

A Study of Electronic Textbook Use and Computer Self-Efficacy of International Students at CDI College Mississauga, Canada

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ABSTRACT

This research study looks at the connection between using electronic textbooks, how confident students feel when using computers in higher education, and the participants' technological and demographic background. Today, many schools use digital tools, so it is important to know if students feel good using them. The purpose of this study is to find out if using e-textbooks helps students feel more confident with computers, and whether there is a relationship between students' performance, age, or background and using e-textbooks. The study used a survey method with 30 students from the CDI College, Mississauga campus. The data was collected on April 1 and 2, 2025. The study used One-Way ANOVA to understand the survey answers. The results showed that students have a good experience using e-textbooks and feel confident using computers. But, there was no significance in computer confidence when looking at age, field of study, or GPA. This means that e-textbooks help all students in the same way, no matter their background.

Keywords: Computer Efficacy, Digital, E-textbook, E-textbook Usage.

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INTRODUCTION

In recent years, digital learning tools have changed how students study in higher education. One of these tools is the electronic textbook, also called an e-textbook. These e-textbooks are becoming more popular because they are easy to use, interactive, and not expensive. The textbook was important in higher education for a long time, helping students to study outside the classroom.

Now, with new technology, many textbooks have changed to an electronic form (e-textbook). Teachers like e-textbooks because they can be updated quickly. Students like them because they cost less than paper books. Some e-textbooks are free to read online or have different prices, like a small donation or payment for one term (Stone, R. et al., 2013). This change from paper books to digital books is helpful, but it also brings questions. Are students ready to use these digital tools? Do they feel confident using computers? This idea is called computer self-efficacy. Self-efficacy shows how much a person believes in self to do the task and make a change in behavior. It has a big effect on motivation, how much effort a person gives, and how long they keep trying, special in learning (Stone, R. et al., 2013).

Computer self-efficacy means how much a person believes that he or she can use computers in a good way. This belief is very important for students. When students feel confident with computers, they use online learning tools better and learn more. Even though e-textbooks are common now, there are not many studies that look at the

connection between e-textbooks and computer self-efficacy, especially in private colleges with international students.

This research aims to solve the problem of not knowing the relationship between using e-textbooks and students' computer self-efficacy in higher education. Some past studies looked at the students' intentions for buying e-textbooks. Other studies looked at study habits. But very few studies look at e-textbook usage (study habits) and computer self-efficacy. Also, many studies looked at different students' demographics, like different fields of study, nationality, racial background, and GPA. This leaves a knowledge gap.

The purpose of this study is to explore the relationship between electronic textbook use and computer self-efficacy of students at CDI College, Mississauga campus. This study uses a survey method and quantitative analysis. The tool used is One-Way ANOVA. The study uses answers from 30 students. The goals are to: (1) understand students' experiences and feelings with e-textbooks, (2) measure their computer self-efficacy, and (3) see if age, GPA, or program of study affects their answers. The following research questions guided this study:

1. Do students from different fields of study differ in their attitude towards e-textbooks?
2. Does self-efficacy in using computers differ across students' age groups?
3. Does students' confidence when using computers affect their academic performance (GPA)?

This study is important for school leaders, course designers, and technology companies. If we understand students' confidence with digital tools, we can make better plans for teaching and learning with technology. This study also helps academic research

by studying international students who study in Canada, which is an area that is not explored enough.

This paper has three sections after this introduction. The first section is Method, which explains how the study was done, how the data was collected, and what tools were used. The second section is Results, which presents the students' answers as data and the numbers generated from the analysis. The third part is Conclusion and Implications, which explains what the results mean and how they help teachers, schools, students, and other researchers.

METHOD

This study uses a quantitative research design with a survey method to study the relationship between using electronic textbooks and computer self-efficacy among higher education students. The survey method is chosen because it helps to collect data that can be measured and analyzed statistically to find trends and links between the two variables.

Study Population and Sampling

The study population is students from CDI College, Mississauga campus. The group includes 47 students who used electronic textbooks in their courses. Purposive sampling is used to choose this group because it helps select participants who are relevant to the research topic. This group is chosen because they are familiar with using electronic textbooks, which is important for the study. The sample size was 30 students. This number is enough to get good data and ensures the research is manageable. The survey was sent online through email and posted on MyCampus, the college's learning management system. Data collection was planned to take place between Monday, March 24th, 2025, to Sunday, March 30th, 2025. However, the survey was sent on Tuesday, April 1st, 2025, and the 30 responses were collected on Wednesday, April 2, 2025.

Study Instrument and Data Analysis

The data will be analyzed using descriptive statistics, including frequencies, mean, median, and standard deviations, to summarize the results and identify patterns in how students use electronic textbooks and their computer self-efficacy. Inferential statistics, such as One-Way ANOVA, will be used to see the relationship between the dependent variables in the Likert scale survey questions "section one electronic textbook usage statements" and "section two computer self-efficacy statement", and the

independent variables in the survey questions “section three technology and demographic information. Data analysis will be done using IBM SPSS version 28, a software good for descriptive and inferential statistics. SPSS is chosen because it works well with survey data and can perform all the necessary statistical tests.

RESULTS

The data reflect that participants had generally positive experiences with e-textbooks, especially regarding comfort and cost, with few concerns about screen reading and print access. Participants feel confident and comfortable using computers, even if some face small challenges. Participants like saving money and reading online, but some still have concerns about eye strain, printing, and understanding content. Most participants enjoy different book types. They are mostly young business students, equally male and female, with good GPAs and diverse ethnic backgrounds. This helps understand their reading habits and computer use.

Frequency Analysis and Descriptive Analysis

Table 1 shows the background of students who answered the survey. The number of female and male students was the same, with 50% each. 80% of the students were young, born between 2003 and 2007. For education level, 52% were juniors, and 24% were freshmen and 24% seniors. In GPA, 73.7% of students had between 3.0 and 3.99. About ethnicity, 60.7% were Asian, and others were Latino, Hispanic, Middle Eastern, or from other backgrounds. This table gives a simple picture of the student group, showing that it has a mixed background.

Table 2 shows descriptive statistics for student responses about electronic textbook use and preferences. Most participants had neutral to slightly positive views about e-textbooks. The mean score for eye tiredness was 2.23 and a standard deviation of 0.86, showing that some students agreed reading electronically caused eye strain, but not strongly. The highest agreement came with saving money with a mean of 1.90, and a standard deviation of 1.03, suggesting students found cost-saving the most valuable feature of e-textbooks. Discomfort with not being able to highlight had a mean of 2.43 and a standard deviation of 0.84, showing some concerns but not strong disagreement. The statement about enjoyment had a lower mean of 1.97 and a standard deviation of 1.02, indicating a positive attitude toward reading e-books. Many participants said they preferred printing materials with a mean of 2.61, and a standard deviation of 1.26; and agreed it is inconvenient to print with a mean of 2.48, and a standard deviation of 1.25. Most students were generally comfortable reading online with a mean of 1.68, and a standard deviation of 0.77, showing good adaptability to digital learning. Some

participants agreed that font size is not large enough, with a mean of 2.50 and a standard deviation of 1.28, and others said grasping key concepts can be difficult, with a mean of 2.50 and a standard deviation of 1.07, indicating mixed experiences. The belief that electronic textbooks contain more material than paper ones had a low mean of 1.90 and a standard deviation of 0.88, suggesting students do not strongly think there is more content in e-books.

