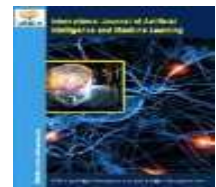




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Research Paper

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A Study on the Impact of Information and Communication Technology on the Reading Habits of Students in Government Degree Colleges of Visakhapatnam District

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Abstract

The Rapid growth of Information and Communication Technology has significantly transformed the educational environment in higher education by changing the ways the student access, utilise and share information. Traditional reading practices based mainly on printed books and Library resources but now they are complimented by Digital reading through smartphones, computer online data bases, internet based learning platforms. The present study examines the influence of ICT and the reading habits of students enrolled in different disciplines in Government Degree colleges in Visakhapatnam district. A descriptive survey Research Design was adopted involving 300 students, selected through simple random sampling method. Data collected through structured questionnaire focusing on ICT accessibility digital reading preferences frequency of digital resource usage preferred reading materials (formats) usage patterns and challenges experienced by students using Technology based reading resources. The findings indicate that ICT has positively influenced students reading habits by improving access to academic materials increasing the availability of diverse information sources in this modern reading culture among the students and also encouraging independent learning. Smartphones and internet facilities emerged as the most commonly used ICT tools among these students educational institutions should strengthen digital infrastructure, improve literary programmes and promoting balanced technology use among the students to enhance their reading habits.

Keywords: Information and Communication Technology,(ICT), Reading habits, Digital reading, Government Degree colleges, Higher education students.

Introduction

Reading is considered as one of the fundamental skill required for academic achievement, knowledge development, critical thinking professional development and lifelong learning traditionally students depend mainly on printed textbooks, reference materials, newspapers and Library resources to acquire knowledge. However, the emergence of Information and Communication Technology(ICT) has brought significant changes in the way student obtain and internet with reading material.

ICT refers to the combination of digital technology and communication networks, computer. Mobile devices and internet based services that facilitate the creation, storage, retrieval and exchange of information. In Higher education, ICT has expanded learning opportunities by providing students with instant access to electronic body, online journals digital libraries, educational websites and virtual learning platforms. The emergence of digital reading has transformed students from passive readers to activate information seekers. Now the students can access the learning materials beyond the physical boundaries of class room and libraries. Digital platforms from flexible by allowing students to read according to their own time and convenience. The availability of online resources have encouraged students preparing for competitive examinations and pursuing their independent learning by adopting new reading practices.

Despite these advantages ICT has also introduced certain new challenges the excessive use of smartphone social networking sites has created distractions that my reduce student concentration and effect they reading discipline digital reading often involved quick browsing rather than detailed reading, which areas concern regarding the quality of learning.

Government degree college students server large population particularly from diverse social economic backgrounds understanding now ICT influence the reading habits for improving their educational branches library services and digital learning initiatives. although several studies have examined the influence of ICT

on universities students Limited research has focused especially on the relationship between ICT and reading habits of college students.

Review of Literature

1. Chauhan and Lal (2012) conducted a study on the impact of information technology on reading habits of college students. The study indicates that reading habits changed from paper based to Internet based reading.
2. Eta et al (2015) surveyed on the impact of ICT usage on students study habits in the department of Business education delta state college of Physical education. The findings of the study reveal that information communication technology have impacted every high extent on student academic studies. It concludes that computer usage, internet usage and mobile phone have significantly influenced students reading habits.
3. Gay et al (2006) made a survey on management students at the University of the West Indies, Barbados. The majority of the students expressed favourable attitudes towards the use of information communication technology in their academic environment. As students are more inclined to use computer for the part of their studies.
4. According to Hussain and Lavany (2014) the majority of the respondents were experienced users in information communication technology applications. They were mostly involved in Internet surfing, Email and chat for their presentation preparation and other activities.
5. Issa et al (2014) conducted a study on the effects of information communication technology on the reading habits of the students and their exposure to ICT gadgets. Study found that a wide range of ICT gadgets like smartphones, computers, iPad use for leisure, socialization than for academic purposes.
6. Hymavath. B and Surendra Babu. K (2018) studied on the impact of information communication technology (ICT) on reading habits of postgraduate students in universities located in Chittoor district: A study. The majority of the respondents advocated that they visit the library to read textbooks; they use internet sources daily, the main purpose of reading being updating knowledge. They preferred to read both print media and electronic media.
7. Kumara and Sampath Kumara (2018) studied on the impact of information communication technology on the reading habits of Tumkur University. The students opined that print are costlier than internet sources. The study revealed that students access internet everyday and use ICT in support of their academic work. The study recommends that university authorities have to provide more ICT facilities to all postgraduate students. It is also necessary to conduct more ICT based learning programmes to the students.
8. Naveen and Nagesh (2016) conducted a study on the impact of Information technology on reading habits of engineering students: A study. The study revealed that the development of ICT has changed the education system or curricular around the world rapidly. The changes particularly the ICT impact on reading habits, it refers to any device or product which enables in capturing, storing, transmitting, displaying of data and information electronically. It is evident from the study that ICT has an impact on the reading habits of students.

