Interplay of Teachers' Reading Habits with Their Performance

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Abstract

The study at hand was conducted to determine the relationship of teachers' reading habits with their performance at secondary schools in Punjab, Pakistan. Multi-stage random sampling technique was applied to conduct the study. Three districts of the Punjab province namely Okara, Sahiwal and Pakpattan were randomly selected. Total selected sample was 248 (N= 288 including 128 Male and 120 Female) Secondary School Teachers. The study was survey in nature. Researchers used two questionnaires viz., Reading Habits Inventory for Secondary Schools Teachers (RHI-SSTs) and Teacher Performance Evaluation Scale (TPES). The questionnaires were developed and piloted by the researchers before administration. Alpha Reliability of RHI-SSTs was 0.81 and of TPES was 0.87. Pearson (r) and t-test was applied for data analysis.Significant and positive relationship between teachers' reading habits and their class performance was found. Reading motivation is a significant predictor in teachers' performance.

Key words: Reading Habits, Teachers' Performance, Secondary Schools

Introduction

It is admitted fact that reading has prime importance in the academic performance of teachers and learners (Okebukola, 2004). Various religions have emphasized the significance of reading. According to Cullinan, (2000) reading is the way to obtain the knowledge and the exchange of ideas from one subject to another. It is direly needed for the unremitting excellent progress in learning, continuous development and refinement in ideas. Reading is multifaceted and multidirectional phenomenon. It actively engages learners in mental process (Sheldrick-Ross, McKechnie & Rothbauer, 2005). It also enables the person to understand and learn daily activities. Additionally, Collins and Cheek (1999) propagated that reading helps to create critical thinking in readers. As Rubin (2002) concluded that reading is the cognitive process begins and ends with effective control. Keeping in mind the importance of reading, it will be more advantageous to encourage reading habits in children from an early age. This will create a sense of identity in them and plays vital

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role in personality development from early childhood. As stated by Armstrong and Foley (2003), the reading should be culturally appropriate, having visions, values, behaviors, assumptions and to support a learning environment for the development of students by identifying their learning needs. According to Egan, Yang and Bartlett, (2004), reading is seen as the capability to integrate students' learning. Reading material is not only the source of development of voice but also the ability to work for memory process. The most imperative thing to improve the reading skills is to get better reading habits (Holden, 2004). Readings that comprise prioritized learning reflected a particularrole in employees' efficiency, job satisfaction and prosperity (Marsick & Watkins, 2003). It was also explained by the O'Grady, (2013) that learning can be permanent noteworthy and especially valued if each member of staff at the organization should be given the chance to discover some understandings about the culture of reading. There are some theories of readings which are as under:

The Traditional View. According to traditional view, readers have the knowledge at an early phase to establish a set of appropriate skills to form successive understanding capacity (Dole, Duffy, Roehler & Pearson, 1991). Reading is a question of understanding about the sense of text (Nunan, 1991). In the words of Hurmaini, (2012), it is the

process 'outside-in', which brings reader winning idea and the meaning of written material for reading.

The Cognitive View. This viewpoint is completely contradictory to the traditional view of reading. The cognitive view of reading reflected the internal capacity of the mind which provides the new idea that how people take their early language learning through reading. O'Maggio-Hadley, (1993) noted that foreign language develops in the mental system of a learner. Furthermore, meaningful learning is occurred, when new knowledge is properly related to the similar context that a student already knows. Smith (1994) demonstrated that learners learn how to read because it is a silent conversation between the written material and the reader. Moreover, it is the exact relationship between former knowledge of reader with new written material (Tierney & Pearson, 1994).

The Metacognitive View. According to this school of thought, reading is what the subject is doing before, during and after reading. The theorists and practitioners opined that readers carry out their skills to recognize the written material. Such type of control according to Block (1992) has been reflected as metacognition. Moreover, it is not only the sampling procedure of the text, making hypotheses and finding the end results through approving or disapproving these hypotheses. Along

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with these schools of thought, there are some methods of reading which are as under.

Subvocalized Reading Method

This is a method in which a reader speaks the words with inner sound and with the help of eye sight. That's not a better reading style according to the speed reading followers. Some believers give importance to this style in case of complicated written material.

Proof Reading Method

This method wave the path to find printing errors in the text. An experienced reader can do and add the capability to proof reading quickly as compared to common reader. In the words of *Keith (1995),* reading a book more than one time reflected the concentration of the individual to the material and the events described in it. Attachment and emotions with the text of the learner is useful for mental health.

