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Evaluation of ICT Impact on Reading Habits of Students in Amrita Vishwa Vidyapeetham Bengaluru

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Abstract: The survey aim is to analyze the impact of information communication technology on the reading habits of students in Amrita Vishwa Vidyapeetham, Bengaluru. This study adopted survey methods, with a well-structured questionnaire, prepared through Google Forms, and a total of 179 UG and PG students participated in this survey. All the data collected have been analyzed and presented in the form of tables. Appropriate statistical measures like percentage and chi-square test have been applied in the analysis of the data. The classroom is the most preferable place for their reading. Students are referring textbooks for preparing exams and classroom notes. The study confined that majority of the students rely on e-resource is their source of information and their opinion that printed materials are costlier as compared to e-books. Further, the majority of the students agreed that e-resources could be quickly accessed and easy to read.

Keywords: *Reading Habits, Information Communication Technology, Internet, Amrita Vishwa Vidyapeetham*

1. Introduction

It is known that almost thousand years ago to Gutenberg had invented the printer to get access written sources such as monographs, scrolls, historical findings or books. As a result, it became easy to retrieve information. Here books were copied manually by hand writing process before they were lost due to natural disasters, neglect, war ect.

Today, due to the invention in digital technology readers are further experiencing another such revolution through internet, e-readers, smartboards, tablets and e-readers etc, which are further resigning reading and learning habits of the readers.

Other key changes have happened as a direct consequence of digital technology is the way of getting new information. As a result of this readers are moved out from a searching a piece of information from book shelves of library. Through search engines to find specific information is much easier, efficient and practical as compared to searching information manually through books which might have limited resources. Currently, using search engines readers can access large number of information and resources on any subject of their interest. For readers, it helps to reduce time required to find information, examine and critical analysis of information through information communication technology.

Further, technology has been changed the way using libraries nowadays. For example, using library OPAC readers can easily find the availability of resources and one can reserve the books through online instead of searching in shelves. Overall, this can save the time of readers. Nowadays, most of the libraries provide e-resources like e-journals, e-books, standards, proceedings other readings to their users through online for their users. The advanced technological development made an impact on our lives through smart phones, high capacity storage devices, cloud technology, social media etc.

2. Review of Literature

Sumeet Kumar and Kishor Bhatt (2018)³ carried out a study on Reading Habits of Engineering Students at JBIT library in the Era of Digital Transformation. Questionnaire tool has been used for data collection and simple statistical techniques have been used for analysis. 100 students have randomly selected for survey and distributed questionnaire to them. In the users' response, 86 students have returned the filled questionnaire. Consequently, findings and suggestions are made.

Kumara and Sampath Kumar (2018)⁴ made a survey on impact of ICT on the reading habits of the students of Tumkur University. The survey was conducted using a well design and structured questionnaire. A total of 440 postgraduate students of faculty of Arts, Science and Commerce were chosen. The result of this study showed that most of the students are female (61.6%) and most of them (72.3%) are from rural areas. The study found that students read books daily at home (69.5%) followed by classroom (51.1%). The students strongly agreed that the print books are costlier than Internet sources (32.3%). The study results also indicated that students are accessed Internet every day and the students used ICT in support of their academic work.

Hymavathi and Babu (2018)² investigation on the impact of information and communication technology on reading habits of PG students in universities in Chittoor district. Researchers have been selected 3 major universities in Chittoor District for the study. Total 900 responds for selected for random sample survey. This study important finding are Majority of the respondents preferred to read books both print media and electronic media, most of the respondents opinion that they have internet/sources materials are used daily. 70.7% of the students replied that they main purpose of reading for updating knowledge. Finally, the researcher has received usable filled in 745 questionnaires from the respondents.

Purnima Chauhan, and Payare Lal (2012)¹ carried out a study to evaluate reading habits of H.P. University students. This study adopted survey methods and well structured questionnaires were used for collecting the data from 4 college students in a H.P. University. The major findings of the study is reading habits of the students changed from paper-based to internet-based reading 98% of

students read online information. In very few students (19.2%) are make use of newspapers magazines (25%) often every day. The most of the students use make use of the emails, listening to online music, using reading online information, chatting with friends, online photo albums view, and shopping online. This study found that reading habits is related with student's education, gender, scores, age, online hours, and employment states.

