

READING HABITS OF HIGH SCHOOL TEACHERS IN KARNATAKA WITH SPECIAL REFERENCE TO SELECTED HIGH SCHOOLS IN MYSORE DISTRICT: A SURVEY

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Abstract

This paper highlights the Reading Habits of high school teachers in Mysore City. Totally 475 teachers were surveyed with the help of a structured questionnaire as a tool for data collection. The main aim of the study is to find out high school teachers have the habit of reading or not. "Reading makes that full man, conference a ready man, writing an exact man" is a very popular quotation of the great philosopher Sir Francis Bacon. The study mainly focused on language preferences, purpose of visit to library, Types of reading materials used by the high school teachers, Frequency of Library visit by the high school Library Users, Amount of Time Spent in Library, Level of satisfaction with available resources. For this purpose the researcher prepared a well structured questionnaire as a tool for data collection and same has been analyzed and presented in the tables. The article concluded with summarizes the results highlights the major findings and suggestions.

Keywords: High School Library, User study, Reading Habits, Reading teachers.

1. Introduction

Reading is possible only when people are literate. We can instill reading habits only if illiteracy is eradicated. High School libraries can be effective agencies of promoting reading habits among the literate teachers. Reading is an important activity for people in a developing country such as India, because people who have reading habit enable a country to compete in the globalization era. There is huge benefit of reading information resources. The impact of reading in people's lives is extraordinarily widespread. A reader can learn new skills, can be introduced to new facts, can become a more knowledgeable person of the whole world and he can be stimulated to both thought and emotion. Reading has the unique power of transforming readers. It sometimes is said, "We are what we read". Abraham Lincoln said, "The things I want to know are in books. My friend is the man who will get a book to read". Francis Bacon therefore; rightly said, "Reading makes a full man".

2. Objectives

The main objectives of the study are as follows:

1. To identify the demographic characteristics of the High School Teachers
2. To identify and compare between Govt., Aided and Private High School teachers for reading interest.

3. To examine the work experience of the teachers.
4. To assess the reading habits among the High School Teachers.
5. To find out the reasons for reading , which are the languages High School Teachers prefer for reading and who are their favorite authors.
6. To examine the influence of traditional reading materials on the reading habits of High School Teachers.

3. Scope, Limitation and Methodology

The present study is restricted to, Mysore district only. The questionnaire method was used to collect the data from target respondents. A well structured questionnaire containing 18 close ended questions was designed for conducting the study. Total 550 questionnaires were distributed among the High School Teachers and 475 filled-in were received back. The rate of response is 86.36 percent. The researchers covered active and enrolled school teachers only. The study was conducted respective of all age groups reading the material for different purposes.

4. Data Analysis and Interpretation

The data was collected by questionnaire methods were analyzed and interpreted and same has been presented in the following tables.

4.1 School type wise distribution of respondents

The data regarding the School type wise break up of High School Teachers is shown in the table-1. It can be seen from the table that most of the Private High school teachers are representing 183(38.53 percent), followed by the Aided 160(33.68 percent), and only Govt. teachers representing 132(27.79 percent).

Type of schools	Questionnaire		percentage
	Distributed	Received	
Govt	184	132	27.79
Aided	183	160	33.68
Private	183	183	38.53
Total	550	475	100.00

4.2 Gender and Age-wise distribution of the respondents.

It can be seen from the analysis that most of the teachers are male representing 320 (67.37 percent) and only 155 (32.63 percent) of them are female teachers. The results show that majority of the High School Teachers are between 25-30 Years age groups representing 238 (50.11 percent), followed by the second highest majority of the School teachers are in 31-35 Years age groups scoring 98 (20.63 percent), 73(15.37 percent) Teachers belong to 36-45 years age group, and 46-50 years age group teachers make 66 (13.89 percent).

4.3 Education qualification wise distribution of the respondents.

The data regarding the qualification wise break up of High School Teachers is presented in Table-2. It can be interpreted from the table that the maximum teachers

in this category are mainly BA.B.Ed 295 (62.11 percent), followed by BSc. B.Ed score in 122(25.68 percent), and Others qualification teachers are, 58 (12.21 percent)

Table-2 Educational qualification

Educational qualification	Frequency	Percentage
BA.B.Ed	295	62.11
BSc. B.Ed	122	25.68
Others	58	12.21
Total	475	100.00

4.4 Work experience wise distribution of the respondents.

The data reading the qualification experience break up of High School Teachers is presented in Table-3. It can be interpreted from the table that the maximum teachers in this 158(33.26 percent)11-15 year experience, followed by 15-20 years experience score in 135(28.42 percent), about 113(23.79 percent) 6-10 years experience and Bellow 5 year experience score is 69(14.53 percent) teachers are work experience.

Table-3 Work experience

Experience	Frequency	Percentage
Bellow 5years	69	14.53
6-10 Years	113	23.79
11-15 Years	158	33.26
15-20 Years	135	28.42
Total	475	100.00

4.5 Language preferences of the respondents.

It can be seen that 301 (63.37 percent) of the teachers prefer to use resources related to their mother tongue i.e., Kannada. Followed by 97 (20.42 percent) teachers prefer English language, 77 (16.21 percent) prefer Hindi and 117(24.63 percent) both.

