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Abstract:

Reading is a basic learning tool for an individual that begins early and continues throughout life. It would appear that the world is digitally at one's fingertips, with everything connected to the internet with the increasing dominance of digital reading over paper reading. On the other hand, it is fair to assume that books will continue to be printed for a very long time despite the rise in e-book readers. The aim of this paper is to demonstrate the actual trends in using printed books among university students. The study collected data from 233 undergraduate students from different Four (04) universities in Bangladesh through a survey questionnaire.

The results show that despite the increasing use of digital devices and e-books, printed books remain the preferred medium for reading. Results suggest that young adults spend hours watching television and chatting on social media at the expense of reading and that reading culture has been in decline. The findings explored that a small percentage of respondents consistently use printed books, while a significant number resort to them for specific academic purposes. The study also highlights the varying levels of engagement, with some respondents dedicating several hours to reading printed books. Self-development and job preparation emerged as the primary reasons for using printed books, while entertainment played a lesser reason to read books on printed paper. The study further analyzes the preferred locations for reading printed books, with libraries and homes being the most commonly chosen settings.

Keywords: *Printed books, Reading Habits, Reading culture, University Students.*

1. Introduction:

Reading is an essential component of university education and research, as it supports the development of critical thinking, creativity, and communication skills (Sangkaeo, S., 1999). People in modern life are continuously connected to the Internet, whether through computers or mobile devices, as well as have many digital reading options. The traditional experience of reading on paper is changing, and there is growing concern about the decline of reading on paper and its impact on cognitive processing and learning outcomes. Although more and more individuals are engaged in online reading, many university students still prefer printed books for their tactile experience, ease of use, reduced screen time, and the ability to annotate text.

Libraries have long been considered a hub of learning and a key player in promoting reading culture among university students. They offer access to a wide range of printed books and other resources, study spaces, and programming that encourages reading and learning. However, with the shift towards digital learning resources, libraries are facing new challenges in promoting reading culture and supporting students in developing effective information literacy skills. This paper aims to examine the trends of using printed books among university students and the role of libraries in promoting reading culture. It will also explore the challenges faced by libraries in adapting to the changing landscape of digital reading and supporting students in developing effective information literacy skills.

The growing prevalence of digital reading over traditional paper reading, especially the vast development of the Internet, which makes information more widely available to more people, has brought changes in information production to distribution. Now, the digital world is easily accessible to everyone. However, individuals who engage in reading printed books tend to read more frequently, derive greater enjoyment from reading, exhibit a better understanding of texts, and are more likely to achieve higher academic grades. To fulfill and satisfy users' information needs, there are various formats and ways that can be used. In the past, teachers encouraged students to use printed textbooks as an authoritative source of knowledge in any discipline as the main source of knowledge (Rose-Wiles, L. M. 2013). Printed books have a long association with classrooms in the USA. Printed books are a fundamental part of higher education that enables a critical link between teaching and knowledge acquisition. Some studies have revealed users' preferences for the use of printed information over digital information), Podolsky and Soiferman (2014) refer that "the majority of students prefer to read paper-based texts because it is easier to

take notes, it is easier on the eyes, they are in the habit of reading paper documents, they have a better spatial understanding of where they are in the text, and there are fewer distractions when reading paper documents.

While libraries are encouraging the use of digital resources, a salient issue that one has to take into consideration is the actual acceptability of these materials to users. Are people still continuing to read printed books for academic, job purposes, and others in the 21st century? This paper wants to explore user usage patterns of reading habits over print resources in academic libraries or individuals from the perspectives of University students in Bangladesh

Research objectives:

This study aims to explore the trends of using printed books among university students and the role of libraries in promoting reading culture. Specifically, the study will address the following research questions:

1. What are the trends in using printed books among university students?
2. How to shape the reading habit among university students recommended by the study?