Table 3 shows the students' opinions about electronic textbooks. 60% of the students agree that reading from a screen makes their eyes tired. 46.7% of students say the best thing about electronic textbooks is saving money. 46.4% agree they feel uncomfortable when they cannot highlight in digital books. Many students think e-books can be enjoyable, 37.9% strongly agree, and 37.9% agree. 21.4% strongly agree and 32.1% agree prefer to print material instead of reading from a screen. However, 22.2% strongly agree and 33.3% agree that printing is not convenient. 89.3% (strongly agree and agree) of the students feel comfortable reading online. However, 53.3% (strongly agree and agree) said that the font size is small, and 33.3% stayed neutral. About 57.2% (strongly agree and agree) believe it is hard to understand the main ideas when reading online. 83.3% (strongly agree and agree) said that there is more material in electronic textbooks than printed ones.

Table 4 shows how students feel about using computers and how positive they think they are. Most answers have low mean scores, which means students mostly agree positively. Students say they can deal with computer problems with a mean of 2.03 and a standard deviation of 1.13; and participants think using a computer is easy with a mean of 1.97 and a standard deviation of 1.12. Few participants are not sure of their computer skills, but the mean is 2.93 and a standard deviation of 1.31, so many participants do not agree with that. Many students say they enjoy using computers with a mean of 2.13 and a standard deviation of 1.38; and think computers help them be more productive with a mean of 2.10 and a standard deviation of 1.37. One statement about computers being too complicated got a mean of 3.28 and a standard deviation of 1.58, which shows that most of the students feel neutral that computers are hard to understand. Participants claim that sometimes things happen on the computer and they don't know why, with a mean of 2.64 and a standard deviation of 1.25, showing some confusion. But many students still feel

good using computers with a mean of 2.00 and a standard deviation of 1.10, Most of the participants believe that they are competent with using computers with a mean of 2.34 and a standard deviation of 1.04, and that computers save time with a mean of 2.07 and a standard deviation of 1.16.

Table 5 shows that many participants feel confident using computers. About 36.7% said they strongly agree and 36.7% said they agree that they can solve problems they face with computers. Also, 37.9% strongly agree and 41.4% agree that working with computers is easy. When asked if they enjoy using computers, 43.3% strongly agree and 23.3% agree. 41.4% strongly agree and 31.0% agree that computers help them to work better. 17.2% strongly agree and 44.8% agree that they are good with computers. 34.5% strongly agree and 41.4% agree that computers save them a lot of time. However, 13.3% strongly agree and 30.0% agree that they feel not sure about their skills in computers. Also, 17.2% strongly agree and 17.2% agree that computers are very hard for them. 14.3% strongly agree and 39.3% agree that sometimes strange things happen when using a computer, and they don't know why.

Table 6 presents the frequency and descriptive analysis of students' background, reading habits, and demographic characteristics. Most students reported reading daily news and other information from online sources, with a mean value of 2.10 and a standard deviation of 0.40, showing low variation around the preference for online sources. The majority also did not have a library card, as shown by the mean of 1.69 and a standard deviation of 0.47. On average, students reported reading between more than one book and many books or e-books for leisure a mean of 3.37, and a standard deviation of 1.83, with wide variation, and a range of 5, suggesting different preferences in reading volume. The types of books read for leisure had a mean of 4.48 and a standard deviation of 1.64, with a range of 8, indicating that students enjoy various genres, including fiction, academic, and non-fiction. The field of study had a mean of 1.45 and a standard deviation of 1.09, showing most were business students. Students' academic year classification had a mean of 2.76 and a standard deviation of 0.51, showing most were freshmen or sophomores. Gender was almost equally distributed, with a mean of 1.50 and a standard deviation of 0.51, meaning nearly equal male and female students. The age group had a mean of 2.23 and a standard deviation of 0.50, showing that most participants were born

between 1995–2002. Ethnic identity had a wide spread a mean of 7.68 and a standard deviation of 2.91, indicating a diverse background in the sample. The GPA value mean is 1.95, and a standard deviation of 0.52 suggests many students had a GPA between 3.0–3.99. Most students lived off-campus, with a mean of 1.87 and a standard deviation of 0.35. This analysis gives a clear view of the sample’s diversity in reading preferences and ethnicity, along with similarities in age, gender, academic level, and living situation, which helps in understanding their learning behavior and computer self-efficacy.

Inferential Statistical Analysis

To answer the first research question, “Do students from different fields of study differ in their attitude towards e-textbooks?”, a One-way ANOVA was conducted. The purpose was to check if students’ opinions about electronic textbooks were different depending on their field of study: Business, Education, Humanities, or Technology. Table 7. Descriptive Statistics of Students’ Attitudes Toward E-Textbooks by Field of Study show that Business students were the majority of participants. The means show students had some concerns, like tired eyes, a mean of 2.21, and discomfort with not highlighting, a mean of 2.44, but they appreciated saving money, a mean of 1.90, and felt comfortable reading online, a mean of 1.70. Table 8. One-Way ANOVA Results Comparing Students’ Attitudes Toward E-Textbooks by Fields of Study shows that for all attitude items, the significance levels (Sig.) were p-value is greater than 0.05. For example, the tired eyes p-value is .552, the saving money p-value is .871, and the enjoyment p-value is .819 had no statistically significant difference between the groups. This means the students from Business, Education, Humanities, and Technology programs do not have a big difference in their opinions about e-textbooks. The result shows that students from different study fields think almost the same about e-textbooks. The study field does not make a strong change in their attitude.

To answer the second research question, “Does self-efficacy in using computers differ across students’ age groups?”, a One-way ANOVA was conducted. The age groups in this analysis were: students born between 2003 – 2007, students born between 1995 – 2002, and students born in 1994 or before. The One-way ANOVA results for tables 9 and 10 show that there is no big difference in computer self-efficacy between students from different age groups. For example, for the survey item “I can usually deal with most of

the difficulties I encounter when using computers”, the p-value was .399. Also, for “I find working with computers very easy”, the p-value was .997. These values are more than 0.05, so they are not significant. Other items also show the same thing. For example, “I am very unsure of my abilities to use computers” had a p-value of .713, and “Computers are far too complicated for me” had a p-value of .353. The lowest p-value was .161 for the item “Sometimes when using a computer, things seem to happen and I don’t know why”, but this also is not significant. These results mean that the age of student does not change how they feel about using computers or their confidence in using them.

To answer the third research question: Does students’ confidence when using computers affect their academic performance (GPA)? This study used one-way ANOVA to check if students’ computer self-efficacy has effect on their GPA. Table 11 shows the descriptive statistics for each GPA group. Students with higher GPA (like GPA 4) gave higher scores for positive statements such as “I enjoy working with computers” and “Computers make me much more productive.” But students with low GPA gave lower scores for same statements. However, in Table 12, the p-values for all questions are more than 0.05, so this mean there is no significant difference between GPA groups in how they answered. For example, for the statement “I find working with computers very easy,” the p-value is .074, and for “Using computers is something I usually enjoy,” p-value is .075. These values are close to 0.05, but still not enough to say the difference is significant. Some questions like “I am very unsure of my abilities to use computers” had very high p-value .944, and “Computers are far too complicated for me” had p-value of .987, showing that all students almost gave same kind of answers no matter their GPA. So, we can say that there is no strong evidence from this data that students’ self-efficacy with computers changes their GPA. Students with higher GPA maybe feel more comfortable using computers, but this difference is not statistically significant in this sample.

Tables and Figures

Table 1. Sociodemographic Profile

Variable	Number of Respondents ^a	Percentage of Respondents
Gender		
Female	15	50.0%
<u>Male</u>	<u>15</u>	<u>50.0%</u>
Total	30	100.0%
Age		
2003 - 2007	24	80.0%
1995 - 2002	5	16.7%
<u>1994 and older</u>	<u>1</u>	<u>3.3%</u>
Total	30	100%
Education		
Freshman	6	24.0%
Junior	13	52.0%
<u>Senior</u>	<u>6</u>	<u>24.0%</u>
Total	25	100%
GPA		
4	3	15.8%
3 - 3.99	14	73.7%
<u>2 - 2.99</u>	<u>2</u>	<u>10.5%</u>
Total	19	100.0%
Ethnicity		
Hispanic	1	3.6%
Latino	2	7.1%
Middle Eastern	1	3.6%
Asian	17	60.7%
<u>Other</u>	<u>7</u>	<u>25.0%</u>
Total	28	100%

^a The number of respondents varies due to missing answers.

