

Impact of ICT on Reading Habits of Students: A Survey

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Abstract - This paper examines the 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. The study recommends that the university authorities in to provide more ICT facilities to all the postgraduate students. It is also necessary to conduct more ICT based learning programmes to the students.

Keywords: Books, Reading habits, ICT, University, Students

I. INTRODUCTION

Information and Communication Technology (ICT) is one of the rapid development technological fields in the global society (Stiemen, 2007; Sampath Kumar and Basavaraj, 2016). The rapid growth in Information and Communication Technologies (ICT) has brought remarkable changes in the twenty-first century, as well as affected the demands of modern societies. ICT is becoming increasingly important in our daily lives and in our educational system ((Demirci, 2009). ICT involves the use of computer, Internet, and other tele Information and Communication Technologies which have impacted greatly on students' attitude and reading habits (Bamidele, 2006). ICT in its different 'shapes' and 'shades' is also expected to, massively, cut down the workload of teachers and students by making planning and resources available on the Internet (Samuel & Zaitun, 2007). However new media of Information and Communication Technology (ICT) has been a threat to man's interest in reading. The radio, television, cell phone, computer and the Internet have captured a big slice of time and reading has taken a back seat (Loan, 2009). In this context, the study has been conducted to know the impact of ICT on the reading habits of students.

II. RESEARCH QUESTIONS

The study has been conducted to answer the following research questions.

1. For what purpose the postgraduate students read?

2. Which type of information sources do the students preferred to read?
3. To what extent the students use ICT?
4. What is the impact of ICT on the reading habits of students?

III. LITERATURE REVIEW

The review of literature is based on the previous studies conducted by various authors. The emphasis has been given in this section to review the literature published in various reputed national and international journal articles.

Gay et al. (2006) surveyed the management students at University of the West Indies, Barbados. The majority of the students expressed the favorable attitudes towards the use of ICT within the academic environment. Particularly, students were more inclined to use computers for part of their studies (95%), typing assignments (92%), emailing questions to teachers (90%), supplementing other teaching activities (72%), and distance education from home (68%). No significant gender and age differences were found on most of the attitudinal ICT statements.

Chauhan & Lal (2012) carried out a research work on the impact of Information Technology on reading habits of college students. The study indicated that reading habits changed from paper-based to Internet-based reading. Majority of students (98%) read online information sources every day only 24% of them read emails every day. The students use the Internet to listen music (96%), chatting with friends (96%), reading online information (84%) and viewing online photo albums (60%). Saaid & Wahab (2014) conducted a survey on the impact of digital-based materials on undergraduates' reading habits. The survey results indicated that the majority of the respondents (69.2%) read digital-based materials for leisure rather than research (18.1%) and study (12.7%).

Issa et.al (2014) conducted the study on the effects of ICT on the reading habits of students and also the students' exposure to ICT gadgets. The surveyed 5240 respondents comprising males (60.13%) and females (39.87%). They found that the students are exposed to a wide range of ICT gadgets like smartphones, computers, iPad, and Internet, used more for leisure/socializing than for academic purposes.

IV. METHODOLOGY

A structured questionnaire was designed to elicit the opinion of the students of Tumkur University with regard to the impact of ICT on reading habits. Questionnaires were distributed to students of the postgraduate departments of Tumkur University viz. the faculty of Arts, Science, and Commerce.

A. Selection of Samples

The total strength of the students in Tumkur University was 1306 for the academic year 2015-2016. From this 440 (degree of accuracy/margin error: 0.05 and confidence: 99 percent) samples were drawn using the formula given by Krejcie and Morgan (1970).

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

s = required a sample size
 x^2 = the table value of Chi-square for 1 degree of freedom at the desired confidence level.
 N = the population size (1306).
 P = the population proportion (assumed to be 0.05 since this would provide the maximum sample size).
 d = the degree of accuracy expressed as 'p' (i.e. Margin of error=5.0)

B. Analysis and Interpretation of Data

The analyzed data is presented in the tabular form. The data collected for this study are analyzed using simple percentage, frequencies, and cross-tabulation methods. The results of the analysis are presented in the section.

