

READING HABITS OF TEACHER TRAINEES OF D.A. V. COLLEGE OF EDUCATION, HOSHIARPUR

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ABSTRACT

Reading is vocalization of words in a given passage and the process of given meaning to materials. Reading habit is the habit a student develops as the results of being repeatedly subjected to reading situations. It is a constructive habit that enhances our life, sharpens our mind and brain. Developing the reading habits of student teachers is utmost need of the hour so they can become the lifelong learners and can motivate their future students to be regular reader to become self sufficient. The present study was conducted to assess the reading habits among teacher trainees of D.A.V. College of Education, Hoshiarpur. The reading habit questionnaire with 26 Questions was distributed among 100 teacher trainees to collect the data. The result showed that Majority of the B.Ed.and M.Ed. like reading and India Today found to be their favourite magazine. Majority of students admitted that reading habits help to develop all round personality of a person i.e. 65 (86.7%) in B.Ed. and 24 (96%) M.Ed. respectively. Major hindrances in the way of reading habits of B.Ed. and M.Ed.students are heavy course, lack of time and social responsibility.

Keywords: Reading, Reading habits, Teacher trainees, Student teachers

INTRODUCTION

Reading is a great source of acquiring knowledge and information. Reading has an important impact on a person's personality. A well informative person acquires knowledge by continuously reading and spreads light of 'gyan' in the society. A person can sharpen his information and

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communication skills by reading. It has great power to transform people. It is a basic tool to acquire information.

Reading is vocalization of words in a given passage and the process of given meaning to materials. Its definition has undergone through many changes. Reading simply meant to extract visual information from any codes or systems.

Smith & Robinson (1980) defined reading as “an active attempt on the part of reader to understand a writer’s message” Whereas Devarajan (1989) defined it as an art of interpreting printed and written words.

Irvin (1998) describes the reading process as “*The interaction of what is in the head with what is on the page* within a particular context that causes students to *comprehend what they read*”

Allport defines habit as that which “connotes an invariable and inflexible type of responses following the recurrence of a definite stimulus situation with which it is by experience and practice, tied”.(Allport,2004)

It is a constructive habit that enhances our life, sharpens our mind and brain. To be physically fit, one must do physical exercise, similarly, one must read good books for healthy mind.

In Indian scenario, majority of persons have the purpose of reading is just for passing examination or reading for achievement of any materialistic thing in the world. The reason behind the lack of reading habits is due to wrong educational system and lack of imbibing the mechanics of reading in the students from younger age. The great personalities of India like Mahatma Gandhi, Father of Nation and Pandit Jawaharlal Nehru were great readers.

TEACHER :A teacher is a person employed in an official capacity for the purpose of guiding and direct learning the learning experiences of pupils or students in an educational institution, whether public or private(Good,1959).

TEACHER TRAINEES: Teacher trainees are those who are being trained in the colleges of education and the main focus of training is on development of skills, to the learner’s capacity to respond to the unexpected and to understand what he or she is doing. These teacher trainees are also called student teachers.

Student teachers or teacher trainees should not only be exposed to well structured and sharply focused theory courses but they should also be taught in a way which make them intelligent and active recipient of knowledge which help them to develop the desired skills and develop desired attitudes. It is only possible through developing the reading habits of student teachers so that

they can become the life long learners and can motivate their future students to be regular reader to become self sufficient.

REVIEW OF LITERATURE

Kempuraju and Devi (1988) jointly conducted an investigation into extra-curricular reading habits among post graduate students identifies the extra curricular interest among lady students of the Banglore University. Questionnaire method has been followed to survey a sample population of about three hundred P.G lady students. The easy accessibility of reading material to promote extra curricular reading has been discussed. The role of libraries and librarian in this context was brought out.

Learch(1992) conducted a survey on reading habits of blacks in South Africa. He found that the respondents were primarily interested in reading about subjects which improved their knowledge and personal situation. However, certain fiction books were also found to be of interest.

Yilmaz(2000)found in his study that majority of the students(77.8%)don't have reading habits whereas the smallest ratio(6.5%) belongs to the heavy readers.

Singh (2009) took the study entitled 'A study of the use of libraries of colleges of Education in Punjab.' Three different Questionnaires were designed to collect information from library staff, students and teachers respectively. Questionnaire II was distributed among 1119 students of B.Ed. course and 144 students of M.Ed. course of 19 colleges under study. Analysis of responses received from students and teachers revealed that about 32.60% of B.Ed. students and 29.17% M.Ed. students experienced the use of libraries for the first time during B.Ed. course as they had not used any other library before doing the B.Ed. Text books and subject related general books were most used collection. Journals were not used to the desired extent. Study brought forward the need to create awareness among users about importance of library education and society.

