



EVALUATION OF STUDENTS PREFERENCE OF EBOOKS OVER TEXTBOOK

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ABSTRACT:

The development of the internet has led to the adding of a lot of concepts starting with “e-“ to our lives. E-mail, e-shopping, e-banking, e-commerce, e-government, e-signatures and e-learning are leading concepts among them. E-books with a growing reader/user population are a book format that most of us have heard and used a lot lately because of their long-standing history and the widespread use of information technologies. The study thus looked for answers to such issues as whether student-teachers read e-books; the relationship of this situation between the different divisions in which they are studying and the role gender plays; reasons and preferences for reading or for not reading e-books or printed books, and whether the preferences change in line with gender and their subject specialism. The aim of the study is to study the students preference on e books or textbooks. The objective of the study is to assess the students preference on the usage of ebooks or textbooks. A set of questionnaires was developed in relation to the students preference on ebooks or textbooks and circulated through social networks. A total response of 100 was collected . The data collected was compiled for analysis of the result. The obtained result shows that though there are many challenges faced in ebooks people still prefer to choose ebooks over textbooks. The report concludes that though people prefer using e books they are also aware that it strain their eyes , textbooks will give better student progress, e books has greater personal impact etc. but people prefer to use e books due to developing technologies

Keywords:

E books; textbooks; preference; eye strain; ease of use.

INTRODUCTION:

Relatively rare just 10 years ago, most publishers of introductory-level textbooks in higher education now offer ebook alternatives to the vast majority of their titles. The process of reading, writing and rewriting helps you retain information (Ganapathy, Kannan and Venugopalan, 2017). Perhaps it makes more sense for certain classes – keep that in mind when making your purchasing decisions (Kannan and Venugopalan, 2018). Although not necessarily grounded in practical application, e-books have many supporters, at least in concept (Anuradha and Usha, 2006). You’re not restricted to one type of book either – you can balance both methods (Ashok and Suvitha, 2016). One potential advantage is the greater flexibility and accessibility of e-books over paper-based texts (Pearce, 2004). Others

include increased visual appeal of e-books due to features such as still and moving graphics, and video clips, as well as the potential to add supportive materials such as audio collections, links to activities and websites, etc(Vijayalakshmi and Ganapathy, 2016)(Banwell and Gannon-Leary, 2000). The best way to determine which method of learning is best suited to you will help you succeed(Ashok *et al.*, 2014). It is important to evaluate electronic texts as learning tools before recommending or requiring their use as a substitute for print textbooks(Childs, Gingrich and Piller, 2010).

Often marketed as lower cost options for students on a budget, there is scant peer-reviewed research regarding the use and preference of electronic texts as educational tools, especially in higher education(Chu, 2003). Factors such as gender, comfort with computers, familiarity, and appropriate design have yet to be fully investigated with respect to e-books(Støle, 2018). For example, gender differences in the use of, and comfort with, computers have been reported since computers emerged into the college classroom (Ariga *et al.*, 2018). Although efforts to increase comfort with computer use and specific training seem to lessen these differences such interventions are not typically employed with e-book adoption nor is there evidence to suggest that they may or may not be needed(Jyothi *et al.*, 2017). With electronic books, as long as you've got a laptop, you've got your ebook. Instead of carrying the weight of multiple textbooks, just make sure you have a laptop, tablet, iPad, or even a smartphone(Ajay *et al.*, 2017).The possibility that e-texts could have differential effects on learning based on gender or other variables is an important consideration in the adoption of a text option for every student(Considine, Horton and Moorman, 2009). Ebooks are now becoming more and more popular.(Basha, Ganapathy and Venugopalan, 2018).

