e-Library Science Research Journal

INFORMATION LITERACY AND READING HABITS OF STUDENTS OF KACHIN THEOLOGICAL COLLEGE (KTC) IN MYANMAR AND EASTERN THEOLOGICAL COLLEGE (ETC) OF JORHAT IN INDIA: A BASELINE SURVEY

Zawng Hkawng[1] and Prof. Moses M. Naga[2]
[1]Research Scholar, Department of Library and Information Science, NEHU, Shillong.
[2]Head, Department of Library and Information Science, NEHU, Shillong.

ABSTRACT

The present study emphasizes on finding out the existing information literacy level and reading habits of students of Kachin Theological College (KTC) and Eastern Theological College (ETC). Data collection for the study was done using scheduled questionnaire. The finding shows that the level of information literacy and reading habits of both ETC and KTC students needed to improve.

KEYWORDS: *Reading Habits, Information Literacy, Eastern Theological College (ETC), Kachin Theological College (KTC),* e-Resources.

1.INTRODUCTION :

Information is a basic resource in every human activity. In this connection, Faibisoff and Ely (1974) pointed out that the day to day functioning of every human being depends in large measure upon access to and use of information. Without information an individual cannot make adequate decisions nor have access to the resources which are necessary for survival. Oettinger (1980) further expressed that every society is an information society and every organization is an information organization.

Hence, information is a basic resource like materials and energy. Information is necessary to organized and to run everything in human life. In other words, information is as important as food, air, water and shelter in our day-to-day life. Miller and Spoolman (2012) highlighted that any information which use to fulfill daily activities of human can be consider as valuable resources. In general, typically resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit of the people.

2. INFORMATION LITERACY

Paul G. Zurkowski (1974) first used the term information literacy, the then President of Information Industry Association (IIA), to describe the need of capability to be able to utilize a wide range of information to achieve the objectives of every human activity,

particularly to the educational process. According to Zurkowski, people trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilising the wide range of information tools as well as primary sources in molding information-solutions to their problems.

According to the Chartered Institute of Library and Information Professionals (CILIP, 2004), Information literacy is "knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner. Information is all around us; it comes in different formats and is essential for our decision making and problem solving activities whether at work, in education or at home. The difference is in why we need it, the level of information we need and how we are going to use it."

The UNESCO's Information for All Programme (IFAP, 2008) defined that Information Literacy is "the capacity of people to recognize their information needs, locate and evaluate the quality of information, store and retrieve information, make effective and ethical use of information and apply information to create and communicate knowledge."

According to the Scottish Information Literacy Project (SILP, 2013), information literacy is important for today's learners, it promotes problem solving approaches and thinking skills, asking questions and seeking answers, finding information, forming opinions, evaluating sources and making decisions fostering successful learners, effective contributors, confident individuals and responsible citizens.

3. READING HABITS

Wijesuriya (1995) stated that the activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habits is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading, and this habit can be cultivated. Green (2001) further stressed that a creative and pragmatic education involves the habit of personal investigation. The act of personal investigation requires self-study to be followed by self-thinking and analysis. Self-study, otherwise referred to as reading at one's own accord, requires a habit, which is known as reading habit. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery.

According to Thanuskodi (2011) reading is an action of a person who reads and habit is a product of this action or learning. Like all other habits, the habit of reading in an individual develops during the course of time and it involves an interaction between thoughts and language. Saurahb (2011) further stated that reading habit is the art of personal investigation and self-study. It should be followed by self-thinking and analysis, and only this kind of self-study on one's own accord, can develop into good reading habit.

To summed up, reading habits is essential for the development of personality and mental capacity, and also it gives creativeness, critical thinking and to gain deeper knowledge of the individual person. On the other hand, reading habits is important for the students in general, because in order to cope up with the new wide range of knowledge and challenges in today's changing world.

OBJECTIVES
The main objectives of present study are:
1. To find out the level of Information Literacy and Reading Habits of the students of Eastern Theological College (ETC) and Kachin Theological College (KTC)
2. To recommend suitable measures to enhance the Information Literacy level and to improve the

Reading Habits of the students of Eastern Theological College (ETC) and Kachin Theological College (KTC)

METHODOLOGY

A Scheduled-questionnaire containing various questions pertaining to the Information Literacy and Reading Habits was used for collection of data. In addition to this, personal interaction with the students was also made. In all, a total of 100 students, 38 students from Eastern Theological College (ETC), and 62 students from Kachin Theological College (KTC) participated in this study.