Kumar et al. (2010) in his study titled Reading habits of Senior Secondary students at Allahabad City U.P, India concluded that senior secondary students need to improve their reading habits. Suggestions were made to improve the reading habits of students included formation of book discussion class in each school, production of reading material with Indian background for cultural reading and have a record of their reading habits in order to make predictions about their academic success in the study.

Thanuskodi (2011) conducted a survey on Reading Habits among LIS Students of Annamalai University concluded that majority of the LIS students (79.53%) are interested in reading LIS course material frequently. Over 46.19% of the students never read LIS journals. One third of the respondents 30.12% some times read LIS related material newsletter. For pleasure 54.39% of the students read newspapers frequently. Nath and Razeena (2012) conducted a study to assess the reading habits in school going girls in city Area. The investigation aimed to explore various aspects that influence reading habits of school going girls in a city area, Calicut in Kerala. A survey was conducted using a questionnaire having 21 items on a sample of 702 school going girls. The investigation disclosed that majority of girls in sample like reading, almost half of pupils (50%) read for 1-2 hours on daily basis and about 5 percent spent four hours or more for reading. The study pointed out the various hindrances in leisure reading are games & sports, computer and internet, television, home work and house hold work etc.

Bajpai(2013) conducted a study on Reading Habit of B-School Users: A Case Study.

The purpose of this study was to know the users response about different aspects of reading habits. This study also highlighted the various approaches used to study reading habits, such as frequency of the use of the library, different types of reading material used by the users, awareness of E-resources among the users of library resources.

Krishnamurthy and Awari (2015) conducted a study Newspaper Reading Habits among Post graduate students of Karnatak University, Dharwad found that majority of students (97.95%) read Kannada newspapers. It has been found that 65.31% students spend less than one hour a day for reading Newspapers. 93.88% of the students prefer to read print newspapers even in this digital era and 79.59% read newspapers to obtain news for career development. Majority of the students (63.27%) agreed that newspapers reading improve the language and communication skills.

OBJECTIVES

- To identify reading habits among teacher trainees of D.A.V. College of Education, Hoshiarpur.
- To ascertain the main source of getting information about reading material and source for getting reading material for teacher trainees.
- To know the kind of reading material they consult in library.
- To know about their favorite magazine.
- To ascertain the most read section of newspapers by the teacher trainees.

- To know if they read book reviews given in News Papers/ Journals.
- To seek opinion of teacher trainees about the role of good reading habits in developing all round personality of a student/ person.
- To identify the various hindrances in way of developing good reading habits among teacher trainees.

JUSTIFICATION OF THE STUDY

The progress of a country depends upon the quality of its teachers. The teacher is expected to perform all three functions – Teach, instruct, and educate as per the requirements of pupil keeping in mind. So to make an expert teacher, reading habits act just like booster. It becomes necessary to assess the reading habits of these teacher trainees. The present study is an attempt to have an understanding of the reading habits of B.Ed. and M.Ed. students of D.A.V. College of Education Hoshiarpur. It examines as to how much importance the teacher trainees give to reading.

RESEARCH METHODOLOGY: The present study has been carried out with the help of Questionnaire. Questionnaire is a systematic compilation of questions that are submitted to a sampling population from which information is desired. As many as 26 Questions were framed with the hope that answers to them will yield valuable data. A suitable Performa was structured and designed.

Universe of study

The whole group from which the sample is to select is technically called the universe. Universe of this study is limited to D.A.V College of Education, Hoshiarpur (Punjab) only.

S. No.	Professional Course	No. of Students
1.	B.Ed.	300
2.	M.Ed.	35
TOTAL		335

Out of the total universe, Investigator has taken 30% of total strength of college i.e. approx. 100 as a sample for study and the response was 100% as the data was collected personally in the classrooms through a structured questionnaire having 26 items.

TABLE 1

GENDER			
Qualification		Frequency	Percent
B.Ed.	Male	6	8.0
	Female	69	92.0
	Total	75	100.0
M.Ed.	Male	4	16.0
	Female	21	84.0
	Total	25	100.0

Table 1 entitled gender shows that 92% of B.Ed. students are girls and remaining 8% are boys. In M.Ed. 84% of students are female and 16% are male.

TABLE 2

Do you like Reading when you have time?

