

An Empirical Study of Student's Intension on Using E-books, a Study in Thai University

Sakshi Pant¹, Dhriti Shah², Sumaia Farzana³

^{1,3}Siam University, Thailand

²Kathmandu College of Management, Nepal

³*sumaia.far@siam.edu*

ABSTRACT

With the increasing level of income, people have become more inclined towards technology. Technology has greatly influenced the way people live and do things. There has been a great shift from the slow-paced life to a fast paced. People are striving to get things done in lesser time, which is only possible with the use of technological advancement. Though technology has immensely developed over the past years, but the fact remains that people still take time in adopting the technology. The paper summarizes students' attitude towards use of e-books in a systematic way. The paper entails the effect of selected variables: Perceived usefulness, Perceived Ease of Use, Attitude and Behavioral Intention used in the TAM model along with Trust with the mediation effect of attitude that influences intention of student to use e-books. The intention of this study was to examine the impact of perceived usefulness, perceived ease of use, trust and student's attitude on behavioral intention. The data had been analyzed by using descriptive statistics,

Keywords: Technology, TAM model, Trust, Thailand, E-book

INTRODUCTION

Background of the Study

The word "digital" comes from Latin word- digitus, and refers to one of the oldest tools for counting (Davis, Kim, & Sin, Adoption of E-Book Readers among, 2012). An e-book is a medium where information is organized and structured for the reader to facilitate consultation that at least includes browsing, searching, extracting, comparing and assessing relevance and quality of information presented (Landoni & Bennett, 2005). In today's competitive world, the libraries have been persistent and committed adopters of new technology. This journey began with the first attempts at library automation. Reitz (2014) argues that libraries first started digitizing catalogues, progressed to periodical indexes and abstracts, then to serials and large reference works, and finally to book publishing. However, e-book took decades to evolve. It was observed that e-books would be the next big thing, as the penetration of e-journals is almost complete with the introduction of aggregator services that provide access to a wide range of e-books of hundreds of publishers on a variety of disciplines (Tenopir, 2010).

The e-book has become mainstream, with recent triple-digit annual increases in sales (Fortes & Rita, 2016). E-books have been around for many years but are still a relatively new phenomenon to many publishers and librarians. With the rise of digital technology e-books have recently gained rapid acceptance among students around the globe (Landoni & Bennett,

2005). At the turn of the century, individuals and organizations are turning to digital content for academic and leisure purpose with the introduction of new line of computer software and peripheral i.e., e-book. E-books are counted as educational tools prepared in an electronic way to assist in teaching methods and learning (Mukherjee & Nath, 2007). The reason of e-books being widely used is because of the immediacy of access, updating capability, storage capacity, low costs and portability. Recent technological developments related to e-books have changed the trade publishing industry. E-books offer students opportunities to view the desired content of their preferred books which could be more engaging when utilizing some of its interactive and attractive features. E-books have turned into a worldwide phenomenon with reading devices accessible in various nations around the globe.

Researchers have been conducting to investigate the effect of electronic books on academic progress and students' interest in studying; and at the same time comparing the student's academic progress between e-books and printed books (Shelburne, 2009). This may assist relevant officials in making their future decisions so as to more and better use this technology or to limit it. According to (White, 2012) students' demand for resources and services that are not limited by time and space is increasing. Readers of electronic books are able to search for their favorable topics more easily and rapidly compared to those of printed ones (Shelburne, 2009).

It should be noted that use of modern media in field of education requires financial support, skilled work force, and change in roles. In the past, electronic books had the similar or more prices compared to printed ones. Recently, the prices have decreased taking a positive step towards the use of electronic books. Undoubtedly, letting people use electronic books will be much more economical and less time-consuming than making them use printed ones.

Significance of the Study

The findings of this research are rebounded to the use of e-books among college students. By using various data and analytical tools, the study focuses on finding the relation that exists between e-books and students. This study will help the college students to gain knowledge from digital content. These devices include multifunctional tablets such as Apple iPad and smartphones used for reading purpose. So, this study will help to know whether E-books actually makes any difference in the day-to-day performance of the students or not and if yes to what extent does it make a difference and how much of their focus should be compiled in this area.