RATIONALE OF THE STUDY

Students of theological colleges basically rely on information resources collected in the college library which are often few and sparse. Many of them complete their courses without the knowledge of the varied theological resources available from online, vendors, publishers, etc. Relying on library collection alone is usually not sufficient. Insufficiency of study materials/reading materials affects reading habits of the students. The present study, therefore, is an attempt to bring to the awareness of the theological students about the needs and importance of information literacy competency skills in order to improve the reading habits of the students.

REVIEW OF LITERATURE

A survey done by Gallik (1999) on the reading habits of 139 College Students in Central Texas revealed that students who spent more time in reading have, in general, superior academic skills which help them to achieve academic success.

A study on the reading habits of computer technology students in Chia-Nan University of Southern Taiwan revealed that students read more online information sources than printed information sources (Shen, 2006). The results of a study also showed that among 124 students, 72 students used online information sources whereas another 52 used printed information sources.

Findings of a study on reading habits and attitude in the digital age: analysis of gender and academic program differences in Malaysia carried out by Karim and Hasan (2007) revealed that online sources was seen as an increasingly important reading sources for both IT students and Arts students, and also students spend quite a significant amount of time reading newspapers and academic books. The result shows that Male students read significantly more for resources other than the academic books.

Another study on the reading habits of 1212 college students in Tamilnadu carried out by Nattar (2010) suggested that institutions should take special responsibility in cultivating students' learning skills and literacy of information technology. It was also suggested that libraries have to put in special efforts in consultation with the college authorities, administrators, policy makers and educationists in promoting the reading habits of the students.

A study carried out by Abidin, Pour-Mohammadi & Lean (2011) on the reading habits of 60 Malaysian Chinese University students found that the students used digital sources more than printed materials for reading.

A survey done by Onovughe (2012) on Internet use and Reading Habits of 266 Higher Institution first year students revealed that 210 students enjoy online reading for everyday. A study made some recommendations were teachers should give information about web sites where students' can get unlimited reading materials, giving assignment will make students to make use of the Internet for academic reading and most important is that college should have an electronic library open to all

students' with all necessary accessories.

Mlay, Samali Violet. et al. (2015) conducted qualitative study on uncovering reading habits of University students in Uganda: Dose ICT matter?, and to assess the effect of ICT on reading habit of university students. It was found that most of the students use ICT for accessing online reading resources for their academic needs. Remarkably all students agreed that ICT improves reading, and expressed that printed materials are too expensive compared to reading on the computer screen. In this case, ICT is seen as an enabler of reading, something that makes access to reading materials more affordable and easier for the students.

Kulatunga (2016) conducted a study on reading habits and library usage of 390 undergraduate students of Uva Well as a University in Sri Lanka found that lack of relevant reading materials and proper reading habit affect poor performance in the class tests and examination. Kulatunga further expressed that popular online reading items should be provided to the students and Internet facilities also should make available free in university premises as well as university library. Moreover, to enhance the reading interest of the students library should informed to the students about the availability of online reading materials and online databases apart from printed materials. It will help the students to explore various reading materials for their study.

Data Presentation and Interpretation

Table 1: Respondents by Gender Wise

Sl. No.	Name of the College	Male	Female	Total
1	**Eastern Theological College (ETC)**	29	9	**38**
2	**Kachin Theological College (KTC)**	42	20	**62**
	Total	**71**	**29**	**100**

In all, 100 respondents from both the colleges under study participated in the research process- 38 respondents participated from the Eastern Theological College (ETC) and 62 respondents from the Kachin Theological College (KTC). Out of the total respondents, there were 71 male respondents and 29 female respondents as shown on the above Table 1.

Table 2: Respondents by Age Group

Sl. No.	Age Group	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	20-22	1	2
2	23-25	13	21
3	26-28	15	29
4	29-31	4	7
5	32-35	5	1
6	Above 35	-	2
	Total	**38**	**62**

The above Table 2 shows that majority of the respondents- 15 from ETC and 29 from KTC were between 26 to 28 years of age. 13 respondents from ETC and 21 respondents from KTC were 23 to 25 years of age group, and 1 respondent from ETC and 2 respondents from KTC were between 20 to 22 years age group. Another 4 ETC and 7 from KTC were between 29 to 31 years of age group, and 5 from ETC and 1 from KTC fall between 32 to 35 years of age group. However, no respondent have crossed above 35 years of age from ETC, though 2 respondents above 35 years of age were found in KTC.

