

READING AND INFORMATION USAGE HABIT OF STUDENTS IN NATIONAL INSTITUTE OF ELECTRONICS AND INFORMATION TECHNOLOGY (NIELIT) KOKRAJHAR: A CASE STUDY

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ABSTRACT

The study has been carried out in National Institute of Electronics and Information Technology(NIELIT), Kokrajhar district in the state of Assam, India to know the reading habit of students so that a better and more organized library collection can be build and thus better library service can be provided to the library users. In this study an online questionnaire was prepared using Google doc and after that E-mail IDs of students were collected by personally meeting them. The Questionnaire form link was emailed to them for the survey. This paper mainly deals with 6 objectives i.e. To Know their library use frequency, To know their reading and information usage habit and seeking behaviour, to know their perception about reading habit, to know their familiarity with electronic resources, to know whether they prefer electronic resources over print resources, to know their awareness about the library course materials provided to them. In this paper suggestions have been taken from the students for improving the library collection of NIELIT, Kokrajhar library and library services.

Keywords: Reading, Reading habit, Reading preferences, Information Source

1. INTRODUCTION

“Reading” is the process of verbal perception of any written, printed or digital text. By merely reading a text we may or may not be able to understand its meaning until and unless we understand it logically. So reading is also a process of logical perception. Any literate person having knowledge of the respective language can read the respective text. “Habit” is an automatic action resulting from repetitive practice. Habit is a mental tendency to perform any action with or without consciousness. So we can define “Reading

habit” as a mental tendency for reading in a habitual pattern. Ozbay (2006) has very rightly defined that “Reading is generally accepted as a way for reaching new information and assumed to be consistent with the comprehension capabilities of individuals.” Again according to Ogeyik (2008) “Purpose of reading a text varies from person to person with respect to individuals’ preferences. A reader can read merely for having pleasure, while another one can read it for getting information.”

2. LITERATURE SURVEY

Ogeyik & Akyay (2009) of Trakya University, Faculty of Education, Edirne, Turkey surveyed reading habits and preferences of student teachers at foreign language departments and effects of reading on students’ performance. It was found that the students had positive attitudes towards

reading and were widely involved in reading activities. Another optimistic outcome was that the students read both in native and foreign languages. Another study conducted by Phillip (1990) of Dept of Extension Studies, University of Papua New Guinea proposed that, to foster reading habit and

forge the link between people with basic literacy skills and the libraries, it is necessary for the libraries to reach out to the people. Librarians will have to take the books to the people rather than waiting for the people to come to the books if they really want the people to read. According to “Angella Phillip” (Dept of extension studies, University of Papua New Guinea) Reading habit is a missing link between literacy and libraries. In libraries one aim of conducting user studies is to know users’ reading preferences. So studying reading habits of users is also a part of user study. Library professionals need to survey the reading habits of readers as it will help to understand their preferences for accessing information i.e. in what format, what kind of information they want, preferences for reading materials, whether they are satisfied with the existing reading materials or not etc. Sari (2013) studied the students’ perception towards their reading difficulties of different genres. The data was collected through a descriptive research conducted in 2009/2010 at the English Department of FBSS, State University of Padang through a reading test to determine the level of the students in genre awareness and reading comprehension, and interview to gain students’ perception on their reading

difficulties. The result of the interview showed that students with different level of comprehension had different difficulties in understanding texts with different genres because of some factors. One of the findings of the interview was “reading habit of the students influences their comprehension”. Baron, Calixte and Havewala (2016) Studied 429 university students in the US, Japan, Germany, Slovakia, and India. The findings were 92% of students concentrated best when reading in print, and more than four-fifths answered that they would prefer print for both schoolwork and pleasure reading if cost of both digital and print is same. Another finding was print documents provide ease of annotation. Boakye (2017) studied sociology students' reading backgrounds to determine their specific reading needs. A questionnaire was devised to find out students' cognitive, affective and social profiles in relation to reading. The findings showed as a whole students have positive reading experience, students responded positively to reading attitude, students’ self-efficacy levels overall seemed to be satisfactory, majority of students were using inappropriate cognitive strategies, have poor reading habits.