As e-books become more popular their selection as a learning resource could have a significant impact on academic libraries. This adoption represents a range of collection development issues such as obtaining strategies and procedures, pricing and licensing models and arrangements and promotional activities. Moreover, it will be beneficial for both the students and the teachers to study and teach and have a knowledge about it. The characteristics of e-book users and non-users and predictability of their behavior by different factors (e.g., information need, culture of use, and acceptance) can assist librarians with evidence-based support for developing functional, successful collection and management policies (Gibb & Abdullah, 2005).

Statement of the Problem

To address the issue of the effectiveness of using the e-book, the first question raised in this study is- for what purpose does university students decide to purchase or use e-book for their study? Is it really more helpful and more reliable than regular books? Is it easier to save and carry? Based on these fundamental questions, the study will attempt to compare students' preferences of e-books and standard textbook. This study might improve the use of educational technology and increase learning efficiency. The understanding obtained from this study can provide some important guidelines on how to enhance the successful adoption of electronic textbooks in university education. Many academic libraries report use rates of e-books either equal to or greater than that of the print books (Walton, 2014). (Moore & Shin, 2011). E-books are coming to dominate acquisitions budgets in academic and research libraries, so libraries must be clear about what kinds of information behavior are most important in measuring adoption outcomes.

Scope of the Study

This study is going to examine the learning patterns, attitude and behavior of students using e-book. It will also explore underlying explanations of patterns observed in e-book use and user behaviors, and needs, the desired features of e-books, book consumers' actual interest in and preferences for digital content, factors influencing reading habits, features that facilitate engagement, user perceptions of e-book usability, how user intentions are formed, and what cognitive perceptions are fulfilled.

Benefit of the Study

From the study the benefit includes the teachers incorporating the use of electronic books into their literacy curriculum, teachers participating in professional development to become more knowledgeable on how to use electronic books and what applications will help build student literacy development. Moreover, from the study the attitude and behavior of students using e-books can be examined.

Objectives of the Research

The overall purpose of this research is to find out the preference of university students regarding e-books and to investigate the effects of taking advantage of e-books on college students' learning rate. The main objective of this research is to:

1. To investigate the student's behavioral intention on use of electronic books
2. To investigate student's attitude regarding e-books

LITERATURE REVIEW

Technology Acceptance Model (TAM)

The technology acceptance model (TAM) is the theoretical framework in this study to explore factor that influences e-book users. Adapted from Fishbein and Ajzen's theory of reasoned action proposed in 1975, Fred D. Davis introduced the Technology Acceptance Model (TAM). TAM has been extended in order to understand the other variable for the use of e-book. TAM has been widely used as a tool for measuring the behavioral intension of

students. TAM has five factors influencing an individual intension to use new technology: Perceived Usefulness (PU), Perceived ease of use (PEOU), Attitude (ATT), Behavioral Intension (BI) and Trust (TR).

Perceived Usefulness (PU)

Perceived Usefulness is a degree to which a person believes that using a particular system would enhance job performance (Davis, Kim, & Sin, 2012). Applying this definition to this context, usefulness refers to the degree to which students believe using e-book will improve their performance or productivity, thus enhancing the outcome of their e-book experience. E-book is a quite efficient tool for reading. Users adopt an application mainly because of the functions that application performs for them and also on the basis of the ease or difficulty which they experience in making use of the application. If an individual perceives that usefulness associated with the use of the internet is greater than the effort then students will prefer to use e-book. When a user believes that the new information technology is useful, the user will have positive attitude toward this new information technology. In this study, perceived usefulness is used in terms of general perception of students regarding e-books that increases the intension of students to use e-books.

