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INFLUENCE OF ARTIFICIAL INTELLIGENCE ON UNDERGRADUATES' READING HABIT

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ABSTRACT: Artificial intelligence's role in education has evolved rapidly over the past few decades. This study sought to ascertain the influence of artificial intelligence on the reading habits of undergraduates of Imo State University, Owerri. The objectives of the study were to; ascertain the awareness level of undergraduates of Imo State University, Owerri towards AI, determine the knowledge level of undergraduates of Imo State University, Owerri towards AI, ascertain the influence of AI on the reading habits of undergraduates of Imo State University, Owerri, and find out other factors that can influence the reading habits of undergraduates of Imo State University, Owerri. The study was anchored on the technology determinism theory. This study employed a survey research design, with an estimated population of 21,000 participants. To determine the appropriate sample size, the Australian sample size calculator was utilized, resulting in a calculated sample size of 378 individuals. Furthermore, a multistage sampling technique was implemented to facilitate the selection process. The primary instrument utilized for data collection was a questionnaire, which was meticulously crafted using a four-point Likert scale. Findings of this study revealed that undergraduates of Imo State University are to a high extent aware of artificial intelligence, undergraduates of Imo State University, Owerri are highly knowledgeable towards artificial intelligence and its operations, artificial intelligence influences the reading habit of undergraduates of Imo State University Owerri, and there are other factors that influence reading habits of the respondents. The researcher recommended that undergraduates of Imo State University should expose themselves to more technological innovations as a means of aiding them in their academics, they should improve their knowledge on artificial intelligence and it operations, undergraduates of Imo State University, Owerri should reduce the usage of artificial intelligence in a bid to reduce it influence in their reading habit, and undergraduates of Imo State University, Owerri should adopt strategies to mitigate AI's negative impact on reading habits.

Keywords: Artificial Intelligence (AI), Reading Habits, Undergraduate Students, Educational Technology, Digital Learning

INTRODUCTION

The integration of Artificial Intelligence (AI) into various sectors has transformed numerous aspects of life, including education. AI technologies have become integral tools in educational settings, influencing how students access, process, and engage with information. It has significantly influenced various facets of daily life, including the reading habits of undergraduates. As AI technologies evolve, their impact on education and student behaviour becomes increasingly evident. One of the notable influences of AI on reading habits is through personalized learning and recommendations. AI algorithms analyse students' reading patterns, preferences, and academic performance to suggest relevant materials. Platforms like Amazon and Google Books use AI to recommend books based on previous searches and purchases. This personalization helps students discover new texts that align with their interests and academic needs, promoting a more engaging and efficient reading experience (Hidayat, 2024). AI algorithms can analyse students' reading patterns, preferences, and academic performance to suggest relevant materials tailored to their individual needs. This personalization helps students discover texts that align with their interests and learning objectives, potentially increasing their engagement and motivation to read (Robert, Potter & Frank, 2024).

AI has also enhanced access to digital libraries and resources. Platforms such as JSTOR, Google Scholar, and university libraries employ AI to organize and provide access to vast amounts of academic content. AI-powered search engines and databases allow students to quickly find and access the information they need, thus encouraging more frequent and diverse reading habits (Labaze, Grigolia & Machaidze, 2023). AI has revolutionized access to academic resources by organizing and managing vast amounts of digital content. Digital libraries, such as JSTOR and Google Scholar, use AI to categorize and index academic papers, books, and articles, making it easier for students to find the information they need. AI-powered search engines enhance the efficiency of information retrieval, allowing students to quickly locate relevant materials for their studies (Adigun & Igboechesi, 2024). Tools powered by AI, such as text summarizers and reading comprehension aids, assist students in understanding complex materials. Applications like Grammarly and QuillBot use AI to help students grasp difficult concepts by summarizing texts, suggesting synonyms, and providing contextual explanations. These tools can enhance students' comprehension skills, making it easier for them to tackle challenging readings. AI tools designed to aid reading comprehension have also impacted students' reading habits. These tools can summarize content, suggest vocabulary, and offer contextual explanations, making it easier for students to grasp challenging materials (Venkateswari, 2024; Liu, Zou & Wang, 2020).

