

Assessing Reading Habits of B.Ed. Trainee Teachers

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Abstract: The purpose of this study is to investigate personal reading habits of trainee teachers, to find out are they a daily reader, reason for reading, time spend for reading, the language in which they like reading, the sources of reading materials and the material they likes to read. The study was carried out in twelve hundred B.Ed. trainee teachers randomly drawn from the colleges of Vidharbha region. In the study, questionnaire was developed and applied to all the trainee teachers.

Keyword – Reading habits, Trainee teacher, Vidharbha.

I. Introduction

According to G. Devarajan reading expands personal horizon. Dr. Malik in his article ‘How important is the book reading?’ stated that reading books is not only a great hobby but also an activity that builds intelligence, imagination, writing skills and improves our vocabulary and word power. People who read a lot have found themselves more articulate, grammatically correct and with a higher level of comprehension.

It has been observed that reading stimulates the muscles of eyes thereby improving concentration, observation ability and increases mental development. A good reader becomes an independent learner and thinker, capable of critical thinking and taking his own decision in life in a rational way

II. The Influence of Teacher

Trainee teachers are the future teachers. Teachers are the people with whom the society has entrusted the task of equipping the next generation to go beyond the present. Applegate and Applegate (2004) assert, “It stands to reason that if reading models affect readers then teachers will be influenced by their own model of reading or system of beliefs as well.” The researcher Allington, 1994; Ruddell, 1995; Skinner and Belmont, 1993 found that teachers have a significant influence upon a child’s acquisition of the habit of engaged reading, while O’Flahavan et al., 1992 conclude that teachers appear very much aware of the need for motivation their students to read.

III. 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 B.Ed. trainee teachers being trained in colleges of Education.

IV. Objectives of the Study

- 1 To identify the daily reading habits of trainee teachers.
- 2 To find out the reason for reading.
- 3 To find out the amount of time that trainee teachers spend in reading.
- 4 To find out the languages in which they like reading.
- 5 To find various sources from which they get reading materials.
- 6 To find out the place of reading they like most.
- 7 To identify the reading material they like to read.

V. Methodology

The researcher has selected the survey method to study the problem. The study of the research problem was limited to trainee teachers (B.Ed.) located within the Vidharbh region. 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.

Sample

A total number of 1200 samples were selected randomly by using stratified sampling from the population for study.

Analysis and Interpretation

The data was analyzed by using simple mean percentage.

Objective 1. To identify the daily reading habits of B.Ed. trainee teachers.

Table 1
B.Ed. trainee teacher's daily reading habits

S.N.	Items	Yes	No.	Total
1	Do you usually read on a daily basis?	1027(85.58%)	173(14.42%)	1200
2	Do you read the newspaper daily?	588(49%)	612(51%)	1200
3	Do you read magazines daily?	40(3.33%)	1160(96.57%)	1200

The result in table 1 show that the B.Ed. trainee teachers do consider reading as daily routine. This is evident with the response of 1027 participants who indicated they do read on daily basis; while 173 don't read on daily basis. On daily reading of newspaper, 588 said they read the newspaper daily; while 612 were indicated they don't. The data also show that, 1160 don't prefer to read magazines on daily basis and about 40 were read magazines on daily basis. It is clear from this result that the B.Ed. trainee teachers do read on daily basis but not preferring news-paper and magazines.

Objective 2. To find out the reason for reading.

Table 2
Reasons for reading

S.N.	Items	Response
1	For academic purpose	756(63%)
2	For fun	188(16%)
3	To learn new things	797(66%)
4	Hobby	352(29%)

Multiple options

The table shows reasons for reading of trainee teachers. This show that 66% of trainee teachers have the perception that reading is done only to learn new things and that of 63% were for academic purpose. The response further indicated that about 29% of each as a hobby and reading habit considering reason for reading; while 16% of them read for fun.

Objective No. 3 To identify the amount of time the B.Ed. trainee spend in reading

Table 3
Hours spent on reading

S.N.	Time/Hours spent	Response
1	Daily 1-2 Hr.	512 (42.67%)
2	Daily 2 to 4Hr.	246(20.50%)
3	Daily more than 4Hr	59(4.91%)
4	Once a week	153(12.75%)
5	Twice a week	83(6.92%)
6	Fortnightly	85(7.08%)
7	once a month	62(5.17%)

In table 2 reveals that 42.67% participants spent 1-2 Hour on reading per day. While 20.5% read for 2-4 Hour daily and 4.91% of participants were read more than 4 Hr. daily. Only 12.75% of participants were read once a week. 6.92% of participants were read Twice a week . Only 7.08%of participants were read Fortnightly. 5.17% of participants were read once a month. This show that maximum of trainee teachers read daily which clear that the reading habits of the participants is that encouraging.