4.6 Frequency of Library visit respondents.

The breakup of frequency of library visits by the School teachers is as shown in Table-4. It is seen from the table that majority of the teachers visits the library 252 (53.05 percent) Everyday, followed by 65(13.68 percent) Once in Two days of the teachers visiting library, about 72(15.16 percent) Twice in a Week each of the teachers visit the library, 39 (8.21 percent) Once in a Week and 47 (09.89 percent) occasionally visiting the School library.

Table-4 Frequency of Library visit

Frequency of visit	Frequency	Percentage
Everyday	252	53.05
Once in Two days	65	13.68
Twice in a week	72	15.16
Once in a week	39	8.21
Occasionally	47	9.89
Total	475	100.00

4.7 Amount of Time Spent respondents.

About 225 (47.37 percent) of teachers spent one Half an hour every day for reading library resources, followed by 119 (25.05 percent) spent One hours in library for reading library resources, about 67 (14.11 percent) spent Two hour, and only 64 (13.47 percent) of users spent More than two hours for reading library resources.

4.8 Purpose of visiting the library

The data regarding the purpose of visits to the School teachers is shown in the Table - 5. It is clear from the table 255 (53.68 percent) of the users visit the library for Pleasure reading books, followed by 154 (32.42 percent) to pass an exam reading materials, about 97 (20.42 percent) teachers visit library for reading to be current with developments related and 312 (65.68 percent) School teachers visit library for the purpose of preparing their lessons.

Table- 5: Purpose of visit

Purpose of reading	Frequency	Percentage
Pleasure	255	53.68
To pass an exam	154	32.42
To be current with developments	97	20.42
To write a lesson notes	312	65.68
Others	97	20.42

4.9 Types of reading materials

A brief list of various types of reading materials preferred by School teachers is shown in Table-6. It is clear from the table that 312 (65.68 percent) of the School teachers go to the School library for reading news papers, followed by 97(20.42 percent) both General Knowledge Books, and Magazines, nearly 227(47.79 percent) of the School teachers visit school libraries to read Fiction/Novels/Story books about 12(2.53 percent) Biographies, 421 (86.74 percent) Religious Books and only Other resources like reports, directories, etc. and 37(7.79 percent).

Table-6: Types of reading materials

Type of Reading materials	Frequency	Percentage
News Papers	312	65.68
Magazines	97	20.42
General Knowledge Books	97	20.42
Fiction/ Novels/ Story books	227	47.79
Biographies	12	2.53
Religious Books	412	86.74
Other resources	37	7.79

Note: multiple choice options the percentage is exceeded to more than 100%.

4.10 Opinion about Level of satisfaction

The opinion about the level of satisfaction with available information resources is shown from table 7. Majority of 254(53.47 percent) are satisfied, followed by 117 (24.63 percent) fully satisfied, about 46 (9.68 percent) partially satisfied and 58 (12.21 percent) of School teachers are not satisfied with resources available at the School library.

Table-7: Opinion about Level of satisfaction

Level of Satisfaction	Frequency	Percentage
Fully Satisfied	117	24.63
Satisfied	254	53.47
Partially Satisfied	46	9.68
Not satisfied	58	12.21
Total	475	100.00

5. Findings, Suggestion and Conclusion

The major findings of the study and suggestions to improve the Reading Habits of Govt. and Private High School Teachers for teaching and gaining knowledge are as follows.

- Majority of the high school teachers are between 25-30 Years age groups representing 238(50.11 percent).
- Majority of 295 (62.11 percent) the teachers are BA.B Ed education qualification.
- Majority of 301 (63.37 percent) the teachers prefer the kannada language for reading purposes.
- It is clear from the study that 312 (65.68 percent) of the teachers are reading News papers for updating their general awareness.
- Majority of 252 (53.05 percent) teachers visits the library everyday for reading materials.

Suggestions

- The high school librarians should organize seminars and orientation programs to make users aware about available information resources for reading purposes.
- The library should be fully automated to make library resources and services more effectively useful.
- The library should subscribe electronic books and audio-video resources for better understanding of the concepts by its users.
- The library should have a separate section for teachers. The resources related to the interest of the teachers should be provided to them for inculcating reading habits.
- The information resources related to women readers should be kept separate and a separate section to be established for them.
- The library should have cafeteria, rest room and entertainment wing for the teachers to make users relax.
- The library should build various types of electronic information resources.

Conclusion:

High School library provides important basic academic education services. They provide access to a wide range of information resources like books, periodicals, reference materials, reports, newspapers, magazines and internet facility to access online resources also. In addition, some school libraries provide literacy tutoring services or coordinate these services for local literacy organizations. This study helps librarians understand the importance of library resources and improve the services. The library should create a healthy environment so that the users are not disturbed while reading information resources. The needed information resources should be made available with short span of time.

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