Perceived ease of use (PEOU)

Perceived ease of use (PEOU) is the degree to which a person believes that using a new information technology is free from effort (Davis, Kim, & Sin, 2012). When using a new information technology is easy, then a person does not have to spend extra effort and time to learn how to use it. PEOU refers to the degree to which students believe that websites that are used for reading help in finding lots of information (Chiu, Lin, & Tang, 2005). Students like and visit only those websites for reading that have a simple and accessible user interface because it leads to student's satisfaction for using e-book. In perceived ease of use, students always search easier process such as easy access websites. In this study, perceived ease of use plays a significant influence in determining intension.

Attitude (ATT)

Attitude is the positive or negative feelings or evaluation generated when an individual uses new information technologies (Grandon & Mykytyn, 2004). According to theory TAM, attitude is determined by both perceived usefulness and perceived ease of use. To promote a user's willingness to use a new information technology, it is necessary to let potential users believe that the new information technology is easy to use and they can benefit from using it. Therefore, if perceived usefulness and perceived ease of use are more positive, the attitude becomes higher. And vice versa, if perceived usefulness and perceived ease of use are more negative, the attitude is lower. Users believe that the benefits provided by e-books are useful and are easy to use which is helpful for increasing user's attitude toward e-books resulting to higher attitude. Thus, the perceived usefulness and perceived ease of use of e-books are cognitive factors for students to accept e-books.

Trust (TR)

The relationship between people and people, people and things must be developed on the basis of trust. Trust is calculated based on the measure of the amount of benefits (Mukherjee & Nath, 2007). It is an institutional basis dependent on overall environmental norms or

functions between a group member and the group (Williamson, 1993). Thus, increase or decrease in the level of trust directly and significantly affects use of e-books. E-books are doing well and their marketing activities are the channels that are used to insure a low level of consumer perception of risk and a high level of trust (Reitz, 2014). When user's find that e-books are easier to use, their trust for e-books increases at the same time. Trust plays a major role to enhance and examine the actual behavior of the students (Mukherjee & Nath, 2007).

Behavioral Intension (BI)

Behavioral Intension is defined as the degree to which a person has formulated conscious plans to perform or not to perform some specified future behavior (Pan & Zinkan, 2006). When student's sense positive evaluation they will believe that using e-books is a good experience and increase their willingness of using them. In addition, when students believe that using e-books is a convenient and practical tool, they will recommend other student's that results to the increase in the use of books. Thus, attitude has a positive relationship with behavioral intention to use. The theory of TAM is suitable for studying the relationship between student's attitude and behavioral intension. Attitude will affect behavioral intension if a student's attitude towards accepting e-book is higher, they will use e-books more frequently. Therefore, student's attitude is also one of the factors that affect using e-book. Perceived usefulness will directly affect behavioral intension.

Proposed Hypothesis

Based on the above discussion, the following hypotheses were developed:

- H₁: Perceived Usefulness has a positive impact on student's attitude.
- H₂: Perceived ease of use has a positive impact on student's attitude.
- H₃: Trust has a positive impact on student's attitude.
- H₄: Attitude has a positive impact on student's behavioral intension.

