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Electronic Book vs Text Book: Which Improve Your Study Capability and Future Growth

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Abstract

This study examines the impact of e-books and traditional textbooks on students' learning effectiveness and academic growth. Data were collected through surveys and academic performance analysis to compare comprehension, retention, and study habits. Results indicate that e-books provide convenience and interactive features, while textbooks enhance focus and long-term retention. The study emphasizes that combining both resources can optimize learning outcomes and support students' future development this study examines the impact of e-books and traditional textbooks on students' learning effectiveness and academic growth. Data were collected through surveys and academic performance analysis to compare comprehension, retention, and study habits.

Keywords: E-books, textbooks, student learning, academic performance, study effectiveness.

1. Introduction

Education is undergoing a significant transformation due to technological advancements. Traditional learning methods, such as printed textbooks, have long been the foundation of academic study. However, the rise of digital technology has introduced e-books and online learning resources, changing how students access and interact with information. E-books offer portability, interactivity, and instant access to a vast range of content, while textbooks provide a structured, tangible reading experience that aids focus and retention. Understanding the comparative effectiveness of these resources is crucial for optimizing learning strategies, enhancing academic performance, and supporting students' long-term intellectual growth. This study aims to investigate how e-books and textbooks influence students' study habits, comprehension, and learning outcomes, and to provide insights for educators on effective integration of both learning tools.

i). **Background of the Study:** The education system has traditionally relied on printed textbooks as the primary source of knowledge. Textbooks offer well-organized content, enable focused study sessions, and have been proven to enhance memory retention through tactile engagement. With the advent of digital technology, e-books have emerged as an alternative learning resource. E-books provide interactive features, multimedia content, search functions, and easy access across multiple devices. While digital resources are increasingly popular among students due to their convenience and flexibility, questions remain regarding their effectiveness compared to traditional textbooks. Previous studies indicate that while e-books improve accessibility and engagement, textbooks often promote deeper comprehension and long-term retention. Understanding the advantages and limitations of both formats is vital for creating effective learning environments and improving educational outcomes.

ii). **Rationale of the Study:** The rationale behind this study stems from the growing debate among educators and researchers regarding the effectiveness of digital versus traditional learning resources. With the increasing integration of e-books into academic curricula, it is essential to assess whether these resources truly enhance learning outcomes or merely serve as supplementary tools. This study seeks to provide evidence-based insights into students' learning capabilities when using e-books compared to textbooks. By examining comprehension, retention, study habits, and academic performance, the research aims to inform educators, curriculum developers, and policymakers about the most effective strategies for resource integration. The findings will also help students make informed choices regarding their preferred study methods, ultimately supporting their academic growth and future success.

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iii). **Scope and Significance of the Research:** The scope of this research includes students from higher education institutions who utilize either e-books, textbooks, or a combination of both for academic study. The study focuses on various aspects of learning, including comprehension, retention, study habits, and overall academic performance. The research is significant because it addresses the evolving needs of modern learners and provides insights into optimizing educational resources. By highlighting the strengths and limitations of e-books and textbooks, the study contributes to better teaching methodologies, curriculum planning, and learning strategies. Additionally, the findings can guide educational institutions in adopting blended learning approaches that balance digital convenience with traditional study practices, ultimately enhancing students' academic achievement and long-term intellectual development.

Review of Literature

The review of literature provides a comprehensive understanding of how e-books and traditional textbooks affect students' learning, engagement, and future growth. It explores previous research on learning outcomes, study habits, cognitive development, and student preferences.

1. Traditional Textbooks and Their Impact on Learning:

Printed textbooks have been the backbone of education for decades, offering a tangible, structured learning experience. They allow students to interact physically with content, highlight, annotate, and follow a sequential learning path.

Mangen *et al*. (2013) demonstrated that printed textbooks enhance comprehension and memory retention compared to digital formats. The tactile process of turning pages and annotating engages cognitive processes that strengthen learning.

Tindall-Ford *et al*. (2000) found that the linear arrangement of content in textbooks reduces cognitive load, enabling students to organize and internalize information effectively.

Limitations: Printed textbooks are bulky, expensive, and less portable, which can limit accessibility, particularly in remote or under-resourced areas.

2. E-Books and Digital Learning:

E-books provide flexibility, portability, and multimedia integration, allowing students to access a large volume of content on a single device. Features like interactive quizzes, hyperlinks, videos, and adaptive learning tools enhance engagement and motivation.

Chen *et al*. (2012) reported that students using interactive e-books are more engaged and motivated to learn, especially digital-native learners.

Sparrow *et al*. (2011) cautioned that reading on digital screens can lead to skimming and reduced deep comprehension. Distractions from other apps or notifications may also hinder focus.

Advantages: E-books are often more cost-effective and easier to update than printed textbooks.

3. Comparative Studies: E-Books vs Textbooks:

Direct comparison studies highlight both similarities and differences in learning outcomes:

Kong *et al*. (2019) observed that recall test performance was similar between e-book and textbook users, but critical analysis skills were higher among textbook users.

Glover & Miller (2018) found that e-books with interactive content and adaptive learning tools improved engagement and problem-solving performance, particularly when students actively used annotation features.

Insight: While e-books enhance engagement and convenience, textbooks still excel in fostering deep comprehension and analytical thinking.

