

Reading Habits among the Students of Sri Siddaganga Matta, Tumkur, Karnataka: A Survey

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Abstract - Reading as a communicative skill along with listening, speaking writing and thinking. Reading is primarily an intellectual activity of learning new things, developing new ideas and it provides a sense of completeness. The study sought to assess the reading habits among students of Sri Siddaganga Matta. Data for the study were collected through the questionnaires from the students of Sri Siddaganga Matta Tumkur. The collected data were analyzed and interpreted by using the Statistical Package for Social Sciences 21 (SPSS). Data presented in the form of tables and figures. Survey has conducted among the students of Sri Siddaganga Matta Tumkur. 300 questionnaires were distributed and received 100% response. Out of 300 students, 236(78.7%) are male and remaining 64(21%) are female. 96% of the students belongs to hindu religion followed by muslim (2.7%) and 61% of them from rural areas. Respondents visits the library daily is 29(9.7%) and the one hour respondent is the high time spend in the library is 124(41.3%). The highest number of students visit the library to access the for current information 107(35.7%). majority of the students were using textbook for refer. Finally study habits of the respondents shows the often, sometimes, rarely, & never of the study habits.

Keywords: Reading Habits, Use of Library, Siddaganga Matta, Intellectual Activity

I. INTRODUCTION

It is essential for everyone to read more and more for survival. Habit is that which we enjoy doing. It is that activity which is done effortlessly. Habits are routine, repetitive behaviours. Habits are not instinctive like hunger or thirst. These are learned. Reading is a habit. Like any other, it is an acquired habit. But, how does one acquire reading habit and sustain it? Well, it is a Pandora's Box. It may open a can of worms. To be literate is one thing and to read is another. Reading is a complex socio-psychological process. But surely there are simpler and inexpensive solutions for this complex question of developing reading habits. It is necessary to provide the necessary infrastructure like good library system, encouraging book trade, school and education system, parental support etc. This is leading a horse to water. Although there are many hurdles, this can be carried out somehow. But making the horse drink water is much more complex. Developing reading habit involves motivating potential readers, looking into various other things which go by the mood of the reader to be. Library is an inseparable aspect of education and culture; Libraries play a great and significant role in developing and sustaining reading habits. However well motivated a reader may be, if his requirements are not met on day-to-day basis

he may lose interest in reading. No individual can buy all the books he likes to read; neither has he that much of money to buy nor space to store nor time to read. Libraries provide a variety of reading material without taxing you too much in terms of money and space. Role of libraries and librarians in developing and sustaining reading habits can be seen in the following paragraphs. In this context an attempt has been made to know the reading habits of students of Sri Siddaganga Math, Tumkur.

A. About Sri Siddaganga Matta

Sree Siddaganga is a holy place for serving food and knowledge. This is a Holy place of religious reformation, sacred place of tradition. Sree Ghosal siddeswara swami founded the Mata, who was from poor background without any power. This Mata was started early at the 14 th century. The holy place activities were very popular on Thontada Siddalingeswara period. On Bengaluru to Poona national highway 48 (N.H 48) 7km distances from Tumkuru, 65km distance from Bengaluru, we have Sree Siddaganga holy place. Religious Reformer Basavanna's ideology, ideals, and motivations were implemented and practised in the holy place by Sree Shivakumar Swamiji. This holy place might bring an opportunity to remember the glory of religious, social reformation movement and Charities of Kalyana's of 12 th century. All were equal in the eyes of God, for live example is Sree Siddaganga holy place. This holy place giving free education for 9000 students with food and accommodation with the free of cost. Students have been studying here from pre-primary school to post-graduation, in evening common prayer singing by all students; it was so beautiful, sacred and holy.

II. OBJECTIVES OF THE STUDY

1. To know the gender.
2. To identify the religion of the students.
3. To know the frequency of library visit.
4. To know the time spent in the library.
5. To identify the purpose of visiting the library.
6. To identify the use of information sources and
7. To know the study habits.

III. SCOPE AND METHODOLOGY

The present Study is confined to the information gathering habits of high school (8, 9, 10 Standard) student of Sri Siddaganga Matta only. The research method used in the

study was survey. The instrument used for the data collection was a questionnaire. The questionnaire was developed based on the objectives of the study. To test the validity and relevance of the questionnaire a pilot study was conducted. Based on the pilot study, the questionnaire was modified and developed. A total of 300 questionnaires were distributed out of which all the questionnaires were received back with 100% response rate.

IV. REVIEW OF LITERATURE

A literature review is a description of the literature relevant to a particular field or topic. It gives an overview of what has been said, who are the key writers, what are the prevailing theories and hypotheses, what question are being asked, and what methods and methodology are appropriate and useful. As such, it is not in itself primary research, but rather it reports on other findings. In the present chapter, an attempt has been made to review the literature available on the topic. The articles are being collected from the research journal of international and national repute, thesis and books. These articles are found very relevant to the present study and they have been received

Mccolvin (1929) A few days ago I might have been content with a straightforward answer. People read, I would have said, either because they wanted to or because they had to—in other words, because they were interested or because they needed information for some purpose or other. Now, I would not be so rash, for I have been reading a recent American study of the reading habit, and find that it is a much more complicated matter. Warner and Crolla (2015) to investigate why reading aloud (RA), both by teachers and students, is such a common practice in high school classrooms. In particular, this investigation considers students' views of why RA is practised and what its effects are.