Conceptual Framework

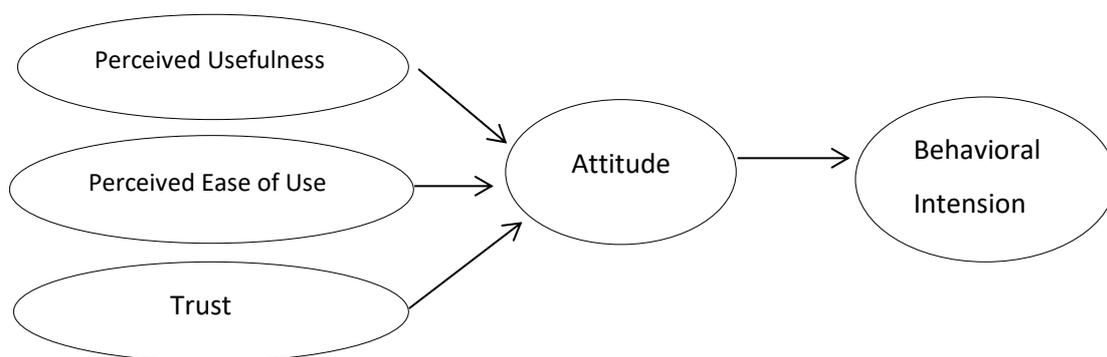


Figure 1: Proposed Conceptual Framework

METHODOLOGY

Research Design

The research design adopted in this study consists of descriptive and causal research designs to deal with the various issues raised in this study. An online survey was conducted to obtain quantitative data to be able to examine the hypothesis. An empirical study was conducted to understand the relationship between PU, PEOU, Trust, attitude and student's behavioral intention on using e-books. The study comprises of the following independent variables i.e., PU, PEOU, trust, attitude and dependent variable i.e., behavior intention and also the demographic information like age, nationality, gender, and education level. Further study is conducted by reviewing the questionnaire for finding out student's intention for using e-books and to acquire in- depth outcomes and draw insightful interference.

Data Collection

The technique used for this study was convenience sampling. The study was also based on primary data for the analysis. It was collected from first-hand sources, using questionnaire which was prepared in Google forms to analyze student's preference towards e-book. Primary data was obtained from the international students who were currently studying in the University. The link of Google Form was sent via email, Line, and Facebook to the target population who were aware about the use of e-books. To keep the confidentiality no personal data like names, email addresses were collected, and participants were told that at any point, they can withdraw from the survey. No financial incentives were given to the participants during the survey.

Sampling Size and Participants

An online survey was conducted at the Siam University located in Bangkok, Thailand. International students studying bachelors and masters were considered as the sampling frame. The participants hailed were from Asia exchange students and Kathmandu College of Management students who are currently enrolled in Siam Bachelor of Business Administration (BBA) program who belonged from Nepal, India, China, Myanmar, France and Thailand. Because of examining the certain population, convenient sampling was used. 80 questionnaires were sent via social media platforms and 63 respondents took the survey.

Measurement Scale

The scales used in this survey were adopted from previous literature. PEOU was measured from the PEOU scale with three items, which was adopted by (Fortes & Rita, 2016) and (Koufaris, 2002). PU was measured from perceived usefulness scale. The scale contains four items which were used by (Fortes & Rita, 2016) and (Park et al, 2004). Trust was measured by a three-item scale which (Han et al., 2018) used in their study. The attitude towards e-books was measured with four-items were adopted by many researchers for their study (Alyami & Spiteri, 2015). Behavioral intention was evaluated by a three-item scale which (Dodds et al., 1991) and (Baker, 1992). The items used in this survey were measured with 5point Liker-scale ranging from 1 (strongly disagree) to 5 (strongly agree). To measure the opinions or behaviors of respondents' Liker-scale is widely used. Demographic questionnaires covered age, gender, nationality and educational background of the international students.

Statistical Tools Used

For the study, IBM SPSS Statistics version 25 was used as the primary software to analyze the data. In this study, descriptive statistics of demographic information was performed to find out the mean, maximum and minimum and standard deviation of the samples. Kaiser-Meyer-Olkin measure of sampling adequacy analysis (KMO and Barlett's Test) was done for factor analysis. Reliability test of each variable was done for the internal consistency, Cronbach's alpha coefficient was examined. Correlation and regression analysis were also done for testing the hypothesis, where the hypotheses were tested at ($\alpha = 0.05$) level of significance (0.95 confidence level).

Analysis of Data

This study relies on the analysis of secondary data to derive the empirical findings on the study. This section has been further divided into four subsections. In the first subsection, the study discusses about the demographic information, the second subsection presents descriptive statistics and the third subsection presents exploratory factor analysis and reliability test, the fourth subsection presents the analysis and result of correlation and the fifth subsection shows the analysis and result of regression analysis.

