



A STUDY OF BOOK STUDY BEHAVIOUR OF TRAINEE TEACHERS

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Abstract

Education is crucial for societal development, with teachers playing a central role in shaping the next generation. The Government of India emphasizes the importance of establishing teachers as respected members of society, linking their quality to teacher education. A strong reading habit among teachers and trainee teachers is essential for continuous learning and effective teaching. The National Education Policy (2020) aims to enhance reading habits through expanded public and digital libraries. Research indicates a significant correlation between reading habits and academic success, highlighting that good book study habits are vital for teachers and trainee teachers alike. This study explores the book study habits of trainee teachers, as no prior research in this area has been reported.

Keywords: 1. Book Study Behaviour 2. Trainee Teachers

INTRODUCTION: Education is an important need of any society and human beings, as well. It is rightly claimed that the destiny of India is being shaped in her classrooms (**Report of the Education Commission, 1964-66**). This, we believe, is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development (**National Education Policy, 2020**). Teachers are real agents of this education. That is why the teachers are at the centre of the education system. Government of India claims that the new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens (**National Education Policy, 2020**). Quality of teachers lies in strength and high quality of teacher education. Teachers are expected to be master of subject as well as common knowledge, teaching skills and positive teaching attitudes. It is important for teachers and trainee teachers that they must be true representatives of continuously learning society. To

promote learning habits among students, teachers, teacher educators and trainee teachers, as well the government of India has planned that public and school libraries will be significantly expanded to build a culture of reading across the country. Digital libraries will also be established to improve the availability and accessibility of books that is essential to inculcating the habit of reading within our communities and educational institutions (**National Education Policy, 2020**).

Thus, good and strong habit of reading books is perhaps one of the most important characteristics of teachers and trainee teachers because books are accumulated source of knowledge, experiences, emotions, ideas, attitudes and values of human race. Furthermore, text books are well organized written forms of thoughts, intends and teaching learning activities. The time is saved and optimum knowledge is acquired by reading good books. Good books are selected for reading on the bases of quality and expertise of author in the field, in-depthness and comprehensiveness of the books, presentation of subject matter in the books, accuracy and validity of the facts and information given in the books and adequacy of the book from learners' point of view etc.

Books represent curriculum angle of triangular process of education as well as that of teacher education. Teachers are expected to have good reading behavior because books play important role in the process of classroom as well as self learning, books are sources of knowledge and books are helpful in achieving teaching and learning goals of teachers and trainee teachers, as well. Previous researches show strong relationship between reading habits and reading proficiency, with regular reading enhancing vocabulary, comprehension, and background knowledge (**Hu, J. et al. 2024**). Reading literacy remains a critical determinant of academic success across disciplines in contemporary higher education (**Napa, Komal Kumar et al., 2026**). Another study concluded that reading proficiency is a key determinant of academic success across various subjects. Strong cognitive and linguistic skills, particularly vocabulary knowledge and executive function, enhance reading comprehension and learning outcomes (**Mihret & Joshi, 2025**). On the bases of this description it is evident that good book study habits help teachers and trainee teachers, a lot in their course of career. So it is equally important for trainee teachers, also. But no study on book study habits of trainee teachers found reported. That is why this study of book study habits of trainee teachers was undertaken.

OBJECTIVES OF THE STUDY: Book study behavior of trainee teachers stand for proper reading of curriculum related books either after purchasing, or on borrowing from classmates and seniors or on borrowing from institutional physical library, or digital library, private physical or digital libraries. There were three objectives with no research hypotheses. Following were objectives of the study:

1. To study the number of books read by male and female trainee teachers.
2. To study the type of books that male and female trainee teachers study for their compulsory courses.
3. To study the type of books that male and female trainee teachers study for their Optional Pedagogical Courses.
4. To study components of good books read by male and female trainee teachers.

METHODOLOGY OF RESEARCH: Researcher has applied School Survey under descriptive method of educational research. Trainee teachers enrolled in Bachelor of Education (B.Ed.) programme in university department and B.Ed. Colleges affiliated to Deen Dayal Upadhyaya Gorakhpur University situated in Gorakhpur city only have constituted the population of this study. Three teacher education (B.Ed.) /institutes/colleges were purposively selected as sample of the study. The sample was comprised of 139 trainee teachers including forty seven male and ninety two female trainee teachers from three sampled institutes. A Trainee Teacher Book Study Behaviour Questionnaire was constructed and standardized by the researcher himself. This questionnaire was open ended and respondents were asked to fill up details of their respective answers on total fifteen items. Frequency of responses of total sample was scored. To analyze the responses on Trainee Teacher Book Study Behaviour Questionnaire simple arithmetic techniques of percentage was applied. Data was collected from fourth semester B. Ed. Trainee teachers during January to May, 2025.

