



READING HABITS AMONG STUDENT TEACHERS WITH RESPECT TO GENDER AND QUALIFICATION

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Abstract

Reading Habits means behavior which express the lightness of reading of individual, which occur regularly of leisure reading approach, type of reading tastes of reading & use of library services. Reading habit is an active skill based process of constructing meaning and gaining knowledge from oral, visual and written text. A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. The present study was conducted on 600 student teachers from Hyderabad and Ranga Reddy districts of Telangana State. The result reveals that there was a significant difference in reading habits with respect to gender and qualification among student teachers

Key words: *Reading habits, gender, qualification, student teachers*

Introduction: Reading occupies a pivotal role in the life of a man. Reading opens the doors of the treasures of knowledge. It is an important means of introducing the child to the world that surrounds him. It is the very foundation on which the edifice of the child is to be built. Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. In order to face the 21st century, education has to prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. Education under these circumstances depends largely on language competency. In this context, reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers. Reading habits are the intellectual activities for giving more information, knowledge and learn to various types of things and their activities. Reading Habits means behavior which express the lightness of reading of individual, which occur regularly of leisure reading approach, type of reading tastes of reading & use of library services. Reading habit is an active skill based process of constructing meaning and gaining knowledge from oral, visual and written text. Reading is one of the three 'r' with which a child starts his education. In fact the success and failure of his academic life depends to a large extent upon his reading ability. Reading may be regarded

as a basic skill to be acquired by every learner and hence every effort should be directed towards its development in children from early life. Studies have shown that schools and teachers do not have as big an influence on children as parents & friends do. The people that children spend the most time with are the ones who govern their thoughts and directions in life. To be around people who propagate learning and reading is always a good thing for a child. There are many benefits to picking up such reading habits, especially when it comes to matters that pertain to the child's mental growth. Without a reading habit, a child can grow up with some difficulties, especially if in a line of work that requires reading at any level. Reyhene (1998) observed that when children read for pleasure, they involuntarily and unconsciously improve their language skills. Bignold (2003) indicated that the habit of reading improved children's reading skills. Hence, the issue of reading whether it is for learning or leisure is important since it helps broaden young people's experiences and knowledge (Green, 2002). A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. Furthermore, an individual's interests are determined to a considerable extent by the amount he will read and the intensity with which he will pursue his reading activity. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society. Reading provides people with a sense of values, which enable them gradually to develop the greatest of all virtues, that is the ability to understand rather than condemn. Books can also be very comforting, especially at times when one doubts one's self and one's beliefs. Pleasure reading furthers the development of reading as life-long habit which strengthens both language skills and fluency noted that children improve their reading skill when they read for pleasure. Cunningham and Stanovich (1998) reported that reading volume both inside and outside the school has a significant impact on the development of reading speed and fluency, vocabulary, general knowledge overall verbal ability and academic achievements. Factors Influencing Reading Habits It is difficult to single out a primary factor leading to the establishment of one's attitude toward reading, but environment, particularly the home, probably provides the greatest influence. Teachers influence students, they have the potential for influencing students' attitudes toward reading. Environment at School/College/Home/Society plays an important role in influencing reading habits. The reading habits of children have long been a matter of much interest to educators, parents, librarians, publishers and other stake holders. An understanding of reading habits and preferences of children would help them to take necessary measures for promoting reading among children. It is widely acknowledged that life-long habit of reading can best be

inculcated and nurtured at the early stage. It is however a general observation that there is over emphasis on study reading rather than recreational or voluntary reading among children. Cheah (1998) noted that while students in Singapore will not hesitate to read school related materials, getting them to become life-long readers and read for the pleasure remains an uphill task. There are many factors that motivate reading among children. An international survey has shown that nearly half of the UK students participating in the study said that they read for relaxation while majority of the children from twelve developing countries revealed that they read for passing examinations (Books Aid International 2003). A study of young people in Britain aged between 11 and 18 years found that peer influence was the top most reason for reading books (Market & Opinion International MORI, 2004). A survey of 431 pre kindergarten through grade eight students in the United States found that 71% of the students who perceived themselves as good readers had a positive attitude towards reading.

Review of related literature:

Vandenhoeck (2013) described screen reading habits among university students and author examine the common preferences and habits of university students and the study included online survey method with 630 students. The author finds out majority of respondents preferred for paper reading and 74 per cent of respondents replying in support of paper-based reading. More than 60 per cent of respondents like print less than 30 per cent of students read article. Acheaw and Larson (2014) conducted a study on reading habits among students and its effect on academic performance and the study adopted data collection for questionnaire based survey of Koforidua Polytechnic students. The paper explains the importance of reading they preferred 62.5 per cent of respondents are reading novel or fiction, 14.9 per cent of students specified to learn new things and only 4 per cent of students indicated reading is bored. 62.0 per cent of students opinion is that they read lecture notes when they visit the library facility, 25.0% indicated they read textbooks. Finally the authors conclude majority of the respondents had the view that reading habits have consequence on academic performance. Baladhandayutham & Suji (2014) analysed the Reading Habit of the students, awareness about library, satisfaction of library materials and drawback of reading at the library. The study adopted Random sampling method for collecting the data. The authors find out majority of the students daily visit library, almost one third of respondents are initiated by librarians for reading habits, 68.92 per cent of the respondents agree to that Library is a appropriate place for reading. Finally the authors conclude Library is store house of knowledge and the librarians are answerable to motivate the persons to utilize the library sources.

Objectives

1. To find the reading habits among student teachers in relation to their gender.
2. To find the reading habits among student teachers in relation to their qualification.

Hypothesis

1. There will be no significant difference between reading habits among student teachers in relation to their gender.
2. There will be no significant difference between reading habits among student teachers in relation to their qualification.