Qualification	Responses	Frequency	Percent
B.Ed.	Yes	67	89.3
	No	8	10.7
	Total	75	100.0
M.Ed.	Yes	22	88.0
	No	3	12.0
	Total	25	100.0

Table 2: It is evident from table 1 that 89.3 % students of B.Ed. like reading and 10.7% of the students don't like reading.

88% of M.Ed. students like reading and 12% don't like reading.

TABLE 3

From where you get information about reading material?

Qualification		Frequency	Percent
B.Ed.	Teacher	23	30.7
	Library	15	20.0
	Friends	12	16.0
	Internet	23	30.7
	Any Other	2	2.7
	Total	75	100.0
M.Ed.	Teacher	6	24.0
	Library	8	32.0
	Friends	3	12.0
	Internet	8	32.0
	Total	25	100.0

Table3 shows 30% of B.Ed. students admitted that they get information regarding reading material from internet, 30% seek information from teachers and 20% of students get from library and 16% get information about reading material from friends and remained 27% liked any other. In M.Ed. 32% seek interest about reading material from library and same no. of students i.e. 32.5% get information from internet. 24% of M.Ed. students get information from teachers and remaining 12% get information from friends.

TABLE 4

From where you get/ borrow Reading Material?

Qualification		Frequency	Percent
B.Ed.	College Library	23	30.7
	Purchase	22	29.3
	Friends	12	16.0
	Public Library	14	18.7
	Any Other	4	5.3
	Total	75	100.0
M.Ed.	College Library	9	36.0
	Purchase	13	52.0
	Friends	2	8.0
	Any Other	1	4.0
	Total	25	100.0

Table 4 shows that 30.7% of B.Ed. students get books from library, 29.3% purchase books, 18.7% get books from public library while 16% of B.Ed. students get books from friends and remaining 4% ticked the any other source.

52% of M.Ed. students purchase books, 36% get books from college library while 8% get books from friends and remained 4% choose any other source for getting books.

TABLE 5

What kind of material you use in the library?

Qualification		Frequency	Percent
B.Ed.	Thesis	2	2.7
	Recreational	24	32.0
	Journals	5	6.7
	Dictionary	1	1.3
	Text Books	25	33.3
	Gk Books	17	22.7
	Any Other	1	1.3
	Total	75	100.0
M.Ed.	Thesis	11	44.0
	Journals	3	12.0
	Dictionary	1	4.0
	Text Books	7	28.0
	G K Books	3	12.0
	Total	25	100.0

Table 5 shows that major 33.3% of B.Ed. students use library for getting text books, 32% use library for getting recreational books, 22.7% get G.K. Books and 6.7% read journals in library and 1.3% students consult dictionary in library and 2.7% use thesis and 1.3% ticked any other.

Major 44% of M.Ed. students consult thesis in library, 28% use library for getting T.B, 12% of students get journals and the same percentage i.e. 12% get G.K. Books from library and 4% consult dictionary in library.

TABLE 6

Which is your favourite magazine?

Qualification		Frequency	Percent
B.Ed.	Reader Digest	5	6.7
	India Today	54	72.0
	Outlook	4	5.3
	CSR	4	5.3
	Any Other	8	10.7
	Total	75	100.0
M.Ed.	Reader Digest	2	8.0
	India Today	13	52.0
	Outlook	3	12.0
	CSR	7	28.0
	Total	25	100.0

From table 6, it is clear that a large proportionate i.e. 72% of B.Ed. students choose India Today, 6.7% ticked Reader digest, 5.3% prefer outlook and CSR each and 10.7% like any other magazine. 52% of M.Ed. students like to read India Today while 28% like CSR and 12% like outlook and remaining 8% like reader digest.

TABLE 7

Do you read newspapers daily?

Qualification		Frequency	Percent
B.Ed.	Yes	42	56.0
	No	33	44.0
	Total	75	100.0
M.Ed.	Yes	15	60.0
	No	10	40.0
	Total	25	100.0

From table 7- It is evident that 56% of B.Ed. students read newspaper daily while 44% don't read it daily. 60% of M.Ed. students read Newspaper daily and 40% don't read it daily.

Table 8

Which section of newspapers you read the most?

Qualification		Frequency	Percent
B.Ed.	Local News	27	36.0
	National News	17	22.7
	Sports	7	9.3
	Cinema	11	14.7
	Market Trends	2	2.7
	Horoscope	1	1.3
	Fiction	10	13.3
	Total	75	100.0
M.Ed.	Local News	7	28.0
	National News	6	24.0
	Sports	1	4.0
	Cinema	2	8.0
	Market Trends	3	12.0
	Situation Vacant	2	8.0
	Horoscope	2	8.0
	Fiction	2	8.0
	Total	25	100.0

From table 8, it has been found out that 36% of B.Ed. students read local news, 22.7% National news, 14.7% read cinema, 13.3% read fiction, 9.3% like sports, 2.7% read market trends and 1.3% read horoscope.

