)” differs from the universities of Albania and Kosovo, the nonparametric Mann-Whitney U test has been used. According to this test and the null hypothesis has been rejected (the significance level is .000).

As the following graphs show, the mean rank for Kosovo universities is higher than that of Albanian universities. We can assume that looking that in Kosovo there is a better infrastructure of internet connection, a better students’ furniture with electronic devices, and students spend more time on daily reading, in Kosovo the impact of the electronic literature on reading habits and learning outcomes is higher than in Albania.

**Figure 2.**

*The impact of the electronic literature on reading habits and learning outcomes according to the university's country*



<b>Total N</b>	697
<b>Mann-Whitney U</b>	98,797.000
<b>Wilcoxon W</b>	173,488.000
<b>Test Statistic</b>	98,797.000
<b>Standard Error</b>	2,635.718
<b>Standardized Test Statistic</b>	14.711
<b>Asymptotic Sig. (2-sided test)</b>	.000

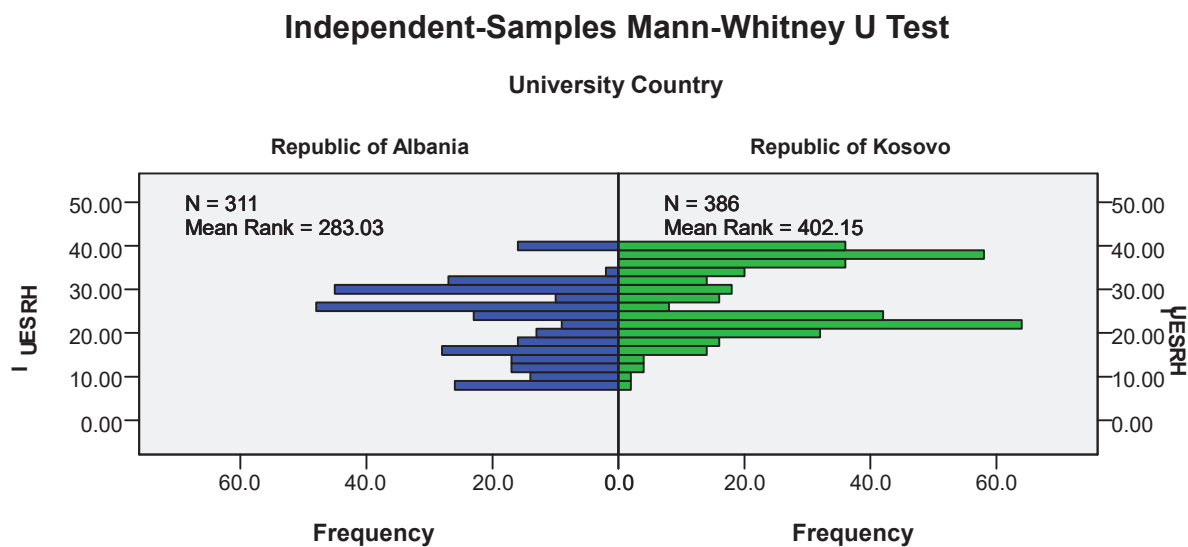
To verify the third hypothesis “The impact of university electronic system on reading habits (IUESRH) differs from universities of Albania and them of Kosovo”, the nonparametric Mann-Whitney U test has been used as well. According to this test and the null hypothesis

has been rejected (the significance level is .000).

The impact of the university electronic system on reading habits (IUESRH) is also higher in the case of the universities of Kosovo, compared to the universities of Albania.

**Figure 3.**

*The impact of university electronic system on reading habits according to the university’s country*



<b>Total N</b>	697
<b>Mann-Whitney U</b>	80,539.000
<b>Wilcoxon W</b>	155,230.000
<b>Test Statistic</b>	80,539.000
<b>Standard Error</b>	2,640.195
<b>Standardized Test Statistic</b>	7.771
<b>Asymptotic Sig. (2-sided test)</b>	.000

## Conclusions

As the study highlighted, under the effect of technology development, it seems that the tendency to be exposed to new reading habits is growing significantly. This tendency is more visible among students who attend universities in Kosovo and less among students who attend universities in Albania.

The data of this study showed that students in Kosovo have more access to the internet, and are better equipped with devices that facilitate the quality of electronic reading, such as laptops and tablets, compared to students in Albania who use usually phones even to prepare for exams, which does not seem to motivate them enough to spend many hours on electronic reading. The conclusion that students of different countries have different preferences in managing academic reading is supported also by Mirza et al. (2021), St Clair-Thompson et al. (2018), Rosli et al. (2017),

Huang et al. (2016).

On the other hand, the use of university platforms seems to develop reading habits. Even in this case, the study showed that the universities of the Republic of Kosovo, through the development of electronic platforms, have a greater influence on the reading habits of students, compared to the universities of Albania.

The study also showed that the impact of the university's electronic system on reading habits (IUESRH) is also higher in the case of the universities of Kosovo, compared to the universities of Albania. Also, the impact of the electronic literature on reading habits and learning outcomes (IELRHLO), differs from the universities of Albania and those of Kosovo, with an advantage over Kosovo universities.

Briefly, the hypotheses testing is shown as follows:

**Table 13.**

No	Hypothesis	Status
H1	Based on internet access, the opportunity to use adequate devices, and adequate university platforms, there is a difference in using electronic reading habits between students from universities of the Republic of Kosovo and those of the Republic of Albania.	Confirmed
H2	The impact of the electronic literature on reading habits and learning outcomes (IELRHLO) differs from the universities of Albania and Kosovo.	Confirmed
H3	The impact of the university electronic system on reading habits (IUESRH) differs from the universities of Albania and Kosovo.	Confirmed



## Recommendations

Based on the findings of this study, some important recommendations should be considered.

Since, as a result of the development of technology, the change in reading habits from hard copy to electronic one is inevitable, so universities should take measures to facilitate this process for their students. This can be done through:

1. Providing good and functional platforms that allow students access to electronic materials from lecturers.
2. Internet coverage of good quality for students.
3. Provision of donations or favorable practices for equipping students with electronic equipment to be used during the years of university or postgraduate education, such as laptops and tablets.

This would increase the possibility of students having better access to electronic materials, improving their reading habits, and encouraging them from spending more hours preparing for exams and to have better academic outcomes.

A collaboration between the universities of Kosovo and those of Albania should be encouraged with the aim of sharing the best practices. Through this collaboration universities can help each other to face the challenges, helping students to fit with the new requirements in a society of information that is changing in a frenetic way.

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