

Usage and Satisfaction of e-books by University Students in a Nigerian University

By

¹**Dr. Emmanuel Babatunde Ajala**

*Glorious Vision University (An Institution of The Apostolic Church Nigeria),
1, Ehor Road, Ogwa. Edo State Nigeria.
Email: tundeajala@yahoo.com*

and

²**Miss Esther Arapasopo**

*Glorious Vision University (An Institution of The Apostolic Church Nigeria),
1, Ehor Road, Ogwa. Edo State Nigeria.
Email: earapasopo2016@yahoo.com*

Abstract

Due to paucity of funds to buy books and journals many private universities in Nigeria and other parts of the world leverage on the benefits of eBook usage thus eBooks has become the saving grace for many students. The aim of this study therefore is to find out the pattern of usage of eBooks at the Glorious Vision University, Nigeria compared with other parts of the world. Using the Ajzen`s Theory of Planned Behaviour and Social Media Use as explained by Cameron et al (2012) as the theoretical model for the survey and literature review, Descriptive research design of survey type was adopted for this study with the population of the study of 403 (364 undergraduate and 39 postgraduate) students of Glorious Vision University, Ogwa Nigeria. The respondents were stratified to undergraduate and postgraduate students while the instrument of data collection used was close-ended self-structured questionnaire. To ensure the reliability of the instrument, the questionnaire was pretested with several students not included in the study sample. The paired scores generated from the test were analyzed using Cronbatch Alpha method through the Statistical Package for Social Science (SPSS). From literature, among 120 participating universities in UK, Nicholas (2008) found that e-books usage was very strong, with 61% of students that participated in the survey using e-books for their academic work. Majority of the participants (91.6%) reported that they used e-books for work and study purposes. Americans however, are spreading their book consumption across several formats. There has been an uptick in the share of Americans who

report reading e-books, from 25% to 30%. The result of the analysis shows that the types of e-books used at the Glorious Vision University library are Academic/research/school/class e-books (202, 80.2%). However, Hand-held device such as iPhone or Blackberry (187, 74.2%) and eReader such as Kindle or Nook Google Books (181, 71.8%) are used to access the eBooks while technical manuals (108, 42.7%) and cook books (63, 25%) are used but at a very low level. The level of usage of e-books in Glorious Vision University is high but the use of e-book as a reference tool is low ($x=2.77$). The pattern of eBook usage is just to extract particular information needed by the students and not to read the whole book. It was also noted from the result that the level of students' satisfaction on the use of e-books in this university is high. From the test of hypothesis, result shows that there is significant relationship between the usage and satisfaction of e-books by the students of Glorious Vision University. It can then be implied from the result of this study that the usage of eBooks by students in the university system in Nigeria can meet up with the level of usage in other developed nations of the world though the sample pose a limitation to the study in the world comparison. However the data generated in this study will be a good tool for further study on eBooks usage among university students.

Key Words: eBooks, Theory of Planned Behavior and Social Media, Descriptive Research Design, Self-Structured Questionnaire, World Comparison

Introduction

The evolvement of electronic books (e-books) is challenging librarians to keep library users abreast of the rising number of features of these valuable resources as well as their diverse constraints in the contemporary era. It sometimes occurs as if students are pleasingly astonished by the ease of accessibility of e-books as frequently as they are frustrated by e-book features that never meet their needs. Meanwhile, the rising cost of conventional scientific scholarly information, together with the development of extensively accessible Internet communication tools has transformed the exchange of scientific and technical information from conventional physical books to e-books. Academic library collections today typically include several thousands of e-books, either purchased or leased from numerous different publishers and available via various vendor platforms. In the contemporary era, information resources such as journals, books, newspapers and magazines are being converted to electronic formats. E-books have been in use for a number of years and higher education institutions have acknowledged the potential of e-books (Berners-Lee, 2012). The idea of e-books began with electronic versions of books that typically existed in print format. E-book is a book publication made available in digital form or other electronic devices as an electronic version of

a printed book. Briddon (2009) described e-books as digital versions of printed books that can be read on computers or other digital device such as tablets or phones. Armstrong, Edwards and Lonsdale (2002) defined e-book as any piece of electronic text irrespective of size or composition (a digital object), but excluding journal publications, made available electronically (or optically) for any device (handheld or desk-bound) that includes a screen. Almost any sophisticated computer device that features a controllable viewing screen can be used to read e-books, including desktop computers, laptops, tablets and smartphones.

