"A STUDY ON USAGE OF E-BOOK AMONG COLLEGE STUDENTS WITH SPECIAL REFERENCE TO ERNAKULAM DISTRICT"

Dissertation Submitted to Mahatma Gandhi University, Kottayam in Partial

Fulfillment of the Requirement for the Degree of

MASTER OF COMMERCE

Submitted by

ANN MARIA

(REG NO: 200011025725)

UNDER THE GUIDANCE OF

CA (Dr) JOSEPH JOY PUTHUSSERY

ASST. PROF. OF DEPARTMENT OF COMMERCE

Post Graduate Department of Commerce and Research Centre

BHARATA MATA COLLEGE, THRIKKAKARA
MARCH 2022

DECLARATION

I hereby declare that the project work titled **"A STUDY ON USAGE OF E-BOOK AMONG COLLEGE STUDENTS WITH SPECIAL REFERENCE TO ERNAKULAM DISTRICT"** is a bonafide record of the project work done by me under the supervision of Prof.CA. Dr. Joseph Joy Puthussery faculty of commerce, Bharata Mata College Thrikkakara for the partial fulfillment of the requirement for the award of master of Commerce. This project report has not been submitted previously by me for the award of any degree, diploma, fellowship or other similar titles of any other University or Board.

Place: THRIKKAKARA   ANN MARIA

Date:

BHARATA MATA COLLEGE, THRIKKAKARA

Re-accredited by NAAC with A+ Grade

ISO 9001-2015 Certified

CERTIFICATE OF PLAGIARISM CHECK

1	Name of the Researcher	Ann Maria
2	Title of the Dissertation Thesis	A study on usage of e-book among college students with special reference to Ernakulam district
3	Name of the supervisor	CA (Dr) Joseph Joy Puthussery
4	Department	Commerce
5	UG / PG	PG
6	Similarity Percentage (%) Identified	18%
7	Acceptable Maximum limit	20%
8	Software Used	Plagiarism Checker X
9	Date of Verification	26-09-2022

Checked by (with Name and Signature of the Librarian) : Greety Toms

Name and Signature of the Researcher : Ann Maria

Name and signature of the Supervisor :CA (Dr) Joseph Joy Puthussery

BHARATA MATA COLLEGE, THRIKKAKARA
DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the dissertation titled **"A STUDY ON USAGE OF E-BOOK AMONG COLLEGE STUDENTS WITH SPECIAL REFERENCE TO ERNAKULAM DISTRICT"** submitted by ANN MARIA in partial fulfillment of Master of Commerce to Mahatma Gandhi University, Kottayam is a bonafide record of the work carried out under my guidance and supervision at Bharata Mata College, Thrikkakara, Cochin

CA (Dr) Joseph Joy Puthussery

Assistant Professor

P.G. Department of Commerce & Research Centre

Bharata Mata College

Thrikkakara

Countersigned by:

Ms. Ponny Joseph

Head of the Department

PG Department of commerce and Research Centre

Bharata Mata College

Thrikkakara

Place: Thrikkakara

Date:

ACKNOWLEDGEMENT

First of all, I would like to express my gratitude to Almighty God to enabling me to complete this project on **"A STUDY ON USAGE OF E-BOOK AMONG COLLEGE STUDENTS WITH SPECIAL REFERENCE TO ERNAKULAM DISTRICT".**

I would like to express my indebtedness appreciation to my research guide CA Dr. Joseph Joy Puthussery Department of Commerce, Bharata Mata College, Thrikkakara. His constant guidance and advice played the vital role in making the execution of the project. He always gave me his suggestions that were crucial in making this report as flawless as possible.

I would like to convey my sincere gratitude to Dr. Johnson K M, Principal, Bharata Mata College, Thrikkakara and the Head of the Department of Commerce, Ms. Ponny Joseph for their encouragement and support during the course of this study.

I am also grateful to all the respondents who answered my questions regarding my study which were helpful for the successful completion of this project.

I am ever grateful to my parents also for their guidance and sacrifice to continue my study.

Finally, I am indebted to all of my friends and all the teaching and non-teaching staff of the Department of Commerce without whose help it would not be possible to complete this report.

Date

Place: Thrikkakara   ANN MARIA

CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

E-books, the digital equivalent of their print counterparts, have long been used in the educational sector. E-books have a lot of benefits, including the ability to point up, take down notes, share, zoom in, read, and much more. They are also cheap, portable, searchable, and accessible. Due to their extensive history in the educational sector and the numerous advantages they provide users, electronic books have also gained prominence among academics. The study sought to comprehend how college students use e-books and the factors that affect their behavioural intention to use e-book. This paper focuses on exploring the e-book factors and their influence on the Behavioural Intention to use e-books among college students. Specifically, it studies the effect of Technological Factors, Perceived Usefulness, Relative Advantage and Subjective Norms on Behavioural Intention to use e-books.

Keywords: E-book, Intention to use e-books

CHAPTER 1

INTRODUCTION

"A STUDY ON USAGE OF E-BOOK AMONG COLLEGE STUDENTS WITH SPECIAL REFERENCE TO ERNAKULAM DISTRICT"

1.1 INTRODUCTION

Developments in the field of IT, especially the advancement of internet which makes information widely available to people, has made changes in the publishing sector. The major development include introduction of digital sources such as e-books, e-newspapers and e-journals etc. In the present scenario digitalised information has achieved great acceptance among all category of population especially among college students. E-journals, e-books, e-newspapers etc are available to all at any time anywhere with internet facility.

During the past years, data or information was published in printed form. But now the books, journals, magazines, and newspapers are being transfigured into digital format. E-books were there in the market for few decades, but it's presence and popularity has increased during the period of covid-19. The pandemic led people to change their lifestyle, traditional means of reading were changed to modern means. This change in the pattern of reading habits among people or college students were noticed during the pandemic.

The facilitation of the educational process is greatly enhanced by educational technologies. When the E-book technology was first introduced in the 1990s, it was suppressed out of concern for how it might affect the publishing sector. With the help of this cutting-edge technology, students can view electronic books on a variety of portable gadgets, including tablets and personal digital assistants (PDAs).Researchers have considered E-books from the perspectives of higher education in addition to the constraints of libraries. E-books' market prospects are hotly contested, and numerous thorough user studies have played a significant role in this discussion. Regarding user perceptions of e-books and also what they feel the experience lacks, this area needs to be thoroughly examined. The user's approach to accessibility, the sensory inputs that it

evokes, and the aspects of E-books that are lacking should all be considered when researching the E-book experience.

The technological advancement in computers, laptops, mobile phones, tablets and e-book readers has made growth and developments in the market for electronic books. In coming years it's importance will go up as per the predictions from various studies. The advancement in technology rapidly changing the nature of reading by allowing flexible and instant access to rich digital content. The academic libraries of 21st century satisfies and fulfils the need of their targeted user's by providing information in digital format. This makes their information and service widely accessible to their users at any time and place. Usage of such technology at a higher rate act as a stimulant for the adoption of technology in education, including the usage of e-books. This research primarily aims to investigate about the factors that influence the usage of e-books among college students.

1.2 STATEMENT OF THE PROBLEM

There are only limited research work undertaken relating to the usage of e-books among college students. Based on the reviews made a number of research gaps was found. This research study focus on addressing the following research questions:

(1.) What are the factors that influence the usage of e-book among college students?

(2.) How these factors lead to the usage of e-book among college students?

1.3 SIGNIFICANCE AND NEED OF THE STUDY

The idea of electronic books was first introduced with books that had typically already been published in print. However, only a small amount of research has been done to identify the factors that motivate college students use the e-books since the inclusion of e-books, the development of computers for academic libraries, and the availability of broadband Networks on campus. Therefore, the purpose of this study was to find out what factors affect student to use e-books and how those factors contributed to that use. The research findings of this study will ensures that all the students will understand the features and importance of using e-book so that they can take advantage of e-book. This

study will provide insights on factors that influence the usage of e-books among students. This study will also be useful to act as a guide to college students for conducting similar nature of research in future.

1.4 SCOPE OF THE STUDY

This study focuses on the factors that affect student to use e-books and how those factors contributed to that usage of e-book among college students.

The topic of the study is titled "A study on usage of e-book among college students with special reference to Ernakulam district". The main objective is to find the factors that influence college students to use the e-books. A sample size of 78 respondents were taken into consideration for conducting this study. As survey was done through Google Survey Form, so it was restricted to the people who have online connectivity. . The scope of the study is limited to 78 respondents of Ernakulam district.

1.5 OBJECTIVE OF THE STUDY

1. To explore the factors that influence the usage of e-book among college students.

2. To understand how these factors lead to the usage of e-book among college students.

 Based on the objectives and extensive review the following research hypothesis where formulated.

1.6 HYPOTHESIS OF THE STUDY

Following are the null hypothesis for the study:

Ho1 : There is no significant relationship between technological factors and behavioural intension to use e-books.

Ho2 : There is no significant relationship between perceived usefulness and behavioural intension to use e-books.

Ho3 : There is no significant relationship between relative advantage and behavioural intension to use e-books.

Ho4 : There is no significant relationship between subjective norms and behavioural intension to use e-books.

