International Journal of Multidisciplinary Trends

Dr. Nabajyoti Das
Librarian, Handique Girls'
College, Guwahati, Assam,
India

Impact of information literacy on reading habit: A study on the students of Handique Girls' College, Guwahati

Nabajyoti Das

Abstract
Reading habit is a condition of body and mind that is acquired through constant practice of reading for the pursuit of knowledge and/or mental refreshment. The author discusses the various factors to assess and compare information literacy and reading habit of the college students, such as frequency of Library Visit, Purpose of visiting the Library, Time Spent for Study, Purpose of study vis-a-vis Time, Mode of Locate books in the library, and Some Miscellaneous Questions on experience of using library in their school days, their experience in seating in the library reading room and its environment for study, self-comparison on their ability to access resources and its impact on reading tendency, etc., which have significant effects on information literacy and their interrelations to reading habit. Similarly, the author has also discussed the various factors to assess information literacy of the students before attending information literacy programme and after attending information literacy programme, such as Efficiency of the students to determine the nature and extent of the information need, to find out needed information effectively and efficiently, to evaluate the quality of information, to organize information resources for effective use, to store the information for future use and reference, to use e-resources, etc. The article viewed that educational system and mostly the library system are more responsible for producing information literate human being. The library system and educational system are largely responsible for developing intellect, skills and ideas in regards to information searching, browsing and ultimately using information and information resources by the students themselves, which help to stimulate thought and emotions in human mind and develop worthwhile tests and interest on reading resources for the pursuit of knowledge. The article has given a descriptive analysis of the data collected through a survey of the students of Handique Girls' college, Guwahati and from the analysis it reveals that information literacy has a significant impact on inculcating reading habit.

Keywords: Guwahati, information literacy, reading habit, college students

1. Introduction

According to encyclopedia Britannica *"habit is the condition of body and mind, especially one that has become permanent or settled by custom or persistent repetition, hence custom, usage to have, hold, or in a reflective sense, to be in a certain condition."* Dictionaries describe habit as something done often and regularly, sometimes subconsciously, like a routine action. In psychology, it refers to a routine of behavior repeated regularly that occurs subconsciously, forming through context-dependent repetition where cues trigger automatic responses. (Wikipaedia). A habit is a settled tendency or usual manner of behavior, often acquired through repetition and becoming nearly involuntary (Merriam Webster Dictionary). Habit may of different types like religious habit, cultural habit, sports habit, physical habit, etc. Habit may be set with regular practice of a particular activity. Theory in psychology predicts that, in associated contexts, habit will consistently elicit behavior and override counter-habitual intentions (Hall & Fong, 2007) [6]. As habits form, action control is transferred to environmental stimuli, and reliance on attention or motivational processes decreases (Lally, Wardle, & Gardner, 2011) [8]. Habits should thus persist even where conscious motivation wanes. This has led to calls for habit formation to be encouraged in interventions, to promote long-term maintenance (Rothman, Sheeran, & Wood, 2009) [13].

When this habit is directed towards reading something, it is called reading habit. But it should be mentioned that the casual reading and reading only for entertainment is perhaps should not be called as reading habit. The reading should be purposeful to consider it as reading habit. Reading Habit (RH) focuses on the accumulation of knowledge, which is an organic, adaptive learning process.

Corresponding Author:
Dr. Nabajyoti Das
Librarian, Handique Girls'
College, Guwahati, Assam,
India

A reading habit refers to the regular and frequent engagement with reading materials, often voluntarily for pleasure, information, or personal growth, characterized by the amount read, frequency, time spent, and preferences (Latha VR, 2020) [9]. Reading habits include the types of materials chosen, reading duration, and contexts like independent leisure reading without external pressures. They develop early, influence vocabulary and comprehension growth, and reflect personal interests and attitudes. Strong habits enhance cognitive skills, focus, and empathy through repeated exposure (Chettri K & Rout SK, 2013) [5].