ANALYSIS, INTERPRETATION AND RESULTS OF THE STUDY:

Table-1 presented the data related to number of books read by trainee teachers under their book study behavior. It is evident from this table that total 34.40% of the male trainee teachers were going through single to maximum three books for all compulsory courses during their whole training program whereas, total 41.30% of the female trainee teachers were going through single to maximum three books for all compulsory courses during their whole training program. Total 48.93% of the male trainee teachers were going through four

to maximum six books for all compulsory courses during their whole training program whereas, total 41.30% of the female trainee teachers were going through four to maximum six books for all compulsory courses during their whole training program. Total 17.02% of the male trainee teachers were going through 07 or more books for all compulsory courses during their whole training program whereas, 11.95% of the female trainee teachers were going through 07 or more books for all compulsory courses during their whole training program. It is further evident from the table that total 40% of the trainee teachers irrespective of their gender were going through single to maximum three books for all compulsory courses during their whole training program whereas 47% of the trainee teachers, again, irrespective of their gender were going through four to

Table-1: Study of Behaviour of Reading Numbers of Books for all Compulsory Course by Trainee Teachers

Number of Books Read	Male	Trainee	Female	Trainee	Total	Trainee
	Teachers	%	Teachers	%	Teachers	%
1 to 3	16	34.40	38	41.30	54	40
4 to 6	23	48.93	43	46.73	66	47
7 or More	08	17.02	11	11.95	19	13

Maximum six books for all compulsory courses during their whole training program. Again, only 13% of the trainee teachers, irrespective of their gender were going through seven or more books for all compulsory courses during their whole training program. On the bases of percentage analysis of data there was found slight difference in book study behavior of male and female groups of trainee teachers but, direction of difference was neither clearly in favour of male group nor in clear favour of female group of trainee teachers. There are approximately 12 compulsory courses (other than optional/ pedagogical courses) and 83.33% male trainee teachers, 88.03% female trainee teachers and total 87% male and female trainee teachers, jointly, were found of behavior of reading (studying) total 06 or less number of books which was average 01 book for each two compulsory courses of teacher training programme. Thus, behavior of reading books by male, female and over all trainee teachers in terms of number of books per compulsory course was too lesser.

Table-2 presented the data related to type of books read by trainee teachers under their book study behavior. It is evident from this table that total 68.08% of the male trainee teachers, 76.08% of the female trainee teachers and 73.78% of both male and female trainee

teachers were going through guide books for all compulsory courses during their whole training program. Likewise, 42.55% of the male trainee teachers, 61.95% of the female trainee teachers and 55.39% of both male and female trainee teachers were going through text books for all compulsory courses during their whole training program. Total 21.27% of the male trainee teachers, 16.30% of the female trainee teachers and 17.98% of both male and female trainee teachers were going through general books for all compulsory courses during their whole training program. Total 21.27% of the male trainee teachers, 16.30% of the female trainee teachers and 17.98% of both male and female trainee teachers were going through general books for all compulsory courses during their whole training program.

On the bases of percentage analysis of data there was found sharp differences in type of books study behavior of male and female groups of trainee teachers. Total 73.78% male and

Table-2: Study of Behaviour of Reading Different type of Books by Trainee Teachers for all Compulsory Courses

Type of Books Read	Male Trainee Teachers		Female Trainee Teachers		Total Trainee Teachers	
	Trainees	%	Trainees	%	Trainees	%
Guides	32	68.08	70	76.08	102	73.78
Text Books	20	42.55	57	61.95	77	55.39
General Books	10	21.27	15	16.30	25	17.98
Question Banks	01	2.12	04	04.34	05	3.59

female groups of trainee teachers. Total 73.78% male and female trainee teachers are studying guide books, 55.39% male and female trainee teachers are studying text books, 17.98% of both male and female trainee teachers were going through general books for all compulsory courses during their whole training program and total 03.59% male and female trainee teachers are studying question books. It is evident that the highest percentage e.i.73.78% trainee teachers are dependents on guide books. Thus, behavior of reading the prescribed text books by male, female and over all trainee teachers in terms of type of books for compulsory course was rather poorer.