Currently, AI has become a vital part of the virtual world. Unquestionably, AI plays an essential role in general education and higher education (Edtech, 2020). For instance, the efficient uses of filtering emails, advertising, applications, YouTube, and virtual assistants such as Google, digital libraries, Google Scholar, and other digital research engines in any higher institution worldwide (García-Vélez et al., 2021). While AI offers many benefits, it also presents challenges. AI-driven social media platforms prioritize short-form content, which can negatively affect students' reading habits (Belavadi, 2024). The prevalence of brief, easily digestible information on platforms like Facebook, Instagram, and Twitter may reduce students' attention spans and their ability to engage with longer, more substantive texts. This shift towards short-form content consumption could

undermine the development of deep reading skills (Carr, 2010). While AI facilitates personalized learning, enhances access to resources, and improves comprehension, it also contributes to the rise of short-form content consumption. Understanding these dynamics is crucial for educators and policymakers to leverage AI's benefits while mitigating its drawbacks, ultimately fostering more effective and enriching reading habits among undergraduate students. While AI facilitates personalized learning, improved access to resources, and enhanced comprehension, it also contributes to the rise of short-form content consumption, potentially diminishing students' engagement with in-depth reading. Understanding these dynamics is crucial for educators, researchers, and policymakers to harness AI's benefits while addressing its drawbacks, ultimately fostering more effective and enriching reading habits among undergraduates.

This study aims to explore the influence of AI on undergraduate students' reading habits, providing insights into both the beneficial and adverse effects of this technological advancement.

Statement of Problem

Artificial intelligence (AI) has become an essential element of modern society, revolutionizing various domains such as education and research (Zawacki-Richter, Marín & Gouverneur, 2019). Initially, AI applications were limited to basic tutoring systems and educational software. However, advancements in machine learning, natural language processing, and data analytics have expanded AI's capabilities, allowing for more sophisticated and personalized educational experiences. Today, AI is utilized in various forms, including adaptive learning platforms, digital libraries, and intelligent tutoring systems.

Despite technological advancements, it is important to ascertain whether artificial intelligence influences the reading habits of undergraduates at Imo State University, Owerri. Therefore, this study investigates how AI technologies influence the reading habits of undergraduates, identifying both benefits and challenges

Research Questions

The research questions guiding this study are;

1. What is the level of awareness of AI by undergraduates of Imo State University, Owerri?
2. What is the knowledge level of undergraduates of Imo State University, Owerri, towards AI?
3. What is the influence of AI on the reading habits of undergraduates of Imo State University, Owerri?
4. What are other factors that can influence the reading habits of undergraduates of Imo State University, Owerri?

LITERATURE REVIEW

Artificial Intelligence (AI)

Artificial Intelligence (AI) stands as a transformative force reshaping industries and societies worldwide, with its roots tracing back to the mid-20th century. The Dartmouth Conference in 1956 marked a seminal moment where the term "artificial intelligence" was first coined, igniting the pursuit of simulating human-like intelligence in machines (McCarthy et al., 1956). Laskowski and Tucci (2024) stated that "Artificial intelligence is the simulation of human intelligence processes by machines, especially computer systems. Specific applications of AI include expert systems, natural language processing, and speech recognition and machine vision."

Early endeavours focused on symbolic reasoning, as exemplified by Alan Turing's groundbreaking work on computable numbers and his seminal Turing Test for machine intelligence (Copeland, 2024). However, progress was modest due to limited computational power and data availability. The field experienced ebbs and flows, enduring "AI winters" marked by funding droughts and disillusionment, yet each period was punctuated by notable breakthroughs. Despite setbacks, AI research continued, paving the way for applications in computer vision, natural language processing, and robotics. The 21st century witnessed an AI renaissance propelled by the confluence of big data, advanced algorithms, and unprecedented computational resources. Machine learning, particularly deep learning, emerged as a dominant paradigm, enabling AI systems to learn from vast datasets and make complex decisions with human-like proficiency (Dhumal, 2024).

AI's rapid advancement has catalysed a paradigm shift across sectors, from healthcare and finance to transportation and entertainment. Deep learning algorithms power virtual assistants, personalized recommendation systems, and autonomous vehicles, enhancing efficiency and transforming user experiences. However, this technological revolution has also raised ethical concerns surrounding privacy, bias, and job displacement (Nayak, 2023). Addressing these challenges requires a multifaceted approach that combines technological innovation with ethical considerations and policy frameworks. Initiatives promoting responsible AI development, such as fairness, accountability, and transparency, are crucial for fostering trust and ensuring equitable access to AI-driven solutions. Moreover, interdisciplinary collaboration between technologists, ethicists, policymakers, and stakeholders is essential for navigating the complex ethical and societal implications of AI.

