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Library users and their Reading habits: Assessing the Impact of ICT

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Abstract

The present paper examines the assessing the impact of ICT on the library users and their reading habits. A total of 2463 samples were selected from 11 state universities in Karnataka State, India. A well designed questionnaire was used for the data collection and data has been analyzed using SPSS. The present study consisted of an equal number of males (51.3%) and female (48.7%) respondents and most of the them are from rural (63.0%) areas. It can be seen from the table that the majority of female (71.8%) and male (66.3%) respondents read information sources at their home. It is very interesting to note that majority of the respondents are inspired by themselves to read (68.5%) followed by good books (57.4%) and teachers (42.0%). The study found that 50.3% of male and 49.7% of female respondents opined that the ICT has made an impact on their reading habits. In this regards the result found that, the ICT has made an impact on enhancing the reading habits of the respondents. Further, it is found that, majority of the respondents strongly agreed that they can read more books available online, they can save time in searching information, they can get all information in their fingertips. The result shows that, the students and faculties have faced various problems in using ICT tools. The study recommends that, Higher education council and university authority may provide the latest and updated version of the computers along with continuous electricity supply with UPS connections and high Internet bandwidth facility.

Keywords: ICT, Reading habits, Impact, Books, Information, Library.

Introduction

Information and Communication Technology (ICT) has brought about a revolution in every walk of today's life. ICT plays a key role in the development of any nation. ICT includes computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others and is widely used in today's education field. Based on the extended usage of ICTs in education the need appeared to unravel the myth that surrounds the use of information and communication technology (ICT) as an aid to teaching and learning, and the impact it has on students' study habits and academic performance (Krishna and Sachan, 2014).

The reading plays an important role in education as a means of creating a highly literate society. An information-rich society would contribute not only to the individual's self development but also toward the nation's progress (Kivunike, Ekenberg, Danielson, & Tusubira, 2014; Abidin et al., 2014). Reading is an important and most significant activity in a society. It is important for people to acquiring knowledge and information. Even though information may appear in many different media, the point is people still need to read (Saaid and Wahab, 2014).

Nowadays, the easy access to digital media has influenced the reading habits among the readers. Certainly, students need Information and Communication Technology to share, discuss and process the information simultaneously (Shen, 2006; Tanjung *et al.*, 2017). The ICT is capable of influencing the way of reading habit among students and teaching community. The advancement of ICT has created a new system of scientific communication. This system with new facilities competes with the traditional sources of information (Sampath Kumar and Manjunath, 2013).

Review of Literature

According to Mbah (2010) investigated the impact of Information and Communication Technology (ICT) on students' study habits. The findings of the research showed that ICTs have a positive impact on their study habits (81%). Hassan, Olaseni and Mathew (2012) conducted a survey on effect of ICT on the reading habits of students of Rufus Giwa Polytechnic, Owo. The result showed that, students have spent more time on reading information online than reading offline every day. The results of this study revealed that students read online information more often than offline information. Huang *et al.*, (2014) investigated the study which showed that the college students spent their time on both conventional academic and recreational reading. The study found that most of the students devoted more time for reading or skimming online e-books, conducting web searches and searching online library databases than they did for reading traditional print books. Diem (2012) explored the study and it was found that, there is a significant difference between males and females in regard to reading attitude and habit, although both have more or less the same achievement in reading.

According to Onyia (2013) study revealed that ICT impacts at very high extent on university students' academic studies. The result showed 55.4% of the respondents are of the view that ICT impacts their reading/studies at very high extent. Majority of them indicated that the university students use ICTs in support of their academic studies (70%) at a very high extent. The findings of the study revealed that ICT has great impact on the university students' studies. in case of Naveen and Nagesh (2016) have conducted a study and it is evident from the study that 100% of the respondents have the reading habits. 91% of respondents agreed that the ICT has made an impact on their reading habit. It is notable that more than half of the respondents (65%) used Internet to read e-books.

