



A study of Reading habits among B.Ed. Trainee Teachers belonging to different Faculty

Mahakulkar Vaishali¹ and Wanjari Shashi²

¹Vivekanand P.G. college of Education, Warora District Chandrapur INDIA

²Department of Education Rashtrasant Tukadoji Maharaj Nagpur University Nagpur, INDIA

Available online at: www.isca.in

Received 21st September 2015, revised 16th October 2015, accepted 26th November 2015

Abstract

The purpose of this study is to investigate and compare reading habits of art, commerce and science streams trainee teachers, to compare their daily reading, 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 four hundred each of art, commerce and science faculty 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.

Keywords: Reading habites, Trainee teachers, B.Ed. (Bachelor of Education).

Introduction

The man is known by his habits as his personality is clothed in habits. All the personality traits –good or bad are reflected through one's habits. The early years of childhood are very important from the point of view of habit formation. In the field of education too, habits exercise a strong impact. Good habits help acquiring, learning and knowing of so many things with great ease and facility. Reading is the quintessential factor for either determining an individual's success in the rigorous and competitive world that the word is facing today or that individual's inauspicious downward spiral into failure. Real reading means plucking out all the subtle thread of meaning from sentences, paragraphs and pages and weaving them into your own personality¹. 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 pleasure².

Need of Study: Reading is the most important asset a child will ever have because when that child matures and becomes an adolescent or an adult that individual will be presented with various tasks that involves reading. Teachers should develop a love for reading, because their students see them as role models. The researcher Allington,³; Ruddell,⁴; Skinner and Belmont,⁵ found that teachers have a significant influence upon a child's acquisition of the habit of engaged reading, while O'Flahavan et al.⁶, conclude that teachers appear very much aware of the need for motivation their students to read. In B. Ed. teacher training programme all faculties i.e. art, commerce and science graduate students admitted. Hence researcher found it is important to identify and faculty wise comparison of reading habits among trainee teachers.

Objectives of the Study: i. To find out faculty wise reading habits of trainee teachers. ii. To identify different reasons for reading adopted by trainee teachers. iii. To find out time spent by trainee teachers for reading. iv. To find out languages preferred for reading. v. To identify sources of reading materials. vi. To find out places liked by trainee teachers for reading. vii. To find out reading material preferred by 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 (B.Ed.) located within the Vidharbh region. The Questionnaire was employed for primary data collection. Researcher used the online published questionnaire⁷ and made desirable modification to suit the type of information needed from the samples.

Sample: A total number of 1200 sample, which includes 400 each of art, commerce and science 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 and percentage.

Objective 1: To find out faculty wise reading habits of trainee teachers.

The result in table 1 shows that 357 art faculty B.Ed. trainee teachers read on daily bases while, 341 science, 329 commerce faculty B.Ed. trainee teachers read on daily basis. This indicates that more art faculty trainee teachers read on daily basis than science and commerce faculty trainee teachers. On daily reading

of newspaper, 208 commerce, 200 science, 180 art faculty trainee teachers said they read the newspaper daily; while 192 commerce, 200 science, 220 of art faculty trainee teachers don't. Thus it can be concluded that more commerce faculty trainee teachers read news paper than science and art faculty trainee teachers. The data also show, 93.25% of art, 96.75% of science

and 100% of commerce trainee teachers don't prefer to read magazines on daily basis. This is may be because of less awareness about magazines and unavailability of magazines.

Objective ii: To identify different reasons for reading adopted by trainee teachers.