3. MATERIALS AND METHOD

In this study a questionnaire was prepared using Google doc containing 21 questions and after that E-mail IDs of students were collected by personally meeting them. Total 50 respondents were

emailed the questionnaire in Google doc form format. Total 38(76%) students responded to the questionnaire within the stipulated time.

4. SCOPE

The present study has been conducted at the National Institute of Electronics & Information Technology (NIELIT) in the Kokrajhar district of the state of Assam in India. The scope of this

study is to analyse the reading and information usage habit of students in National Institute of Electronics & Information Technology (NIELIT), Kokrajhar, Assam.

5. OBJECTIVES

Following are the objectives of this study;

1. To find out their library use frequency.
2. To examine their reading and information usage habit and seeking behaviour
3. To understand their perception about reading habit
4. To find out their familiarity with electronic resources
5. To know whether they prefer electronic resources over print resources
6. To find out their awareness about the library course materials provided to them

6. RESULT AND DISCUSSION

For this study total 50 students were emailed the questionnaire and 38 students

- **To find out their library use frequency.**

Respondents were asked to choose any one of the options for the following

- **Frequency of visit to the library**

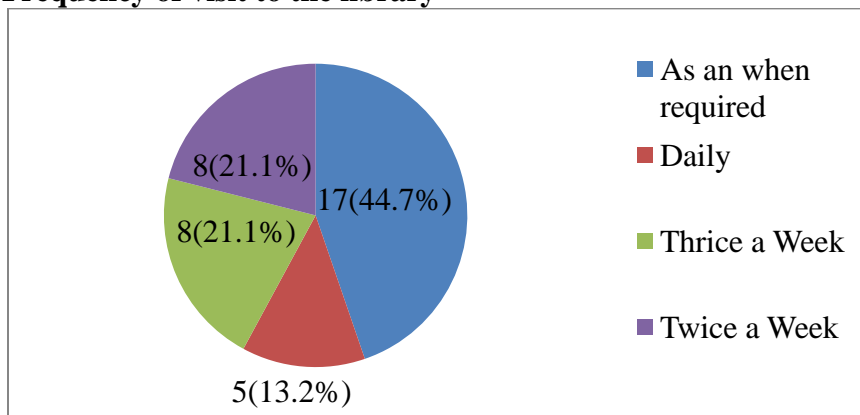


Figure 1: Frequency of visit to the library

From the above figure1 it is observed that 17(44.7%) of the student visit library as an when required i.e. when they require some information, which is

replied to the survey. Total percentage of respondents was 76%.

questions. Below is the analysis of the first objective of the study.

- **Use of the library reading space**

followed by 8(21.1%) students visiting the library thrice in a week and same numbers visit twice in a week respectively. Only 5(13.2%) students visit to the library daily.

Response	No. of Respondents	Percentage
Yes	34	94.4%
No	2	5.6%
Total	36	94.7%

Table 1 Use of the library reading space

From the Table 1 it can be seen that out of total 38 respondents, 36 (94.7%) responded to the question. So out of 36

respondents, 34(94.4%) use library reading space facility and 2(5.6%) do not use this facility.

