UNDERGRADUATE STUDENTS' ATTITUTDE TOWARDS READING E-BOOK IN SELECTED KWARA STATE UNIVERSITIES, NIGERIA

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ABSTRACT

The study investigated attitude of undergraduates' students' towards reading e-book in Kwara State Universities. The study drawn on 200 undergraduate students selected from four universities in Kwara State, Nigeria. Questionnaire was used to collected data from the participants. Five research questions were developed to guide the study. The findings show that (75%) which constitute majority of the respondents agreed that reading e-books do not involve any stress. A total of 93% of the students have access to e-books and indicated that they read e-book for academic work while a large proportion of the students (91.5%) read e-book as supplementary to printed materials. The most commonly read e-book format among the students is the portable document format PDF and this is read daily by the undergraduate students. Majority of the respondents 76% indicated their satisfaction reading e-books and can recommend to friends. The major problems encountered with reading e-books is the cost of access, printing and downloading, and discomfort of reading on the computer screen. Other major challenges identified with reading e-books are language barriers, difficulties in accessing the internet and inadequate skill of using search engines to search for e-books. The study recommend provision of good Internet facilities should be made readily available to the students at a very low so as to increase access to and reading of e-books by the students.
Keywords: E-books, Reading, Attitude, Undergraduates, Nigeria

INTRODUCTION

The integration of technological tools into the library services, now afford the library as a knowledge institution to gradually moving from the conventional reference

service to the electronic reference service where e-resources for instance e-books, e-journals, e-databases are constantly being manipulated and used in satisfying the information needs of information seekers. Today, electronic information is beginning to compete quite successfully with information in traditional printed form. Malinconico (1995) observed that researcher, scholar, academics faculties and students at universities in developed countries are increasingly getting and creating their information electronically. Books are one of the resources that users are now accessing electronically. E-books as noted by Anuradha and Usha (2006) are gaining pace due to numerous advantages associated with it compared to printed books.

Going by the position of Snowhill (2001), e-books offer creative possibilities for expanding access as well as changing learning behavior and academic research. E-book refers to stored text in electronic format which is subsequently retrieved through the use of a computerized device. E-book is a publication with the characteristics of an electronic format, using internet technology that gives room for easy accessibility and use (Connoway, 2003). Rao (2003) also defined e-book as text in digital form, or book converted into digital form, or digital reading material, or a book in a computer file format, or an electronic file of portable device, or formatted for display on dedicated e-book readers. Wilson and Landoni (2001) defined e-book in three different ways, as 'hardware devices used to read e-books including personal digital assistant (PDA), e-book reader (e.g. Gemstar's REBs and Rocket), and a Pocket PC', ' e-book reader software such as the Microsoft Reader and Adobe's Acrobat E-book reader which can run on any laptop, desktop PC, PDA and Pocket PC; and Web books which are accessible on the Web either for free or for a price, or which can be borrowed within certain limited time. Chen (2003) on the other hand identified e-book in terms of four perspectives: the media used to preserve the books, the content, the device used to read the content; and the delivery channels. E-books represent a logical step on the timeline of publishing and the evolution of digital collections like all internet-based resources. According to Garrod (2003), e-books are a natural addition to digital collections, though not new but their uptake has been slow, especially when compared to other e-format such as e-journals and e-newspapers.

The integration of e-books with other formats in academic libraries has enabled a number of opportunities such as remote accessibility, availability around the clock, saving physical space in the library, prevention or reduction in the loss of, and damage to books and more readily integrated with virtual learning environments (VLEs). Aside of those opportunities, there associated challenges (e.g. acquisition and collection development, standards and technology management and access and circulation). There are also issues that relate to purchasing models, cataloguing and metadata standards, preservation, conservation and archiving, staff and user training as well as e-book promotion.

Beginning from 2009 - 2010, libraries both academic and public in the USA for instance   embraced the new technologies to complement access to books and other resources thereby meeting the demands of their constituents. A number of institutions assumed that e-books would be a low-cost solution to spiraling costs of library books, textbooks and journals particularly for texts that become outdated quickly and address

the increasing shortage of shelf space in physical library buildings. In 2011, the Association of American Publishers ranked e-books as the bestselling among trade categories of all books (Sporkin, 2011). This was consequent on the surge in the availability of affordable e-readers, including Apple's iPad, Amazon's Kindle and Barnes and Noble's NOOK. These second-generation e-readers featured e-ink, simulating print paper and pages, along with color images, battery with longer life span and some text-to-speech options. Magazines couple with illustrated books were created in electronic formats readable on these second-generation devices, making wider range of print resources available in digital formats.

The use of electronic publishing platforms by academic libraries and faculties to create digital journals, monographs and databases for users to have access is increasing (Huwe, 2010). It was predicted in 2011 that electronic textbooks would soon join the main stream in educational institutions because of their capacity for engaging the reader via interactive formats, lower prices compared to print textbooks and greater portability. No wonder we now have e-library in most of this institution which now provide unlimited access to the e-books. Colleges and universities are now making use of subscriptions, electronic rentals and bulk purchasing of e-textbooks (Johnson et al., 2011). Currently, books are now available online via the Google Cloud and can be downloaded into a number of devices such as smart phones, tablets and laptops. This act has increased the ease and affordability of publication by faculty members and small publishing company (Sands, 2011). This development is an indication of the growing importance of electronic books (e-books) in both mainstream society and academia.