Table-1
Faculty wise reading habits of trainee teachers

| Item | Yes | | | No | | |
|----------------------------------|-----------------|-----------------|-----------------|----------------|----------------|----------------|
| | Art | Commerce | Science | Art | Commerce | Science |
| Do you read on daily basis? | 357 (89.25%) | 329 (82.25%) | 341 (85.25%) | 43 (10.75%) | 71 (17.75%) | 59 (14.75%) |
| Do you read the newspaper daily? | 180 (45%) | 208 (52%) | 200 (50%) | 220 (55%) | 192 (48%) | 200 (50%) |
| Do you read magazines daily? | 27(6.75%) | 0 | 13(3.25%) | 373(93.25%) | 400(100%) | 387(96.75%) |

Table-2
Purpose of reading

| Faculty | Science | Arts | Commerce |
|----------------------|--------------|--------------|--------------|
| For academic purpose | 235 (58.75%) | 236 (59.00%) | 285 (71.25%) |
| For fun | 93 (23.25%) | 44 (11.00%) | 51 (12.57%) |
| To learn new things | 293 (73.25%) | 267 (66.75%) | 237 (59.25%) |
| Hobby | 106 (26.50%) | 117 (29.25%) | 129 (32.25%) |

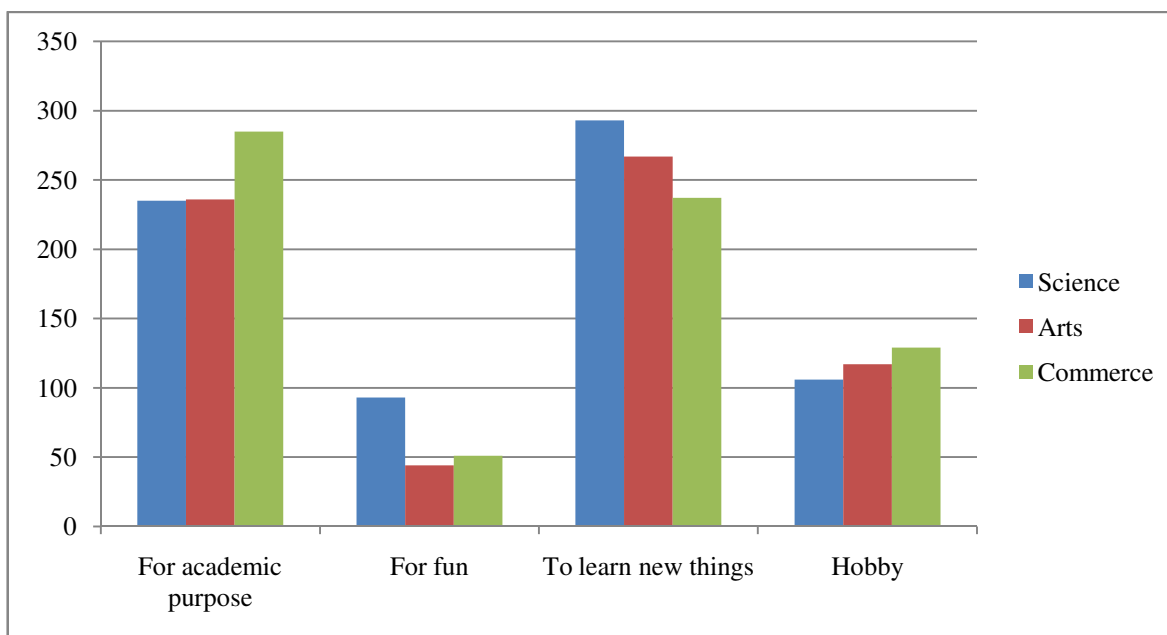


Figure-1
Different reasons for reading adopted by trainee teachers

The table-2 shows comparison of reasons for reading of among trainee teachers. This show that, 71.25% of commerce faculty, 59% of art faculty and 58.75% of science faculty do reading for academic purpose so indicates that, more commerce faculty trainee teachers reads for academic purpose than science and art. Also found that, more science faculty trainee teachers read for fun than commerce and art faculty trainee teachers, as 23.25% of science, 12.57% of commerce and 11% of art faculty read for fun. 73.25% of science faculty and 66.75% of art and 59.25% of commerce faculty trainee teachers have the perception that reading is done only to learn new things, here more science faculty trainee teachers read to learn new things than art and commerce faculty trainee teachers. The response further indicated that about 32.25% of commerce faculty, 29.25% of art and 26.5% of science faculty trainee teachers read as a hobby. Hence show that commerce and science faculty trainee teachers having more reading habit than art faculty trainee teachers.

