A STUDY ON EFFECTIVENESS OF READING HABIT AMONG
B.ED STUDENT TEACHERS

Mr. Veerendra Kumar Wali S.[1] & Jagadeesh B[2], Ph. D.

[1]Research Scholar, Dept of School Education, Rani chennamma University, Belagavi &

Assistant Prof. Kumadvathi College of Education, Shikaripur-577427

[2]Principal, J.S.S, BLD's College of Education, Vijayapura

Introduction:

The traditional view held towards reading is that it is a two-component process: decoding and comprehension. Decoding is the visual analysis of the printed word, and comprehension is deriving the meaning from the decoded words. Many researchers proposed a third component that is met cognition. Casanave suggested that met cognition is "the ongoing activity of evaluating and regulating one understands of written (or spoken) text".

The reading process is quite complex. It involves many elements simultaneously. First, there is the perception of the elements of the code, whether these elements are alphabetical letters, or symbols and signs. The reader should have the ability to discriminate among them. Then, the reader should be able to decode these various elements according to the original code and the language writing system. The reader should know the meanings of the vocabulary and the relations of the words, normally these relations become much clearer and more meaningful in their positions and functions in the sentence. That is, the reader should have an innate syntactic structure of the language of the original code. After that, there comes the association of the world to the meanings of these elements.

Finally, the reader should hold together these meanings and their outcomes. In order to get the significant meaning intended by the writer. I used the word 'outcomes' here to imply what is widely known as 'reading between the lines', or more precisely the total comprehension, or text interpretation. These elements interact in a parallel process, and therefore not necessarily in the same 'logical' view expressed above. Currently, the widely-held view divides this processing into two types. Top-down processing, in which general predictions are made about the situation and checked against the incoming information.

Bottom-up processing, which occurs when the reader perceives the incoming data first, and then makes inferences about the general situation. Advanced readers implement both processes, nearly automatically and almost simultaneously. Generally speaking, native speakers tend to be top-down processors, whereas foreign and second language readers tend to be bottom-up processors.

Objectives of the study

1. To study the reading habits of B.Ed student teachers in concerned to their methodology and type of college.

Hypothesis of the study:

1. There is no significant difference between Arts and Science method B.Ed student teachers of Shivamogga District with respect to reading habit.

2. There is no significant difference between Aided and unaided college B.Ed student teachers of Shivamogga District with respect to reading habit.

Design of the study:

Survey technique design is the most useful and powerful method to identify the effectiveness of any programme. Hence the investigator has used Descriptive analysis's design to find out the Effectiveness of Reading Habit among teachers in concerned to their methodology and type of college.

Sample:

The sample of the study consisted of 500 student teachers studying in Kuvempu university Affiliated B.Ed Colleges of Shimoga District during the academic year 2016–2017. The sample included boys and girls were studying in both Arts and Science Methods and Kannada and English medium of instructions.

Tools / Instrumentation:

The researcher has developed the following tools for collection of related data.

1. Reading Habit: Researcher has own developed the tool. Prescribed for B.Ed Student teachers.

Statistical technique:

1. The data is analyzed by using the correlated 't' test.

Analysis

1. There is no significant difference between Arts and Science method B.Ed student teachers of Shivamogga District with respect to reading habit.

Table 01: Results of t test between Arts and Science method B. Ed. student teachers of Shimoga district with respect to reading habits scores.

Mediums	Mean	SD	SE	t-value	p-value	Sign.
Arts method	160.60	16.28	1.03	6.5063	0.0001	<0.05, S
Science method	170.36	17.25	1.09			

  * Significant at <0.05, level.

The results of the above table, clearly shows that, a significant difference was observed between Arts and Science method B. Ed. student teachers of Shimoga district with respect to reading habits scores (t=6.5063, p<0.05) at 5% level of significance.   Hence, the null hypothesis is rejected and alternative hypothesis is accepted.   It means that, the Science method B.Ed. student teachers have significant higher reading habits scores as compared to Arts method B.Ed. student teachers of Shimoga district.

2. **There is no significant difference between Aided and unaided college B.Ed student teachers of Shivamogga District with respect to reading habit.**

Table 02: Results of t test between aided and unaided college B.Ed. student teachers of Shimoga district with respect to reading habits scores

Managements	Mean	SD	SE	t-value	p-value	Sign.
Aided college	158.40	16.21	1.32	6.1540		<0.05, S
Unaided college	168.51	17.11	0.91		0.0001	

* Significant at <0.05, level.

The results of the above table, clearly shows that, a significant difference was observed between aided and unaided college B. Ed. student teachers of Shimoga district with respect to reading habits scores (t=6.1540, p<0.05) at 5% level of significance.   Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the unaided college B.Ed. student teachers have significant higher reading habits scores as compared to aided college B.Ed. student teachers of Shimoga district.

Findings:

1. There is a significant difference between Arts and Science method B.Ed student teachers of Shivamogga District with respect to reading habit.

2. There is a significant difference between Aided and unaided college B.Ed student teachers of Shivamogga District with respect to reading habit.

Conclusion:

The present study was conducted on undergraduates at Kuvempu University with a view to investigate the skills and strategies adopted by the readers and learners in B.Ed

Student Teachers. To study the relation between language competence and comprehension on one hand, and between comprehension and reading speed on the other. The focus is on reading models, reading strategies and reading skills. Those aspects which are relevant to these major areas are carefully organised to go in line with our treatment of these issues. We saw that reading cannot be defined as decoding and interpretation only but must also include the element of interaction between the reader and the text.

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