Looking ahead, the trajectory of AI holds immense promise, with potential applications ranging from personalized medicine and sustainable energy to climate modelling and space exploration. Continued research into advanced AI techniques, such as reinforcement learning and unsupervised learning, will unlock new frontiers and drive innovation across domains. However, as AI permeates every facet of human life, it is imperative to uphold ethical principles and prioritize the well-being of society in the pursuit of intelligent machines.

Reading Habits

Reading habits refer to the consistent patterns of engagement with written material that individuals develop over time. These habits encompass a range of behaviours, including the frequency of reading, preferences for specific genres or formats, and the strategies employed to comprehend and retain information. Understanding reading habits is essential for educators, policymakers, and researchers as they impact literacy development, cognitive skills, and lifelong learning. Studies have shown that various factors, including socio-economic status, educational background, and cultural upbringing, influence reading habits. Individuals from households with greater access to books and reading materials tend to develop more extensive reading habits (Mol & Bus, 2011). Additionally, Mol and Bus (2011) explained that early exposure to reading in childhood plays a significant role in shaping lifelong reading behaviours. These findings underscore the importance of creating environments that support reading engagement from an early age.

The advent of digital technologies has reshaped reading habits, offering new platforms and formats for accessing written content. While traditional print media remains popular, digital reading formats such as e-books, audiobooks, and online articles have gained traction, particularly among younger generations. As technology continues to evolve, understanding the impact of digital reading on reading habits is crucial for educators and publishers alike. Furthermore, reading habits are closely intertwined with literacy skills and academic achievement. Numerous studies have demonstrated a positive correlation between reading frequency and literacy proficiency (Mol & Bus, 2011). Engaging in regular reading not only improves vocabulary and comprehension but also enhances critical thinking and analytical skills (Mol & Bus, 2011). According to Krashen (2004), educators play a vital role in promoting effective reading habits through literacy instruction and strategies that foster a love for reading and promote active engagement with texts. In educational settings, cultivating effective reading habits is a central focus of literacy instruction. Strategies such as "sustained silent reading" and "read-alouds" aim to promote a love for reading and expose students to diverse genres and perspectives (Krashen, 2004).

Reading habits encompass the consistent patterns of engagement with written material that individuals develop over time. Various factors, including socio-economic status, technological advancements, and educational experiences, influence these habits. Understanding reading habits is essential for promoting literacy, fostering critical thinking skills, and adapting educational practices to meet the evolving needs of readers in the digital age.

Artificial Intelligence and Reading Habits in the Digital Age

Artificial Intelligence (AI) has increasingly become intertwined with reading habits, reshaping how individuals access, consume, and engage with written content. This alignment stems from AI's capabilities to personalize reading experiences, recommend relevant material, and augment comprehension strategies, thereby enhancing individuals' reading habits in the digital age. One key area where AI intersects with reading habits is personalized recommendation systems. AI algorithms analyse users' reading preferences, browsing history, and interactions with content to deliver tailored recommendations. Platforms like Amazon Kindle and Goodreads leverage AI to suggest books based on users' past readings and ratings (Linden, Smith & York, 2003). By

providing personalized recommendations, AI enhances users' discovery of new authors, genres, and topics, promoting diversified reading habits.

Moreover, AI-powered natural language processing (NLP) technologies have revolutionized how individuals engage with written material. NLP algorithms enable text summarization, sentiment analysis, and language translation, enhancing readers' comprehension and accessibility. Tools like Google Translate utilize AI to translate texts between languages, breaking down linguistic barriers and expanding readers' access to diverse literary works (Vaswani et al., 2017). Furthermore, AI contributes to the creation of interactive and immersive reading experiences. Augmented reality (AR) and virtual reality (VR) technologies powered by AI enable readers to explore narratives in dynamic and engaging ways. For instance, AR apps overlay digital content onto physical books, providing supplementary information, animations, and interactive elements that deepen readers' understanding and engagement (Billinghurst & Duenser, 2012). By integrating AI-driven technologies, reading experiences become more interactive, fostering active reading habits among users.

