



مجلة التربوي

مجلة علمية محكمة تصدر عن كلية التربية جامعة المرقب

المجلد الثالث والعشرون
يوليو 2023م

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- المجلة ترحب بما يرد عليها من أبحاث وعلى استعداد لنشرها بعد التحكيم .
 - المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
 - كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
 - يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
 - البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .
- (حقوق الطبع محفوظة للكلية)



ضوابط النشر:

- يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :
- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأولويات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

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A printed book or an e-book? Student Preferences & Reasons

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Abstract: New devices and integrated tools have played a significant role in improving the choices offered for reading. Many students in universities own laptops, and an increasing number are purchasing tablets, smartphones, and other handheld devices. Interesting enough, students carry their electronic devices everywhere they go, even at a university. Students perhaps use these devices when doing their assignments and reading course materials, to increase their reading comprehension, or to download all the course materials to their devices to use them occasionally. Therefore, this study used the quantitative approach to find out whether Elmergib University students preferred using printed books or electronic books (e-books) for reading their course materials. The sampling group for the study is 120 students attending the Elmergib University Faculty of Science. According to the student's answers to the questions, over half of the students don't read e-books. Based on the responses from students; the "I like to hold the book in my hands" is the most marked reason with 43.3%. The reason "To protect my eye health" is another reason, the more chosen. The paper begins with a definition of e-books and their features, followed by a review of the literature on previous research done on students' e-book use and perception, and then a description of the methodology used. The results of the survey on the use of e-books by Elmergib University students are presented and discussed. Finally, recommendations and future research are suggested to conclude the paper.

Keywords: e-book, printed book, reading books, electronic devices, digital books.

1. Defining e-book

E-books, which are known as living books or CD-ROM books. Most research define them as texts that are digital and accessed via electronic screen. The obvious definition is that an e-book is an electronic book that can be read digitally on a computer screen, a special e-book reader, a personal digital assistant (PDA), or even a mobile phone. In other words, e-books are consumed on a screen rather than on paper [1]. There are two formats in which e-textbooks exists. These are pages fidelity e-textbooks and reflowable digital e-textbooks [2] [3]. Page fidelity e-textbooks are simply scanned pictures of the print version of the book. An example of this is a PDF file with no dynamic media, no active web links, and no capability to manipulate font or pictures. Reflowable e-textbooks use a flexible format system that includes dynamic media and allows the user to modify both the layout and interactive features of the e-textbook to suit the display medium[3].

E-book have progressed through several phases and formats. These phases have started by Project Gutenberg in 1971 which established the first online library initially, then moved to Portable Document format(PDFs), and later in 2011 Google Books website, which scans the physical books to create PDF documents and uploads them to the web



[4]. In fact, many e-book are now "born digital" [5] as they are created online, accessible only via the web, and are totally separate entities from their printed counterparts.

The students are beginning to use e-books as a result of development of the e-book technologies and devices. These developments offer many advantages over printed books such as:

- E-books are often marketed as cost-effective for students [6] .
- The e-books save institutions from using so much physical space by being stored digitally [7] .
- E-books are convenient in terms of mobility as readers do not have to worry about their heavy weight [8].
- E-books allow teachers and students to easily access them online at any time and wherever needed [9] . further, e-books allow users to search them easily to support their teaching and learning [10].
- E-books are user friendly, can be annotated, copy and paste text, and for some users, they are easier to read [11].
- Being able to make searches with keywords in e-books [12] .
- E-books being environment friendly [12].
- E-books provide ease in curriculum delivery through tablet computers, increase the effectiveness of students' study times, provide new reading strategies [13] .
- Electronic readers contain many interactive features that cannot be found in print textbooks. Multimedia features, such as hyperlinks, audio and video extensions, still and animated image, graphic simulations, virtual labs, interactive lessons, and education-based games, have been found to enhance the reading experience for many students [14] [15]
- The interactive features of digital textbooks provide support for students with different learning need. For example, students who have poor vision or who are physically unable to hold a book or turn pages may find digital textbooks easier to read. Student who are easily distracted can use digital textbooks 'interactive capabilities to stay engaged and focused [16].

2. Lecture Review

Since the end of the Renaissance and the beginning of the 21st century, the printed text and books have predominated especially in cultural production and academic production [17]. Nowadays, educational materials on paper considered as the only reference for knowledge, are beginning to be affected by digital transformation. The introduction of digital reading media like computers and tablets has transformed the traditional reading paradigm [18]. And researchers have mixed options about change. For example, as [19] started, reading on screen brought certain advantages which were absent on paper, such as the "interactivity, non-linearity, immediacy of accessing information, and the convergence of text and image, audio and video" in addition, the convenience and portability, the cost effectiveness of e-books. A despite of these the features, some studies have demonstrated that recall and retrieval is poorer when reading from an e-text as compared with a print text [2] [20]. This is when readers longer e-texts [21]. The research [22] implies that university students who choose to read large numbers of pages



of textbooks on a screen- whether on a computer or on a handheld device- may experience more eye fatigue and increased mental workload than their peers who choose traditional textbooks.