Objective iii: To find out time spent by trainee teachers for reading.

In table 3 reveals that more science faculty participants (57%) spent 1-2 Hour on reading per day than art and commerce i.e. 38.25% and 32.75% respectively. While more art faculty trainee teachers (29.75%) read for 2-4 Hour daily than science and

commerce faculty trainee teachers 16% and 15.75%. More art faculty participants 5.25% reads more than 4 Hr. daily than science and commerce participants 5%. More art faculty trainee teachers (15.25%) reads once a week than science and commerce faculty trainee teachers (12%, 11%). More commerce faculty participants (12%, 9.5%, 8.5%) reads twice a week, fortnightly and once a month respectively than science and art faculty participants (4%, and 5.25%, 8.25%, 3.5% respectively). The result show that maximum science and art faculty trainee teachers spend more time on reading than commerce faculty trainee teachers.

Objective iv: To find out languages preferred for reading.

Table 3 indicates that more science (87%, 69%) faculty trainee teachers preferred Marathi, English languages for general reading than art (83.75%, 32.25%) and commerce (77%, 38.75%) faculty trainee teachers. While more commerce (57.75%, 4.5%) faculty participants preferred Hindi and other language for general reading than science (41%, 1%) and art (49.75%, 2.25%) faculty trainee teachers. All faculty participants read Marathi Language books more than any other language.

Objective v: To identify sources of reading materials.

Table-3
Time spent by trainee teachers for reading.

| Reading time | | | |
|----------------------|-----------|--------------|--------------|
| Faculty | Science | Art | Commerce |
| Daily 1 to 2Hr. | 228 (57%) | 131 (32.75%) | 153 (38.25%) |
| Daily 2 to 4Hr. | 64 (16%) | 119 (29.75%) | 63 (15.75%) |
| Daily more than 4Hr. | 18 (5%) | 21 (5.25%) | 20 (5%) |
| Once a week | 48 (12%) | 61 (15.25%) | 44 (11%) |
| Twice a week | 14 (4%) | 21 (5.25%) | 48 (12%) |
| Fortnightly | 14 (4%) | 33 (8.25%) | 38 (9.50%) |
| once a month | 14 (4%) | 14 (3.50%) | 34 (8.50%) |

Table-4
Languages preferred for reading.

| Preference to language for general reading | | | |
|--|-----------|--------------|--------------|
| Faculty | Science | Art | Commerce |
| Marathi | 348 (87%) | 335 (83.75%) | 308 (77.00%) |
| English | 275 (69%) | 129 (32.25%) | 155 (38.75%) |
| Hindi | 162 (41%) | 199 (49.75%) | 231 (57.75%) |
| Any other | 5 (1%) | 9 (2.25%) | 18 (4.50%) |