As Schumacher and Waller (1985) so eloquently argued in the context of reading research in general, we risk losing important information by not focusing upon the process variables associated with the reader's use and interaction with the text(Davy, 2007). For example, user variables associated with the manner in which students interact with e-books as well as their comfort and familiarity with the medium are important considerations(Yilmaz and Aladağ, 2015). The design of the text, for example, whether electronic or print, can influence its effectiveness, as well as student motivation to interact with it(Atmaca, 2016). The placement of illustrations and other textbook features, for example, has been demonstrated to impact learning as well as student preference (Ott and Aoki, 2001)(Güven, 2014). Many e-textbooks are often a pdf of the actual textbook page with the possible addition of hyperlinks and other features(Duraisamy *et al.*, 2019). Although e-books tend to mimic their print counterparts, students may not read e-books the same way as they do textbooks(Selvan and Ganapathy, 2016). For example, readers report skimming computer-based text more often than paper-based text and reading e-text in an "F" pattern, searching for key terms rather than reading line by line(Duygu, 2015)(Venugopalan *et al.*, 2014)(Ganapathy *et al.*, 2016). Thus, although differences in comprehension may not be immediately evident process variables such as student effort, differences in processing, and eye strain from computer screens can lead to a level of discomfort and differential usage of this medium that could affect students' preferences(Subasree, Murthykumar and Dhanraj, 2016)(Jain, Ranganathan and Ganapathy, 2017)

MATERIALS AND METHODS:

A cross sectional study survey research approach using electronics of a questionnaire was done and the sample size was taken to be 100. This study was approved by the scientific board of Saveetha University. This was the best approach to do the collection of the data as a large number of people were involved and the questionnaire contained questions regarding the preference of books or text books.,update of e books or textbooks.,eye strains.,greater personal impact.,student progress etc.

RESULT AND DISCUSSION:

This survey was conducted to study the students preference of e books or text books . Survey questions were developed and circulated among people through social networks . A total of 100responses were collected . Majority of the people prefer e books .

Early smartphones were limited by their bulky form, short battery life, slow analog cellular networks, and the immaturity of wireless data services and slowly the hardware and faster wireless communication have bolstered the growth of the smartphone industry. Everyone has an opinion that e books are much more updated than textbooks which are needed for the present generation. 30.6% of the surveyed population thinks ebooks are much updated than textbooks (figure 1). Evaluation and knowledge about e books and text books - 16% of the people chose textbooks- considered- similar to present study (Widmark, 2005). In early times people used most of the people used and preferred textbooks before the arrival of ebooks but now people prefer using e books. 52.8% of the surveyed population prefer using e books (figure 2). A survey on the preference of e books or text books ., pubmed-62% prefer e books- similar to present study (Geethika and Karpagam, 2016). Though there are many benefits in using ebooks there are some disadvantages too. 62% of the surveyed population feels that using e books attain their eyes strain (figure 3). Survey of the people who use e books pubmed -38 % of them felt that using e books strain their eyes (Kim and Hassinger-Das, 2019). Using e books must benefit the users in all possible ways. 61.1% of the surveyed population thinks that using textbooks will give better student progress (figure 4). Survey of the people who use e books pubmed -38 % of them felt that using e books strain their eyes (Kim and Hassinger-Das, 2019). There must always be some awareness in using e books. 39.8% of the surveyed population thinks that using ebooks has a greater personal impact (figure 5). Survey of the people who use e books pubmed -38 % of them felt that using ebooks strain their eyes (Kim and Hassinger-Das, 2019)

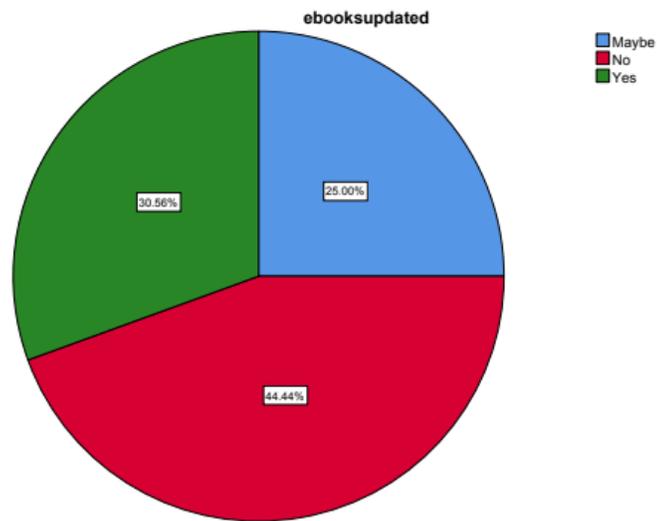


Figure 1 :The pie chart showing responses to the question ‘do you think ebooks are much updated than textbooks’,where the pink represents no (44.4%), green represents yes (30.56%), blue represents maybe (25%)

