

## Gender Wise Comparative Study of Reading Habit of B.Ed. Trainee Teachers

Vaishli Mahakulkar<sup>[1]</sup>

Dr. Shashi Wanjari<sup>[2]</sup>

**Abstract:** The purpose of this study is to investigate and compare reading habits of male and female trainee teachers, to compare their daily reading habit, reasons for reading, time spent for reading, the language preferred for reading, the sources of reading materials and the preference to reading material. The study was carried out in six hundred each male and female B.Ed. trainee teachers randomly drawn from the colleges of Vidarbha region. In the study, questionnaire was developed and applied to all the trainee teachers.

**Keywords:**

### I. INTRODUCTION

It's very surprising that we have given up on reading or rather we have forgotten the importance of reading. Reading is the basic foundation on which academic skills of an individual is build. Reading is important for the development of an individual and hence it is considered a top priority in education. It is not restricted to educational purposes only, but one can read almost anything, including encyclopedias, novels, magazines, newspaper etc. Regular reading is also believed to boost creativity as it helps you, think out of the box and to look at the things from a different perspective. It helps in developing the one's personality.

### II. READING HABITS

Reading habit means an individual's constant reading in a critical manner, as a result of his considering this activity as a need to be met and a source of pleasure (Yilmaz, 1998). The reading habit as a hobby has to be developed by the people. The issues involved in reading habits are related to cultural ethos, development of education and economic condition. In fact a reading habit influences one's personality which is visible whether one reads or not. If we compare our reading habits with other countries, we find that average American reads 20,000 pages a year while of Indian is only 320 pages. There is strong need of net working of public libraries through public library legislation (K.K.Ahuja, Mishra, & Goyal, 2010).

### III. NEED OF STUDY

Reading habits can be instilled during the school days of the students. 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 motivating their students to read. It is important at this point to compare reading habits of male and female B.Ed. trainee teachers being trained in colleges of Education.

### IV. OBJECTIVES OF THE STUDY

1. To find out Gender wise reading habits of trainee teachers.
2. To identify different Reasons for reading adopted by trainee teachers.
3. To find out Time spent by trainee teachers for reading.
4. To find out Languages preferred for reading.
5. To identify Sources of reading materials.
6. To find out Places preferred for reading.
7. To find out Reading material preferred by trainee teachers.

### 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 Vidarbha 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 600 samples of each male and female trainee teachers 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 compare the daily reading habits of male and female trainee teachers.

**Table No 1 :** B.Ed. trainee teacher's daily reading habit

	Yes		No	
	Female	Male	Female	Male
Do you read on daily basis?	519(43.25%)	508(42.33%)	81(6.75%)	92(7.67%)
Do you daily read the newspaper?	304(50.67%)	284(47.33%)	296(49.33%)	316(52.67%)
Do you read magazines daily?	23(3.83%)	17(2.83%)	577(96.17%)	583(97.17%)

<sup>[1]</sup> Lecturer , Vivekanand P.G. College of Education, Warora, E-mail: vteturde@gmail.com

<sup>[2]</sup> Associate Professor, Department of Education, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur., E-mail: shawanjari@yahoo.co.in

The results in table 1 show that Female B.Ed. trainee teachers consider reading as daily routine than the Male B.Ed. Trainee teachers. This is evident with the response of 519 female, 508 male participants who indicated they do read on daily basis; while 81 female, 92 male don't read on daily basis. Daily newspaper reading habit was confirmed by only 304 female, 284 male trainee teachers, while 296 female and 316 male indicated for this habit. Thus it can be concluded that more female trainee teachers read news paper than male trainee teachers. The data also show that, 577 female, 583 male trainee teachers don't prefer to read magazines on daily basis, only 23 female and 17 male trainee teachers use to read magazines on daily basis.

**Objective 2 :** To compare the reason for reading among male female trainee teachers.

**Table No 2:** Reasons for reading

Reason	Purpose of reading	
	Female	Male
For academic purpose	389(64.83%)	367(61.17%)
For fun	100(16.67%)	88(14.67%)
To learn new things	395(65.83%)	402(67%)
Hobby	243(40.5%)	109(18.17%)

Multiple option

The table shows comparison of reasons for reading, among trainee teachers. This show that, 64.83% of female, 61.17% of male trainee teachers do reading for academic purpose which indicates that, more female trainee teachers reads for academic purpose than male. Also found that, more female trainee teachers read for fun than male, as 16.67% of female, 14.67% of male read for fun. 65.83% of female and 67% of male trainee teachers have the perception that reading is done only to learn new things, here more male trainee teachers reads to learn new things than female trainee teachers. The response further indicates that about 40.5% of female, 18.17% of male trainee teachers read as a hobby and reading habit considering reason for reading, hence show that female trainee teachers having more reading habit than male trainee teachers.

**Objective 3 :** To compare the time spent by male and female trainee teachers for reading.

**Table No 3:** Time spent on reading

Time	Reading time	
	Female	Male
Daily 1 to 2 Hr.	293(48.84%)	230(38.34%)
Daily 2 to 4 Hr.	139(23.17%)	127(21.17%)
Daily More than 4 Hr.	26(4.34%)	34(5.67%)
Once a Week	72(12%)	73(12.17%)
Twice a Week	29(4.84%)	41(6.84%)
Fortnightly	21(3.5%)	61(10.17%)
Once a Month	20(3.34%)	34(5.67%)

In table 3 reveals that more female participants 48.84% spent 1-2 Hour on reading per day than male i.e. 38.34% and also more female trainee teachers 23.17% read for 2-4 Hour daily than male trainee teachers 21.17%. More male participants 5.67% were read more than 4 Hr. daily than female participants 4.34%. More male participants 12.17%, 6.84%,

10.17%, 5.67% read once a week, twice a week, fortnightly and once a month respectively than female participants 12%, 4.84%, 3.5%, 3.34% respectively. This show that maximum female trainee teachers spend more time on reading than male trainee teachers.