Research Methodology

Objectives of the study: The objectives of the study are:

1. to investigate the extent of use of ICT among government degree college students
2. to identify the frequency and purpose of ICT usage for reading activities
3. to analyse the influence of ICT on reading habits
4. to examine the availability and accessibility of ICT facilities in government college students
5. Identify challenges faced by students while using ICT based reading resources

Significance of the study: the studies significant because it explores the impact of ICT on reading habits of government degree college students in Visakhapatnam district. this study provides valuable insights into how the usage of ICT impact on reading habits and it will contribute to the existing literature on the use of ICT in education. Findings of the study will inform strategies and intervention aimed in promoting responsibility of ICT in education and enhances reading habits among government degree college students.

Methodology: in this study data is collected through a structured questionnaire method. A structure is design to collect data from the students.

Research Design: survey method is used for data collection

Sampling: stratified random sampling

Data collection: data was collected using a survey by structure questionnaire among the degree college students. the sample size is 300 students.

Limitations of the study: the study has certain limitations

1. The sample was restricted to 300 students from various disciplines and government degree colleges of Visakhapatnam district
2. The study relied on self reported responses which may include personal bias.
3. The research focused mainly on ICT influence on reading habits of college students and did not examine all the aspects of their academic achievements
4. These findings may not be generalized to all higher educational institutions.

Data analysis and Interpretation

Table 1. Year wise distribution of respondents

Details of the year	No of responses	Total (N=300)%
First year	115	115(38.3)
Second year	98	98(32.7)
Third year	87	87(29.00)
Total	300	300(100.00)

The table indicates 38.3% of response were first year students 32.7% of students are 2nd year students and 29% of students for 3rd year students. The participation of students from all academic year and different disciplines provided a broader understanding of ICT usage across different stages of undergraduate education.

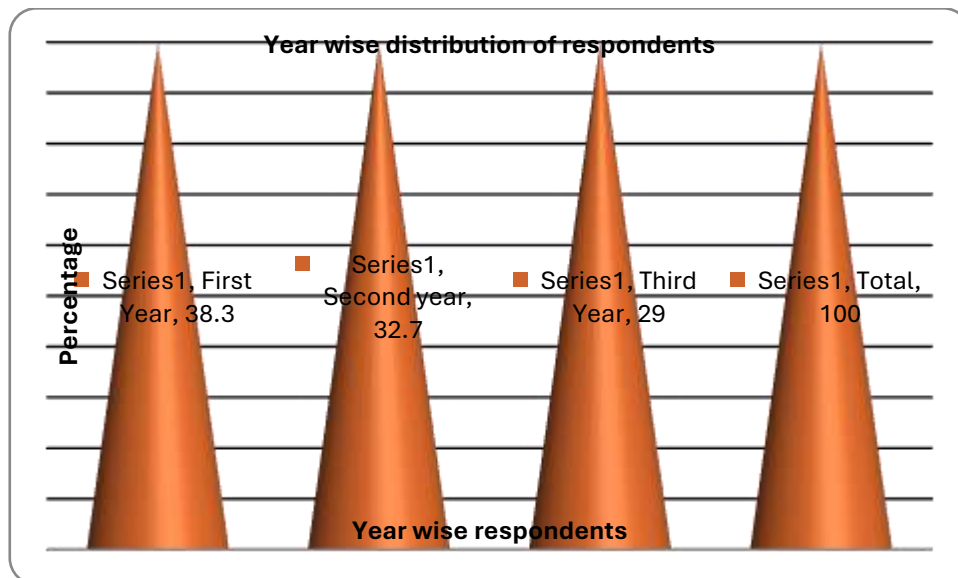


Table 2. Opinion on availability of ICT devices among the respondents

ICT devices	No of responses	Total (N=300)%
Smart Phones	278	278(92.7)
Laptop/Desktop	112	112(37.3)
Tablet	48	48(16.00)
None	8	8(2.7)