In the education system, Vander Ark (2017) explained that AI plays a crucial role in supporting literacy development and personalized learning. Adaptive learning platforms utilize AI algorithms to assess students' reading abilities and tailor instructional materials to their individual needs. These platforms provide targeted interventions, scaffold support, and real-time feedback, empowering students to develop stronger reading skills and habits. Additionally, AI-powered tutoring systems offer personalized guidance and assistance, promoting self-directed learning and fostering lifelong reading habits (VanLehn, 2011). However, the alignment of AI and reading habits also raises ethical considerations regarding privacy, algorithmic bias, and information overload. AI recommendation systems may inadvertently reinforce users' existing preferences, limiting exposure to diverse perspectives and narrowing reading habits (Geyik, Samadi & Shah, 2018). Moreover, concerns about data privacy and security arise as AI algorithms collect and analyse users' reading behaviours (Mittelstadt et al., 2016). Addressing these ethical challenges requires transparency, accountability, and responsible use of AI technologies to ensure that reading habits are enriched without compromising individuals' autonomy and privacy.

Artificial Intelligence and reading habits represent a transformative force reshaping how individuals engage with written content. Through personalised recommendations, advanced NLP technologies, immersive experiences, and adaptive learning platforms, AI enhances reading experiences, promotes literacy development, and fosters lifelong learning habits. However, ethical considerations must be addressed to mitigate potential risks and ensure that AI-driven innovations contribute positively to individuals' reading habits and overall well-being.

Empirical Review

Salido (2023) conducted a study on the impact of AI-powered learning tools on students' understanding of their academic performance. The primary purpose of the study was to evaluate the effect that artificial intelligence-driven educational resources, such as intelligent tutoring systems and virtual learning environments, have on the academic performance and comprehension of students. The findings suggest that artificial intelligence has the potential to bring about a huge

revolution in the field of education by making it possible to personalize and adjust students' educational experiences in a way that boosts both students' academic performance and their overall level of comprehension. In spite of this, it is necessary to recognize the ethical repercussions that may result and the limitations that the infrastructure may impose. This highlights the importance of the responsible incorporation of artificial intelligence. In a nutshell, the findings of this research shed light on the considerable influence that artificial intelligence could potentially have on the field of education. When it comes to putting AI into educational settings, it is essential to take into account pedagogical, ethical, and infrastructure considerations, as this article explains. It accomplishes this with the intention of fostering equitable and improved educational experiences while preserving the core principles that underpin education. In the same vein, Bancoro (2024) did a study on the relationship between artificial intelligence usage and the academic performance of business administration students. This study aims to determine the extent of AI usage among students, including functionality, availability, complexity, assessment scores, course mastery, and grading metrics. It also seeks to determine if a relationship exists between AI usage and their academic performance. The study employs a quantitative approach using a correlational design. The respondents of the study are 293 Business Administration students from Negros Oriental State University Main Campus 1, Dumaguete City. The study's findings suggest that AI usage among students is moderately prevalent in terms of functionality, availability, and complexity. However, the students' academic performance was found to be above average, with high scores on assessments, course mastery, and excellent grades. There is no significant relationship between AI use and academic performance found. In conclusion, AI tools offer personalized learning experiences, immediate feedback, and collaborative activities, but further growth and improvement are needed, including training, accessibility, research, monitoring, and best-practice sharing.

Furthermore, Venkateswari (2024) did an article that explores how AI Tools can nurture the reading habit and equip second language learners with the skill to comprehend aspects in a better perspective. AI tools to foster reading habits in college students. He revealed that reading skills are of paramount importance to the student community, irrespective of their discipline. This skill has the power to lift them up on the ladder to success. Considering its benefits, curricula in schools and colleges focus on this aspect. The education system tries to inculcate this habit in youngsters, but overexposure to digital content has ruined the development of this skill. Interestingly, when educators use digital tools to help learners acquire reading skills, they can channel the curiosity of learners towards reading. Upon understanding the multitude of benefits, the student community starts reading.

Theoretical Framework

The study was anchored on the Technology Determinism Theory. This theory posited that technological advancements have autonomous effects on society, influencing how people think, act, and organize themselves (Singh & Drew, 2024). This perspective implies that technological changes precede and dictate social changes rather than the other way around. It often raises questions about the extent to which humans control technology versus technology controlling humans. Technology Determinism offers valuable insights into the pervasive influence of technology on society, it is also critiqued for oversimplifying the dynamics of technological

change and neglecting the role of human agency and social contexts. In relation to this study, technology influences society and thus determines how people's reading habit is influenced and shaped by technological development.