o Time duration spent on an average daily in the library

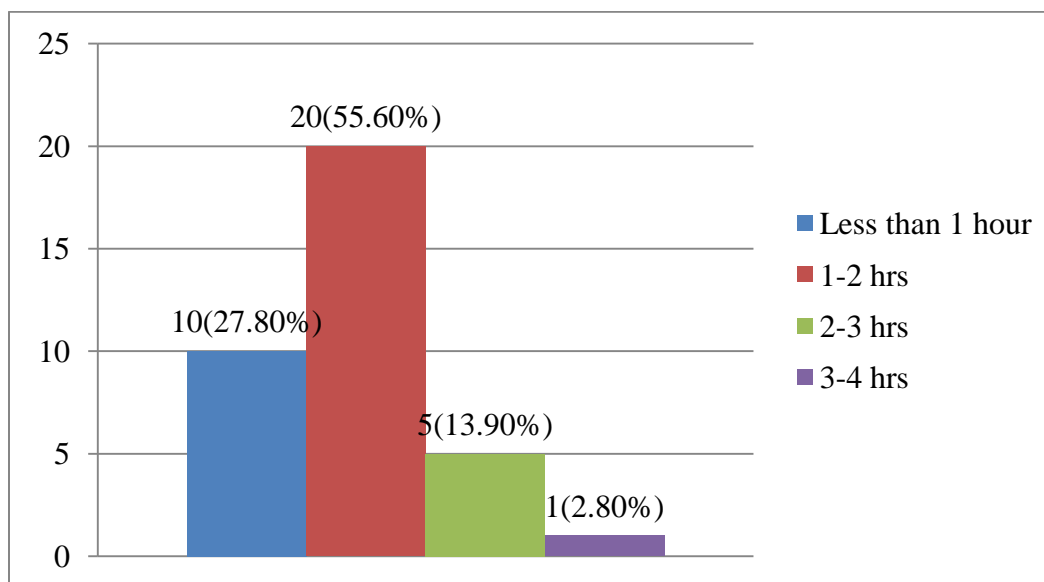


Figure 2 Time duration spent on an average daily in the library

From the figure 2 out of total 36(94.7%) respondents, maximum 20(55.6%) students spent average 1-2 hours daily in library and 1(2.8%) student spent 3-

4 hours in library. Another 10(27.8%) students spent less than 1 hour and 5 (13.9%) students 2-3 hours in library.

• **To examine their reading and information usage habit and seeking behaviour**

For the above objective respondents were asked below mentioned question for which multiple choice options were given.

All the 38 (100%) responded to the below mentioned questions.

S. No.	Information Sources Types	No. of Respondents	Percentage
1	Journal	4	10.5%
2	Book	24	63.2%
3	Conference Proceedings	0	0%
4	Newspapers and Magazines	11	28.9%
5	Web Resources	7	18.4%

Table 2 what kind of information sources do you read for your course?

As seen in the Table 2, maximum 24(63.2%) students read book for their course and minimum 4(10.5%) reads journals. 11(28.9%) students read newspapers and magazines and 7(18.4%) students read web resources for their course.

Here it does not mean that a student reading book does not read another resources but it is a cumulative selection of the students as students were given multiple options to select according to their choice.

S. No.	Means of Searching Information	No. of Respondents	Percentage
1	Ask the library staff as if he could manage the same	19	50%
2	Discuss with friend	10	26.30%
3	Discuss with concern teacher	10	26.30%
4	Check the source and try to purchase the same from the market	2	5.30%
5	Search the internet and get download if available	5	13.20%

Table 3 what are the means of searching information?

From the Table 3, maximum 19(50%) students' means of searching information is asking library staff. 10(26.3%) students discuss with friends and

with concerned teachers. 5(13.2%) students search the internet and 2(5.3%) students check the information source and try to purchase the source from market.

S. No.	Purpose of visiting library	No. of Respondents	Percentage
1	To get books and other information sources related to subject	29	76.30%
2	To read Newspapers and Magazines	8	21.10%
3	To surf the internet	1	2.60%

Table 4 Purpose of visiting library

From the Table 4, out of 38 students, 29(76.3%) students visit the library to get books and other information sources related to subject. 8 (21.1%) visit the library to read

news papers and magazines and 1(2.6%) student come to the library for internet surfing.

S. No.	Types of literature	No. of Respondents	Percentage
1	Read literature about what is going on around i.e. political situation, economic situation etc.	9	24.3%
2	Read literature for pleasure and relaxation.	10	27%
3	Read literature which are necessary for our course	20	54.1%

Table 5 what sort of literature do you read in library?

From the above Table5, maximum 20(54.1%) students read literatures which are necessary for their course, 10(27%)

students read literature for pleasure and relaxation and 9(24.3%) students read literature about politics and economics.

- **To understand their perception about reading habit**

On the basis of literature surveyed 8 questions were asked regarding perception about reading habit and how it helps to

develop cognitive abilities using 5 point Likert scale. Following are the questions which were answered by students.

Reading enhances our mental capacity			
S. No.	Option	No. of Respondents	Percentage
1	Strongly disagree	0	0%
2	Disagree	0	0%
3	Neutral	8	21.6%
4	Agree	24	64.9%
5	Strongly agree	5	13.5%
Total		37	97.3%

Table 6 Reading enhances our mental capacity

From the Table 6, out of the total 38 respondents, 37(97.3%) answered to this question. Out of 37 students 24(64.9%) students agree that reading enhances our

mental capacity and 5(13.5%) students are strongly agree. 8(21.6%) students are neutral about this.