The findings reveal that 92.7% of students using smartphones as mostly commonly available ICT device. Laptop and desktop availability was comparatively lower with 37.3%. Less number of students have personal computers with 28.7% and with non availability of the devices were with 2.7%. The results suggest that mobile Technology has become the primary medium for students to access digital reading material.

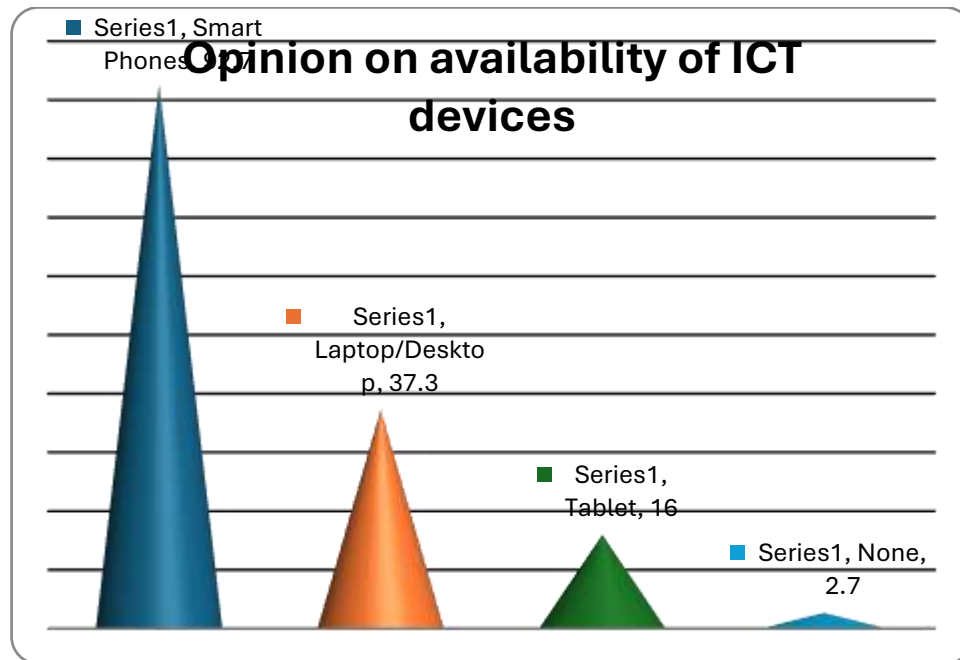


Table 3. Opinion on availability of Internet facility of the respondents

Opinion	No of responses	Total (N=300)%
Personnel Mobile data	238	238(79.3)
College Wi-Fi	32	32(10.6)
Home broadband	22	22(7.3)
No Internet	8	8(2.7)
Total	300	300(100.00)

The findings revealed that 79.3% of students depend mainly on personal mobile data for internet access. Only 10.6% reported using college Wi-Fi facilities and less number of students have internet facility at home with 7.3% and some students do not have the access of internet with 2.6% full stop this suggest that personal Smartphone and mobile internet facility place a major role and supporting ICT based reading among students.

