E-Reading Habit among College Faculty Members

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Abstract:-The study analyzed the e-reading habit of college faculty members. A total of 80 well structured questionnaires were distributed among college faculty members. The 71 questionnaires were returned for analysis. The present study demonstrates and elaborates the various aspects of e-reading habits of college faculty members like purpose of use e-reading, place where most frequently using e-reading, frequency & time spent for e-reading, awareness and use of e-reading, problem faced during using e-reading, search engines used by college faculty members for e-reading, opinion about e-reading materials. Further an attempt has also been made to conclusion of the study. The statistical analysis of the data for the present study was done by applying simple percentage.

Key words: *E-reading habits, College faculty members*

I. INTRODUCTION

E-reading is a comprehensive term covering all the kinds of learning possible through the use of computers. Thus, it includes computer based learning materials, i.e. e-journals, e-books, multimedia, discussion forums, e-mail, blogs, chats, animations, simulations, games, virtual experiments of the foregoing and, learning through the resources available on the Internet. E-reading is a term that means something different to almost everyone who uses it. Some think only of web-based self-study while others realize e-reading can encompass real-time learning and collaboration. E-reading is the unifying term to describe the fields of online learning web-based learning, learning and technology-delivered instructions. E-reading does not require physical classroom attendance. Via the Internet, the learning experience is delivered to the user personably and effectively. We are all familiar with classroom-based learning (C-learning) which is face-to-face group learning led by an instructor of subject matter expert. In E-reading environments learners interact with learning materials, their instructors and other learners from various locations and often at various times using network technologies. It has been said that there are two reasons why we learn; some learning essentially forced on us while the others is what we sit back and enjoy. E-reading has brought back the joy in learning through its innovative, interactive content and delivery. Faculty members findings of reading habits varied on academic performance. Caverly and Peterson (2000) noted that *"research on the effect of technology on reading achievements demonstrated mixed results"*. On the one hand, Sheorey and Mokhtari (1994) indicated that, *"there is no significant difference between high and low- proficient readers with regard to amount of time spent reading academic or nonacademic materials"*.

Smith and Robinson (1980) defined reading as *"an active attempt on the part of reader to understand a writer's message"*. Reading is primarily an intellectual activity and its practice is influenced by many factors like home environment, subject background, age etc. Reading helps in the resolution of personal need and the attainment of mental maturity and independence of thoughts. Devrajan (1979) defined *"reading is an art of interpreting printed and written words"*. It is a basic tool of education and one of the most important skills in everyday life.
Habit is a psychological aspect and is develop during a course of time as a part of personality of an individual. Rahman (1959) is in his report on **"Reading for pleasure"** mentioned that lack of appreciation and understanding of good books and failure to derive pleasure from a habit of reading underlines the problem of educational growth.

The four main information needs of faculty members are:
• Current information to keep up in a field.
• Specific information which is often task related.
• Retrospective information which forms the basis of projects.
• Brush-up, often in related or peripheral areas to the research.

Objectives of the study
• To find out the various purposes of use e-reading.
• To find out the places where most frequently using e-reading.
• To find out the time spent for e-reading.
• To find out the awareness and uses various types of e-reading materials.
• To know the problems faced by faculty members during using e-reading, and

- To indicates opinion about e-reading materials.

II. METHODOLOGY

The present study, questionnaire method was used for data collection that seeks to explore the e-reading habit of faculty members. The data collected are the situation of information about the views of college faculty members of science. The questionnaire comprises 11 questions with an option to express any comments regarding e-reading habit. 80 questionnaires were distributed among the faculty members of Agra district, convenience sampling method used for the data collection, 71 questionnaires were received back from the respondents.

Table-1: Sample Population

Questionnaire distributed	Received questionnaires	%
80	71	88.75

Table-2: Purpose of use e-reading

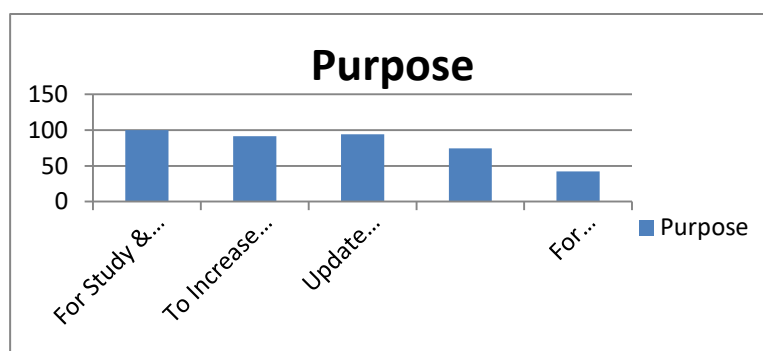| S. N.	Purpose	%
1.	For study and teaching work	99.95
2.	To increase knowledge	91.54
3.	Update subject knowledge	94.36
4.	For recreation/message	74.64
5.	For entertainment	42.25

Table-2 shows that majority of faculty members use e-reading for their course work nearly (100%) followed by update subject knowledge (94.36%), to increase knowledge (91.54%), and nearly 75% faculty members for recreation/message and least number for entertainment.