Benefit of Usage of E-Books for Academic Purpose

There are benefit of introducing and usage of E-Books in education and especially for academic purpose. Some benefits include:

Study Anywhere and Anytime:

An eBook is easy to carry around. Instead of carrying a bag full of books, it is easier to carry a mobile device that supports eBooks. Many eBooks can be carried in a mobile device. Most students these days always carry a mobile-based device. It could be a smart phone, a tablet or a laptop. The portability of an eBook allows students to refer to their notes and course materials anytime they want. Instead of carrying multiple books, students can now have everything in one place.

Offline Access to eBooks:

Over 50% of the world's population has access to the Internet. Yet we all sometimes have trouble with connectivity and network issues. In order to ensure that the Internet connection does not hamper the learning process mobile devices, these days, offer offline services. Students can now download any content they want and save it on their device and go through them later at their convenience.

Multiple Interactive Features:

eBooks are not just plain reading materials; they have all the right tools to help students make notes and highlight content. eBook reading devices have a lot of interactive features, like annotations, pen tools, page zoom, search option, read aloud etc. The search tool is the most favored tool because of its ability to find words and topics in an instant. The search tool avoids the time-consuming process of turning pages after pages to find a particular topic or phrase. They can bookmark pages and chapters. The online dictionary helps them to quickly find meanings of words. Besides, the user can also change the font size and style and adjust the brightness of the device as per what suits their eyes. An eBook is an all-in-one device which provides a wholesome learning experience to students.

Edutainment Value:

The course content doesn't have to be only text. You can include music, animations, videos and audio explanations into the learning module. Videos make the learning process more interesting. Students can pause and rewind the video and watch it again. Animations are fun and entertaining and have more retention value. Watching video content aids in retaining information far better than reading the same stuff. Many publishers are now incorporating videos into their eBooks to keep the students engaged in the course material. Videos and animations add an entertainment value while being informative at the same time. It helps improve their ability to learn and recollect information.

Experiment with Augmented Reality:

Augmented Reality is transforming the learning space at an incremental pace. Bringing AR into eBooks provides an immersive learning experience to the students. AR can transform any normal image into an enhanced 3D image, which the students can view from all angles.

They just need to point their AR app-enabled device at the image or object, and a computer-generated visual pop up on their screen. This 3D image helps provide students with an immersive and compelling learning experience. Students would find these enhanced visuals more interesting over flat diagrams. It can also have links to relevant external sites, where they can find more information about the projected image.

Save Printing Costs:

eBooks do not require paper. Authors can submit their work in a PDF format, which can be converted into electronic books. Paper does not come into the picture. So, it saves all your printing related costs, right from purchasing printing paper, designing the layouts and hardcover etc. It even saves the environment by eliminating the need for printing. Millions of trees are cut down each year to produce paper. Add to that the transportation costs, paper making costs, and all the carbon footprint it leaves behind. All this can be avoided if you switch to eBooks. This is also the reason why eBooks in education can be the best alternative than its counterpart printed books.

Provide Updated Content to Students:

In traditional paperback books, if there's some updated information that needs to be included in the syllabus, you'd probably have to reprint new books. But with eBooks, all the learning material is stored on the cloud. This means, eBooks can be updated anytime you want, and it will be reflected in all eBooks. So, you can always ensure that your students have up-to-date information with them at all times. This

again saves your reprinting costs. E-books are giving a profound format at Glorious Vision University Library. Established in 2011 with a mandate to offer graduate and undergraduate degrees, the moderately small monographic collection at the Samson Adedoyin Library of Glorious Vision University consists of printed books and e-books. The growth of the e-book collection is due to the efforts to assertively collect networked information resources in order to support a unique educational model. E-books have always seemed a natural extension of the library collection emphasis. Due to paucity of funds to buy books and journals many private universities in Nigeria and other parts of the world leverage on the benefits of eBook usage. E-Books has become the saving grace for many students who has no money after paying the heavy school fees to buy books. Today, Samson Adedoyin Library e-book collection has increased greatly, as has the amount of time devoted to demonstrating the use of e-books during library instructional sessions. The challenge of the availability of electronic devices and constant power supply cum the e-Book contents brings the urge to find out how this e-Book usage has met the needs of the academia in these universities The perennial growth of e-books at the University Library necessitates the need to know the level of usage and the level of satisfaction students derived from the use of the e-books.