RESEARCH METHODOLOGY

This study adopted a survey research design which allows investigation into a large area with a view to ascertain what exists at a time of the study. According to Prachi (2022), the survey method is "the technique of gathering data by asking questions to people who are thought to have desired information". The population of the study consists of undergraduates of Imo State University, Owerri. According to the Imo State University (IMSU) Admission Unit, the population of undergraduates of Imo State University, Owerri, is estimated to be 21,000. The study adopted the Australian Sample Size Calculator to arrive at the sample size of 378 for the study. A multistage sampling technique was adopted for the study. This technique entails the arrangement of samples in stages, with each stage requiring a particular sampling procedure (Obayi, Anorue & Onyebuchi, 2017). First stage, Imo State University, Owerri was divided into the fourteen (14) faculties that made-up the university. In the second stage, the sample size was divided by the total number of sample size by the total faculties; thus, 27 respondents will be sampled from each faculty. In the third stage, the instrument was administered to the respondents through convenience sampling. The instrument for data collection is a questionnaire which was designed using a 4-point Likert scale.

DATA PRESENTATION AND ANALYSIS

This section analyzes data gathered from the field. The researcher distributed 378 copies of the questionnaire to the respondents. The researcher retrieved all 378 copies, which means a total return rate of 100%. A Likert scale was used to analyse the data.

Table 1: Respondents' Responses on their level of awareness of Artificial Intelligence (N=378)

Option	SA	A	D	SD	Mean	Decision
Artificial Intelligence is a new technological innovation	151	157	47	23	3.2	Accepted
Artificial Intelligence can be used for academic purposes	191	160	6	21	3.4	Accepted
I have a high level of awareness of Artificial Intelligence	139	158	63	17	3.1	Accepted
Average Mean					**3.2**	**Accepted**

Field Survey, 2024; Variable Keys: SA (Strongly Agree) = 4; A (Agree) = 3; D (Disagree) = 2 and SD (Strongly Disagree) = 1

Decision Rule: If the average mean score is lower than 2.5 (1-2.4), the researcher decides that respondents have a low awareness level of artificial intelligence. But if the average mean score is

higher than 2.4 (2.5-5.0), the researcher decides that respondents have a high awareness level of artificial intelligence.

Data in Table 1 revealed that respondents have a high level of awareness of artificial intelligence, with an average mean of 3.2. This implies that undergraduates of Imo State University are highly aware of artificial intelligence.

Table 2: Respondents' Responses on their knowledge level of AI (N=378)

Option	SA	A	D	SD	Mean	Decision
Artificial Intelligence is used in different aspects of life	161	166	24	27	3.2	Accepted
Artificial Intelligence is used to provide information on issues searched about	191	83	97	7	3.2	Accepted
Artificial Intelligence comes in different types and forms	95	177	67	39	2.9	Accepted
I have a vivid understanding of Artificial Intelligence and how it can be used	62	138	113	65	2.5	Rejected
Average Mean					**3.1**	**Accepted**

Field Survey, 2024; Variable Keys: SA (Strongly Agree) = 4; A (Agree) = 3; D (Disagree) = 2 and SD (Strongly Disagree) = 1

Decision Rule: If the average mean score is lower than 2.5 (1-2.4), the researcher decides that respondents have a low knowledge level of artificial intelligence. However, if the average mean score is higher than 2.4 (2.5-5.0), the researcher decides that respondents have a high knowledge level of artificial intelligence.

Data from Table 2 revealed that with an average mean of 3.1, respondents have a high knowledge level of artificial intelligence. This means that undergraduates of Imo State University, Owerri, have high knowledge regarding artificial intelligence and how it operates. Although, some undergraduates affirmed that they didn't have a vivid understanding of artificial intelligence, the majority were of the opinion that they understood artificial intelligence clearly and how it operates.

Table 3: Respondents' Responses on the influence of AI on their reading habits (N=378)

Option	SA	A	D	SD	Mean	Decision
AI reduce my reading time	103	190	31	54	2.9	Accepted
AI influences my reading habit	154	113	89	22	3.1	Accepted
AI provides solutions to questions with ease	199	179	-	-	3.5	Accepted
Average Mean					**3.2**	**Accepted**

Field Survey, 2024; Variable Keys: SA (Strongly Agree) = 4; A (Agree) = 3; D (Disagree) = 2 and SD (Strongly Disagree) = 1

Decision Rule: If the average mean score is lower than 2.5 (1-2.4), the researcher decides that artificial intelligence doesn't influence the respondents' reading habits. But if the average mean score is higher than 2.4 (2.5-5.0), the researcher decides that artificial intelligence influences respondents' reading habits.