TABLE I DEMOGRAPHIC INFORMATION OF RESPONDENTS

Demographic information		Frequency	Percentage
Gender	Male	169	38.4
	Female	271	61.6
Social background	Rural	318	72.3
	Urban	122	27.7
Subjects	Arts	193	43.9
	Science	161	36.6
	Commerce	87	19.5

The data summarized in Table I indicate the demographic information of respondents. It is surprising to note that, most of the students are female (61.6%) which is higher than the male (38.4%) counterparts. The table also shows

that 72.3% of respondents are from rural areas and only 27.7% of respondents are from the urban background. The majority of the students are from Arts (43.9 %), followed by Science (36.6 %) and Commerce (19.5 %).

TABLE II PLACE OF READING BOOKS

Place	Daily	2-3 days in a weak	Weekly	Occasionally
Home	306 (69.5)	79 (18.0)	15 (3.4)	40 (9.1)
Class room	225 (51.1)	83 (18.9)	51 (11.6)	81 (18.4)
University Library	161 (36.6)	116 (26.4)	85 (19.3)	78 (17.7)
Public Library	40 (9.1)	48 (10.9)	87 (19.8)	265 (60.2)
Friends/Neighbor's home	33 (7.5)	63 (14.3)	47 (10.7)	297 (67.5)

Table II shows the preferred places of reading books. This data shows that all the students have a high positive attitude towards reading books. The students also showed their interest in reading books at home daily (69.5%), followed by classroom (51.1 %) and university library (36.6 %). Only few students read books in the public library (9.1%) and also in friends/neighbor's home (7.5 %).

The preferred source of information for the students is presented in Table III. The most of the students preferred to read textbooks (57.5%), reference books (29.8%), magazines (22.7%) and journals (20.5%) daily. Very few students preferred to read recreation books s (19.3 %) on daily basis.

TABLE III PREFERRED SOURCES OF INFORMATION

Sources	Daily	Twice in a weak	Weekly	Occasionally
Textbooks	253 (57.5)	98 (22.3)	41 (9.3)	48 (10.9)
Magazines	100 (22.7)	109 (24.8)	122 (27.7)	109 (24.8)
Journals	90 (20.5)	73 (16.6)	104 (23.6)	173 (39.3)
Reference Books	131 (29.8)	93 (21.1)	79 (18.0)	137 (31.1)
Recreational books (i.e. poetry, fictions, novels etc.)	85 (19.3)	54 (12.3)	61 (13.9)	240 (54.5)

TABLE IV PURPOSE OF READING

Purpose	To full extent	To Little extent	To Some Extent	Not at all
To prepare for exam	261 (59.3)	104 (23.6)	54 (12.3)	21 (4.8)
To prepare class notes	181 (41.1)	156 (35.5)	85 (19.3)	18 (4.1)
It is my hobby	201 (45.7)	119 (27.0)	98 (22.3)	22 (5.0)
To learn new words	172 (39.1)	140 (31.8)	101 (23.0)	27 (6.1)
To get ahead in my studies	174 (39.5)	125 (28.4)	80 (18.2)	61 (13.9)

The data related to the purpose of reading books is presented in Table IV. The study found that to full extent majority (59.3%) of students preferred to read books to prepare for the examination, followed by to prepare for

class notes (41.1%). Few students also mentioned that reading the books is hobby (45.7 %), and few students read to get ahead in their studies (39.5 %).