The aim of this study therefore is to find out the pattern of usage of E-Books at the Glorious Vision University Nigeria and other parts of the world in order to ascertain the level of satisfaction derived especially with their line of study and research

Objectives of the Study

The objectives of the study are to:

- i. investigate the types of e-books used by the students of Glorious Vision University Nigeria and other parts of the world
- ii. ascertain the level of usage of e-books by the students of Glorious Vision University and other parts of the world
- iii. examine the usage patterns of e-books by these students; and
- iv. know the level of students' satisfaction on the use of e-books.

Research Questions

The following research questions guided the study

- RQ1. What are the types of e-books used by the students of Glorious Vision University?
- RQ2. What is the level of usage of e-books by the students?
- RQ3. What is the usage pattern of e-books by the students?
- RQ4. What is the level of students' satisfaction on the use of e-books?

Hypotheses

The following hypotheses are tested at 0.05 level of significance

- i. There is no significant relationship between usage and satisfaction with e-books by the students of Glorious Vision University
- ii. There is no significant difference between usage of e-books by undergraduate and postgraduate students of Glorious Vision University.

Literature Review

Usage of E-books by Students

The delivery of education in the 21st century, coupled with the havoc COVID-19 has wrecked on global economy, requires the stakeholders in the education industry to adjust to the prospect ICT offers in facilitating teaching, learning and research. The use of e-books in facilitating e-learning is embraced all over the world today. The study found out that, despite the contribution of private universities to human capital development in Nigeria, they are confronted with challenges such as inadequate funding, inadequate professional staff and inadequate infrastructural facilities. Other challenges include insufficient student enrolment, failure of parent/guardians to make prompt payment of school fees, inability to retain competent academic staff as well as problems faced in meeting with staff welfare. There are pattern of usage of eBooks across the countries of the world.

E-Books Usage in Europe

E-Books have become an increasingly important part of UK academic library collections, with both staff and students utilizing a hybrid collection of resources to support their working. Academic ebook use has grown sharply as a result of improved provision within libraries 'from an average of around one per FTE user in 2004-05, to almost 90 in 2013-14 - more than double the average number of physical loans (including renewals) per FTE user' (SCONUL, 2015). Consequently in the past three years the average number of ebook accesses per FTE user has increased by 77% (SCONUL, 2018), compared to a fall in print book loans of 27%, such that ebooks have become the norm for many users. In comprehending how e-books are utilized in the advanced world, Levine-Clark (2016) carried out a study among developed countries such as Australia, New Zealand, the United Kingdom and Ireland. It was found that there were more downloads per session. In a survey to know the level of usage of e-books among 120 participating universities in the UK, Nicholas (2008) found that e-books usage was very strong, with 61% of students that participated in the survey using e-books for their academic work. It was also found that, of all those that reported that they made use of e-books, 46% indicated usage of e-books from the university library, 42% from Internet access and just 5% purchased their personal hard copies. Majority of the participants (91.6%) reported

that they used e-books for work and study purposes. This accounted for the reason most of the users made use of e-books provided by the libraries. In a related study, Briddon (2009) reported that 62% of the students who took part in his study made use of e-books; 76% claimed that they use e-books for independent reading for coursework, while 55% said that they used e-books as recommended reading for coursework.

E-Books Usage in the US

A survey held in early 2021 in the US revealed that 42 percent of adults aged between 18 and 29 years old had read an e-book in the last we months, making respondents in this age group the most likely to have done so. By contrast, just 18 percent of adults aged 65 or above had read an e-book in the same time period (Watson 2023). He pointed out further that 72% of adults in the United States read a book in some format over the last year, 65% of respondents claimed they read a book in the last 12 months, 37% of Americans claim they only read print books, 28% say they read both print books and e-books while 7% say they only read e-books. Overall, 75% of U.S. adults say they have read a book in the past 12 months in any format, whether completely or part way through, a figure that has remained largely unchanged since 2011, according to a Pew Research Center survey conducted from Jan. 25 to Feb. 8, 2021. Print books remain the most popular format for reading, with 65% of adults saying that they have read a print book in the past year.

Americans are spreading their book consumption across several formats. The share of adults who have read print books in the past 12 months still outpaces the share using other forms, but 30% now say they have read an e-book in that time frame.