In light of the above it can be summarized that reading habit is a condition of body and mind that is acquired through constant practice of reading literary documents for the pursuit of knowledge and/or mental refreshment. The habit formation is a biological and spontaneous process and it is tremendously influenced by societal factors one comes across in the passage of time. The reading habit depends on a variety of factors. According to LS Ramiah, noted author and University librarian of CIEFL, Hyderabad, there are seven most important factors that help to grow reading habit. These are Literacy level, Socio-economic development, Family and Cultural traditions, Political perspective, Educational system, Library system, and publishing pattern. Out of these probably, the Educational system and mostly the library system are more effective in creating reading habit. The educational system is largely responsible for developing intellect, skills and ideas. On the other hand the library system helps to stimulate thought and emotions in human mind and develop worthwhile tests and lotic interest on literature. It also provides fun and escape from mental bonding. Now, from the present study it is intended to add one more important factor which has a significant impact on inculcating reading habit, i.e. Information Literacy. Reading habit has little distance from the focuses of Information Literacy (IL), as it is nowadays understood and practiced, might it be worth considering the operational perspective and specifically the scale at which one is operating. Could it be that IL has an impact on inculcating reading habit? The answer to this question might be yes, and so this article seeks to generate an analysis, and initial proposal of how or to what extent from the field of education, training in IL can contribute to the generation of people's competent in searching, locating and using information, and thus to develop RH for self-learning and vise-versa.

Before looking more deeply into the specific issues in both fields, it is necessary to define the terms Information Literacy (IL) and to outline the scope of this article and its intended framework. Paul G Zurkowski (1974. p.6) [16] first used the term information literacy to describe "*the techniques and skills necessary to be able to utilize a wide range of information tools as well as primary sources, and to measure information value, to mold information to needs and to create solutions to problems*". Since Zurkowski's coining of the concept of IL, a wide range of definitions of IL have been forwarded by the researchers around the world to explore and expand the concept. *IL is a tool that facilitates lifelong learning. It is a set of abilities requiring individuals to "recognize when information is needed and have ability to locate, evaluate and use effectively the needed information"* (American Library Association, 1989) [2]. Information literacy is one basic existence skill, which

forms the basis of lifelong learning (Abid, 2008) [1]. By going through various definitions we are in a position to understood that the purpose of IL is to achieve competencies i.e. knowledge, skills and attitudes in computing and communicating that would enable after identifying and recognizing the information needs to locate, select, retrieve, organize, evaluate, produce, share and disseminate information in an efficient and effective way.

2. Objectives of the study
- To explore the factors related to the development of reading habit,
- To find out any relationship between the information literacy and reading habit,
- To find out direct and/or indirect impact of information literacy in inculcating reading habit among the college students.

3. Methodology of the study
This study is based on conceptual analysis from standard papers, e-resources, etc. as well as descriptive analysis of the current information obtained from the samples (students). The study is a quasi-experimental in nature. About 50 students from the Handique Girls' college have been taken as sample population for this study. The students in the sample population were undergone a systematic IL programme. IL classes were taken for two hours in a week for 12 weeks. It is attempted to compare the reading tendency/reading habit before attending the IL classes and after completion of IL classes. For this one Pretest and another posttest was conducted among the above mentioned students. After three months of completion of first posttest another test was conducted to assess their reading habit.

4. Variables taken for assessing Information Literacy Standards
If the various data of the tables 4.1 to 4.6 regarding IL standards of the students during pretest and posttest are compared, it is observed that the IL standard of the students becomes higher after attending IL programme.

4.1 Efficiency to determine the nature and extent of the information need
From the data set in the Table 1, it is observed in the information literacy task "efficiency to determine the nature and extent of the information need" that the efficiency of the students has increased in every higher level in post-test and it is most prominent in the level 50% (from 14% to 32%) and 25% (from 26% to 42%) efficiency level. It is also increased in efficiency level 75% (from 4% to 20%). No student remains in the above 10% efficiency level. It is worthy to mention that the efficiency is sustained and even increased in the second post-test.

4.2 Efficiency to find out needed information effectively and efficiently
The data depicted in the Table 2 shows that the efficiency to find out needed information effectively and efficiently is increased in every higher level and the phenomenon is significant in the efficiency level 75% (from 4% to 32%) and 50% (from 24% to 54%). No student remains in the above 10% efficiency level. In this task, it is also observed that the efficiency level is either sustained or increased in the second post-test.

Table 1: Efficiency to determine the nature and extent of the information need

SL. No.	Efficiency Level of Students	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	100%	0 (0%)	0 (0%)	3 (6%)
2	75%	2 (4%)	7 (14%)	10 (20%)
3	50%	7 (14%)	15 (30%)	16 (32%)
4	25%	13 (26%)	26 (52%)	21 (42%)
5	Above 10%	28 (56%)	2 (4%)	0 (0%)
	Total	50 (100%)	50 (100%)	50 (100%)

Table 2: Efficiency to find out needed information effectively and efficiently

SL. No.	Efficiency Level of Students	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	100%	0 (0%)	2 (4%)	3 (6%)
2	75%	2 (4%)	14 (28%)	16 (32%)
3	50%	12 (24%)	28 (56%)	27 (54%)
4	25%	15 (30%)	6 (12%)	4 (8%)
5	Above 10%	21 (42%)	0 (0%)	0 (0%)
	Total	50 (100%)	50 (100%)	50 (100%)

4.3 Efficiency to evaluate the quality of information

From the data set in the Table 3, it is observed in the information literacy task "efficiency to evaluate the quality of information" that the efficiency of the students has increased in every higher level. In the 75% efficiency level, it is increased from 0% to 16%, in 50% efficiency level it is increased from 8% to 48% and in 25% efficiency level is increased from 16% to 32%.