Literature review:

Some Studies have revealed user preference for the use of printed information over Digital information. [Podolsky and Soiferman\(2014\)](#) majority of students preferred to read paper-based because it is easier to take notes, it is easier on the eyes, they are in the habit of reading paper documents, a better special understanding, and less distraction. The authors conclude that “students using e-books for academic coursework experience problems with access, the insufficient context in search results, awkward navigation tools, an unpleasant reading experience and interfaces that are not intuitive to use. [Sridhar, M S. \(2022\)](#) also stated that the reading habit, either in print or digital books, depends on the availability of required text. The widespread adoption of online resources among university students has significantly transformed their reading habits, resulting in varied accessibility of resources, changes in archiving practices, and the utilization of relevant technologies ([Cumaoglu, G., Sacici, E., & Torun, K. 2013](#)). According to a study by [Baron, N. S., Calixte, R. M., and Havewala, M. \(2017\)](#), approximately 92% of participants expressed that their optimal focus and concentration were achieved when reading in printed format. Further discovered that if the cost of reading materials were equal, four out of five respondents (80%) expressed a preference for printed books for both academic and leisure reading.

Several studies have indicated that students tend to report a higher likelihood of re-reading printed materials compared to digital ones, and they also tend to engage in more multitasking behaviors when reading on screens. According to the findings of (Toor, S. I., Ashfaq, A., and Ilyas, M. 2021), their study concluded that while e-books have become an integral part of students' lives, there is still a preference for reading printed books among them.

Johnston, N., Salaz, A., & Alsabbagh, L. (2016) explored the reading preferences and behaviors of university students in Qatar, revealing that students expressed a preference for reading course materials and textbooks in print due to a perceived better learning experience, despite the growing trend of course materials being primarily available in digital formats. (Mizrachi, D. et al 2018) Based on a survey of 10,293 tertiary students worldwide, this study presents descriptive and inferential statistical results indicating that the majority of participants experience improved focus and information retention when reading in print formats, and they tend to prefer print for longer texts. Alsaeedi, Z. S et al (2021) After reviewing 17 relevant studies published between 2015 and 2020, it was identified that students' reading habits have shifted towards online materials, leading to a decrease in reading books, yet a preference for printed materials remains prominent in academic reading. Johnston, N., & Salaz, A. M. (2019) found that the majority of participants expressed a preference for print materials citing reasons such as easier accessibility, reduced eyestrain, tactile experience, improved focus, and the ability to highlight and annotate. However, students also acknowledged the convenience and lower costs associated with e-texts, and those who preferred electronic formats were influenced by factors like cost, environmental considerations, and convenience. Bodomo, A., Lam, M. L., & Lee, C. (2003) highlights the importance of thoroughly analyzing user preferences before transitioning from print to digital library resources, despite the acknowledged advantages of electronic books. The findings of a survey conducted among the University of Hong Kong students indicate that a significant majority (77%) prefer print materials, suggesting that the success of a shift towards digital libraries depends on efforts to cultivate a positive attitude among users towards digital resources.

Methods and Materials:

Study design:

The study is a quantitative survey to understand the trends of using printed books among university students in Bangladesh and the more comprehensive role of libraries in promoting a reading culture.

Sampling and Data Collection:

The study included a sample size of 233 students from four universities with access to a library and enrolled in an academic program. Stratified random sampling was used for the survey portion of the study. The participants were recruited through various channels, such as classroom announcements, class promotion, social media platforms, and personal interaction. After collecting data from both online and hardcopy, the information was combined or merged to create a unified dataset. The goal is to ensure a diverse population range of experiences which is represented in

Table 1.

Demographic Variable	Category	Frequency	Percentage
Gender	Male	106	45.5
	Female	127	54.5
Age group	20-22	85	36.4
	23-25	60	25.8
	>25	14	6.4
Faculty	Social Science & Arts	44	18.9
	Science	43	18.4
	Business Studies	36	15.4
	Life and Earth Science	37	15.9
	Agriculture	34	14.6
	Biological Science	38	16.3
Education Level	1 st Year	60	25.8
	2 nd Year	65	27.9
	3 rd Year	55	23.6
	4 th Year	53	22.7
Institution CGPA	>3.50	85	36.4
	3.00-3.50	100	42.9
	< 3.00	48	20.6
Religion	Muslim	213	91.4
	Christian	03	1.2
	Hindu	15	6.4
	Buddhist	02	0.9
	Other	0	0
Reading Mode [Language] <i>Multiple answers are allowed</i>	Bangla	231	99.1
	English	120	51.5
	Arabic	17	7.2

Table 1: Demographic information about respondents

Although The most repeated faculties were Social Science, Arts, and Science; most respondents were in their first or second year of study and participants vary between 18 to > 25 ages.