Demographic Information

The sample consisted of 63 respondents ($n=63$). General demographic information for respondents is shown in Table 1. 44 (69.8%) of the respondents were female while 19 (30.2%) of them were male. The participants were from Nepal, China, Myanmar, France, Thailand and India. Majority of the participants were from Nepal 39 (61.9%) followed by China 9 (14.3%), India 5 (7.9%), Burmese 5 (7.9%), French 4 (6.3%) and Thai 1 (1.6%). Majority of the respondents 49 (77.8%) are pursuing Bachelor's degree followed by 7 (11.1%), 6 (9.5%) and 1 (1.6%) from below bachelors' level, master's degree and doctoral degree respectively. The minimum age is 19 whereas the maximum age is 30 where the majority of them belongs to age 21 (42.9%) followed by age 22 (25.4%). Questions like which type of book you would use, would you prefer shifting from printed books to e-book and what device do you use to read e-books were asked to the respondents. 41 (65.1%) respondents used e-books whereas 22 (34.9%) used printed books. The majority of the respondents 50 (79.4%) preferred to shift from printed books to e-books whereas 13 (20.6%) didn't wanted to shift to e-books. The respondents 50 (79.4%) used e-books from other devices such as cell phone, iPad, tab, laptop, desktop computer whereas 13 (20.6%) used e-book reader such as kindle, Sony, nook, etc.

Table 1: Demographic Information

Factors	Statistics data
Gender	Male: 19(30.2%) Female: 44(69.8%)
Age	19: 1(1.6%) 20: 3(4.8%) 21: 27(42.9%) 22: 16(25.4%) 23: 7(11.1%) 24: 2(3.2%) 26: 1(1.6%) 27: 2(3.2%) 28: 2(3.2%) 29: 1(1.6%) 30: 1(1.6%)
Education level	Below Bachelor: 7(11.1%) Bachelor's Degree: 49(77.8%) Master's Degree: 6(9.5%) Doctoral Degree: 1(1.6%)
Nationality	Nepalese: 39(61.9%) Burmese: 5(7.9%) Indian: 5(7.9%) French: 4(6.3%) Chinese: 9(14.3%) Thai: 1(1.6%)
Which type of book would you use?	Printed: 22(34.9%) E-book: 41(65.1%)
Would you prefer shifting from printed books to e-book?	No: 13(20.6%), Yes: 50 (79.4%)
What device do you use to read e-book?	E-book reader: 12(20.6%) Other Device: 50(79.4%)

Descriptive Statistics

Table 2 summarizes the descriptive statistics (mean, standard deviation, minimum and maximum values) of all the demographic variables (gender, age, education, Nationality, types of book, preference and device). The mean age was 22.25 which range from 19 to 33 with standard deviation of 2.236. It was seen that mean value of educational level was 2.02 which range from 1 to 4 with standard deviation of 0.523. It was observed that mean value of nationality is 2.08 which range from 1-6 with standard deviation of 1.589. The mean value “which type of book would you use” was 0.65 which range from 0 to 1 with standard deviation of 0.481. It was seen that mean value of “Would you prefer shifting from printed books to e-book” was 0.79 which range from 0 to 1 with standard deviation of 0.408. It was observed that mean value of “what device do you use to read e-book” was 0.21 which range from 0 to 1 with standard deviation of 0.408.

Table 2: Descriptive statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
What is your gender?	63	0	1	.30	.463
How old are you?	63	19	30	22.25	2.236
Education level	63	1	4	2.02	.523
What is your nationality?	63	1	6	2.08	1.589
Which type of book would you use?	63	0	1	.65	.481
Would you prefer shifting from printed books to e-book?	63	0	1	.79	.408
What device do you use to read e-book?	63	0	1	.21	.408
Valid N (listwise)	63				

Exploratory Factor Analysis and Reliability Test

Kaiser-Meyer-Olkin measure of sampling adequacy analysis (KMO and Barlett's Test) was done for factor analysis. Each and every variable was greater than 0.7 showing that the sampling is adequate. Perceived ease of use had a highest factor 0.848 (p value < .000) followed by attitude 0.811 (p value < .000), behavioral intention 0.729 (p=.000), perceived usefulness 0.726 (p=.000) and trust 0.725 (p=.000).