According to Kumara and Sampath Kumar (2018) examined the impact of ICT on the reading habits of the students of Tumkur University. The findings of the study showed that the students are very much interested to read Internet sources and to use ICTs which have positive impact on their reading habits. Hymavathi and Babu (2018) investigated the Impact of Information and Communication Technology (ICT) on reading habits of postgraduate students. The study showed that majority (70.7%) of the respondents replied that the main purpose of reading is to update knowledge followed by for preparation of class notes (59.3%), for preparing exams (56.0%), for presenting a seminar (38.9%), for preparation of projects (32.1%) and 24.3% of them replied that the purpose of reading is for recreational. A recent study by Kumara and Sampath Kumar (2019) impact of Reading habits on the Academic Achievements. The study found that, the reading habit has made an impact on the academic achievements of the respondents. Further, it is found that reading habit has been acting as a channel for gaining real world of knowledge. Further, it also improved mental capacity and enhanced the reading skills in everyday life.

Objectives of the study

The main objectives of the present study are:

- To know the preferred places for reading books by the students and faculty members.
- To know the source(s) of motivation to cultivate reading habits among students and faculty members.
- To know the impact of ICT on the reading habits by students and faculty members.
- To know the problems faced in the use of ICT by students and faculty members.

Hypotheses

H1. There is an association between the place of use of reading books and gender.

H2. There is an association between the impact of ICT on the reading habits and the gender.

H3. There is an association between the problems faced in the use of ICT and the gender.

Methodology

The total strength of the faculty members and postgraduate students at the eleven universities in Karnataka state was 34,283 for the academic year 2015-16. There are several formulas for calculating the required sample size. This study has followed the formula given by Krejcie and Morgan (1970).

$$s = \frac{x^2 NP(1 - P)}{d^2(N - 1) + x^2 P(1 - P)}$$

s = required sample size.

x^2 = the table value of Chi-square for 1 degree of freedom at the desired confidence level (6.635).

N = the population size (34,283).

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as 'p' (i.e. Margin of error=0.025)

$$s = \frac{6.635 \times 34283 \times 0.50 (1 - 0.50)}{(0.025)^2(34283 - 1) + (6.635) (0.50) (1 - 0.50)}$$

$$s=2463.371$$

The sample size has been calculated using the above-mentioned formula. The required sample size was 2463.371 but the sample population was rounded off to 2463 (Degree of accuracy/margin of error=0.025 and confidence=99%).

Analysis and interpretation of Data

Table-1: Demographic information

Demographic information		Frequency (N-2463)	Percentage
Gender	Male	1236	50.2
	Female	1227	49.8
Social background	Rural	1552	63.0
	Urban	911	37.0

The data presented in the table-1 shows the demographic information of the respondents. The study population consisted of almost an equal number of male (50.2%) and female (49.8%) respondents. The table also clearly indicates that the majority of the respondents are from the rural areas (63%) and only 37.0% of respondents are from urban areas.

The place of use of reading information sources cross tabulated by gender is presented in the table-2. It can be seen from the table that the majority of *female* (71.8%) and *male* (66.3%) respondents read information sources at *home*. The result of the study shows that the respondents read information sources at *university library* (male=54.8%, female=42.5%) followed by respective *departments* (male=34.4%, female=24.3%) and *hostel* (male=30.8%, female=32.8%). Notably, the table also reveals that, few respondents read information sources in the *public library* (male=19.7%, female=12.1%), *while travelling* (male=14.6%, female=12.6%), and few of them read information sources at *friends/neighbors' home* (male=6.6%, female=4.3%) and also in *park/field/temples* (male=4.5%, female=3.1%).

To know the difference between the place of use of reading information sources and gender of the respondents, Chi-square test has been applied. The result shows that there is a significant association between the place of reading information sources and the gender for the fields viz., *home* (p=.003), *friends/neighbors' home* (p=.015), *public library* (p=.000), *university library* (p=.000) and *departments* (p=.000). Thus it can be concluded that, there is a significant association between the place of use of reading information sources and the gender.