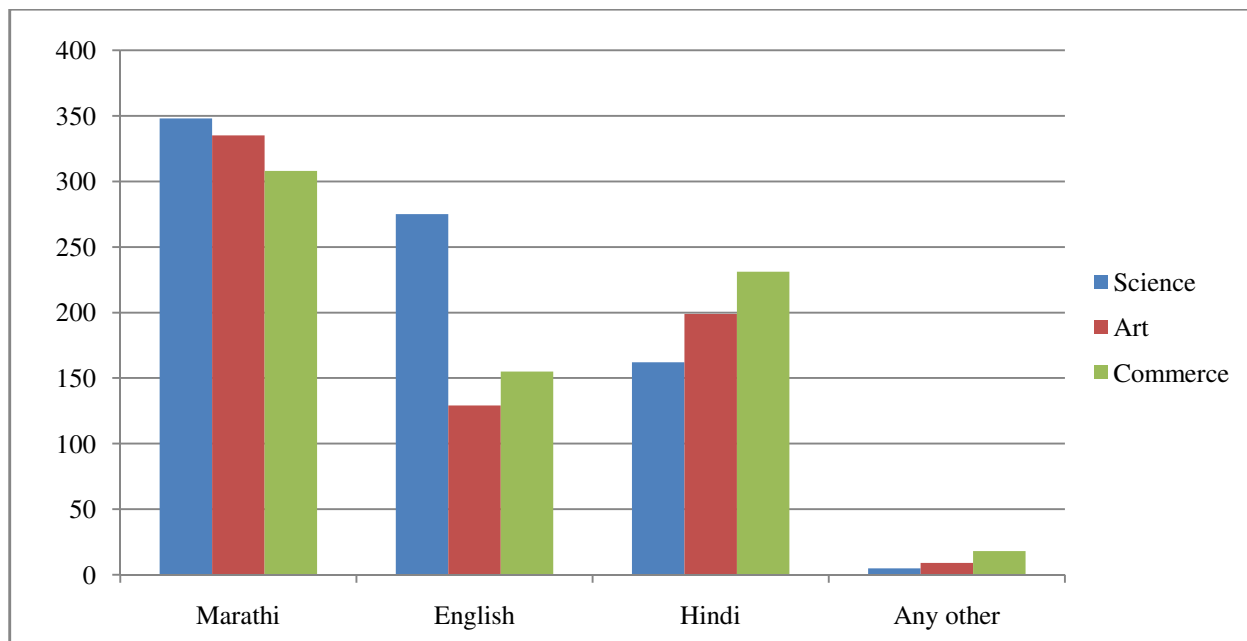


Figure-2
Languages preferred for reading.

Table-5
Sources of reading materials

| Faculty | Science | Arts | Commerce |
|----------------------|--------------|-------------|--------------|
| From college library | 198 (49.50%) | 220 (55%) | 182 (45.50%) |
| Purchase personally | 96 (24%) | 82 (20.50%) | 106 (26.50%) |
| From friends | 122 (30.50%) | 152 (38%) | 90 (22.50%) |
| Any other sources | 98 (24.50%) | 92 (23%) | 78 (19.50%) |
| None | 14 (3.50%) | 20 (5%) | 0 |