Figure 1. Gender Distribution of Survey Participants

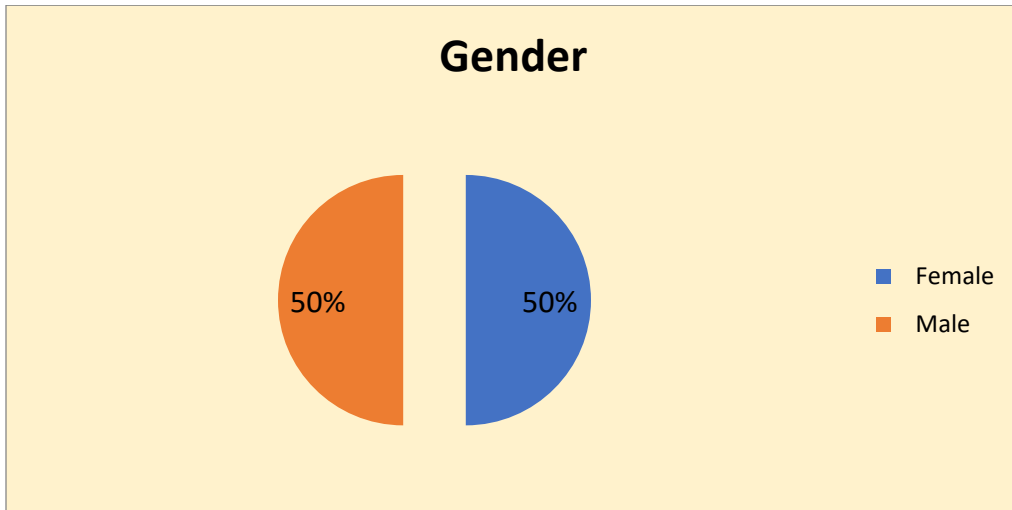


Figure 2. Age (year born) Distribution of Survey Participants

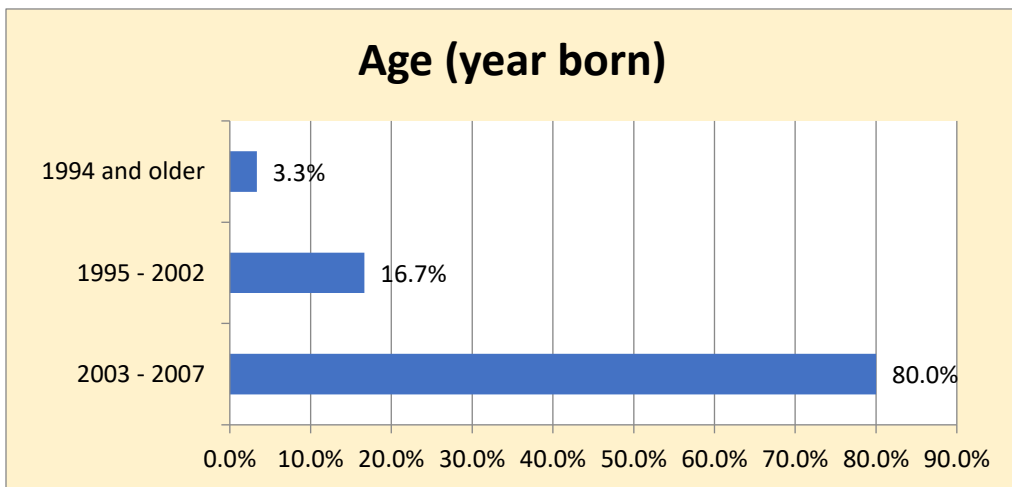


Figure 3. GPA Distribution of Survey Participants

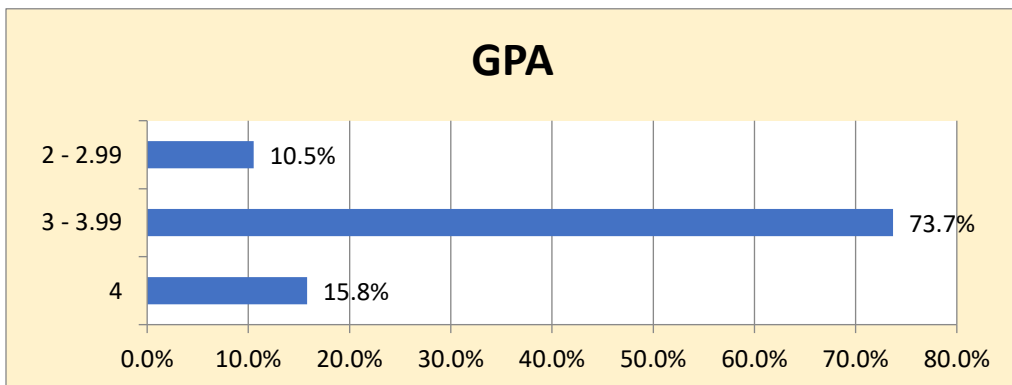


Figure 4. Ethnicity Distribution of Survey Participants

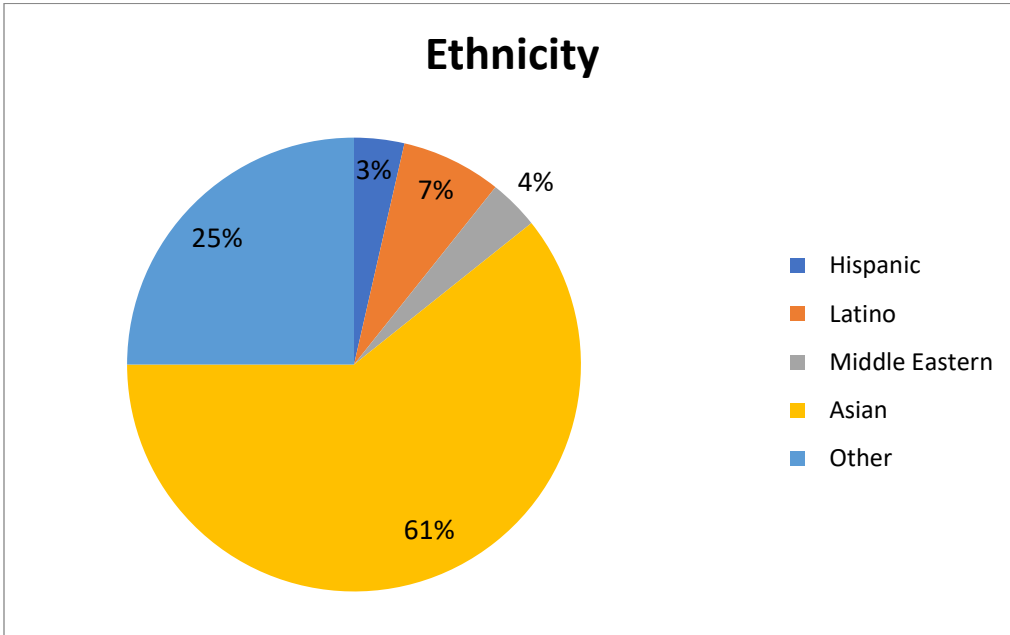


Table 2. Descriptive Statistics for Participant Responses on Electronic Textbook Use and Preferences

