

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

Spring 9-30-2021

A STUDY ON PREFERENCE OF READING PRINT AND DIGITAL RESOURCES OF M.ED. STUDENTS IN MADURAI DISTRICT

Dr S. ANBALAGAN

Thiagarajar College of preceptors, Madurai, andalanbu@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Educational Psychology Commons](#)

ANBALAGAN, Dr S., "A STUDY ON PREFERENCE OF READING PRINT AND DIGITAL RESOURCES OF M.ED. STUDENTS IN MADURAI DISTRICT" (2021). *Library Philosophy and Practice (e-journal)*. 6410.
<https://digitalcommons.unl.edu/libphilprac/6410>

A STUDY ON PREFERENCE OF READING PRINT AND DIGITAL RESOURCES OF M.ED. STUDENTS IN MADURAI DISTRICT

*Dr. S. Anbalagan, Assistant Professor of Mathematics, Thiagarajar College of Preceptors,
Madurai*

Abstract

The main purpose of this research is to look into a study on M.Ed. students' preferences for reading print and digital resources in Madurai district. The current study chose 300 M.Ed. students in Madurai District as the sample using a random sampling technique. For the study, the investigator used the normative survey method. A scale of reading preference for print and digital materials was utilised. The data was segregated and consolidated with the help of Microsoft Excel. SPSS version 21 was used to perform the required statistical analysis. The findings demonstrate that there is a substantial link between M.Ed. students' gender and their use of digital resources for reading.

Keywords: Print, Digital Resources, M.Ed. Students, Madurai District.

INTRODUCTION

major dialect units. To put it another way, reading is a psycholinguistic game in which thoughts and language communicate. Rather than perfect perception and identification of all components, effective reading arises from the capacity to select the smallest, most helpful clues required to create accurate estimations on the first pass. Reading necessitates the ability to foresee what has yet to be seen, just as listening necessitates the ability to foresee what has yet to be heard (Mohsin & Sonwane, 2013). Only the top crust of society had access to manuscripts, which were one of the most essential or fundamental documentary sources for reading. However, with the invention of the Gutenberg printing press, the printed word became widely available. The printing press of Gutenberg revolutionised the predominantly oral civilisation of the period. It was undeniably a significant step forward in humanity's quest for reading. By providing a variety of materials, reference books, journals, and projects, as well as offices and assets that support teaching and learning, a functioning college library improves student learning outcomes. (Anbalagan,S 2020)

DIGITAL READING BEHAVIOUR

Reading Habits in the Digital Age E-books and computerized libraries had become a reality thanks to advances in technology and ingenuity. Texts are transformed to electronic pages and published by computers, thanks to the rapidly emerging Information Technologies. Readers should read on the screen in order to have access to fresh information. As a result, a new style of reading known as "reading on the screen" was born, as well as a new type of reader known as "screen reader." E-mails, e-journals, e-books, e-zines, e-newspapers, blogs, wikis, and other digital reading activities are popular among readers. The screen-based reading behaviour is emerging as the amount of time spent reading electronic records grows. More time is spent on browsing and scanning, keyword spotting, one-time reading, nonlinear reading, and selective reading in screen-based reading, while less time is spent on in-depth and concentrated reading, and sustained attention is shrinking. (Liu, 2005) (Liu, 2005) (Liu, 2005)

INFLUENCE OF DIGITAL RESOURCES ON READING

Due to the increasing amount of computerised data available and the increasing amount of time that individuals spend reading electronic media, the digital world has begun to impact pupils' reading behaviour. According to several experts, the advent of digital media, along with the fragmentary nature of hypertext, poses a threat to long-term reading (Cull, 2011; Birkerts, 1994; Saaid & Wahab, 2014). If a webpage does not load within three seconds, students will move on to another one. Clicking has become a popular way to avoid having to think. It takes less time and effort to click than it does to think, and it can be more pleasant in some instances. Children growing up in a digital society, according to Birkerts (1994), lack the ability to read deeply and profoundly, as well as to maintain a continuous reading engagement. As a result of the digital revolution, students are migrating from a vertical to a horizontal information seeking model, allowing them to be observers rather than readers. Their actions are best described as bouncing, flicking, and skittering. They move quickly around the computer surface, making light touches and changing directions repeatedly. In the world of digital reading, multitasking isn't a new issue. While at their laptop or desktop, students will have multiple browser windows open, blinking visuals on the Web, scrolling and rotating pages, checking e-mail, and possibly reading their twitter feed on their mobile phone, as well as listening to the radio or television (Nicholas, 2011). As a result, there will be less in-depth and focused reading.