Sample of the Study

The sample consisted of 600 student teachers Hyderabad and Ranga Reddy districts of Telangana State, India

Tool of the Study. Reading Habits Tool was prepared by the researcher. The tool consisted of 54 statements with five options for each statement. The options were Never, Rarely, Sometimes, Very often and Always. The student teacher had to mark his / her response in any one of the options stated as per his / her reading interest. Score allotted to the responses were 1,2,3,4 and 5.

Reliability and Validity. Test-retest method was used to establish the reliability of the Reading Habits Tool. The reliability coefficient obtained through Cronbach's Alpha was 0.84. The intrinsic validity of the test is 0.87 which determines that the tool was highly valid.

Table showing distribution of Student Teachers - Gender

<i>S.No</i>	<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
1	Male	300	50
2	Female	300	50
Total		600	100 %

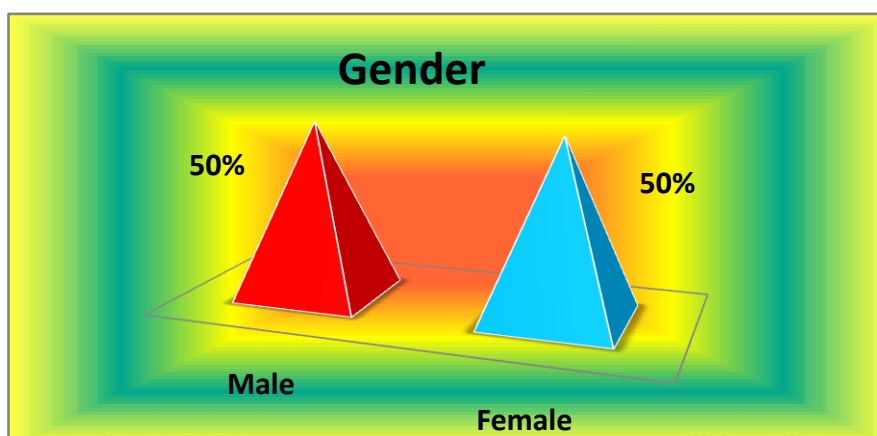


Figure Showing distribution of student teachers gender

The above table shows gender wise distribution of the student teachers. Out of the total of

600 student Teachers, 300 were male and the remaining 300 were female. It is evident from the above table that 50% of the student Teachers were male and 50% were female. Thus it can be concluded that half of the sample consists of male and the other half of female.

Table showing distribution of Student Teachers Qualification

	Qualification	Frequency	Percentage
1	Post Graduation (PG)	118	19.7
2	Graduation (Degree)	482	80.3
3	Others(Eng.)	0	0
Total		600	100 %



Figure showing distribution of student teachers - Qualification

The above table 4.3 shows Educational qualification of distribution of the student teachers. Out of the total of 600 student teachers, 118 were Post Graduates and 482 were Graduates. It is evident from the above table that 80.3% of the student teachers were Graduates and 19.7% were Post Graduates. Thus it can be concluded that majority (80%) of the sample consists of Graduates and the other 20% of sample belonged to Post Graduates.

Analysis and Interpretation

Hypothesis 1: There will be no significant difference between reading habits among student teachers in relation to their gender

Table Showing student teachers reading habits gender wise

	Gender	N	Mean	SD	t	Sig.	Df
Reading Habits	Male	300	169.28	24.41	2.536	.01	1,598
	Female	300	175.55	35.18			
	Total	600	172.42	30.41			

From the above table, out of the total of 600 student Teachers, 300 were boys and the remaining 300 were girls. It is evident from the above table that 50% of the student Teachers were boys and 50% were girls. The standard deviation was found to be 24.41 for male student

teachers while for female student teachers was 35.18. The mean score obtained for male student teachers was 169.28 and female student teachers were 175.55. The obtained t value 2.536 with a df of 1 and 598 was found to be statistically highly significant at .01 level of significance. It was clear from the above table that t value for student teachers with reading habits came out to be 2.536, which was highly significant at .01 level of significance. Therefore, it may be inferred that, female student teachers were better than male student teachers in reading habits and it was statistically significant. Hence the hypothesis 1, which states that ‘There exists no significant difference in reading habits among student teachers in relation to their gender’, is **rejected**.

Hypothesis 2: There will be no significant difference between reading habits among student teachers in relation to their qualification.

Table Showing student teachers reading habits qualification wise

	Qualification	N	Mean	SD	F	Sig.	Df
Reading Habits	PG	118	175.02	34.22	1.075	.300	2,597
	Degree	482	171.78	29.41			
	Others (Eng.)	0	0	0			
	Total	600	172.42	30.41			

From the above table, out of the total of 600 student teachers, 118 were Post Graduates, other 482 student teachers were Graduates and there were no student teachers enrolled for engineering background. It is evident from the above table that 19.7% of the student teachers were post graduates and 80.3% were graduates. The mean score obtained for post graduate student teachers was 175.02 and graduate student teachers were 171.78. The obtained F value 1.075 with a df of 2 and 597 was found to be statistically not significant. Based on the mean score it may be inferred that post graduate student teachers were better than graduate student teachers in reading habits. It is clear from the above table that F-Ratio for student teachers with reading habits came out to be 1.075, which was statically not significant. Hence the hypothesis 2, which states that ‘There exists no significant difference in the reading habits among student teachers in relation to their qualification’, is **accepted**.

Findings

1. Female student teachers were better than male student teachers in Reading Habits.
2. There is no significant difference was found between the graduation and post graduation student teachers in reading habits but post graduation student teachers are little better than graduation student teachers in reading habits.

Conclusion

The result reveals that there is a significant difference in Reading Habits among student teachers with respect to gender and there is no significant difference was found in reading habits among student teachers with respect to qualification.

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