Speed Reading Method

In this method a subject increases his reading speed and grabs the meaning of that text using secondary reading methods that are skimming and chunking method. With the help of this method, the subject increases the length covering reading a lot of text in incredibly short time. The reader can comprehend the knowledge rapidly using speed reading

(Lyon & Moats, 1997).

Survey- Question-Read-Recite-Review (sq3r) reading

In this method facilitator offers lessons without notes or other helping written material. This get ready the learners what you read and it would be suitable. This step enhances the reading capability and thinking capacity of the readers about the text (Clark & Rumbold, 2006).

Structure-Proposition-Evaluation (SPE) Method of Reading

The method focuses three things such as structure, proposition and evaluation. Structure is tied to the outline of the book. It is the instruction for the subject to pick the topics for the first reading that he / she has an interest. Proposition is relation to bond and rational implications of the text. Evaluation is linked with the merits and demerits on opinions and conclusions of the text. This method of reading functions on opinions until they are implied (Aina, Ogungbeni, Adigun, & Ogundipe, 2011).

Rapid Serial Visual Presentation (RSVP) Method of Reading

By virtue of this method, reading contains awarding the text words in a

verdict. In the words of Trelease (2006), this method eradicates inter-word saccades, confines intra-word saccades and averts reader control of time fixation. It is used to determine speed of reading and reader's control on eye movement.

Multi Intelligence-based method of Reading

Chiou (2008) described the reader's way of thinking and reading styles during reading the text. Generally, the readers exercise a lot of intelligences during reading text. Subjects might be habitual by performing this in well-organized mode.

Teachers' Performance

The effectiveness and progress of an institution is determined by teachers' performance. The institutions are well thought-out to be flourishing on the bases of teachers' performance. It is commonly evident that the institutions and the teachers' reading habits are graded by the institutional curricular and co-curricular activities. With the same opinion, Trumbull and Pacheco, (2005) described that performance of teachers is scrutinized in the improvement of the students' knowledge and nourishment in ability but the description of the status line of teachers' performance is incredibly immeasurable. Trumbull and

Pacheco, (2005) stated that teachers' performance is their competence of conveying effective education to multifaceted learners; by virtue of this the teachers' reading habits accomplish educational objectives and assess their instruction. In the same way, Kirsch, De Jong, LaFontaine, McQueen, Mendelovits and Monseur, (2003) highlighted five main indicators for teachers' reading habits' performance. First, in true sense teachers' performance is dedicated to education and learners. Second, a teachers' reading habit familiarize him with the parts under discussion. Third, Supervision of students is the core responsibility of the teachers. Forth, analytical performance should be the part of teachers' work and fifth, Performance of teachers remains allied with learners' community.

Markley, (2004) developed Performance model for teachers. They described that the performance of teachers, is based on the decreasing educational difficulties and decreasing unnecessary practices. Million (1987) described that the teacher performance directly related to effective lesson plan and the delivery method. Sheppard (2013) stated that the sufficient effective aspects and characteristics of personality of the teachers are known as teachers'

performance. Activities related to the students' learning are also noteworthy indicators of teachers' performance. Process of teachers' teaching is imperative and what is happening in the classroom is critical (Wenglinsky, 2000). Clark (1993) highlights the point that most of the authors suppose that the students' achievements are not well thought-out teachers' performance. Evaluation of the teachers' performance is the effective tool for teaching that automatically gives way to encouraging student achievement. That's why the teachers' performance is in fact learner's achievement. That is why teachers' performance is linked with some factors such as classrooms, number of students, the socio-economic status and gender (Wenglinsky, 2000).

Factors affecting Teachers' Performance

By virtue of their importance, external as well as internal factors influence teachers' performance. The researches analyze a variety of factors of teachers' performance according to the precise objectives of different schools. In the beam of the different researches, it is observed that teachers' performance is predisposed by the personality characteristics of teachers (Polk, 2006) and teachers teaching efficacy beliefs

(Yeh, 2006; Fisler & Firestone, 2006; Onafowora, 2005). It is observed in some studies that teaching performance point out both significant and insignificant distinctiveness of teachers' reading habits (Young & Shaw, 1999). Teachers' performance is directly affected by public interaction in the course of psychological machinery (Bandura, 2001). The teachers' reading habits' embrace their individual viewpoints and beliefs. These influence to some extent or wholly the teachers' reading habits real performance (Myrberg, & Rosen, 2006). The beliefs develop teachers' reading habits, increase students' achievements and classroom performance (Shaukat, & Iqbal, 2012).