NEED AND SIGNIFICANCE OF THE STUDY

Readers today must learn and apply new, imaginative ways to account for the nature of electronic texts while also overcoming old reading habits associated with traditional print-

based books. Young generations, although spending a substantial amount of time reading electronic materials, prefer to skim and browse for information on the Internet rather than reading in depth, according to researchers (Horton et al., 1996). This reading behaviour is suboptimal because people who do not engage in intensive reading do not have the ability to read deeply and for long periods of time (Liu, 2005). The youth, particularly students who have opened their eyes in the midst of the electronic revolution, are the most frequent users of these sources. The deep bond that students have with e-resources is predicted to have a substantial impact on their reading habits. When it comes to hypertext linking, the author's opinion of the relevance of the link may differ from that of the reader. Imposed links may be illogically related to the original text, leading visitors to a site with no evident purpose and causing confusion (Miall & Dobson, 2001). There haven't been many research on reading in a digital environment. It's vital to determine whether or not these e-resources have influenced pupils' reading habits in the digital age. This study is crucial for assessing changes in reading behaviour in the digital introduction environment, taking into account aspects such as reading pattern and preference for reading print and digital resources. A Study of M.Ed. Students' Reading Preferences in Print and Digital Resources in Madurai District

STATEMENT OF THE PROBLEM

The investigator devised the current study's methodology, which is entitled” **A STUDY ON PREFERENCE OF READING PRINT AND DIGITAL RESOURCES OF M.ED. STUDENTS IN MADURAI DISTRICT**”

OBJECTIVES OF THE STUDY

1. To understand the reading pattern of the students in the digital environment.
2. To assess the digital reading competency of the students.
3. To analyse the students’ preference of reading print and digital resource

HYPOTHESIS FOR THE STUDY

1. The level of Time Spent for Reading Print Resources is average.
2. The level of Time Spent for Reading Digital Resources is average
3. There is no association between the gender of M.Ed. students and their reading print materials.
4. There is no association between M.Ed. students' gender and their use of digital resources for reading. .

METHODOLOGY

A phase or procedure is present in all research approaches, however different methods of research have different defining qualities. The researcher employed a normative survey to look at the reading preferences of M.Ed. students in Madurai for both print and digital resources in this study. A survey is a means of gathering data from a population using direct methods such as face-to-face interviews, questionnaires, or schedules, as well as observations. The survey method gathers data from a large number of people at the same time. It is concerned with the generalised statistics that result from the abstraction of data from a large number of individual examples

POPULATION

The participants in this study are M.Ed. teacher trainees from Tamil Nadu's College of Education, which is connected with the Tamil Nadu Teacher Education University (TNTEU) in Chennai.

SAMPLE

A sampling procedure is a way of selecting a representative sample from a population. The current study used a random sampling technique to select 300 M.Ed. students in Madurai District as the sample.

PREFERENCE OF READING PRINT AND DIGITAL RESOURCES

Reading Preferences for Print and Digital Resources When compared to reading printed text, reading on displays is essentially unique. When it comes to print and digital resources, students have different perceptions and preferences. This raises the question of whether reading a digital text is as efficient as reading a document on paper. With the advent of digital resources, it is critical to examine reading in this environment in order to determine which resources, procedures, and methods are used in this environment, as well as which aspects of e-resources are of interest to readers.

STATISTICAL TECHNIQUES USED

The results were determined by analysing and evaluating the data obtained from the respondents. With the help of Microsoft Excel, the data was separated and consolidated. The needed statistical analysis was done using SPSS version 21. The data was first imported into SPSS once coding was completed in Excel.

Hypothesis:1

The level of Time Spent for Reading Print Resources is average.