Over the year's student have shown greater preference in the choice of book they make use of when given assignment or conducting research. This is majorly because it is found very easy to read and comprehend. It was noted that student prefer to choose traditional printed text over e-texts. Sheppered et al. (2008) in a study of undergraduate students in an introductory psychology class examined the student's preference for e-books based on fields of study. Finding revealed that 90% of the students chose the print textbook, while some students indicated awareness of e-book but do not perceived any advantages associated with it.

The transformation brought by ICT has led to the introduction of e-books into the Nigeria educational system. However, the attitude of the key stakeholder of e-book, the students, is yet to be determined. Doing this will provide the opportunity of finding out whether this key stakeholder has negative or positive attitude towards using e-books. Similarly, students' attitude towards e-books have not been empirically documented. Most of the available studies on use of e-books and attitude towards reading e-books were conducted in the developed nations. Conducting study such as this is assumed to provide data on which relevant future research on attitudes towards e-books and its usage in Nigeria will anchor. It is in the light of this that this study is considered necessary to examine the attitude of undergraduate students towards reading of e-book. The outcomes from this study will contribute to the existing literature on e-book and this will be of benefit to lecturers, researchers as well as librarians. This is

because the data can serve as foundation on which relevant future research can reference. The result will help to expand the knowledge base of E-books and it will help in developing positive attitude towards reading E-books.

Objectives of the Study

The broad objective of this study was to examine the undergraduate students' attitude towards reading e-books in selected universities in Kwara State. The specific objectives of the study are to:

1. Determine the level of accessibility of undergraduate students towards e-book.
2. Examine the level of ease of reading e-books by the undergraduate students.
3. Measure the extent of e-book reading among undergraduate students.
4. Find out the level of satisfaction of undergraduate students towards reading e-book.
5. Identify problems encounter by undergraduate students when reading e-books.

Research Questions

In order to achieve the objective of this study, the following research questions will be answered.

1. What is the undergraduate student's attitude towards reading of e-book?
2. What is the level of accessibility of undergraduate students towards e-book?
3. What is the level of ease of reading e-books by the undergraduate students?
4. What is the extent of e-book reading among undergraduate students?
5. What is the level of satisfaction of undergraduate students towards reading e-book?
6. What problems are encountered by undergraduate students when reading e-books?

Literature Review

E-book is a term used to describe a text analogous to a book that is in digital format displayed on a computer. Lee (2002:15) defined e-book as "a book that has been converted to digital form and could be read on a computer, usually through network services or CD-ROM. E-books could expand over print media by adding several specific features such as hypertext links, search and cross-reference functions and multimedia". It is "an electronic version of a printed book which can be read on a Personal Computer or hand held device designed specifically for this purposes" E-book is a printed book that is made available in a digital format to be read on screen or downloaded to portable electronic device (Downes, 2007; Mattison, 2002; Shirattudin, Hassan, & Landono, 2003). The term is used to refer to either an individual work in a digital format, or a hardware device used to read books in digital format.

E-book is a publication that characterized an electronic format, utilizing Internet technology to make it easy to access and use (Connaway, 2003). Rao (2003:25) referred to e-book as "text in digital form, or book converted into digital form, or digital reading

material, or a book in a computer file format, or an electronic file of words and images displayed on a desktop, note book computer, or portable device, or formatted for display on dedicated e-book readers". The availability of e-book now makes e-book databases to make its way into libraries through popular providers such as net Library, Books 24x7, Questia and Ebrary (Mullin, 2002; Connaway, 2003). Libraries on the other hand had begun to turn to providing e-book services simply because of decreasing budget, limited shelving space, increasing cost of new building and resources, the rising cost of repair or replacement of books, increasing demand from users for electronic resources, rising cost of inter-library loan service and the demand to support distance or distributed learning needs. Moreover, e-books satisfied users' desires for immediacy and provided an easier and convenient access especially for remote users (McCarty, 2001; Snowhill, 2001). E-book subscriptions solved libraries' recurrent problems of lost or stolen or damaged books (Ardito, 2000; Connaway, 2003). Furthermore, the provision of e-books does not require unpacking, processing, shelving, and eliminate the extra time previously required to handle and process them before they can be used (Grant, 2002; Helfer, 2000). Features of e-books include user friendly, making it fairly easy for readers to browse, navigate, view graphics, videos or submit keywords and undertake full text searching within a book or a collection of books (Snowhill, 2001; Grant, 2002).

The use of e-books for learning is gaining pace among instructors and students (Guan, 2009). Available research on e-books have focused on the area of use and usability, including patterns of use, level of satisfaction, awareness of and attitude toward e-books, and e-book projects such as Virtual Book or Hyper-Textbook projects (Ghaebi & Fahimifar, 2011; Letchumanan & Tarmizi, 2011). However, there is still a need for research that investigates students' experiences with different e-book and media formats (such as text, static images, animation and multimedia) and   e-book effect on the students' level of achievement (Baumann, 2010; Lebert, 2009; Neumann, Neumann, & Hood, 2011).