While shares of print book readers and audiobook listeners remain mostly unchanged from a Center survey conducted in 2019, there has been an uptick in the share of Americans who report reading e-books, from 25% to 30%.

E-Books Usage in the Africa

In Africa, e-books are mostly used in cities where there is stable Internet connection (Global e-book Snapshot, 2012). Meanwhile, majority of libraries in Africa do not give consideration for e-books in their budget. In a study by Maepa and Nkosi (2013) to investigate library budget for e-books, 24% of the respondents indicated that their libraries spent less than 1% of their budget on e-books. The authors claimed further that while 14% of public libraries in Africa can reserve 3-5% of their budget to purchase e-books, only 7% of libraries have more than 5% of their budget available for e-books.

The level of usage of e-books varies among undergraduate and postgraduate students. In a study by Jamali, Nicholas and Roland (2008), it was reported that 80 %

of British graduate students made use of e-books, while only 62 % of undergraduates used the e-books. Undergraduate students have been typically driven by class assignments while graduate students concentrated on research and teaching. A study conducted by Gibson found that undergraduate students have 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. Gibbon (2001) also found out that 41 % of the respondents rated the option to purchase a printed copy of an e-book as an important feature, implying that utilisation of the service should witness an upward trend. Chu (2013) sought feedback from library users on e-books by surveying 27 non-randomly selected library science students in 2012. Only one third of the students had ever used e-books. The reasons for not making comprehensive use of e-books by the students, among others are: lack of thought or exposure to e-books, need for special hardware, and difficulty in reading on a screen.

General Usage Pattern of E-books

Usage pattern is a crucial factor in determining the overall usage level of e-books. Fry (2020) affirmed that the decreased use of e-books over time is a typical, expected, well-recognized attribute of library holdings. Borchert, Hunter, Macdonald and Tittel (2014) investigated student and staff awareness, acceptance and usage of e-books at two Queensland Universities. It was found that the students approach the e-book format with the intention to extract specific information. Twenty-seven percent of student respondents claimed that they preferred to read excerpts while only 7% said they would read the whole e-book online. Forty-eight percent of respondents said they would read an e-book online while 51% preferred to print and read from the printed copy. Forty-nine percent said they would read the whole book on the screen, and 51% of students preferred to print the whole e-book and read from the printed copy.

Satisfaction with the Use of E-books

Satisfaction is very paramount in the use of technologies. Increasing use of e-books is determined by the level of satisfaction derived by the users. Ekenna and Ukpebor (2012) claimed that e-books are highly used in the Netherlands because of the reported satisfaction derived, notably by science and social science undergraduate students. Vakkari (2016) observed that the high usage recorded for e-books is as a result of the fact that they are always available, not essentially because of their rich contents. In their 2017 article on "Availability and Usage of E-Books at Aligarh Muslim University: Researchers' Viewpoint", Hasan and Azim found that the satisfaction level of the respondents about the facilities provided by the library to access and download the e-books was high.

Levine-Clark (2016) surveyed library users at the University of Denver's Penrose Library to know their extent of awareness of e-books and their level of satisfaction. The results reflected that half of library users liked the online ease and searchability, but preferred to read barely little portions of e-books. Walton (2017) noted that at South-west Baptist University, clients spoke of an apparent increase in learning complexity when using e-books. E-books were less used than print books, either to conduct research or study from textbooks, or for leisure reading

Bashorun, Isah and Adisa's (2011) investigation of the usage of electronic information services (EIS) among the users of Indian Institute of Technology (IIT) library in Delhi, India showed that 95% of users are satisfied with the EIS provided by the library. Dafioghor (2012) examined the challenges and prospects of electronic book usage in academic libraries in Nigeria and found that 57% of students sampled were satisfied with the ebooks in the libraries. In a multiyear study of the use of e-textbooks in higher education, DeNoyelles and Raible (2017) found that in 2012, 42% of the participants reported making use of e-textbook at least once in their college studies. The number rose to 60% in 2014, and later to 66% in 2016. In 2016, 55% of the participants who claimed using an e-textbook said they were highly satisfied with the use owing to the immeasurable benefits derived from it. It is therefore clear that the level of satisfaction recorded in the various studies is high.