3. Objectives of the present study

1. To know the knowledge of students on ICT
2. To find the objective of usage in ICT by the students.
3. To evaluate the impact of ICT on the reading habits of the students.
4. To know their preference between print and e-resources

4. Methodology of the study

This study is adopted a descriptive survey method for collecting the data. During this survey, study population having total one hundred and seventy-nine (179) respondents of both UG and PG students of Amrita Vishwa Vidyapeetam, Bengaluru are involved. We have used sampling technique for achieving the objectives of the present study. Well-structured questionnaire was designed for collecting the data and it was filled through Google online form. Here questionnaires were distributed to the students over a period of one month.

5. Data analysis and Discussion

5.1 Demographic Information

Table -1 Demographic Information (N=179)

Gender wise distribution	Distributed	Response Rate
Male	100	56%
Female	79	44%
Category		
UG	133	75%
PG	45	25%

The data summarized in Table I indicate the demographic information of respondents. It is note that, most of the students are Male (56%) which is higher than the female (44%) counterparts. The majority of the students are from UG (75 %), and PG (25 %).

5.2 Place of Access e-resource

The second question of the study was to know place of Access e-resource. They were asked to rate the prefer place on a scale of 1 to 4.

Table 2 - Place of Access e-resource (N=179)

Place of Access e-resource	Daily	2-3 days in a Weak	Weekly	Occasionally
Home	56 (31.28%)	46(25.7%)	24(13.41%)	53(29.61%)
Class room	81(45.25%)	53(29.61%)	25(13.97%)	20(11.17%)
Library	29(16.2%)	36(20.11%)	35(19.55%)	79(44.13%)
Friends/Neighbor's home	5(2.79%)	22(12.29%)	20 (11.17%)	132 (73.74%)
$X^2 = 189.12, df = 9, P\text{-value} < 0.001$				

This data shows that all the students have a high positive attitude towards usage of e- resources. The students also showed their interest in access of e-resources at home daily (31.28%), followed by classroom (45.25 %) and library (16.2 %). Only few students access e-resource in the friends/neighbor's home (2.79 %) in daily. The χ^2 -test conducted for 2 d.f. at the 5% level of significance shows that there is a significant relationship between Place of Access e-resource and the respondents ($\chi^2 = 189.12, df=9, P=0.001 < 0.05$).

5.3 Preferred Sources of Information

The third question enquired about the preferred source of information for the students and it is presented in Table-3.

Table 3 - Preferred Sources of Information (N=179)

Preferred Sources of Information	Daily	2-3 days in a weak	Weekly	Occasionally
Textbooks	76 (42.46%)	50 (27.93%)	36 (20.11%)	17 (9.49%)
Journals	15 (8.38%)	32 (17.88%)	47 (26.26%)	85 (47.49%)
Newspapers	61 (34.08%)	41 (22.91%)	36 (20.11%)	41 (22.91%)
Magazines	21 (11.73%)	33 (18.44%)	51 (28.49%)	74 (41.34%)
Reference Books	18 (10.06%)	49 (27.37%)	61 (34.08%)	51 (28.49%)
Novels/stories	23 (12.85%)	30 (16.76%)	40 (22.35%)	86 (48.04)
$X^2 = 179.63, df = 15, P\text{-value} < 0.001$				

The most of the students preferred to read textbooks (42.46%), Newspapers (34.08%), Novels/stories (12.85%) magazines (11.73%) and Reference books (10.06%) daily. Very few students preferred to read journals (8.38%) on daily basis. The χ^2 -test conducted for 2 d.f. at the 5% level of significance shows that there is a significant relationship Preferred Sources of Information and the respondents ($\chi^2 = 179.63, df=15, P=0.001 < 0.05$).

5.4 Purpose of use e-resource

Table 4 - Purpose of use e-resource (N=179)

Purpose of use e-resource	To full extent	To Little extent	To Some Extent	Not at all
To prepare for exam	117 (65.36%)	36 (20.11%)	23 (12.85%)	3 (1.67%)
For project work	98 (54.75%)	49 (27.37%)	24 (13.41%)	8 (4.46%)
For my course works & assignment	101 (56.42%)	46 (25.7%)	25 (13.97%)	7 (3.91%)
TO Prepare Class Notes	108 (60.34)	35 (19.55%)	25 (13.97%)	11 (6.14%)
To learn new words	63 (35.2%)	58 (32.4%)	34 (18.99%)	24 (13.41%)
To get ahead in my studies	95 (53.07%)	45 (25.14%)	25 (13.97%)	14 (7.82%)
It is my hobby	61(34.08%)	44 (24.58%)	38 (21.23%)	36 (20.11%)
For competitive exams	72(40.22%)	54 (30.17%)	36 (20.11%)	17 (9.49%)
$X^2 = 107.44, df = 21, P\text{-value} = 1.3 \times 10^{-13}$				

Table 4 indicates the various factors that promote users to utilizing the e- resource. The study found that to full extent majority (65.36%) of students preferred to ICT facilities for prepare for the examination, followed by to prepare for class notes (60.34%). Few students also mentioned that prepared the ICT for learning the new words (35.2%) and few students prefer for hobby in their studies (34.08 %). It's also seen that there is no significant difference in this response between them as indicated by the Chi square test ($X^2 = 107.44, df = 21, P\text{-value} = 1.3 \times 10^{-13}$).