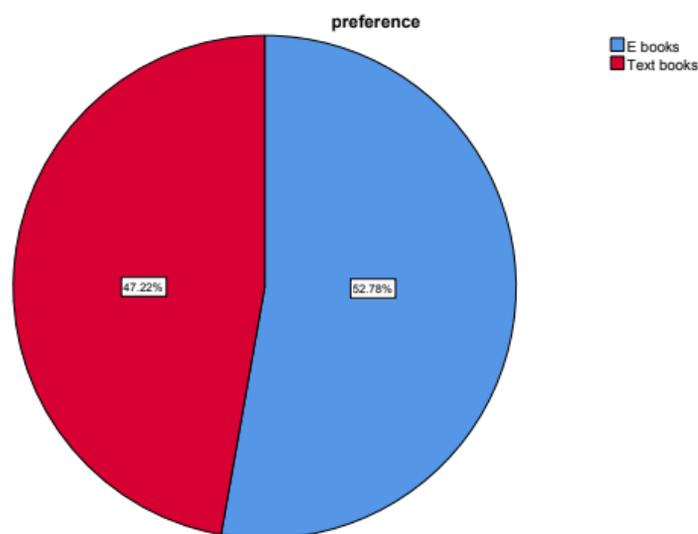


Figure 2: The pie chart showing responses to the question ‘what do you prefer the most’,where the blue represents ebooks (52.78%), blue represents textbooks (47.22%)

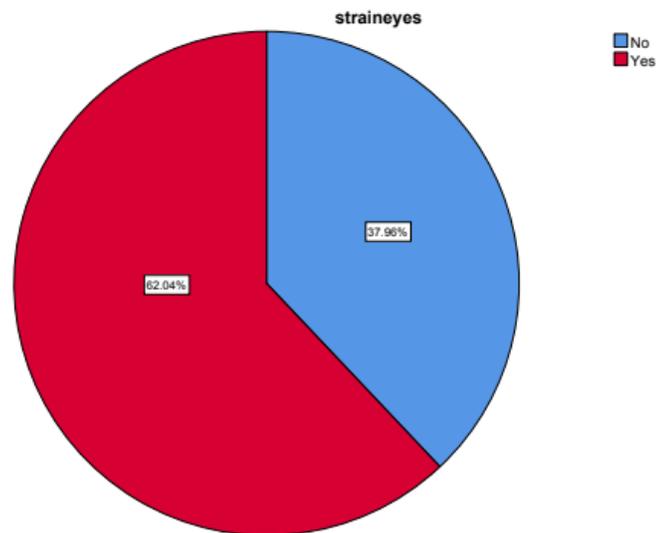


Figure 3: The pie chart showing responses to the question 'do you think using ebooks strain your eyes', where the pink represents yes (62.04%), blue represents no (37.96%)

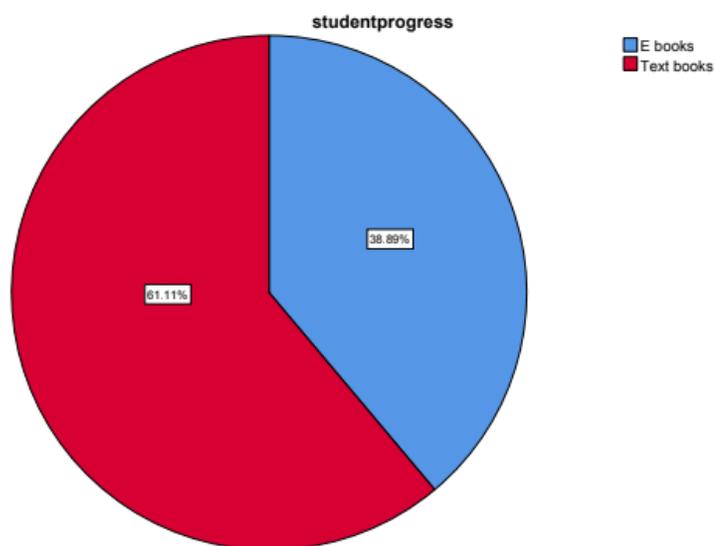


Figure 4: The pie chart showing responses to the question 'which of the following do you think will give a better student progress', where the pink represents textbooks (61.11%), blue represents ebooks (38.89%).