Table No.1

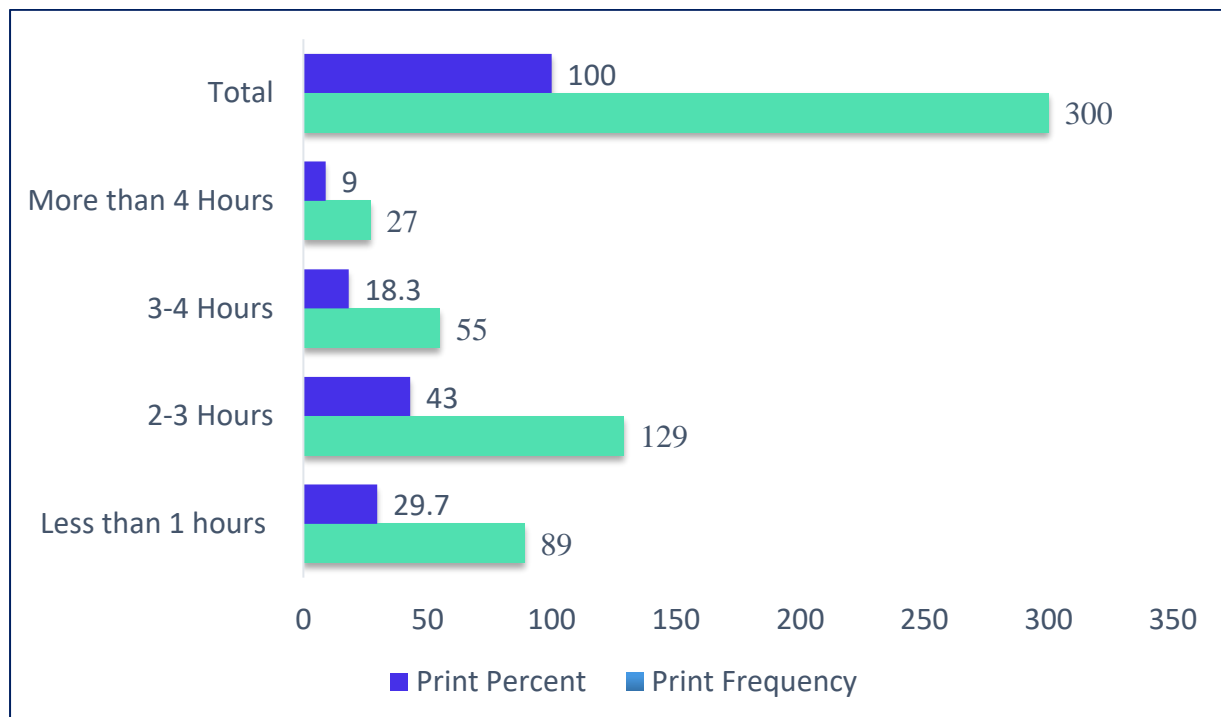
Time Spent for Reading Print Resources

Time	Print	
Time	Frequency	Percent
Less than 1 hours	89	29.7
2-3 Hours	129	43.0
3-4 Hours	55	18.3
More than 4 Hours	27	9.0
Total	300	100.0

According to the data, 29% of students read for less than one hours, 43% for 2 to 3 hours, 18.3 percent for 3 to 4 hours, and 9% for more than 4 hours. The results of Mokhtari and Sheorey's (1994) research of university students in the United States, which found that the average weekly reading time was 4.75 hours, are slightly higher in terms of reading time. However, according to the statistics, 43% of people spend 2-3 hours reading print resources.

Fig.No.1

.Time Spent for Reading Print



Hypothesis:2

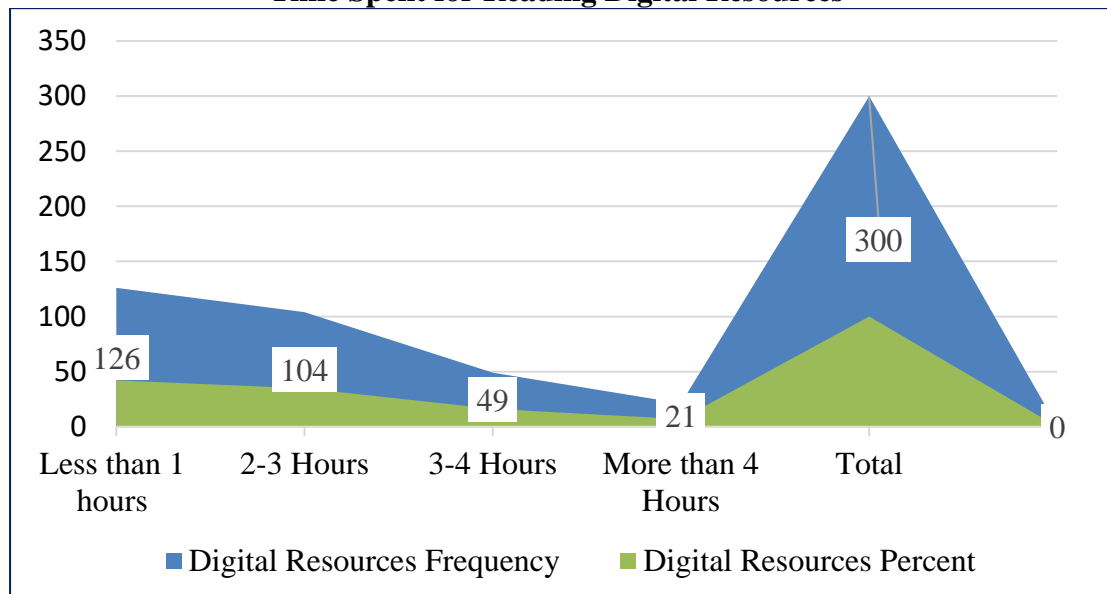
The level of Time Spent for Reading Digital Resources is average

