

Problems in Utilizing LIS Resources: A Perspective of LIS Students

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Abstract

A multitude of content is generated by library and information science professionals. On the other hand LIS students struggle to find content which meets curricular needs. It becomes important to understand the issues being faced by LIS students while consulting their required documents. Similarly it is also important to understand the various factors that motivate LIS students to select any document for meeting their academic needs. The aim of this paper is to examine the issues faced by LIS students while consulting books and journals and to identify the factors which motivate them for selecting any document. The present study is a survey-based work in which the data was collected using a structured questionnaire. The result of the study revealed some major issues faced by LIS students while consulting books and journals and factors motivating selection of documents for study.

Keywords: Academic Libraries, Book Selection, Motivating Factors, Reading Preferences

1. Introduction

Just as education in any other field LIS education is also experiencing challenges in recent decades. These challenges range from curriculum, library practices, implementation of technologies in libraries to issues faced by LIS students while consulting required documents for their academic needs (Xue et al. (n.d.)). With the advent of technology it is very difficult for LIS students to access the relevant and pin pointed information published in books and journals. On the basis of previous studies (Pareek & Rana, 2013; Akanda et al., 2013) it is observed that library students face several issues like 'do not know how to use e-resources', 'do not know how to use OPAC', lack of interesting reading material and unavailability of books. The present study focuses on the issues faced by LIS students while consulting books and journals for fulfilling their academic needs. Study also investigates the factors which motivate students to select any particular document.

2. Literature Review

Most of the studies related to reading preferences of

LIS students focused on library visit frequency (Pareek & Rana, 2013; Rani, 2009), preferred place of reading (Mishra & Yadav, 2013), library use patterns (Basu & Das, 2012; Collins & Stone, 2014; Franklin & Plum, 2004), time spent in the library (Mishra, 2014; Thanuskodi, 2011), It was observed that there were few studies which examine the problems faced by LIS students in utilizing LIS resources in fulfilling their academic needs; this paper mainly focused on these problems.

2.1 Reading Behaviour of University Students

Skenderi and Ejupi (2018) conducted a study in University of North-Western Macedonia to know the purpose of reading books; It was found that 34.9% of total respondents read books for their personal satisfaction. Vellaichamy and Jeyshankar (2014) noted that 35.33% users read books for education purposes. Pareek and Rana (2013) surveyed research scholars in Banasthali university; examined that during library visit and consulting books they found lack of latest information materials (32 % of sample) followed by problems related to 'how to use e-resources' (28%). On the other hand Vellaichamy and

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Jeysankar (2014) reported that the main obstacle faced by users of central library of Alagappa university was desire to watch television (36.37%) followed by desire to use internet (22.67%).

2.2 Reading Behaviour of College Students

Rani (2009) found that undergraduate students of minority colleges in Andhra Pradesh mostly used library catalogue (36.5%) for finding required information. Shafi and Loan (2010) found that majority of the students (66.86%), especially female students, enjoy reading%.

2.3 Reading Behaviour of School Students

Ameyaw and Anto (2018) in their study of senior high school in Ghana suggested that the main factor that hinder their study is a lack of conducive home environment (58.65% of total sample). Study also points out that 49.03 % students agreed that good reading habit helps in their academic progress while 22.12 % admitted that reading helps them to express well in class.

Kumar et al. (2010) affirmed that for getting the information 46.78 % senior secondary school students read newspapers, books and magazines;

2.4 Reading Behaviour of Distance /Open University Students

Poornima and Adithya (2015) in their study examined unemployed students and reported that the unemployed students read more than the working students. Study also found that female respondents read more than male respondents.

2.5 Discipline-wise Reading Behaviour

Ahmad and Goswami (2013) conducted survey of ten higher secondary schools to identify the difference between reading behaviour among science and arts stream students. The findings suggest that students of science stream read more – both fiction and non-fiction - than the arts stream students.

2.6 Gender-wise Reading Behaviour

Ladipo and Gbotosho (2015) point out a significant mean difference between the academic achievements of male and female undergraduate medical students in Nigeria. Findings indicated that male students perform better (3.36 mean) than their female counterparts (3.11 mean).

2.7 Geographical Area-wise Reading Behaviour

The study of Loan (2011) depicts the subject of interest among rural and urban students; result shows that only 13.61% of rural students were interested in literature while urban students were more interested (23.74%).