Figure 1.1 Hypothesized Model
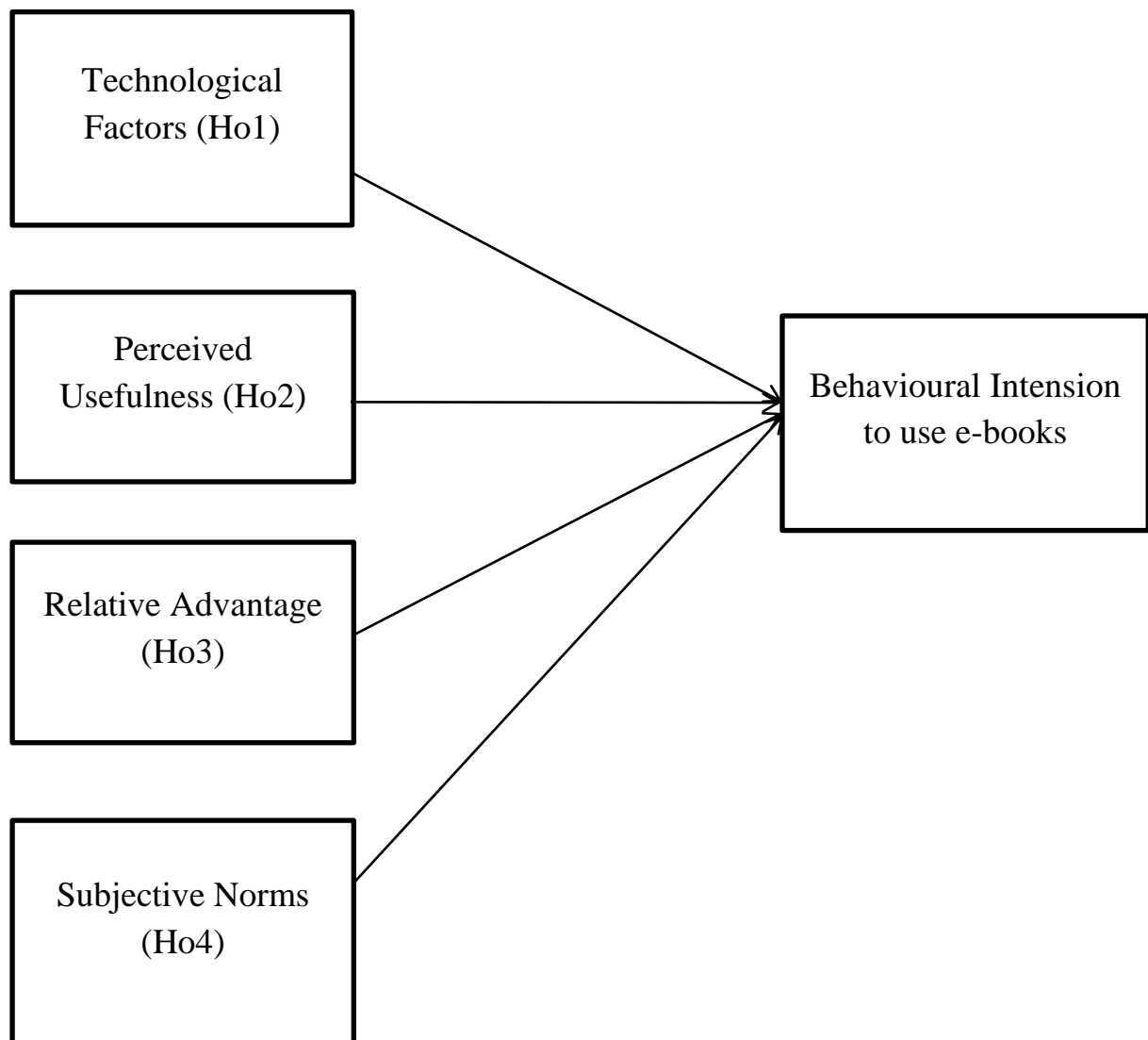
Source: Compiled by the Researcher based on extensive review

1.7. RESEARCH METHODOLOGY OF THE STUDY

This study was conducted in order to assess the usage of e-book among college students with special reference to Ernakulam district. To test the research model empirically a convenient sampling technique is applied. The instrument used is Questionnaire. The Questionnaire has two sections: Demographical Profile and four factors influencing behavioural intension to use e-book among students. A Likert scale five point was used. The respondents of the study were college students who prefer to use e-book. The sample size of the study is 78.

1.7.1 POPULATION

Using a structured and self-administered online survey, responses were collected. The population of the study were college students in Ernakulam district. It was again focused specifically on college students who prefer to use e-book.

1.7.2 SAMPLE DESIGN

The Sampling is convenience sampling among college students. The questionnaire was distributed to 100 college students who prefer to use e-book. 95 responses were collected and it was again filtered into 78 responses as 17 responses were incomplete and not properly answered. Thereby, 78 responses formed the basis of study. As the questionnaire was in Google Survey Form, so it was easy to reach to different sampling units in Ernakulam district.

1.7.3 METHOD OF DATA COLLECTION

Data was collected from the respondents using structured questionnaire prepared digitally in Google forms. Google Forms Questionnaire were sent to the respondents and responses were taken from the Google response sheet.

1.7.4 Sources of Data

Data are characteristics or information, usually numerical, that are collected through observation. In an exceedingly very more technical sense, data could even be a bunch of values of qualitative or quantitative variables about one or more persons or objects, while a datum (singular of data) could even be one value of one variable. Data is an uninterpreted quite information and its complete only through valid interpretation. There are various methods for interpreting data. Sources of information are mainly classified into two:

1.7.4.1 Primary data

Primary data are the first-hand information collected specifically for a purpose through surveys, questionnaires and direct interviews. In this study, the primary data was collected using structured Google form questionnaire. Out of the responded questionnaire 78 were selected after sorting the incomplete and incorrect questionnaire forms for conducting the research. Responses on various measures used in the study were obtained on 5-point scale based on agreements as strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1).

1.7.4.2 Secondary data

The information that has already been gathered and is easily accessible from other sources is referred to as secondary data. These data are easier to obtain than primary data. The study secondary data was gathered from a variety of books, articles that were published in online journals, magazines, and websites.

1.7.5 TOOLS FOR ANALYSIS

The collected primary data were statistically processed, classified, tabulated and analyzed by using statistical and mathematical tools and techniques like percentages, mean, mode and standard deviation. Correlation and regression analysis was used to test hypothesis. In most case tables and statistical results were derived with the help of the software called Statistical Package for Social Science (SPSS).

1.8 LIMITATIONS OF THE STUDY

There are few limitations in the study like

1. Time and resources factors are the most limiting one for the study.

2. As the sampling taken was convenience sampling, so it might not necessarily be the representation of the actual population of the Ernakulam district.

3. As the survey was circulated through Google Survey Forms, which require internet connection. So, this study is limited to the internet users only.

4. Some of the respondents of sampling units filled the survey without any Interest and knowledge, which lead to sampling error to some extent.

5. Inherent limitations of sampling have affected the study to a certain extent.

1.9 CHAPTERISATION

For the convenience of the study and the analysis the work is divided into four different chapters.

1st chapter – Introduction

This gives an introduction to the study. It gives details including the statement of problem, significance and need, scope, objectives, hypothesis, research methodology, tools for analysis, limitations and scheme of chapter presentation.

2nd chapter – Review of literature and Theoretical Framework

It includes various previous studies related to the topic and also includes the concept, definition of e-book, advantages and disadvantages of e-book which has been obtained from various published sources and act as secondary data for the study.

3rd chapter – Data Analysis and Interpretation

This explains the examination and analysis of the data to obtain objectives of the study. Analysis of the study is carried out with the help of a software called Statistical Package for Social Science (SPSS).

4th chapter – Findings, suggestion and conclusion

It is the last and final chapter which gives findings, suggestions and conclusion derived from the study.

CHAPTER 2

THEORETICAL FRAMEWORK AND

REVIEW OF LITERATURE

THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE

2.1 THEORETICAL FRAMEWORK

2.1.1 E-book- concept and definition

The idea of electronic books was first introduced with books that had typically already been published in print. Many books produced today were never published in print and were created exclusively as electronic books. This led to a change in the information-seeking habits and requirements of e-book users (JISC 2003). Since e-books are a developing phenomenon, there is still no agreed-upon definition of what an e-book is (Bannet 2006), and many authors have used the term inconsistently (Sawyer 2002; Tedd 2005; Armstrong 2008; Vassiliou & Rowley 2008). An e-book is simply "an electronic version of the printed book, designed to be read on the computer or on an e-book reader," according to the 2013 edition of the Online Dictionary of Library and Information Science. As a result of fusing the well-known idea of books with features that can be offered in an electronic environment, e-books are defined as digital objects with textual and/or other content (Vassiliou & Rowley 2008:363). By using automated textual storage and retrieval development, Abdullah and Gibb (2008) define e-books as both the electronic contents and the computerised devices used to store and retrieve them.

E-books are also defined as "any piece of electronic text regardless of size or composition (a digital object) but excluding journal publications made available electronically (optional) from any handled or desk-bound that includes a screen" by Armstrong, Edward, and Lonsdale (2002:217) in their study of e-books in UK libraries.

A "e-book" is a term used to describe a digital item with textual content that is distributed electronically (Vassiliou & Rowley 2008). Armstrong, Edward, and Lonsdale (2002:217) conducted a study on e-books in UK libraries and defined an e-book as "any piece of electronic text regardless of size or composition (a digital object) but excluding journal publications made available electronically (optional) from any device handled or desk bound that includes a screen." E-books are both the electronic contents and the computerised devices used to store and retrieve information, according to Abdullah and Gibb's (2008) definition of e-books using automated textual storage and retrieval

development. An e-book is also described as "an electronic version of the printed book, created to be read on a computer or an e-book reader" in a second definition.

2.1.2 History of e-book

The first electronic book was published in 1971 with the launch of the Michael Hart-founded project Gutenberg. The goal of the project is to spread electronic editions of literary works throughout the community (McGrath 1989). The project's creator aimed to find books in the public domain, digitise them, and save the digital books in a straightforward manner that would allow them to be retrieved and interpret on any software and hardware. In 1971, Project Gutenberg done digitally its first book, and by 1989, it had 10 books available. From one book per month in 1991 to two books per month in 1992, four books per month in 1993, eight books per month in 1994, 16 books per month in 1995, and 32 books per month in 1996, the rate of digitalization began to increase rapidly. 2,000 books were added to Project Gutenberg in 1999, 3000 in 2000, 5,000 in 2002, 10,000 in 2003, and 20,000 in 2006. More volunteers accelerated the pace, which from 1998 to 2000 averaged 36 books per month. It had 25,000 books by 2008, 32,500 books by 2009, and 59,000 books by today (2019).

The number of books downloaded from Project Gutenberg demonstrates the benefit of book digitalization. For instance, on May 8, 2008, 115,138 books were downloaded from the website for that day, 714,323 for the week, and 3,055,327 for the entire month (Michael 2011). With the advent of the Internet, the number of sources offering electronic books increased dramatically. One such source is "The online books page," which has more than 3 million free books in a range of categories, including philosophy, psychology, history, geography, the social sciences, education, music, fine arts, science, agriculture, technology, and many other categories (John 2019). The transition to digital publishing was made possible by technology, which allowed for the inclusion of more multimedia content in books and established a distinction between e-books and print books.