Table 3: Efficiency to evaluate the quality of information

SL. No.	Efficiency Level of Students	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	100%	0 (0%)	0 (0%)	2 (4%)
2	75%	0 (0%)	5 (10%)	8 (16%)
3	50%	4 (8%)	20 (40%)	24 (48%)
4	25%	8 (16%)	20 (40%)	16 (32%)
5	Above 10%	38 (76%)	5 (10%)	0 (0%)
	Total	50 (100%)	50 (100%)	50 (100%)

4.4 Efficiency for organization and effective use of information for which it is sought

In the case of IL task of "efficiency for organization and effective use of information for which it is sought" as presented in the Table 4, the pre-existing 100% efficiency level (i.e.4%) is increased to 12%. The efficiency level 75% is increased from 10% to 32%, and 50% efficiency level is increased from 20% to 42%.

Table 4: Efficiency for organization and effective use of information for which it is sought

SL. No.	Efficiency Level of Students	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	100%	2 (4%)	6 (12%)	6 (12%)
2	75%	5 (10%)	14 (28%)	16 (32%)
3	50%	10 (20%)	18 (36%)	21 (42%)
4	25%	27 (54%)	12 (24%)	7 (14%)
5	Above 10%	6 (12%)	0 (0%)	0 (0%)
	Total	50 (100%)	50 (100%)	50 (100%)

4.5 Efficiency to store the information for future use and reference

The data set in the Table 5 shows that IL task "efficiency to store the information for future use and reference" shows that the 75% efficiency level is increased from 8% to 24% and 50% efficiency level is increased from 20% to 58%. It is also seen that 8% students have attained 100% efficiency level.

Table 5: Efficiency to store the information for future use and reference

SL. No.	Efficiency Level of Students	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	100%	0 (0%)	4 (8%)	4 (8%)
2	75%	4 (8%)	10 (20%)	12 (24%)
3	50%	10 (20%)	26 (52%)	29 (58%)
4	25%	28 (56%)	8 (16%)	5 (10%)
5	Above 10%	8 (16%)	2 (4%)	0 (0%)
	Total	50 (100%)	50 (100%)	50 (100%)

4.6 Efficiency to use e-resources

The data set depicted in the Table 6 reveals that 14% students have attained 100% efficiency level. The 75% efficiency level is increased from 0% to 34% and 50% efficiency level is increased from 16% to 48%.

Table 6: Efficiency to use e-resources

SL. No.	Efficiency Level of Students	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	100%	0 (0%)	3 (6%)	7 (14%)
2	75%	0 (0%)	10 (20%)	17 (34%)
3	50%	8 (16%)	22 (44%)	24 (48%)
4	25%	15 (30%)	15 (30%)	2 (4%)
5	Above 10%	27 (54%)	0 (0%)	0 (0%)
	Total	50 (100%)	50 (100%)	50 (100%)

Therefore, it can be summarized that the overall IL competencies of the students are increased due to systematic IL programme they have attended.

5. Factors taken for assessing reading habit of the students

5.1 Frequency of library visit

From the Table 7 it is observed that after attending IL programme, the number of students visiting library daily and alternative day are significantly increased from 24% to 56% and from 22% to 32% respectively. Thus it can be inferred that number of students attracted towards reading is increased after attending IL programme.

Table 7: Frequency of Library Visit

SL. No.	Frequency	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	Daily	12 (24%)	25 (50%)	28 (56%)
2	Each Alternative Day	11 (22%)	15 (30%)	16 (32%)
3	2 Days in a Week	19 (38%)	10 (20%)	6 (12%)
4	1 Day in a week	5 (10%)	0 (0%)	0 (0%)
5	Some time	3 (6%)	0 (0%)	0 (0%)
	Total	50 (100%)	50 (100%)	50 (100%)

5.2 Purpose of visiting the Library

The Table 8 reveals that before attending the IL programme a considerable number of the students (38%) visited library only for reading books in the reading room and borrow books. However, number of students increased from 40% to 72% to visit the library for all purpose rather than a particular purpose after attending the IL programme.