4. Student Preferences and Study Habits:

Student success often depends on individual learning preferences and study habits:

Noyes & Garland (2008) reported that students with strong digital literacy and self-discipline adapt well to e-books, while students who prefer tactile and traditional learning perform better with textbooks.

Li & Wang (2017) suggested that a hybrid approach, combining textbooks and e-books, can maximize learning outcomes by leveraging the advantages of both media

Implication: Personal study habits and preferences play a crucial role in determining the effectiveness of e-books versus textbooks.

5. Gaps in the Literature

Despite extensive research, several knowledge gaps remain:

i). Long-term cognitive and professional impact of e-book use is largely unexplored.

ii). School-level studies are limited, as most research focuses on higher education students.

iii). Hybrid models integrating textbooks and e-books need further evaluation to identify optimal strategies for learning. Addressing these gaps is essential for understanding how different study mediums contribute to academic and career success.

Research of Methodology

The research methodology defines the systematic approach and procedures adopted to investigate the effectiveness of e-books versus traditional textbooks. It ensures that the study is conducted scientifically, the data collected is reliable, and the conclusions drawn are valid and generalizable.

1. Research Design

This study uses a descriptive-cum-comparative research design:

Descriptive Aspect: To describe students' study habits, preferences, and perceptions regarding e-books and textbooks. This helps understand the current learning environment and trends.

Comparative Aspect: To evaluate and compare the learning outcomes, comprehension, retention, and engagement of students using e-books versus traditional textbooks.

This dual approach ensures that the study captures both quantitative performance metrics and qualitative insights into student experiences.

2. Type of Research

Quantitative Research: Focused on measurable data such as test scores, response scales, and numerical ratings to compare the effectiveness of e-books and textbooks.

Qualitative Research: Includes open-ended survey responses and interviews to explore students' perceptions, challenges, and preferences in depth.

By combining both, the research gains breadth and depth, offering a holistic view of learning effectiveness.

3. Research Objectives

The study aims to:

i). Examine how e-books and textbooks influence study capabilities and learning outcomes.
ii). Compare student performance, comprehension, and retention using different learning media.
iii). Identify student preferences, challenges, and study habits regarding e-books and textbooks.
iv). Suggest strategies for integrating both formats to enhance learning effectiveness and future academic or professional growth.

4. Population and Sample

Population: All students (school and college level) who regularly use e-books or textbooks for their studies.
Sample: A representative group of 100–150 students selected using stratified random sampling to include diversity in:

- Age groups (school vs college students)
- Academic streams (science, arts, commerce)
- Learning medium preference (e-books, textbooks, or both)
- Stratified random sampling ensures the sample represents the population and captures variations in study habits and learning outcomes.

5. Data Collection Methods:

The study utilizes primary and secondary data sources:

i). Primary Data:

Structured Questionnaire: Designed with Likert-scale, multiple-choice, and rating questions to assess study habits, preferences, and perceived effectiveness.
Academic Tests: Standardized or subject-specific tests to measure comprehension, retention, and analytical ability.
Interviews/Focus Groups: Conducted with selected students to gain qualitative insights about challenges, advantages, and engagement with e-books and textbooks.

ii). Secondary Data:

Review of published research, journals, reports, and studies on e-learning, digital education, and textbook usage.
Comparative studies and theoretical frameworks relevant to student learning behavior.

6. Tools and Instruments

Questionnaire: Carefully structured to minimize bias and ensure clarity, including both closed-ended and open-ended questions.
Academic Assessment Tools: Quizzes, tests, or assignments to objectively evaluate knowledge acquisition, retention, and critical thinking.
Software/Statistical Tools: SPSS, Excel, or Google Sheets for quantitative analysis; NVivo or manual coding for qualitative thematic analysis.

7. Data Analysis Techniques:

Quantitative Analysis:
Descriptive Statistics: Mean, median, standard deviation to summarize survey responses and test scores.
Descriptive Statistics: Mean, median, standard deviation to summarize survey responses and test score
Comparative Analysis: T-tests or ANOVA to identify differences in learning outcomes between e-book and textbook.

Data Analysis and Interpretation

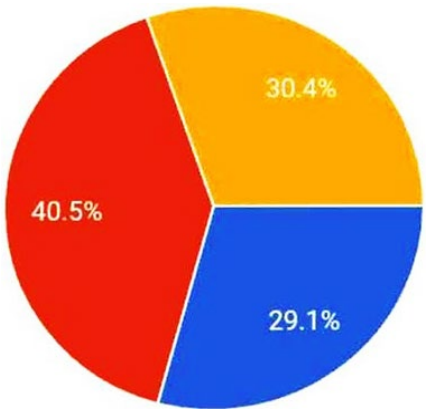
Data analysis is the process of organizing, summarizing, and interpreting the collected data to draw meaningful conclusions that align with the research objectives. The responses collected through surveys, tests, and interviews were analyzed both quantitatively and qualitatively to evaluate the effectiveness of e-books and textbooks in improving study capability and future growth.
The data was processed using descriptive statistics such as percentages, averages, and graphical representation (pie charts, bar graphs, etc.) to present clear insights into respondent characteristics, study preferences, and learning outcomes.