The creation of digital libraries was the next development in the evolution of e-books. A digital library is a collection of digital documents, artefacts, and records, according to the Carnegie Mellon University project known as the Universal Library. The idea of having a

digital library comes from its three key benefits: 1) taking up less space, 2) making content instantly accessible to anyone, anywhere, and 3) allowing for improved search. These advantages persuaded organisations to digitise their current libraries (Saracevic & Covi 2000).

With the advancement of technology and the positive public response to e-books, numerous publishers began to sell electronic versions of their books online through their web portals as well as independent third parties like Amazon and Barnes & Noble (Woody & Daniel 2010). The popularity of PDAs (Personal Digital Assistants), which are typically internet-connected mobile handheld devices that serve as information managers and allow users to access the internet, read, and listen, has made this possible (Waycott 2002). With the introduction of the Kindle in 2007, readers could browse and purchase magazines, newspapers, e-books, and other digital media. According to reports, Amazon sold more than 487,298,000 Kindle books between 2016 and 2017 (Kozlowski2018a).

2.1.3 Features of e-books

E-books have a number of characteristics that set them apart from traditional print books. These qualities include the e-books' constant accessibility, portability, searchability, and a host of others. Compared to text books, some of the features of an e-book include (Pearson Education 2017, Cengage 2018, Mackley 2019)

- In electronic books, the table of contents can be used to quickly jump to a certain section without having to change pages or do a search.

- An e-book has a search feature that allows one to look for a certain topic.

- In textbooks, there is typically a bookmarking option.

- A user can choose to highlight specific words and phrases and make notes where these modifications have been made.

- Users have the option to read and zoom.

- According to their preference, the user can typically adjust the page and read it either vertically or horizontally.

- The e-book may contain hyperlinks that the user can select to access external websites or media files like videos and photographs.

- The user has the ability to print individual pages from the electronic book. The format of e-book and any user restrictions imposed by the publishers or author will determine how many pages there are.

- These books can be used offline as well, and once connected to the internet, any changes made while offline will be synchronised with the online version.

- Numerous electronic books contain a toolbar which provides access to all features of e-books.

There are many different e-book formats, but some of the most common ones are

- One of Adobe's most popular formats with a fixed layout is PDF.

- Flash: Based on various devices, it can incorporate animation and multimedia.

- HTML 5 is a markup language that supports video and animation.

- One of the most widely used formats, E-Pub, is also compatible with mobile and tablet devices.

- AZW - Designed by Amazon for use with the Kindle.

- Mobi is an electronic book format used to store books on mobile devices (Arora 2019).

2.1.4 Advantages of e-books

E-books are thought to offer the academic community a number of potential benefits. It is crucial to comprehend what those benefits are.

University of Western Ontario historians use e-books because of their convenience and compatibility with their research projects, among other reasons (Martin & Quan-Haase 2013). In many studies (Chu 2002; Jamali, Nicholas, & Rowlands 2009; Kang, Wang, &

Lin 2010; Romero-Otero, Iglesias- Fernández, & Giménez-Toledo 2013), the ease of navigation was the main factor motivating users to use e-books. Additionally, Roesnita and Zainab discovered that 45% of the participants believed that e-books were quicker and made it simpler to access newer titles. The ease of using an e-book whenever and wherever you want, without having to go to a physical library, is the main reason Wu and Chen's (2011) study participants use them. Appleton (2004) found that students prefer the convenience of using electronic resources at home in his study on the use of e-books in midwifery education. The primary benefits of using e-books are their functionalities, which include accessibility and convenience. Chu (2002), Roesnita (2005), Jamali et al. (2009), Kang, Wang & Lin (2010), Romero-Otero et al. (2013) are just a few examples. Rowley and Vassiliou (2008); E-brary (2008) and Armstrong (2008) argue that many users can have access to one e-book at a time and the e-book can be accessed wherever Internet connections are available, while Wu and Chen (2011) note that having access to an e-book at any time without visiting the physical library is the most important reason why the respondents use e- books.

An e-book is portable, unlike a traditional book, and it can be easily forwarded from one user to another (Rao 2003). An e-book chapter, for instance, can be sent simultaneously to multiple e-mail addresses. Because e-books are portable and easier to carry, and students can access e-books with their smartphones wherever they are, Anuradha and Usha's (2006) study revealed that 50% of the participants liked the mobility of e-books.

The ability to search within e-books is another benefit. Text can be searched because electronic books provide a wide range of computerised search options (Armstrong & Lonsdale 2003). Abdullah and Gibb (2006) also point out that e-books have features like a search function and a link to a dictionary or thesaurus that printed books do not. Research from E-brary Global Survey (2009), Kang, Wang, and Lin (2010), as well as Romero-Otero et al. (2014) supports the idea that text searching is the main benefit of using e-books for students. 71,6% of respondents in a study by Anuradha and Usha's (2006) preferred the search tool to locate words or quotes.

E-books can also be made available for text processing, allowing users to highlight text, copy it, and paste it, among other things. E-books have features that print books lack, like links to thesauri or dictionaries (Abdullah & Gibb 2006). Additionally, this may include features like hypertext links, links to related documents, and links to authoritative files. E-

book texts can be downloaded in PDF format, saved, and emailed. Studies like those by Hayti and Jawke (2008), Nicholas, Rowland, and Jamali (2010), and Cassidy, Martinez, and Shen provide evidence (2012). In a study by Folb, Wessel, and Czechowski (2011), the printing option and the ability to save downloads to a computer or other e-reader were rated as the most important features that encourage them to use e-book.

Based on the literature reviewed above, it is evident that e-books as an innovation have much to offer academic library users. E-books should be adopted by academics and used by them. People should adopt and use e-books for the reasons laid out by Hayti and Jawke (2008), Nicholas, Rowland, and Jamali (2010), Cassidy, Martinez, and Shen (2012), among others. These include the ease of information retrieval, the large volume of information accumulated, the ability to apply Boolean operators, the presence of links to related or related documents or hypertext, the search history option, links to authority files and thesauruses, access to full texts, the ability to print citations, the user-friendliness of the interface, and the availability of a help option. The academic community benefits from each of these features.

2.1.5 E-books in education

Universities and colleges have been experimenting with implementing the most recent technologies to raise the standard of instruction for years. According to research studies, technology adoption in college classrooms has increased. Examples of this include the use of the blackboard, email, the internet, learning management systems, computer simulations, etc (Annan 2008). E-books are one technology being used in college classrooms worldwide that has the potential to change the teaching-learning process (Martins et al. 2018).

The use of e-books in the classroom offers students a novel and different experience. Students of this generation are very accustomed to using technology in daily life and are highly tech-savvy. Introducing technology into the classrooms would provide students with a comprehensive digital learning experience (Abdullah et al. 2013). Researchers concur that integrating technology into education significantly raises its calibre (Sujatha & Mudhol 2008). The advantages of using e-books in the teaching-learning process are

acknowledged by both academics and students. The use of an e-book is described as an interactive and interesting experience overall (Tuah et al. 2019).

E-books give the user much more than just the same content as a printed book. The instructors can alter the content, add pertinent articles, notes and comments, add organisers, insert questions, and administer quizzes to get immediate feedback, among many other options (Ramesh & Murugan 2016). Students can actively participate in the teaching-learning process by adding annotations, taking notes, highlighting particular topics for later use, using interactive dictionaries, reading only pertinent material, and doing many other things (Fojtik 2015).

2.1.6 Disadvantages of e-books

Despite the fact that e-books have many benefits, they do have drawbacks. Among the common drawbacks are

E-book users must rely on an electronic device to read, and any technical issues with the reading device will interfere with the reading. In many institutions, finding adequate infrastructure can be difficult. Examples of necessary infrastructure include adequate internet connectivity, charging stations in the classroom, and many others. While sharing e-books is advantageous for students, it is detrimental to authors and publishers. E-books frequently face criticism for lacking the tactile experience of holding and reading a printed book. Users still favour reading print books because they like the tactile experience of holding and turning pages. The strain that reading electronic books can put on the reader's eyes after extended use is another frequently mentioned drawback. This is because the reading device's glare and the readability in various lighting situations.

- **Slow Internet**

The university's efforts to provide a Wi-Fi network throughout the campus as well as student data and modem equipment for connecting to the web were appreciated by the students, but they complained that the Internet connectivity was unreliable, occasionally

being either too slow or completely unavailable. The major reason why students chose print books over e-books was the problem with Internet connectivity.

- **Inadequate knowledge**

The most significant barrier to using e-books is lack of knowledge. This study identified a lack of knowledge and poor searching abilities as barriers to e-book use. Ajayi, Shorunke, and Aboyade (2014) and Ismail and Zainab (2007), among other studies, also identified a lack of awareness as the primary barrier to using e-books. The ability to search for and retrieve information are essential to use library services, including e-books. Other pertinent studies have found that the low use of electronic information resources is partly due to a lack of information gathering skills for utilising them.

- **E-books aren't used enough in the curriculum**

E-books should be listed in course outlines as required reading or as references, according to the respondents. It isn't the obligation of the faculty members to integrate e-books into the curriculum; instead, the library must provide options for a variety of book formats.

- **Preferring printed books**

Although the respondents in this study showed a strong preference for e-books, there is also a sizable preference for print books. For example, 12.2% of the people surveyed who said they had never used e-books cited a personal taste for print books as the justification they hadn't. The results of Woody et al. (2010) and Corlett-Rivera and Hackman (2014), who also noted that a preference for print books discourages the use of e-books, were supported by this. People are accustomed to reading print books, and some people might not want to give up the tactile reading experience from a paper book because they enjoy the way it looks, feels, and smells.

- **Lack of e-book readers and few computers**

Another impediment to the use of e-books is the absence of e-reader devices and/or limited access to computers. In contrast to developed nations, where computers and e-readers are widely available, this is not the case in developing nations.

- **Having trouble accessing e-books**

This study also reveals that it can be challenging to get access to e-books that are available from the library. Lack of understanding regarding how to utilise e-books may be the cause of the access problem. It might also be the outcome of inadequate search abilities to fully utilise electronic information sources.

