



Research Paper - Education

Assessing Reading Habits of D.Ed. Trainee Teachers

- Dr. Shashi Wanjari
- Dr. Vaishali Mahakulkar

Introduction

Real reading means plucking out all the subtle threads of meaning from sentences, paragraphs and pages and weaving them into your own personality. (Sterl A. 1953) Reading is a complex process by which a reader reconstructs, to some degree, a message encoded by a writer in graphic language.(Goodman, K.S. 1970) The need for information is a primary motivator of both children and adults. People read materials, which might help them, learn more about their occupations or about their hobbies. Reading can satisfy intellectual and political demands. Students use reading to acquire knowledge which is related to scholastic success; indeed young people view this as the primary motive for reading. Reading also provides a source of pleasure.

Reading habit has been a subject of investigation in librarianship, journalism, education, psychology, literature and history. Specifically reading habit refers to the settled material and devotes time to reading. Reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading, and tastes of reading (Sangkaeo, 1999)

The Influence of Teacher

Given what we know about reading engagement is challenge to the teacher to create classroom environment that promote engaged reading. Teachers are often well positioned to do

so. Not only do teachers have a significant influence upon a child's acquisition of the habit of engaged reading (Allington, 1994; Ruddell, 1995; Skinner & Belmont, 1993) , but also teachers appear very much aware of the need for motivating their students to read (O'Flahavan et al., 1992)

It stands to reason that if reading models affect readers then their own model of reading or system of beliefs will influence teachers as well. (Ruddell, 1995), A teacher's aesthetic reading stance may be all the more important because, as reading motivation is fostered in classrooms where the teacher is a reading model(Gambrell,1996). Teachers become reading models when they share their own reading experiences with students and emphasize how reading enhances and enriches their lives (Lundberg and Linnakyla, 1993) even reported linkages between student's achievement and the amount of reading done by their teachers. It appears that teacher's beliefs about reading as well as their reading habits may prove to have significant effects on the motivation and engagement levels of their students.

Need of Study

Reading habits can be instilled during the school days of the students. For this reason, classroom teachers have a great responsibility for instilling reading habits in students. It is expected from teacher, as individual with basic reading

habits, to set a good example for their students and to improve their professional knowledge through reading. It is important at this point to examine reading habits of D.Ed. trainee teachers being trained in colleges of Education.

Objectives Of The Study

- 1 To identify the reading habits of trainee teachers.
- 2 To find out the amount of time the trainee teachers spend in reading
- 3 To find out the languages in which they like reading
- 4 To find out the availability of reading materials
- 5 To find various sources they use in reading.
- 6 To investigate the major factors hindering the trainee teachers from reading
- 7 To suggest the measures needed to improve reading habits amongst the trainee teachers.

Methodology

The researcher has selected the survey method to study the problem. The study of the research problem was limited to trainee teachers (D.Ed.) of Marathi medium no granted college, undergoing training in Adhyapak Vidyalayas located with in the urban area of Nagpur district. The conventional technique i.e. Questionnaire was employed for primary data collection. Researcher used the online published questionnaire (Nandy, 2009) and made desirable modification to suit the type of information needed from the samples. The questionnaire was originally written in English; and translated by expert in Marathi to participants from Marathi medium.

Sample

A total number of 100(50 male and 50 female) samples were selected randomly by using

stratified sampling from the population for study. Samples comprised 20 each from five different Adhyapak Vidyalayas of Marathi medium.

Analysis and Interpretation

The data was analyzed by using simple mean percentage.

Objective 1. To identify the reading habits of D.Ed. trainee.

Table 1a : D.Ed. trainee teacher's reading habits

S.N.	Items	Yes	No.	Total
1	Do you usually read on a daily basis?	94	6	100
2	Do you read the newspaper daily?	82	18	100
3	Do you read magazines daily?	18	82	100

The result in table 1a show that the D.Ed. trainee teachers do consider reading as daily routine. This is evident with the response of 94 participants who indicated they do read on daily basis; while 6 don't read on daily basis. On daily reading of newspaper, 82 said they read the newspaper daily; while 18 were indicated they don't. The data also show that, 82 don't prefer to read magazines on daily basis and about 18 were read magazines on daily basis. It is clear from this result that the D.Ed. trainee teachers do have good reading habits and a culture of reading.

Table no. 1b Reasons for reading

S.N.	Items	Response
1	To pass an exam	12
2	For personal development	42
3	Time pass	2
4	For information	32
5	Reading habit	12
	Total	100

The table shows reading habit of trainee teachers. This show that 42% of trainee teachers have the perception that reading is done only for personal development and that of 32% were for information. The response further indicated that about 12% of each to pass an exam and reading habit consider reason for reading; while 2% of them read for time pass.

Table No. 1c: Distribution of the respondents reading material in order of significance

S.N.	Reading Material	Top priority	Low priority	Total
1	Text book	92	8	100
2	Magazines	40	60	100
3	Journals	38	62	100
4	Newspaper	90	10	100
5	Novels	30	70	100

Table 1c shows that 92% and 90 % participants felt reading textbook and Newspaper most significant respectively. This is followed by Magazines 40% participants, journals 38% participants and Novels 30% participants in this order.