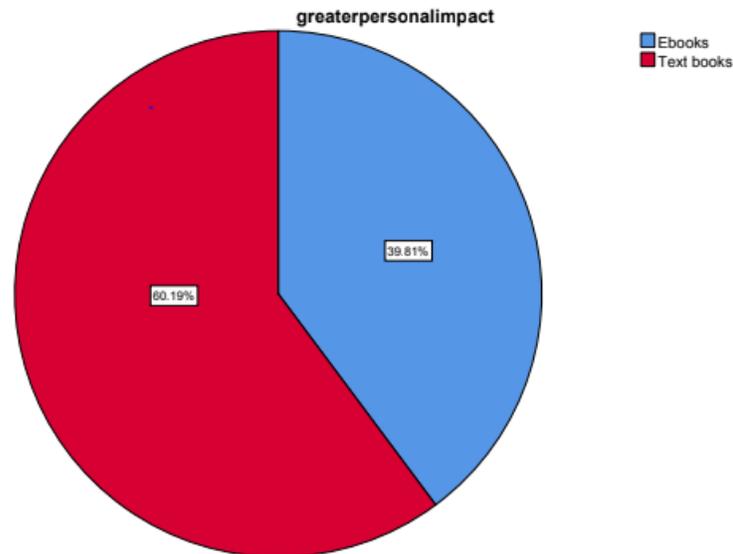


Figure 5: The pie chart showing responses to the question ‘which has greater personal impact’, where the pink represents textbooks (60.19%), blue represents ebooks (39.81%).

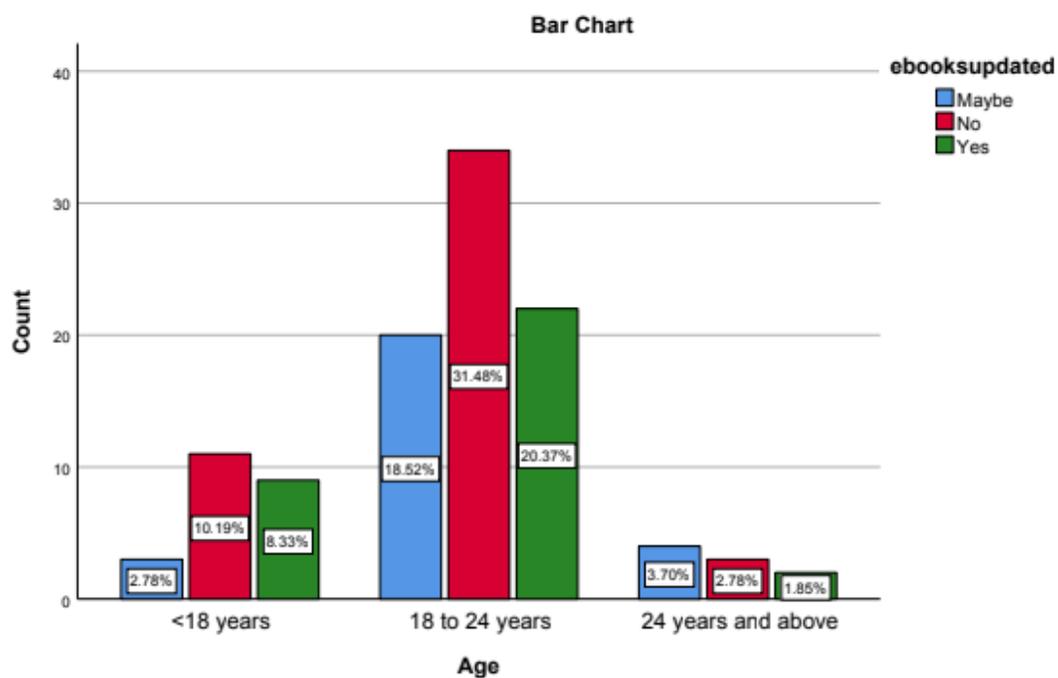


Figure 6: Bar chart representing association between age and the students opinion about the update of ebooks. X axis represents the age and the y axis represents the students opinion about the update of ebooks. Association between age and the students opinion about the update of ebooks were done using chi square test ($p=0.425>0.005$) and was statistically found to be insignificant. The bar chart showing responses to the question ‘do you think ebooks are much updated than textbooks’, where the pink represents no, green represents yes, blue represents maybe. Pearson’s chi square value=3.862, DF=4, P value :0.425(>0.005) hence not significant.