Theoretical Framework

The Ajzen's Theory of Planned Behaviour and Social Media Use as explained by Cameron et al 2012 was adopted as the theoretical model for the survey. Ajzen (1991) proposed the Theory of Planned Behavior (TPB) wherein the individual's behavior is best predicted by one's intentions; intentions are, in turn, predicted by attitudes about the behavior, the subjective norms (a person's perception of importance and beliefs that he or she should or should not perform the behavior) and the individual's perception of their control over the behavior. In this study the student's behaviour in using e-book was examined while the predisposing factors and subjective norms to perception to importance of e-book usage was determined.

Methodology:

Descriptive research design of survey type was adopted for the study. The population of the study was 403 (364 undergraduate and 39 postgraduate) students of Glorious Vision University, Ogwa. Total enumeration and stratified sampling techniques were employed for the study. The whole population was used as the sample size. Egbule and Okobia (2001) claimed that when the population is small and manageable, the whole population can be used for the study. The respondents were stratified to undergraduate and postgraduate students.

The instrument of data collection was close-ended self-structured questionnaire. The building of the items of the questionnaire was based on the existing literature reviewed. Research question 1 and 3 were answered using frequency and percentage. Research questions 2 and 4 were of 4-Likert Scale form of Very High Level, High level, Low level, and Very Low Level. A lecturer of measurement and evaluation in the Department of Guidance and Counselling at Delta State University, Abraka and two senior librarians at Glorious Vision University, Ogwa validated the questionnaire. The questionnaire was corrected based on the criticisms of the experts.

To ensure the reliability of the instrument, the questionnaire was pretested with several students not included in the study sample. The paired scores generated from the test were analyzed using Cronbatch Alpha method through the Statistical Package for Social Science (SPSS). The index of correlation obtained Cronbatch Alpha reliability coefficient of $r = 0.82$ which translated to a high reliability of the instrument and therefore considered adequate for the study. The instrument was administered to the respondents with an assurance of privacy and anonymity. Two hundred and fifty-two (252) respondents answered the four research questions, yielding 62.5% response rate. The response rate of 70.2% is adequate as the standard and satisfactory response rate for most studies is 60% (Dulle et al., 2010). The criterion mean was placed at 2.50. The average mean was considered high if the index rate is 2.50 and above, but low if the index rate is below 2.50. Descriptive statistical tools were used to analyze the data collected. The analysis was facilitated by the use of the SPSS Version 21.

Results

From the analysis the following result was obtained:

Table 1: Categories of the Respondents

Categories	Frequency	Percentage
Undergraduate Students	231	91.7
Postgraduate Students	21	8.3
Total	252	100

As reflected in the table above, 231 undergraduate and 21 postgraduate students responded to the questionnaire. This means that there are more responses from undergraduate students than the postgraduate students.

Table 2: Types of E-books Used by the Students

Types	Response	%
Academic/research/school/class e-books	202	80.2
Hand-held device such as iPhone or Blackberry	187	74.2
eReader such as Kindle or Nook Google Books	181	71.8
Pleasure reading books	146	57.9
Travel guides	127	50.4
Technical manuals	108	42.9
Cook books	63	25

Table shows that the types of e-books at the university library are Academic/research/school/class e-books (202, 80.2%), Hand-held device such as iPhone or Blackberry (187, 74.2%) and eReader such as Kindle or Nook Google Books (181, 71.8%). However, technical manuals (108, 42.7%) and cook books (63, 25%) are used but at a very low level.

Table 3: Level of Usage of E-books by the Students

Level of Usage	Mean
For personal study	3.53
For class work activities	3.37
For personal assessment	3.08
For assignment	2.91
For preparation for examinations	2.77
For continuous assessment	2.58
For relaxation and leisure	2.56
As a reference tool	2.23
Average Mean	2.88
Criterion Mean	2.50

As shown in Table 3, the average mean is 2.88 which is above the criterion mean of 2.50. This means that the level of usage of e-books in the university is high. However, the use of e-book as a reference tool is low ($x=2.77$).

Table 4: Usage Patterns of E-books by the Students

Usage Patterns	Response	%
To extract particular information	227	89.3
To read excerpts	198	78.6
To read a chapter	175	69.4
To print and read from the printed copy	129	51.2
To read an entire e-book online	106	42.1
To print an entire e-book	43	17.1

The usage pattern of e-books as revealed in Table 4 is to: extract particular information (227, 89.3%), read excerpts (198, 78.6%), and read a chapter (175, 69.4%). However, the usage such as to read an entire e-book online (106, 42.1%) and to print an entire e-book (43, 17.1%) is low.