	N		Mean	Median	Mode	Std. Deviation
	Valid	Missing				
Reading an electronic textbook will cause my eyes to become tired much more quickly than reading a paper text.	30	0	2.23	2.00	2	0.86
The best thing about electronic textbooks is saving the money I would have spent on a regular textbook.	30	0	1.90	2.00	2	1.03
I will be uncomfortable with not being able to highlight material I believe is important when using an electronic textbook.	28	2	2.43	2.00	2	0.84
I believe reading an electronic textbook will be an enjoyable experience.	29	1	1.97	2.00	1 ^a	1.02

I will print material to read rather than reading directly from the computer screen.	28	2	2.61	2.00	2	1.26
It will be very inconvenient to print the material for this textbook if I desire to do so.	27	3	2.48	2.00	2	1.25
In general, I am comfortable reading material online.	28	2	1.68	2.00	1	0.77
In my experience, the font size for online material is not large enough to read easily.	30	0	2.50	2.00	3	1.28
When reading online I believe it will be difficult to grasp the key concepts being presented.	28	2	2.50	2.00	2	1.07
I believe there will be more material to cover in an electronic textbook than in a paper text.	30	0	1.90	2.00	2	0.88

a. Multiple modes exist. The smallest value is shown

Table 3. Frequency Statistics Electronic Textbook Usage

Variable	Number of Respondents ^a	Percentage of Respondents
Reading an electronic textbook will cause my eyes to become tired		
Strongly Agree	4	13.3%
Agree	18	60.0%
Neutral	6	20.0%
Disagree	1	3.3%
<u>Strongly Disagree</u>	<u>1</u>	<u>3.3%</u>
Total	30	100%
The best thing about electronic textbooks is saving the money		
Strongly Agree	11	36.7%
Agree	14	46.7%
Neutral	4	13.3%
<u>Other</u>	<u>1</u>	<u>3.3%</u>
Total	30	100%
I will be uncomfortable with not being able to highlight material		
Strongly Agree	3	10.7%
Agree	13	46.4%
Neutral	9	32.1%
<u>Disagree</u>	<u>3</u>	<u>10.7%</u>

Total	28	100%
I believe reading an electronic textbook will be an enjoyable experience		
Strongly Agree	11	37.9%
Agree	11	37.9%
Neutral	5	17.2%
Disagree	1	3.4%
<u>Strongly Disagree</u>	<u>1</u>	<u>3.4%</u>
Total	29	100%
I will print material to read rather than reading directly from the computer screen		
Strongly Agree	6	21.4%
Agree	9	32.1%
Neutral	5	17.9%
Disagree	6	21.4%
<u>Strongly Disagree</u>	<u>2</u>	<u>7.1%</u>
Total	28	100%
It will be very inconvenient to print the material for this textbook		
Strongly Agree	6	22.2%
Agree	9	33.3%
Neutral	8	29.6%
Disagree	2	7.4%
Strongly Disagree	1	3.7%
<u>Other</u>	<u>1</u>	<u>3.7%</u>
Total	27	100%
I am comfortable reading material online		
Strongly Agree	13	46.4%
Agree	12	42.9%
Neutral	2	7.1%
<u>Disagree</u>	<u>1</u>	<u>3.6%</u>
Total	28	100%
The font size for online material is not large enough to read easily		
Strongly Agree	7	23.3%
Agree	9	30.0%
Neutral	10	33.3%
Disagree	1	3.3%
Strongly Disagree	2	6.7%
<u>Other</u>	<u>1</u>	<u>3.3%</u>
Total	30	100%
When reading online, I believe it will be difficult to grasp the key concepts being presented		
Strongly Agree	4	14.3%
Agree	12	42.9%

Neutral	8	28.6%
Disagree	2	7.1%
<u>Strongly Disagree</u>	<u>2</u>	<u>7.1%</u>
Total	28	100%
I believe there will be more material to cover in an electronic textbook than in a paper textbook		
Strongly Agree	10	33.3%
Agree	15	50.0%
Neutral	4	13.3%
<u>Strongly Disagree</u>	<u>1</u>	<u>3.3%</u>
Total	30	100%

Figure 5. Clustered Bar Chart: Presenting Electronic Textbook Usage data

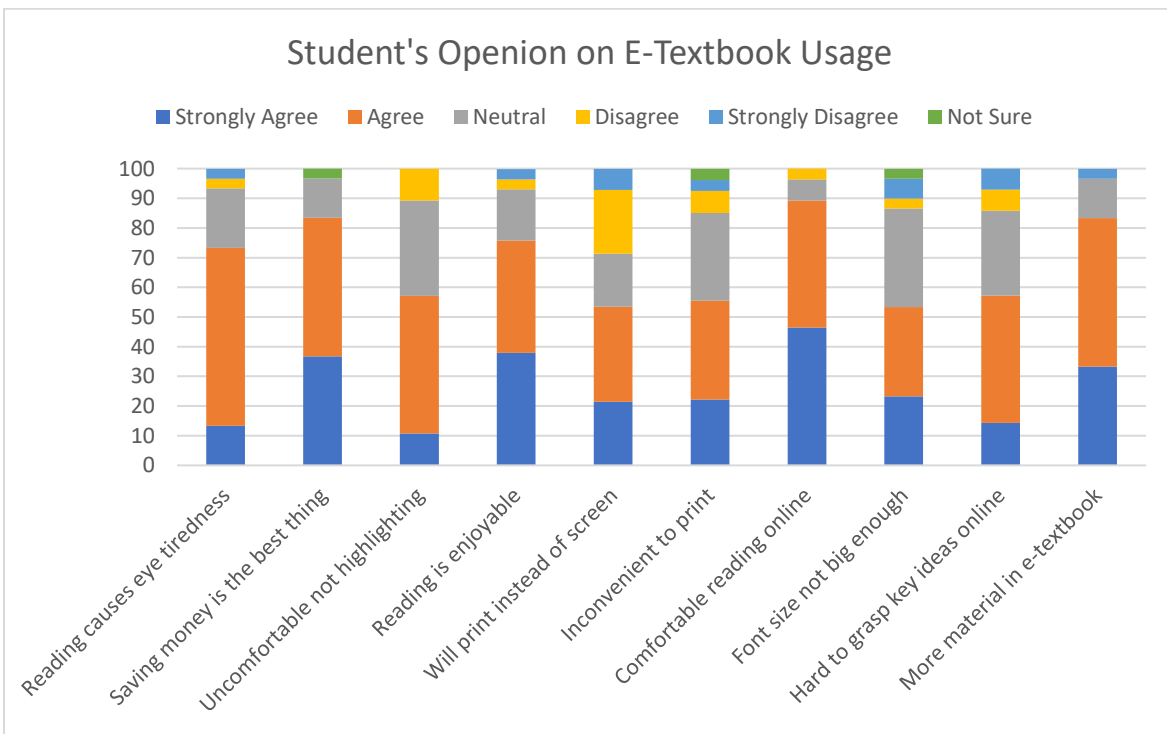


Table 4. Descriptive Statistics for Computer Use and Self-Perceived Competence

	N		Mean	Median	Mode	Std. Deviation
	Valid	Missing				
I can usually deal with most of the difficulties I encounter when using computers.	30	0	2.03	2.00	1 ^a	1.13
I find working with computers very easy.	29	1	1.97	2.00	2	1.12