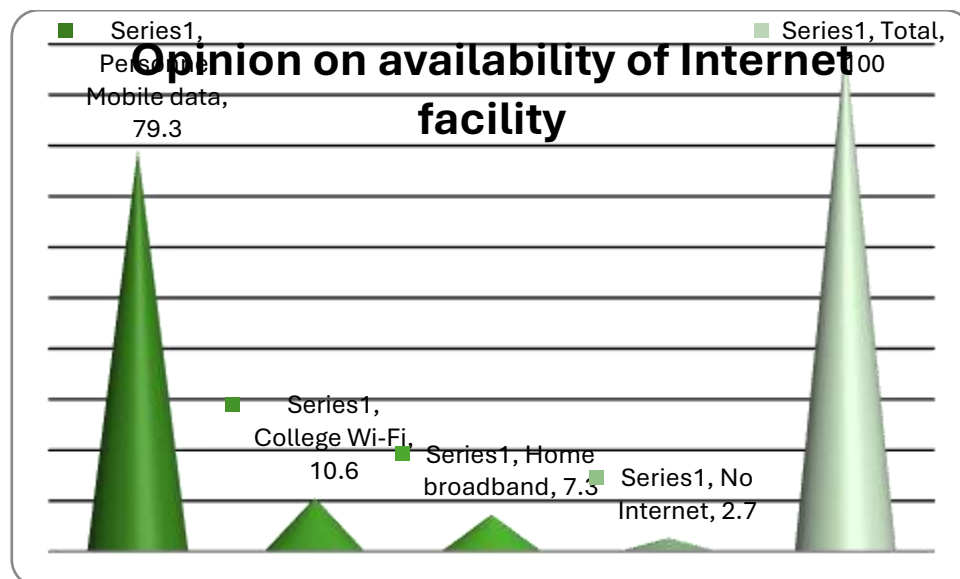


Table 4. Opinion on frequency of using ICT for reading activates

Frequency	No of responses	Total (N=300)%
Daily	152	152(50.7)
Several times a week	92	92(30.70)
Occasionally	42	42(14.0)
Rarely	14	14(4.6)

Total	300	300(100.00)
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The study found that half of the respondents reported using ICT resources daily for reading purposes. About 30.7% used Digital Services several times a week 14% reported that they use ICT resources occasionally and 4.6% reported that they rarely used devices for reading. The findings demonstrate that digital reading has become a regular practice among college students.

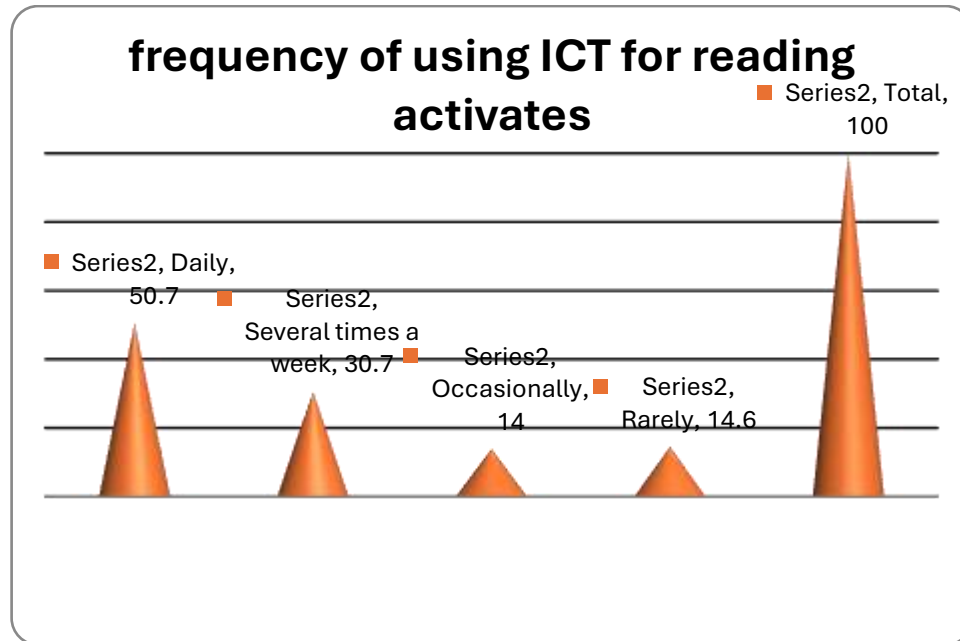


Table 5. Opinion on time spent on ICT based reading per day

Time spent	No of responses	Total (N=300)%
Less than 1 hour	62	62(20.7)
1-2 hours	138	138(46.00)
2-3 hours	72	72(24.00)
More than 3 hours	28	28(9.3)

The results show that 46% of the students spent one or two hours daily using ICT resources for reading. About 24% of students spent 2 to 3 hours. Some students spent more than 3 hours is 9.3% and less than 1 hour with 20.7%. The findings indicate that moderate engagement with digital reading platform among students.