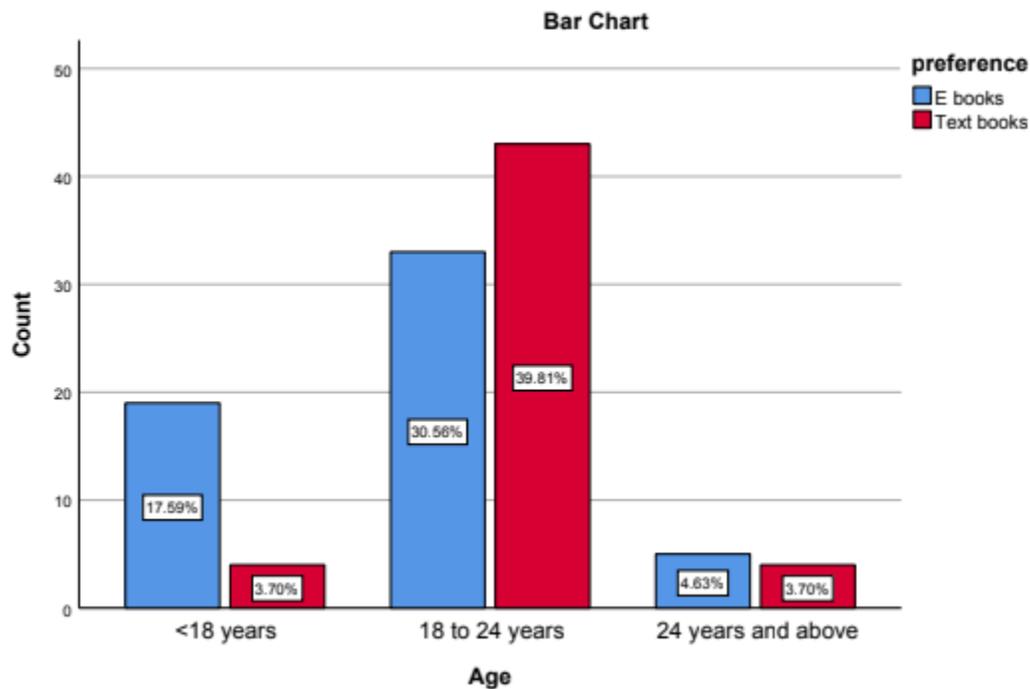


Figure 7: Bar chart representing association between age and preference of e books or text books among students. X axis represents the age and the y axis represents the preference of e books or text books among students. Association between age and the preference of e books or text books among students were done using chi square test ($p=0.004$) and was statistically found to be significant. The bar chart showing responses to the question 'what do you prefer the most', where the blue represents ebooks, blue represents textbooks. There is a significant increase in preference to textbooks between the age 18 to 24 years. Pearson's chi square value=10.910, DF-2, P value :0.004(<0.005) hence significant.