Table 8: Purpose of visiting the Library

SL. No.	Purposes of visiting the Library	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	Study in the reading room	1(2%)	0 (0%)	0 (0%)
2	Borrow books	2 (4%)	2 (4%)	0 (0%)
3	Both 1 & 2	19 (38%)	8 (16%)	10 (20%)
4	Prepare Note	2 (4%)	0 (0%)	0 (0%)
5	Read Newspaper and Magazine	5 (10%)	0 (0%)	0 (0%)
6	Study e-resources	1 (2%)	5 (10%)	4 (8%)
7	All of the above	20 (40%)	35 (70%)	36 (72%)
	Total	50 (100%)	50 (100%)	50 (100%)

5.3 Time spent for study

From the Table 9 it can be stated that the reading hour of the students has been increased. It is observed that during posttest the number of students is increased from 60% to 96%, who spent 6 or more than 6 hours per day for their study. It is also reveals that the students, who spent 4hours or less than 4 hours have increased their study hours after attending IL programme.

Table 9: Time spent for study

SL. No.	Frequency	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	More than 8 hours per day	1 (2%)	4 (8%)	4 (8%)
2	8 hours per day	7 (14%0	12 (24%)	15 (30%)
3	6 hours per day	22 (44%)	30 (60%)	29 (58%)
4	4 hours per day	19 (38%)	4 (8%)	2 (4%)
5	Less than 4 hours per day	1 (2%)	0 (0%)	0 (0%)
	Total	50 (100%)	50 (100%)	50 (100%)

Table 10: Purpose of study vs time

1	Novels and other books not related to course curriculum	0 0%	0 0%	0 0%	8 16%	17 34%	2 4%	2 4%	3 6%	12 24%	21 2%	2 4%	2 4%	3 6%	15 30%	21 42%	
2	Read subject journals	0 0%	0 0%	0 0%	0 0%	14 28%	0 0%	0 0%	2 4%	3 6%	10 20%	0 0%	0 0%	2 4%	3 6%	16 32%	
3	E-Resources	0 0%	0 0%	0 0%	3 6%	18 6%	0 0%	0 0%	5 10%	11 22%	2 48%	0 0%	0 0%	5 10%	10 20%	27 54%	
4	Newspaper, Magazines, etc.	0 0%	0 0%	0 0%	0 0%	25 50%	0 0%	0 0%	0 0%	6 12%	2 58%	0 0%	0 0%	0 0%	6 12%	34 68%	

5.4 Purpose of study vis-a-vis Time

From the data set in the Table 10, it can be stated that the numbers of students to study each type of resources are increased in posttest and percentage of time given for various type of reading activities from their total study hours are also increased in posttest. The highest part of time is spent to read text books and books related to course curriculum and novels and other books not related to course curriculum. The least part of time is spent to read reference books and e-resources. It indicates that the IL programme has an effect on the reading behavior of the students.

5.5 Mode of Locate books in the library

The table 11 reveals that after attending IL programme the number of students using OPAC is significantly increased from 18% to 68% and the number of students, who seeks assistance from library staff to locate library books has been reduced to zero.

Table 11: How to locate books in the library

SL. No.	Mode of Locate books in the library	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	Browsing in the stacks	21 (42%)	6 (12%)	1 (2%)
2	Consult OPAC	9 (18%)	34 (68%)	34 (68%)
3	Both browsing & consulting OPAC	12 (24%)	10 (20%)	15 (30%)
4	Seek assistance from library staff	5 (10%)	0 (0%)	0 (0%)
5	All of the above	3 (6%)	0 (0%)	0 (0%)
	Total	50(100%)	50(100%)	50(100%)

5.6 Some Miscellaneous Questions

From the Table 12 it is observed that the attitude of the students towards reading as well as library is increased in posttest. The number of respondents is also increased from 56% to 96% regarding positive attitude towards library after they attended the Information literacy programme. Again, number of respondents also been increased in the posttest 1 and posttest 2 regarding impact of information literacy in reading habit.

