

Observation of table VIII gives us idea about derived association rules along with their support as well as confidence greater or equals to 85. In $F8 \rightarrow F2$, $F2$ and $F8$ share the highest association with 94.1176 support value and 94.7917 confidence values in case of reverse association the value of support and confidence are 95.098 and 93.8144. For the given range of confidence and support the least associated item sets are $F9 \rightarrow F6$. One can observe that $F8 \rightarrow F9$, $F2$, $F2 \rightarrow F9$, $F8$ and $F9 \rightarrow F2$, $F8$ have two elements of in the right side which means item appearing in the left have association with the frequent item set of pairs. In $F8 \rightarrow F9$, $F2$, $F8$ has association with $F9$, $F2$ with 85.2941 support and 95.4023 confidence. The interpretation of the results is discussed in the conclusion section.

V. CONCLUSION

The study has analyzed learners' opinion about e-learning and electronic literature reading. The present work confirmed the findings about how the factors affecting e-learning and e-literature readings are associated together. Study results from table I shows that the wider content availability of study content ($F2$) generates stress ($F8$). Also the inverse relation for the same is second highest association noticed in analysis. Also the findings support the statement that the electronic content reading affects stress which is widely inferred in previous studies. Also we can say that wider content range generates stress because of more surfing in web and that makes us keep using screen for a long. This is confirmed by $F2 \rightarrow F9$, $F8$ (86.2745, 94.3182). Distraction generated through reading and e-learning has good association with stress generated ($F8 \rightarrow F6$). Similarly wide content availability has good association with distraction factors ($F2 \rightarrow F6$). The study gives significant results about the factors affecting learners' and readers' motivation towards electronic reading and electronic learning. The association among factors are quantified and discussed in brief. The study will be helpful for the future researchers and policy makers who are planning to achieve significant transformation in e-academic.

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