2.8 Document Selection Rationale Based on Author's Affiliation

A survey conducted by Kumar and Pandey (2018) points out that 88% of UG students prefer books and journal articles by national authors and only 12% prefer international authors. Similarly, a majority of (79%) PG students prefer books and journal articles by national authors while 21% prefer international authors.

From the review of above literature it was observed that there were very few studies assessing the issues faced by LIS students while consulting books and journals and motivating factors for selecting any specific document.

3. Methodology

A survey of students of LIS departments of two state universities of Uttar Pradesh, viz., Chhatrapati Sahu Ji Maharaj University, Kanpur and Bundelkhand University, Jhansi was conducted using a structured questionnaire. Only Undergraduate and Postgraduate students of both LIS departments were selected for this study; MPhil. And Ph.D. students were excluded from the study. A total of 139 questionnaires were distributed among the students of both the universities and 127 responses (91.37 %) were received.

4. Data Analysis

4.1 Course-wise Distribution of Respondents

Table 1. Describes the respondent's distribution in both courses

Course	Total Students	Respondents
UG	66	62
PG	73	65
Total	139	127

Table 1 shows that 93.94 % responses received from UG students of LIS on the other hand 89.04 % from DLIS CSJMU.

4.2 Issues/ Challenges Faced by LIS Students

On the basis of previous studies major problems faced by LIS were identified and students were asked to respond on a three point Likert scale:

- One of the problems faced by the students is grasping the content of books and journals in a language other than their mother tongue. The reasons could be many such as use of unfamiliar terminology, and unfamiliarity with the language used by international authors, and inadequate foreign language skills of students.
- Another problem mostly faced by the students is the mismatch between the selected content and title. When the students select a book they often find that the documents selected by them on the basis of the title do not necessarily contain the content they were looking for.
- Another issue related to scatter of required information across several different documents. Students did find difficulty in looking at all the documents related to their query.
- Non-availability of recommended reading lists was also seen as a problem by students. Lack of illustrations and examples in the documents made it difficult for students to understand.

Table 2. Problems faced by UG students of LIS

Problem	Agree	Neutral	Disagree
Non-availability of reading list	52	3	7
Scatter of related information across several books	49	8	5
Mismatch between title and content	45	7	10
Difficulty in grasping language	44	14	4
Lack of illustrations and examples	42	16	4
Substantial factual errors	37	19	6

Table 2 presents the problems faced frequently by UG LIS students.

Table 3. Problems faced by PG students of LIS

Problem	Agree	Neutral	Disagree
Scattered sub-topics in several books	62	1	2
Lack of illustrations and examples	59	4	2
Difficulty in grasping language	56	7	2
Unavailability of reading list	55	3	7
Mismatch of title and content	52	8	5
Substantial factual errors	51	11	3

Table 3 presents the problems faced frequently by PG LIS students.

3.3 Responsible Factors which Motivate LIS students for Selecting a Document

Many factors motivate students for selecting a particular book and journal such as popularity of the book, tutor guidance, language of the document and content in mother tongue. All these factors play a role in students' choosing to read a document (Table 4).

Table 4. Motivating factors for students of LIS

Factors	Frequency-UG students	Frequency - PG Students
Simple language of document	35	44
Tutor guidance	14	11
Content in mother tongue	8	6
Popularity of the document	5	4
Total	62	65

If the text of a document is in simple language, it is the single most important factor motivating students to choose that book.

5. Findings

The study reveals that both UG and PG LIS students faced many of obstacles in identifying documents which fulfill their academic needs. Most frequent problem faced by UG students of LIS was unavailability of reading list (83.87%) followed by scatter of relevant information over several books. PG students of LIS found the problem of scatter of relevant information over several documents to be the principal problem. Students also prefer to read books written in simple understandable language.

6. Suggestions

It is suggested that members of faculty providing appropriate reading lists to students will motivate students – especially UG students – to select right documents to read. It is also revealed from the study that both UG and PG students prefer to read relevant content in their mother tongue, especially in the two state universities of Uttar Pradesh which has primarily a Hindi speaking population. While books are available in regional languages, there is a need for reviewing both quality and quantity of content in regional languages.

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