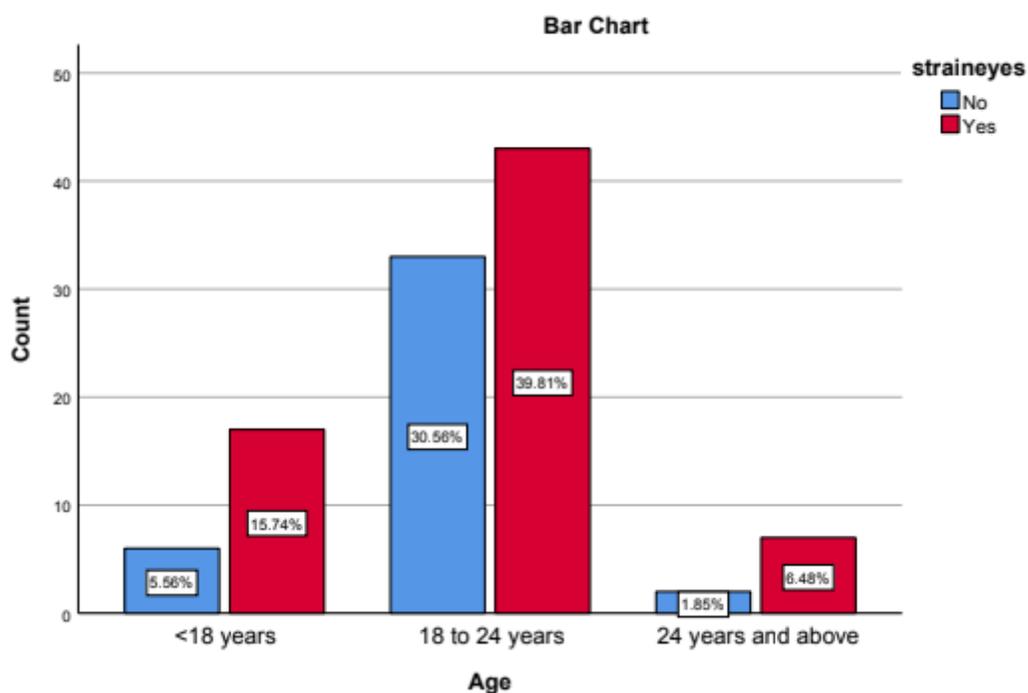


Figure 8: Bar chart representing association between age and eye strain among the students. X axis represents the age and the y axis represents the eye strain among the students. Association between age and the eye strain among the students were done using chi square test ($p=0.193$) and was statistically found to be insignificant. The bar chart showing responses to the question ‘do you think using ebooks strain your eyes’, where the pink represents yes, blue represents no. Pearson’s chi square value= 3.286 , DF-2, P value : $0.193(>0.005)$ hence not significant.

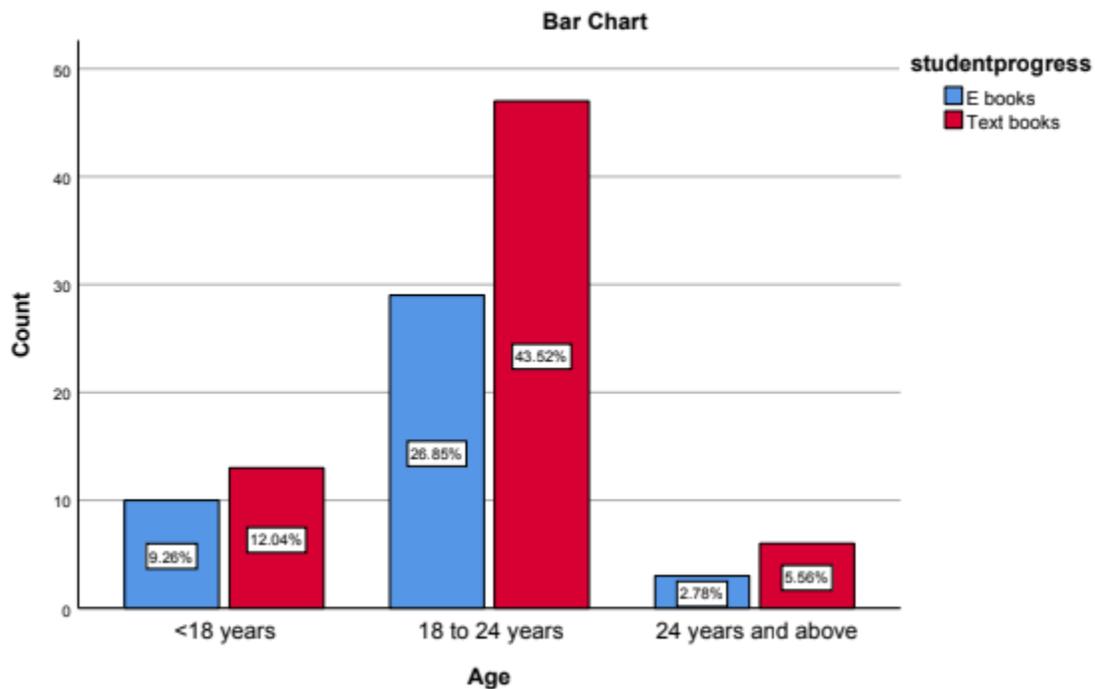


Figure 9: Bar chart representing association between age and students progress. X axis represents the age and the y axis represents the students progress. Association between age and the students progress were done using chi square test ($p=0.845$) and was statistically found to be insignificant. The bar chart showing responses to the question ‘which of the following do you think will give a better student progress’, where the pink represents textbooks, blue represents ebooks. Pearson’s chi square value= 0.338 , DF-2, P value : $0.845(>0.005)$ hence not significant.