Table No.2
Time Spent for Reading Digital Resources

Time	Digital Resources	
Time	Frequency	Percent
Less than 1 hours	126	42.0
2-3 Hours	104	34.7
3-4 Hours	49	16.3
More than 4 Hours	21	7.0
Total	300	100.0

According to the data, 42% of students read for less than an hour, 34.7 % for 2 to 3 hours, 16.3 percent for 3 to 4 hours, and 7% for more than 4 hours. The results of Mokhtari and Sheorey's (1994) research of university students in the United States, which found that the average weekly reading time was 4.75 hours, are slightly higher in terms of reading time. However, according to the statistics, 42% of people spend less than an hour perusing digital resources.

Fig.No.2
Time Spent for Reading Digital Resources



Hypothesis:3

There is no association between the gender of M.Ed. students and their reading print materials.

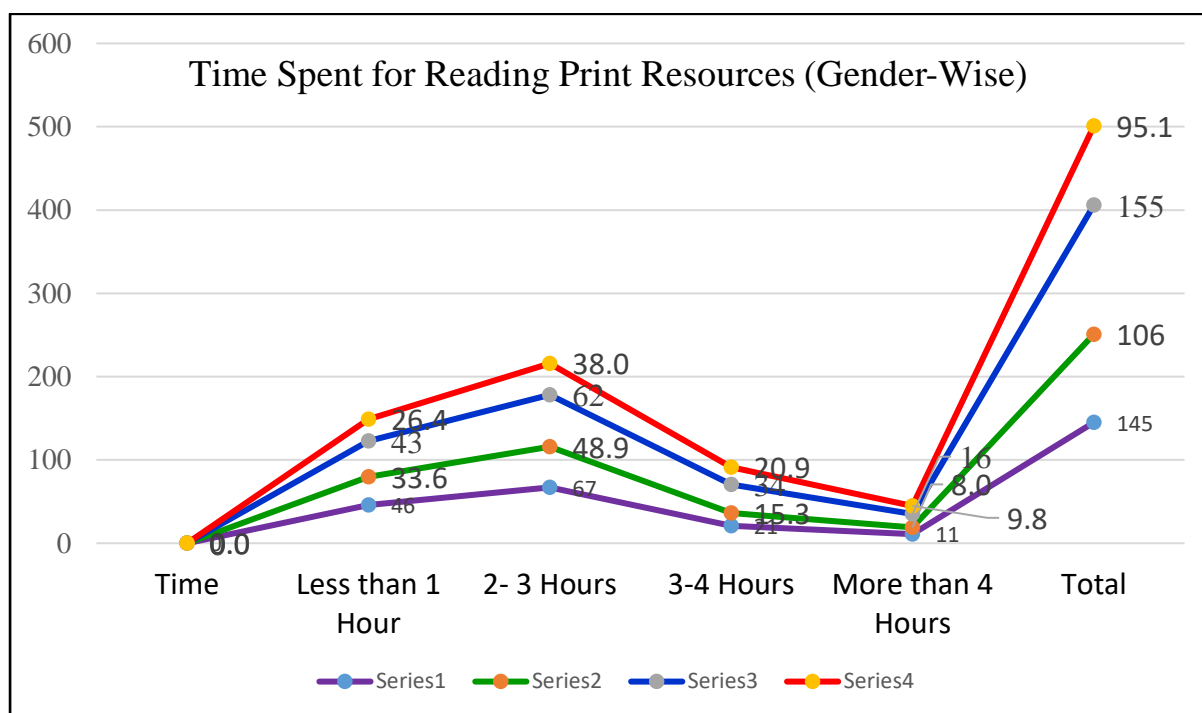
Table. No.3 Time Spent for Reading Print Resources (Gender-Wise)