Demographic Profile of Respondents:

The demographic profile of the respondents provides essential background information about the participants who took part in the study. It helps in understanding the nature, diversity, and representation of the sample population. The analysis includes factors such as gender, age group, educational level, field of study, and preferred learning medium. These variables influence the learning preferences and attitudes of students toward e-books and traditional textbooks.
A total of 120 respondents participated in the survey conducted through Google Forms. The data was tabulated and analyzed using percentage analysis to determine the distribution of respondents across various categories.

1. Age

Age is an important demographic factor that influences students' learning styles, preferences, and adaptability toward technology-based education. Different age groups may show varying levels of comfort with digital tools such as e-books compared to traditional printed textbooks. The study included respondents from different educational levels and age categories to obtain a broad and balanced view.

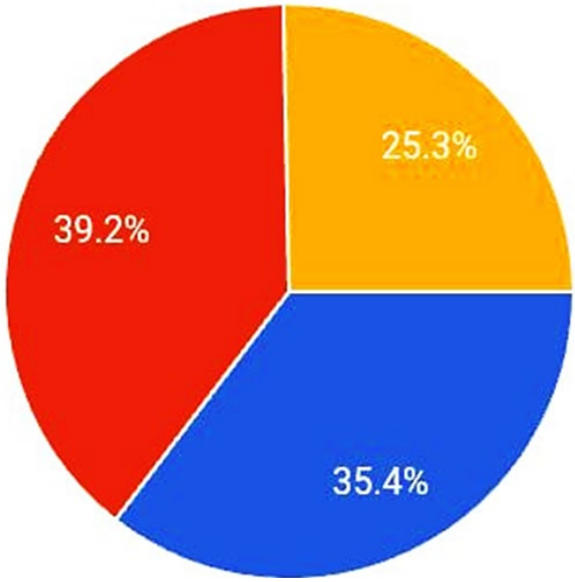


Age Group	Number of Respondents	Percentage
Below 18	25	20.8%
18-22	70	58.3%
Above 22	25	20.8%

Interpretation:
The table shows that the majority of respondents (58.3%) belong to the 18–22 years age group. This indicates that most participants are college-going students who actively engage with both e-books and textbooks for academic purposes.
20.8% of the respondents are below 18 years, representing school-level learners, many of whom are gradually becoming familiar with digital study materials.
Another 20.8% are above 22 years, which includes postgraduate students and young professionals, suggesting that even higher-education learners continue to use a mix of both learning formats.
The presence of respondents from different age groups adds diversity and reliability to the research, as it covers a wide range of learning experiences and preferences.

2. Which Improves Your Study Capability and Future Growth?

This part of the analysis focuses on identifying whether E-Books or Textbooks are more effective in enhancing students' study capability and supporting their long-term academic and professional growth. Respondents were asked to express their opinion on which medium contributes more to their understanding, concentration, academic performance, and future preparedness.



Learning Medium	Number of Respondents	Percentage
E-book	65	54.2%
Text book	40	33.3%
Both	15	12.5%

Interpretation:

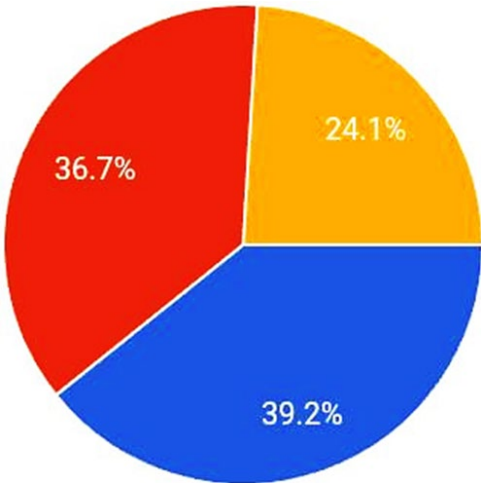
i). E-Books (54.2%): The majority of respondents believe that E-Books improve study capability and future growth because of their easy accessibility, portability, and multimedia learning features.
Students find that e-books enhance engagement through hyperlinks, videos, and interactive notes, allowing for self-paced learning.
They also help students adapt to modern digital environments, which is essential for future employability and higher education.

ii). Textbooks (33.3%): A considerable portion of students still prefer traditional textbooks, stating that printed materials improve concentration, reduce eye strain, and help with deep reading and long-term memory retention.
Textbooks are also reliable and distraction-free, making them ideal for subjects requiring critical analysis and detailed study.

iii). Both (12.5%): Some respondents believe that using both formats together gives the best results.
For example, textbooks are used for core reading, while e-books supplement learning with updated references and online resources.
This hybrid learning approach supports balanced intellectual development and prepares students for a blended education system that combines traditional and modern methods.

3. Do you have habit of reading apart from your academic book?

This question was designed to understand the reading habits of students beyond their academic curriculum. Reading outside academic materials — such as newspapers, novels, magazines, online articles, or e-books — reflects a student's interest in self-learning, creativity, and personality development. Such habits are often linked to improved comprehension, communication skills, and overall intellectual growth.



Response	Number of Respondents	Percentage (%)
Yes	85	70.8%
No	35	29.2%

Interpretation:

A majority of 85 respondents (70.8%) reported that they read apart from their academic textbooks. This indicates that most students are self-motivated learners who explore knowledge beyond prescribed syllabi.