Table 5: Level of Students' Satisfaction Using E-books by the Students

Satisfaction	Mean
Academic/research/school/class e-books	3.23
Hand-held device such as iPhone or Blackberry	3.14
Google Books	2.88
Pleasure reading at home	2.75
Pleasure reading while traveling	2.71
Travel guides	2.43
Technical manuals	2.30
eReader such as Kindle or Nook	2.02
Cookbooks	1.76
Average Mean	2.58
Criterion Mean	2.50

Table 5 shows that the level of students' satisfaction on the use of e-books is high as the average mean (2.58) is higher than the criterion mean (2.50). However, the students recorded low level of use for travel guides (2.43), technical manuals (2.30), eReader such as kindle or Nook (2.02), and cookbooks (1.76).

Test of Hypotheses

Hypotheses 1: There is no significant relationship between usage and satisfaction with e-books by the students of Glorious Vision University

Table 6: Relationship between Usage and Satisfaction with E-books by Students

		Usage of e-books	Satisfaction with e-books
Usage of e-books	Pearson Correlation	1.000	.024
	Sig. (2-tailed)		.026
	N	252	252
Satisfaction with e-books	Pearson Correlation	.024	1
	Sig. (2-tailed)	.026	
	N	252	252

From Table 6, Pearson correlation coefficient $r (=0.024)$. Since the significant value (Sig.2-tailed) is 0.026 (which is less than 0.05), the null hypothesis is rejected. It means therefore that there is significant relationship between the usage of e-books and satisfaction with e-books by the students of Glorious Vision University.

Hypotheses 2: There is no significant difference between usage of e-books by undergraduate and postgraduate students of Glorious Vision University.

Table 7: Difference between usage of E-books by Undergraduate and Postgraduate Students

Students	N	Mean	SD	t-cal	Df	P	Decision
Undergraduates	231	2.73	0.52	0.1832	216	0.837	Accept
Postgraduates	21	2.69	0.57				

As revealed in Table 7, an independent sample z-test was carried out to juxtapose the difference between usage of e-books by undergraduate and postgraduate students. There was no significant difference in scores for the undergraduate students (M=2.73, SD=0.52) and postgraduate students (M=2.69, SD=0.67), $z(216)=-0.183$, $p = 0.837$). The null hypothesis is therefore accepted meaning that mode of study does not affect undergraduate and postgraduate students' usage of e-book at Glorious Vision University.

Discussion

The advancement ushered in by ICT has brought the use of e-books in the progressive march towards providing ease of studying in universities across the globe. This study found that the types of e-books used by students are academic/research/school/class e-books, hand-held device such as iPhone or Blackberry, and eReader such as Kindle or Nook Google Books. However, technical manuals and cook books are used but at a very low level. This justifies the position of Levine-Clark (2016) who conducted similar study among developed countries (Australia, New Zealand, Europe, North America, the United Kingdom and Ireland) and found that hand-held devices such as Blackberry were highly used by students. These devices can be explained as a predisposing factor in these areas of the world to usage of e-books among the university students.

This study found that the level of usage of e-books in the university is high. Students make use of e-books for personal study, class work activities, personal assessment, relaxation and leisure, preparation for examinations, and for continuous assessment. This substantiates the finding of Nicholas (2008) which investigated the level of usage of e-books among 120 participating universities in the UK and found that e-books usage was very strong. The finding also upholds the finding of Briddon (2009) who found that 62% of the students who participated in his study used e-books, 76% use e-books for independent reading for coursework, while 55% use e-books as recommended reading for coursework. Briddon (2009) had reported that 62% of the students who took part in his study made use of e-

books; 76% claimed that they use e-books for independent reading for coursework, while 55% said that they used e-books as recommended reading for coursework. However, the finding negates the finding of Egberongbe (2011) which reported that e-books are less used by both students and lecturers. The findings also negate that of Zell (2013) who investigated the use of electronic devices in Sub-Saharan Africa and reported that the use of e-books in Africa is still limited due to the small number of e-book publishers in the leading e-book countries in sub-Saharan Africa, such as Kenya, Nigeria, Ghana and South Africa.