Cronbach's alpha test was done for reliability test. The Cronbach's alpha for all the variables is greater than 0.8 which shows that internal consistency was good. Perceived ease of use had a highest reliability coefficient of 0.907 with 4 scale items, followed by attitude with reliability coefficient of 0.902 with 4 scale items. Trust, Behavioral Intention and perceived usefulness had 3 scale with reliability coefficient of 0,882, 0,878 and 0,858 respectively.

Table 3: factor analysis and reliability test

Variables	KMO and Bartlet's test		Reliability Statistics	
	KMO	SIG	Alpha	No of items
Perceived Usefulness	0.726	0.000	0.858	3
Perceived Ease of Use	0.848	0.000	0.907	4
Trust	0.725	0.000	0.882	3
Attitude	0.811	0.000	0.902	4
Behavioral Intention	0.729	0.000	0.878	3

Correlation Analysis

Bivariate correlation test was conducted where **correlation is significant at the 0.01 level (2-tailed) between the two variables at 95% confidence interval. The correlation analysis was done for perceived usefulness (PU), perceived ease of use (PEOU), trust (TR), towards attitude (ATT) and behavioral intention (INT). It was observed that perceived usefulness had a significant positive correlated relationship with attitude (r=0.797, p= .000) and behavioral intention (r=0.738, p=.000). Perceived ease of use was significantly positively correlated with attitude (r=0.901, p=.000) and behavioral intention (r=0.777, p=.000). Trust was observed to have a positive correlated relationship with attitude (r=0.832, p=.000) and behavior intention

($r=0.770$, $p=.000$). Attitude was also significantly positively correlated with behavioral intention ($r=0.866$, $p=.000$).

Table 4: Pearson's correlation analysis

		Correlations				
		PU	PEOU	TR	ATT	INT
PU	Pearson Correlation	1	.805**	.708**	.797**	.738**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	63	63	63	63	63
PEOU	Pearson Correlation	.805**	1	.769**	.901**	.777**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	63	63	63	63	63
TR	Pearson Correlation	.708**	.769**	1	.832**	.770**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	63	63	63	63	63
ATT	Pearson Correlation	.797**	.901**	.832**	1	.866**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	63	63	63	63	63
INT	Pearson Correlation	.738**	.777**	.770**	.866**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	63	63	63	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

Regression Analysis

Table 5 depicts the regression analysis to show the impact of perceived usefulness, perceived ease of use and trust on attitude and also the impact of attitude on behavioral intention. It was observed that perceived usefulness has a significant positive impact on attitude with standard coefficient beta of 0.797 (p value $< .000$) with the R square of .635 which explained that 63.5% can be explained between perceived usefulness and attitude which showed that H_1 (Perceived Usefulness has a positive impact on student's attitude) was supported. Perceived ease of use and attitude had a positive significant impact with standard coefficient beta of 0.901 (p value $< .000$) and R square of .812 which explained that perceived ease of use has 81.2% of attitude towards e-books which also supports the H_2 (Perceived ease of use has a positive impact on student's attitude). Between trust and attitude the result showed the significant positive impact with standard coefficient beta of 0.832 (p value $= .000$) and R square of .692 which explained 69.2% of trust towards attitude which resulted in acceptance of H_3 (Trust has a positive impact on student's attitude). From the study it was observed that attitude and behavioral intention had a significant positive impact with standard coefficient beta of 0.866 (p value $= .000$) and R square of .750 which indicated that 75% can be explained between attitude and behavioral intention which showed that H_4 (Attitude has a positive impact on student's behavioral intention) was supported.