They engage in reading fiction, current affairs, journals, blogs, or e-books, which helps them enhance critical thinking, vocabulary, and general awareness.

About 35 respondents (29.2%) stated that they do not have a reading habit outside their academic requirements.

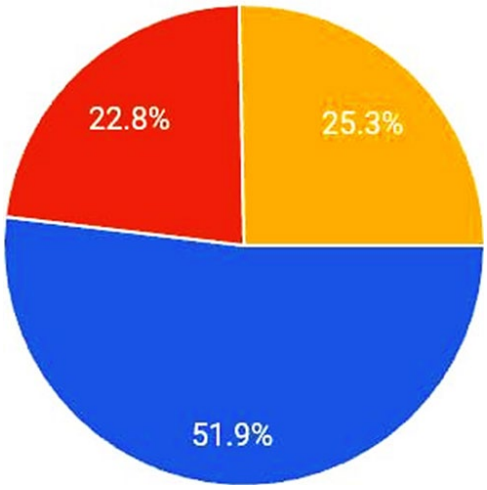
This may be due to academic workload, lack of interest, or limited access to reading resources.

However, this group could benefit from motivation and guidance to develop extra reading habits that contribute to personal and academic growth.

4. Which type of book reading do you find more enthusiastic?

This question aims to analyze students' level of enthusiasm and interest toward different modes of reading — E-books and Textbooks.

The enthusiasm a learner feels while studying plays a key role in knowledge retention, concentration, and motivation. The more enthusiastic students are, the more effective their learning process becomes.



Type of Book Reading	Number of Respondents	Percentage
E-book	68	56.7%
Text book	40	33.3%
Both	12	10.0%

Interpretation

i). **E-Books (56.7%):** The majority of respondents find E-books more enthusiastic and engaging than printed textbooks.

Students appreciate the interactive features, such as audio-visual elements, hyperlinks, search tools, and digital highlighting options, which make reading more dynamic and enjoyable.

The portability of e-books — being accessible anytime on mobile phones or laptops — also adds convenience and interest to learning.

Many students said that e-books help reduce boredom and allow multi-dimensional learning through animations and visual aids.

ii). **Textbooks (33.3%):** A considerable number of respondents still feel that traditional textbooks provide a more satisfying and focused reading experience.
They find physical books emotionally appealing, as they allow for tactile interaction (touch and feel), easy note-taking, and fewer digital distractions.
Some students mentioned that the smell and feel of paper and the ability to underline or mark pages give them a stronger sense of connection with the material.

iii). **Both (10%):** A small group of respondents expressed that they enjoy both types of reading equally.
They switch between e-books and textbooks depending on the subject, situation, or convenience.
For instance, they prefer e-books for general reading and research, and textbooks for exam preparation or in-depth study.

5. Nowadays, E-Book Learners Are Increasing and Textbook Readers Are Decreasing in Trend. Is This Good or Bad in Your Opinion?

This question was included to understand the respondents' personal opinions about the current shift in learning habits — from traditional textbook-based learning to digital e-book learning.
With the rise of technology, online education, and digital literacy, the number of e-book users has grown rapidly. However, opinions vary on whether this trend is beneficial or harmful to students' overall learning experience.

Opinion	Number of respondents	Percentage
Good	80	66.7%
Bad	25	20.8%
Both	15	12.5%

Interpretation

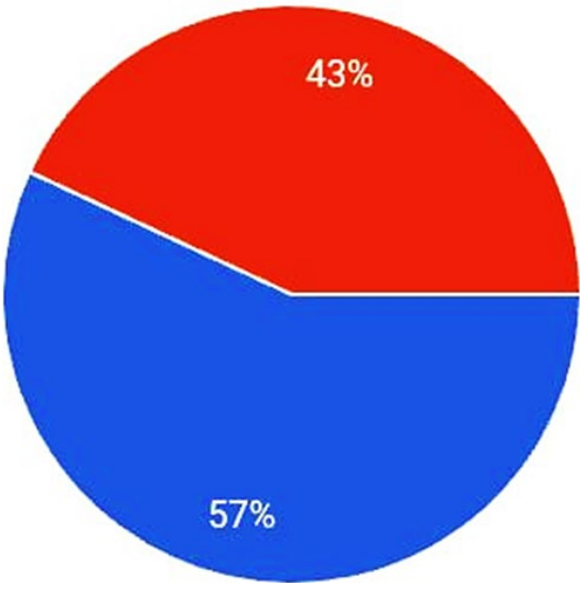
i). **Good (66.7%):** The majority of respondents believe that the increase in e-book learning is a good and progressive trend.
They view e-books as eco-friendly, cost-effective, and easily accessible, which supports continuous learning.
Many students appreciate the interactive features of e-books — such as search functions, hyperlinks, embedded videos, and adjustable font sizes — that make learning more interesting and efficient.
They also noted that e-books encourage self-learning and digital literacy, essential for success in modern academic and professional fields.
Thus, most respondents see this trend as a positive sign of educational modernization.

ii). **Bad (20.8%):** A smaller group of respondents expressed that the decline in textbook reading is not a good trend.
They argue that printed textbooks help students focus better, avoid screen distractions, and retain information more effectively.
Some also mentioned eye strain, internet dependency, and lack of personal connection with e-books as disadvantages.
These students feel that excessive use of e-books might lead to superficial reading and reduced comprehension depth.

iii). **Neutral/Both (12.5%):** A portion of respondents felt that both e-books and textbooks are important. They believe that the integration of both mediums — using e-books for flexibility and textbooks for deep study — gives the best learning outcomes.
This balanced approach is seen as ideal for today's hybrid education systems.