Attitude can be referred to as expectancy; organization of concepts, beliefs, habits, and motives associated with a particular object. The attitude here is the belief, habit the undergraduates associate with the object – e-book. In the light of this, attitude towards reading e-books in the context of this study is hereby defined as the level of accessibility of undergraduate students towards e-book, the level of ease of reading e-books by the undergraduate students, the extent of e-book reading among undergraduate students.

Empirical Literature

Gibbon (2001) conducted a study at the University of Rochester Libraries, New York State. It was found that only 29% (9 out of 31) respondents reported reading large portion of e-book titles while the rest either browsed or search for a single term across the collection. Gibbon attributed this situation to the discomfort of reading text on a computer screen for long periods of time. Gibbon's study however, revealed that when the e-book is a prescribed for a course, it tended to be used more frequently. Users also

indicated that e-book saved them money, it convenient; accessible online even when the library was closed, and did not require visiting the library. Similarly, Snowhill (2001) compared use of e-books to users' ages, while Anderson (2001) surveyed 1500 US online Internet users and found that those who frequently used the Internet rated e-book positively and that users tended to be between the ages of 25 and 29. Some of the respondents indicated that e-books would be most useful if it is portable. A study by Chu (2003) who surveyed 27 students in LIS schools in the United States in 2002 reported low use of e-book (9 out of 27). However, those who used e-book highlighted features such as round the clock availability, search ability features and timely access to new titles. Dillon (2001) related student's discipline to the rate of use of e-books. It was reported that students from the University of Texas at Austin mostly refer to e-books in the fields of economics, business and computer science followed by medicine and health.

Hernon *et al.* (2007) explored use of e-book by economics, nursing and literature students of Simmons College. The authors analysed the log files of e-book usage, as well as data collected through think-aloud protocols and interviews conducted as part of an experimental procedure. The study's major findings include classification of academic e-book based on types and reasons behind students' preferences for e-books.

Folb *et al.* (2011) examined e-book usage by health science students and professionals. It was concluded that all groups of users had flexible attitudes toward print and electronic media and valued whatever sources provided them with needed information. The study also listed several e-books features that users found valuable (searching, saving and printing) and identified specific research tasks where e-books were preferred over print. Several studies that focused on e-book usage discovered that despite increased awareness of the existence of e-books in general, many academic library patrons remained unaware of e-books' presence in their library, which contributed to lower usage rates as well as a strong preference for print among students, faculty and staff (Woody *et al.*, 2010; Croft and Davis, 2010; Bole, 2011; Li *et al.*, 2011).

The University of California Library (UCL) in February 2001 surveyed its four campuses on the pattern of e-book use amongst undergraduates in Malaysia e-book subscription. In that year UCL indicated that the acquisition of e-books had little or no impact on their purchase of printed titles. Librarians commented that they felt the role of e-books was not to replace printed text but serve as a duplicate copy (Snowhill, 2001). In Great Britain, Lonsdale and Amstrong (2001) indicated slow acceptance of nearly all digital textual resources other than journals. Helfer (2000) indicated that the slow acceptance of e-book may be due to users' intention to use e-books just as a reference resource, to look for the answers they want and sent the book back. Users of the Sunshine library prefer to buy a copy of a book if they need it on an ongoing basis.

A study conducted by Poe (2011) found that undergraduate students indicated the highest preference for print books (53%); many undergraduate respondents commented on the difficulty they have learning, retaining, and concentrating while in

front of a computer. The study also found that 41% of respondents rate the option to purchase a "print-on-demand" copy of e-book as an important feature, implying that utilization of the service should witness an upward trend. In addition, it was found that e-book usage is impacted by both university status and area of study or research. Postdoctoral were likely to have used e-books (51%), followed closely by graduate students (49%), faculty and lecturers (32%), and undergraduate students (20%). Respondents in the physical sciences and engineering reported the highest use of e-books (62%), followed by life and health sciences (39%), social sciences (32%), business and law (18%), and arts and humanities (17%).

In a study carried out by Matthew (2009) on perceived advantage of e-book, there is little clear agreement amongst students on the advantages of paper textbooks and electronic textbooks. Comparing those students that prefer paper text-books to those students that prefer electronic textbooks, clear statistical differences between the two groups emerged. There was statistical agreement between the groups on one item pertaining to paper textbooks (can keep it as a reference book for future use) and one item pertaining to electronic textbooks (cost). The study by (Anuradha & Usha 2006) on students' level of satisfaction towards use of e-book reported that one third (36%) of the respondents were very satisfied with their use of e-books, and over half (55%) were 'somewhat satisfied' and less than 10% were not satisfied. Reports from pilot studies at other universities and the e-book publishers indicate that many undergraduate students are interested in e-textbooks and some of their functions. Simon's (2001) pilot study of college students' use of e-textbook found that all 19 of the 19 students surveyed would recommend using e-textbook to a friend. As for the benefits of e-textbooks, according to a survey by e-Publisher Course Smart, students report that they were looking for cost savings, searching utility, convenience, flexibility to copy/paste text into notes, and environmentally conscious printing of only selected parts of the text (Lyman, 2008).