Table-3: Frequency of e-reading

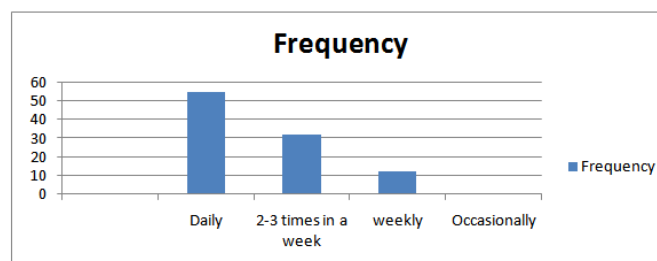| S. N.	Frequency	%
1.	Daily	54.92
2.	2-3 times in a week	32.40
3.	weekly	12.68
4.	Occasionally	0
Total		100

Table-3 shows that majority of faculty members (54.92%) uses e-reading daily followed by 32.40% uses 2-3 times in a week, where as a 12.68% faculty members uses weekly. However it is interesting to note that not a single faculty member reported that he/she uses their sources occasionally.

Table-4: Time spent for e-reading

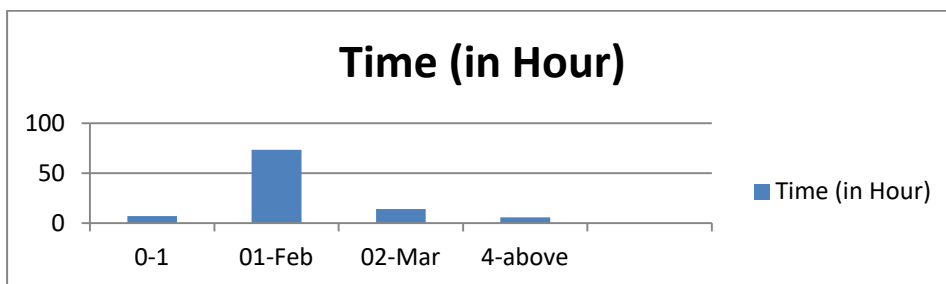| S. N.	Time (in hour)	%
1.	0-1	07.04
2.	1-2	73.23
3.	2-3	14.08
4.	4-above	5.63
Total		100

Table-4 showed that majority of faculty members spent 1-2 hours for e-reading and least number of faculty members spent less than 1 hour.

Table-5: Place where most frequently using e-reading

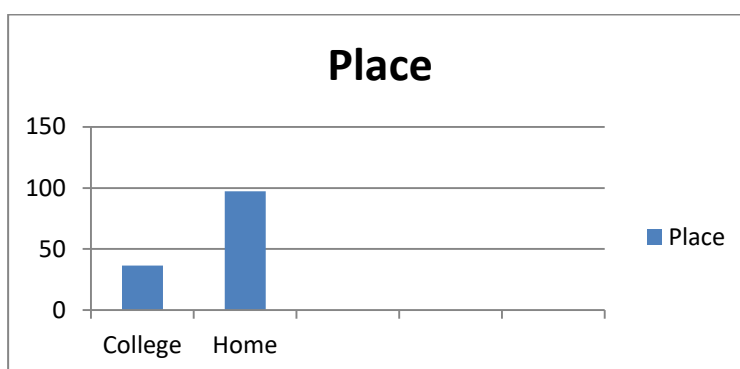| S. N.	Place	%
1.	College	36.61
2.	Home	97.18

Table-5 revealed that majority of faculty members most frequently use e-reading in their 97.18% College faculty members at home followed by 36.61% College faculty members at department.

Table-6: Problem faced during using e-reading

S. N.	Problems	%
1.	Speed of Internet	63.38
2.	Slow downloading	84.50
3.	Unawareness about the exact URLs	91.45
4.	Not access full text in many e-resources	100
5.	Printing facility	40.84

Table-6 showed that majority of faculty members   not access full text in many e-resources (100%) followed by
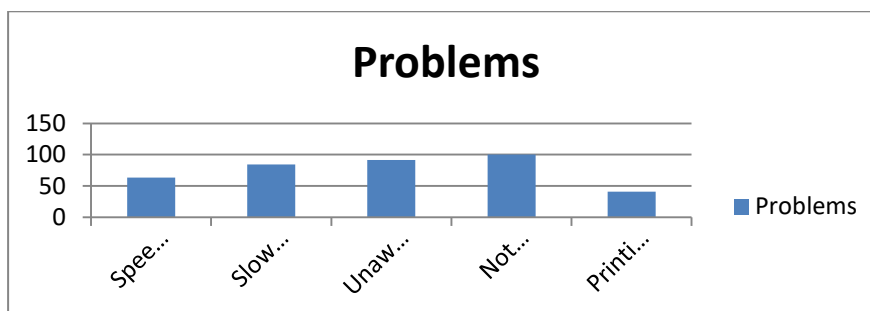
unaware uses about the exact URLs (91.45%) also slow downloading are a major problem faced by faculty members (84.50%) during e-reading process.