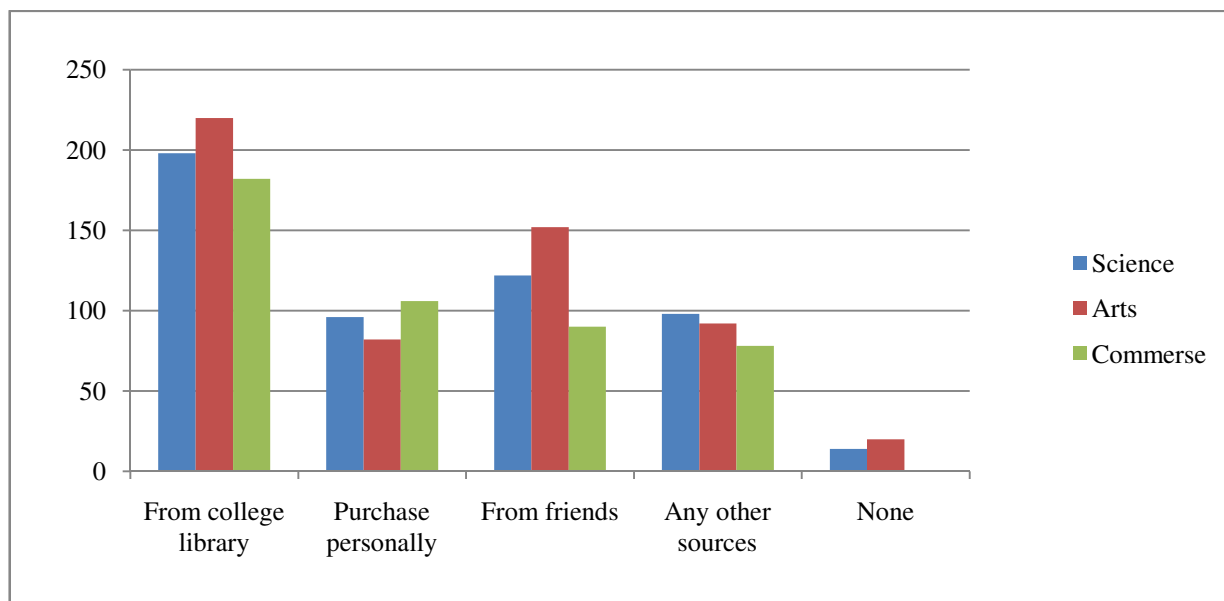


Figure-3
Sources of reading materials

Table-5 indicates that art (55%) and science (49.5%) participants depend on college library for general reading than commerce (45.5%) participants. More number of commerce faculty (26.5%) and science faculty (24%) purchase reading material for reading than art faculty (20.5%) trainee teachers. Art faculty (38%) depend on friends for general reading than science (30.5%) and commerce (22.5%) faculty trainee teachers. While art (23%) and science faculty (24.5%) trainee teachers depends on other sources than commerce faculty (19.5%) trainee teachers were not responded. Thus indicate that dependence of science and art participants on library and other source is more that commerce faculty participants for reading materials. More commerce faculty trainee teachers purchase than art and science, while more art faculty depends on friends than science and commerce trainee teachers.

Objective vi: To find out places liked by trainee teachers for reading.

Table-6 show that more of the science faculty (95%, 37.25%, 5.25%) trainee teachers like to read at home, college library and university library than art (82.75%, 28%, 4.75%) and commerce (80%, 33%, 2.5%) faculty trainee teachers. While most of the commerce faculty (15.75%) trainee teachers like to read at any other library than art (8.25%) and science (9%) faculty trainee teachers. A.Vellaichamy and R. Jeyshankar⁸ also analyzed majority of the users are reading is preferable place for home

Objective vii: To find out reading material preferred by trainee teachers.

Table-6
Places liked by trainee teachers for reading.

| Faculty | Science | Art | Commerce |
|-----------------------|--------------|--------------|-------------|
| At Home | 380 (95%) | 331 (82.75%) | 320 (80%) |
| At college Library | 149 (37.25%) | 112 (28%) | 132 (33%) |
| At University Library | 21 (5.25%) | 19 (4.75%) | 10 (2.50%) |
| At any other library | 36 (9%) | 33 (8.25%) | 63 (15.75%) |

