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## Factors influencing consumer's choice of book formats

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### Abstract

When we watch out closely, we can view that reading is a complex process. The process is more than just seeing what our eyes see on a page. According to the Merriam - Webster Dictionary, to read means, "to look at and understand the meaning of letters, words, symbols, etc." (2014). Books are fully filled up information, knowledge and a good sight of happy life, lessons of life, fear, advices and prayer as well. Books have power of taking a person into a whole new world of perspectives and imaginations. They also have the ability to improve the standard of living of a person. Books can also tone up the intellectual taste of a person, just to improvise or broaden their outlook. Books are one of the few things which do not demand anything in return from anyone. Books create deep impact over person's lives and they can also uplift their moods. When people started to write and then register their experience, traditions, customs, make history agreements etc., the value for reading and writing gradually started to begin.

**Keywords:** Books, information, imagination, living, standard

### Introduction

In the 1980s, the study of book history gained acceptance as a field of study. However, the book has advanced remarkably over a very long period of time. According to the history of physical books, the Sumarian people of southern Mesopotamia made the first attempts to communicate symbols through material around 3500 BC. Using a triangular stylus, the alphabet was etched into a clay tablet. For increased durability, the engraving is dried. E-books can also be described as books without editing capabilities that have easily readable layouts on all types of electronic devices. A programmable indicator display is another feature. Simply downloading them from the internet will give you quick access to your books. The E-book has a hyperlinked table of contents that readers can use to jump to specific pages.

### Methodology

The study was conducted through the online survey by an online questionnaire which was used as a data collection tool. It is mainly a descriptive study to present the factors influencing consumer's choice of book formats in terms of statistical values. The method of collecting the data for this study was done by Google forms. The study was conducted in a state i.e., Uttar Pradesh and a union territory i.e., Delhi keeping in mind their good educational and economical background. The total sample size was 120 which were equally distributed according to the gender in boys and girls. Dependent and independent variables such as age and educational qualification were used. Printed books and e-books preferred by students according to the factors which influence the consumer's choice of book formats are discussed in terms of gender variables. The statistical tools like frequency, mean, standard deviation and ranking were also used.

### Results and Discussion

The data pertaining in table 1 reveals the distribution of boys according to their rating for the factors of preferring printed books. The data of easier on the eyes factor indicates that 38.3 per cent of boy respondents found it important, 30.0 per cent found it very important,

**Table 1:** Distribution of boys according to their rating for the factors of preferring printed books

S. No.	Factors of printed books	Very Important	Fairly Important	Important	Slightly Important	Not Important	Mean Score	S.D.	Rank
1.	Affordability of long run	11.7	15.0	40.0	26.7	6.7	2.98	2.66	V
2.	Tangibility	10.0	21.7	31.7	36.7	0.0	3.05	2.69	IV
3.	Aroma of paper	15.0	8.3	36.7	28.3	11.7	2.87	2.60	VI
4.	Easily sharable	15.0	15.0	21.7	35.0	13.3	2.83	2.61	VII
5.	Easier on the eyes	30.0	10.0	38.3	21.7	0.0	3.48	3.15	I
6.	Less distracting	25.0	16.7	26.7	28.3	3.3	3.32	3.03	II
7.	Functional without electric supply	23.3	13.3	26.7	23.3	13.3	3.10	2.89	III
8.	Not as easily damaged as e-books	11.7	10.0	38.3	30.0	10.0	2.83	2.54	VIII

21.7 per cent found it slightly important and 10.0 per cent of boys found it as fairly important with mean score of 3.48, standard deviation of 3.15 and rank I whereas less distracting factor shows 28.3 per cent of boy respondents considered it slightly important, 26.7 per cent considered it important, 25.0 per cent considered it very important, 16.7 per cent considered it as fairly important whereas 3.3 per cent found it to be not important with mean score 3.32, standard deviation 3.03 and rank II. Functional without electric supply factor indicates that 26.7 per cent boys considered it as important, 23.3 per cent considered it as very important, 23.3 per cent considered it as slightly important, 13.3 per cent considered it as fairly important while 13.3 per cent considered it as not important with mean score 3.10, standard deviation 2.89 and rank III whereas Tangibility factor of printed books shows that 36.7 per cent of boy respondents found it to be slightly important, 31.7 per cent found it to be important, 21.7 per cent boys found it fairly important and 10.0 per cent of boys found it very important with mean score 3.05, standard deviation 2.69 and rank IV. Affordability of long run factor had 40.0 per cent boys considering it as important, 26.7 per