2.2 REVIEW OF LITERATURE

Mohie Ismail (2019)

The study titled post graduate students behaviour and attitude towards the use of e-books in Egypt aims to find out the attitude of post graduate students usage of e-books. This study tries to provide the reasons for the student's perceptions and decisions. To explain the present situation descriptive and quantitative research methodologies have been undertaken. 100 samples among post graduate students were taken to understand their perception and behaviour and also to find out the cause for such attitude.

Said A. Salloum and Khaled Shaalan (2019)

The 'Adoption of E-Book for University Students' is project report on adoption of E-books among higher education students at a renowned academic institution in the UAE, where E-books were being implemented, is studied in this paper using the Technology Acceptance Model (TAM). Computer self-efficacy, confirmation, inventiveness, subjective norm, and satisfaction are the five factors that this model uses to understand the impact that the adoption of the E-book has had on university students. 350 university students participated in this study through a survey, which used quantitative evaluation to extract the most value possible from subjective methods. The main conclusions that can be drawn from the current study are the elements that positively affect students' perceptions of perceived usefulness and ease of use of e-book. They are subjective norm, confirmation, innovativeness, and computer self-efficacy. Legislators and decision makers of e-book applications must therefore focus on the elements necessary to promote

learning and increase students' effectiveness in creating and implementing successful e-book applications.

Rex Perez Bringula (2017)

The goal of this essay, Influence of usage of e-books, online educational materials, and other programming books and students' profiles on adoption of printed programming textbooks is to ascertain how student profiles and the use of e-books, online learning resources, and other programming books affect students' acceptance of printed programming textbooks. The predictor variables set was hypothesised to be unable to account for any of the variance in the dependent variables. The study offered empirical proof that students have access to additional resources through electronic books, also other programming books and online teaching materials. Thus, electronic books, online learning resources, and other programming books enhance rather than replace the availability of printed programming textbooks.

Anna Leonard (2017)

The study titled , "The views, adoption and use of e-books by undergraduate students at the University of Namibia" sought to learn more about how e-books are used and accepted now at University of Namibia. The study used a mixed methodology that included both qualitative and quantitative techniques. The research approach was exploratory. Surveys, a focus group discussion, and observation were all used to collect the data, along with think-aloud techniques. The techniques of random sampling and purposeful sampling were both used to choose respondents. According to the study's findings, students are very aware of e-books. The study also showed that e-books are widely used. According to the study, respondents began their searches for e-books using both non-library search terms and the library's search tool, meaning that usage of the library's e-books has not significantly increased. The study also noticed that students seemed to have favourable attitudes to e-books, as they expressed their preference for electronic books over above printed books and stated that they used e-books primarily for course research and coursework. The study also discovered that e-book adoption is significantly influenced by relative advantage, compatibility, trialability, and observability.

JKL Poon (2014)

The study titled Empirical analysis of factors affecting the e-book adoption research agenda project is proposed to explore the intentions of college students in using e-books in order to address the lack of a holistic approach in adoption research and to better understand customer behaviour intention in adopting e-books. The Technology Acceptance Model (TAM) and four different variables—personal information technology innovation, societal factors, perceived costs, and environmental consciousness—are used in this cross-sectional study. By offering an extended TAM for e-books that has been empirically validated, the study is anticipated to add to the body of literature. Additionally, the outcomes will offer significant and valuable information to academics and publishers.

Nancy M. Foasberg (2011)

The study titled Adoption of E-Book Readers among College Students: A Survey, this study asks students at one sizable, urban, four-year public college to determine whether e-book readers have gained widespread acceptance among college students. If the students own e-book readers, the poll asked them how frequently and for what reasons they used them. The use of e-readers among students is still extremely low, and adoption is still modest. These students continue to rely heavily on print for the majority of their reading and use them largely for pleasure reading. Students noted that the cost of e-readers is the biggest deterrent to their use, and they showed little interest in obtaining e-books from the library that are e-reader compatible.

Su-Chao Chang and Feng-Cheng Tung (2008)

The study titled,"An empirical investigation of students' behavioural intentions to use the online learning course websites" proposes a new blended technology acceptance model to examine students' behavioural intentions to use the websites for online learning courses by combining the theory of innovation diffusion and technology acceptance model, as well as two additional variables, computer self-efficacy as well as perceived system

quality. E-learning is expanding quickly as a result of the Internet's development and the knowledge-driven economy it has brought about. Websites for online courses are also getting more attention. According to this study, students' behavioural intentions to use the websites for online learning courses were significantly influenced by perceived system quality, perceived usefulness, compatibility, perceived ease of use, and computer self-efficacy. The results of this study offer insight into how to best encourage innovative e-learning techniques for students while also assisting in the development of more user-friendly websites by describing students' behavioural intentions from one user's point of view.

2.2.1 REVIEW OF VARIABLES

2.2.1.1 Technological factors

The way that organisations operate is greatly influenced by a number of important criteria, including technological factors. The technological factors are those that relate to the presence, accessibility, and degree of technology use within an organisation. Technology readiness refers to the accessibility of the specified technology, the provision of essential support, and the provision of necessary training to enable people to move toward the transformation (Wagner 2005). Numerous researchers have conducted extensive research on technological factors and have taken into account a variety of factors in their studies, including relative advantages, the complexity of the technology being adopted, the task for which it is being used, and perceived direct and indirect benefits of the technology (Cooper & Zmu 1990; Iacovou et al. 1995; Teo & Tan 1998; Premkumar & Roberts 1999). Quality and information quality were variables in Lee's (2013) extended version of TAM.

Table No. 2.2.1.1

Measures of Technological factors

Sl.No	Measures	Reference
1	e-book makes (would make) it easier to do my work.	Harish V,2020
2	Using e-book improves (would improve) my work performance.	
3	E-books are of good quality.	
4	I think using e-books would fit well with the way I like to work.	

Source: From existing Literature

The above lists of items were used to measure the construct Technological factors.

2.2.1.2 Perceived usefulness

The user's perception of how employing the technology or product would make their task more manageable is what is meant by perceived usefulness. The user's perception of how employing a product or piece of technology will enhance his ability to accomplish his job is known as perceived usefulness (Elkaseh et al. 2016). Users are more inclined to use a product or piece of technology if they believe it will improve their ability to do their jobs (Karahanna & Straub 1999). The likelihood of the product being utilised increases if the user is persuaded by certain elements that it will greatly simplify, streamline, and otherwise enhance his performance at work (Fenech 1998).

The TAM further explains the ICT acceptance process by saying that user intention to accept technology is influenced by perceived usefulness and ease of use. A supplemental model called the TAM2 has been proposed, but some claim it overemphasises user decisions. Many contend that perceived ease of use and perceived usefulness are effective

concepts that can be used to predict the use of ICT (Agarwal & Karahanna, 2000; Bruner & Kumar, 2005; Gefen & Straub, 2000; Igbaria et al., 1995; Liao & Tsou, 2009; Lin & Lu, 2000; Venkatesh & Davis, 2000). The two main factors influencing ICT usage behaviour in both the TAM and the TAM2 are perceived usefulness and ease of use.Both the social influence processes and cognitive instrumental processes are included in the TAM2. If the TAM's belief factors are mediators of the extrinsic variables has been the subject of several investigations (Porter & Donthu, 2006; Venkatesh & Brown, 2001).

Table No. 2.2.1.2

Measures of Perceived usefulness

Sl.No	Measures	Reference
1	Using e-books is a convenient reading behavior	Chang-Hyun Jin, 2014
2	Using e-books is, overall, an efficient way to read	
3	I expect that using e-books will improve my academic and reading performance	
4	It would reduce the time that I spend on unproductive activities in college.	Harish V,2020

Source: From existing Literature

The above lists of items were used to measure the construct Perceived usefulness.

2.2.1.3 Relative advantage

Regarding adoption rates, innovations are not all adopted at the same rates. While some innovations are quickly adopted, others take a while to catch on (Robinson 2009; Goncalves, Laguna & Iglesias 2012). The degree to which an innovation is viewed as superior to the idea it replaces is known as relative advantage (Rogers 2003:15). Relative advantage can be assessed in terms of the economy, social status, comfort, and personal satisfaction.

Table No. 2.2.1.3

Measures of Relative advantage

Sl.No	Measures	Reference
1	E-books are user friendly	Anna Leonard,2017
2	E-books are easy to access on the web	
3	One can copy and paste the texts of e- books	
4	One can easily bookmark selected texts in e-books	

Source: From existing Literature

The above lists of items were used to measure the construct Relative advantage.

2.2.1.4 Subjective norms

The extent to which an individual realizes how others think they should use a new system of information is known as the subjective norm. The development of a person's intentions for utilising new technologies is aided by the subjective norm. According to Fishbein and Ajzen (1975), a subjective norm is the belief that a person should (or should not) engage in a particular behaviour by those who are significant to them (p.302). According to studies on subjective norms, a person's decision to adopt a new technology can be influenced by both superiors and peers (Taylor & Todd, 1995). The acceptance of technology can be influenced by subjective norms in terms of perceived usefulness and ease of use (Venkatesh & Davis, 2000). According to some studies, subjective norms have a significant impact on behavioural intention and intention to use behaviour, which in turn affects how people carry out an action (Schepers & Wetzels, 2007).

Table No. 2.2.1.4

Measures of Subjective norms

Sl.No	Measures	Reference
1	There are others who are using e-books around me	Chang-Hyun Jin, 2014
2	People who know me have positive feelings about using e-books	
3	My parents are willing to agree with my purchasing an e-book	
4	People who influence me want to use e-books	

Source: From existing Literature

The above lists of items were used to measure the construct Subjective norms.

2.2.1.5 Behavioural Intention to use e-books

The majority of studies on the adoption of information technology, including the adoption of e-books (Aharony, 2014b; Shin, 2011), use behavioural intention as a dependent variable (Agarwal & Karahanna, 2000; Venkatesh et al., 2003). A two-item scale was created by Vankatesh and Morris (2000) to assess how well a new software system is being used within an organisation. Since application is also a digital resource, the two-item behavioural intention measure created by Venkatesh and Morris was modified for the current study on the use of e-books (2000). The assessment was graded using a 5-point Likert scale with a range of 1 (Strongly Agree) to 5. (Strongly Disagree). The scale was scored so that higher scores indicated a high level of desire to adopt e-books. The Items were averaged to obtain the overall measure.