Table 5: Regression analysis independent relation
Perceived usefulness and attitude
Table 5a
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.635	.629	.59486

a. Predictors: (Constant), PU

Table 5b
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.553	.309		1.787	.079		
	PU	.827	.080	.797	10.311	.000	1.000	1.000

a. Dependent Variable: ATT

Perceived ease of use and attitude
Table 5c
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.901 ^a	.812	.809	.42713

a. Predictors: (Constant), PEOU

Table 5d
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.191	.220		.868	.389		
	PEOU	.936	.058	.901	16.233	.000	1.000	1.000

a. Dependent Variable: ATT

Trust and attitude
Table 5e
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.091	.311		.292	.771
	TR	.949	.081	.832	11.717	.000

a. Dependent Variable: ATT

Table 5f
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832 ^a	.692	.687	.54644

a. Predictors: (Constant), TR

Behavioral Intention and attitude
Table 5g
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866 ^a	.750	.745	.46780

a. Predictors: (Constant), ATT

Table 5h
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.512	.229		2.232	.029
	ATT	.821	.061	.866	13.512	.000

a. Dependent Variable: INT

Multiple regression analysis was done where all the models were fit together. Again, all the independent variable i.e., is perceived usefulness, perceived ease of use, trust and attitude and dependent variable behavioral intention were kept together. The R square was .764 which explained that 76.4% can be explained through this model. From the study it was observed the standard coefficient beta between perceived usefulness and attitude is .137 which indicated that perceived usefulness had a positive insignificant impact on attitude. The study showed the standard coefficient beta of -.097 between perceived ease of use and attitude which indicated that perceived ease of use had a negative insignificant impact on attitude. Attitude and behavioral intention had a standard coefficient beta of .722 which indicated the positive significant impact between attitude and behavioral intention. The standard coefficient beta was .147 between trust and attitude which showed a positive insignificant impact on each other. So according to multiple regression analysis only H₄ was supported.

Table 6: Regression analysis
Table 6a
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874 ^a	.764	.747	.46600

a. Predictors: (Constant), TR, PU, PEOU, ATT

Table 6b
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.264	.281		.939	.352		
	PU	.135	.111	.137	1.214	.230	.320	3.124
	PEOU	-.095	.154	-.097	-.619	.538	.167	5.989
	ATT	.685	.165	.722	4.163	.000	.136	7.379
	TR	.159	.126	.147	1.262	.212	.302	3.314

a. Dependent Variable: INT

DISCUSSION

It was found out that by using correlation analysis perceived usefulness, perceived ease of use, trust and behavioral intention had a positive significant impact on student's attitude regarding use of e-books. But in regression analysis, when every variable was fit into one model it was noticed that only attitude had a positive significant impact on behavioral intention (p value<.000). Perceived usefulness had a positive insignificant impact on student's attitude as majority of the international students were Nepalese and they were uncertain about Thailand culture and environment which led student to believe that using e-books will not enhance their performance which resulted in the rejection of H₁ (Perceived Usefulness has a positive impact on student's attitude). Perceived ease of use had a negative impact on student's attitude. Students like to visit those websites for reading that has a simple and accessible user interface because it leads to student's satisfaction for using e-book but due to not getting easy access to e-book websites in the university, student might not prefer using e-books that led to rejection of H₂ (Perceived ease of use has a positive impact on student's attitude.). It was found out that trust has positive but insignificant impact on student's attitude. Trust plays a major role to enhance and examine the actual behavior of the students. From our review it was found out that perceived ease of use increases with the increase in trust for e-books. Since the student's attitude had an insignificant relationship with trust, student is not able to trust e-book platform so, if trust decreases than perceived ease of use also decreases, as a result H₃(Trust has a positive impact on student's attitude) was rejected. From the study it was found out that attitude had a positive significant impact on student's behavioral intention. From the literature review, users believe that the benefits provided by e-books are useful and are easy to use which is helpful for increasing user's attitude toward e-books resulting to higher attitude. Attitude will affect behavioral intension if a student's attitude towards accepting e-book is higher, they will use e-books more frequently. Therefore, student's attitude is also one of the factors that affect using e-book. So, it was more likely that people are willing to use e-books, supporting our hypothesis H₄ (Attitude has a positive impact on student's behavioral intension).

Limitations of the Study

Like many studies, this study has some limitations. The limitations of this study are firstly the lack of availability and reliable data. Similarly, the sample size was also small whereby it cannot be used by businesses who are working on a larger scale. Due to the limited time, the collection of data was not enough.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This paper aimed to establish the use and acceptance of e-books by international student in Siam University. Findings revealed that majority of the students had used e-books. Most of them access e-books through their mobile devices. It was also found that use and acceptance of e-books among students is influenced by student's positive attitude. Majority of the students preferred to shift from printed books to e-books. The purpose of the study was to examine a sustainable solution for providing sound educational resources in the digital age and the need to refine our models when looking for those solutions.