Woody, Daniel, and Baker (2010) surveyed 91 undergraduate students on their use of e-textbook in a psychology course. The majority of students reported preference for the print textbook over the e-textbook. Young (2009) reported that some of the 240 students who adopted e-textbooks in a pilot e-textbook program using Sony e-book readers had some difficulty using e-readers due to text layout differences between print and e-textbook copies so they switched to using e-textbooks on laptops and computers. Even after the switch, Young stated that 40% of students surveyed report that they study less because "the e-textbook makes studying more difficult" (p. A18). Young also reports that some students requested for more classroom time designated for how to use the e-textbooks, while others note that colour graphs on a black and white e-reader appear unclear. Furthermore, Vernon (2006) reported that 58 of the 82 graduate students surveyed on the use of e-textbook in a social work course were dissatisfied due to concerns such as eye strain and headaches.

It is observed from extant literature that research on the undergraduate students' attitude towards reading e-books especially in Nigeria and in the context of the University of Ilorin in particular is limited. No doubt, as the whole world is gradually

approaching a paperless society where every reader whether they like it or not will have only e-contents available for reading. Therefore, it is important to start developing good attitude towards that, it is on this important note that this current examined the undergraduate students' attitude towards reading e-books.

METHODOLOGY

Research Design

The research design adopted in this study was a survey. A survey according to Creswell (2014) is a non-experimental, descriptive research method which can be useful when a researcher wants to collect data on phenomena that cannot be directly observed, such as: opinions on library services. Survey has a capacity for wide application and broad coverage which is used extensively in library and information science to access attitudes and characteristics of a wide range of subjects, from the quality of user-system interfaces to library user reading habits. As there is partially large population involved in the study, survey was chosen as it lends itself to probability sampling from large population and enhance understanding of just about any social issue.

Population of the Study

The targeted population for this study is the undergraduates who will be selected from the selected universities in Kwara State. These are University of Ilorin, Landmark University, Kwara State University and Al-hikmah University. The population was spread across four universities in Kwara state. With visit to these universities, University of Ilorin consist of 33,000 as population, Land mark University consist of 2,684 as population, Kwara State University consist of 5,500 population, and Al-Hikmah University consist of 2,684 as population. Therefore, the total population of this study is 45,184.

Sample and Sampling Techniques

The simple random technique was used in this study where every respondent was given equal chance to be selected. Two hundred (200) respondents were purposively sampled among the four universities. Fifty (50) respondents were sampled from each university. This gave a total of 200 students which represent the sample for the study. The 200 respondents used as sample in this study was justified going by the Israel (2009) position that when a population is 50,000 and if $\pm7\%$ is taken for precision where Confidence Level Is 95% and P=.5, the sample should be 204. This justified the sample used in this study.

Instrument for Data Collection

A self-developed questionnaire which consists of set of questions was used for the collection of data in this study. Questionnaire was considered the most appropriate because it helps to collect in depth information from the sample. The questionnaire was divided into seven sections, section A-G. Section A consists of respondent's socio-demographic information such as gender, age, institution, faculty and year of study. While section B-G consist of questions related to the objectives of the study necessary for gathering

information about attitude towards E-books. The questions were structured in such a way that they would be well understood by the respondents. The respondents were expected to tick the appropriate option that represents their opinion.

Validity and Reliability

Validity is one of the most crucial properties of measurement and it is concerned with whether a test or a scale really measures what it is supposed to be measured. In order to ensure content and construct validity mechanism, the instrument was given to project supervisor   for scrutiny and expertise judgment with the view of checking the appropriateness of language to enable it measure what it is supposed to measure before administering the instrument. To achieve the reliability of the instrument used for data collection in this study, a split-half reliability method was used. This involves making use of the same research instrument to take two separate measurements on the same population at different times. The questionnaire before administration was trial tested on 20 respondents from a university outside the participating universities. The response collected from these respondents was splited into two equal half and then correlated. Through a Crobach alpha, the correlation co-efficient return an $r = 0.75$. This was high enough for data collection in this study and the relevant future studies.

Data Collection procedures

The copies of the questionnaire were administered when students are in session because that is the time they could be easily reached coupled with the assistance of colleagues in the different faculties in the universities. To ensure maximum response and guide against high attrition rate, the respondents were asked to fill and return the questionnaire immediately. A total of 200 questionnaires were distributed among the four selected universities in Kwara state and all were returned completely filled and these were used for data analysis in the study.

Methods of Data Analysis

Descriptive statistics was employed to analyze the data obtained from this research using Statistical Package for Social Sciences (SPSS). With the employment of descriptive statistics, tables of frequency, and percentages were used to present quantitative analysis of the facts gathered from the questionnaire administered on the respondents.The descriptive statistical tools were adopted based on its simplicity and ease of understanding.

Data Presentation and Analysis

Demographic Information of Students

Table 1: Demographic Information of the Students

Demographics	Frequency	Percentage%
Gender		
Male	96	48.0%
Female	104	52.0%
Total	**200**	**100.0**
AGE		
16-30YEARS	88	44.0%
21-25 YEARS	97	48.5%
26-30 YEARS	15	7.5%
Total	**200**	**100.0**
INSTITUTION		
UNIVERSITY OF ILORIN	50	25.0%
KWARASTATE UNIVERSITY	50	25.0%
AL-HIKMAH UNIVERSITY	50	25.0%
LANDMARK UNIVERSITY	50	25.0%
Total	**200**	**100.0**
FACULTY		
SCIENCE AND ENGR	108	54.0%
BUS AND SOC MGT	29	14.5%
ARTS	29	14.5%
BASIC MEDICAL STUDENT	34	17.0%
TOTAL	200	100.0
YEAR OF STUDY		
Year 1	52	26.0%
Year 2	50	25.0%
Year 3	42	21.0%
Year 4	48	24.0%
Year 5	8	4.0%
Total	**200**	**100.0**