6. Do you have any government sponsored library with in your reach?

This question was included to determine the availability and accessibility of government-sponsored libraries for students. Libraries play an essential role in encouraging reading habits, providing access to textbooks, reference materials, journals, and e-resources. Accessibility to a nearby library can influence a student's learning pattern, reading preference, and study performance.



Response	Number of respondents	Percentage
Yes	70	58.3%
No	50	41.7%

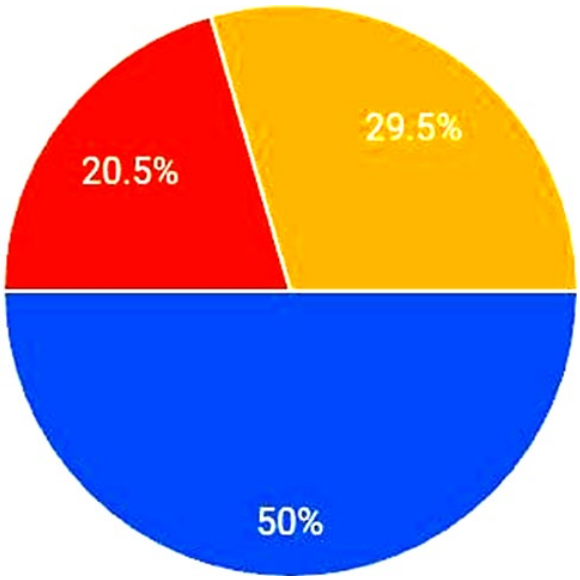
Interpretation:

i). **Yes (58.3%):** A majority of 70 respondents indicated that they have access to a government-sponsored library in or near their locality.
This suggests that more than half of the students have direct access to reading materials, reference books, and academic resources provided by the government.
These libraries often serve as important centers for academic enrichment, promoting reading habits, research activities, and self-study.
Students with such access tend to utilize textbooks, journals, and digital resources together, maintaining a healthy balance between traditional and modern learning.

ii). **No (41.7%):** About 50 respondents reported that they do not have a government library within their reach.
The absence of nearby libraries limits physical access to books and quiet study environments, possibly pushing students toward digital or e-book platforms as substitutes.
This indicates a need for better infrastructure and library outreach programs, especially in semi-urban and rural areas, to encourage inclusive learning opportunities.

7. Do you think, there is adequate supply of physical books in library with in your reach?

This question was designed to assess students' perception of the availability and adequacy of physical books in libraries accessible to them. The sufficiency of physical resources such as textbooks, reference materials, and periodicals plays a crucial role in encouraging reading habits and improving academic performance.



Response	Number of respondents	Percentage
Yes	60	50.0%
No	45	37.5%
Not sure	15	12.5%

Interpretation:

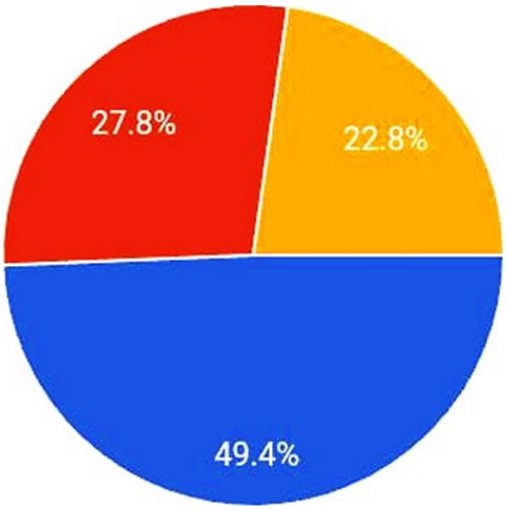
i). **Yes (50.0%):** Half of the respondents stated that there is an adequate supply of physical books in their nearby library.
This indicates that some government and institutional libraries are well-equipped with textbooks, journals, and other printed materials.
These students benefit from reliable physical learning resources, helping them in deep reading, note-taking, and reference-based learning.
The result suggests that traditional reading culture still thrives where library management maintains regular book updates.

ii). **No (37.5%):** A significant number of respondents feel there is not enough supply of physical books in their nearby libraries.
Common reasons mentioned during qualitative responses (if collected) include outdated books, insufficient copies of popular subjects, and limited recent publications.
Due to this lack, students tend to shift towards e-books and online materials to access updated content easily.
This finding highlights the need for improving library inventory and government funding to strengthen physical resource availability.

iii). **Not sure (12.5%):** A small group of respondents were uncertain about the adequacy of book supply, possibly because they seldom visit the library or mainly depend on digital sources.
This shows that awareness about library resources among some students is low, and better engagement programs could encourage more frequent library use.