I am very unsure of my ability to use computers.	30	0	2.93	3.00	2	1.31
I enjoy working with computers.	30	0	2.13	2.00	1	1.38
Computers make me much more productive.	29	1	2.10	2.00	1	1.37
Computers are far too complicated for me.	29	1	3.28	3.00	4	1.58
Using computers is something I usually enjoy.	29	1	2.00	2.00	1	1.10
Sometimes when using a computer, things seem to happen, and I don't know why.	28	2	2.64	2.00	2	1.25
As far as computers go, I consider myself to be pretty competent.	29	1	2.34	2.00	2	1.04
Computers help to save me a lot of time.	29	1	2.07	2.00	2	1.16

a. Multiple modes exist. The smallest value is shown

Table 5. Frequency Statistics Computer Self-Efficacy

Variable	Number of Respondents ^a	Percentage of Respondents
I can usually deal with most of the difficulties I encounter when using computers		
Strongly Agree	11	36.7%
Agree	11	36.7%
Neutral	6	20.0%
Disagree	1	3.3%
<u>Not Sure</u>	<u>1</u>	<u>3.3%</u>
Total	30	100%
I find working with computers very easy		
Strongly Agree	11	37.9%
Agree	12	41.4%
Neutral	4	13.8%
Disagree	1	3.4%
<u>Not Sure</u>	<u>1</u>	<u>3.4%</u>
Total	29	100%
I am very unsure of my ability to use computers		
Strongly Agree	4	13.3%
Agree	9	30.0%
Neutral	6	20.0%
Disagree	8	26.7%

Strongly Disagree	2	6.7%
<u>Not Sure</u>	<u>1</u>	<u>3.3%</u>
Total	30	100%
I enjoy working with computers		
Strongly Agree	13	43.3%
Agree	7	23.3%
Neutral	7	23.3%
Disagree	1	3.3%
<u>Not Sure</u>	<u>2</u>	<u>6.7%</u>
Total	30	100%
Computers make me much more productive		
Strongly Agree	12	41.4%
Agree	9	31.0%
Neutral	5	17.2%
Disagree	1	3.4%
<u>Not Sure</u>	<u>2</u>	<u>6.9%</u>
Total	29	100%
Computers are far too complicated for me		
Strongly Agree	5	17.2%
Agree	5	17.2%
Neutral	5	17.2%
Disagree	8	27.6%
Strongly Disagree	3	10.3%
<u>Not Sure</u>	<u>3</u>	<u>10.3%</u>
Total	29	100%
Using computers is something I usually enjoy		
Strongly Agree	11	37.9%
Agree	10	34.5%
Neutral	7	24.1%
<u>Not Sure</u>	<u>1</u>	<u>3.4%</u>
Total	29	100%
Sometimes when using a computer, things seem to happen, and I don't know why		
Strongly Agree	4	14.3%
Agree	11	39.3%
Neutral	8	28.6%
Disagree	2	7.1%
Strongly Disagree	2	7.1%
<u>Not Sure</u>	<u>1</u>	<u>3.6%</u>
Total	28	100%
As far as computers goes, I consider myself to be pretty competent		

Strongly Agree	5	17.2%
Agree	13	44.8%
Neutral	9	31.0%
Disagree	1	3.4%
<u>Not Sure</u>	<u>1</u>	<u>3.4%</u>
Total	29	100%
Computers help to save me a lot of time		
Strongly Agree	10	34.5%
Agree	12	41.4%
Neutral	4	
Disagree	2	6.9%
<u>Not Sure</u>	<u>1</u>	<u>3.4%</u>
Total	29	86%

a The number of respondents varies due to missing answers.

Figure 6. Clustered Bar Chart for Computer Self-Efficacy

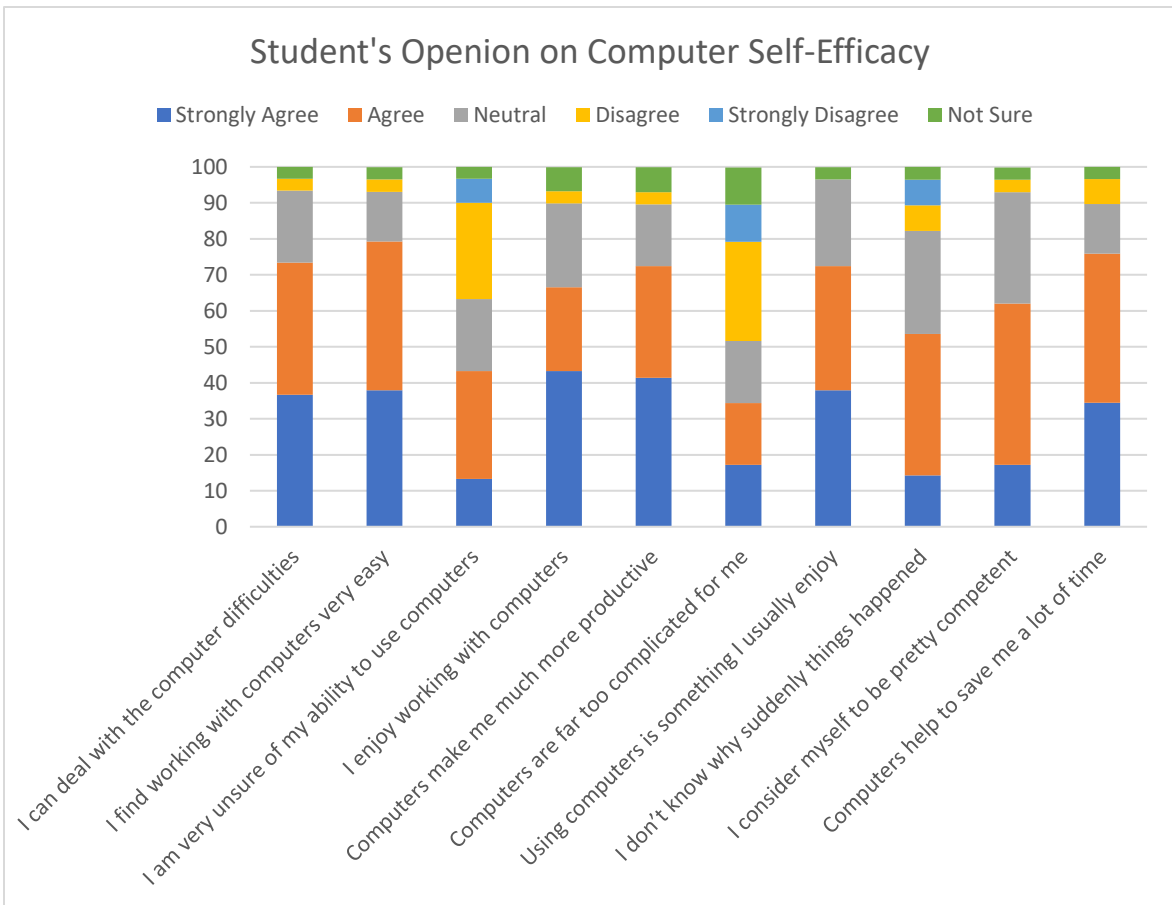


Table 6. Descriptive Statistics for Demographic and Reading Behavior Variables

	N		Mean	Median	Mode	Std. Deviation
	Valid	Missing				
I read the daily news and other information.	30	0	2.10	2.00	2	0.40
Do you have a library card?	29	1	1.69	2.00	2	0.47
How many books do you read every month for leisure?	30	0	3.37	4.00	4	1.83
What type of books do you usually read for leisure?	29	1	91.48	6.00	3	247.80
What is your field of study?	29	1	1.45	1.00	1	1.64
Academic year classification.	25	5	2.76	3.00	3	1.09
Gender	30	0	1.50	1.50	1 ^a	0.51
Age	30	0	2.23	2.00	2.00	0.50
Ethnic Identity or Racial Background	28	2	7.68	7.00	7	2.91
GPA	19	11	1.95	2.00	2	0.52
Where do you live?	30	0	1.87	2.00	2	0.35

a. Multiple modes exist. The smallest value is shown

Table 7. Descriptive Statistics of Students' Attitudes Toward E-Textbooks by Field of Study