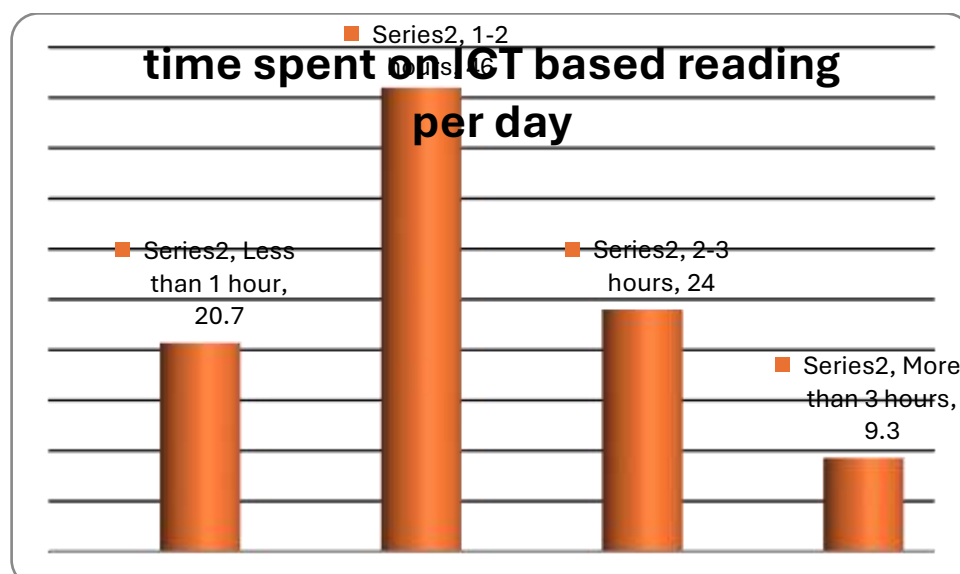


Table 6. Opinion on preferred reading material

Type of reading material	No of responses	Total (N=300)%
Online study material	228	228(76.00)
E-books	174	174(58.00)
Online journals	108	108(36.00)
Online news papers/magazines	146	146(48.66)

Above table analysed that regarding the Online study material were the most preferred digital resource with 76% followed by printed textbooks with 69.3% and eBooks with 58% followed by online journal with 36% and newspapers 30.7% and magazines 18% this indicate that students continue to value printed resources while increasingly adopting digital alternatives.

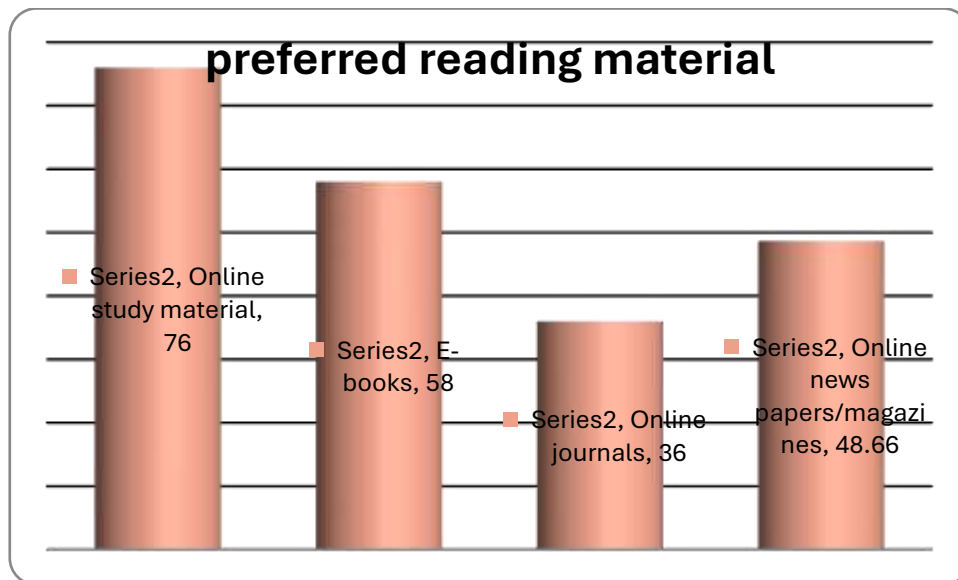


Table 7. Opinion on purpose of using ICT for reading

Purpose	No of responses	Total (N=300)%
Academic preparation	242	242(80.7)
Competitive examination	146	146(48.7)
General Knowledge	126	126(42.00)
Entertainment	68	68(22.7)