Objectives No. 4 -To find out the languages in which they like reading

Table 4
Languages in which teacher trainee's prefer to read

S.N.	Items	Responses
1	Marathi	991(82.58%)
2	English	559(46.58%)
3	Hindi	592(49.33%)
4	Other	32(2.67%)

Multiple options

Table 3 indicates that 82.58% participants prefer to read in marathi (mother-tongue) language books. Their second preference 49.33% is in Hindi language books and English books read by 49.33% participants. While 2.67% of participants prefer other language.

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

Table 5
Sources of reading materials depend on by the trainee teachers

S.N.	Sources	Responses
1	From college library	600(50%)
2	Purchase personally	284(23.67%)
3	From friends	364(30.33%)
4	Any other sources	268(22.33%)
5	None	34(2.83%)

Multiple options

Table no. 5 indicates that 50% participants depend on library for reading materials, while 30.33% participants depend on their friend. Only 23.67% were purchase the book and 22.33% of participants depend on other sources for reading materials. While 2.83% didn't responded.

Objective No. 6 - To find out the place of reading they like most.

Table 6
Reading place

	Items	Number of trainee teachers	Percentage
1	At Home	1031	85.92%
2	At college Library	393	32.75%
3	At University Library	50	4.17%
4	At any other library	132	11.00%

Multiple options

Most of the trainee teachers i.e. 85.92% preferred to read at home, while 32.75% trainee teachers like to read at college library, only 11% trainee teachers like to read at any other library and very few i.e. 4.17% trainee teachers like to read at university library.

Objective No. 7: To identify the reading material they like to read.

Table 7
Preference of reading materials

S.N.	Reading Material	Response	Total
1	Text book	777	65%
2	Magazines	679	57%
3	Journals	26	2%
4	Newspaper	893	74%
5	Novels	420	35%
6	Drama	164	14%
7	General knowledge book	705	59%
8	Books on other subject	348	29%

On the basis data, it is observed that about 65% prefer text book to read, and journals preferred by 2% trainee teachers, while 57% trainee teachers preferred magazines, novels were read by 42035% trainee teachers, while news paper preferred by 74% trainee teachers, drama were preferred by 14% trainee teachers, about 59% trainee teacher preferred general knowledge book and 29% trainee teachers preferred books on other subject.

VI. Conclusion

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

- 1) It is very encouraging to discover that the B.Ed. trainee teachers do read on daily basis but not preferring news-paper and magazines.
- 2) The data indicates that most of the trainee teachers read for getting new knowledge and for academic purpose. Very less no. of trainee teachers read for fun or as a hobby.
- 3) Maximum of trainee teachers i.e. 68% read daily which clear that the reading habits of the participants is that encouraging.
- 4) The collected data indicates that readers of books in Marathi language constitute the single largest group (82.58%). Their second preference is in Hind language book (49.33%) whereas third preference is to English language (46.58%).
- 5) The main source of getting books by the trainee teachers is the college library. The second source they preferred is their friends. While some of them to purchase the book and depend on other sources.
- 6) Furthermore, most of trainee teachers (85.92%) likes to read at home while some trainee teachers (32.75%) likes college library. While very few (4.17%) likes to read at university library.
- 7) It is very encouraging to discover that most preferred by trainee teachers were the news paper then text books, third preference goes to general knowledge books and magazines, fourth preference

was novels, fifth preference were books on other subjects and sixth preference was then drama while journals were less preferred by trainee teachers.

VII. Suggestions

College librarian, lecturers should encourage the trainee teachers to read more books, magazines and journals regularly and provide library hours daily for them. Keep informing the trainee teachers about the latest arrivals in books, magazines and journals.

Librarian, lecturer and parent should provide and encourage them to read as a hobby, which is required for their overall development. College can arrange reading based conferences and discussions, which help trainee teachers to develop personal reading interests.

College should subscribe to magazines and journals and display them in such way so that it will attract the trainee teacher to the library. Also increase their book collection of Marathi language books to fulfill their needs and make them aware about other language books.

Parents should maintain the reading atmosphere at home as well as Librarian should provide and maintain reading room facility in the college library.

As the most of trainee teachers likes to read news paper the copies of leading newspaper must be procured in college libraries in such number as to meet the requirements of the trainee teachers. Since 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.

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)

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