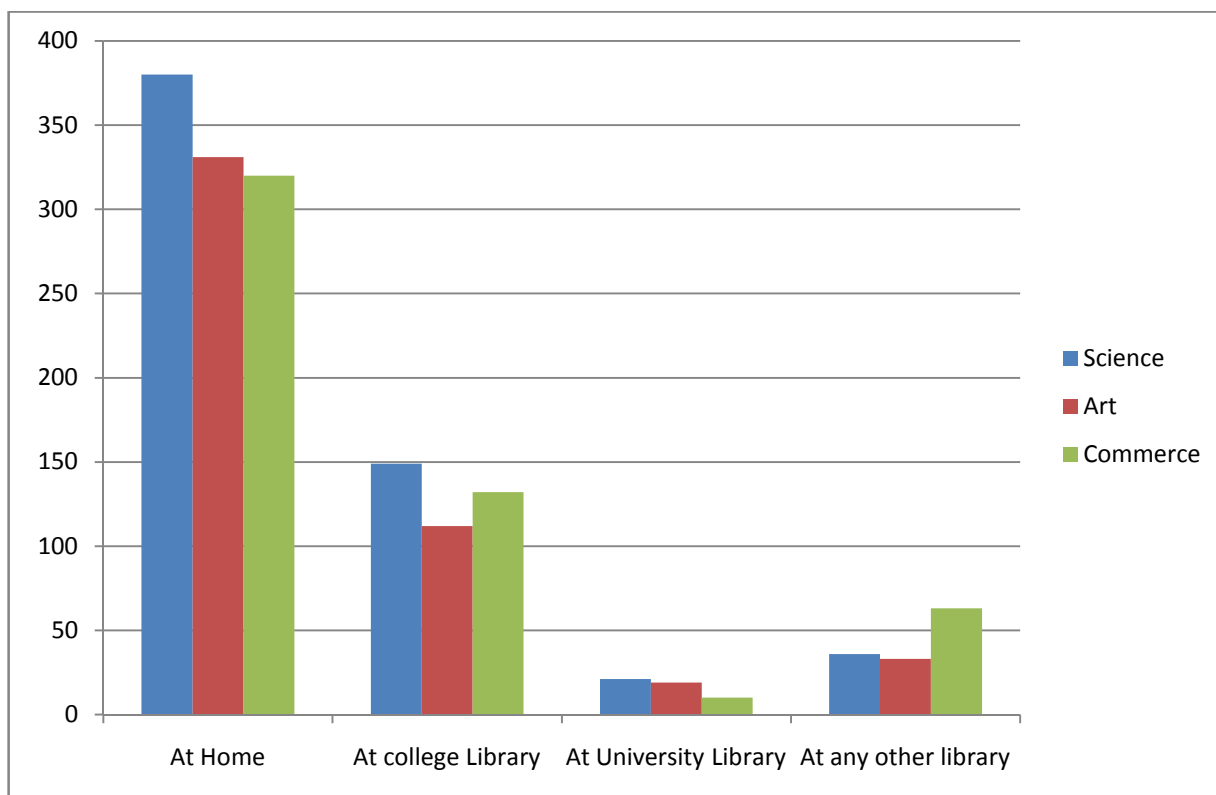


Figure-4
Places liked by trainee teachers for reading.

Table-7
Reading material preferred by trainee teachers

| Reading materials | Science | Art | Commerce |
|-------------------------|--------------|--------------|--------------|
| Text book / Hand book | 308 (77.00%) | 235 (58.75%) | 234 (58.50%) |
| class notes | 292 (73.00%) | 274 (68.50%) | 227 (56.75%) |
| Encyclopedia | 15 (37.50%) | 3 (0.75%) | 2 (50.00%) |
| Dictionaries | 232 (58.00%) | 167 (41.75%) | 155 (38.75%) |
| Periodicals | 5 (1.25%) | 21 (5.25%) | 0 (0.00%) |
| Magazines | 246 (61.50%) | 238 (59.50%) | 195 (48.75%) |
| Novels | 163 (40.75%) | 117 (29.25%) | 140 (35.00%) |
| Poetry | 23 (57.50%) | 98 (24.50%) | 56 (14.00%) |
| story books | 239 (59.75%) | 211 (52.75%) | 135 (33.75%) |
| news paper | 335 (83.75%) | 335 (83.75%) | 323 (80.75%) |
| Drama | 31 (7.50%) | 95 (23.75%) | 38 (9.50%) |
| General knowledge books | 312 (78.00%) | 206 (51.50%) | 187 (46.75%) |
| Book on other subjects | 205 (51.25%) | 55 (13.75%) | 88 (22.00%) |

