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

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### ABSTRACT

Reading, along with listening, speaking, writing, and thinking, is a communicative skill. Learning new facts, generating new ideas, and feeling complete are the primary intellectual benefits of reading. The purpose of the study was to evaluate the reading habits of Sri Siddaganga Matta students. Students at Sri Siddaganga Matta Tumkur filled out surveys that provided the data used in the research. The Statistical Package for the Social Sciences, Version 21, was used for the analysis and interpretation of the obtained data. Information shown visually in the form of charts and tables. A poll was performed among the Sri Siddaganga Matta Tumkur pupils. One hundred percent of the 300 surveys sent out were filled out. The gender breakdown of the 300 pupils is as follows: 236 men (or 78.7%) and 64 females (or 21%). With 61% hailing from rural areas, the majority of students (96% Hindu, 2.7% Muslim) are members of the largest religious group in the country. Out of the total number of respondents, 29 (9.7%) visit the library every day, with 124 (41.3%) spending at least an hour there. Among students, 107 (35.7%) most often use library resources to stay up-to-date on current events. Most of the class was referring to their textbooks. In conclusion, the study habits of the respondents reveal the frequency of study: often, occasionally, rarely, and never.

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

### Introduction

Reading more and more is a need for everyone's survival, as stated in the introduction. Activities that bring us pleasure become habits. It is the kind of thing that is done with ease. Repetitive, habitual actions are known as habits. Unlike basic needs like hunger or thirst, habits are something that one learns. A reading habit is formed. It may be learned just like any other habit. However, how

can one develop and maintain a reading habit? Indeed, it is a catch-22 situation. It could lead to many problems. Being literate is not the same as actually being able to read. The socio-psychological process of reading is intricate. This is a complicated issue, but surely there are easier and less expensive ways to encourage reading habits.

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Proper infrastructure, including a well-developed library system, an encouragement of book trade, a school and education system, parental support, and so on, is essential. Bringing a horse to water is the same as this. Despite the numerous obstacles, this can still be accomplished. Yet, there is a lot more complexity to getting the horse to drink water. Inspiring people to read more and exploring different aspects of reading that are influenced by the reader's mood are all part of developing a reading habit. Libraries serve a vital and important function in fostering and maintaining reading habits; they are an integral part of both education and culture. No matter how enthusiastic a reader is, if his needs aren't addressed on a daily basis,

He might grow disinterested in books. There isn't enough money, storage room, or reading time for someone to purchase all the books they want to read. Libraries offer a wide selection of books and other reading materials without requiring a lot of space or money. What follows is an analysis of the part played by libraries and librarians in encouraging and supporting readers. This is why we set out to learn how often and what kinds of books Sri Siddaganaga Math, Tumkur pupils read. The Sri Siddaganga Matta (A) Offering both sustenance and wisdom, Sree Siddaganga is a sacred site. Sacred tradition and the holy ground of religious reformation coexist here. The Mata was established by Sree Ghosal Siddeswara Swami, a powerless individual from a humble family. The early fourteenth century saw the beginning of this Mata. During the Thontada Siddalingeswara period, many people participated in the events held at sacred sites. At a distance of 7 kilometers from Tumkuru and 65 kilometers from Bengaluru, on national highway 48 (N.H. 48) leading to Poona, is the sacred site of Sree Siddaganga. Sree Shivakumar Swamiji put into practise the ideas, principles, and motivations of religious reformer Basavanna at the sacred site.

Here we may perhaps reflect on the 12th-century Kalyana's religious and social reformation movement and charitable works in memory of their illustrious past. The sacred site of Sree Siddaganga is a living testimony to the fact that everyone was equal in God's eyes. Nine thousand kids are receiving a free education, along with free food and housing, at this sacred site. From elementary school through college, students have called this place their home. Every evening, at common prayer, the whole student body joins together in singing a hymn that is profoundly spiritual and holy. Section I: Study Aims 1. Learning a person's gender. 2. Find out what the students' religious affiliation is. 3. To find out how often people visit the library. four. To find out how much time was spent reading there. 5. The goal of going to the library should be determined.

6. To determine which sources of information were used and 7. Discovering the study routines.

## II. APPROACH AND TECHNIQUE

The data collection practices of Sri Siddaganga Matta high school students (elementary, middle, and high school) are the exclusive focus of this study. The methodology employed for the study's

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.

## I. 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?

## II. DATA ANALYSIS AND INTERPRETATION

Collected data is analysed according to the following

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

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 Twohours 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%

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%)



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%)

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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

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 233(77.7%) and the no is 67(22.3%).

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%

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%).

## Final

## Thoughts

High school pupils at Sri Siddganga Matta schools in rural and urban areas do not appear to differ significantly in their reading habits, according to a research. The research has shown that reading does affect students' academic and participation performance, which is a beneficial aspect. Electronic reading has become as common among students as the more conventional practice of reading books in print. Most students, whether they're looking for textbooks or fiction, use the internet to research topics and find news articles. The usage of computers for knowledge upgrading does not vary significantly by location. They all tend to rely heavily on their newspaper knowledge and seek out information. The study found, however, that reading frequency and pattern were unimportant. According to the research, Whatever your reading habits are—daily, weekly, monthly, etc.—reading always produces

the readers will get substantial benefits. Students who read even occasionally have greater self-assurance and greater facility with expression compared to those who read daily or as needed. Also, reading regularly is associated with better grades. Reading helps students succeed in school.

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