**Objective 4 :** To compare the languages preferred for reading.

**Table No 4:** Language preferred for general reading

Language	Language preferred for general reading	
	Female	Male
Marathi	527(87.84%)	464(77.34%)
English	299(49.84%)	260(43.34%)
Hindi	329(54.84%)	263(43.84%)
Any other	32(5.34%)	0

Multiple option

Table 4 indicates that more female participant read respective language i.e. 87.84% Marathi, 49.84% English, 54.84% Hindi, 5.34% any other language than male participant i.e. 77.34% Marathi, 43.34% English, 43.84% Hindi, and not reading any other language. Both Male and Female participants read Marathi Language books more than any other language. Female reads more than male

**Objective 5 :** To compare various sources of reading materials.

**Table No 5:** Sources of reading material

Sources	Source of reading material	
	Female	Male
From College Library	345(57.5%)	255(42.5%)
Self Purchase	130(21.67%)	154(25.67%)
From Friends	178(29.67%)	186(31%)
Any Other Sources	118(19.67%)	150(25%)
None	10(1.67%)	24(4%)

Table no. 5 indicates that 57.5% of female participants and 42.5% of male participants were depends on library for reading materials. Only 21.67% female participants were purchase the book which were less than male 25.67% and 29.67% of female participants depend on friend for reading material which found less than male participant i.e. 31%. More male participant 25% depend on other sources for reading materials than 19.67% of female participants.. While 1.67% of female and 4% of male trainee teachers were not responded. Thus indicate that dependence of female participants on library is more that male participants for reading materials, while less dependence of female on friends, other source and self purchase than male trainee teachers for their reading material.

**Objective 6 :** To compare the place preferred for reading.

**Table No 6:** Reading place

Place	Reading Place	
	Female	Male
At Home	560(93.34%)	471(78.5%)
At college Library	193(32.17%)	200(33.34%)
At University Library	30(5%)	20(3.34%)
At any other library	60(10%)	72(12%)

Table no. 6 show that more 93.34% of female trainee teachers like to read at home than male 78.5% trainee teachers, while less female i.e. 32.17% trainee teachers like to read in college library than male i.e. 33.34% trainee teachers. Preference of female participant (5%) more than that of male (3.34%) participant for university library for reading, while less female(10%) participant prefer any other library for reading than male (12%) participants.

**Objective 7 :** To compare the preferred reading material

**Table No 7:** Preferred reading material

Preferred reading material		
Reading Material	Female	Male
Text book	367(61.17%)	410(68.34%)
Magazines	394(65.67%)	285(47.5%)
Journals	12(2%)	14(2.34%)
Newspaper	377(62.83%)	516(86%)
Novels	233(38.83%)	187(31.17%)
Drama	78(13%)	86(14.34%)
General knowledge book	344(57.34%)	361(60.17%)
Books on other subject	150(25%)	198(33%)

Table No. 7 indicates that preference of text book reading for female (61.34%) trainee teachers was less than male (68.43%) male. Female trainee teachers (65.67%) likes magazines than male trainee teachers (47.5%) to read, while more male trainee teachers (2.34%) like journal than female trainee teachers (2%) to read. News paper were liked more that of male trainee teachers (86%) than female trainee teachers (62.83%) to read. Novels were more preferred by female trainee teachers (38.83%) than male trainee teachers (31.17%). Drama reading were more preferred by male participant (14.34%) than female. While general knowledge book and books on other subject were more liked by male trainee teacher (60.17%), (33%) than female trainee teachers (57.34%), (25%) respectively.

## VI. FINDINGS

The following are the major findings that are concluded from the comparative study on the reading habits of male and female B.Ed. trainee teacher.

- 1) More number of female B.Ed. trainee teachers read on daily basis, than male trainee teachers.
- 2) The data indicates that more female trainee teachers read for academic purpose, for fun and as a hobby than male trainee teachers. While majority of male trainee teachers read to learn new things than female trainee teachers
- 3) Maximum of female trainee teachers spend more time for reading than male trainee teachers, hence indicates that the reading habits of the female participants is more than that of male participants.
- 4) The collected data indicates that reading of Marathi, English, Hindi and other language books were more preferred by female trainee teachers than male trainee teachers.
- 5) Data shows that, dependence of more number of female trainee teachers for getting books was the college library

than male, while more number of male preferred their friends, to purchase the book and depend on other sources than female trainee teachers.

- 6) Further to this, more number of female trainee teachers likes to read at home and at university library than male trainee teachers. While majority of male trainee teachers like to read at college library and at any other library than female trainee teachers.
- 7) It is discover that more male trainee teachers preferred text book, journal, newspaper, general knowledge and book on other subject than female trainee teachers, while more female trainee teachers like to read magazines than male trainee teachers.

## VII. CONCLUSION

The study shows that reading habit of female trainee teachers are more developed than male trainee teachers. The need is to bridge the gap between male and female trainee teacher in reading culture.

College librarian, lecturers and parents should encourage the trainee teachers to develop personal reading interest.

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