Reading helps to develop a depth concept on course			
S. No.	Options	No. of Respondents	Percentage
1	Strongly disagree	1	2.6%
2	Disagree	0	0%
3	Neutral	8	21.1%
4	Agree	21	55.3%
5	Strongly agree	8	21.1%
Total		38	100%

Table 7 Reading helps to develop a depth concept on course

From the Table 7 out of the total 38 respondents, 21(55.3%) students agree that reading helps to develop a depth concept on course, 8(21.1%) students are strongly

agree and another 8(21.1%) are neutral about it. 1(2.6%) student is strongly disagree with it.

Reading helps to keep up-to-date in our course			
S. No.	Options	No. of Respondents	Percentage
1	Strongly disagree	1	2.7%
2	Disagree	1	2.7%
3	Neutral	5	13.5%
4	Agree	18	48.6%
5	Strongly agree	12	32.4%
Total		37	97.3%

Table 8 Reading helps to keep up-to-date in our course

From the Table 8 out of the 37(97.3%) respondents, 18 (48.6%) agree that reading helps to keep up-to-date in our course, 12 (32.4%) are strongly agree with

it, 5(13.5%) are neutral about this, 1(2.7%) is strongly disagree and another 1(2.7%) is disagree with it.

Reading develops fast reasoning			
S. No.	Options	No. of Respondents	Percentage
1	Strongly disagree	1	2.6%
2	Disagree	2	5.3%
3	Neutral	4	10.5%
4	Agree	24	63.2%
5	Strongly agree	7	18.4%
Total		38	100%

Table 9 Reading develops fast reasoning

From the Table 9, 24(63.2%) students agree that reading develops fast reasoning, 7(18.4%) are strongly agree,

4(10.5%) are neutral, 2(5.3%) are disagree and 1 (2.6%) is strongly disagree with it.

Helps in gaining retrospective knowledge of course			
S. No.	Options	No. of Respondents	Percentage
1	Strongly disagree	1	2.6%
2	Disagree	2	5.3%
3	Neutral	3	7.9%
4	Agree	21	55.3%
5	Strongly agree	11	28.9%
Total		38	100%

Table 10 helps in gaining retrospective knowledge of course

From the Table 10, out of the 38(100%) students, 21(55.3%) students agree that reading helps in gaining retrospective knowledge of

course, 11(28.9%) are strongly agree, 3(7.9%) are neutral, 2(5.3%) are disagree and 1(2.6%) is strongly disagree with it.

Reading opens the door for new information			
S. No.	Options	No. of Respondents	Percentage
1	Strongly disagree	1	2.6%
2	Disagree	1	2.6%
3	Neutral	4	10.5%
4	Agree	14	36.8%
5	Strongly agree	18	47.4%
Total		38	100%

Table 11 Reading opens the door for new information

From the above table 11, 18 (47.4%) students are strongly agree that reading opens the door for new information,

14(36.8%) are agree with it, 4(10.5%) are neutral, 1(2.6%) is strongly disagree and another 1(2.6%) is disagree with it.

Reading enhances analytical capacity			
S. No.	Options	No. of Respondents	Percentage
1	Strongly disagree	0	0%
2	Disagree	3	8.3%
3	Neutral	6	16.7%
4	Agree	14	38.9%
5	Strongly agree	13	36.1%
	Total	36	94.7%

Table 12 Reading enhances analytical capacity

From the above Table 12 out of the total 36 (94.7%) respondents, 14(38.9%) agree that reading enhances analytical

capacity. 13(36.1%) are strongly agree, 6(16.7%) are neutral and 3(8.3%) are disagree with it.

Reading enhances intelligence			
S. No.	Options	No. of Respondents	Percentage
1	Strongly disagree	1	2.7%
2	Disagree	0	0%
3	Neutral	4	10.8%
4	Agree	17	45.9%
5	Strongly agree	15	40.5%
	Total	37	97.3%

Table 13 Reading enhances intelligence

From the above Table 13, it can be seen that out of 37(97.3%) respondents, 17(45.9%) agree that reading enhances

intelligence, 15(40.5%) are strongly agree, 4(10.8%) are neutral about it and 1 (2.7%) is strongly disagree.