Q: Usefulness of Printed Materials (Books, Journals, Theses and Dissertations)
Useful (1)   Not Useful (2)

Table 3: Usefulness of Printed Materials (Books, Journals, Dissertations)

Sl. No.	Printed Materials	Eastern Theological College (ETC)		
		Useful	Not Useful	Total
1	Books	38	-	38
2	Journals	11	27	38
3	Theses and Dissertation	32	6	38
Sl. No.	Printed Materials	Kachin Theological College (KTC)		
		Useful	Not Useful	Total
1	Books	62	-	62
2	Journals	8	54	62
3	Theses and Dissertation	47	15	62

The entire respondents from both the Colleges considered and accepted that library collection on books were sufficient and useful for their studies. However, some of the respondents did not find journals, theses and dissertations were useful for their studies. Because majority 27 respondents from ETC and 54 respondents from KTC said journals are not useful, and 6 respondents from ETC and 15 respondents from KTC said Dissertations are not useful for their studies.

Q: Satisfaction Level of the College Library Collection on Printed Materials (Books, Journals and Dissertations)

Table 4: Satisfaction level of Library Collection on Printed Materials (Books, Journals, Thesis and Dissertation)

Sl. No.	Printed Materials	Eastern Theological Colege (ETC)		
		Satisfied	Not Satisfied	Total
1	Books	26	12	38
2	Journals	12	16	38
3	Theses and Dissertation	26	12	38
Sl. No.	Printed Materials	Kachin Theological College (KTC)		
		Satisfied	Not Satisfied	Total
1	Books	60	2	62
2	Journals	6	56	62
3	Theses and Dissertation	25	37	62

According to the baseline data results, 26 respondents from ETC and 60 respondents from KTC were satisfied on book collections of college library, however, minimum number 12 respondents from ETC and 6 respondents from KTC were not satisfied on journal collections of the college library. Another 26 respondents from ETC and 25 respondents from KTC said they were satisfied library's collection on dissertations.

Q: Frequency of Reading on Printed Materials (Books, Journals and Dissertations)

Table 4: Frequency of Reading on Printed Materials (Books, Journals and Dissertation)
Every day (1) Sometimes (2) Never (3)

Sl. No.	Printed Materials	Eastern Theological Colege (ETC)			
		Everyday	Sometimes	Never	Total
1	Books	24	14	-	38
2	Journals	4	10	24	38
3	Theses and Dissertation	-	24	14	38
Sl. No.	Printed Materials	Kachin Theological College (KTC)			
		Everyday	Sometimes	Never	Total
1	Books	19	43	-	62
2	Journals	4	5	53	62
3	Theses and Dissertation	-	15	47	62

As per the baseline data results, books are fundamental for the students for their study, because 24 respondents from ETC and 19 respondents from KTC read everyday, and 14 respondents from ETC and 43 respondents from KTC read sometimes. A few students read journals and previous dissertations for their study.

Q: A good College Library Collection is Necessity for the Successful Completion of the Study
Table 5: Necessity of a Good College Library Collection for Completion of the Study

Sl. No.	Necessity of a good Library	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	Agree	38	62
2	Do not agree	-	-
	Total	**38**	**62**

It was found that all the respondents from both the colleges completely agree that a good and functional college library is important for the successful completion of the study shown on the Table 5.

Q: Use/browse of Internet
Table 6: Use of Internet

Sl. No.	Use of Internet	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	Yes	36	53
2	No	2	9
	Total	**38**	**62**

According to the baseline data results, shown in table 6, out of 100 respondents, cumulatively 89 respondents use Internet, whereas 11 respondents do not use Internet because of lack of knowledge on the positive aspect of Internet and skills on how to use Internet.

Q: How often do you use Internet?

Table 7: Frequency of Internet Use

Sl. No.	Frequency of Internet use	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	Everyday	12	31
2	Sometimes	24	23
3	Not at all	2	8
Total		**38**	**62**

The above Table 7 revealed that frequency of Internet use of respondents from both ETC and KTC. As per the baseline data results, 12 respondents from ETC and 31 respondents from KTC said they used Internet everyday, majority 24 respondents from ETC and 23 respondents from KTC used Internet sometimes, and 2 respondents from ETC and 8 respondents from KTC did not use Internet. But in sum, majority of the total respondents use Internet sparingly (sometimes) which is calculated at 47 respondents.

