PATRONS' USAGE AND ATTITUDE ON ELECTRONIC BOOKS: A STUDY

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This paper reports the patrons' usage, attitudes on electronic books. A self-developed online questionnaire was used for data collection from Post Graduate Diploma in Management (PGDM) and Faculty members at Institute of Financial Management and Research (IFMR), Sri City. Out of 410 individual population, 319 were responded this survey. The findings revealed that 34.17 percent of respondents visit the library once in a week. Majority of these respondents visit for photocopy and printing purposes also preferred electronic books to exams, job placement and academic quiz purposes. 63.64 percent of the respondents feel that print books will continue along with electronic books.

Keywords: Electronic books (E-Bools); Printed Books; Management students and faculty members.

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INTRODUCTION

The advantage of Information and Communication Technology (ICT) has brought tremendous improvements in library services and patrons expectations. Now a day's user's expectations and demands for information are growing with such a pace that no one library can satisfy their demands. In digital environment there are many opportunities to the patrons and the librarians to acquire the information from internet; web based digital services, and global network etc. Before acquiring the electronic resources, it is necessary for the library professionals to understand the patrons knowledge i.e., quality content, illustrations, usable interface etc. on e-books. At the same time, it is necessary to observe and evaluate the patrons needs, expectations. The study provides an overview of IFMR students and faculty members on print and electronic books. Recommendations and suggestions based on the findings of the study will be brought to the notice of IFMR library management.

REVIEW OF LITERATURE

Springer publisher [1] conducted a survey using commercial survey software to know the Springer e-book discover services, patrons' preferences, difficulties in using e-book, and satisfaction with Springer content at University of California. Study found that 58 percent of the respondents used e-books for academic work, while 53 percent of the undergraduate students preferred print books. Students preferred e-books for reference purposes. Reading on kindle and computer for long hours is difficult, E-books distracts concentration. 60 percent of the respondents came to know that Springer e-books availability from the library catalogue and 36 percent are from library webpage. It is concluded that e-books play major role in students' academic life, it is essential that library professionals continue to monitor and develop the innovative services leading to better use of e-books.

Hanho Jeong, [2] paper aims to assess the usability of electronic books (e-books) and paper books (p-books) with objective measures, including user comprehension, eye fatigue, and perception. Researcher found that the students who read Print books had better comprehension of the text, preference better on quizzes about the content of the matter and suffered with less eye fatigue. Students showed their preference for the hard copy over E-book.

Murugan [3] stated that E-Books are accepted by most internet users, who have high expectations regarding searching of electronic materials. Internal hyper linking and more frequent updating of contents add to electronic books appeal, and e-books can also be usefully linked with other library resources, such as the catalogue or a Meta search engine. Some obstacles in using e-books in an academic environment have been discussed. Academic staff and librarians impart the use of E-books to their users. The study explained the advantages and problems of using E-books and discussed about the usage of e-Books available in Banaras Hindu University.

Muir and Hawes [4] investigated into the e-books usage, learning and their limitations. They noted that patrons lack in using the e-book content when landing on an unfamiliar page resulting from a search within text function. E-book reading and understanding the technical content or format takes more time than printed books. Accessible time out issues are difficult in e-books before the patrons were finishing the reading. Discomfort in reading e-books on desktop or laptop as a problem.

Onuoha, et al. [5] studied the reading habits and usage of library by the students in the department of Information Resource Management (IRM), Babcock University, Nigeria. Revealed that the main purpose of library visit was for reading purpose, to entertain them by reading a newspaper or general interest magazine, consult library staff or make use of online database. The e-books were found to be least used library resource, while majority (69.6 percent) of the respondents affirmed that they read printed textbooks mostly.

Rod-Welch, Weeg, and Caswell [6] determined the library user's preference, frequency of usage of e-books at public research university at United States of America. The results found that 79.6 percent of the respondents preferred print books compared to e-books. Only 22 percent of the respondents preferred text books reading in e-format. 81.7 percent of the respondents felt that library should provide 'e-books readers' in the circulation counter. It concludes that preference of book format depends on the patrons' purpose of reading. Library should provide more awareness and familiarity to the patrons on usage of e-books.