cent as slightly important, 15.0 per cent boys considered it fairly important, 11.7 per cent considered it very important and 6.7 per cent boys as not important with mean score 2.98, standard deviation 2.66 and rank V while the data of aroma of paper factor indicates 36.7 per cent of boy respondents considered it important, 28.3 per cent considered it slightly important, 15.0 per cent considered it very important, 11.7 per cent considered it as not important and 8.3 per cent found it to be fairly important with mean score 2.87, standard deviation 2.60 and rank VI. Easily sharable factor shows that 35.0 per cent of boy respondents found it slightly important, 21.7 per cent found it important, 15.0 per cent found it fairly important, 15.0 per cent found it very important and 13.3 per cent of boys found it as not important with mean score of 2.83, standard deviation of 2.61 and rank VII on the other hand not as easily damageable as e-books factor indicates that 38.3 per cent boys considered it as important, 30.0 per cent as slightly important, 11.7 per cent boys considered it very important, 10.0 per cent considered it fairly important and 10.0 per cent boys as not important with mean score 2.83, standard deviation 2.54 and rank VIII.

**Table 2:** Distribution of boys according to their rating for the factors of preferring e- books

S. No.	Factors of e- books	Very Important	Fairly Important	Important	Slightly Important	Not Important	Mean Score	S.D.	Rank
1.	More affordable than printed books	13.3	21.7	20.0	23.3	21.7	2.82	2.63	VIII
2.	Access to more content	20.0	15.0	28.3	25.0	11.7	3.07	2.83	VI
3.	Enhanced book functionality and interactivity factor	15.0	16.7	33.3	25.0	10.0	3.02	2.74	VII
4.	Access to all books from one single device	25.0	15.0	26.7	25.0	8.3	3.23	2.98	III
5.	Ability to read while travelling	20.0	15.0	30.0	28.3	6.7	3.13	2.86	V
6.	Search tools to locate words or quotes	21.7	20.0	28.3	23.3	6.7	3.27	2.98	II
7.	Easy to carry	28.3	10.0	36.7	20.0	5.0	3.37	3.08	I
8.	Environmental friendly	23.3	11.7	26.7	31.7	6.7	3.13	2.88	IV

The perusal of table 2 reveals the distribution of boys according to their rating for the factors of preferring e- books. The data of easy to carry factors shows that 36.7 per cent of boys consider it as important, 28.3 per cent considered it very important, 20.0 per cent considered it slightly important, 10.0 per cent boys considered it fairly important and 5.0 per cent as not important with mean score 3.37, standard deviation 3.08 and rank I whereas search tools to locate words or quotes factor indicates that 28.3 per cent of boys found it important, 23.3 per cent found it slightly important, 21.7 per cent found it very important, 20.0 per cent found it fairly important and 6.7 per cent as not important with mean score 3.27, standard deviation 2.98 and rank II. Access to all books from one single device factor shows that 26.7 per cent of boy respondents reviewed it as important, 25.0 per cent as slightly important, 25.0 per cent as very important, 15.0 per cent as fairly important and 8.3 per cent as not important with mean score 3.23, standard deviation 2.98 and rank III whereas

environmental friendly factor reveals that 31.7 per cent of boy respondents reviewed it as slightly important, 26.7 per cent as important, 23.3 per cent as very important, 11.7 per cent as fairly important and 6.7 per cent as not important with mean score 3.13, standard deviation 2.88 and rank IV. Ability to read while travelling factor shows that 30.0 per cent of boys found it as important, 28.3 per cent found it slightly important, 20.0 per cent found this to be very important, 15.0 per cent found it fairly important and 6.7 per cent as not important with mean score 3.13, standard deviation 2.86 and rank V whereas access to more content shows that 28.3 per cent respondents found this factor as important, 25.0 per cent as slightly important, 20.0 per cent as very important, 15.0 per cent as fairly important and 11.7 per cent as not important with mean score 3.07, standard deviation 2.83 and rank VI. Enhanced book functionality and interactivity factor reveals that 33.3 per cent of boys reviewed this factor to be important, 25.0 per cent reviewed this slightly important, 16.7 per cent as

fairly important, 15.0 per cent as very important and 10.0 per cent reviewed it as not important with mean score 3.02, standard deviation 2.74 and rank VII on the other hand more affordable than printed books indicates that 23.3 per cent of boys respondents found this factor to be slightly important,