- **To find out their familiarity with electronic resources**

Questions were asked for the 4th objective. Following are the result and analysis of the above objective.

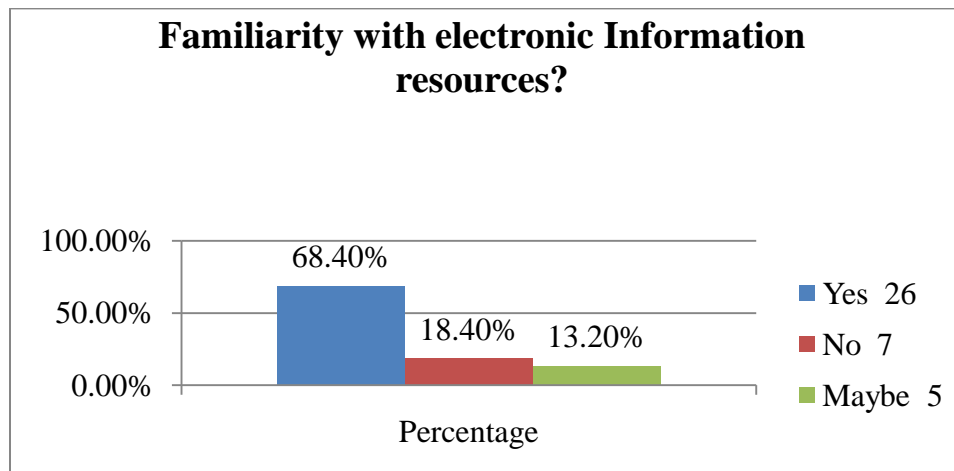


Figure 3 are you familiar with electronic Information resources?

From the figure 3, 26(68.4%) students are familiar with electronic information resources, 7(18.4%) are not

familiar with electronic information resources and 5(13.2%) are not sure whether they are familiar or not.

- **To know whether they prefer electronic resources over print resources**

Questions were asked about their preference of e-information resources over

print resources. Following were the responses.

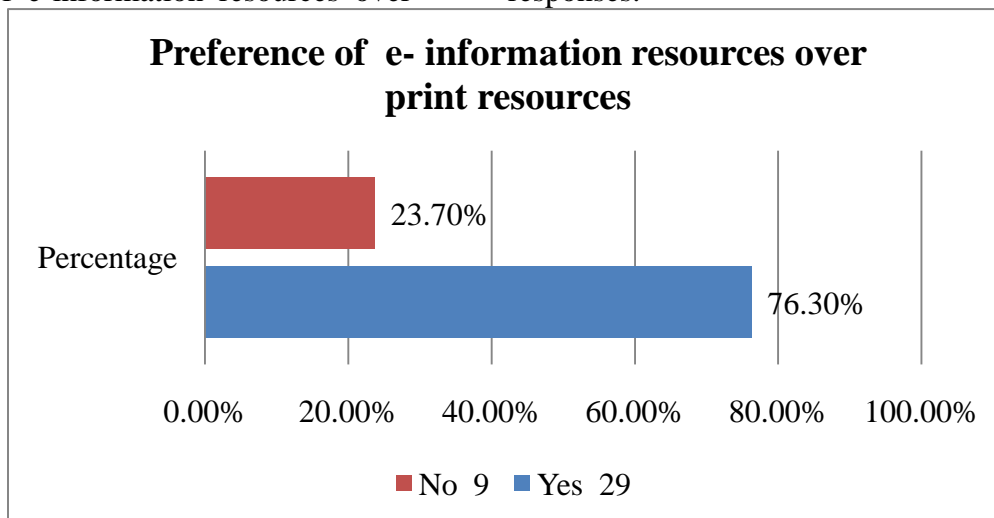


Figure 4 Do you prefer e- information resources over print resources?

From the figure 4, 29(76.3%) students prefer e-information resources over

print resources and 9(23.7%) does not prefer.