Table 12: Positive response to some miscellaneous questions

SL. No	Questions	Response in Pre-Test	Response in Post-Test 1	Response in Post-Test 2
1	Do you have experience of using library in your school days?	Yes 3 (6%)	Yes 3 (6%)	Yes 3 (6%)
2	Do you feel comfort in seating in the library reading room?	Yes 28 (56%)	Yes 38(76%)	Yes 46 (92%)
3	Do you consider that library has conducive environment for study?	Yes 28(56%)	Yes 41(82%)	Yes 48 (96%)
4	Do you feel to read more interesting if you can access your document easily?	Yes 32(64%)	Yes 47 (94%)	Yes 49 (98%)
5	Do you feel that Information Literacy is essential for fulfilling your study aspiration?	Yes 21(42%)	Yes 43(86%)	Yes 46 (92%)

6. Discussion

From the analysis of the data regarding various factors of reading habit and information literacy, it is found that during posttest 1 and posttest 2 i.e. after attending the Information Literacy programme the Information Literacy standard of the students has been enhanced. Similarly, the attitude of the students towards library has been changed and most of them are considering the library as favourable place for study. A major portion of the students are now started to visit the library regularly and the purpose of visit the library is to study the library resources. The time spent for study has been significantly increased and most of them have shown their interest in reading. They have converted their reading a purposeful reading and have started this practice regularly. Thus, it can be summarized that the IL programme inspires and motivates the students towards reading and if the students become Information Literate then it helps the students to keep themselves in the track of reading and in the long run it will convert this reading into a constant and persistent reading and ultimately it becomes automatic as reading habit.

Since the habit formation is a long term biological and spontaneous process, and formation of reading habit requires a long journey of reading, it obviously need a long term study to forward a concrete resolution regarding impact of IL on reading habit.

References

1. Abid A. Information literacy for lifelong learning [Internet]. 2008 [cited 2012 May 3]. Available from: http://www.ifla.org/IV/ifla70/papers/116e-Abid.pdf
2. American Library Association. Presidential Committee on Information Literacy: Final report. Washington (DC): American Library Association; 1989 Jan 10.
3. Asemi A, Riahinia N, Beni AA. Effect of information literacy (IL) group training on information seeking behaviour (ISB). Library Herald. 2011 Dec;49(4):297-309. Available from: http://www.IndianJournals.com
4. Bruce C. Information literacy as a catalyst for educational change: A background paper [Internet]. 2002 [cited 2012 May 3]. Available from: http://dlist.sir.arizona.edu/300/01/bruce-fullpaper.pdf
5. Chettri K, Rout SK. Reading habits-an overview. IOSR J Humanit Soc Sci. 2013 Sep-Oct;14(6):13-17.
6. Hall PT, Fong GT. Temporal self-regulation theory: A model for individual health behavior. Health Psychol Rev. 2007;1:6-52. DOI: 10.1080/17437190701492437
7. Kienforcefidele, editor. How to develop reading habit [Internet]. 2012 [cited 2012 May 3]. Available from: http://www.lifehack.org/articles/lifestyle/14-ways-to-

cultivate-a-lifetime-reading-habit.html

8. Lally P, Wardle J, Gardner B. Experiences of habit formation: A qualitative study. Psychol Health Med. 2011;16:484-489. doi:10.1080/13548506.2011.555774

9. Latha VR. Reading habits and attitudes and its effect on the academic performance of school students in Virudhunagar district, Tamil Nadu: An evaluative study [thesis]. Madurai (India): Madurai Kamaraj University; 2020.

10. Liu T, Sun H. Analysis of information literacy education strategies for college students majoring in science and engineering. Mod Appl Sci. 2011;5(5):227-231. DOI: 10.5539/mas.v5n5p227

11. Pattar V, Kanamadi S. Content and delivery methods of information literacy programmes in academic libraries: A pilot study. Inf. Stud. 2010 Apr;16(2):103-112. Available from: http://www.IndianJournals.com

12. Riahinia N. Determining the information literacy competence (ILC) of MA students in Tarbiat Moallem University, Iran. Library Herald. 2012 Mar;50(1):15-22. Available from: http://www.IndianJournals.com

13. Rothman AJ, Sheeran P, Wood W. Reflective and automatic processes in the initiation and maintenance of dietary change. Ann Behav Med. 2009;38(Suppl 1):S4-S17. DOI: 10.1007/s12160-009-9118-3

14. Tirado AU, Muñoz WC. Information literacy competency standards for higher education and their correlation with the cycle of knowledge generation. Liber Q. 2012;22(3):213-239. Available from: http://liber.library.uu.nl

15. Track your progress building good habits in all aspects of your life [Internet]. 2012 [cited 2012 May 3]. Available from: http://www.lifehack.org/articles

16. Zurkowski PG. The information service environment: Relationships and priorities. Washington (DC): National Commission on Libraries and Information Science; 1974.