Likewise, in some other studies, a relationship has been observed between teachers' reading habits and personality's characteristics and their performance in teaching (Schmidt, Lewis & Kurpius-Brock, 1991). These actions of the teachers' reading are used in instructional classes for the sake of feedback and promotion. Sariscsany (2005) revealed that the teachers' perform well and enhance students' achievements with the proper application of social cognitive theory, because it developed activities for learner. The

teachers' reading habits are fruitful while dealing with the pupils in learner-centered instruction (Yeung & Watkins, 2000). Teacher's positive personality characteristics and indicators of teachers' reading habit guide him towards a victorious performer and are well rated by their pupils (Young & Shaw, 1999).

Statement of the Problem

The problem under investigation was to find out the relationship of secondary school teachers' reading habits with their performance.

Objective of the Study

The objective of the study was to investigate the relationship of secondary school teachers' reading habits with their performance.

Hypotheses of the Study

$H_0 1$. There is no significant relationship of secondary school teachers' reading habits with their performance in Punjab Pakistan.

$H_0 2$. There is no significant relationship of the factors of secondary school teachers' reading habits with their performance in Punjab Pakistan.

$H_0 3$. There is no significant difference between urban and rural secondary school teachers' reading habits in Punjab Pakistan.

$H_0 4$. There is no significant difference between male and female secondary school teachers' reading habits in Punjab Pakistan.

$H_0 5$. There is no significant relationship of teachers' reading material in order to preference with their performance.

Due to financial and time constraints, the study was delimited to secondary schools of Faisalabad division Punjab Pakistan.

` The current study will be helpful to investigate the secondary school teachers' reading habits in Punjab Pakistan. It will be useful to determine the relationship of secondary school teachers' reading habits with their performance. Moreover, the study will be an effective addition in the existing pool of knowledge.

Design and Procedure of the Study

The study at hand was planned to determine the relationship of secondary school teachers' reading habits with their performance. The province of the Punjab was the population of the study. The Punjab province was divided in to 9 subunits called Divisions. Moreover, each subdivision was further subdivided in to 3 or 4 districts. It was not convenient for the researchers to approach/investigate whole population. Thus researchers used multistage random sampling technique to collect the data. For this purpose, at the first stage

division Sahiwal was randomly selected. The Sahiwal division was comprised of 3 districts, namely, Sahiwal, Okara, and Pakpattan. At the second stage researchers selected 20 (10 Male &10 Female) schools from each districts. At the thirds stage, the researchers randomly selected 5 secondary school Teachers from each school. The complete picture of selected sample and their response rate is being described in the following table

Table No. 1
Tabulated picture of selected sample and its response rate

Sr. No.	Name of Districts	Approached Sample	Responded sample			Response rate
			Male	Female	Total	
1	Sahiwal	100 (50 M & 50 F)	41	38	79	79%
2	Okara	100 (50 M & 50 F)	42	40	82	82%
3	PakPattan	100 (50 M & 50 F)	45	42	87	87%
4	Total	300 (150 M & 150 F)	128	120	248	82.66%

The district wise sharing of collected data is presented in the following pictorial diagram.

Instrumentation and Data Collection

To investigate the reading habits of secondary school teachers, the researchers developed inventory namely, Reading Habits Inventory for Secondary Schools Teachers (RHI-SSTs). The said instrument was developed by the researchers and piloted before the data collection. In piloting process, researchers got the expert opinion from the education experts of the University of Education Okara Campus. The reliability coefficient of (RHI-SSTs) was calculated which was 0 .81. RHI-SSTs were comprised of 5 factors namely, reading attitude, reading motivation, reading strategies, reading preferences and reading skills.

The researchers also measured teachers' performance through teachers' performance evaluation scale (TPES).

The said instrument was developed by Shehzad, Farooqi and Hassan (2013). The instrument has been used in many M.Phil studies and is under publishing process. The formal permission has been taken from the owners of the instrument. The reliability coefficient of (TPES) was calculated which was 0 .81.

For the data collection process researchers personally visited the selected sample. The instructions to the respondents were given beforehand. The response rate ratio was 88.66% and projected in table 1.

Data Analysis

$H_0 1$.There is no significant relationship of secondary school teachers' reading habits with their performance in Punjab Pakistan

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Table 2
Relationship of secondary school teachers' reading habits with their performance

	N	Mean	SD	r-value	Sig.
Reading habits	248	3.97	0.30	0.347	0.004**
Teachers' performance	248	3.208	3.32		

Correlation is significant at the *p<0.05 and **p<0.01 level (2-tailed).