After the literature review, a survey questionnaire was designed and developed to collect data from the respondent. The questionnaire was divided into two Parts: Part One: Demographic information; it was designed to collect data to figure out the respondent's profile based on age, gender, field of knowledge(faculty) data on gender, area of knowledge, and academic level. Part Two: Reading Habits consist of 6 questions such as reading frequency. The questionnaire was piloted with the 10 students for clear and easy to respond and based on this information the survey was rearranged.

Table2: Questionnaire Overview

Question	Question Type	variable	Response Option
Questions 1-8	Demographic information	Open-ended, Boolean, Multiple Question
Questions 9-15	Usages Pattern & Reading Habit	Independent	Multiple and 5 point-Likert scale

Data Analysis:

The survey responses were exported to Excel format for further analysis. The data were analyzed using descriptive statistics on the respondents' demographic characteristics, reading habits on paper, and the role of libraries. The results were presented using tables, charts, and graphs.

Findings:

Frequency of using printed books:

Figure 1 illustrates interesting insights into the usage of printed books among university students in Bangladesh.

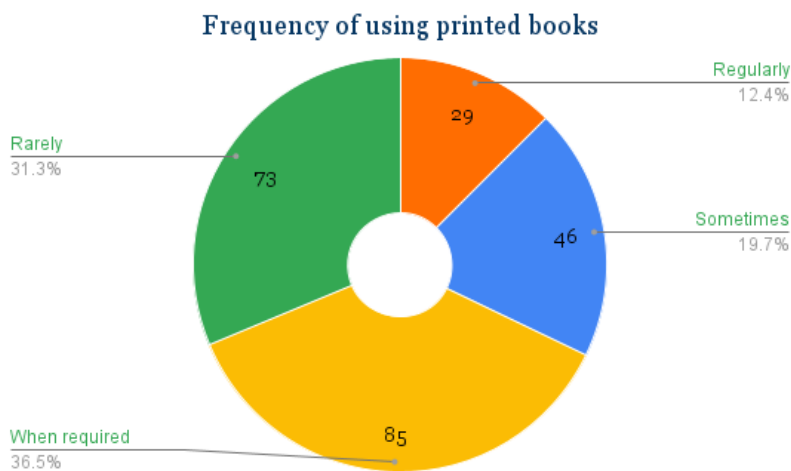


Figure 1: Frequency of using printed books

Figure 1 illustrates interesting insights into the usage of printed books among university students in Bangladesh. There are only a small number of participants, about 14.5%, who consistently use printed books on a regular basis. A large portion of participants, around 23%, indicated that they use printed books sometimes. The majority, comprising 42.5% of participants, resort to printed books when required for specific purposes such as academic tasks. On the other hand, a significant proportion of participants, approximately 36.5%, rarely use printed books.

Frequency of Book Reading: *Table 3* illustrates the distribution of printed book reading frequency among participants.

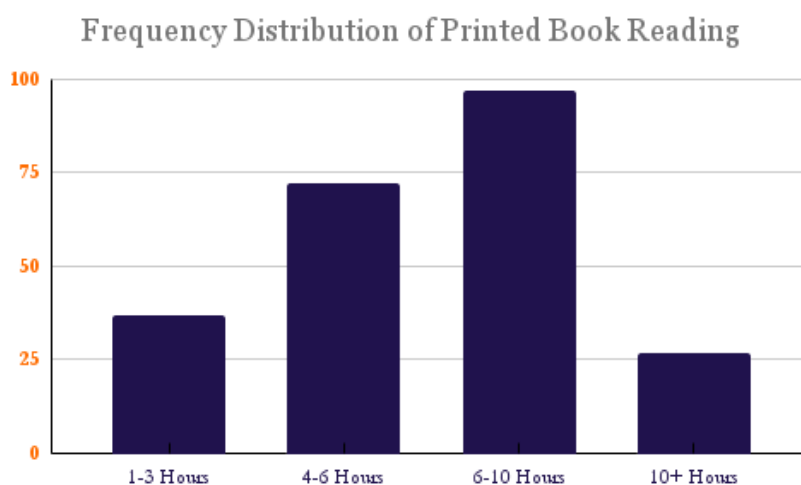


Table 3: Frequency of Book Reading

Approximately 19.7% spent 1-3 hours, while nearly 38.3% dedicated 4-6 hours using printed books, making it the largest group. The 6-10 hours interval had the highest number at 51.6% of participants. Those spending over 10 hours accounted for about 14.4%. To summarize, a significant number of participants reported reading printed books with varying levels of engagement.