Q: Purpose/s of Internet Use.

Table 8: Purpose of Internet Use

Sl. No.	For Academic purposes (for examinations, preparation of assignments, presentations in the class, etc.)	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	Yes	15	24
2	No	23	38
Total		**38**	**62**
Sl. No.	For Entertainments (Youtube, Facebook, Viber, WhatsApp)		
1	Yes	10	50
2	No	28	12
Total		**38**	**62**
	Downloading Relevant Reading Materials		
	Yes	5	7
	No	33	55
Total		**38**	**62**

As per the baseline data findings, minimum respondents use Internet for the academic purpose, for which 15 respondents from ETC and 24 respondents from KTC used Internet for the academic purposes. However, 10 respondents from ETC and 50 respondents from KTC used Internet for the purpose of entertainments. It was also found that use of Internet for academic purposes among the respondents were poor compared to other activities, for instance entertainments.

Q: Choice of Search Engines.

Table 9: Choice of web-browser

Sl. No.	Search engine	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	Google	36	54
2	Yahoo	-	-
3	Bing	-	-
4	Blekko	-	-
5	Not at all	2	8
6	Any other	-	-
	Total	**38**	**62**

According to the baseline data results, majority of respondents use only Google search engine. Whereas 2 respondents from ETC and 8 respondents from KTC respectively indicated that they do not use Internet. Apparently, this is the only search engine which the respondents are familiar with.

Q: Habits of Online Reading.

Table 10: Habits of online reading

Sl. No.	Online Reading	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	Yes	13	28
2	No	25	34
	Total	**38**	**62**

As per the findings, majority 25 respondents from ETC and 34 respondents from KTC do not have online reading habits. It was found that due to lack of awareness on the availability of online reading materials of the respondents and there is no one to informed and give guidance to the respondents on how/where to find relevant reading materials for their academic activities. However, occasionally some of the respondents do have habits of online reading to enhance their knowledge base such as daily news.

Q: Purpose/s of Online Reading.

Table 11: Purpose of online reading

Sl. No.	Purpose of Online Reading	Eastern Theological College (ETC)			Kachin Theological College (KTC)		
		Yes	No	Total	Yes	No	Total
1	To gain deeper knowledge	17	21	**38**	9	53	**62**
2	Preparation of assignment	11	27	**38**	16	46	**62**
3	Updating the knowledge base	15	23	**38**	10	52	**62**

The purpose of online reading are listed on the Table 11, and found that 17 respondents from ETC and 9 respondents from KTC said that for gaining deeper knowledge, 11 respondents from ETC and 16 respondents from KTC answered that preparation of assignment, 15 respondents from ETC and 10 respondents from KTC use online reading for updating the knowledge base. It was also found that minimum number of respondents from both the colleges has not much academic related reasons for online reading participating among the respondents.

Q: Aware of the Availability of Online Free Theological e-Resources (e-books & e-journals).

Table 12: Awareness of availability of online free theological e-resources (e-books & e-journals)

Sl. No.	Aware	Eastern Theological College (ETC)	Kachin Theological College (KTC)
		Awareness on e-books	
1	Yes	11	29
2	No	27	33
	Total	**38**	**62**
Sl. No	Aware	Awareness on e-journals	
1	Yes	11	29
2	No	27	33
	Total	**38**	**62**

The above Table 12 revealed that majority of respondents from both the colleges were not aware of online free theological e-resources. It was found that due to their ignorance and less interest in the online e-resources.

Q: Website/s visited for Online Free Theological e-Resources.

Table 13: Number of respondents who have accessed to various websites for online free theological e-resources

Sl. No.	Website/s Visited	Eastern Theological College (ETC)	Kachin Theological College (KTC)
		Access to Website/s for e-books	
1	Yes	8	11
2	No	30	51
	Total	**38**	**62**
Sl. No.	Website/s Visited	Access to Website/s for e-journals	
1	Yes	4	11
2	No	34	51
	Total	**38**	**62**

It was found that cumulatively 12 respondents from ETC and 22 respondents from KTC were trying to access online free theological e-resources generally from the Google web search engine, and majority of respondents have not experienced so far.