According to Sundararajan [7] printed resources are "ever green" resources; particularly the printed books are playing a vital role even in the digital era. In the growing trend of paperless society now a days, the information disseminates through the electronic media. Apart from that phase the printed books are having their own merits. The aim of the study is to ascertain how printed books and E-books are effectively utilized by the professional college students for their curriculum based studies. With this background, an attempt was made to compare the sophistication and comfort in the utilization of print and E-books.

Cottrell and Bell [8] expressed the difficulties in managing the budget of e-books in today's libraries. Inconsistent in the library user's usage in e-books and purchasing the e-book reading devices. Authors find out that the libraries with less number of patrons using e-books are allotting more budget for e-books collection. They suggest that before hiring, library staff needs continued research and insight to guide decision making. Necessary orientation and awareness should be created to the library patrons about the e-books.

NilgünTosun [9] determined the preferences of student-teachers on reading printed books or e-books with the reasons for these preferences. Reading printed books and e-books preferences of students are discussed in terms of gender and department variables. Majority of the students preferred print due to health reasons. Other reasons cited by students are: Eye protection, better understanding of the subject etc.

Patare Lal, [10] attempted to examine the usage of e-books by the research scholars of science discipline in Panjab University library. Author

highlights the definition, type's characteristics, features and key facts about e-books to support teaching and learning and multimedia usage, creation and editing in e-book environment. Questionnaire and simple random sampling method was used for collecting the data from Ph.D & M.Phill students. 85.42 percent of the scholars use e-books for their research. 81.25 percent of the respondents were moderately satisfied with e-books. Library staff should encourage and acquire more e-books. For this, management should provide sufficient funds to purchase the e-books.

Waters, *et al.* [11] examined the patron's preference as well as difficulties in e-books usage at University of Kansas libraries. Monkey online survey method was used to collect the data from the faculty and graduate students. Only 357 (i.e. 19%) questionnaires were returned, of which 32 percent of the respondents are faculty members. 61 percent of respondents preferred printed books. Library catalogue was the major tool for finding out the printed books for students, while publishers' websites and citations are major sources for faculty members. One of the major drawback in the usage of e-books was the requirement of tablets, and computers. The study concluded that libraries should acquire books in both the formats to satisfy the users' community.

Serhan Ahmed *et al.* [12] studied the usage of electronic information sources, and the problems faced by the students while using them at Al Hussein Bin Talal University, Jordan. No significant differences in usage of electronic information resources across gender and level of formal education were reported.

OBJECTIVES

1. To identify the usage frequency and the purpose of print and electronic books
2. To know the preference of management students and faculty members regarding the format of Books.
3. To know the situation patrons, prefer to use electronic books.
4. To find out the gadgets used for reading electronic books.
5. To find out the patrons' opinion on electronic books.

METHODOLOGY

For the present study, Quantitative method has been used. A total population of 410 PGDM students and the faculty members of IFMR formed the focus groups. Out of that 380 were PGDM students and 30 were faculty members of IFMR institute. Online questionnaire was designed for data collection using Google docs. The questionnaire included such parameters as: Academic status, Gender, Age, Purpose, Frequency of library visit, Awareness of e-books, Preference of format, reasons for preferring print books or e-books and opinion of future printed books. Online questionnaire were e-mailed to the PGDM students and faculty members. Of the total population, only 319 members responded. The data analyses was done using Microsoft excel and presented in table format.

DATA ANALYSIS & INTERPRETATION

Table 1: Frequency Distribution of Respondents by User Category, Gender and Age

User Category	Frequency	%
PGDM Students	296	92.78
Faculty Members	23	07.22
Total	*319*	*100.00*
Gender Wise	**Frequency**	**%**
Male	278	87.15
Female	41	12.85
Total	*319*	*100.00*
Age	**Frequency**	**%**
Below 22	37	11.60
23 – 30	259	81.19
31 – 40	12	3.76
41 - 50	7	2.19
Above 51	4	1.25
Total	*319*	*100.00*

The results found that majority of respondents i.e. 87.15 percent are male and 12.85 percent are female. The majority of the respondents (81.19%) fall under the age group of 23 – 30; followed by (11.60%)under 22; 3.76 percent are in the age group are 31 – 40; 2.19 percent fall under 41 – 50 and only 1.25 percent age group fall in above 51years group.

