Online Reading Habit Among Research Scholars of KNK College of Horticulture, Mandsaur (M.P.) : A Case Study

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Abstract

This study examined the online reading preferences of KNK College of Horticulture, Mandsaur (MP) research students. The college is home to 80 Research Scholars in total. Research academics were given well-designed questionnaires using Google Form. For analysis, the 59 questionnaires were received. The current study demonstrates and elaborates on a variety of online reading habits of research scholars of the college, including the reason for using online reading, the location where reading occurs most frequently, how often and how long people spend reading online, awareness of reading problems encountered while reading online, search engines used by research scholars for reading online, and opinions about online reading materials. Additionally, an attempt has been made to address these issues.

Key words : *Online reading habits, research scholars, KNK College of horticulture, Mandsaur and Google form, etc.*

Introduction

Reading habits have changed dramatically and quickly as a result of the internet's broad use worldwide and the use of alternate reading resources, particularly hypertext and multimedia resources (1, 2). Online reading is a broad word that encompasses all forms of learning made possible by computer use. Therefore, it incorporates computer-based learning resources (such as e-journals, e-books, multimedia, discussion forums, email, blogs, and chat, animations, and simulation games), as well as virtual experiments of the aforementioned and learning through the resources offered on the Internet. Almost everyone who uses the word "online reading" has a different understanding of what it entails. Others understand that online reading can include collaborative learning and real-time learning, while some people solely consider web-based self-study. The defining word for online reading is**.**

Purpose of the study : The following are the study's primary goals :

To identify the various reasons why research scholars use online reading;

to identify the location where online reading occurs most frequently;

to identify the amount of time spent online reading;

to identify the knowledge of and use of different types of online reading material;

to identify the challenges faced by research scholars when using online reading;

to identify the search engines used by the research scholars for online reading; and to express opinions about on

Research Methodology

The current study, which sought to examine the online reading habits of Research Scholars at KNK College of Horticulture, Mandsaur (MP), used the Google form approach to collect data. The material gathered reflects the scenario as it relates to research scholars' points of view. There are 8 questions in all, and you can add any remarks on your online reading preferences. The researchers were given access to 80 questionnaires. The data was collected using the convenience sample approach, and 59 questionnaires were returned by the respondents.

Sample Population

S. No.	Department	Question-naire distributed	Received Question-naire	Percentage
1.	Research Scholars	80	59	73.75

Table-1 : Purpose of using online reading.

S. No.	Purpose	Respondents	Percentage
1.	For study work	46	78.0
2.	To increase knowledge	37	62.7
3.	Update subject know-ledge	31	52.5
4.	For entertainment	09	15.3

Table-1 shows that the majority of research Scholars use online reading for their Study work (78%) followed by

updating increased knowledge (62.7%) to subject knowledge (52.5%) Nearly 15.3% Research Scholars for entertainment.

Table-2 : The place where most frequently using online reading.

S. No.	Place	Respondents	Percentage
1.	College	48	81.4
2.	Home	33	55.9
3.	Other places	16	27.1

Table-2 revealed that the majority of research scholars most frequently use online reading in their department/library, followed by 81.4% of research Scholars at home and the least number of research scholars go to other palaces for online reading.

Table-3 : Frequency of online reading.

S.N.	Frequency	Respondents	Percentage
1.	Daily	46	78.0
2.	2-3 times in a week	11	18.6
3.	Weekly	02	03.4
4.	Occasionally	00	00.0
	Total	100	

Table-3 shows that the majority of research scholars (78%) use online reading daily, followed by 18.6% of users 2–3 times a week. Whereas very few research scholars use it weekly. However, it is interesting to note that not a single research scholar reported that he/she uses their sources occasionally.

Table-4 : Time spent for online reading.

S.N.	Time (in hours)	Despondent	Percentage
1.	0-1	3	05.1
2.	1-2	18	30.5
3.	2-3	13	22.0
4.	4-above	25	42.4
	Total	100	

Table-4 showed that the majority of research scholars spent 4-above hour's online reading, and the least number of research scholars spent less than 1 hour.

Table-5 : Awareness and use of online reading.

S.N.	E-Resources	Awareness (%)	Use
1.	News	39	66.1
2.	e-books	44	81.4
3.	e-journals	37	62.7
4.	email	17	28.8
5.	Online database	33	55.9
6.	Others online resources	38	64.4

Table-5 indicates that the majority of research scholars are aware of news, e-books, e-journals, email, conferences/seminars, etc., and the least numbers of research scholars are aware of online databases and other online resources in case of using the majority of research scholars use e-books(81.4%) and News and

Other online resources (66.1%) followed by e-journals (62.7%) and online database (55.9%), the least number of research scholars use e-mail (28.8%).

Table-6 : The problem faced during using online reading.

S. N.	Problem	Response	Percentage
1.	Speed of Internet	33	55.9
2.	Slow downloading	28	47.5
3.	Unawareness about the exact URLs	16	27.1
4.	Not accessing full text in many e-journals	28	47.5
5.	Printing facility	13	22.0
6.	Other online resources	15	25.4

Table-6 showed that the majority of research scholars do not access the full text in many e-journals (100%) followed by unaware users about Accessing full text in any e-journals (47.5%) also Unawareness is a major problem faced by research scholars (27.1%) during the online reading process.

Table-7 : Search engines used by Research Scholars for online reading.

S.N.	Search engines	Respondents	Percentage
1.	Google	57	96.6
2.	Yahoo	1	1.7
3.	MSN	0	0.0
4.	Others	1	1.7
	Total	59	100

Table-7 revealed that the majority of research scholars used Google search engines (96.6%) for their online reading process, followed by Yahoo and other search engines (1.7%).

Table-8 : Opinion about online reading material.

S.N.	Opinion		%
1.	Excellent	17	28.8
2.	Good	38	64.4
3.	Average	4	6.8
4.	Not Satisfactory	0	0.0
	Total	59	100

Table-8 indicated that the majority of research Scholars graded the online reading material available online is good (64.4%) and (28.8%) rated the Excellence only (6.8%) rated the Average.

Conclusions

Online reading materials are the most important for the research community. It processes that online material saves time for the users lack training among users and proper infrastructure in the library is a major demotivating factor in the use of online reading this study helps the librarian to know the importance of online reading and helps them to improve the services related to online reading materials the finding of this study lead us to

conclude that research scholars need to improve their reading habits it will be beneficial to have a record of their reading habits to predict their academic success in the research scholars concur that generally their expectation in relevant discussion groups this activity can assist in the promotion of autonomous learning and make research scholars more independent and resourceful.

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