Table-7: Preferred methods of e-reading materials

Methods	Faculty members	%
Print out on the paper	25	48.07
Display on the PC monitor	23	44.23
Downloading in the CD/DVD, floppy and flash memory etc.	18	34.62

Table-7 revealed that the most preferred methods of e-reading materials is print out on the paper (48.07%) has been identified to be the maximum by the faculty members. Display on the PC monitor is the second order of rank i.e. (44.23%), followed by downloading in the CD/DVD, floppy and flash memory etc. (34.62%) secured the rank of 3 respectively in order of ranking.

Table-8: Most preferred formats of E-reading materials

Formats	Research scholars	%
PDF	28	53.85
HTML	22	42.30
both (PDF & HTML)	2	3.85
Total	52	100

Table-8 revealed that the most preferred formats of e-journals is PDF (53.85%) has been identified to be the maximum by the faculty members. HTML is the second order of rank i.e. (42.30%), followed by above both format PDF & HTML (3.85) secured the rank of 3 respectively in order of ranking.

Table-9: Awareness and use of e-reading

S. N.	Resources	Awareness (%)	Use
1.	News	100	92.95
2.	e-books	100	43.67
3.	e-journals	100	100
4.	e-mail	100	100
6.	Online databases	63.38	21.12
7.	Others online resources	43.66	43

Table-9 indicated that majority of science Faculty members are aware about news, e-books, e-journals, e-mails, conference/seminar, etc., and least numbers of faculty members aware about online databases and others online resources. A majority of faculty members use e-journals (100%) and e-mail (100%) followed by news (92.95%), and e-books (43.67%), a least number of faculty members uses online databases and other online resources.

Table-10: Problem faced during using e-reading

S. N.	Problems	Response	%
1.	Speed of Internet	45	63.38
2.	Slow downloading	60	84.50
3.	Unawareness about the exact URLs	65	91.45

4.	Not access full text in many e-journals	71	100
5.	Printing facility	29	40.84

Table-10 shows that majority of faculty members not access full text in many e-journals (100%) followed by unaware uses about the exact URLs (91.45%) also slow downloading are a major problem faced by faculty members (84.50%) during e-reading process.

Table-11: Opinion about E-reading materials

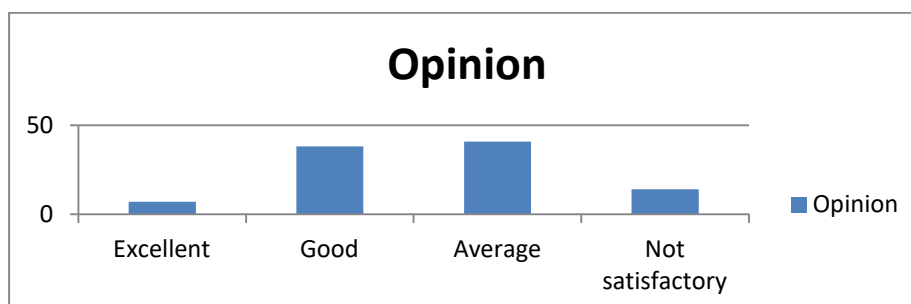| S. N.	Opinion	%
1.	Excellent	7.04
2.	Good	38.03
3.	Average	40.85
4.	Not satisfactory	14.08
Total		100

Table-11 indicated that majority of faculty members graded the e-reading materials available online is average (40.85) and (38.03%) rated the good. Only (7.04%) rated the materials available are excellent.

III. CONCLUSION

E-reading materials are the most important for the research community. It is proceed that online materials saves time of the users. Lack of training among users and proper infrastructure in the library is a major de-motivating factor in the use of e-reading. This study helps the librarian to know the importance of e-reading and it helps them to improve the services related to e-reading materials. The findings of this study lead us to conclude that faculty members s need to improve their reading habits. It will be beneficial to have a record of their reading habits in order to make predictions about their academic success in the for research purposes. Faculty members concur that generally their expectations of their reading ability, have not been met. Faculty members should be encouraged to use the Internet as a tool to tap valuable e-reading resources or participate in relevant discussion groups. This activity can assist in the promotion of autonomous learning and make faculty members more independent and resourceful.

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