Data from Table 3 indicated that with an average mean of 3.2, artificial intelligence influences the respondents' reading habits. In essence, undergraduates of Imo State University, Owerri, affirm that artificial intelligence influences their reading habit.

Table 4: Respondents' Responses on other factors that can influence their reading habits (N=378)

Option	SA	A	D	SD	Mean	Decision
Lack of access to a library influences my reading habit	106	181	77	14	3.0	Accepted
Inability to purchase books influences my reading habit	192	73	41	72	3.0	Accepted
Busy academic schedule influences my reading habit	111	132	86	49	2.8	Accepted
Average Mean					**2.9**	**Accepted**

Field Survey, 2024; Variable Keys: SA (Strongly Agree) = 4; A (Agree) = 3; D (Disagree) = 2 and SD (Strongly Disagree) = 1

Decision Rule: If the average mean score is lower than 2.5 (1-2.4), the researcher decides that there are no other factors that can influence their reading habit. However, if the average mean score is higher than 2.4 (2.5-5.0), the researcher decides that other factors can influence their reading habits.

Table 4 revealed that with an average mean score of 2.9, other factors influence the respondents' reading habits. This simply means that there are other factors that influence the reading habits of undergraduates at Imo State University, Owerri. Some of these factors are lack of access to the library, inability to purchase books, and busy academic schedules.

DISCUSSION OF FINDINGS

Awareness level of Artificial Intelligence among undergraduates of Imo State University, Owerri

Findings revealed that undergraduates of Imo State University are to a high extent aware of artificial intelligence. This was revealed in Table 1 with an average mean of 3.2. This implies that undergraduates of Imo State University, Owerri, are fully aware of the existence of artificial intelligence. This finding concurs with the findings of Bancoro (2024), which revealed that artificial intelligences are used by students. Thus, students have high level of awareness about artificial intelligence to be able to know about it.

Knowledge level of artificial intelligence among undergraduates of Imo State University, Owerri

Also, findings indicated that undergraduates of Imo State University, Owerri have a high knowledge level towards artificial intelligence and its operations. This was revealed in Table 2 with an average mean of 3.1. This means that undergraduates of Imo State University, Owerri, have high knowledge regarding artificial intelligence and how it operates. Although, some undergraduates affirmed that they didn't have a vivid understanding of artificial intelligence, the majority were of the opinion that they understood artificial intelligence clearly and how it operates. This finding is in line with that of Bancoro (2024), who states that students use artificial intelligence moderately, which means that they are knowledgeable about it.

Influence of artificial intelligence on the reading habits of undergraduates of Imo State University, Owerri

Furthermore, findings revealed that artificial intelligence influences the reading habits of undergraduates of Imo State University, Owerri. This was revealed in Table 3 with an average mean of 3.2. This means that artificial intelligence influences the reading habits of undergraduates of Imo State University, Owerri. This finding concurs with the finding of Salido (2023), which revealed that artificial intelligence has the potential to bring out a huge revolution in the educational field. This finding implies that artificial intelligence has the capacity to influence the educational sector in general.

Other factors that can influence the reading habits of Undergraduates of Imo State University, Owerri

Also, the findings revealed that other factors influence the respondents' reading habits. This was revealed in Table 4 with an average mean of 2.9. This means that there are other factors apart from artificial intelligence that influence the reading habit of undergraduates of Imo State University, Owerri. Some of these factors are lack of access to the library, inability to purchase books, and busy academic schedules.

Conclusion and Recommendations

Based on the findings of this study, the researcher concludes that artificial intelligence influences the reading habits of undergraduates of Imo State University, Owerri. Future research should explore AI's long-term impact on literacy and academic success. The researcher recommended that:

1. Imo State University undergraduates should expose themselves to more technological innovations to aid them in their academics.
2. Imo State University undergraduates should improve their knowledge of artificial intelligence and its operations. The findings revealed that some students don't have a vivid understanding of artificial intelligence.

3. Undergraduates of Imo State University Owerri should reduce their use of artificial intelligence in a bid to reduce its influence on their reading habits.
4. Undergraduates of Imo State University, Owerri, should adopt strategies to mitigate AI's negative impact on reading habits.

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