Table No. 2.2.1.5

Measures of Behavioural Intention to use e-books

Sl.No	Measures	Reference
1	I intend to use e-books in the near future.	Devendra Potnis et al (2018)
2	I plan to use e-books for completing class projects, papers, assignments, or quizzes in the near future.	

Source: From existing Literature

The above lists of items were used to measure the construct Behavioural Intention of students to use e-books.

2.3 MODEL DEVELOPMENT

Based on the above identified variables and review the following Model was developed for Validation

Figure 2.1 Model for Validation
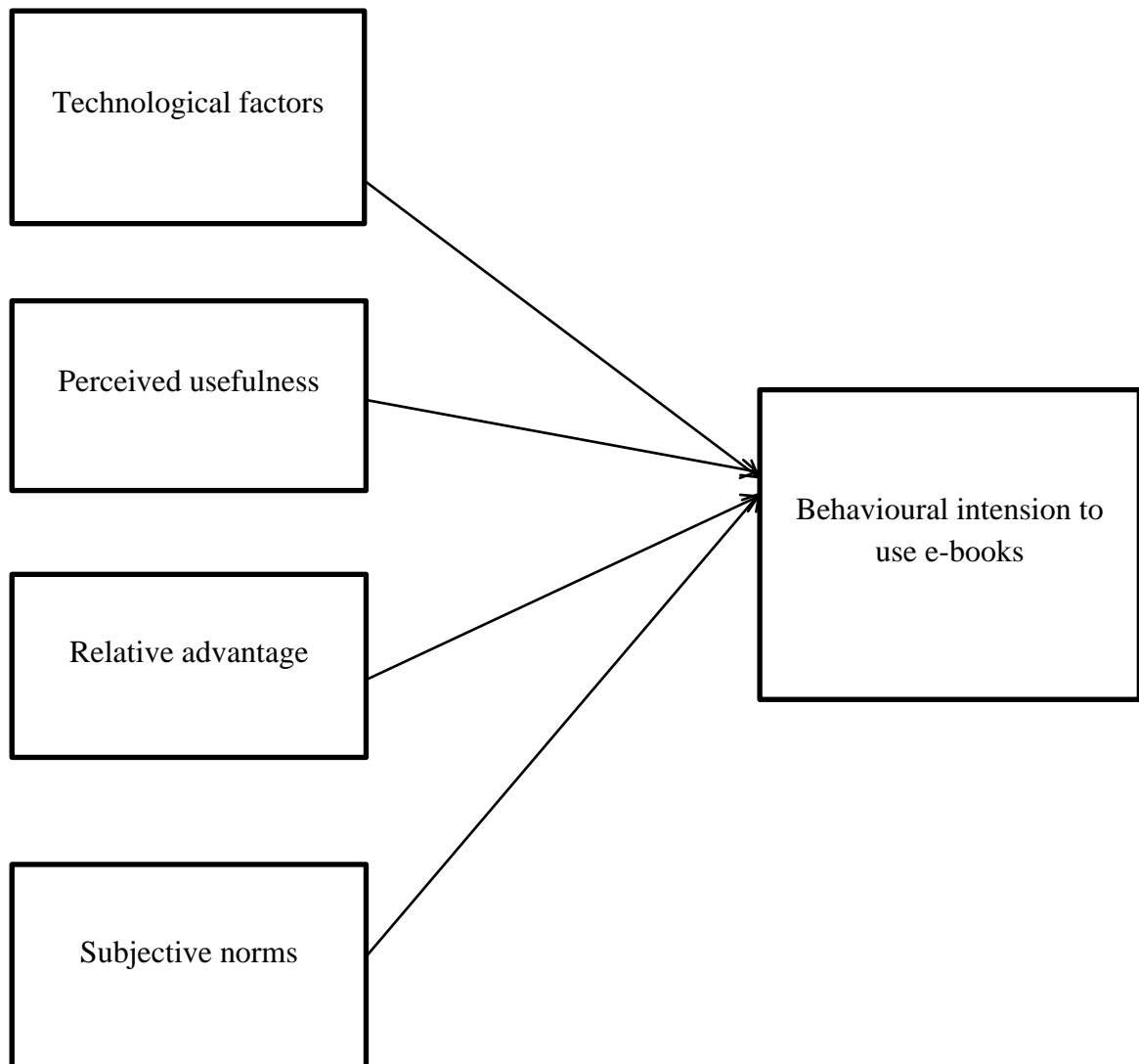
Source: Compiled by the Researcher based on extensive review

2.4 SUMMARY

In this chapter the theoretical framework of usage of e-book was reviewed. This chapter was mainly divided into three sections as theoretical framework, Literature Review and Model Development. In Theoretical Framework the theory related to the topic of study were identified from secondary data related to the topic. A lot of previous studies were reviewed from various sources and measures used for the study were identified. The model development was made according to the review regarding the constructs used in the study. This provides a comprehensive idea and structure to accomplish the objectives of the project. Exploring the literature helped in developing the questionnaire in tune with the objectives. The variables or construct mentioned here were measured using items identified in the previous review itself. To conclude, all the available previous studies were reviewed to make a meaningful hypothesized model and to bridge the void in literature.

CHAPTER 3

DATA ANALYSIS AND INTERPRETATION

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis of the data collected. The data was analyzed in three different stages. The first section is the profile analysis which includes a brief analysis of the Demographic profile of the sample respondents. In the second section the descriptive analysis and reliability test of the measures are done. In the third section the hypothesis formed at the outset were tested and model validation.

Section I

3.1 Demographic Profile of the respondents

3.1.1 Gender

Table 3.1.1 Gender

Gender	Frequency	Percentage
Male	19	24.4
Female	59	75.6
Total	78	100.0

Source: Primary Data

Table 3.1.1 presents the Gender- wise composition of respondents. Out of total 78 respondents, 24.4 per cent are distributed by male and another 75.6 per cent by female. It is evident that female respondents are more.

3.1.2 Education level of respondents

Table 3.1.2

Education	Frequency	Percentage
Graduate	48	61.5
Post Graduate	30	38.5
Total	78	100.0

Source: Primary Data

Table 3.1.2 presents the educational level of respondents. Out of the 78 respondents, 61.5 percent were Graduate and 38.5 percent were Post Graduates. From the above table it is clear that more respondents are graduate people.

Section II

3.2 Reliability Analysis

A Reliability Test was carried out using Cronbach's Alpha, which measures the internal consistency of research constructs and the result is exhibited in Table 3.2.1. The Alpha values for all the five factors are above 0.70, the threshold suggested by Nunnally (1978). Thus, it can be concluded that the scale has internal consistency and reliability. In other words, the items that are used in it measures what are intended to measure.

Table 3.2.1

Cronbach's Co-efficient Alpha- TF, PU, RA, SN, BI

SL. NO	Factors (Constructs)	Acronym	Number of Items	Cronbach's Alpha
1	Technological Factors	TF	4	0.855
2	Perceived Usefulness	PU	4	0.860
3	Relative Advantage	RA	4	0.906
4	Subjective Norms	SN	4	0.855
5	Behavioural Intension to use e-books	BI	2	0.859

Source: Author's Calculation

Section III

3.3 Descriptive Analysis

3.3.1 Technological Factors

The technological factors are those that relate to the presence, accessibility, and degree of technology use within an organisation. Technology readiness refers to the accessibility of the specified technology, the provision of essential support, and the provision of necessary training to enable people to move toward the transformation (Wagner 2005).

Table 3.3.1 Measures of Technological Factors

Measures	Item Acronym	Mean	Mode	Standard Deviation
E-books are of good quality.	TF1	4.14	4	0.679
E-book makes (would make) it easier to do my work.	TF2	4.10	4	0.749
Using e-book improves (would improve) my work performance.	TF3	4.01	4	0.845
Using e-books would fit well with the way I like to work.	TF4	3.81	4	0.854

Source: Primary Data

From table 3.3.1, it is evident that both Mean and Standard Deviation shows highest of 4.14 and 0.854 respectively. The highest mean is for TF1 and highest standard deviation is for TF4. This means that respondents agree to the statement that E-books are of good quality. Standard Deviation is highest for TF4 hence the respondents react vividly to the statement that using e-books would fit well with the way they like to work.

3.3.2 Perceived usefulness

The user's perception of how employing a product or piece of technology will enhance his ability to accomplish his job is known as perceived usefulness (Elkaseh et al. 2016). Users are more inclined to use a product or piece of technology if they believe it will improve their ability to do their jobs (Karahanna & Straub 1999). The likelihood of the product being utilised increases if the user is persuaded by certain elements that it will greatly simplify, streamline, and otherwise enhance his performance at work (Fenech 1998).

Table 3.3.2 Measures of Perceived usefulness

Measures	Item Acronym	Mean	Mode	Standard Deviation
Using e-book is convenient	PU1	4.12	4	0.868
I expect that using e-books will improve my academic and reading performance	PU2	3.81	4	0.884
It would reduce the time that I spend on unproductive activities in college.	PU3	3.65	4	0.937
Using e-books is, overall, an efficient way to read	PU4	3.79	4	0.931

Source: Primary Data

From the table 3.3.2, it can be inferred that the highest of Mean and Standard Deviation is 4.12 and 0.937 respectively. The highest mean was reported for PU1 which means that most of the respondents agrees that using e-book is convenient. Standard Deviation is highest for PU3, hence respondents react vividly to the statement that It would reduce the time that I spend on unproductive activities in college.

3.3.3 Relative advantage

Some innovations are quickly adopted, others take a while to catch on (Robinson 2009; Goncalves, Laguna & Iglesias 2012). The degree to which an innovation is viewed as superior to the idea it replaces is known as relative advantage (Rogers 2003:15). Relative advantage can be assessed in terms of the economy, social status, comfort, and personal satisfaction.