TABLE V COMPARISON OF PRINT BOOKS WITH INTERNET SOURCES

Particulars	Strongly Agree	Agree	Can't say	Disagree	Strongly Disagree
Books are costly	142 (32.3)	159 (36.1)	83 (18.9)	51 (11.6)	5 (1.1)
I can't find books very easily	89 (20.2)	193 (43.9)	95 (21.6)	49 (11.1)	14 (3.2)
I can't get updated information as much as quickly compared to Internet	92 (20.9)	160 (36.4)	109 (24.8)	49 (11.1)	30 (6.8)
Bulk information can't get in single volume	103 (23.4)	161 (36.6)	97 (22.0)	58 (13.2)	21 (4.8)
Durability of print books is very less compared to e-books	85 (19.3)	164 (37.3)	107 (24.3)	58 (13.2)	26 (5.9)
Print books require large space to preserve/store	93 (21.1)	173 (39.3)	87 (19.8)	66 (15.0)	21 (4.8)
Print books are difficult to carry from one place to another place	92 (20.9)	155 (35.2)	91 (20.7)	68 (15.5)	34 (7.7)

The comparison of print books with Internet sources is given in Table V. 32.3% of students are strongly agreed that the print books are costlier than Internet sources. Few of them also strongly agreed that the print books could not get in a single volume (23.4%), followed by printed books require large space to preserve/store (21.1%). Further, 20.9% students strongly agreed that the print books are very difficult to carry from one place to another place and the print books couldn't get updated as compared to Internet sources.

The impact of ICT on the reading habits is shown in Table VI. 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 (42.2%) of the students opined that they get maximum information on different subjects and few of them opined that they can download books available on the web (40.9%). Further, they have opined that locating & searching is very easy (40.1%).

TABLE VI IMPACT OF ICT ON THE READING HABITS

Particulars	To full extent	To little extent	To some extent	Not at all
Easy to read e-books	141 (36.7)	126 (32.8)	78 (20.3)	39 (10.2)
I can download any books on web	157 (40.9)	113 (29.4)	81 (21.1)	33 (8.6)
I get maximum information on any subject	162 (42.2)	120 (31.2)	89 (23.2)	13 (3.4)
Hyperlinks are helpful to access information	125 (32.6)	117 (30.5)	110 (28.6)	32 (8.3)
Locating and searching is very easy	154 (40.1)	141 (36.7)	66 (17.2)	23 (6.0)
I can prepare notes more effectively	144 (37.5)	119 (31.0)	88 (22.9)	33 (8.6)
I can get information with more speed	135 (35.2)	118 (30.7)	99 (25.8)	32 (8.3)

V. DISCUSSION AND CONCLUSION

The present study focused on the impact of ICT on reading habits of students at Tumkur University. The study found that various interesting results with respect to preferred places of reading books as well as purpose of reading books.

The study noticed that most of the respondents are female students (64.6%). This indicates that in recent years in India more number of girls are joining postgraduate studies. Further, it is also observed that more number of students from rural area (72.3%) are pursuing post-graduation degrees. Since most of the respondents in the present survey are from rural area and also from Arts (43.9%) disciplines, the university authority needs to provide a congenial environment for girl students as well as students from the rural area by providing free hostel facilities on the campus to promote reading habits among the students.

It is also found that most of the students have a high positive attitude toward reading books. The students also showed their interest read books at home daily (69.5%). Therefore, it is suggested that the library timings need to be extended, so that the students can read books in the library for the longer hours

Further, the study revealed that most of the students read books to prepare for the examination. Very few students read to get ahead in their studies. In this context, the university authorities must create awareness among the students to read books not only for examination purpose but also to know more about the subject. 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, all faculty members can hold reading campaigns by inviting more influential or inspiring figures so the students will be more attracted to participate in the reading events. The campaigns can be in the form of reading week, reading hour.

Another notable finding of the study is that the students are very much interested to read Internet sources. It is also found that students’ use of ICTs can positively impact their reading habits. Therefore, the university must provide a computer lab with internet connectivity into respective departments as well as in the central library.

Good computer facilities may be provided by establishing well-furnished computer lab, extended digital library to access electronic information resources at the university library and also in the language lab. It is also suggested that the university should conduct more ICT based learning programmes to the students (Multimedia, e-learning, and e-resources awareness programmes, ICT skill development programmes). The library should enhance more print and electronic resources.

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