- **To find out their awareness about the library course materials provided to them**

Questions were asked to find out their awareness about library course

materials provided to them. Following are the finds.

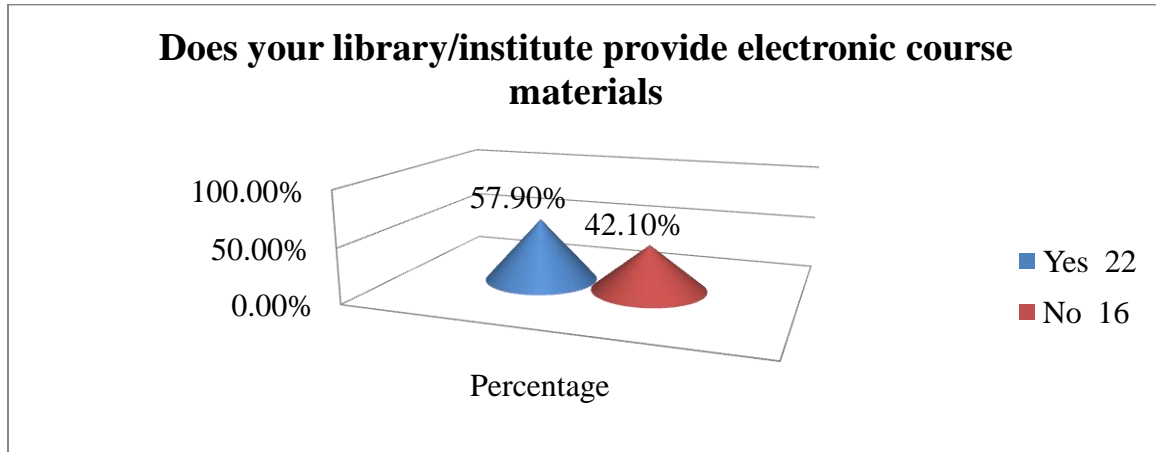


Figure 5 Does your library/institute provides electronic course materials?

From the figure 5, 22(57.9%) students said yes that library provides electronic course materials but 16(42.1%) students said no to it. This discrepancy in answering this question owes to the fact that the institute originally provides print course materials in the form of course

books but does not provide this in electronic format. But students can download various course related free e-books from World Wide Web (WWW) using the internet facility provided by the institute.

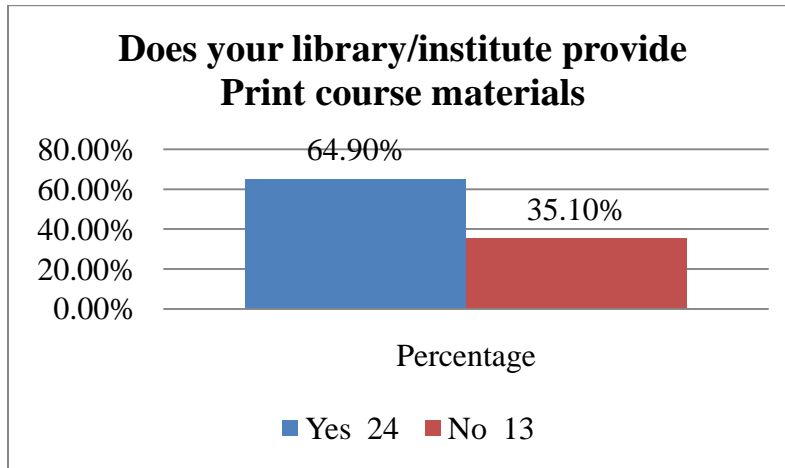


Figure 6 Does your library/institute provides print course materials?

From the figure 6, it is seen that 24(64.9%) students responded yes and 13(35.1%) students responded no. The fact is that the institute provide print course

materials in the form of course books but does not provide any print out of electronic course materials. Students have to take print on their own expense.

