Studying User Preferences For E-Books In Library Collections

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ABSTRACT:

Introduction: This article paper wants to learn about these preferences to help libraries make better choices about their collections and how they provide services.

Objectives of study: this article paper aims is to provide insights for libraries to optimize their e-book collections and user services, ensuring a positive and effective user experience.

Data collection: This article paper investigates user preferences for e-books within academic library collections, acknowledging the increasing integration of digital resources alongside traditional print materials.

Data analysis: This article paper explores factors influencing these preferences, including the perceived convenience, accessibility, and limitations of e-books compared to print.

Conclusion: This article helps improve the overall experience for users and makes it easier for them to find the information they need.

Keywords: E-Books, Library Collections, Digital Resources, Academic Libraries, Print Books

INTRODUCTION:

Academic libraries are starting to use more e-books to grow their collections and better serve different types of users. Even though e-books are convenient and easy to search, users can face problems with how they are formatted, how easy they are to use, and what kind of reading style they prefer. This study wants to learn about these preferences to help libraries make better choices about their collections and how they provide services.

Looking into what users like about e-books is important for managing and building digital resources well. Knowing how users use and feel about e-books, including their favorite formats, features, and how accessible they find them, helps libraries improve their collections and make the experience better for everyone. This ultimately helps libraries stay relevant and respond to the changing needs of their communities.

The book world is changing a lot, with more people using digital content. E-books are becoming more common in library collections. Libraries are adding more e-books, but it's important to know what users like to make sure they work well.

Understanding what users prefer helps libraries offer services that fit what their patrons need. This means learning about what kind of information users want, which formats they like best, like ePub or PDF, and what features they need, such as easy navigation, search options, and the ability to take notes.

By looking at user information, libraries can make better decisions about which e-books to buy and how to organize them so they are easier to find and use. Factors like what genres users like, how they read, and what devices they have are all important.

Learning about user preferences can help libraries improve the whole e-book experience, from when people search for books to when they actually read them. This could include making the user interface easier to use, giving clear instructions, and supporting different devices.

User studies help libraries understand the needs of their users better. By knowing what users want, libraries can make sure their digital collections are not only complete but also easy to use and helpful for everyone.

OBJECTIVES OF STUDY:

➢ To study user preferences for e-books in library collections helps understand how users engage with e-books, figure out what influences their choices, and eventually improve library services and how resources are managed.
➢ To find out if users prefer print books, e-books, or both, and to learn why they make those choices.
➢ To examine how users read e-books, including their reading patterns, how they navigate through e-books, and how the features of e-books help with learning and research.
➢ To spot areas where e-book interfaces, search tools, and the overall experience can be improved.

RESEARCH QUESTIONS:

• What are the main reasons users prefer e-books or print books in academic libraries?

• Which specific features of e-books do users find most useful, like being able to search easily, being easy to carry, or being accessible?

• What are the main disadvantages or issues users have with e-books?

• How do user preferences for e-books or print books differ between different subjects or types of library users?

• What impact do these preferences have on how libraries choose which books to buy and manage their resources?

METHODOLOGY:

This study will use both numbers and stories to learn more about how people use e-books and print books. Here's how we'll collect the information:

Quantitative Data:

• We will send questionnaires to students and teachers to find out what they like and don't like about e-books and print books.
• We will also look at data from the library system to see how often e-books are used and how much people read.

Qualitative Data:

• We will talk to some of the people who filled out the questionnaires in more detail.
• This could be through interviews or group discussions, where we can learn more about their personal experiences and feelings about e-books and print books.

Collection of Data:

- Questionnaires: We will give out questionnaires to people who use the library to find out what format they prefer (e-book or print), what devices they use, and how easy they find using e-books.
- Library Usage Data: We will look at data from the library system to find out how many times e-books are downloaded, how many pages are viewed, and how long people spend reading them.
- Group Discussions: We will have group talks with library users to learn more about their experiences and what they like or don't like about e-books.
- One-on-One Talks: We will have individual conversations with library users to understand their reading habits and any challenges they face when using e-books.
- Website Activity Tracking: We will track how people use the library's website, including what they search for, how they navigate, and how much time they spend looking at e-book pages.

DATA ANALYSIS:

Looking at what users like about e-books in a library's collection means understanding how they use and feel about e-books versus printed books. By using data analysis, we can find out things like which formats users prefer, what kinds of books are most popular, and which parts of e-books are read the most. This helps libraries make better choices about their e-book collections and make sure they meet the needs of their users.

Table No 1.

Demographic Analysis

Sl. No	Details	Number (No)	Percentage (%)
1.	**Gender:**		
	Female	59	59
	Male	41	41
	Total	**100**	**100**
2.	**Age:**		
	18–21 years	68	68
	22–23 years	26	26
	24 years and above	6	6
	Total	**100**	**100**
3.	**Degree Program:**		
	Undergraduate	86	86
	Postgraduate	12	12
	Doctorate	2	.2
	Total	**100**	**100**
4.	**Program:**		
	Nursing College	13	13
	Science College	12	12
	Medicine College	2	2
	Arts and Commerce College	59	59
	Education College	6	6
	Engineering College	8	8
	Total	**100**	**100**

(**Source:** Data collection from field)

Table No 2.