The demographic information of respondents who took part in the study in table 1 revealed that 96 (48.0%) respondents were male while 104 (52.0%) respondents were female. This indicates that more female than male took part in the study. The age distribution, of the respondents revealed that 88 representing (44.0%) respondents falls within the age range of 16-30 years, 97 representing (48.5%) respondents were in range of 21-25, while 15 respondents (7.5%) respondents falls within the age range 26-30, this shows that majority of respondents are between the ages 21-25years. Based on

Demographic institution factor, it reveals that all the institutions for this research participated equally. In terms of faculties, 108 representing (54.0%) respondents were from science and engineering, followed by business and social management with 29 (14.5%) respondents, 29 representing (14.5) respondents were from art,34representing (17.0%) respondents were from basic medical student. This shows that the majority of the respondents were from faculty of science and engineering. This is followed by the year of study of respondents which indicates that 52 representing (26.0%) respondents of those surveyed are in 100level year of study, while 20 representing (25.0%) respondents are in their 400level of study. Also, 42 representing (21.0%) respondents are in their 300level of study, while those in their 400level and 500level year of study account for 48 representing (24.0%) respondents, and 8 representing (4.0%) respondents respectively of the respondents surveyed. This suggests that the subject-matter (E-books Usage) could be more familiar with the junior students.

Research Question 1: What is the undergraduate student's attitude toward reading E-books?

Table 2: Undergraduate Students' Attitude towards Reading E-books

S/N	ATTITUDE towards reading e-books	TRUE	FALSE	NOT SURE
1	I believe that E-books are easy to read than printed books	103(51.5%)	64(32.0%)	33(16.5%)
2	E-books optimize my reading time	120(60.0%)	61(30.5)	19(9.5%)
3	I use e-books for my academic work	159(70.5)	32(16.0%)	9(4.5%)
4	Using E-books as a supplementary to printed books has increased my knowledge and skills	131(65.5)	52(26.0%)	17(8.5%)
5	The quality of reading e-books improved my reading ability	116(58.0%)	62(31.0%)	22(11.0%)

Table 2 above reveals that out of 200(100%) respondents that were sampled, 103(51.5%) respondents support that E-books are much easy to read than printed books, 64(32.5%) respondents disagree, while 33(16.5%) respondents were not sure. This shows that majority of the respondents believe that E-books are easy to read than printed books. Moreover 120(60.0%) respondents agree that E-books optimize their reading time, while 61(30.5%) respondents disagree, 19(9.5%) respondents were not sure. This shows that majority of the respondents agrees that E-books optimize their reading. In these same veins 159 (79.5%) respondents agrees that they mostly use E-books mainly for academic work, 32(16.0%) respondents disagree. while 9(4.5%) respondents were not sure. This shows that majority of the respondents uses E-books mainly for academic purpose. The report shows that 131(65.5%) respondents agrees that E-books being a supplementary to printed books has increased their knowledge and skills, while 52(26.0%) respondents disagrees and 17(8.5%) respondents were not sure. This shows that the majority of respondents believe that E-books being a supplementary to printed books have increased their knowledge and skills. 116(58.8%) respondents said that it is true that the quality of reading E-books has improved their reading ability, 62(31.0%) respondents said it was false, while 22(11.0%) respondents were not sure.

Responses to all the items were indicated to be true with their percentages all above average. This implies that undergraduates have positive attitude towards reading e-books.

Research Question 2: What is the level of accessibility of undergraduate students towards E books?

Table 3: E-book Accessibility to the Undergraduate Students

Do you find e-books accessible	FREQUENCY	PERCENTAGE
Very Accessible	94	47.0%
Fairly Accessible	93	46.5%
Not accessible	13	6.5%
E-book Level of Accessibility		
Great extent	103	51.5%
Some extent	72	36.0%
Little extent	20	10.0%
No extent	5	2.5%
HOW DO YOU ACCESS IT?		
Purchase	54	27.0%
Subscribe	105	52.5%
Borrow	41	20.5%
HOW OFTEN DO YOU ACCESS IT?		
Often	90	45.0%
Not Often	74	37.0%
Rarely	36	18.0%

The levels of accessibility of e-books were revealed in table 3. The report shows that 94(47.5%) respondents finds E-books very accessible, 93(46.5%) respondents finds E-books fairly accessible, while 13(6.5%) respondents finds E-books not accessible at all. This shows that the majority of the respondents find E-books accessible. This is followed by 103(51.5%) respondents who indicated that E-books is being accessed to in a great extent, 72(47.0%) respondents indicated that E-books is being accessed to some extent, 20(10.0%) respondents indicated that E-books is being accessed to some extent, while 5(2.5%) respondents indicated that E-books is not being accessed at all. This shows that the majority of the respondents agree that E-books are greatly being accessed. 54(27.0%) respondents purchase E-books, 105(52.5%) respondents subscribe to E-books, while 41(20.5%) respondents do borrow e-books. This shows that the majority of the respondents purchases E-books 90(45.0%) respondents do access e-books often, 74(37.0%) respondents do access e-books not often, while 36(18.0%) respondents rarely have access to E-books. This result indicates that majority of the respondents have access to E-books often

Research Question 3: What is the perception on ease of reading E-books by the undergraduate students?