Purpose of Usages:

Print books are used for a variety of reasons, as shown in *figure 2*. The findings show that self-development with a substantial majority (81.52%) of participants and job preparation with 63.51% of respondents prominently used printed books, while academic purposes, religious factors, and entertainment play less significance. While a quarter (25.32%) of respondents prioritize entertainment, a significant majority (74.68%) do not consider it a primary reason for reading printed books.

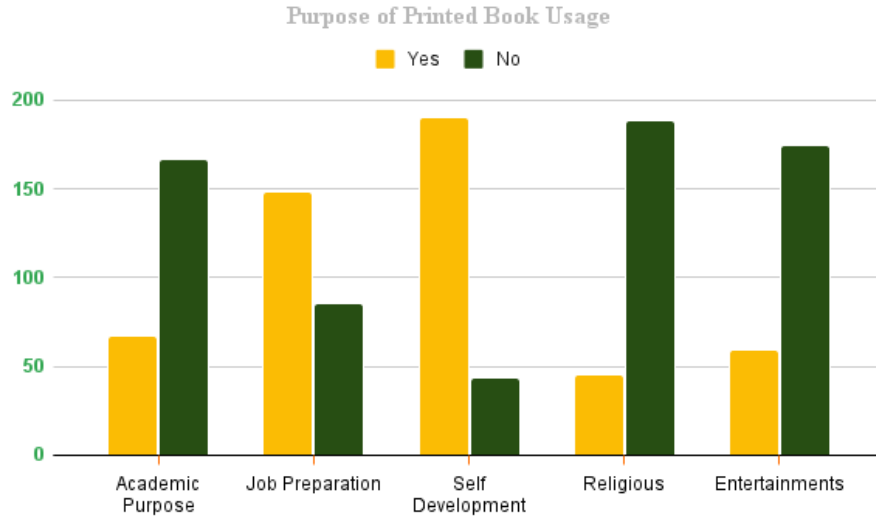


Figure 2: Purpose of usages

Place of reading printed books: *Table 4* presents data on the frequency of usage for different places: Library, Home, Residential Hall/Mess, and Classroom. Comparing the usage patterns, it is evident that the Library and Home are the most commonly frequented locations.

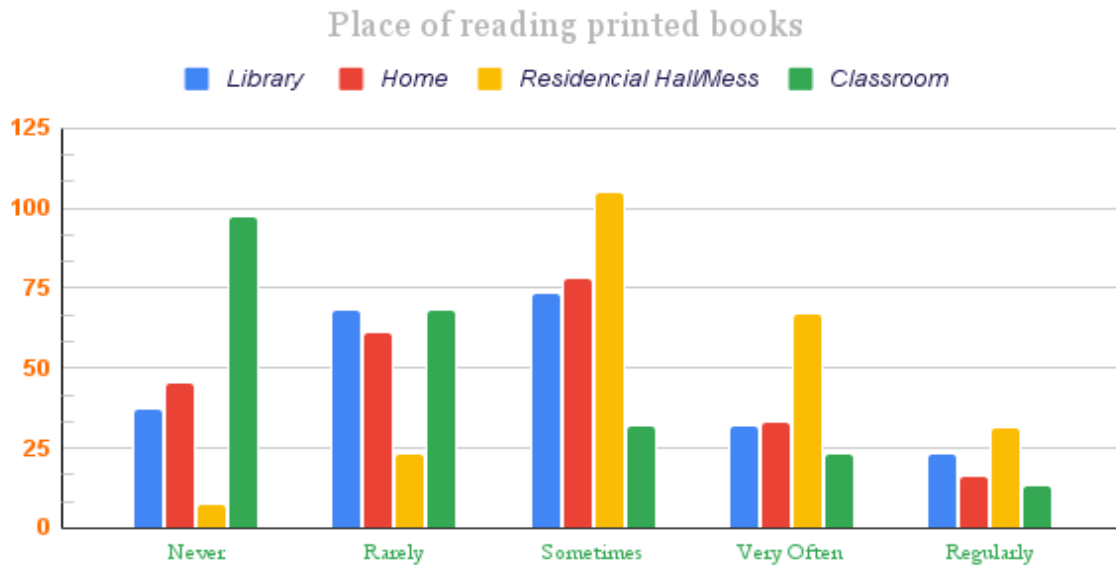


Table 4: Place of reading printed books

Around 33.4% of respondents reported using the library sometimes, while 35.1% used their homes sometimes. On the other hand, the Classroom had the highest percentage (42.1%) of respondents who reported never using it, indicating a lower frequency of academic use. The Residential

Hall/Mess had a relatively higher proportion of respondents (39.2%) who reported using it sometimes, indicating its frequent usage as a residential or communal space.