Correlation analyses were used to find out the relationship of secondary school teachers' reading habits with their performance. Pearson correlation was run to find the results. Results revealed significant and positive relationship between secondary school teachers' reading habits with their performance, r (248)=0.347, p=0.004<α=0.01. This suggest that greater the teachers' reading habits greater their performance.

$H_0$2.There is no significant relationship of the factors of secondary school teachers' reading habits with their performance in Punjab Pakistan

Table 3
Relationship of factors of reading habits with performance of teachers

	N	Mean	SD	r-value	Sig.
Reading attitude	248	3.21	.289	0.099	**0.032***
Teachers' performance	248	3.208	3.32		
Reading motivation	248	3.25	.289	0.299	**0.003****
Teachers' performance	248	3.208	3.32		
Reading strategies	248	2.98	1.09	0.113	**0.708**
Teachers' performance	248	3.208	3.32		
Reading preference	248	3.654	1.74	0.409	**0.532**
Teachers' performance	248	3.208	3.32		
Reading skills	248	2.888	1.74	0.513	**0.001****
Teachers' performance	248	3.208	3.32		

Correlation is significant at the *p<0.05 and **p<0.01 level (2-tailed).

Correlation analyses were conducted to find out the relationship of factors of secondary school teachers' reading habits with their performance. Results showed significant and positive relationship of secondary school teachers' reading attitude (r(248)=0.099, p=0.032<α=0.05), reading motivation (r(248)=0.299, p=0.003<α=0.01) and reading skills (r(248)=0.513, p=0.001<α=0.01) with their performance. Secondary school teachers' reading strategies (r(248)=0.113, p=0.708>α=0.05) and reading

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preference(r(248)=0.409, p=0.532>α=0.05) were not significantly correlated with their performance.

H_03.There is no significant difference between urban and rural secondary school teachers' reading habits in Punjab Pakistan

Table 4

Difference of reading habits between rural and urban teachers at secondary level

Categories	N	Mean	SD	t-value	Sig(Two tailed)
Rural	159	3.449	2.74	5.139	0.000*
Urban	89	1.233	1.32		

*. Correlation is significant at the 0.05 level (2-tailed).

The t-value=5.139 in the above table is significant as p=0.000<α=0.05. This shows significant differences between rural and urban teachers' reading. Thus the formulated null hypothesis is accepted (at t=5.139 and p=0.000<0.05). So it was concluded that there is difference of reading habits between rural and urban secondary school teachers' reading.

H_04.There is no significant difference between male and female secondary school teachers' reading habits in Punjab Pakistan

Table 5

Difference of reading habits between male and female teachers at secondary level

Categories	N	Mean	SD	t-value	Sig (Two tailed)
Male	155	2.888	1.74	3.513	0.232*
Female	93	3.208	3.32		

*. Correlation is significant at the 0.05 level (2-tailed).

The above table reveals that there exists no significant difference between male and female teachers' reading habits at secondary level at (t=3.513, p=0.232>0.05). Therefore, it is concluded that there is no difference of reading habits between male and female teachers' reading at secondary level.H_05.There is no significant relationship of teachers' reading material in order to preference with their performance.

Table 6

Percentage responses of respondents against the level of response for a particular item

	Category	Frequency	Mean	S.D	Percentage
Reading preferences of books	Fiction	56	1.04	0.806	22
	Biography	45	1.40	1.98	18
	Educational books	89	3.43	2.66	35
	Religious books	43	1.220	2.54	17
	Others	15	2.45	1.76	0.06
	None of these	0	0	0	0
	Total	248			100
The sources of reading material	Purchase	78	2.48	0.890	31
	Friends	52	1.50	1.89	20
	Library	34	1.73	2.67	14
	Internet	47	1.20	2.47	19
	None of these	37	1.25	1.23	15
	Total	248			100
Reading time and performance	One hour	15	2.48	0.890	6
	Two hours	89	2.50	1.89	36
	Three hours	66	1.73	2.67	26
	Four hours	29	1.20	2.47	12
	More than four	16	1.25	1.23	6
	No fix time	33	2.33	1.22	14
	None of these	0	0	0	0
	Total	248			100
Purpose of reading	Time pas	8	2.48	0.890	3
	Pleasure	7	1.50	1.89	2
	Seeking information	39	1.73	2.67	17
	Personal development	194	1.20	2.47	78
	None of these	0	0	0	0
	Total	248			100

In the above table percentage responses of respondents were computed against the level of response for a particular item. In the above table, the first category is teachers' reading preferences. It was found that 35% of respondents read educational books, 22% fiction books, 18% biography and only 17% reads religious books. Therefore it was concluded that majority of respondents reads the educational books.