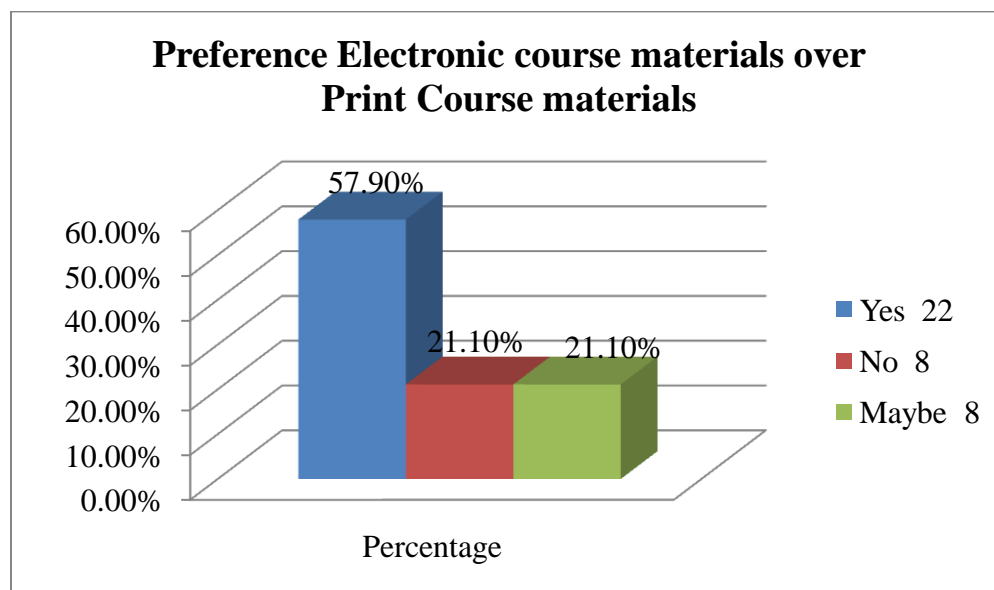


Figure 7 Do you prefer Electronic course materials over Print Course materials?

From the figure 7, it is seen that 22(57.9%) students prefer their course materials in electronic form over print form and 8(21.1%) students do not prefer their course materials to be in electronic format

rather they prefer print format. Another 8(21.1%) students are not sure hence responded may be. So in some cases they would prefer electronic over print.

Suggestions from students for improving library collection and services to cater their information need.

Some suggestions are provided by students for improving the library collections and services which are as follows:

The library should provide information resources which are necessary for their course. The library should provide question and answer bank books and other reference course materials. The library

should also provide the study materials in electronic format. The library should provide updated magazines, technical reference books for their course as some of the books are not available in market.

7. FINDINGS

17(44.7%) number of the students visit library as and when required or when they require some information. 34(94.4%) students use library reading space and 2(5.6%) students don't not use library reading space. Maximum 20(55.6%) students spent average 1-2 hours daily in library. Maximum 24(63.2%) students read book for their course. 19(50%) students' means of searching information is asking

library staff.29(76.3%) students visit library to get books and other information sources related to subject and 20(54.1%) students read literatures which are necessary for their course.24(64.9%) students are agreeing that reading enhances mental capacity, 21(55.3%) students agree that reading helps to develop a depth concept on course, 18 (48.6%) agree that readings helps to keep up to date in their course, 24(63.2%) students

agree that reading develops fast reasoning, 21(55.3%) students are agree that reading helps in gaining retrospective knowledge of course, 18 (47.4%) students strongly agree that reading opens the door for new information. 14(38.9%) are agree and 13(36.1%) are strongly agree that reading enhances analytical capacity, 17(45.9%) are agree and 15(40.5%) are strongly agree that reading enhances intelligence. 26(68.4%) students are familiar with electronic

information resources, 7(18.4%) are not familiar with electronic information resources. 29(76.3%) students prefer e-information resources over print resources and 9(23.7%) don't prefer. 22(57.9%) students said yes that library provides electronic course materials, 24(64.9%) students responded that library provide print course materials and 22(57.9%) students prefer their course materials in electronic form over print form.

8. CONCLUSION

This study was conducted to know about the reading and information usage habit of students in NIELIT Kokrajhar and results indicate that there is a need to inculcate reading habit among the students which can be done by effective library services to be provided by the library. In some cases students are needed to be

introduced to the library collection and library services. An effective strategy from librarians' side would help the users to develop reading habit. Introduction to new information sources would improve their information usage habit so that they can explore ever new information resources with ease.

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