Q: Website/s visited by Respondents

Table 14: Website/s visited by Respondents for Online free Theological e-resources

Sl. No.	Eastern Theological College (ETC)		Kachin Theological College (KTC)	
	Website/s visited by the respondents for e-books			
1	www.amazon.com	1	https://scholar.Google.co.in	1
2	http://www.gospelgo.com	1	www.Google.com	10
3	www.gutenburg.org	1		
4	https://scholar.Google.co.in	3		
5	www.religiousresearch.com	2		
	Total	**8**	**Total**	**11**
	Website/s visited by the respondents for e-journals			
1	www.gospeloutreach.com	1	https://scholar.Google.co.in	1
2	www.maxlucardo.com	1	www.Google.com	10
3	https://scholar.Google.co.in	2		
	Total	**4**	**Total**	**11**

According to the findings the respondents from both the colleges has never gone through any particular website for online free theological e-resources, only a few respondents has tried to access from Google web page mention on the above Table 14.

Q: Usefulness of Online Free Theological e-Resources (e-books and e-journals) for study

Table 15: Usefulness of online free theological e-resources (e-books and e-journals) for the study

Sl. No	Useful	Eastern Theological College (ETC)	Kachin Theological College (KTC)
		Usefulness of e-books	
1	Yes	8	11
2	No	30	51
	Total	**38**	**62**
Sl. No	Useful	Usefulness of e-journals	
1	Yes	11	22
2	No	27	40
	Total	**38**	**62**

As per the baseline data findings, it was found that 30 respondents from ETC and 51 respondents from KTC did not use e-books, and 27 respondents from ETC and 40 respondents from KTC did not use e-journals. It was found that majority of respondents were not capable to use e-resources, because of ignorance of usefulness of e-resources. Moreover, they did not know where/how to get e-resources for their study. Sometimes, they got e-resources from their concern teachers, friends which were very limited for them. Only a few number of respondents find it e-resources are useful for their study.

Q: Number of Free Theological e-Resources (e-books, e-journals) Read by Respondents Per Week

Table 16: Number of free theological e-resources read by respondents per week

Sl. No.	Quantity	Eastern Theological College (ETC)	Kachin Theological College (KTC)
		Number of e-books	
1	One	7	11
2	Two	-	-
3	Three	-	-
4	More than three	-	-
5	Not at all	31	51
	Total	**38**	**62**
Sl. No.	Quantity	Number of e-journals	
1	One	8	15
2	Two	3	7
3	Three	-	-
4	More than three	-	-
5	Not at all	27	40
	Total	**38**	**62**

As per the baseline data findings, few numbers of respondents have access and read online free theological e-resources for their study and widen their knowledge base. Majority 31 respondents from ETC and 51 respondents from KTC have not gone through any a single e-book, and also 27 respondents from ETC and 40 respondents from KTC did not read a single e-journal so far shown on the above Table 16.

Q: Reading Preferences of the Respondents

Table 17: Reading preferences of the respondents

Sl. No.	Reading preferences	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	Reading only academic books	10	24
2	Reading all subjects	6	18
3	Books that already have some knowledge previously	22	20
	Total	**38**	**62**

The above Table 17 clearly shows that reading preference of students of ETC and KTC. While some respondents read only academic books, some read across all subjects and others only read books which they already have some knowledge on. However, reading across all subjects which is considered as the main characteristics of good reading habit shown that 6 respondents from ETC and 18 respondents from KTC, which shows that respondents need to cultivate reading habits among themselves.

Q: Average Amount of Time Respondents Spend on Reading in a day

Table 18: Time spends on reading by the respondents per day

Sl. No.	Time spend on reading in a day	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	1-2 hours	25	32
2	2-3 hours	8	30
3	3-4 hours	5	-
4	4-5 hours	-	-
5	More than 5 hours	-	-
	Total	**38**	**62**

According to the baseline data findings, 25 respondents from ETC, and 32 respondents from KTC said they spent time on (1-2 hours) per day on reading, and 8 respondents from ETC and 30 respondents from KTC spent (2-3 hours) per day. Remarkably, 5 respondents from ETC spend maximum (3-4 hours) daily.