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Reading an electronic textbook will cause my eyes to become tired much more quickly than a paper text.	Business	26	2.27	.874	.171	1.92	2.62	1	5
	Education	1	2.00	.	.	.	.	2	2
	Humanities	1	1.00	.	.	.	.	1	1
	Technology/Computer Science	1	2.00	.	.	.	.	2	2
	Total	29	2.21	.861	.160	1.88	2.53	1	5

The best thing about electronic textbooks is saving the money I would have spent on a regular textbook.	Business	26	1.92	1.093	.214	1.48	2.36	1	6
	Education	1	2.00	.	.	.	.	2	2
	Humanities	1	1.00	.	.	.	.	1	1
	Technology/C omputer Science	1	2.00	.	.	.	.	2	2
	Total	29	1.90	1.047	.194	1.50	2.29	1	6
I will be uncomfortable with not being able to highlight material I believe is important when using an electronic textbook.	Business	24	2.38	.824	.168	2.03	2.72	1	4
	Education	1	4.00	.	.	.	.	4	4
	Humanities	1	3.00	.	.	.	.	3	3
	Technology/C omputer Science	1	2.00	.	.	.	.	2	2
	Total	27	2.44	.847	.163	2.11	2.78	1	4
I believe reading an electronic textbook will be an enjoyable experience.	Business	25	2.04	1.060	.212	1.60	2.48	1	5
	Education	1	2.00	.	.	.	.	2	2
	Humanities	1	1.00	.	.	.	.	1	1
	Technology/C omputer Science	1	2.00	.	.	.	.	2	2
	Total	28	2.00	1.018	.192	1.61	2.39	1	5
I will print material to read rather than reading directly from the computer screen.	Business	25	2.56	1.294	.259	2.03	3.09	1	5
	Education	0	.	.	.	.	.	.	.
	Humanities	1	3.00	.	.	.	.	3	3
	Technology/C omputer Science	1	2.00	.	.	.	.	2	2
	Total	27	2.56	1.251	.241	2.06	3.05	1	5
It will be very inconvenient to print the	Business	24	2.58	1.283	.262	2.04	3.12	1	6
	Education	0	.	.	.	.	.	.	.
	Humanities	1	2.00	.	.	.	.	2	2

material for this textbook if I desire to do so.	Technology/C computer Science	1	2.00	.	.	.	.	2	2
	Total	26	2.54	1.240	.243	2.04	3.04	1	6
In general, I am comfortable reading material online.	Business	24	1.71	.806	.165	1.37	2.05	1	4
	Education	1	2.00	.	.	.	.	2	2
	Humanities	1	1.00	.	.	.	.	1	1
	Technology/C computer Science	1	2.00	.	.	.	.	2	2
	Total	27	1.70	.775	.149	1.40	2.01	1	4
In my experiences, the font size for online material is not large enough to read easily.	Business	26	2.50	1.364	.267	1.95	3.05	1	6
	Education	1	2.00	.	.	.	.	2	2
	Humanities	1	3.00	.	.	.	.	3	3
	Technology/C computer Science	1	2.00	.	.	.	.	2	2
	Total	29	2.48	1.299	.241	1.99	2.98	1	6
When reading online I believe it will be difficult to grasp the key concepts being presented.	Business	24	2.58	1.100	.225	2.12	3.05	1	5
	Education	1	2.00	.	.	.	.	2	2
	Humanities	1	1.00	.	.	.	.	1	1
	Technology/C computer Science	1	2.00	.	.	.	.	2	2
	Total	27	2.48	1.087	.209	2.05	2.91	1	5
I believe there will be more material to cover in an electronic textbook than in a paper text.	Business	26	1.96	.916	.180	1.59	2.33	1	5
	Education	1	2.00	.	.	.	.	2	2
	Humanities	1	1.00	.	.	.	.	1	1
	Technology/C computer Science	1	2.00	.	.	.	.	2	2
	Total	29	1.93	.884	.164	1.59	2.27	1	5

Table 8. One-Way ANOVA Results Comparing Students' Attitudes Toward E-Textbooks by Fields of Study

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Reading an electronic textbook will cause my eyes to become tired much more quickly than a paper text.	Between Groups	1.643	3	.548	.716	.552
	Within Groups	19.115	25	.765		
	Total	20.759	28			
The best thing about electronic textbooks is saving the money I would have spent on a regular textbook.	Between Groups	.844	3	.281	.236	.871
	Within Groups	29.846	25	1.194		
	Total	30.690	28			
I will be uncomfortable with not being able to highlight material I believe is important when using an electronic textbook.	Between Groups	3.042	3	1.014	1.492	.243
	Within Groups	15.625	23	.679		
	Total	18.667	26			
I believe reading an electronic textbook will be an enjoyable experience.	Between Groups	1.040	3	.347	.309	.819
	Within Groups	26.960	24	1.123		
	Total	28.000	27			
I will print material to read rather than reading directly from the computer screen.	Between Groups	.507	2	.253	.151	.860
	Within Groups	40.160	24	1.673		
	Total	40.667	26			
It will be very inconvenient to print the material for this textbook if I desire to do so.	Between Groups	.628	2	.314	.191	.827
	Within Groups	37.833	23	1.645		
	Total	38.462	25			

In general, I am comfortable reading material online.	Between Groups	.671	3	.224	.344	.794
	Within Groups	14.958	23	.650		
	Total	15.630	26			
In my experiences, the font size for online material is not large enough to read easily.	Between Groups	.741	3	.247	.133	.940
	Within Groups	46.500	25	1.860		
	Total	47.241	28			
When reading online I believe it will be difficult to grasp the key concepts being presented.	Between Groups	2.907	3	.969	.801	.506
	Within Groups	27.833	23	1.210		
	Total	30.741	26			
I believe there will be more material to cover in an electronic textbook than in a paper text.	Between Groups	.901	3	.300	.358	.784
	Within Groups	20.962	25	.838		
	Total	21.862	28			

Table 9. Descriptive Statistics of Students' Self-Efficiency Toward Computers by Age Groups

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
I can usually deal with most of the difficulties I encounter when using computers.	2003-2007	24	2.17	1.167	.238	1.67	2.66	1	6
	1995-2002	5	1.40	.894	.400	.29	2.51	1	3
	1994 and before	1	2.00	.	.	.	.	2	2
	Total	30	2.03	1.129	.206	1.61	2.45	1	6
	2003-2007	23	1.96	1.186	.247	1.44	2.47	1	6
	1995-2002	5	2.00	1.000	.447	.76	3.24	1	3

I find working with computers very easy.	1994 and before	1	2.00	.	.	.	.	2	2
	Total	29	1.97	1.117	.208	1.54	2.39	1	6
I am very unsure of my abilities to use computers.	2003-2007	24	2.92	1.349	.275	2.35	3.49	1	6
	1995-2002	5	2.80	1.304	.583	1.18	4.42	1	4
	1994 and before	1	4.00	.	.	.	.	4	4
	Total	30	2.93	1.311	.239	2.44	3.42	1	6
I enjoy working with computers.	2003-2007	24	2.13	1.484	.303	1.50	2.75	1	6
	1995-2002	5	2.00	1.000	.447	.76	3.24	1	3
	1994 and before	1	3.00	.	.	.	.	3	3
	Total	30	2.13	1.383	.252	1.62	2.65	1	6
Computers make me much more productive.	2003-2007	23	2.09	1.474	.307	1.45	2.72	1	6
	1995-2002	5	2.00	1.000	.447	.76	3.24	1	3
	1994 and before	1	3.00	.	.	.	.	3	3
	Total	29	2.10	1.372	.255	1.58	2.63	1	6
Computers are far too complicated for me.	2003-2007	23	3.35	1.641	.342	2.64	4.06	1	6
	1995-2002	5	2.60	1.140	.510	1.18	4.02	1	4
	1994 and before	1	5.00	.	.	.	.	5	5
	Total	29	3.28	1.579	.293	2.68	3.88	1	6
Using computers is something I usually enjoy.	2003-2007	23	2.00	1.168	.243	1.50	2.50	1	6
	1995-2002	5	1.80	.837	.374	.76	2.84	1	3
	1994 and before	1	3.00	.	.	.	.	3	3
	Total	29	2.00	1.102	.205	1.58	2.42	1	6
Sometimes when using a computer, things seem to happen and I don't know why.	2003-2007	22	2.55	1.299	.277	1.97	3.12	1	6
	1995-2002	5	2.60	.548	.245	1.92	3.28	2	3
	1994 and before	1	5.00	.	.	.	.	5	5
	Total	28	2.64	1.254	.237	2.16	3.13	1	6
As far as computers	2003-2007	23	2.30	1.146	.239	1.81	2.80	1	6
	1995-2002	5	2.60	.548	.245	1.92	3.28	2	3