The usage pattern of e-books as revealed in this study is to: extract particular information, read excerpts, and read a chapter. However, the usage such as to read an entire e-book online, and to print an entire e-book is low. In reality, there are no adequate prior works that substantiate the usage pattern of e-books by students. However, Borchert, Hunter, Macdonald and Tittel (2014) investigation of usage of e-books at two Queensland Universities found that the students used e-books to extract specific information. Majority of the students (51%) preferred to print the whole e-book and read from the printed copy. Twenty-seven percent of student respondents claimed that they preferred to read excerpts while only 7% said they would read the whole e-book online.

The level of students' satisfaction on the use of e-books found in this study is high. This high level of student's satisfaction is the subjective norms to perception to importance of e-book usage in this study. Study by Ekenna and Ukpebor (2012) had also reported the high level of satisfaction students of Netherlands derived from the use of e-books. Vakkari (2016) believed that the high level of satisfaction derived from the use of e-books is due to their consistency of availability which is a predisposing factor. Hasan and Azim (2017) also reported high level of satisfaction students derived from accessing and downloading e-books. However, Levine-Clark's (2016) survey of library users at the University of Denver's Penrose Library to know their extent of awareness of e-books and their level of satisfaction found that the users preferred to read barely little portions of e-books. Similar result was found by Walton (2017) who noted that at South-west Baptist University, clients spoke of a noticeable increase in learning difficulty when using e-books. By this, e-books were less used than print books, either to conduct research or study from textbooks, or for leisure reading.

The study reported that there is significant relationship between the usage of e-books and satisfaction with e-books by the students. The study also found that there is no significant difference in the use of e-books by undergraduate and postgraduate students. Finding of prior investigation by Ekenna and Ukpebor (2012) that students in Netherlands are satisfied with the usage of e-books is supported by the finding of this study. The finding also agrees with that of Vakkari (2016) that the high patronage enjoyed by e-books is because it is readily known,

accessible and functional, not necessarily because of its rich contents only. The findings negate that of Ogunyade and Oyibo (2013) which examined the use of Medline - the database of life sciences and biomedical bibliographic information - by medical students at the University of Lagos and found that the use of the database was poor which led to low level of satisfaction.

Conclusion

The study is exploratory research that sought to know the usage and satisfaction of students on the use of e-books in Glorious Vision University. The study provided empirical data on variables that predicted the usage of and satisfaction with e-books by the University students in Nigeria but also compare the usage with what obtains in other developed nations of the world. The study reflected that students of Glorious Vision University make use of academic/research/school/class e-books, hand-held device such as iPhone or Blackberry, and eReader such as Kindle or Nook Google Books. Based on the findings, it is noted that the usage of e-books by the student is high, though the use of e-book as a reference tool is low. The usage pattern of e-books is in the direction of extracting particular information, reading excerpts, and readings chapter in books. The level of students' satisfaction on the use of e-books is high. The significant relationship between the usage and satisfaction with e-books propels students towards improved usage of e-books. It can be implied from these results then that the usage of eBooks by students in the university system in Nigeria can meet up with the level of usage in other developed nations of the world though the sample pose a limitation to the study in the world comparison. However the data generated in this study will be a good tool to further study on eBooks usage among university students.

Limitations

The participants in this study were undergraduate and postgraduate students of Glorious Vision University, Ogwa, Nigeria. Students of other universities in Nigeria were not covered in the study. Considering the number of students in universities in Nigeria, this is a somewhat small sample. This limits the degree to which respondents' views represent the population of students in Nigeria. Based on this standpoint, the views of the students featured in this research cannot be generalized as representative of all the students in Nigeria. Also, this study used close-ended questionnaire to elicit data from the respondents. This restrained the respondents from indicating other views not captured in the questionnaire. Further and more inclusive studies that cover some more universities in Nigeria are therefore required to get a more national/international outlook with a view to authenticate the findings.

Recommendations

In line with the findings of this study, the following recommendations are made:

1. Students should ensure continuous usage of e-books with a view to improving their academic performance.
2. The predisposing factors and the subjective norms on e-books usage among the students should be improved so as to improve their level of satisfaction with the use of e-books.
3. Undergraduates should endeavor to their positive perception on the use of e-books for learning, especially now that most universities across the world are migrating on using e-learning.
4. Undergraduates should embrace the use of e-books for learning as this enables ease-of-use, mobility and saved space.

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