Table 2 shows the frequency of library visit. Generally visiting frequency of users of any library depends upon the library collection, format and its value added services that it provides. In this survey, the majority of the respondents i.e., 34.17 percent visit library once in a week, followed by 24.66 percent respondents who visit daily, 19.44 percent respondents visit the library twice in a week. 15.35 percent respondents visit once in a month and remaining 8.15 percent of respondents visit the library occasionally.

Table 2: Frequency of Library Visit

Frequency of library visit	PGDM students	Faculty members	Total
Daily	73 (24.66%)	0 (0.00%)	73 (24.66%)
Twice in a week	59 (19.93%)	3 (13.04%)	62 (19.44%)
Once in a week	107 (36.15%)	2 (8.70%)	109 (34.17%)
Once in a month	38 (12.84%)	11 (47.83%)	49 (15.36%)
Occasionally	19 (6.42%)	7 (30.43%)	26 (8.15%)
Total	**296 (100.00%)**	**23 (100.00%)**	**319 (100.00%)**

Table 3: Purpose of Library Visit

Purpose of Library Visit	PGDM students n = 296	Faculty Members n = 23
Consult the library staff for their academic and research work and get help from them	116 (39.19%)	21 (91.30%)
For books transactions	199 (67.23%)	7 (30.43%)
To access the reference books	173 (58.45%)	19 (82.61%)
To complete assignment and group projects	247 (83.45%)	3 (13.04%)
To read print periodicals / magazines	186 (62.84%)	6 (26.09%)
To use non circulate documents	164 (55.41%)	3 (13.04%)
To use online databases / factual databases	102 (34.46%)	5 (21.74%)
To use the reprography and printing services	285 (96.28%)	4 (17.39%)

(Multiple answers permitted)

It is observed from the above table, 96.28 percent of PGDM students visit the library for photocopying purposes, whereas 91.30 percent of faculty members visit the library to consult the library staff for their academic and research work, followed by 83.45 percent of PGDM students who visit the library to complete their assignment and group projects. 82.61 percent of faculty members were found to visit the library for reference work.

Table 4: Gadgets to Prefer to Use Electronic Book

Gadgets	PGDM Students n = 296	Faculty Members n = 23
Android Tablets	68 (22.97%)	9 (39.13%)
Kindle	43 (14.53%)	5 (21.74%)
Laptops / Desktops	239 (80.74%)	22 (95.65%)
Smart phones	162 (54.73%)	4 (17.39%)

(Multiple answers permitted)

When asked about the type of electronic devices/ gadgets, respondents were used to, it was found that majority (95.65%) of the respondents prefer laptops / desktops, followed by 39.13 percent of respondents who used android tablets and 21.74 percent of those who used kindle. Remaining 17.39 percent of respondents   used smart phones. Laptops / desktops were thus used as most popular gadgets for using electronic books (table 4).

Table 5: Preference of Format

Format	PGDM students	Faculty Members	Total
Print	86 (29.05%)	7 (30.43%)	93 (29.15%)
Electronic	111 (37.50%)	10 (43.47%)	121 (37.93%)
Both	99 (33.44%)	6 (26.08%)	105 (32.91%)
Total	**296 (100.00%)**	**23 (100.00%)**	**319 (100.00%)**

The respondents were asked to give their preference of format. The table 5 shows that majority of the respondents preferred 37.93 percent electronic books, followed by 29.15 percent respondents who preferred printed books, while remaining 32.91 percent of respondents replied both format.