Table 4: Ease of Reading E-books

S/N	EASE OF RADING E-BOOKS	SA	A	U	D	SD
1	E-books is easy to read	67(33.5%)	83(41.5%)	24(12.0%)	17(8.5%)	9(4.5%)
2	I cannot read any other book format again other than e-books.	18(9.0%)	38(19.0%)	24(12.0%)	63(31.5%)	57(28.5%)
3	E-books reading is user friendly.	42(21.0%)	88(44.0%)	37(18.5%)	28(14.0%)	5(2.5%)
4	Reading of e-books does not involve any stress.	46(23.0%)	87(43.5%)	27(13.5%)	21(10.5%)	19(9.5%)

Note: SA=strongly agree, A= agree, U= undecided, SD= strongly disagree, D= disagree

The table 4 revealed the ease of reading E-books. It is demonstrated that 67 (33.5%) respondents strongly agrees that E-books is easy to read. 83 (41.5%) respondents agrees, 24 (12.0%) respondents were not sure, 17 (8.5%) respondents disagree that, while 9 (4.5%) respondents strongly disagree about the ease of E-books. This indicates that the majority of the respondents agree that E-books is easy to read. This is followed by 18 respondents (9.0%) strongly agreed that they cannot read any other book format again other than E-books,38 respondents (19.0%) agreed, 24 respondents (12.0%) were not sure, 63 respondents (31.5%) disagreed, while 57 respondents (28.5%) strongly disagreed. This indicates that majority of the respondents disagree that that they cannot read any other book format again other than E-books.

Those who believe that E-books is user friendly were amounted to 42(21.0%) respondents, 88 respondents (44.0%) also agreed, 37 (18.5%) respondents were not sure, 28 respondents (14.0%) disagreed, while 5(2.5%) respondents strongly disagree that E-books is user friendly. This indicates that majority of the respondents believes that E-books is user friendly. 46 (23.0%) respondents strongly agreed that reading of E-books do not involve any stress, 87 (43.5%) respondents strongly agreed, 27 respondents (13.5%) were not sure, 21 (10.5%) respondents disagreed, while 19 (9.5%) respondents strongly disagreed. This indicates majority of the respondents agrees that reading of E-books does not involve any stress.

Table 4.1 Format of Reading E-books

S/N	I make use of:	SA	A	U	D	SD
1	E-pub format	46(23.0%)	49(24.5%)	46(23.0%)	46(23.0%)	26(13.0%)
2	Amazon Kindle.	20(10.0%)	56(28.0%)	53(26.5%)	46(23.0%)	25(12.5%)
3	Microsoft Reader Software	51(25.5%)	69(34.5%)	44(22.0%)	21(10.5%)	15(7.5%)
4	Portable Document Formats.	67(33.5%)	70(35.0%)	28(14.0%)	18(9.0%)	17(8.5%)
5	Open Document Format.	36(18.0%)	75(37.5%)	43(21.5%)	17(8.5%)	29(14.5%)

The result in table 5 above indicates that 33 respondents (16.5%) strongly agree that they make use of E-pub format for reading their E-books, 49 respondents (24.5%) agrees ,46 respondents (23.0%) were not sure, 46 respondents (23.0%) disagreed, while 26 respondents (13.0%) strongly disagreed. This indicates that majority of the respondents agreed that they make use of E-pub format. This is followed by 20 respondents (10.0%) strongly agrees that they make use of Amazon Kindle, 56 respondents (28.0%) agreed, 53 respondents (26.5%) were not sure,46 respondents (23.0%) disagreed, while 25 respondents (12.5%) strongly disagreed. This indicates that there is slight difference between the number of respondents that uses Amazon Kindle and those that don't use it. 51 respondents (25.5%) strongly agreed that they make use of Microsoft Reader Software, 69 respondents (34.5%) agreed, 44 respondents (22.0%) are not sure, 21 respondents (10.5%) disagreed, while 15 respondents (7.5%) strongly disagreed.

This indicates that the majority of the students agreed that they make use of Microsoft Reader Software. 67 respondents (33.5%) strongly agreed that they make use of Portable Document Formats, 70 respondents (35.0%) agreed that they make use Portable Documents Formats, 28 respondents (14.0%) are not sure, 18respondents (9.0%) disagreed, 17 respondents (8.5%) strongly disagreed. This shows that the majority of the respondents make use of Portable Documents Formats. 36 respondents (18.0%) strongly agreed that they make use of Open Document Format, 75 respondents (35.0%) agreed, 28 respondents (14.0%) are not sure, 18 respondents (19.0%) disagreed, while 29 respondents (14.5%) strongly disagreed. This shows that the majority of the respondents make use of Open Document Format.

Research Question 4: What is the extent of E-books reading among undergraduate students?