Objective No. 2 To identify the amount of time the D.Ed. trainee spend in reading

Table 2: Hours spent on reading Daily

S.N.	Time/Hours spent per day	Response
1	Less than an Hour	10
2	1-2	42
3	2-3 Hour	-
4	3-4 Hour	-
5	More than 4 Hour	4
6	When get time	44
	Total	100

In table2 reveals that 10% participants spent less than an Hour on reading per day. While 42% read for 1-2 Hour and 44% of participants were read when they get time. Only 4% of participants were read more than 4Hours per day. This show that maximum of trainee teachers read when they get time which clear that the reading habits of the participants is not all that encouraging.

Objectives No. 3 -To find out the languages in which they like reading

Table No. 3 Languages in which teacher trainee's prefer to read

S.N.	Items	Responses
1	Marathi	80
2	English	12
3	Hindi	8
4	Other	-
	Total	100

Table 3 indicates that 80% participants prefer to read in marathi (mother-tongue) language books. Their second preference 12% is in English language books whereas Hindi books read by 8% participants.

Objective No. 4 -To find the availability of reading materials

Table No. 4: Trainee teacher's perception of the availability of reading material.

	Items	Yes	No	Total
1	Do you feel that existing reading materials in your library are adequate?	82	18	100
2	Are you satisfied with the present library services of your school?	80	20	100
3	Do you have opportunities to borrow books from your school library?	98	2	100
4	Do you visit any other library apart from your college library?	34	66	100

Table no. 4 show that 82% felt existing reading materials in their library are adequate. 80% of participants indicate they are satisfied with the present services of their college library.98% participants said that they do have opportunity of borrowing books from their college library. And 66% do not visits other library apart from their college library.

Objective No. 5- To find the sources from which they get the reading materials

Table No.5 Sources of reading materials depend on by the trainee teachers

S.N.	Sources	Responses
1	Purchase	30
2	Friends	4
3	Library	62
4	Read on internet	4

Table no. 5 indicates that 62% participants depend on library for reading materials, while 30% participants purchase the book. Only 4% were depend on their friend and internet for reading materials.

Objectives No. 6-To identify the major factors hindering the D.Ed. trainee from reading

Table No. 6 : Hindrances to reading

S.N.	Hindrances	Responses
1	Watching T.V.	32
2	Computer	2
3	Home work given by teacher	14
4	No reading habit	2
5	Not getting books	6
6	Lack of time	10
7	Increasing price of book	10
8	Lack of reading persons around	8
9	Due to house hold job	16
10	Total	100

Table 6 reveal that among the factors indicated as hindrances to the trainee teacher's reading habit, watching T.V. was rated higher with 32% of participants. This is followed by household job with 16% while homework given by teacher as the next factor by 14% of trainee teachers. About 10% trainee teachers felt the increasing price of book and lack of time as hindrance. Lack of reading persons around them is a hindrances identified by 8% trainee teachers. 2% and 6% of participant felt no reading habit, not getting books were the

hindrances respectively.

Conclusion

The following are the major observations that could be made from the study on the reading habits of the D.Ed. trainee teachers.

- 1) It is very encouraging to discover that many of trainee teachers have reading habit. They read for personal development and for information. But maximum of them preferred to read Textbook and newspaper, while some of them read novels ,and few of them having interest to read magazines , journals.
- 2) On the number of hours an average trainee teacher spends on reading daily, it was revealed that 44% read when they get time i.e. not a fixed time while 42% were read for 1-2 Hours. This shows that reading habits in this part are not good.
- 3) The another result reveals that D.Ed. colleges having their library and enough text book.
- 4) The collected data indicates that readers of books in Marathi language constitute the single largest group (80%). Their second preference is in English language book (12%)whereas Hindi (8%) language books attract less of them.
- 5) The main source of getting books by the trainee teachers is the college library. The second they preferred to purchase the book. While very few of them get it from their friends and read on Internet.

6) Furthermore, the results reveal that trainee teachers used most of their time watching TV is the factor hindering them from developing good reading habits. Doing household work and homework given by the teachers are the next factors identified as those hindering them from developing good reading habits.

Suggestions

- 1) Science text books are the most popular items used by the trainee teachers as a guiding source for the preparation for their examination, the selection policy of the textbook committee should be objective and unbiased. Besides, textbooks different reading materials and reference books incorporated in the college library in order to make fruitful reading.
- 2) The copies of leading newspaper must be procured in college libraries in such number as to meet the requirements of the trainee teachers.
- 3) College librarian should encourage the trainee teachers to read more books, magazines and journals regularly
- 4) College should subscribe to magazines and journals and display them in such way so that it will attract the trainee teacher to the library.
- 5) College should provide Internet facilities in the college library.
- 6) Trainee teachers should having sufficient reading education becomes more necessary in

order to better meet the individual needs of youngsters as a teacher influence on a child's reading habit acquisition or for motivating them to read. (Arici, 2008)

- 7) College can arrange reading based conferences and discussions, which help trainee teachers to develop personal reading interests.

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