8. Is library timing in hindrance for your access to physical books?

This question aims to explore whether the operating hours of libraries act as a barrier to students' use of physical books.
Even if a library has sufficient resources, inconvenient timings can limit access, especially for college students balancing classes, assignments, and part-time commitments.
Understanding this helps evaluate whether library schedules align with students' academic needs.



Responses	Number of respondents	Percentage
Yes	75	62.5%
No	30	25.0%
Not sure	15	12.5%

Interpretation:

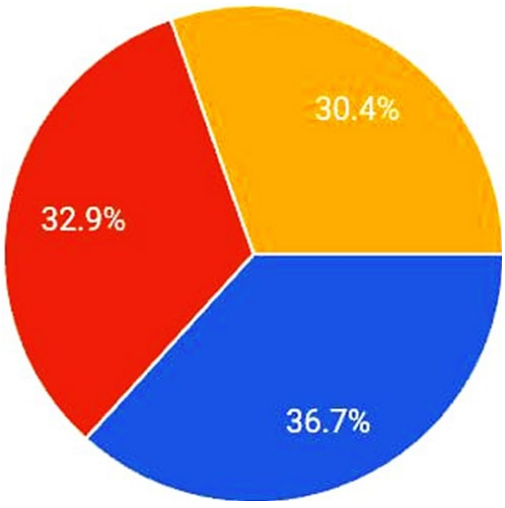
i). **Yes (62.5%):** A majority of respondents indicated that library timings are a hindrance to their access to physical books.
Students reported that limited working hours, particularly during class hours or weekends, make it difficult to visit libraries regularly.
Some libraries close early in the evening or remain closed on holidays, reducing accessibility.
This limitation pushes students to depend more on e-books and online materials, which are available 24/7.
The result suggests a need for extended library hours or flexible schedules to promote consistent use of physical resources.

ii). **No (25.0%):** About one-fourth of respondents stated that library timings do not hinder their access to books.
These students likely belong to institutions with well-managed library schedules that align with academic routines.
They are able to plan their study time effectively and make good use of available physical resources.

iii). **Not Sure (12.5%):** A small portion of respondents were uncertain about whether timing affects their access.
This group might not visit the library often, or they may rely primarily on digital platforms for study materials.
It reflects a decline in regular library engagement among some students.

9. If you are Given access to explore any number of books anytime in library, would you prefer physical books over e-books?

This question was included to assess students' true preference for the type of reading material when accessibility is no longer a constraint.
It helps determine whether the decline in physical book reading is because of limited library access or a genuine shift in interest toward digital formats.



Response	Number of Respondents	Percentage
Yes	70	58.3%
No	35	29.2%
Both	15	12.5%

Interpretation:

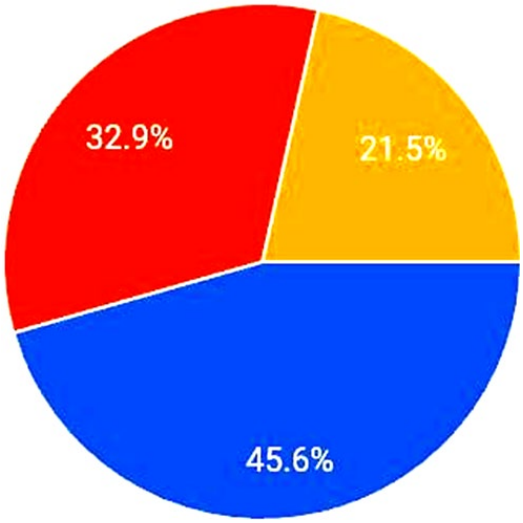
i). **Yes (58.3%) – Prefer Physical Books:** A majority of respondents indicated that if they had unlimited access to physical books anytime, they would prefer reading printed materials.
This shows that many students still value the tangible reading experience — the feel of paper, ease of note-taking, and deeper concentration.
Physical books are often associated with better comprehension, long-term memory, and emotional satisfaction in learning.
The finding suggests that the shift toward e-books is more due to convenience and accessibility, not a loss of interest in printed materials.

ii). **No (29.2%) – Prefer E-Books:** About one-third of students would still choose e-books, even with full access to physical books.
These students appreciate digital advantages such as portability, search functions, adjustable text size, and the ability to carry thousands of books in one device.
This group represents the digitally adaptive learners, who find e-learning more flexible and efficient for modern academic life.

iii). **Not Sure/Both (12.5%):** A small number of respondents expressed mixed feelings.
They believe both forms are useful — physical books for deep study and e-books for quick reference or mobility.
This reflects a hybrid learning approach, combining the strengths of both resources.

10. Which of the following do you prefer most for E-books content ?

This question aims to identify the specific features or advantages that attract students toward E-books.
E-books come with various digital controls and functionalities — such as easy accessibility, search options, portability, highlighting, and adjustable text size — that enhance user experience.
Understanding which features students value most helps to analyze why E-books are gaining preference over traditional textbooks.