goes, I consider myself to be pretty competent.	1994 and before	1	2.00	.	.	.	.	2	2
	Total	29	2.34	1.045	.194	1.95	2.74	1	6
Computers help to save me a lot of time.	2003-2007	23	2.13	1.254	.262	1.59	2.67	1	6
	1995-2002	5	1.80	.837	.374	.76	2.84	1	3
	1994 and before	1	2.00	.	.	.	.	2	2
	Total	29	2.07	1.163	.216	1.63	2.51	1	6

Table 10. One-Way ANOVA Results Comparing Students' Self-Efficiency Toward Computers by Age Groups

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
I can usually deal with most of the difficulties I encounter when using computers.	Between Groups	2.433	2	1.217	.951	.399
	Within Groups	34.533	27	1.279		
	Total	36.967	29			
I find working with computers very easy.	Between Groups	.009	2	.004	.003	.997
	Within Groups	34.957	26	1.344		
	Total	34.966	28			
I am very unsure of my abilities to use computers.	Between Groups	1.233	2	.617	.342	.713
	Within Groups	48.633	27	1.801		
	Total	49.867	29			
I enjoy working with computers.	Between Groups	.842	2	.421	.208	.813
	Within Groups	54.625	27	2.023		
	Total	55.467	29			
	Between Groups	.864	2	.432	.217	.807

Computers make me much more productive.	Within Groups	51.826	26	1.993		
	Total	52.690	28			
Computers are far too complicated for me.	Between Groups	5.376	2	2.688	1.085	.353
	Within Groups	64.417	26	2.478		
	Total	69.793	28			
Using computers is something I usually enjoy.	Between Groups	1.200	2	.600	.476	.627
	Within Groups	32.800	26	1.262		
	Total	34.000	28			
Sometimes when using a computer, things seem to happen and I don't know why.	Between Groups	5.774	2	2.887	1.969	.161
	Within Groups	36.655	25	1.466		
	Total	42.429	27			
As far as computers goes, I consider myself to be pretty competent.	Between Groups	.482	2	.241	.208	.813
	Within Groups	30.070	26	1.157		
	Total	30.552	28			
Computers help to save me a lot of time.	Between Groups	.453	2	.227	.158	.855
	Within Groups	37.409	26	1.439		
	Total	37.862	28			

Table 11. Descriptive Statistics of Students' Competence Toward Computers by GPA

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
I can usually deal with	4	3	2.67	2.887	1.667	-4.50	9.84	1	6
	3-3.99	14	1.79	.893	.239	1.27	2.30	1	4

most of the difficulties I encounter when using computers.	2-2.99	2	1.50	.707	.500	-4.85	7.85	1	2
	Total	19	1.89	1.286	.295	1.27	2.51	1	6
I find working with computers very easy.	4	3	3.33	2.517	1.453	-2.92	9.58	1	6
	3-3.99	14	1.57	.756	.202	1.13	2.01	1	3
I am very unsure of my abilities to use computers.	2-2.99	2	1.50	.707	.500	-4.85	7.85	1	2
	Total	19	1.84	1.259	.289	1.24	2.45	1	6
I enjoy working with computers.	4	3	3.33	2.517	1.453	-2.92	9.58	1	6
	3-3.99	14	3.00	1.359	.363	2.22	3.78	1	5
Computers make me much more productive.	2-2.99	2	3.00	1.414	1.000	-9.71	15.71	2	4
	Total	19	3.05	1.471	.337	2.34	3.76	1	6
Computers are far too complicated for me.	4	3	3.33	2.517	1.453	-2.92	9.58	1	6
	3-3.99	14	1.50	.760	.203	1.06	1.94	1	3
Using computers is something I usually enjoy.	2-2.99	2	1.50	.707	.500	-4.85	7.85	1	2
	Total	19	1.79	1.273	.292	1.18	2.40	1	6
Sometimes when using a computer, things seem to happen and I don't know why.	4	3	3.33	2.517	1.453	-2.92	9.58	1	6
	3-3.99	14	1.64	.842	.225	1.16	2.13	1	3
Computers are far too complicated for me.	2-2.99	2	2.00	.000	.000	2.00	2.00	2	2
	Total	19	1.95	1.268	.291	1.34	2.56	1	6
Using computers is something I usually enjoy.	4	3	3.00	2.646	1.528	-3.57	9.57	1	6
	3-3.99	14	2.86	1.562	.417	1.96	3.76	1	5
Sometimes when using a computer, things seem to happen and I don't know why.	2-2.99	2	3.00	1.414	1.000	-9.71	15.71	2	4
	Total	19	2.89	1.629	.374	2.11	3.68	1	6
Using computers is something I usually enjoy.	4	3	3.33	2.517	1.453	-2.92	9.58	1	6
	3-3.99	14	1.57	.756	.202	1.13	2.01	1	3
Sometimes when using a computer, things seem to happen and I don't know why.	2-2.99	2	2.00	.000	.000	2.00	2.00	2	2
	Total	19	1.89	1.243	.285	1.30	2.49	1	6
Sometimes when using a computer, things seem to happen and I don't know why.	4	3	3.00	2.646	1.528	-3.57	9.57	1	6
	3-3.99	13	2.85	1.214	.337	2.11	3.58	1	5
Sometimes when using a computer, things seem to happen and I don't know why.	2-2.99	2	2.00	.000	.000	2.00	2.00	2	2
	Total	18	2.78	1.396	.329	2.08	3.47	1	6

As far as	4	3	3.33	2.517	1.453	-2.92	9.58	1	6
computers	3-3.99	14	2.07	.730	.195	1.65	2.49	1	3
goes, I	2-2.99	2	2.00	.000	.000	2.00	2.00	2	2
consider	Total	19	2.26	1.147	.263	1.71	2.82	1	6
myself to be									
pretty									
competent.									
Computers	4	3	3.33	2.517	1.453	-2.92	9.58	1	6
help to save	3-3.99	14	1.64	.633	.169	1.28	2.01	1	3
me a lot of	2-2.99	2	1.50	.707	.500	-4.85	7.85	1	2
time.	Total	19	1.89	1.197	.275	1.32	2.47	1	6

Table 12. One-Way ANOVA Results Comparing Students' Competence Toward Computers by GPA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
I can usually deal with most of the difficulties I encounter when using computers.	Between Groups	2.266	2	1.133	.659	.531
	Within Groups	27.524	16	1.720		
	Total	29.789	18			
I find working with computers very easy.	Between Groups	7.931	2	3.966	3.081	.074
	Within Groups	20.595	16	1.287		
	Total	28.526	18			
I am very unsure of my abilities to use computers.	Between Groups	.281	2	.140	.058	.944
	Within Groups	38.667	16	2.417		
	Total	38.947	18			