21.7 per cent found it fairly important, 21.7 per cent found it to be not important, 20.0 per cent of boys found this important and 13.3 per cent boys considering it very important with mean score 2.82, standard deviation 2.63 and rank VIII.

**Table 3:** Distribution of girls according to their rating for the factors of preferring printed books

S. No.	Factors of printed books	Very Important	Fairly Important	Important	Slightly Important	Not Important	Mean Score	S.D.	Rank
1.	Affordability of long run	11.7	11.7	35.0	33.3	8.3	2.85	2.55	VIII
2.	Tangibility	16.7	10.0	41.7	25.0	6.7	3.05	2.74	VI
3.	Aroma of paper	26.7	5.0	31.7	25.0	11.7	3.10	2.89	V
4.	Easily sharable	18.3	13.3	41.7	16.7	10.0	3.13	2.85	IV
5.	Easier on the eyes	36.7	5.0	45.0	6.7	6.7	3.58	3.28	I
6.	Less distracting	28.3	13.3	30.0	21.7	6.7	3.35	3.08	III
7.	Functional without electric supply	31.7	10.0	41.7	6.7	10.0	3.47	3.19	II
8.	Not as easily damaged as e-books	16.7	15.0	30.0	15.0	23.3	2.87	2.69	VII

The data pertaining in table 3 reveals the distribution of girls according to their rating for the factors of preferring printed books. The data of easier on the eyes factor indicates that 45.0 per cent of girl respondents found it important, 36.7 per cent found it very important, 6.7 per cent found it slightly important, 6.7 per cent found it not important and 5.0 per cent of girls found it as fairly important with mean score of 3.58, standard deviation of 3.28 and rank I whereas functional without electric supply factor indicates that 41.7 per cent girls considered it as important, 31.7 per cent considered it as very important, 10.0 per cent considered it as fairly important, 10.0 per cent considered it as not important while 6.7 per cent considered it as slightly important with mean score 3.47, standard deviation 3.19 and rank II. Less distracting factor shows 30.0 per cent of respondent considered it important, 28.3 per cent considered it very important, 21.7 per cent considered it slightly important, 13.3 per cent considered it as fairly important and 6.7 per cent found it to be not important with mean score 3.35, standard deviation 3.08 and rank III whereas easily sharable factor shows that 41.7 per cent of girl respondents found it important, 18.3 per cent found it very important, 16.7 per cent found it slightly important, 13.3 per cent found it fairly important and 10.0 per cent of girls found it as not important with mean score of 3.13, standard

deviation of 2.85 and rank IV. The data of aroma of paper factor indicates 31.7 per cent of respondent considered it important, 26.7 per cent considered it very important, 25.0 per cent considered it slightly important, 11.7 per cent considered it as not important and 5.0 per cent found it to be fairly important with mean score 3.10, standard deviation 2.89 and rank V while the tangibility factor of printed books shows that 41.7 per cent of girl respondents found it to be important, 25.0 per cent found it to be slightly important, 16.7 per cent girls found it very important, 10.0 per cent found it fairly important and 6.7 per cent of girls found it not important with mean score 3.05, standard deviation 2.74 and rank VI. Not as easily damageable as e-books factor indicates that 30.0 per cent girls considered it as important, 23.3 per cent as not important, 16.7 per cent girls considered it very important, 15.0 per cent considered it fairly important and 15.0 per cent boys as slightly important with mean score 2.87, standard deviation 2.69 and rank VII on the other hand affordability of long run factor had 35.0 per cent girls considering it as important, 33.3 per cent as slightly important, 11.7 per cent girls considered it fairly important, 11.7 per cent considered it very important and 8.3 per cent respondents as not important with mean score 2.85, standard deviation 2.55 and rank VIII.