Academic preparation was the main aim of ICT usage by 80.7% of students and nearly half of the students 48.7% for competitive examinations followed by 42% of the students for acquiring general knowledge and 22.7% of students used ICT resources for entertainment. These findings indicate that students primarily Use technology for educational advancement.

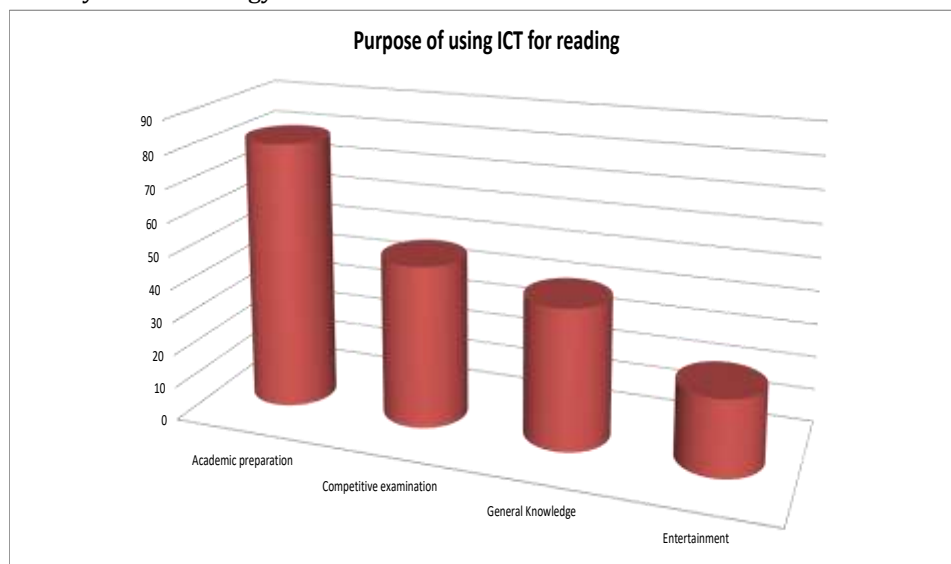


Table 8. Opinion on student perception of ICT influence on reading habits

Statement	Agree	Neutral	Disagree	Total (N=300)%
ICT provides quick access to Information	264(88.00)	24(8.00)	12(4.00)	300(100.00)
ICT increases reading opportunities	246(82.00)	32(10.7)	22(7.3)	300(100.00)
ICT improves independent learning	238(79.3)	40(13.3)	22(7.4)	300(100.00)
ICT saves time in searching materials	270(90.00)	18(6.00)	12(4.00)	300(100.00)
ICT create distraction	216(72.00)	36(12.00)	48(16.00)	300(100.00)

Most of the students agreed that access to ICT improved their quick access and reduced time required to search for learning material. However 72% of students acknowledged that ICT creates distraction. These findings indicate that ICT has both educational benefits and challenges.