Table-2: Preferred places for reading books

Preferred places	Gender		p-value
	Male	Female	
Home	820 (66.3%)	881 (71.8%)	.003*
Public Library	244 (19.7%)	149 (12.1%)	.000*
University Library	677 (54.8%)	521 (42.5%)	.000*
Departments	425 (34.4%)	298 (24.3%)	.000*
Hostel	381 (30.8%)	402 (32.8%)	.302
While travelling	180 (14.6%)	154 (12.6%)	.145
Friends/Neighbors' home	81 (6.6%)	53 (4.3%)	.015*
Park/Field/Temples	56 (4.5%)	38 (3.1%)	.063

Note: * p<0.05

Table-3 shows the source(s) of motivation to cultivate reading habits. It is very interesting to note that majority of the respondents are inspired by various factors to read. Most of respondents are inspired by *themselves to read* (68.5%) followed by *good books* (57.4%) and *teachers* (42.0%). Furthermore, few of the respondents are also inspired by *parents/brother/sister/spouse/relatives* (41.4%) and *great peoples in the society* (31.7%).

Further, very less number of respondents are inspired by *friends/classmates* (26.6%) and also *neighbors* (14.6%).

Table-3: Source(s) of motivation to cultivate reading habits (N=2208)

Sources of motivation	Frequency	Percentage
Self motivation	1513	68.5
Parents/Brother/Sister/Spouse/ Relatives	914	41.4
Teachers	927	42.0
Friends/Classmates	587	26.6
Neighbors	322	14.6
Great peoples in the society	699	31.7
Good books	1268	57.4

Table-4: Impact of ICT on reading habits cross tabulated by gender

Response	Male (N=1236)		Female (N=1227)		Chi-Square (X²)	Contingency Coefficient	p-value
	Frequency	Percentage	Frequency	Percentage			
Yes	1085	50.3%	1074	49.7%	.204	.009	.652*
No	151	49.7%	153	50.3%			

Note: * $p > 0.05$

The impact of ICT on the reading habits cross tabulated by gender is shown in table-4. The study found that 50.3% of male and 49.7% of female respondents opined that the ICT has made an impact on their reading habits. This study aims to know the significant association between the impact of ICT on the reading habits and the gender. The Chi-square test (X²) shows

that there is no significant association between the impact of ICT on the reading habits and the gender of the respondents, since the p-value is greater than 0.05 ($X^2=.204$, $c=.009$, $p=.652$).

Table-5 shows the respondents' opinion about the impact of ICT on the reading habits. The study found that most of the respondents (N=2159) have positive opinion with respect to the impact of ICT on reading habits. Infact, majority of the respondents strongly agreed that *they can read more books available online* (44.2%). Further, they opined that *they can save time in searching information* (35.8%), *they can get all information in their fingertips* (34.5%) and 32.1% of the respondents opined that, *they can read books/journals at any time/day* and also *easily find out library sources online* which accounted for 32.1%. The result of the study also shows that, few respondents strongly agreed that they can carry out *reading materials independently* (31.2%), *view more number of e-sources in the single platform* (29.7%) and *share e-sources very easily* (29.2%).

The responses regarding the problems faced by the male and female respondents while in the use of ICT is presented in the table-6. The study found that majority of the respondents (73.0%) faced various problems and only 27.0% of respondents have not faced any problems while in the use of ICT. The study found that an equal number of *male* (50.7%) and *female* (49.3%) respondents faced various problems while in the use of ICT. The Chi-square test (X^2) clearly indicated that there is no significant association between the problems faced in the use of ICT and the gender ($X^2=.700$, $c=.017$, $p=.403$).

Table-7 shows the formulated hypotheses, test applied and the result. A total of three hypotheses were formulated and all hypotheses are tested using Chi-square analysis. The result is shown in table-7 and it can be seen from the table that the Hypothesis-1 "There is an association

between the place of use of reading books and gender” is accepted since the $p < 0.05$. The remaining hypotheses viz., Hypothesis-2 and Hypothesis-3 are rejected since the $p > 0.05$.