Adams (1989) popular reading habits are in many ways an important one. While the reading habits of the elite form the leading edge of intellectual thought, the vast majority of humanity has had, in the past as well as the present, different habits and aims. Popular literature has been bought right from the beginning by its readers, but from the seventeenth century there has been an interest in it from above, and from the nineteenth century some attempt to study it in detail. In order to recover the reading habits of a real community (Ulster) between 1700 and 1900, a number of methodologies were examined, and the conclusion was come to that a full examination of contemporary evidence was of the utmost importance of great use were several advertisements specifically aimed at the unsophisticated reader, dating from the mid-eighteenth to the mid-nineteenth century.

The material recovered from these agreed well with other evidence. In addition, a contemporary eighteenth

century classification of the physical types of popular reading material was found. Pratap (2007) a strong need for nutrition education strategies that foster healthy eating from a young age in Mauritius, as the island has one of the highest rates of diet-related diseases such as obesity, diabetes and cardio-vascular diseases in the world. In order to be effective, the strategies should focus on current eating habits of adolescents. However, there is limited up-to-date information on the eating habits of Mauritian adolescents. This study, thus, aims to provide up-to-date data on the dietary habits of Mauritian adolescents. Jug and Vilar (2015) present an adapted form of a qualitative research method, focus group interview, for use with small children and demonstrate its use in a small-scale study. Researchers often avoid direct study of children, and study them indirectly by asking adults. This was frequent before 1990s, but today, researchers increasingly discuss research with children rather than on children. Nevertheless, in research with young children it is not possible to use all research methods; therefore the authors modified and tested one. The additional research objectives, besides verification of methodology, were to determine the pre-school children's attitudes to books, book-related places, reading.

Oppenheim (1962) a readership survey carried out among the students at the London School of Economics in the beginning of 1960. The survey was carried out by a group of third-year sociology students under the direction of the writer. The primary purpose of the study was to give some practical research training to these students, as part of their course. The survey does not, in some respects, come up to professional standards since on-the-job training and lack of experience inevitably produce shortcomings, but the results are none the less worth having, and yield interesting comparisons with results of earlier readership surveys among students. Karim and Hasan (2007) to attempt to understand the reading habits and attitudes of the Bachelor of IT students and the Bachelor of Arts students from the International Islamic University Malaysia. The study also aims to explore these differences in terms of gender. Dent (2006) purpose of this research is to explore connections between the presence of a library at two schools in rural Uganda and certain student academic engagement indicators, such as scholastic performance, reading habits, study habits, and library use patterns. The study is not intended to demonstrate strong correlations between these items, rather, it is a limited exploration of certain questions meant to inform further enquiry in the area. Five specific questions guided the research: Do students with a school library read more? Do students make good use of the library? Do students recognize the importance of having the library? Do students use the library materials for other than class-related work? Are there any noticeable differences between the grades of students with the library at their school, and those without?

V. DATA ANALYSIS AND INTERPRETATION

Collected data is analysed according to the following table headings.

TABLE I GENDER WISE DISTRIBUTION

S. No.	Gender	Responses	%
1	Male	236	78.7%
2	Female	64	21.3%

The data in the table I shows that 236(78.7%) respondents are male and remaining 64(21%) of respondent are female.

TABLE II RELIGION WISE DISTRIBUTION

S. No.	Religion	Responses	%
1	Hindu	289	96.3%
2	Christ	3	1.0%
3	Muslim	8	2.7%

The above table shows the distribution of respondents by religion. The majority (96%) of them belong to Hindu Religion followed by Muslim (2.7%) and Christ (1.0%)

TABLE III FREQUENCY OF LIBRARY VISIT

S. No.	Timings	Frequency	%
1	Daily	29	(9.7%)
2	Once in a week	162	(54.0%)
3	2 to 3 days per week	44	(14.7%)
4	Once in a month	65	(21.7%)

The Respondents gives the frequently visit library the respondents what times to visit the library and the Daily is 29(9.7%) and the respondents visits the Once in a week is 162(54.0%) and the 2 to 3 days per week is 44(14.7%) while the Once in a month is 65(21.7%).