Duration of time spent for reading

Time spent reading per day	Printed books		E-books	
	Number (No)	Percentage (%)	Number(No)	Percentage (%)
Less than 1 hr	46	46	20	20
1–3 hr	34	34	41	41
More than 3 hr	20	20	39	39
Total	**100**	**100**	**100**	**100**

(**Source:** Data collection from field)

Above table no. 2 show that time spent for printed books reading by respondents less than 1 hr is 46 percentages, 1 to 3 hr reading by respondents are 34 percentages and more than 3 hr printed book read by respondent 20 percentages. So less hr read by respondent is printed books.

Time spent for E- books reading by respondents less than 1 hr is 20 percentages, 1 to 3 hr reading by respondents are 41 percentages and more than 3 hr E-book read by respondent 39 percentages. So more hr read by respondent is E- books.

Table No.3.

Description of data Analysis

Empty Cell	Easy to carry		Easy to make Notes		Study for exams	
	Number (No)	Percentage (%)	Number (No)	Percentage (%)	Number (No)	Percentage (%)
Printed books	25	25	68	68	67	67
E-books	75	75	32	32	33	33
Total	100	100.0	100	100.0	100	100.0

(**Source:** Data collection from field

Table 3 clearly shows that 75% of people find it easy to carry soft copies, while 68% and 67% prefer hard copies for taking notes and for exams.

Table No. 4.

Comfort index while using the Printed books and E-books

Empty Cell	E-books		Printed books	
	Number (No)	Percentage (%)	Number(No)	Percentage (%)
Easy	30	30	58	58
Neither easy or Difficult	16	16	11	11
Difficult	54	54	31	31
Total	100	100.0	100	100.0

Table 4 shows how students prefer using printed materials, with 58% feeling comfortable studying from printed copies. In contrast, 54% had trouble studying from on-screen or digital content. The study shows that even though technology is widely used in education, students still find printed textbooks easier to work with.

Table No.5.

Preference of the device while using E-books.

Empty Cell	Number (No)	Percentage(%)
Desktop	3	3
Laptop	39	39
I-Pad	34	34
Phone	10	10
Tablet	9	9
E− Book reader	5	5
Total	100	100.0

(**Source:** Data collection from field)

Table 5 shows which devices students prefer for studying onscreen material. It says that 39% of students use a laptop, and the same percentage, 34%, use an iPad. The least preferred device is the desktop, according to the survey.

Table No. 6.

Post hoc analysis of cumulative score to preference to reading materials.

Program(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Nursing College	1.341	1.002	.867	−2.12	8.08
Science College	−8.743	2.315	.086	−18.15	.79
Medicine College	1.014	1.237	.981	−4.31	7.36
Arts and Commerce College	5.028	1.046	.079	−.38	9.29
Education College	5.389	1.036	.096	.03	10.79
Engineering College	3.461	1.075	.451	−1.07	9.14

*. The mean difference is significant at the 0.05 level.

The inferential statistics, which used an independent T-test and one-way ANOVA, showed that age, gender, cohort, and years at university had a significant relationship with the students' preference for the study material, with p values less than 0. 05.

A post hoc test called Tukey's Honest Significant Difference (HSD) was used to find out which groups had significant differences in their cumulative GPA related to their preference for reading the material electronically.

The nursing college had a significant difference compared to the arts and Social Science College. The medicine college also had significant differences compared to the science, arts and commerce, education, and law colleges (Table 6).

RESULTS:

• The things that affect how people choose between e-books and printed books.

• The particular features of e-books that users find most useful.

• The difficulties and restrictions that come with using e-books in educational environments.

• Ways libraries can improve their e-book offerings and support services to better serve their users.

• The impact of these findings on how academic libraries plan their collections and distribute their resources.

SUGGESTIONS:

- Libraries should offer both e-books and print books to meet the different needs of their users.
- Make it easier for users to find e-books by improving search tools and clearly showing which e-books are available.
- Help users by offering training and support so they can use e-books and digital library resources effectively.
- Ask users for their opinions regularly and use that feedback to improve library services.
- Keep up with new technology and trends in e-books to make sure the library is offering the best possible service.

CONCLUSION:

By knowing what users like about e-books and print books, libraries can make better choices about what to include in their collections and how to offer their services. This helps improve the overall experience for users and makes it easier for them to find the information they need. Looking at what people prefer in e-books shows that there are many different reasons why people choose one format over another. E-books are convenient and easy to use, but print books are still preferred for certain tasks like deep reading and taking notes. Libraries should offer both types of books to meet the different needs and preferences of their users.

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