5.5 Comparison between Print & digital information resource

Table 5 - Purpose of Reading (N=179)

Comparison between Print & digital information resource	Strongly Agree	Agree	Can't say	Disagree
Books are costly	64 (35.75%)	75 (41.9%)	28 (15.64%)	12 (6.70%)
Print books require large space to preserve/store	46 (25.7%)	88 (49.16%)	29 (16.2%)	16 (8.93%)
I can't find books very easily	45 (25.14%)	83 (46.37%)	34 (18.99%)	17 (9.49%)
Durability of print books is very less compared to e-books	37 (20.67%)	80 (44.69%)	40 (22.35%)	22 (12.29%)
I can't find books very easily	40 (22.35%)	68 (37.99%)	39 (21.79%)	32 (17.88%)
I can't get updated information as much as quickly compared to Internet	57 (31.84%)	80 (44.69%)	28 (15.64%)	14 (7.82%)
Bulk information can't get in single volume	52 (29.05%)	72 (40.22%)	43 (24.02%)	12 (6.70%)
$X^2 = 38.778, DF = 18, p\text{-value} = 0.003052$				

The comparison of print books with Internet sources is given in Table 5. 35.75% of students are strongly agreed that the print books are costlier than Internet sources. Few of them also strongly agreed Durability of print books is very less compared to e-books (20.67%), followed by I can't find books very easily (25.14%). Further, 20.67% students strongly agreed that the Durability of

print books is very less compared to e-books. The χ^2 -test conducted for 2 d.f. at the 5% level of significance shows that there is a significant relationship Preferred Sources of Information and the respondents ($\chi^2= 38.778$, $df=18$, $P=0.003052 <0.05$).

5.6 Impact of ICT on the Reading Habits

Table 6 - Purpose of Reading (N=179)

Impact of ICT on the Reading Habits	To full extent	To little extent	To some extent	Not at all
Easy to read e-books	75 (41.9%)	67 (37.43%)	30 (16.76%)	7 (3.91%)
I can download any books on web	55 (30.73%)	65 (36.31%)	54 (30.17%)	5 (2.79%)
I get maximum information on any subject	57 (31.84%)	79 (44.13%)	38 (21.23%)	5 (2.79%)
Hyperlinks are helpful to access information	55 (30.73%)	76 (42.46%)	37 (20.67%)	11 (6.14%)
Locating and searching is very easy	64 (35.75%)	63 (35.2%)	40 (22.35%)	12 (6.70%)
I can prepare notes more effectively	59 (32.96%)	66 (36.87%)	41 (22.91%)	13 (7.26%)
I can get information with more speed	77 (43.02%)	60 (33.52%)	34 (18.99%)	8 (4.46)
$X^2 = 28.7$, $DF = 18$, $p\text{-value} = 0.05127$				

The impact of ICT on the reading habits is shown in Table 6. The study found that most of the students have a positive opinion with respect to the impact of ICT on reading habits. In fact, majority (43.02%) of the students opined that they I can get information with more speed and few of them opined that they can download any books on web (30.73%). Further, they have opined that Hyperlinks are helpful to access information (30.73%). It's also seen that there is no significant difference in this response between them as indicated by the Chi square test ($X^2 = 28.7$, $df = 18$, $P\text{-value} = 0.05127$).

6. CONCLUSION

Based on the present study it was found that ICT has made major impact on the reading habits of Amrita Vishwa Vidyapeetam, Bangalore students. It was found that major responds of the survey were male students. Class room is the most preferable place for their reading. The survey found that majority of the respondents prefers text book is the source for their reading. They refer text books for preparing exams and class room notes. It was observed that majority of the students rely on e-book is their source of information and their opinion that printed books are costlier as compared to e-books. Further, majority of the students agreed that e-resources could be quickly accessed and easy to read. In addition, establishment of ICT facility like digital library, subscription of e-resources, enable of ICT based services, training on information technology and information literacy programme to students can more impact on the reading habits of students to achieve ICT skill set.

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