**Table 4:** Distribution of girls according to their rating for the factors of preferring e-books

S. No.	Factors of e- books	Very Important	Fairly Important	Important	Slightly Important	Not Important	Mean Score	S.D.	Rank
1.	More affordable than printed books	23.3	6.7	28.3	20.0	21.7	2.90	2.75	VIII
2.	Access to more content	23.3	10.0	31.7	21.7	13.3	3.08	2.86	V
3.	Enhanced book functionality and interactivity factor	16.7	20.0	25.0	25.0	13.3	3.02	2.78	VII
4.	Access to all books from one single device	23.3	15.0	33.3	20.0	8.3	3.25	2.98	III
5.	Ability to read while travelling	20.0	15.0	30.0	23.3	11.7	3.08	2.84	VI
6.	Search tools to locate words or quotes	25.0	13.3	28.3	20.0	13.3	3.17	2.95	IV
7.	Easy to carry	28.3	13.3	38.3	11.7	8.3	3.42	3.13	I
8.	Environmental friendly	31.7	8.3	36.7	10.0	13.3	3.35	3.12	II

The perusal of table 4 reveals the distribution of girls according to their rating for the factors of preferring e-books. The data of easy to carry factors shows that 38.3 per cent of girls considered it as important, 28.3 per cent considered it very important, 13.3 per cent considered it fairly important, 11.7 per cent girls considered it slightly important and 8.3 per cent as not important with mean score 3.42, standard deviation 3.13 and rank I whereas environmental friendly factor reveals that 36.7 per cent of girl respondents reviewed it as important, 31.7 per cent as very important, 13.3 per cent as not important, 10.0 per cent as slightly important and 8.3

per cent as fairly important with mean score 3.35, standard deviation 3.12 and rank II. Access to all books from one single device factor shows that 33.3 per cent of girl respondents reviewed it as important, 23.3 per cent as very important, 20.0 per cent as slightly important, 15.0 per cent as fairly important and 8.3 per cent as not important with mean score 3.25, standard deviation 2.98 and rank III whereas search tools to locate words or quotes factor indicates that 28.3 per cent of girls found it important, 25.0 per cent found it very important, 20.0 per cent found it slightly important, 13.3 per cent found it fairly important and 13.3 per cent as not

important with mean score 3.17, standard deviation 2.98 and rank IV. Access to more content shows that 31.7 per cent of girl respondents found this factor as important, 23.3 per cent as very important, 21.7 per cent as slightly important, 13.3 per cent as not important and 10.0 per cent as fairly important with mean score 3.08, standard deviation 2.86 and rank V with ability to read while travelling factor shows that 30.0 per cent of girls found it as important, 23.3 per cent found it slightly important, 20.0 per cent found this to be very important, 15.0 per cent found it fairly important and 11.7 per cent as not important with mean score 3.08, standard deviation 2.84 and rank VI. Enhanced book functionality and interactivity factor reveals that 25.0 per cent of girls reviewed this to be important, 25.0 per cent reviewed this slightly important, 20.0 per cent as fairly important, 16.7 per cent as very important and 13.3 per cent reviewed it as not important with mean score 3.02, standard deviation 2.78 and rank VII on the other hand more affordable than printed books indicates that 28.3 per cent of girls respondents found this factor to be important, 23.3 per cent found it very important, 21.7 per cent found it to be not important, 20.0 per cent of girls found this slightly important with 6.7 per cent girls considering it fairly important with mean score 2.90, standard deviation 2.75 and rank VIII.

### Conclusion

The majority students who loved reading most of the times preferred physical books over eBooks as they think books are a tactile experience, which means that they are supposed to be experienced first through touch and smell. They showcase a good display of illustration and images. The study also states that students who love using technology chose e-books over printed books because of instant availability and access of many books at a single time. The study concludes that several factors of printed books like tangibility as well as functionality without electric supply and factors of e-books like access to more content and environment friendly were given more importance by the respondents.

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