Choosing the Reason for Printed Books

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. dev.
Printed books are easy to use and hold and have better sensory.	10.0%	10.8%	46.7%	19.2%	13.3%	3.15	1.105
Printed books are used when e-books are not available	10.8%	42.5%	16.7%	15.8%	14.2%	2.80	1.248
Printed books offer less destruction	10.0%	25.8%	30.8%	15.8%	7.5%	3.05	1.236
Printed books are easier on the eyes.	9.2%	24.2%	32.5%	12.5%	21.7%	3.13	1.263
Reading printed books offers individuals the pleasure of reading	6.7%	31.7%	29.2%	17.5%	15.0%	3.03	1.170
In the library, printed books are easy to read and borrow	7.5%	25.8%	33.3%	18.3%	15.0%	3.08	1.161
Printed books amplify the joy of reading.	8.3%	20.8%	35.8%	16.7%	18.3%	3.16	1.195

Table5: Choosing the Reason for Printed Books

According to *Table 5*, Approximately 32.5% of respondents agreed or strongly agreed that printed books are easy to use and hold and provide better sensory experiences. This statement received the highest mean rating of 3.15, indicating a moderate level of agreement. Conversely, the statement "Printed books are used when e-books are not available" garnered relatively lower agreement, with only 30.0% of respondents agreeing or strongly agreeing and a mean rating of 2.80. When it comes to the pleasure of reading, the statement "Reading printed books offers individuals the pleasure of reading" received a fairly balanced response, with 32.5% agreeing or strongly agreeing and 31.7% disagreeing or strongly disagreeing. The mean rating for this statement was 3.03, indicating a moderate level of agreement overall. Comparatively, both statements about ease of use, namely "Printed books are easy to use and hold and have better sensory" and "Printed books are easier on the eyes," received similar levels of agreement, with 32.5% and 34.2% of respondents agreeing or strongly agreeing, respectively.

Discussion:

The findings reveal that a significant majority of university students in Bangladesh utilize printed books for academic purposes, emphasizing their continued importance as a preferred format for studying, note-taking, and engaging with course materials. In a study conducted by [Cumaoglu, G., Sacici, E., and Torun, K. \(2013\)](#), it was discovered that 68% of college students engage in reading at least one book per week. Overall, the findings indicate that while there is a noticeable preference for printed books among university students in Bangladesh, there is also a diversification in reading habits

The study recommends several strategies to shape reading habits among university students:

1. Increasing awareness: Reading is beneficial to academic success and its promotion can encourage students to develop a habit of reading. Informative campaigns, workshops, and interactive sessions can be used to accomplish this.
2. Creating reading-friendly environments can encourage students to read more on campus by establishing well-equipped libraries, comfortable reading spaces, and quiet study areas.
3. Diversifying reading materials: Making available a variety of reading materials across various disciplines and genres can cater to students' different interests and preferences, encouraging them to explore different types of texts.
4. By incorporating reading assignments and discussions into different disciplines, you can emphasize the importance of reading as an integral part of the learning process.
5. Assisting students in selecting appropriate materials, setting reading goals, and developing effective reading strategies can be achieved by providing guidance and support services such as reading clubs, book recommendations, and access to librarians and reading specialists.

Conclusion:

Although digital resources are increasingly available, the study highlights the enduring importance of printed books for students. Users' preferences should be considered before implementing a paradigm shift from print to digital resources, and the advantages and disadvantages of different reading formats should be carefully considered.

The study recommends a multifaceted approach to shaping university students' reading habits. There are many ways to promote reading, including creating reading-friendly environments, diversifying reading materials, integrating reading into the curriculum, providing guidance and support, encouraging peer collaboration, utilizing technology effectively, establishing reading challenges and incentives, and promoting faculty and staff role modeling.

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