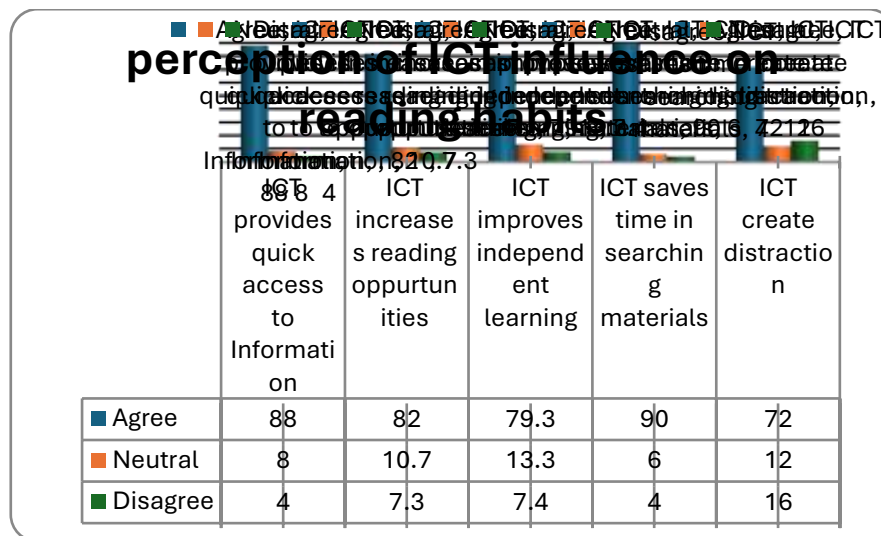


Table 9. Opinion on challenges faced while using ICT for reading

Challenges	No of responses	Total (N=300)%
Social media destruction	218	218(72.7)
Poor Internet connectivity	164	164(54.7)
Lack of digital skills	98	98(32.7)
Information overload	142	142(47.3)
Limited access to devices	76	76(25.3)

The analysis of above table indicates that the social media distraction was the major challenge reported by students by more than 72 percent. Above 57 percent of them faced challenges Internet connectivity problems were experienced. Some students reported that information overload above 47 percent and lack of digital skills by above 32 percent respondents and also Limited access to devices 25.3%. These finding suggest that students require better digital literacy and guidance for productive technology use.

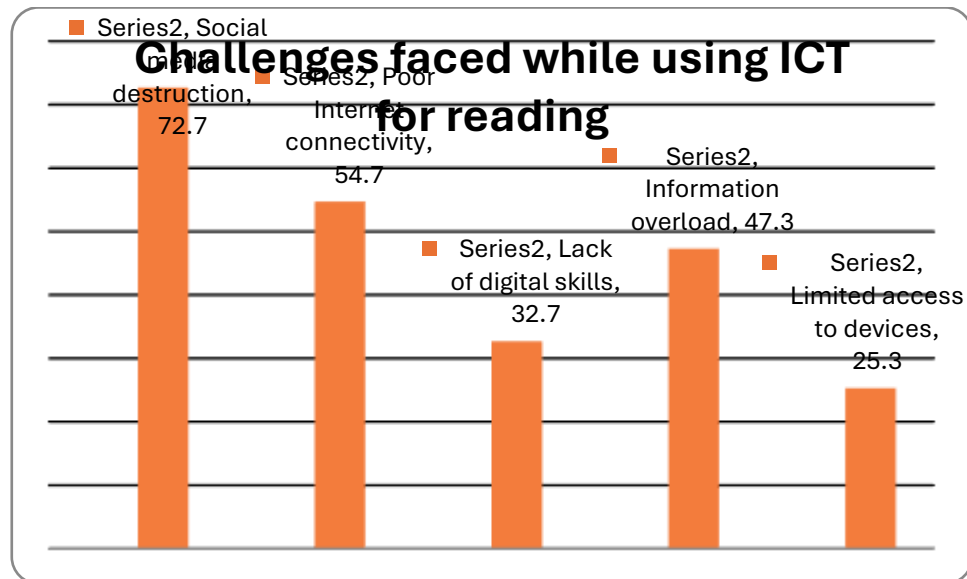
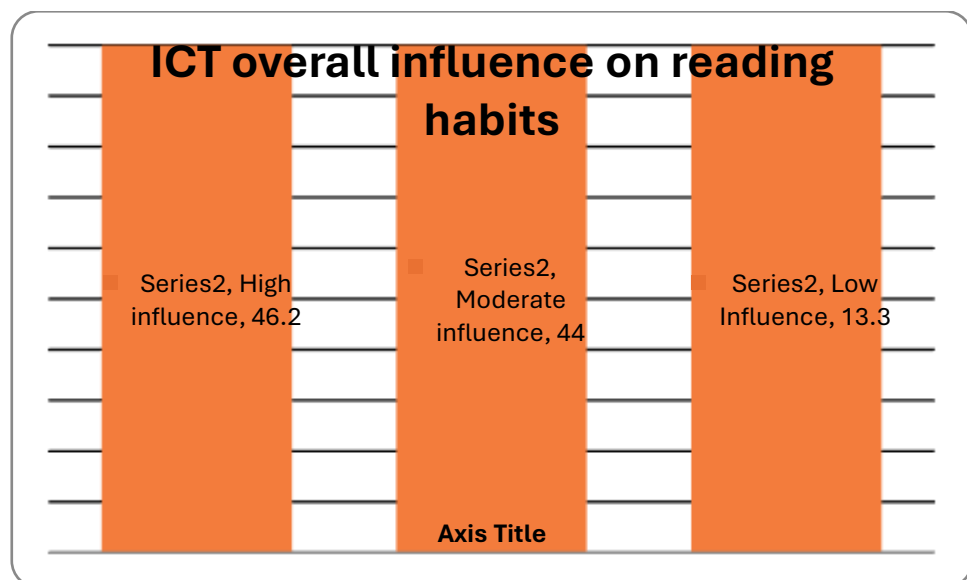