Resources	Time		Gender(N=300)		Total
			Male	Female	
Print Resources	Less than 1 Hour	Count	46	43	89
		Expected Count	43	46	89
		% within Print	51.70%	48.30%	100.00%
	2-3 Hours	Count	67	62	129
		Expected Count	62.4	66.7	129
		% within Print	51.90%	48.10%	100.00%
	3-4 Hours	Count	21	34	55
		Expected Count	26.6	28.4	55
		% within Print	38.20%	61.80%	100.00%
	More than 4 Hours	Count	11	16	27
		Expected Count	13	14	27
		% within Print	40.70%	59.30%	100.00%
Total		Count	145	155	300
		Expected Count	145	155	300
		% within Print	48.30%	51.70%	100.00%
Chi-square = 3.965 ; p-value = 0.265					

It is inferred from the above table that the calculated χ^2 value 3.965 is lesser than table value 7.81 for 3 df at 5% level of significance. Hence null hypothesis is accepted. Thus, the result is that there is no association between the gender of M.Ed. students and their reading print materials.

It was shown that 51.70 percent of male students read print resources for less than one hour. As a result, more than 51.90 percent of male students said they read print resources for 1-2 hours, whereas 61.80 percent of female students said they read for 3-4 hours. Female students, like male students, spend more time reading print resources than male students.

Fig.No.3



Hypothesis:4

There is no association between M.Ed. students' gender and their use of digital resources for reading. .

Table. No.4

Time Spent for Reading Digital Resources (Gender-Wise)

Resources	Time	N	Gender		Total
			Male	Female	
Digital	Less than 1 Hour	Count	47	59	106
		Expected Count	51.2	54.8	106
		% within Digital	44.30%	55.70%	100.00%
	2-3 Hours	Count	39	55	94
		Expected Count	45.4	48.6	94
		% within Digital	41.50%	58.50%	100.00%
	3-4 Hours	Count	29	38	67
		Expected Count	32.4	34.6	67
		% within Digital	43.30%	56.70%	100.00%
	More than 4 Hours	Count	30	3	33
		Expected Count	16	17.1	33
		% within Digital	90.90%	9.10%	100.00%
Total	Count	145	155	300	
	Expected Count	145	155	300	
	% of Total	48.30%	51.70%	100.00%	

Chi-square = 20.07 ; p-value = 0.00

It is inferred from the above table that the calculated χ^2 value 20.07 is greater than table value 7.81 for 3 df at 5% level of significance. Hence null hypothesis is rejected. Thus, the result is that there is no association between M.Ed. students' gender and their use of digital resources for reading

It was shown that 54.98 percent of female students studied print resources for less than an hour. As a result, more than 48.60 percent of male students said they read print resources for 1-2 hours, whereas 34.60 percent of female students said they read for 3-4 hours. Female students, like male students, spend more time reading digital materials than male students.

MAJOR FINDINGS OF THE STUDY

Spent Reading Print Resources

- 29 per cent of students time spent reading print resources for less than one hour,
- 43 per cent of time spent reading print resources for 2 to 3 hours,
- 18.3 per cent of time spent reading print resources for 3 to 4 hours,
- 9 per cent of spent reading Print Resources more than 4 hours

Spent Reading Digital Resources

- 42 per cent of students read for less than one hour,
- 34.7 percent of student's time spent reading digital resource 2 to 3 hours,
- 16.3 percent of student's time spent reading digital resource 3 to 4 hours,
- 7 percent of student's time spent reading digital resource more than 4 hours.

When it comes to reading time, there are some things to consider. According to a study conducted by Liu (2005), students prefer to scan and explore for information rather than read deeply when reading digitally. Individuals are less interested in intensive reading and lack the capacity to read deeply and for a long amount of time, therefore this reading behaviour is unsatisfying. According to Ramirez (2003), the majority of students (63 percent) spend less than one hour reading text on a screen display, while just a tiny percentage (13 percent) spend more than one hour reading text on a screen display. Furthermore, it has been discovered that the majority of students spend a significant amount of time reading printed materials.

There is no correlation between M.Ed. students' gender and their reading print materials. There were no major disparities in print and digital reading resources among students across universities. According to the findings, 51.70 percent of male students spent less than an hour perusing print resources. As a result, more than 51.90 percent of male students said they read

print resources for 1-2 hours, whereas 61.80 percent of female students said they read for 3-4 hours. Female students, like male students, spend more time reading print resources than male students.