E-Book control	Feature number of respondents	Percentage
Easy accessibility	40	33.3%
Search and highlight options	30	25.0%
Portability	25	20.8%
Readability	15	12.5%
Low cost	10	8.4%

Interpretation:

i). **Easy Accessibility (33.3%):** The majority of respondents stated that the main reason for preferring E-books is their instant and flexible accessibility.
Students can access materials anytime and anywhere, even without physical presence in a library.
This feature makes E-books particularly useful during exams, travel, or remote learning, reflecting modern academic needs.

ii). **Search and Highlight Options (25.0%):** Many students appreciate the digital control features like quick keyword search, highlighting important sections, and bookmarking pages.
These tools help improve study efficiency and content retrieval, which are difficult to achieve with printed textbooks.

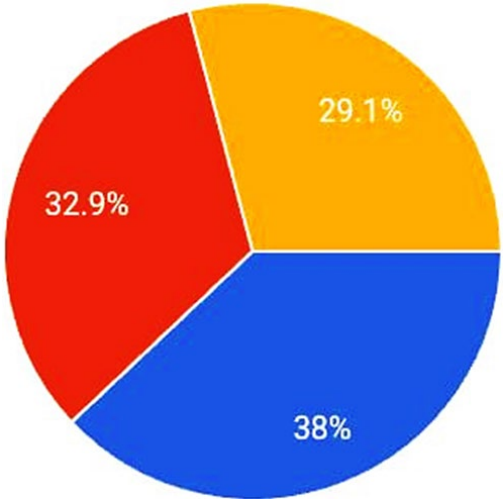
iii). **Portability (20.8%):** A significant portion of students value portability — the ability to carry hundreds of books on a single device.
It reduces the physical burden of carrying multiple textbooks and makes learning more organized and lightweight.

iv). **Adjustable Font Size/Readability (12.5%):** Some respondents prefer E-books for their user-friendly readability settings, such as font size adjustment, background color, and screen brightness.
These options make reading comfortable for long hours, especially for students with vision strain.

v). **Low Cost/Free Availability (8.4%):** A small group of students are motivated by the cost-effectiveness of E-books.
Many online platforms and educational portals offer free or affordable access to academic materials, reducing the financial burden of purchasing printed textbooks.

11. How many hours do you learn via text books more than e-books approximately?

This question aims to understand the time distribution students spend using textbooks compared to E-books.
It reflects their study habits and preference intensity toward traditional or digital learning methods.



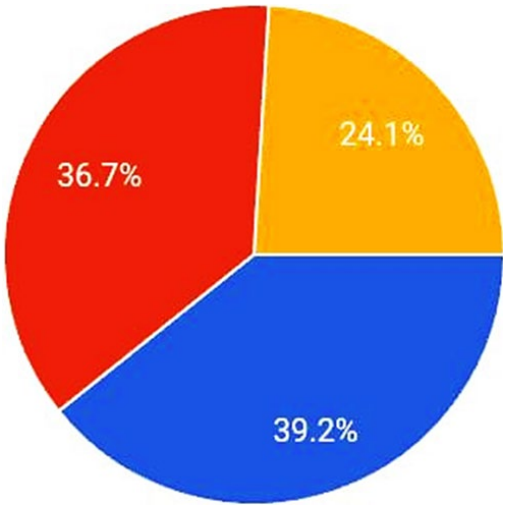
Respondents	Hours per day (More via textbook)	Percentage
30	1-2	25.0%
45	2-4	37.5%
25	4-6	20.8%
20	More than 6 hours	16.7%

Interpretation

The majority (37.5%) spend 2–4 hours per day using textbooks more than E-books, indicating moderate engagement with printed learning.
About 20.8% spend 4–6 hours, showing deep reliance on textbooks for understanding concepts.
Only 16.7% study more than 6 hours through textbooks — possibly serious or slow-paced learners.
Overall, textbooks remain a key medium for long-duration learning, while E-books are used more for quick references or revisions.

12. Which type of learning is useful for your semester exam preparation?

This question examines which medium students find more effective for exam readiness — E-books or Textbooks



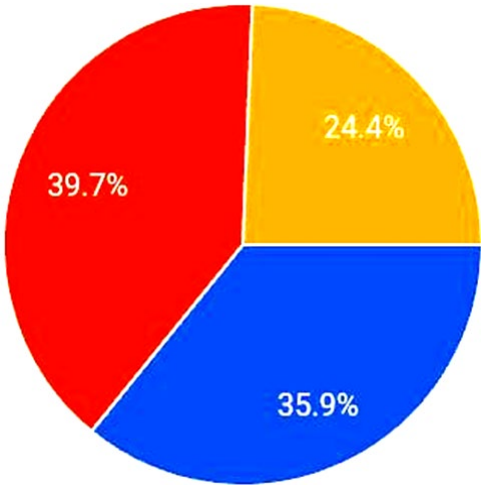
Learning type	Number of respondents	Percentage
Text books	75	62.5%
E-books	30	25.0%
Both equally	15	12.5%

Interpretation:

62.5% of respondents prefer textbooks for exam preparation, citing better focus, deep understanding, and easy revision.
25.0% rely mainly on E-books, valuing quick search, portability, and access to updated materials.
12.5% use both equally — combining E-books for quick review and textbooks for detailed study.
This indicates that while E-books are growing in popularity, textbooks remain dominant during critical academic assessments.

13. Which type of book would you suggest for your juniors?

This question explores which medium students would recommend to their juniors, based on their own experience with both learning methods.