Table-7 indicates that preference of text book reading for science faculty (77%) trainee teachers was more than art(58.75%) and commerce (58.50%) faculty trainee teachers. Science faculty trainee teachers (61.5%) likes magazines more than art (59.5%) and commerce (48.75) faculty trainee teachers to read, while more art (5.25%) faculty trainee teachers like periodicals than science faculty (1.25%) and commerce faculty (0%) trainee teachers to read. News paper were liked more that of science (83.75%) and art (83.75%) faculty trainee teachers than commerce (80.75%) faculty trainee teachers to read. Novels were more preferred by science (40.75%) faculty trainee teachers than commerce (35%) and art (29.25%) faculty trainee teachers. Drama reading were more preferred by art (23.75%) faculty participant than commerce (9.5%) and science (7.5%) faculty trainee teachers. While general knowledge book more liked by science (78%) faculty trainee teachers than art (51.5%) and commerce (46.75%) faculty trainee teachers. Books on other subject were more liked by science (51.25%) faculty trainee teacher than art (13.75%) and commerce(22%) faculty trainee teachers.

Findings: The following are the major observations that could be made from the comparative study on the reading habits of male and female the B.Ed. trainee teacher. i. Most of the B.Ed.

trainee teachers from all stream use to read but they do not have interest in magazines. ii. Most of the commerce faculty trainee reads for academic purpose than arts and science faculty trainee teachers. Most of the science faculty trainee teachers read for fun and to learn new things than arts and commerce faculty trainee teachers. While more number of commerce faculty trainee teachers read as a hobby than art and science faculty trainee teachers. iii. Science and arts faculty trainee teachers spend more time on reading than commerce faculty trainee teachers. iv. All faculty participants read Marathi Language books more than any other language. v. Dependence of science and arts participants on library and other source is more that commerce faculty participants for reading materials. More commerce faculty trainee teachers purchase than art and science, while more art faculty depends on friends than science and commerce trainee teachers. vi. Most of the science faculty trainee teachers like to read at home, college library, university library than art and commerce faculty trainee teachers. vii. It is discover that more science trainee teachers preferred text book, class notes, encyclopedia, dictionaries, magazines, novels, general knowledge and book on other subject than art and commerce faculty trainee teachers, while more art trainee teachers like to read periodicals, poetry, drama than science and

commerce faculty trainee teachers. Newspapers equally preferred by all the faculty trainee teachers.

Conclusion

The study shows, that reading habit of science trainee teacher is better than arts and commerce trainee teachers. There is need to work on improving the reading habit of commerce faculty trainee teachers. For this, the copies of leading newspaper and magazines, appropriate Marathi language books must be procured in the college libraries in such number as to meet the requirements of the trainee teachers. Lecturer, college librarian and parent should provide appropriate reading materials and encourage them to read as a hobby through different activities, which is required for their overall development.

References

1. Artley S., *Your Child Learns to Read*. Chicago: Scott Foresman, (1953)
2. Yilmaz B., Problems with Reading Habit and a Struggle Sample Recommendations for Turkey, *Turk Kutuphaneciligi*, 12(3), 252-258 (1998)
3. Allington R.L., The schools we have. The schools we need. *The Reading teacher*, 48, 14-29 (1994)
4. Ruddell R.B., Those influential literacy teacher: Meaning negotiators and motivation builders, *The reading teacher*, 48, 454-463 (1995)
5. Skinner E.A. and Belmont M.J., Motivation in the classroom; Reciprocal effects of teacher behavior and student engagement across the school year, *Journal of educational psychology*, 85, 571-581 (1993)
6. O'Flahavan J.F., Gambrell L.B., Guthrie J., Stahl S., Baumann J.F., and Alvermann D.E., Aug/Sep. Poll results guide activity of reaserch center, *Reading Today*, 12 (1992)
7. Nandy Questionnaire on reading habit amongst teenagers. <http://answer.yahoo.com/question> (2009)
8. Reading Habits of Central Library Users: A Case Study of Alagappa University, Tamilnadu, India A. Vellaichamy and R. Jeyshankar, *Res. J. Library Sci.*, 2(2), 6-10 (2014)