Table 3.3.3 Measures of Relative advantage

Measures	Item Acronym	Mean	Mode	Standard Deviation
E-books are user friendly	RA1	4.12	4	0.763
E-books are easy to access on the web	RA2	3.81	4	0.772
One can copy and paste the texts of e-books	RA3	3.65	4	0.722
One can easily bookmark selected texts in e-books	RA4	3.79	4	0.771

Source: Primary Data

From Table 3.3.3, it is evident that, the highest Mean and Standard Deviation is 4.12 and 0.772 respectively. The highest mean was reported to RA1 which indicates that most of the respondents agrees that E-books are user friendly. Standard Deviation is highest for RA2, hence the respondents react vividly to the statements that, E-books are easy to access on the web.

3.3.4 Subjective norms

According to Fishbein and Ajzen (1975), a subjective norm is the belief that a person should (or should not) engage in a particular behaviour by those who are significant to them (p.302). According to studies on subjective norms, a person's decision to adopt a new technology can be influenced by both superiors and peers (Taylor & Todd, 1995). The acceptance of technology can be influenced by subjective norms in terms of perceived usefulness and ease of use (Venkatesh & Davis, 2000).

Table 3.3.4 Measures of Subjective norms

Measures	Item Acronym	Mean	Mode	Standard Deviation
There are others who are using e-books around me	SN1	4.12	4	0.738
People who know me have positive feelings about using e-books	SN2	3.91	4	0.668
My parents are willing to agree with my purchasing an e-book	SN3	3.81	4	0.927
People who influence me want to use e-books	SN4	3.86	4	0.801

Source: Primary Data

From Table 3.3.4, it can be inferred that SN1 has highest Mean of 4.12 which means that the respondents are of the opinion that there are others who are using e-books around them. SN3 has the highest Standard Deviation of 0.927, hence respondents react vividly to the statement that their parents are willing to agree with their purchasing an e-book.

3.3.5 Behavioural Intension to use e-books

The majority of studies on the adoption of information technology, including the adoption of e-books (Aharony, 2014b; Shin, 2011), use behavioural intention as a dependent variable (Agarwal & Karahanna, 2000; Venkatesh et al., 2003). A two-item scale was created by Vankatesh and Morris (2000) to assess how well a new software system is being used within an organisation. Since application is also a digital resource, the two-item behavioural intention measure created by Venkatesh and Morris was modified for the current study on the use of e-books (2000).

Table 3.3.5 Measures of Behavioural Intension to use e-books

Measures	Item Acronym	Mean	Mode	Standard Deviation
I intend to use e-books in the near future.	BI1	3.99	4	0.830
I plan to use e-books for completing class projects, papers, assignments, or quizzes in the near future.	BI2	4.06	4	0.779

Source: Primary Data

From Table 3.3.5, it can be inferred that BI2 has the highest mean of 4.06 which indicated that most of the respondents plan to use e-books for completing class projects, papers, assignments, or quizzes in the near future. Standard Deviation is highest for BI1 with Standard deviation of 0.830, hence respondents react vividly to the statement that they intend to use e-books in the near future.

3.3.6 Measures of Variables

Table 3.3.6 shows the constructs used to measure the factors influencing purchase intention of customers

Measures	Item Acronym	Mean	Standard Deviation
Technological factors	TF	4.0160	0.62722
Perceived usefulness	PU	3.8429	0.69449
Relative advantage	RA	4.1603	0.55241
Subjective norms	SN	3.9231	0.62198
Behavioural Intension to use e-books	BI	4.0256	0.72478

Source: Author's calculation

The Mean and Standard Deviation of independent and dependent variables are given in Table 3.3.6. Mean is highest for Relative advantage which is 4.1603, followed by Behavioral Intention with Mean 4.0256. The mean of Perceived usefulness is lowest with 3.8429. Relative advantage has the lowest Standard Deviation with 0.55241and Behavioral Intention has the highest Standard Deviation of 0.72478.

3.4 HYPOTHESIS TESTING AND MODEL VALIDATION

3.4.1 Correlation Analysis

Correlation analysis is carried out before conducting regression analysis in order to quantify the strength of relationship between the variables. It tests the linear relationship between the variables. Each correlation appears twice: above and below the main diagonal. The correlations on the main diagonal are the correlations between each variable itself.

Table 3.4.1

Correlation between Independent and Dependent Variable

Variable	TF	PU	RA	SN	BI
TF	1				
PU	0.729**	1			
RA	0.491**	0.443**	1		
SN	0.727**	0.689**	0.521**	1	
BI	0.695**	0.711**	0.476**	0.721**	1

Source: Compiled by the researcher

**Correlation is significant at 0.01 level (2-tailed).

The correlation coefficients between the independent variables like Technological Factors, Perceived Usefulness, Relative Advantage, Subjective Norms and dependent variable Behavioral Intention are reported in Table 3.4.1. The correlation coefficient should always be in the range -1 to 1. A correlation is statistically significant if its P value < 0.05 and P value <0.01. From the above table it is understood that there is a correlation

which is statistically significant at a P value of <0.01. Hence it can be concluded that there exist a positive correlation between the independent and dependent variables.

The correlation between various variables are as follows:

➢ The correlation between Technological Factors and Perceived Usefulness is 72.9 percent.

➢ The correlation between Technological Factors and Relative Advantage is 49.1 percent.

➢ The correlation between Technological Factors and Subjective Norms is 72.7 percent.

➢ The correlation between Technological Factors and Behavioural Intension to use e-books is 69.5 percent.

➢ The correlation between Perceived Usefulness and Relative Advantage is 44.3 percent.

➢ The correlation between Perceived Usefulness and Subjective Norms is 68.9 percent.

➢ The correlation between Perceived Usefulness and Behavioural Intension to use e-books is 71.1 percent.

➢ The correlation between Relative Advantage and Subjective Norms is 52.1 percent.

➢ The correlation between Relative Advantage and Behavioural Intension to use e-books is 47.6 percent.

➢ The correlation between Subjective Norms and Behavioural Intension to use e-books is 72.1 percent.

3.4.2 Regression Analysis

Regression Analysis was conducted to measure the influence of TF, PU, RA, SN and BI. The independent variables are TF,PU, RA, SN and dependent variable is BI. The main objective of regression analysis is to explain the variation in one variable (called dependent variable) based on the variations in one or more other variables (independent variables). If multiple independent variables are used to explain variation in a. dependent variable, it is called a multiple regression model. The output of multiple regression analysis was used to test the hypothesis.

3.4.3 Regression Analysis between TF, PU, RA, SN

Table 3.4.2 Model Summary

Model	R	R square	Adjusted R square	Standard error of the estimate	Durbin Watson
1	0.792^a	0.627	0.607	0.45443	1.940

Predictors: (Constant), TF, PU, RA, SN

R square is the percent of the variance in the dependent explained uniquely or jointly by the independents. The R square and adjusted R square will be same when used for the case of few independents. The R square and adjusted R square shown in Table 3.4.2 is almost the same. Hence, adjusted R square value is used for interpreting the results.

Table 3.4.2 shows that 45.443 percent variation in BI and is explained by TF, PU, RA and SN. The Durbin-Watson statistic tests for autocorrelation. As rule of thumb, the value should be between 1.5 and 2.5 to indicate independence of observations (Garson, 2010).The value of test is 1.940, which indicates independence of observations.

Table 3.4.3ANOVA of regression Model

Model		Sum of square	DF	Mean square	F	sig
1.	Regression	25.374	4	6.343	30.718	$.000^*$
	Residual	15.075	73	0.207		
	Total	40.449	77			

a. Dependent Variable: BI

b. Predictors: (Constant), TF, PU, RA, SN

** significant at 1 percent level.

ANOVA table showing the regression model fit presented in Table 3.4.3 shows that the model is statistically significant at 1 percent significance level (F=30.718)

Table 3.4.4

Coefficients of Regression Analysis

| Factors (constructs)	Item Acronym	Standardized Beta Coefficient	Sig. (P value)
Technological factors	TF	0.195	.022**
Perceived usefulness	PU	0.312	.006**
Relative advantage	RA	0.072	.041**
Subjective norms	SN	0.327	.005**

Source: Compiled by the Researcher

*significant at 5% level

**significant at 1% level

 Table 3.4.4 presents the Standardized Beta coefficient values and the significant values of independent variables Technological Factors (TF), Perceived Usefulness (PU), Relative Advantage (RA) and Subjective Norms(SN). The Independent Variables Technological factors (TF), Perceived usefulness (PU), Relative advantage (RA) and Subjective norms (SN) has impact on the dependent variable Behavioural Intension to use e-books (BI). Hence **H01, H02, H03 and H04 are rejected.**

Fig 3.1 Validated Model
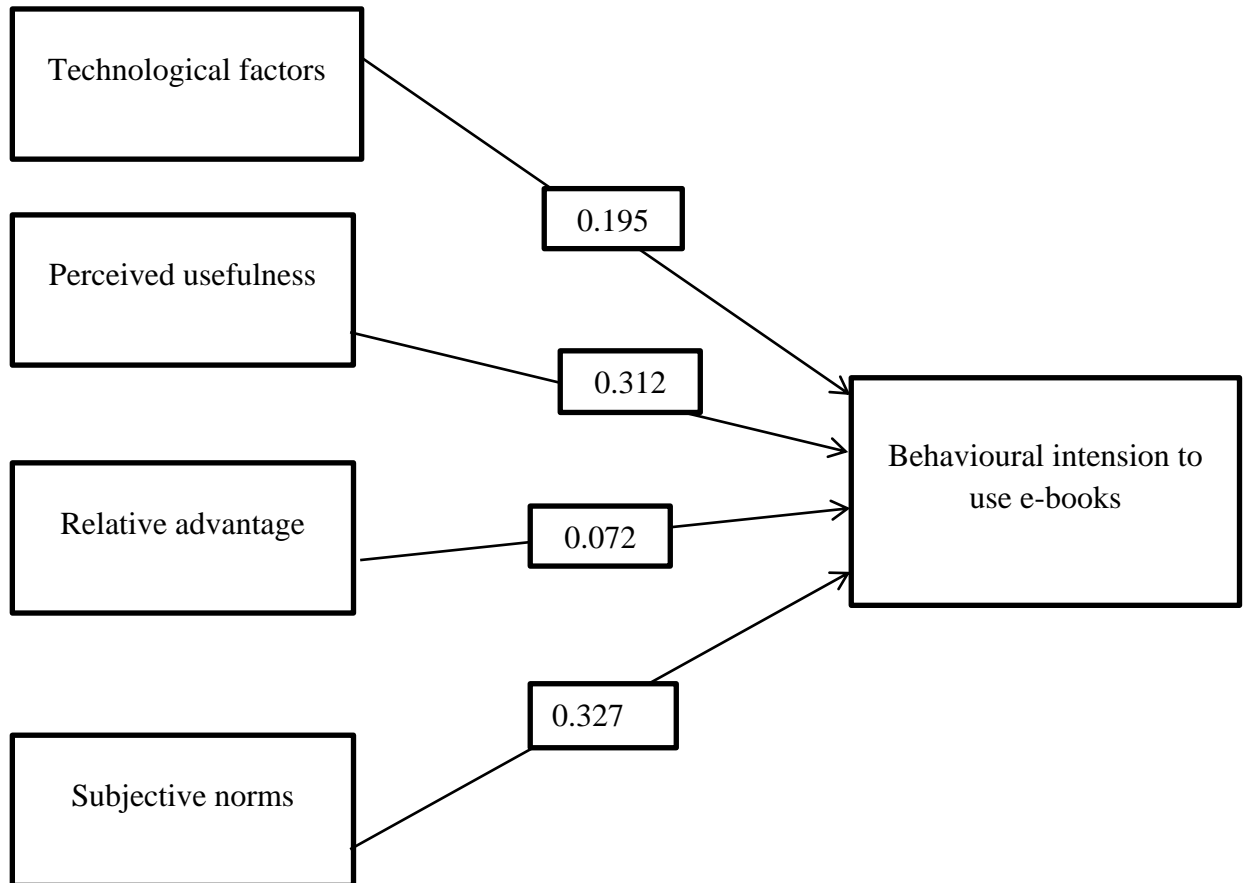
Source: Compiled by the Researcher based on Hypothesis test**.**