Differing opinions led researchers to further compare and determine if screen reading can be as effective as paper reading. To date, no consensus has been reached on the matter.

3. Method

Model of Study

This study was conducted using screening which is a descriptive research model.

Study Group.

The sampling group of the study is 120 students attending the Elmergib University Faculty of Science, a division of Computer Science, division of Chemistry, division of math's, division of Statistics Science. The students participated in the study voluntarily. Distribution of participating students by gender and the division in which they are studying are presented in Table 1.

Table 1 : Frequency distribution of students by gender

	Groups	Frequency(n)	Percentage (%)
<i>Gender</i>	Female	57	47.5%
	Male	63	52.5%
	Total	120	100
<i>Department</i>	Computer Science	70	58.33%
	Chemistry	15	12.5%
	Maths	15	12.5%
	Statistics Sciences	20	16.66%
	Total	120	100

Data Collection Tools

The respondents were given several questions about the reading texts. The questionnaire was designed to collect information about readers 'choice in choosing the media they use, whether they prefer to read using e-book or the printed ones.

Data Analysis

In order to find reader's option and motivation to read by using electronic and/or printed reading texts, the researchers distributed the questionnaire to the readers. The results of the questionnaire were analyzed using percentage analysis. The formula of the percentage analysis is as shown below:

$$P = F/N * 100\%$$

Where: P=Percentage of the readers 'choice

F=The total of the readers 'choices

N=The total number of sample readers.



4. Results

According to the responses of students to the questions in the data collection tool, the following conclusions are reached:

Do you read e-books? 63.3% of the students answered “No”, 36.7% “yes”. Over half of the students don’t read e-books. Acquired data presented in Table 2.

Table2: Frequency distribution: Students ‘reading-e-book status

	Groups	Frequency(n)	Percentage (%)
<i>Do you read e-books?</i>	Yes	44	36.7%
	No	76	63.3%
	Total	120	100%

What are the reasons for not reading e-book? (Can select more than one option) based on the responses given by student; “I like holding the book in my hands” reason is the most marked reason with 43.3%. “To protect my eye health” reason is other one reasons most chosen. The frequency distribution of the students’ responses to this question is presented in Table 3.

Table3: Frequency distribution: reasons students are not reading e-books

	Groups	Frequency(n)	Percentage (%)
<i>What are the reasons you prefer reading printed books to e-book?</i>	I like holding the book in my hands	52	43.3 %
	To protect my eye health	33	27.5%
	Because it is portable and easier to read	44	36.6%
	I understand better when I read the book in my hands	50	41.6%
	I do not have the technology to read e-book	36	30%
	I get distracted when reading e-books	28	23.3%
	Cannot give up the habit of reading printed books	31	25.8%
	No reason	12	10%

In the questionnaire, researchers posed questions about the readers’ reading preferences. The questionnaire responses were distributed as follows:



Questions					
1	Do you like reading?	Yes	percentage	No	Percentage
		83	69.1%	37	30.8%
2	What is your purpose of reading?	Information	knowledge	Entertainment	Others
3	How many hour(s) do you spend reading in a day?	<1 hour	1-2 hours	2-4 hours	>4hours
		35	52	26	7
4	Do you read printed text materials?	Yes	percentage	No	Percentage
		76	63.3%	44	36.6%
5	Do you read non-printed text materials?	Yes	percentage	No	Percentage
		41	43.1%	79	65.8%
6	Which kind of reading text materials do you like more?	Electronic	percentage	Printed	Percentage
		53	44.1%	67	55.83%
7	Which kind of reading text material makes you become more motivated to read?	Electronic	percentage	Printed	Precented
		58	48.3%	62	51.6%
8	Do you feel comfortable about the reading text material that you choose?	Yes	percentage	No	Precented
		87	72.5%	33	27.5%
9	Do you have any difficulties while reading printed reading text materials?	Yes	percentage	No	Percentage
		44	36.6%	76	63.3%
10	Do you have any difficulties while reading non-printed reading text materials?	Yes	percentage	No	Percentage
		73	60.8%	47	39.1%
11	Which kind of reading text materials do you use more often?	Electronic	percentage	Printed	percentage
		52	43.3%	68	56.6%



5. Conclusion and Discussions

The results show that many students still prefer to read printed books, although they have the opportunity to access technology anytime and anywhere. In another conclusion of the study, the students have indicated that the main reason they do not read e-books is that they like holding the book in their hands. Moreover, having the necessary equipment to read e-books warrants additional expenses. According to another finding from the research, the rate of male students reading e-books is higher than that of female students. The situation shows that males are more interested in technology and internet and they spend more time and have the ability to use them than females. In Libya, the legal framework should be established to increase the rate of books reading, education programs should be provided for the publishing industry. In addition, regular activities, mainly for teachers or anyone who wants to gain knowledge and skills about how to use e-books should be organized. These activities could be in universities within the scope of relevant course curriculum or in the form of courses over the internet supported by visual materials. The ongoing lecture notes can be prepared in e-book format in distance education programs in many universities in Libya, which can contribute to students gaining knowledge and experience in this regard. In addition, in the Department of Computer Science and Information Technology, with lessons such as E-Book design and Development, employees that the market requires, could be trained.

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