Reading Habits of Student Teachers Across Teacher Education Institutions in Myanmar

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Abstract

The primary purpose of this study is to examine reading habits of student teachers in terms of gender, socioeconomic status and educational institutions. A total of 1075 student teachers from two universities of education and six educational degree colleges participated in this study. As the research instruments, Reading Habits Questionnaire (RHQ) developed by Tammy (2013) was used. This included three subscales such as reading experiences, reading habits and reading models. The instrument consists of 35 items of a 5-point Likert scales. Alpha reliability for RHQ revealed at 0.89. Descriptive survey research method was applied and quantitative perspective was used by Excel and SPSS software programs in this study. Significant gender differences were found in relation to reading habits of student teachers. But there is no difference in reading habits of student teachers with respect to socioeconomic status. Next, the score of reading model subscale of reading habits were significant difference among education institutions.

Key words: Reading experiences, Reading habits and Reading models.

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