There is a link between M.Ed. students' gender and their use of digital resources for reading. It is clearly disclosed by the statistical test Chi-square, and the results suggest that in their reading digital resources and gender of M.Ed. students, calculate value is bigger than table value. This is owing to the fact that both males and females have a strong interest in reading digital resources. According to the findings, 54.98 percent of female students spent less than an hour perusing print resources. As a result, more than 48.60 percent of male students said they read print resources for 1-2 hours, whereas 34.60 percent of female students said they read for 3-4 hours. Female students, like male students, spend more time reading digital materials than male students.

CONCLUSION

In the Internet age, students are exposed to both traditional text and electronic content, with the expansion of knowledge necessary for scholarly purposes. Websites, Web pages, e-books, e-journals, e-newspapers, e-mail, discussion boards, chat rooms, instant messaging, blogs, wikis, and other multimedia documents have all broadened the spectrum of reading materials available in the digital world. The extensive use of digital resources has resulted in noticeable changes in reading practise and behaviour as kids spend more time reading on the Internet. Reading is often taken for granted, according to Cull (2011), because readers are so accustomed with it and practise it on a regular basis in so many facets of our lives. It's easy to underestimate reading's significance in the creation and dissemination of human knowledge. It is necessary for a cutting-edge civilisation to function.

REFERENCES

1. Ajzen, I., & Fishbein, M. (1980). *Understanding Attitudes and Predicting Social Behavior*. Englewood Cliffs, NJ: Prentice-Hall. Retrieved from <http://www.people.umass.edu/ajzen/ubstxt.html>
2. Anbalagan, S(2021), "Effects of an Enriched Library strategy on Teaching Mathematics Enhancing the B.Ed. Trainees 'Achievement in Mathematics" (2021). *Library Philosophy and Practice* (e-journal). 5407. <https://digitalcommons.unl.edu/libphilprac/5407>

3. Birkerts, S. (1994). *The Gutenberg elegies: The fate of reading in an electronic age*. Boston: Faber and Faber. Retrieved from <http://faculty.georgetown.edu/jod/texts/birkerts.review.html>
4. Cull, B.W. (2011). Reading revolution: Online digital text and implications for reading in academe. *First Monday*, 16(6), 10-23. Retrieved from <http://Firstmonday.org/>
5. Horton, W., Taylor, L., Ignacio, A., & Hoft, N.L. (1996). *The web page design cookbook*. NY: John Wiley
6. Karim, N. S. A., & Hasan, A. (2007). Reading habits and attitude in the digital age: Analysis of gender and academic program Select Bibliography xxiv differences in Malaysia. *The Electronic Library*, 25(3), 285-298. doi 10.1108/02640470710754805
7. Keskin, H. K., & Bastug, M. (2014). A study of the correlations among reading frequency, participation in reading environments and reading attitude. *International Journal of Social Science and Education*, 4(3), 560-568. Retrieved from <http://ijsse.com/sites/default/files/issues/2014/v4-i3-2014/paper-2.pdf>.
8. Liu, Z. (2005). Reading behaviour in the digital environment: Changes in the reading behaviour over the past ten years. *Journal of Documentation*, 61(6), 700-711. doi: 10.1108/00220410510632040
9. Liu, Z. (2005). Reading behaviour in the digital environment: Changes in the reading behaviour over the past ten years. *Journal of Documentation*, 61(6), 700-711. doi: 10.1108/00220410510632040
10. Miall, D., & Dobson, T. (2001). Reading hypertext and the experience of literature. *Journal of Digital Information*, 2(1). Retrieved from <http://Journals.tdl.org/jodi/article/view/jodi-36-37>.
11. Mohsin, S.F., & Sonwane, S.S. (2013). Reading habit of Indian youth in digital environment. *Aarhat Multidisciplinary International Education Research Journal (AMIERJ)*, 1(5), 20-28
12. Mokhtari, K., & Sheorey, R. (1994). Reading Habits of University ESL Students at Different Levels of English Proficiency & Education. *Journal of Research in Reading*, 17(1), 46 - 61. doi: 10.1111/j.1467-9817.1994.tb00051.x.
13. Nicholas, D. (2011). Reading in the digital environment and the challenges for society, education and libraries. *Jornada Profesional De La Red De Bibliotecas Del Instituto Cervantes*, 4, 1-7. Retrieved from http://ciber-research.eu/CIBER_news.html

14. Saaid, S.A., & Wahab, Z.A. (2014). The impact of digital based materials on undergraduates reading habit. *International Journal of Social Science and Humanity*, 4(3). doi:10.7763/IJSSH.2014.v4.357