28% of M.Ed students prefer to read local news, 24% National news, 12% like market trends, 8% read for cinema, situation vacant, fiction and horoscope each and only 4% read sports section.

Table 9

Do you read book reviews given in News Papers/ Journals?

Qualification		Frequency	Percent
B.Ed.	Yes	43	57.3
	No	32	42.7
	Total	75	100.0
M.Ed.	Yes	16	64.0
	No	9	36.0
	Total	25	100.0

Table 9 shows that 57.3% of B.Ed. students read book reviews given in newspapers and journals while 42.7% don't read.

64% of M.Ed. students read book reviews and 36% don't read reviews given in news paper or journals.

Table 10

Do you think good reading habits help to develop all round personality of a student/ persons?

Qualification		Frequency	Percent
B.Ed.	Yes	65	86.7
	No	10	13.3
	Total	75	100.0
M.Ed.	Yes	24	96.0
	No	1	4.0
	Total	25	100.0

Table 10 shows, that 86.7% of B.Ed. students think that reading habits help to develop all round personality of a person while 13.3% don't think so.

96% of M.Ed. students think reading habits develop all round personality of a person while 4% don't think so.

Table 11

According to you what are various hindrances in developing good reading habits?

Qualification		Frequency	Percent
B.Ed.	Heavy Course	27	36.0
	Lack Of Time	26	34.7
	Social Responsibility	12	16.0
	Lack Of Motivation	5	6.7
	Lack Of Interest	4	5.3
	Cost Of Book	1	1.3
	Total	75	100.0
M.Ed.	Heavy Course	6	24.0
	Lack Of Time	2	8.0
	Social Responsibility	4	16.0
	Lack Of Motivation	4	16.0
	Lack Of Interest	9	36.0
	Total	25	100.0

Table 11 shows that 36% of B.Ed., students assume heavy course curriculum as hindrance in reading habit, while 34.7% think lack of time is main hindrance, 16% of students think due to social responsibilities they don't get time to read. 6.7% students think lack of motivation and 5.3% students assume lack of interest in the main hindrance is reading habits while only 1.3% think cost of book is root cause of hindrance in reading habits.

CONCLUSION: Majority of the B.Ed. and M.Ed. like reading. 23(30.7%) of B.Ed. students get information from teachers and same number of students get information from Internet, 15(20%) get information from library and 12(16%) get information from friends and remaining 2(2.7%) get information from other source. In M.Ed. same number of students i.e. 8(32%) get information

from library and internet each, while 6(24%) acquire information from teacher and only 3(12%) get information from friends about reading material. India Today is found to be favourite magazine of students.

Majority of B.Ed. and M.Ed. students read book review given in news papers / journals i.e. 43 (57.3%) and 16 (64%) respectively. Majority of students admitted that reading habits help to develop all round personality of a person i.e. 65 (86.7%) in B.Ed. and 24 (96%) M.Ed. respectively. Major hindrances in the way of reading habits of B.Ed. students are heavy course, lack of time and social responsibility, while a few students think lack of motivation and cost of books are also the obstacles in the way of reading habits.

The main objective of teacher trainee colleges is to convert the raw students to refined teachers. These student teachers have to teach the future generation of the Nation. Therefore, by improving the reading habits of would be teachers; the reading habits of future students can be improved. Investment in the form of well equipped service oriented libraries and skilled librarians, motivation of parents, teachers and learned societies can yield high dividends for the development of reading habits of students. This will ultimately lead to development of Nation. There is a need to develop creative abilities of student teachers which are so urgently needed in the fields of educational, economic and social change.

SUGGESTIONS

1. **Course Curriculum:** The course curriculum should be designed in such a way that it should motivate reading habits of the students to the maximum.
2. Course activities are very much theoretical based; these should be oriented towards the practical use of books.
3. Libraries should be well stocked with literature and recreational material along with the course books.
4. M.Ed. students should be encouraged to adopt thesis as an optional subject. It will direct students to use the library to complete their theses.
5. Teachers have direct contact with students in classroom. They have more impact of a teacher than the librarian. They should set an example among students by becoming good readers themselves.

6. NCTE should break out its silence about the provision of appropriate professional and para professional staff. Libraries should provide appropriate infrastructure to support course material to supplement the purposes of education.

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