Q: Sources of Reading Materials

Table 19: Sources of reading materials

Sl. No.	Places	Eastern Theological College (ETC)	Kachin Theological College (KTC)
1	**Library**		
	Yes	35	59
	No	3	3
	Total	**38**	**62**
2	**Self-Purchase**		
	Yes	26	59
	No	12	3
	Total	**38**	**62**
3	**Internet**		
	Yes	8	9
	No	30	53
	Total	**38**	**62**
4	**Teachers**		
	Yes	3	19
	No	35	43
	Total	**38**	**62**
5	**Friends**		
	Yes	6	48
	No	32	14
	Total	**38**	**62**

The above Table 19 revealed that maximum number of respondents 35 respondents from ETC and 59 respondents from KTC usually gets reading materials from the college library. According to the baseline data results, majority of the respondents 26 respondents from ETC and 59 respondents KTC purchase reading materials for themselves.

As per the baseline data results 8 respondents form ETC and 9 respondents from KTC used

Internet to retrieve reading materials for their study. It was found that the minimum respondents 3 respondents from ETC and 19 respondents from KTC get reading materials from their teachers compared with library, self-purchase and Internet. It was also found that respondents share reading materials among themselves, and willingness of sharing reading materials has adopted among the respondents, because 6 respondents from ETC and 48 respondents from KTC said sometimes they got reading materials from friends.

MAJOR FINDINGS AND OBSERVATIONS

According to the findings the respondents use Internet and some respondents do have habits of online reading for various purposes such as academic, leisure, recreational, news, etc,. However, books are the first demand for the respondents for their study. It can also be highlight that different fields of journals are also useful for the respondents and it will enrich their knowledge base. However, a few respondents find that journals, theses & dissertation are not useful for them.

It was also found that readings of journal articles among the students are very low, because the college library did not provide the international standardized theological journal, and limited access to various journals. Most of the journals available in both the colleges are published in regional and national journals, for instance at ETC college library, Indian Journal of Theology, OMEGA: Indian Journal of Science and Religion, and at KTC library, RAYS Myanmar Theological Journal, Tharma Alin, very limited international journal such as are made available in both the libraries (Harvard Theological Review, Asian Journal of Theology, etc.,)

It was also found that students basically rely on information resources collected in the college library which are often few and sparse. Relying on library collection alone is usually not sufficient. Insufficient of study materials/reading materials negatively affect reading habits of the students. It was assumed that because of the students lacking in the information literacy competency skills, students were depending on library collections.

Finally, according to the findings maximum number of students from both the colleges spend time on reading for (1-2 hours) per day, and it was observed that students' time spend on reading per day need to increase in order to success in their academic activity.

SUGGESTIONS AND RECOMMENDATIONS

Based on the findings and observations of Information Literacy Level and Reading Habits of the students, the following suggestions are made:

Providing to the students information sources that is available in the library alone will not be sufficient but imparting them with information literacy competency skills would help them go deeper into various issues, and it will help them to become self and independent learners. On the other hand, they need to be information literate so that they will know where to get information, how to evaluate and apply the information correctly and meaningfully in their study as well as daily life.

Another point is that the needs and requirements of international academically standardized journals are highly demand and urgent need for the students. Sometimes reading book/s make the students difficult to get the clear understand/concepts of a particular topic or subject. In such cases journal articles can make clear understand for the students within the short period of time. So that college authority and library should initiate and provide high quality theological journals for the students.

Nowadays, it is one of a major issue in many academic institutions that students tend to depend on readymade lecture notes prepared by teachers, sometime information has been used simply copy

and paste from the Internet without checking the validity of information sources rather than visiting to the library and beyond to search by themselves for their own needs. It is recommended that the college authority should caution that faculty should prepare only handout for students and they will complement it by further research in the library and beyond by themselves. In this way we can improve the information literacy competency skills of the students.

In order to improve reading habits of the students, the availability of reading materials is also one of the major concerns for the students. Lack of relevant reading materials will cause academic performance of the students. Only library collections cannot fulfill the needs and requirements of the students, to this extend, a part from printed books the college should provide Internet facilities for the students to acquire various information sources for their study. Sufficient reading materials with proper guidance by teachers or subject expert will increase the reading habits and academic performance of the students.

CONCLUSION

Reading builds new connection in the brain which in turn allows us to use written word as a stepping stone to understand other's works. A good book/s literary has the power to change the person. The study revealed that some of the respondents acknowledge that the importance of reading and said that reading helps them to express themselves better. However, it was also found that students spend very less time on reading especially for their academic study. Majority of respondents from both the Colleges read average (1-2) hours per day reminded that they need to improve/increase their study hours. It was further found that unavailability of relevant reading materials and laziness is the basic hindrances among the respondents.