I enjoy working with computers.	Between Groups	8.491	2	4.246	3.287	.064
	Within Groups	20.667	16	1.292		
	Total	29.158	18			
Computers make me much more productive.	Between Groups	7.066	2	3.533	2.584	.107
	Within Groups	21.881	16	1.368		
	Total	28.947	18			
Computers are far too complicated for me.	Between Groups	.075	2	.038	.013	.987
	Within Groups	47.714	16	2.982		
	Total	47.789	18			
Using computers is something I usually enjoy.	Between Groups	7.694	2	3.847	3.063	.075
	Within Groups	20.095	16	1.256		
	Total	27.789	18			
Sometimes when using a computer, things seem to happen and I don't know why.	Between Groups	1.419	2	.709	.336	.720
	Within Groups	31.692	15	2.113		
	Total	33.111	17			
As far as computers goes, I consider myself to be pretty competent.	Between Groups	4.089	2	2.044	1.669	.220
	Within Groups	19.595	16	1.225		
	Total	23.684	18			
Computers help to save me a lot of time.	Between Groups	7.409	2	3.704	3.224	.067
	Within Groups	18.381	16	1.149		
	Total	25.789	18			

CONCLUSION AND IMPLICATIONS

The main purpose of this research was to study the relationship between electronic textbook (e-textbook) use and computer self-efficacy among higher education students at CDI College, Mississauga campus. The study wanted to know if students who use e-textbooks feel more confident in using computers. Also, it looked as if there were any differences in computer self-efficacy depending on students' field of study, age group, or GPA. Using a survey method and quantitative analysis, data were collected from 30 students, and One-Way ANOVA was used to analyze the results.

The results showed that most of the students had a good experience with e-textbooks, and they were confident using computers. However, there were no significant differences found between students from different fields of study, age groups, or GPA levels. All the p-values that appeared in the One-Way ANOVA analysis were above .005, which means that there is no significance and none of the research questions can be proved, and there is null hypothesis between the relation between the dependent variables represented in the students answers about their e-textbook usage and their computer self-efficacy, and the independent variables represented in the Technology and demographic background. So, none of the following hypotheses were proven: H1: There is a significant difference in students' behavior toward e-textbooks based on their field of study. H2: There is a significant difference in computer self-efficacy between students from different age groups. H3: There is a significant relationship between students' computer self-efficacy and their academic performance (GPA). Therefore, students' confidence in using computers is similar, no matter their background. Maybe this is

because students today use technology in school and in everyday life, so they are already familiar with it.

This research adds to existing knowledge about exploring digital learning tools in higher education for international regions outside North America. Previous studies focused on e-textbooks and students' intentions for buying them, and self-efficacy; however, this study highlights International students who study in Canada, and this study can confirm the same idea about how e-textbooks might help students feel more confident with computers. This is important for researchers, teachers, and school leaders. With more research like this exploring a bigger sample with various regions around the world, we can generalize. It shows that using e-textbooks may not only help learning, but also improve students' digital skills. In today's world, where technology is very important, digital confidence is a useful skill for students.

Still, this study has some limitations. The number of participants was small, only 30 students from CDI College Mississauga Campus participated in this survey, and they. This makes it hard to generalize that the results are true for all students. Also, students answered questions about themselves, and sometimes these answers may not be 100% correct. Finally, the study was done at one point in time, so it cannot show if e-textbook use causes higher computer self-efficacy.

Future research should include more students from different colleges and locations. Also, researchers can study students over a longer time to see how their use of e-textbooks changes their computer skills. It may also help to use interviews or open discussions to understand students' thoughts and feelings more deeply.

Despite this research could not prove the hypothesis, this study shows that e-textbooks might help students feel confident using technology. Therefore, the results are still useful. As education today becomes dependent more on digital resources, it is important to understand how students use technology and how we can help them feel comfortable and successful in a digital world, especially since it seems that schools today have started to incorporate digital exams through their learning management systems like Canvas and MyCampus, or like specialized exams applications like Exam.net.

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APPENDIX*Appendix 1. Survey***Consent Statement**

This study is designed to examine how you perceive electronic textbooks. It will take about 5-7 minutes to respond to the questionnaire, which ask about: 1) The perceptions of your computer skills; 2) Electronic textbook usages; 3) Technology and demographic information.

Your participation is completely voluntary. You may refuse to answer any questions, may stop at any time, and you may ask any questions. Your privacy will be protected to the maximum extent of the law. All your responses will be kept strictly confidential and will not be linked to your identity in any way.

Please complete the questionnaire to us by **March 27, 2025**. A self-addressed, stamped envelope is included for your convenience. Thanks again for your help.

If you have any questions or concerns regarding the ethics of this class research project or your rights and responsibilities as participants, you are welcome to direct to Dr. Chang Huh, Professor at Holzschuh College of Business Administration, Niagara University, at (716) 286-8223 or at chuh@niagara.edu; Houssam Eddine Al Tibi, at 647-535-2240 or haltibi@mail.niagara.edu, if you have any further questions or concerns.

Thank you,

Houssam Eddine Al Tibi

Houssam Eddine Al Tibi

Section 1. Electronic Text Book Usage Statements

The following list is of statements you might consider **after using the electronic text book during this semester**. Please check where the box is “Strongly Agree,” “Agree,” “Neutral,” “Disagree,” “Strongly Disagree,” and “Not Sure” as to how you think using “Electronic Text Book” with each statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
Reading an electronic textbook will cause my eyes to become tired much more quickly than a paper text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The best thing about electronic textbooks is saving the money I would have spent on a regular textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be uncomfortable with not being able to highlight material I believe is important when using an electronic textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe reading an electronic textbook will be an enjoyable experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will print material to read rather than reading directly from the computer screen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It will be very inconvenient to print the material for this textbook if I desire to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, I am comfortable reading material online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In my experiences, the font size for online material is not large enough to read easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When reading online I believe it will be difficult to grasp the key concepts being presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe there will be more material to cover in an electronic textbook than in a paper text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2. Computer Self-Efficacy Statements

The following list is of statements you might evaluate yourself when using computers. Please check where the box is “Strongly Agree,” “Agree,” “Neutral,” “Disagree,” “Strongly Disagree,” and “Not Sure” as to how you think yourself using “Computers” with each statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
I can usually deal with most of the difficulties I encounter when using computers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find working with computers very easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am very unsure of my abilities to use computers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy working with computers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers make me much more productive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers are far too complicated for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computers is something I usually enjoy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sometimes when using a computer, things seem to happen and I don't know why.

As far as computers goes, I consider myself to be pretty competent.

Computers help to save me a lot of time.

Section 3. Technology and Demographic Information.

Please check the appropriate box.

1. I read the daily news and other information (i.e. newspapers and/or magazines):

Yes, printed source Yes, online source No

2. Do you have a library card? Yes No

3. How many books do you read every month for leisure?

One book More than one book Many books and e-books
 One e-book More than one e-book None

4. What type of books do you usually read for leisure? (Select all that apply)

Novels (fiction) Science fiction Mystery/Thriller Graphic novels/comics
 Academic books Fantasy Non-fiction (history, biography, self-improvement)
 Other (Please specify): _____

5. What is your field of study?

Business Education Engineering Health Sciences
 Humanities Law Natural Sciences Social Sciences
 Technology/Computer Science Other (Please specify): _____

6. I am a: Freshman Sophomore Junior Senior Other (please specify): ____

7. I am: Female Male

8. I was born in _____ (year)

9. I am:

African Hispanic Latino Middle Eastern Mixed/Multiracial
 White Asian Black North African Pacific Islander
 Native American or Indigenous Other (Please specify): _____

10. My overall GPA is: _____

11. Where do you live? On-campus Off-campus

😊 Thank you for your participation 😊