Table 5: Extent of E- Books Reading

S/N	I read:	Daily	Weekly	Monthly	Quarterly	Yearly
1	E-pub format	31 (15.5%)	49 (24.5%)	33 (16.5%)	33 (16.5%)	54 (27.5%)
2	Amazon Kindle.	23 (11.5%)	53 (26.5%)	39 (19.5%)	34 (17.0%)	51 (25.0%)
3	Microsoft Reader Software	46 (23.0%)	60 (30.0%)	39 (19.5%)	24 (12.0%)	31 (15.5%)
4	Open Document Formats	67 (33.5%)	57 (28.5%)	31 (15.5%)	31 (15.5%)	31 (15.5%)
5	Portable Document Format	65 (32.5%)	66 (33.0%)	38 (19.0%)	13 (6.5%)	18 (9.0%)

Table 4 shows the extent of E-books readings among the undergraduate students in selected universities in Kwara State. A total of 31(15.5%) respondents read E-publication format daily, 49(24.5%) respondents read it weekly, 33(16.5%) respondents read it monthly, 33(16.5%) respondents while 54(27.5%) respondent read it yearly. This shows that the majority of the respondents read E-publication format yearly. In the same vein, 23(11.5%) respondents read Amazon Kindle daily 23(11.5%), 53(26.5%) respondents read it weekly, 39(19.5%) respondents read it monthly, 34(17.0%) respondents use it quarterly while 51(25.0%) respondents read it yearly. This shows that the majority of the respondents read Amazon Kindle use it weekly. The table also reveals that 46(23.0%) respondents read Microsoft reader software daily, 60(30.0%) respondents read it weekly, 39(19.5%) respondents read it monthly, 24(12.0%) respondents read it quarterly while 31(15.5%) respondents read it yearly.

This shows that the majority of the respondents use Microsoft reader software weekly. It also confirmed that 67(33.5%) respondents read Portable Document Formats daily, 57(28.5%), weekly, 31(15.5%) and monthly, while 31(15.5%) respondents read it quarterly and 31(15.5%) read it yearly. This shows that majority of the respondents read it daily. The table also shows the extent of reading Portable Document Format, 65(32.5%) respondents read it daily, 66(33.0%) respondents read it weekly, 38(19.0%) respondents read it monthly, 13(6.5%) while 18(9.0%) respondents read it yearly. This shows that majority of the respondents read Portable Document Format weekly.

Research Question 5: What is the level of satisfaction of Undergraduate Students towards reading E-books?

Table 6: Level of Satisfaction

Are you satisfied with E-books?	FREQUENCY	PERCENTAGE
Yes	152	76.0%
No	48	24.0%
If yes, how satisfied are you?		
Very Satisfied	73	36.5%
Satisfied	30	15.0%
Very Unsatisfied	57	28.5%
Unsatisfied	40	20.0%
FEAUTURES OF E-BOOKS	**YES**	NO
Mobility	170(85.0%)	30(15.0%)
Search tools to locate words or quotes	163(81.5%)	37(18.5%)
Ability to bookmark pages	145(72.5%)	55(27.5%)
Instant access to content	144(72.0%)	56(28.0%)
Multimedia features	139(69.5%)	61(30.55)
WOULD YOU RECOMMEND E-BOOKSOTHERS		
Definitely	133	66.5%
Probably	50	25.5%
Might Not	17	8.5%

The above table shows the level of satisfaction with E-books among the undergraduate students in selected universities in Kwara State. Out of 200(100.0%) respondents, 152 (76.0%) respondents are satisfied with E-books, while 48(24.0%) are not satisfied with the use of E-books. This indicates that the majority of the respondents of E-books. 73(36.5%) respondents are very satisfied with E-books, 30 (15.0%) respondents are satisfied, 57 (28.5%) respondents are very unsatisfied, 40 (20.0%) respondents are unsatisfied with E-books, 170 (85.0%) respondents believes that E-books have mobility features, while 30(15.0%) respondents do not believe. This indicates that majority of the respondents agrees that it has mobility features. 163(81.5%) respondents agree that E-books helps to locate words or quotes, while 37(18.5%) respondents do not agree.

This indicates that majority of the respondents agreed the E-books helps to locate words or quotes. 145(72.5%) respondents agrees that E-books are easy to bookmark pages, while 55(27.5) respondents do not agree. This indicates that the majority of the respondents believe that E-books are easy to bookmark pages. 144(72.5%) respondents agreed that E-books allow instant access to content, while 56(28.0%) respondents do not. This indicates that the majority of the respondents believe that E-books allow instant access to the content 139(59.5%) respondents agreed that E-books have multimedia features, while 61(30.5%) respondents do not. This

indicates that the majority of the respondents believes that E-books has multimedia features.133 (66.5%) respondents will definitely recommend E-books to others, 50(25.0%) respondents are not sure, while 17 (8.5%) respondents choose not to recommend E-books to others. This indicates that the majority of the respondents will recommend E-books to others.

Research question 6: What problems are encountered by undergraduate students when reading E-books?