Empirically validated model is portrayed in Figure 3.1. Subjective norms (beta = 0.327) has the highest beta coefficient followed by Perceived Usefulness (beta = 0.312). The beta coefficient of Technological Factors, Perceived Usefulness, Relative Advantage and Subjective Norms are statistically significant at 1 percent significance level ($p<0.01$). Based on the above model it is understood that all null hypothesis are rejected and all independent variables have a strong relationship with Behavioural Intention to use e-books.

Based on the Standardised beta co-efficient given in the above table following interpretations can be made:

- ✓ H01: Technological factors - Behavioural intension to use e-books: Since the P value is .022, the beta coefficient of the variable is significant and the coefficient (0.195) being positive proves there exist positive relation between Technological factors and Behavioural intension to use e-books. In short Technological factors has positive relationship of 19.5 percent over Behavioural intension to use e-books.

- ✓ H02: Perceived usefulness - Behavioural intension to use e-books: Since the P value is .006, the beta coefficient of the variable is significant and the coefficient (0.312) being positive proves there exist a positive relation between Perceived usefulness and Behavioural intension to use e-books. In short Perceived usefulness and Behavioural intension to use e-books has positive relationship of 31.2 percent over Behavioural intension to use e-books.

- ✓ H03: Relative advantage - Behavioural intension to use e-books: Since the P value is .041, the beta coefficient of the variable is significant and the coefficient (0.072) being positive proves there exist positive relation between Relative advantage and Behavioural intension to use e-books. In short Relative advantage has positive relationship of 7.2 percent over Behavioural intension to use e-books.

- ✓ H04: Subjective norms- Behavioural intension to use e-books: Since the P value is .005, the beta coefficient of the variable is significant and the coefficient (0.327) being positive proves there exist positive relation between Subjective norms and Behavioural intension to use e-books. In short Subjective norms has positive relationship of 32.7 percent over Behavioural intension to use e-books.

3.5. Summary

This chapter deals with the analyses of the data collected. The data was analyzed in three different stages. The first section displays the profile analysis which includes a brief analysis of the Demographic profile of the respondents. In the second section the reliability of the measures were tested and found satisfactory. The multiple regression analysis of the measures was done in the third section and hypothesis formed at the outset were tested.

It was found that Technological Factors, Perceived Usefulness, Relative Advantage and Subjective Norms boosts the respondents to the usage of E-book. Subjective Norms has the highest influence on Behavioural Intention to use e-books.

CHAPTER 4

FINDINGS, SUGGESTIONS AND CONCLUSIONS

FINDINGS, SUGGESTIONS AND CONCLUSIONS

4.1 Introduction

The publishing industry has changed as a result of advancements in IT, particularly the development of the internet, which makes information more widely accessible to people. The biggest change is the emergence of digital sources like e-books, e-newspapers, and e-journals, among others. In the current environment, digitalized information has gained widespread acceptance among all demographic groups, particularly among college students.

The facilitation of the educational process is greatly enhanced by educational technologies. When the E-book (Digital Book) technology was first introduced in the 1990s, it was suppressed out of concern for how it might affect the publishing sector. With the help of this cutting-edge technology, students can view electronic books on a variety of portable gadgets, including tablets and personal digital assistants (PDAs). Researchers have considered E-books from the perspectives of higher education in addition to the constraints of libraries. E-books' market prospects are hotly contested, and numerous thorough user studies have played a significant role in this discussion.

The market for electronic books has expanded thanks to technological advancements in computers, laptops, mobile phones, tablets, and e-book readers. According to predictions from various studies, its importance will increase in the upcoming years. The ability to instantly and flexibly access rich digital content is one of the many ways that technology is changing reading. The academic libraries of the twenty-first century provide information in digital format to satisfy and fulfil the needs of their targeted users. Because of this, their users can access their information and services from anywhere at any time. The adoption of technology in education, including the use of e-books, is stimulated by the use of such technology at a higher rate.

4.2 Objectives of the study

The study aims the following objectives:

1. To explore the factors that influence the usage of e-book among college students.

2. To understand how these factors lead to the usage of e-book among college students.

4.3 METHODOLOGY OF THE STUDY

The project "A study on usage of e-book among college students with special reference to Ernakulam district" is a study based on the information collected from both primary and secondary data. Google form questionnaire were send to the respondents, out of these 100 only 95 responded back and after sorting the incomplete and incorrect questionnaire forms 78 were selected for conducting research.

4.4 Findings of the study

The following are the major findings of the study:

4.4.1 Demographic Profile

1. Majority of the respondents were female as compared to male respondents.

2. Majority of the respondents were graduates and a small portion of respondents were post graduates.

4.4.2 Descriptive Findings

Various published research papers and articles were referred to identify different factors such as Technological Factors (TF), Perceived Usefulness(PU), Relative Advantage(RA) and Subjective Norms(SN) or variables that can influence Behavioural Intention to use e-books(BI) among college students and after utmost scrutiny and evaluation four important factors were selected for the study.

The next objective was to understand how these factors led to the usage of e-book. This objective was satisfied by conducting various analysis and test which includes reliability test using cronbach's alpha, correlation analysis and regression analysis. A Reliability Test was carried out using Cronbach's Alpha, which measures the internal consistency of research constructs. Correlation analysis is carried out before conducting regression analysis in order to quantify the strength of relationship between the independent variables and dependent variable. It tests the linear relationship between the variables. Regression Analysis was conducted to measure the influence of TF, PU, RA, SN and BI. The independent variables are TF,PU, RA, SN and dependent variable is BI.

Reliability Test A Reliability Test was carried out using Cronbach's Alpha, which measures the internal consistency of research constructs. The Alpha values for all the five factors are above 0.70, the threshold suggested by Nunnally (1978). Thus, it can be concluded that the scale has internal consistency and reliability. This section deals with the findings regarding Descriptive statistics.

1. Technological Factors (TF)

1. The respondents agree to the statement that E-books are of good quality.

2. All the mean scores are above 3 which means that respondents agree that

Technological Factors affects their Behavioural Intention to use e-books.

2. Perceived Usefulness (PU)

1. Majority of the respondents accepts that using e-book is convenient

2. All the mean scores are above 3 which means that respondents agree that

Perceived Usefulness affects their Behavioural Intention to use e-books.

3. Relative Advantage (RA)

1. Most of the respondents are of the opinion that E-books are user friendly.

2. All mean scores above 3 shows their high perception regarding the variable

Relative Advantage.

4. Subjective Norms (SN)

1. Majority of the respondents agree that there are others who are using e-books around them.

2. All mean scores are above 3 which shows their high perception regarding the

variable Subjective Norms.

5. Behavioural Intension to use e-books (BI)

1. Majority of the respondents opinioned that they will plan to use e-books for completing class projects, papers, assignments, or quizzes in the near future..

2. All mean scores are above 3 which indicates their high perception towards the variable Behavioural Intention to use e-books.

4.4.3 Regression Analysis

Regression analysis was conducted to measure the influence of TF, PU, RA, SN on BI. The independent variables of this study has positive influence on the Behavioural Intention of college students to use e-books. Thereby the second objective of this study is satisfied. The independent variables are TF, PU, RA, SN and the dependent variable is BI. Following are the results:

1. The correlation coefficients between independent variables Technological Factors, Perceived Usefulness, Relative Advantage and Subjective Norms and dependent variable Behavioural Intention show a positive correlation.

2. The R square and adjusted R square were almost the same. The adjusted R

square shows that 45.44 percent variation in BI is explained by TF, PU, RA and SN.

3. The Durbin-Watson statistic is 1.940.

4. The model is statistically significant at 0.001 percent level with F value 30.718.

5. The beta coefficients of Technological Factors, Perceived Usefulness, Relative Advantage and Subjective Norms are statistically significant at 1 percent significance level (p<0.01).

4.4.4 Hypothesis Testing and Model Validation

1. The beta coefficients of Technological Factors, Perceived Usefulness, Relative Advantage and Subjective Norms are statistically significant at 1 percent significance level (p<0.01). So it is clear that these variables has effect on Behavioural Intention to use e-books.

2. Therefore, it is clear that Technological Factors, Perceived Usefulness, Relative Advantage and Subjective Norms has an effect on Behavioural Intention to use e-books. Hence, **H01, H02, H03 and H04 are rejected**.