REFERENCES

1.Abidin, M. J. Z., Pour-Mohammadi, K. & Lean, O. C. (2011). The reading habits of Malaysian Chinese University students. Journal of Studies in Education, 1 (1:E9), 1-13.
2.Chartered Institute of Library and Information Professionals. (2004). Information Literacy Definition. London. Retrieved from http://www/cilip.org.uk/get-involved/advocacy/learning/information-literacy/Pages/definitioin.aspx
3.Faibisoff, S. G. & Donal P. E. (1974). Information and information needs. Information Reports and Bibliographies, 5 (5), 1-16. Retrieved from
https://ia600306.us.archive.org/26/items/ERIC_ED100311/ERIC_ED100311.pdf
4.Gallik, J. D. (1999). Do they read for pleasure? Recreational reading habits of college students. Journal of Adolescent and Adult Literacy, 42 (6), 480-488.
5.Greene, B. (2001). Testing reading comprehension of theoretical discourse with close. Journal of Research in Reading, 24 (1), 32-98.
6.Karim, N.S.A & Hasan, A. (2007). Reading habits and attitude in the digital age: analysis of gender and academic program differences in Malaysia. Emerald Group Publishing Limited, 25(3), 285-298.
7.Kulatunga, R. K. (2016). A study on understanding the reading habits and library usage of under graduate students (2007/2008 batch) of Uva Wellassa University of Sri Lanka. International Research Journals of Multidisciplinary Studies, 2 (1), 1-10. Retrieved from
http://www.irjms.in/sites/irjms/index.php/files/article/view/79/64
8.Miller, G.T. & Spoolman, S. E. (2012). Living in the environment: principals, connection, and solutions. 17th ed, Belmont. CA: Brooks-Cole. Retrieved from
https://docs.google.com/file/d/0B8pig2KdTaOBNDVMOWYwMndXVlE/view?pref=2&pli=1

9.Mlay, Samali Violet. et al. (2015). Uncovering reading habits of University Students in Uganda: Does ICT matter?. International Journal of Education and Development using Information and Communication Technology (IJEDICT), 11 (2), 38-50. Retrieved from
http://ijedict.dec.uwi.edu/viewarticle.php?id=1970

10.Nattar, S. (2010). Problems and suggestions to improve reading habits of college students in Tamilnadu. Indian Association of special Libraries and Information Centres Bulletin, 55 (2), 109-118.

11.Oettinger, A. G. (1980). Information resources: knowledge and power in the 21st century. American Association for the Advancement of Science, 209 (44-52), 191-198. Retrieved from
http://www.jstor.org/stable/pdf/1684854.pdf

12.Onovughe, O. G. (2012). Internet use and reading habits of higher institution students. Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 3 (1), 11-15. Retrieved from http://jeteraps.scholarlinkresearch.org/articles/Internet%20Use%20and%20Reading%20Habits%20of%20Higher%20Institution%20Students.pdf

13.Saurahb, S. (2011). Online book stores in India: Have they changed the reading habits? Retrieved from http://ezinearticles.com/?Oninle-Book-Stores-in-India:-Have-They-Changed-the-Reading-Habits?&id=6275120

14.Scottish Information Literacy Project (2013). What is Information Literacy? Retrieved from http://www.therightinformation.org/what-is-information-literacy/

15.Shen, Li-Bi. (2006). Computer technology and college students' reading habits. Chia-Nan Annual Bulletin, 32, 559-572. Retrieved from www.lib.chna.edu.tw/bulletin/files/v32_559_572.pdf

16.Thanuskodi, S. (2011). Reading habits among library and information sciences students of Annamalai University: A survey. International Journal of Education and Science, 3 (2), 79-83.

17.United Nations Educational, Scientific and Cultural Organization (2008). Information literacy. Retrieved from http://portal.unesco.org/ci/en/ev.php-URL_ID=27055&URL_ DO=DO_TOPIC&URL_SECTION=201.html

18.Wijesuriya. (1995). Research on participation and performance in primary education. Colombo: Research Project, National Institute of Education, Sri Lanka: 16-20.

19.Zurkowski, P. (1974). Information literacy: A Literature review. Retrieved from www.Learnhigher.mmu.ac.uk/InfoLit-Literature-Review.pdf

Zawng Hkawng
Research Scholar, Department of Library and Information Science, NEHU, Shillong.