TABLE IV TIME SPENT IN THE LIBRARY

Time spend in Library	Respondents	%
Half an hour	86	28.7%
One Hour	124	41.3%
Two Hour	60	20.0%
Three to four Hour	29	9.7%

TABLE VII STUDY HABITS

S. No.	Statement	Often	Sometimes	Rarely	Never
1	I take notes properly during class	163(54.3%)	43(14.3%)	85(28.3%)	9(3.0%)
2	I sleep during class	12(4.0%)	64(21.3%)	28(9.3%)	195(65.0%)
3	I read books other than textbooks	78(26.0%)	140(46.7%)	64(21.3%)	18(6.0%)
4	I am outspoken during class	66(22.0%)	114(38.0%)	52(17.3%)	68(22.7%)
5	I focus well on what the teacher is saying	178(59.3%)	50(16.7%)	63(21.0%)	9(3.0%)
6	I proactively participate in group work	134(44.7%)	91(30.3%)	66(22.0%)	8(2.7%)
7	I finish homework on time	179(59.7%)	40(13.3%)	68(22.7%)	13(4.3%)
8	I proactively study without being told at home	118(39.3%)	99(33.0%)	41(13.7%)	42(14.0%)

In the table given the how many hours spend in the library. The respondents were in spend in Half an hour 86(28.7%) is spend in the library. And the One hour respondent is the high time spend in the library is 124(41.3%). While the Two hours spend in the library is 60(20.0%). And the Three to Four hours in spend in the library is 29(9.7%).

TABLE V PURPOSE OF LIBRARY VISIT

S. No.	Visit Library	Respondents	%
1	For Reference	34	11.3%
2	For current information	107	35.7%
3	For making leisure useful	26	8.7%
4	Newspapers reading	78	26.0%
5	To borrow books	67	22.3%

With regard to reasons for library visit, the data depicted in the table shows the students visit library for reference purpose 34(11.3%) to access the current information 107(35.7%) and for making leisure useful 26(8.7%) while the 78(26.0%) of the students come to the newspaper reading and the remaining students to borrow the books 67(22.3%).

TABLE VI USE OF INFORMATION SOURCES

S. No.	Information Sources	Yes	%	No	%
1	Textbooks	299	99.7%	1	3%
2	Journals	155	51.7%	145	48.3%
3	Newspaper	280	93.3%	20	6.7%
4	Dictionaries	277	92.3%	23	7.7%
5	Question paper	285	95.0%	15	5.0%
6	Novels/Stories	223	77.7%	67	22.3%

The figure shows that majority of the students were using textbook for refer, 299(99.7%) of the students are said yes. And the no is (.3%). The journal respondents say yes is 155(51.7%) and the no is 145(48.3%). The newspaper yes is 280(93.3%) and the no is 20(6.7%). The dictionary respondents say yes is 277(92.3%) and the no is 23(7.7%) and the question paper yes is 285(95.0%) and the no is 15(5.0%). The novels/stories the respondents say yes is 223(77.7%) and the no is 67(22.3%).

The table shows about the study habits of the respondents shows the often, sometimes, rarely, & never of the study habits. I take notes properly during class Often 163(54.3%) & the Sometimes is 43(14.3%) Rarely is 85(28.3%) and the Never is 9(3.0%). While the I sleep during class Often 12(4.0%) and the Sometimes is 64(21.3%). & the rarely is 28(9.3%). And the Never is 195(65.0%). While the I read books other than textbooks in Often is 78(26.0%) & the Sometimes is the 140(46.7%). & the Rarely is 64(21.3%) and the never is 18(6.0%). The respondents were the I am outspoken during class Often is 66(22.0%) & the Sometimes is the 114(38.0%) & the rarely is the 52(17.3%). And the Never is the 68(22.7%). While the respondents I focus well on what the teacher is saying is in Often is 178(59.3%) and the Sometimes is the 50(16.7%) & the Rarely is 63(21.0%) & the Never is the 9(3.0%). And the I proactively participate in group work is the Often is 134(44.7%) and the Sometimes is the 91(30.3%) and the Rarely is 66(22.0%) and the Never is 66(22.0%). While the I finish homework on time in the Often is 179(59.7%) and the Sometimes is the 40(13.3%) and the Rarely is the 68(22.7%) and the Never is 13(4.3%). And the last is I proactively study without being told at home in the respondents gives the Often is 118(39.3%) and the Sometimes is 99(33.0%) and the Rarely is the 41(13.7%) and the Never is the 42(14.0%).

VI. CONCLUSION

The study of the reading habits of Sri Siddhanga Matta students of rural and urban schools shows that, there seems to be no significant difference between the reading habit of students pursuing high school. A positive dimension of the research is that reading does have an impact on the performance, both academic and participative, school student. Along with the traditional pattern of reading printed books, students have adopted to e-reading pattern. Majority of students, both seeking text books and story books newspaper knowledge and seek information. There is no significant difference observed between locality wise use of computer for updating know. These students have more or less the same habit of using the most of newspaper knowledge and seek information.. However, the study has shown that the style or pattern of reading and the frequency of reading does not matter. The study has demonstrated that Irrespective of how frequently you read (everyday, sometimes etc) and how you read, reading yields

significant dividends for everyone who reads. Even students who read some times are more confident and able to express themselves than those who read every day or when needed. Further, there is association between academic performance and reading habits as. Students who read books perform well academically.

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