3. Technological factors has **effect** on behavioural intension to use e-books with its beta coefficient, 0.195 (H01).

4. Perceived usefulness has **effect** on behavioural intension to use e-books with its beta coefficient, 0.312 (H02).

5. Relative advantage has **effect** on behavioural intension to use e-books with its beta coefficient, 0.072 (H03).

6. Subjective norms has **effect** on behavioural intension to use e-books with its beta coefficient, 0.327 (H04).

4.5 Suggestions

Following are the suggestions to be considered:

1. There is a constant need to run awareness and promotional campaigns regarding the existence of information resources (including e-books) and services in order to ascertain the awareness and perception of undergraduate students about e-books.

2. It is crucial that the library establish its digital e-book collection to offer current and popular titles that students need and that align with the curriculum in order to understand the usage patterns of e-books.

Get all required readings and suggested books in electronic format.

3. Include lectures in the decision-making and purchase of e-books.

By automating the authentication process for students to access electronic contents on campus via Internet protocol (IP), electronic book providers should make accessing e-books simpler.

4. Additionally, there is a need for ongoing training for academic staff and students at all levels to equip them with the skills necessary for using e-books effectively.

5. Combine e-book training with subjects like computer literacy and research techniques.

4.6 SCOPE OF FURTHER STUDY

The research study is limited to a few factors. It explores only the relationship between a short-listed factor influencing college students to use E-book. The scale of experiment can be further enlarged. Here respondents in this study is limited to college students, which can be further explored to a general level. There are various other factors that affect the usage of e-book among college students other than those mentioned in the study.

4.7 Conclusion

Technology integration in the classroom has improved the standard of instruction. The advantages about using eBooks in academic achievement are universally acknowledged by both students and educators. The purpose of eBooks is to enhance and simplify the overall learning process. Learning becomes more fun and interactive thanks to digital books. Students now can actively engage in the education process rather than passively trying to listen to one person talk nonstop. Learning becomes enjoyable and engaging when eBooks are integrated into classroom instruction. An e-book is simply "an

electronic version of the printed book, designed to be read on the computer or on an e-book reader,"

This study aims at identifying the factors that influence the usage of e-book among college students and how these factors lead to the usage of e-book among college students. The research findings of this study will ensures that all the students will understand the features and importance of using e-book so that they can take advantage of e-book. This study will provide insights on factors that influence the usage of e-books among students.Findings of the study might be useful for students and academicians doing similar nature of research in academic field in future.

The study is mainly conducted as four chapters namely Introduction, Theoretical Framework and Literature Review, Analysis and finally Findings, suggestion and conclusion. First chapter is the introduction part which mainly dealt with overall view of the topic of study and it includes objectives of the study, statement of the problem, scope, methodology, hypothesis and chapterisation.

The second chapter is divided into three section as Theoretical Framework, Literature Review and Model Development. Theoretical framework mainly includes the concerned theory of the subject which is under the study. Theories were framed and collected from various secondary sources. From the theory portion one can simple got the subject very clearly. The second section of the chapter contains various review of past studies connected with the area of our topic. And it also includes review of variables which is used for conducting this research. All these literature review is been framed by reading and searching various articles published in journals. Third section of the chapter contains Model Development of the research. Model Development is done from the extensive literature review.

Third chapter is mainly divided into three as Analysis of Demographic profile, Descriptive analysis and Regression Analysis, Model validation and Hypothesis testing. In analysis of demographic profile various demographic measures used in the study were analysed. And for that frequencies were framed out to show the number of respondents belongs to each demographic feature. Reliability analysis was carried out using Cronbach's Alpha which proved the internal consistency of the research constructs. The Descriptive analysis includes the analysis of the variables used in the study. It is carried with identifying the mean, mode and standard deviation. In the final section we conducted

Correlation analysis to quantify the strength of relationships between variables. And from the analysis we understood that there exists a high positive correlation between all variables. Then Regression analysis is done to measure the influence of independent variables with the dependent variables. From the regression analysis it was proved that four independent variables have significant relationship with behavioural intention to use E-book. As the result of all these analysis all hypothesis are rejected.

The fourth chapter of the study denotes Findings, Suggestions and Conclusions. It includes the demographic findings, descriptive findings and regression analysis findings. The study makes significant contribution to the existing literature by examining the measures Technological Factors, Perceived Usefulness, Relative Advantage and Subjective Norms.

The present study attempts to unearth the answers to the research questions of exploring the factors that influence the usage of e-book among college students and how these factors lead to the usage of e-book among college students. It was found that behavioural Intention to use e-book is dependent on Technological Factors, Perceived Usefulness, Relative Advantage and Subjective Norms. Hence, college students can effectively use E-book by taking full advantage of it.

BIBLIOGRAPHY

BIBLIOGRAPHY

1.) Al-Emran, M., Mezhuyev, V., Kamaludin, A., AlSinani, M.: Development of M-learning application based on knowledge management processes. In: 2018 7th International conference on Software and Computer Applications (ICSCA 2018) (2018)

2.) Al-Emran, M., Mezhuyev, V., Kamaludin, A.: Students' perceptions towards the integration of knowledge management processes in M-learning systems: a preliminary study. Int. J. Eng.Educ. 34(2), 371–380 (2018)

3.) Al-Emran, M., Salloum, S.A.: Students' attitudes towards the use of mobile technologies in e-evaluation. Int. J. Interact. Mob. Technol. 11(5), 195–202 (2017)

4.) Salloum, S.A., Al-Emran, M., Monem, A.A., Shaalan, K.: Using text mining techniques for extracting information from research articles. In: Studies in Computational Intelligence, vol. 740. Springer, Berlin (2018)

5.) Al-Emran, M., Shaalan, K.: Academics' awareness towards mobile learning in Oman. Int.J. Comput. Digit. Syst. 6(1), 45–50 (2017)

6.) Al-Emran, M., Malik, S.I.: The impact of Google apps at work: higher educational perspective. Int. J. Interact. Mob. Technol. 10(4), 85–88 (2016)

7.) Al-Emran, M., Shaalan, K.: Attitudes towards the use of mobile learning: a case study from the Gulf region. Int. J. Interact. Mob. Technol. 9(3), 75–78 (2015)

8.) Catenazzi, N.: The evaluation of electronic book guidelines from two practical experiences. J. Educ. Multimed. Hypermedia 6(1), 91–114 (1997)

9.) Shin, D.-H.: Understanding e-book users: uses and gratification expectancy model. New Media Soc. 13(2), 260–278 (2011)

10) .Lin, J. C., & Lu, H. (2000). Toward an understanding of the behavioral intention to use a web site. International Journal of Information Management, 20(3), 197–208.

11.) Lin, C. H., Shih, H. Y., & Sher, P. J. (2007). Integrating technology readiness into technology acceptance: The TRAM model. Psychology and Marketing, 24(7), 641–657.

12.)Malhotra, Y., & Galletta, D. F. (2005). A multidimensional commitment model of volitional systems adoption and usage behavior. Journal of MIS, 22(1), 117–151.

13.) Mathieson, K., Peacock, E., & Chin, W. W. (2001). Extending the technology acceptance model: The influence of perceived user resources. Data Base for Advances in Information Systems, 32(3), 86–112.

14.) Moore, G. C., & Benbasat, I. (1991). Development of an instrument to measure the perception of adopting an information technology innovation. Information Systems Research, 2(3), 192–222.

15.) Nunnally, J. C., & Bernstein, I. H. (1994). Psychometric theory. New York: McGraw- Hill Inc.

16.) Nysveen, H., Pedersen, P. E., & Thorbjornsen, H. (2005). Intentions to use mobile services: Antecedents and cross-service comparisons. Journal of Academy of Marketing Science, 33(3), 330–346.

17.) Parasuraman, A., Zeithrml, V. A., & Berry, L. L. (1988). SERQUAL: A multiple-item scale for measuring consumer perceptions of service quality. Journal of Retailing, 64(Spring), 12–40.

18.) Plouffe, C. R., Hulland, J., & Vandenbosch, M. (2001). Research report: Richness versus parsimony in modeling technology adoption decisions—understanding merchant adoption of a smart card-based payment system. Information Systems Research, 12(2), 208–222.

19.) Venkatesh, V., Bala, H.: Technology acceptance model 3 and a research agenda on interventions. Decis. Sci. 39(2), 273–315 (2008)

20.) Torres, R., Johnson, V., Imhonde, B.: The impact of content type and availability on ebook reader adoption. J. Comput. Inf. Syst. 54(4), 42–51 (2014)

21.) Jin, C.-H. Adoption of e-book among College Students: The perspective of an integrated TAM. Computers in Human Behavior (2014), http://dx.doi.org/10.1016/j.chb.2014.09.056

APPENDIX

"A STUDY ON USAGE OF E-BOOK AMONG COLLEGE STUDENTS WITH SPECIAL REFERENCETO ERNAKULAM DISTRICT"

I'm Ann Maria, final year M.Com student of Bharata Mata College, Thrikkakara. I conduct this survey as a part of my final year PG project and the data collected will be used for academic purpose only. I request you to kindly fill the questionnaire.

QUESTIONNAIRE

Demographic factors:

1. Please specify the following
- Name
- Gender

  ☐ Male

  ☐ Female

2. Education level of respondent:

  ☐ Graduate

  ☐ Post Graduate

3. Please tick your degree of agreement or disagreement

a.)Technological Factors

Measures	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
E-books are of good quality					
E-book makes (would make) it easier to do my work.					
Using e-book improves (would improve) my					

Measures	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
work performance.					
Using e-books would fit well with the way I like to work.					

b) Perceived Usefulness

Measures	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Using e-book is convenient					
I expect that using e-books will improve my academic and reading performance					
It would reduce the time that I spend on unproductive activities in college					
Using e-books is, overall, an efficient way to read					

c.)Relative Advantage

Measures	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
E-books are user friendly					

E-books are easy to access on the web				
One can copy and paste the texts of e-books				
One can easily bookmark selected texts in e-books				

d.)Subjective Norms

Measures	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There are others who are using e-books around me					
People who know me have positive feelings about using e-books					
My parents are willing to agree with my purchasing an e-book					
People who influence me want to use e-books					

e.) Behavioural intension to use e-books

Measures	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I intend to use e-books in the near future.					
I plan to use e-books for completing class projects, papers, assignments, or quizzes in the near future.					