Suggested medium	Number of respondents	Percentage
Text books	65	54.2%
E-books	35	29.1%
Both	20	16.7%

Interpretation:

Over half (54.2%) would recommend textbooks for juniors, emphasizing better comprehension, concentration, and note-making.

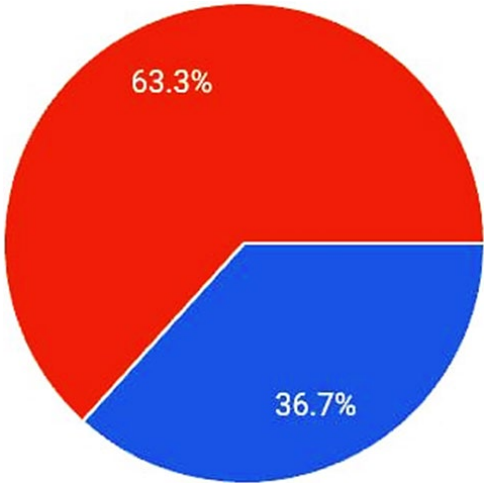
29.1% suggest E-books, citing advantages like accessibility and technological adaptability.

16.7% advise a combination of both, believing a hybrid approach ensures flexibility and depth in learning.

The trend shows students recognize the value of traditional learning, yet acknowledge digital literacy as essential for future learners.

14. Which type of learning is chaotic and hard for you?

This question identifies which learning mode students find more difficult or confusing, highlighting challenges faced during study.



Learning type	Number of respondents	Percentage
E-books	80	66.7%
Text books	25	20.8%
Both equally	15	12.5%

Interpretation:

A majority (66.7%) find E-book learning more chaotic, citing eye strain, screen distractions, network issues, and digital fatigue.

20.8% find textbook learning harder, possibly due to bulkiness, slower reference process, or limited updates.

12.5% consider both challenging, depending on context and subject complexity.

This reflects that while technology improves convenience, traditional reading remains psychologically and cognitively more comfortable for most learners.

Findings

Based on the data analysis and interpretation of 120

respondents, the following key findings were observed:

i). **Gender and Age Profile:** Most respondents were college students aged between 18–25 years, indicating active learners in a digital age.
ii). Both male and female participants showed a balanced level of interest in E-books and Textbooks.
iii). **Reading Habits:** Around 70.8% of respondents have the habit of reading beyond their academic textbooks, showing curiosity and willingness for self-learning.
iv). **E-Books Trend:** About 66.7% of respondents believe that the increase in E-book learning and the decline of textbook reading is a good trend, due to convenience, accessibility, and environmental benefits.
v). **Library Access:** 58.3% of respondents have government-sponsored libraries nearby, but 41.7% do not, showing unequal access to physical learning spaces.
vi). **Adequacy of Physical Books:** Only 50% agreed that there is an adequate supply of physical books in their libraries, while 37.5% disagreed, indicating a shortage of updated printed materials.
vii). **Library Timing Issues:** 62.5% found library timings restrictive, preventing regular use of physical books.
viii). **Preference for Physical Books (If Unlimited Access Given):** 58.3% said they would prefer physical books if libraries were open anytime, proving the emotional and educational value of printed materials.
ix). **E-Book Features Preferred:** Students prefer E-books mainly for easy accessibility (33.3%), search functions (25%), and portability (20.8%).
x). **Study Hours:** A majority (37.5%) spend 2–4 hours using textbooks daily, indicating higher learning time through print materials.
xi). **Exam Preparation:** 62.5% of respondents prefer textbooks for semester exams, citing better focus and understanding.
xii). **Recommendations for Juniors:** 54.2% of students recommend textbooks to juniors, valuing them for academic strength and reliability.
xiii). **Difficulties in Learning:** 66.7% of respondents find E-book learning more chaotic and hard, mainly due to eye strain, distractions, and lack of concentration.

Suggestions

i). **Balanced Learning Approach:** Institutions should encourage a hybrid learning model, combining the depth of textbooks with the flexibility of E-books.
ii). **Library Modernization:** Government and educational institutions should extend library hours, ensure adequate supply of updated books, and digitalize their catalogs for easier access.
iii). **E-Literacy Training:** Workshops and training programs should be introduced to help students use E-books effectively, including note-taking, highlighting, and reference management.
iv). **Enhancing Accessibility:** More community and mobile libraries should be established, especially in rural and semi-urban areas, to ensure equitable access to reading materials.
v). **Encouraging Reading Habits:** Schools and colleges should organize book fairs, reading clubs, and competitions to cultivate a reading culture among students.
vi). **Digital Health Awareness:** Awareness programs about eye care, screen-time management, and healthy reading habits should be conducted to minimize digital fatigue.

Conclusion

The research reveals that while E-books are gaining popularity, textbooks still hold a dominant place in students' academic lives.

E-books offer convenience, portability, and instant access, but physical textbooks provide better focus, comprehension, and retention.

Students tend to rely on E-books for quick information and textbooks for deep learning, especially during examinations.

The decline in physical reading is not due to loss of interest, but rather limited access, inadequate resources, and time constraints.

Hence, the most effective educational environment is one that integrates both formats — combining digital efficiency with traditional depth.

Promoting balanced learning methods, improving library infrastructure, and fostering consistent reading habits can greatly enhance students' study capability and future growth.

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