Table 7: Problems of Reading E-books

S/N	PROBLEM ENCOUNTERED	YES	NO	NOT SURE
1	Cost of e-books	91(45.5%)	84(42.0%)	25(12.5%)
2	Lack of awareness of software and hardware for reading e-books	86(43.0%)	90(45.0%)	24(12.0%)
3	Language Barrier	69(34.5%)	119(59.5%)	12(6.0%)
4	Difficulties in accessing computer/internet	77(38.5%)	106(53.0%)	17(8.5%)
5	Problems with printing and downloading materials	99(49.5%)	79(39.5%)	22(11.0%)
6	Discomfort of reading text on a computer screen, e.g., eye damage.	97(48.5%)	82(41.0%)	21(10.5%)
7	Inadequate skills of search engine to browse materials online.	71(35.5%)	110(55.0%)	19(9.5%)

Table 7 shows the problems faced by the undergraduate students in reading E-books. Out of 200(100.0%) respondents, 91(45.5%) respondents agreed to the cost of E-books, 84(42.0%) disagreed while 25(12.5%) respondents were not sure. This shows that the majority of the respondents agreed to the cost of E-books. 86(43.0%) agreed to lack of awareness of software and hardware of using E-books, 90(45.0%) disagreed while 24(12.0%) respondents were not sure. This shows that the majority of the respondents agreed to lack of awareness of software and hardware for using E-books. 69(34.5%) respondents agreed to language barrier, 119(59.5%) respondents disagreed while 12(6.0%) respondents were not sure. This shows that the majority of the respondents disagreed to language barrier. 77(38.5%) respondents agreed to difficulties in accessing computer/internet, 106(53.0%) respondents disagreed while 17(8.5%) respondents were not sure. This shows that the majority of the respondents disagreed to difficulties in accessing computer/internet. 99(49.5%) respondents agreed to problems of printing and downloading materials, 79(39.5%) respondents disagreed while 22(11.5%) respondents were not sure. This shows that the majority of the respondents agreed to the problems with printing and downloading materials. 97(48.5%) respondents agreed to discomfort of reading text on a computer screen, 82(41.0%) respondents disagreed while 21(10.5%) respondents were not sure. This shows that the majority of the respondents agreed to discomfort of reading text on a computer screen.

71(35.5%) agreed to inadequate skills of search engine to browse materials online, 110(55.0%) while 19(9.5%) were not sure. This shows that majority of the respondents disagreed to inadequate skills of search engine to browse materials online.

Discussion of Findings

The first objective of the study was to find out the undergraduate students' attitude towards reading E-books. This objective was accomplished by asking respondents to indicate their level of attitude from the range of True, False and Not Sure. The finding shows that undergraduate students have positive attitude towards reading E-books. This finding is in line with (McFall, 2005) whose reports indicate that students surveyed had generally positive attitudes towards e-textbooks. Furthermore, the second objective was to determine the level of accessibility of undergraduate students towards reading E-books. The finding shows that over 90% of the undergraduate students have access to E-books. This correlates with (McCarty, 2001; Snowhill, 2001) reports that e-books satisfied users' desires for immediacy and provided an easy and convenient access especially for remote users.

The third objective was to examine the perception on ease of reading E-books by undergraduate students. The findings show that most of the respondents agrees that E-books is easy to read, it'suser friendly and do not involve any stress. The fourth objective measured the extent of E-books reading among undergraduate students which was achieved by asking the respondents how often they used E-books. The findings show that undergraduate read E-books daily and will definitely recommend E-books to others. The result correlate with Simon's (2001) who found that all 19 of the 19 students surveyed would recommend e-textbook to a friend. The fifth objective examined the level of satisfaction of undergraduate students towards reading E-books. A greater percentage of the respondents demonstrated a greater level of satisfaction with reading e-books.This is similar with the findings by (Anuradha & Usha 2006) who reported in their study that one third(36%) of the respondents were very satisfied with their use of e-books, and above average, (55%) were 'somewhat satisfied' while less than 10% were not satisfied. The satisfaction revealed in this study might be due to some of the features of e-books which include accessibility, ease of access, user friendly and stress free.

Finally, the last objective was to find out the problems encountered by undergraduate students when reading E-books. The major problems encountered with E-books is the cost of access, difficulties of access on internet, printing and downloading, discomfort of reading text on the computer screen. This finding is relevant to the earlier reports by (Snowhill, 2001; Tedd, 2004; Urs, 2004) that cost of hardware readers limited availability of titles; difficulty in accessing e-books on Internet, and problems with printing and downloading. This result corroborates the report by (Guan, 2009) who indicated that there is no doubt that the use of e-books for learning has indeed generated much interest among instructors and students; however, there are associated challenges and most of these are reported in this study.

Conclusions

The study has examined the attitude of the undergraduates' students' towards reading E-book in selected Kwara State Universities. So far, the report shows that majority of the respondents agrees that reading e-books do not involve any stress. A total of 93% of the students have access to e-books and indicated that they read e-book

for academic work while a large proportion of the students (95%) read e-book as supplementary to printed materials. The most commonly read e-book format among the students is the portable document format PDF and this is read daily by the undergraduate students. Majority of the respondents 76% indicated their satisfaction reading e-books and can recommend to friends. The major problems encountered with reading e-books is the cost of access, printing and downloading, and discomfort of reading on the computer screen. Other major challenges identified with reading e-books are language barriers, difficulties in accessing the internet and inadequate skill of using search engines to search for e-books.

Recommendations

The study recommend provision of good Internet facilities should be made readily available to the students at a very low so as to increase access to and reading of e-books by the students. Furthermore, the students should be exposed to other e-books formats such as E-pub, Amazon kindle, Open Document Format and not majorly the portable document formats and open document format. Lastly the library should subscribe to e-journals: this will allow students to search in the library database when conducting research. This will reduce the problem of high cost of access by the students in using e-book.

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