Table-5: Opinion of respondents about the Impact of ICT on the reading habits

Opinion	Strongly Agree	Agree	Can't say	Disagree	Strongly Disagree
I can read more books available online	954 (44.2%)	894 (41.4%)	177 (8.2%)	50 (2.3%)	84 (3.9%)
I can save time in searching information	773 (35.8%)	1037 (48.0%)	196 (9.1%)	42 (1.9%)	111 (5.1%)
I can get all information at our fingertips	745 (34.5%)	838 (38.8%)	342 (15.8%)	78 (3.6%)	156 (7.2%)
I can carry out reading materials independently	674 (31.2%)	933 (43.2%)	283 (13.1%)	118 (5.5%)	151 (7.0%)
I can easily find out library sources through online (Library homepage)	694 (32.1%)	870 (40.3%)	294 (13.6%)	94 (4.4%)	207 (9.6%)
I can find books for using different search strategies	601 (27.8%)	903 (41.8%)	333 (15.4%)	108 (5.0%)	214 (9.9%)
I can share e-sources very easily	630 (29.2%)	849 (39.3%)	334 (15.5%)	125 (5.8%)	221 (10.2%)
I can enough for access books/journals	547 (25.3%)	908 (42.1%)	367 (17.0%)	133 (6.2%)	204 (9.4%)
I can read books/journals for any time/day's	692 (32.1%)	906 (42.0%)	264 (12.2%)	121 (5.6%)	176 (8.2%)
I can view more number of e-sources in the single platform	641 (29.7%)	834 (38.6%)	321 (14.9%)	131 (6.1%)	232 (10.7%)

Table-6: Problems faced by respondents in the use of ICT cross tabulated by gender

Response	Male (N=1236)		Female (N=1227)		Both (N=2463)		Chi-square (X ²)	Contingency Coefficient	p-value
	Frequency	%	Frequency	%	Frequency	%			
Yes	912	50.7	887	49.3	1799	73.0	.700	.017	.403*
No	324	48.8	340	51.2	664	27.0			
Total	1236	50.2	1227	49.8	2463	100.0			

Note: * $p > 0.05$ *

Table-7: Testing of Hypotheses

No	Hypotheses	Table no	Test applied	P-value	Result
H1	There is an association between the place of use of reading information sources and gender.	2	Chi-square	.000	Accepted
H2	There is an association between the impact of ICT on the reading habits and the gender.	4	Chi-square	.652	Rejected
H3	There is an association between the problems faced in the use of ICT and the gender.	6	Chi-square	.403	Rejected

Discussion and Conclusion

The present study found that various interesting results with respect to the assessing the impact of ICT on the library users and their reading habits

Firstly, it is observed that most of the respondents are from rural areas. The study found that majority of *female* (71.8%) and *male* (66.3%) respondents read information sources at *home*. The respondents also showed their interest to read books at home. Therefore, it is suggested that the library timings need to be extended, so that the students and faculty members can read books in the library for the longer hours.

Secondly, the study result clearly shows that, very few respondents preferred to read information sources at public libraries (male=19.7%, female=12.1%). The study shows that most of the respondents are not aware of the public library sources and services. Therefore, it is suggested that awareness need to be created among the faculty members and students to make use of sources and services of Public Library.

It is very interesting to note that majority of the respondents are inspired by *themselves to read* (68.5%). In this context, the university authorities and library faculty need to create awareness among the students and faculty members are inspired by various factors to read. Furthermore, the events viz., study circle, debate clubs, seminars, essay competitions, quiz competitions may be conducted by the library to attract the students towards the library to read books. Moreover, the faculty members may conduct reading campaigns by inviting more influential or inspiring personalities so that the students will be more attracted to participate in the reading events.

The study found that all most all the of male (50.3%) and female (49.7%) respondents positive opined that the ICT has made an impact on their reading habits. Infact, majority of the

respondents strongly agreed that they can read more books available online, they can save time in searching information, they can get all information in their fingertips and they can read books/journals at any time/day and also easily find out library sources online. In this context, it is suggested that the university need to conduct more ICT based learning programmes to the students and faculty members to enhance their reading habits.

Finally, In this survey, it is observed that, the students and faculties have faced various problems in using ICT tools. The study recommends that, Higher education council and university authority may provide the latest and updated version of the computers along with continuous electricity supply with UPS connections and high Internet bandwidth facility.

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