Table 6: Frequency Usage of Print and Electronic Book

Frequency	PGDM students n = 296		Faculty Members n = 23		Total N = 319	
	P - Book	E–Book	P- Book	E-Book	P - Book	E-Book
Daily	97 (32.78%)	5 (1.69%)	11 (47.83%)	0 (0.00%)	105 (32.92%)	5 (1.57%)
Once in a week	33 (11.15%)	11 (6.42%)	0 (0.00%)	2 (8.70%)	33 (10.34%)	13 (4.08%)
Twice in a week	81 (27.37%)	19 (10.47%)	7 (30.43%)	0 (0.00%)	88 (27.59%)	19 (5.96%)
Rarely	19 (77.7%)	31 (22.3%)	0 (0.00%)	3 (13.04%)	19 (5.96%)	34 (10.66%)

Table 7: Reasons for Preferring the Print/ Electronic Books

Reasons	Print n = 93	Electronic n = 121	Both n = 105
Printed books remain the superior technology for studying and achieving academic success.	86 (92.47%)	0 (0.00%)	91 (86.67%)
I learn more when I studying printed books than e-books.	62 (66.67%)	0 (0.00%)	82 (78.10%)
Print books are high quality and accurate than e-books.	71 (76.34%)	0 (0.00%)	99 (94.29%)
Printed books encourage deeper study with less physical and mental fatigue.	88 (94.62%)	0 (0.00%)	93 (88.57%)
In printed books note taking and highlighting is easy and quick	74 (79.57%)	0 (0.00%)	87 (82.86%)
E-books are easy to carry than printed books	0 (0.00%)	119 (98.35%)	98 (93.33%)
Around the clock and search options are more convenient than printed books	0 (0.00%)	102 (84.30%)	91 (86.67%)
Multiple users can access the e-books at the same time.	0 (0.00%)	91 (75.21%)	78 (74.29%)
During exams, Quiz, interview purpose I prefer e-books	0 (0.00%)	79 (65.29%)	102 (97.14%)
Only reference purpose I prefer e-books	0 (0.00%)	113 (93.39%)	97 (92.38%)
Print on demand or not available in print format in the library, I prefer e-books	0 (0.00%)	92 (76.03%)	99 (77.14%)

(Multiple answers permitted)

As shown in table 7, majority of the respondents 88 (94.62%) preferred print books as they facilitate deeper study with less physical and mental stress, followed by 92.47 percent of respondents who preferred printed books for studying and achieving academic success. 79.57 percent said in printed books note making and underlining, annotation are easy and quick. 76.34 percent used printed books for their high quality and accuracy as compared to e-books. 66.67 percent of respondents reported learning from printed book easier than e-books.

98.35 percent of the respondents preferred e-books as it is easy to copy and save them, 93.39 percent prefe rred e-books only for reference purposes, 84.30 percent prefer e-books search options more than the printed books. 75.21% prefer for multiple users' access, 76.03 % use the e-format for books not available in print form. 65.29 percent prefer e-books for examination, quiz, and interview purposes for job placements.

Table 8: Opinions about Future of Print and E-Books

Opinions	PG Students	Faculty members	Total
Printed books will continue along with e-books	184 (62.16%)	19 (82.61%)	203 (63.64%)
Only electronic books is the future	63 (21.28%)	4 (17.39%)	67 (21.00%)
Can't Answer	49 (16.55%)	0 (0.00%)	49 (15.36%)
Total	**296 (100.00%)**	**23 (100.00%)**	**319 (100.00%)**

As shown in table 8, majority of the respondents (63.64 %) are of the opinion that printed books will continue along with the electronic books, while only 21.00 percent of respondents are of the view that e-books is the future and remaining 15.36 percent were indecisive.

CONCLUSION

Majority of the respondents felt that if the required books are available in the market in both the formats (Print and electronic format) at the same price, they will prefer print only. Investigator observed that patrons prefer printed text books because they feel that, they concentrate better in print books as compared to e books. Certain features in e-books like online access, easier and faster access the new titles, book marking, navigation facilities; quick search options and annotations encourage the users to use e-books. However, subscriptions of electronic resources are different from one institute to institute. Now days most of the academic libraries are hybrid libraries and the users are slowly addicting to the new technological application in their academic and research purpose. In such a scenario, business school libraries start subscribing the electronic resources, and acquire the sufficient IT infrastructure including internet bandwidth and gadgets in libraries. At the same time library staff has to undergo training to enable them to handle and maintain the electronic resources within the campus and also provide remote access. Library staff has to continually educate the patrons regarding the use of electronic resources to complete the course work effectively and efficiently.

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