Perhaps a more comprehensive approach that provides variety and choice of format reflects the inclusive preferences of our digital age students and the changing nature of future textbook delivery systems. E-books are still a new and growing technology; the publishing industry has yet to fully evaluate exactly how consumers are using these new formats. In the future, more thorough analyses on e-books across different age groups would produce a better image of the status of the book publishing industry in relation to electronic formats. Additionally, future research could evaluate separately the use of fiction and nonfiction books in digital format, which is particularly important for the age group studied here, given the frequent use of textbooks. Expansion of this research would be valuable not only for looking toward the future, but also to look back to an effective e-book pattern that has been put into place and embraced by consumers.

Recommendations

The study was conducted on "An empirical study of student's intension on using e-books, a study in Thai university". The study mainly focused on Perceived usefulness, Perceived ease of use, Attitude, Trust and Behavioral Intension of university students on using e-books. The findings disclosed that the majority of students had used e-books. Future investigation might delve deeper into student's preference and customize their needs and goals. Through this study, it can be discovered whether other factors should be considered in adoption of e-books by university students. Therefore, future studies can be valuable for effective pattern of e-book.

References

- Alyami, & Spiteri. (2015). E-book adoption in academic and research libraries. 429.
- Baker. (1992). A study of consumer behavioral intention to use e-books: the Technology. *"Innovative Marketing*, 13.
- Chiu, Lin, & Tang. (2005). *Journal of Global Entrepreneurship Research*.
- Davis, Bagozzi, & Warshaw. (1989). E-book adoption in academic and research libraries. 62.
- Davis, Kim, & Sin. (2012). *Journal of Global Entrepreneurship Research*.
- Davis, Kim, & Sin. (2012). *Adoption of E-Book Readers among*.
- Dodds et al. (1991). *Journal of Global Entrepreneurship Research*.
- Fortes, & Rita. (2016). A study of consumer behavioral intention to use e-books: the Technology. *"Innovative Marketing*, 13.

- Gibb, & Abdullah. (2005). E-book adoption in academic and research libraries. 429.
- Gibson. (2011). E-book Reading and its Impact on Academic Status of Students at Payame Noor University, Iran. 13.
- Grandon, & Mykytyn. (2004). *Journal of Global Entrepreneurship Research*.
- Han et al. (2018). E-book adoption in academic and research libraries. 429.
- Koufaris. (2002). A study of consumer behavioral intention to use e-books: the Technology. *"Innovative Marketing*, 13.
- Landoni, & Bennett. (2005). E-book Reading and its Impact on Academic Status of Students at Payame Noor University, Iran. 13.
- Landoni, B. a. (2005). E-book adoption in academic and research libraries. 429.
- Moore, M. &., & Shin. (2011). E-book adoption in academic and research libraries. 429.
- Mukherjee, & Nath. (2007). E-book Reading and its Impact on Academic Status of Students at Payame Noor University, Iran. 13.
- Pan, & Zinkan. (2006). A study of consumer behavioral intention to use e-books: the Technology. *"Innovative Marketing*, 13.
- Park et al. (2004). E-book adoption in academic and research libraries. 429.
- Reitz. (2014). A study of consumer behavioral intention to use e-books: the Technology. *"Innovative Marketing*, 13.
- Shelburne. (2009). E-book Reading and its Impact on Academic Status of Students at Payame Noor University, Iran. 13.
- Tenopir. (2010). E-book adoption in academic and research libraries. 429.
- Walton. (2014). E-book adoption in academic and research libraries. 429.
- White, N. &. (2012). E-book adoption in academic and research libraries. 429.
- Williamsom. (1993). A study of consumer behavioral intention to use e-books: the Technology. *"Innovative Marketing*, 13.