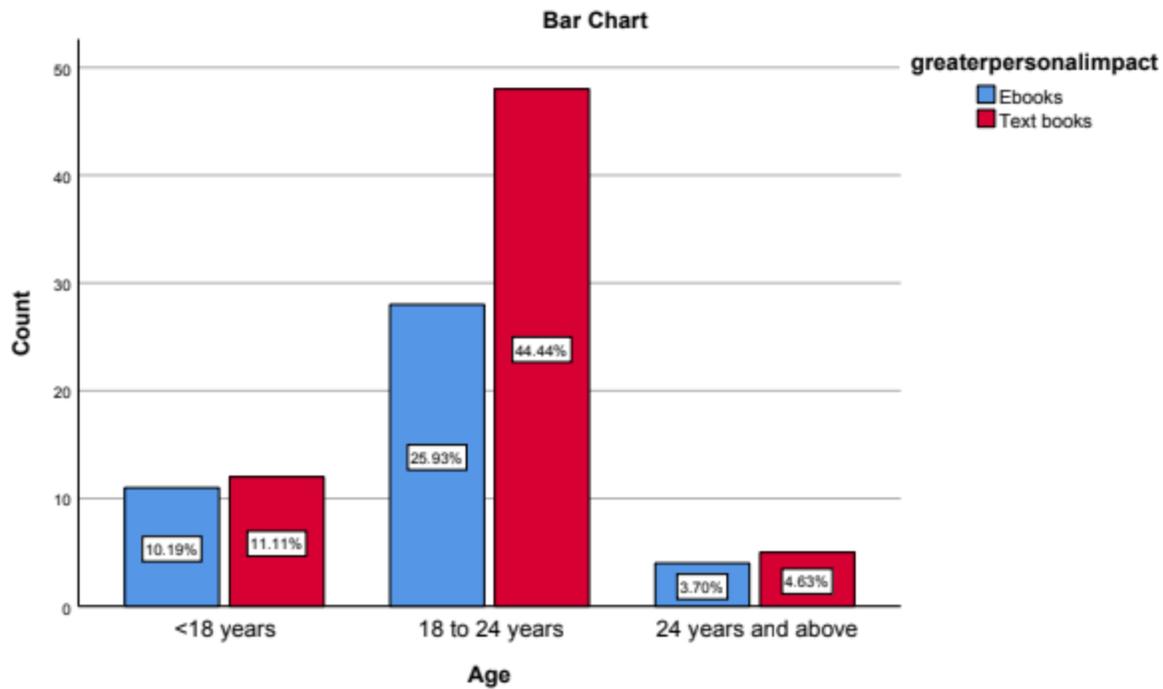


Figure 10: Bar chart representing association between age and greater personal impact among students. X axis represents the age and the y axis represents the greater personal impact among students. Association between age and the greater personal impact among students were done using chi square test ($p=0.614$) and was statistically found to be insignificant. The pie chart showing responses to the question 'which has greater personal impact', where the pink represents textbooks, blue represents ebooks. Pearson's chi square value=0.997, DF-2, P value :0.614(>0.005) hence not significant.

CONCLUSION:

Generally Both print books and ebooks have unique attributes and serve distinct functions in meeting people's reading needs, which may vary by individual demographic, contextual, and situational factors. The results of this provides the information that ebooks have firmly established a place in people's lives due to the convenient way in which they allow people to access their favorite content in any place, at any time. The report concludes that though people prefer using e books they are also aware that it strain their eyes, textbooks will give better student progress and e books has greater personal impact. But people prefer to use e books due to developing technologies and the easy accessibility.

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