Table 10. Opinion on ICT overall influence on reading habits

Degree of influence	No of responses	Total (N=300)%
High influence	128	128(46.2)
Moderate influence	132	132(44.0)
Low Influence	40	40(13.3)
Total	300	300(100.00)

Above results indicate that 44 percent of students experienced moderate influence of ICT on their reading habits followed by 42 percent of them reported high influence. The study found that only 13 percent of respondents that they have low influence ICT while using reading purpose. This confirmed that ICT has become an important factor shaping students reading behaviour.



Findings of the study: the major findings from the study are summarized below

1. The majority of students had access to Smartphones and internet facilities indicating wide spread available to ICT resources.
2. Smartphone Technology emerged as the most commonly used device for accessing digital reading materials.
3. Half of the students reported using ICT resources daily for reading purpose.
4. Online study materials were the most preferred digital reading resource among students.
5. Students mainly used ICT for academic preparation competitive examinations and additional learning material.

6. Majority of students agreed that ICT has improved Axis to information and reduce the time required for searching educational resources.
7. ICT positively influenced students reading habits by increasing accessibility flexibility and independent learning opportunities.
8. Social media distraction was identify the most significant challenge affecting effective ICT based learning.
9. Significant positive relationship was found between ICT usage and reading habits.
10. Students require better digital literacy skills to maximize the educational benefits of ICT.

Conclusions

The present study examine that influence of ICT on the reading habits of government degree college students of Visakhapatnam district. The winding Syndicate that ICT has become an important factor in shaping contemporary reading behaviour. Students increasingly use smartphone internet resources online study materials and digital platform to support their academic learning.

ICT has improved accessibility reduced information search time and encourage to independent learning among students. At the same time challenges such as social media distractions internet related problems and inadequate digital skills affect the effectiveness of Technology based learning.

The study concludes that ICT should be viewed as a complimentary tool that enhances traditional reading practices rather than replacing them completely. A balanced approach combining digital resources library services and reading skill development can contribute to improve students' academic outcomes.

Recommendations: based on the findings the following recommendations are given

1. Trending of ICT infrastructure: Government Degree colleges should improve digital facilities by establishing well acryped digital libraries providing reliable internet access and expanding electronic resource collections.
2. Promoting digital literacy: students should receive training and information searching evaluation of online resources databased uses and ethical digital practice.
3. Developing digital library services: colleges should provide access to ebooks online journals academic data basis and institutional repositories to support digital reading.
4. Encouraging responsible Technology use awareness programs should be conducted to help students manage social media usage and avoid digital distractions during academic activities.
5. Integrating ICT into teaching practices faculty members should encourage students to use digital resources through online assignments virtual discussions and Technology supported learning activities.
6. Improving library support traditional libraries should be strengthen along with Digital Services to maintain a balance to reading environment.
7. Organising reading promotion activities Institutions should conduct reading clubs digital book discussions workshops and information literacy programs.
8. Supporting economically disadvantaged students: colleges should provide computer facilities and Technology support in college for students who have limited access to digital devices.

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