For the category of the sources of my reading material, it was found that the most frequently answered category is purchasing. So it can be concluded that majority of respondents purchase books for their personal reading. This category weighs about 31% of the actual data. Similarly, only 20% respondents said that they get books from their friends. While the respondents get books from library, internet and other sources are 14%, 19% and 15% respectively.

While evaluating the category of reading time and performance, it was observed that about 36% teachers responded that they read about 2 hours daily. Only 26% teachers read four three a day. While 14% teachers read in no fix time. On the other hand only 12% of teachers read four hours in a day. Just only 6%teachers' reading read for one hour in a day.

Purpose of reading is the fourth category that was measured against five items. It was investigated that 78% of teachers read for their own personal development. But only 17% of teachers read for seeking information. 3% of teachers' reading purpose was just time pass. Just only two percent teachers read for pleasure.

Results and Discussion

The current study was designed to explore the relationship of Teachers' reading habits with their performance. The results revealed that there exists significant and positive relationship between secondary school teachers' reading habits with their performance,$r(248)=0.347,=0.004<\alpha=0.01$. This suggest that greater the teachers' reading habits increase their performance. It is very obvious that teachers who read the books remain in touch with latest information and developments in the relevant filed. Thus, they perform well. The results of the study in hand are compatible with the results of OWUSU-ACHEAW and LARSON (2014) in which researchers inferred that reading habits have relationship with academic performance. Moreover, the researchers explored factor wise relationship of reading habits with their performance. The results showed significant and positive relationship of secondary school teachers'

reading attitude (r(248)=0.099, p=0.032<α=0.05), reading motivation (r(248)=0.299, p=0.003<α=0.01) and reading skills (r(248)=0.513, p=0.001<α=0.01) with their performance. Secondary school teachers' reading strategies (r(248)=0.113, p=0.708>α=0.05) and reading preference (r(248)=0.409, p=0.532>α=0.05) were not significantly correlated with their performance.

The researchers also revealed that significant difference found between the reading habits of rural and urban teachers' reading habits and their performance. Thus, the(t=5.139 and p=0.000<0.05) reflects that difference exist between rural and urban secondary school teachers' reading habits and their performance. The mean score reveals that rural teachers (M=3.449) read more books as compared to urban school teachers (M=1.233). This result is very amazing. The researchers rationalized the results and proved that rural teachers have more leisure time as compared to urban school teachers thus they read more. On the other hand, it is very clear that reading opportunities for urban school teachers are more than rural school teachers but they have very busy life thus they read less than rural school teachers

The researchers also explored difference between male and female secondary school teachers' reading habits with their performance. The analysis revealed that there exists no significant difference between male and female teachers' reading habits at secondary level at (t=3.513, p=0.232>0.05). Therefore it is concluded that there is no difference of reading habits between male and female teachers' at secondary level. It is very obvious that both male and female secondary school teachers have similar reading opportunities and resources so there will found no significant difference between their reading habits and academic performance. The results of the study are according to ground realities in Pakistan.

In the last section researchers investigated the opinion of secondary school teachers' reading preferences, sources for reading material, reading time, and purpose of reading. The analysis revealed that most of the teachers prefer to read educational books. They read most of the time the books relevant to their subjects. He results also shows that most of teachers purchased their own books for reading as compared to use library or borrowed from friends. Moreover, researchers also concluded that most of teachers (36 %) read two hours daily as

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compared to (26 %) who read three hours daily. This also indicates that teachers spare less time in readings. Lastly, it was also revealed that Most of the teachers (78%) read for their personal development. This also strengthens this result that teachers read educational books and purchase their books for reading. The results of the study partially support the results of the study of Adebayo (2009) in which the researcher found that most of the teachers read text books (Educational books) and negate the result that most of the teachers have no fix time to study the books while study in hand inferred that most of the teachers study two hours daily.

Recommendations

It is recommended that text books should be provided freely to teachers so that they can easily read the relevant material. Moreover, the researchers strongly recommended that such type of study should be conducted at broader level to infer more comprehensive results about reading habits of teachers.

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