Table-3 presented the data related to type of books read by trainee teachers under their book study behavior for optional/ pedagogy courses. It is evident from this table that total

46.80% of the male trainee teachers, 41.30% of the female trainee teachers and 43.16% of both male and female trainee teachers were going through guide books for first optional/pedagogical course and total 42.55% of the male trainee teachers, 43.47% of the female trainee teachers and 43.16% of both male and female trainee teachers were going through guide books for second optional/pedagogical course during training program. Total 02.12% of the male trainee teachers,

Table-3: Study of Behaviour of Reading Different type of Books by Trainee Teachers for Optional Pedagogical Courses

Co-ur-ses	Type of Books	Male	Trainee	Female	Trainee	Total	Trainee
		Teachers	%	Teachers	%	Teachers	%
I	Guides	22	46.80	38	41.30	60	43.16
	Text Books	01	02.12	25	27.17	26	18.70
	Self Notes	01	02.12	00	00	01	0.71
II	Guides	20	42.55	40	43.47	60	43.16
	Text Books	15	31.91	23	25.00	38	27.33
	Self Notes	01	02.12	00	00	01	0.71

27.17% of the female trainee teachers and 18.70% of both male and female trainee teachers were going through text books for first optional/pedagogical course and total 31.91% of the male trainee teachers, 25.00% of the female trainee teachers and 27.33% of both male and female trainee teachers were going through text books for second optional/pedagogical course during training program. Total 2.12% of the male trainee teachers, nil percentage of the female trainee teachers and 0.71% of both male and female trainee teachers were studying self made notes for first as well as for second optional/pedagogical course. The result that only 0.71% of male and female trainee teachers are making self notes is pathetic and disappointing.

Table-4 presented the data related components of good books as per reading behavior of trainee teachers. It is evident from this table that total 63.82% of the male trainee teachers, 75% female trainee teachers and 71.22% of male and female trainee teachers opted simple language as one of the important components of good books. 10.63% of the male trainee teachers, 27.17% female trainee teachers and 21.58% of male and female trainee teachers opted organized content as an important components of good books. Total 40.42% of the

male trainee teachers, 5.43% female trainee teachers and 17.26% of male and female trainee teachers' opted wider information as an important component of good books. Total 85.10% of the male trainee teachers, 80.43% female trainee teachers and 82.01% of male and female trainee teachers have opted clarity of concepts as an important component of good books. Total 87.23% of the male trainee teachers, 95.65% female trainee teachers and 92.80% of male and female trainee teachers have opted comprehensibility as an important component of good books. Total 53.19% of the male trainee teachers, 23.91% female trainee teachers and 33.81% of male and female trainee teachers have opted interesting way of content presentation as an important component of good books. Total 8.51 % of the male trainee teachers, 11.95% female trainee teachers and 10.79% of male and female trainee teachers have opted attractiveness as an important component of good books.

Table-4: Study of Components of Good Books as per Book Reading

Components of Good Books	Behaviour of Trainee Teachers					
	Male	Trainee	Female	Trainee	Total	Trainee
	Teachers	%	Teachers	%	Teachers	%
Simple Language	30	63.82	69	75	99	71.22
Organized Content	05	10.63	25	27.17	30	21.58
Wider Information	19	40.42	05	05.43	24	17.26
Clarity of Concepts	40	85.10	74	80.43	114	82.01
Comprehensibility	41	87.23	88	95.65	129	92.80
Interesting	25	53.19	22	23.91	47	33.81
Attractiveness	04	08.51	11	11.95	15	10.79
Helpful in Exams	40	85.10	89	96.73	129	92.80
Entertaining	27	57.44	24	26.08	51	36.69

Total 85.10 % of the male trainee teachers, 96.73% female trainee teachers and 92.80% of male and female trainee teachers have reported helpfulness in examinations as an important component of good books. These are concluding result that 92.80% of male and female trainee teachers considered clarity of concepts and helpfulness in examinations as most striking components of good books. Both male and female trainee teachers have set some characteristics of good books in descending order like organized content (21.58%), wider information (17.26%) and attractiveness (10.79%).

It was found in the study that behavior of reading books by male, female trainee teachers and over all trainee teachers in terms of number of books per compulsory course of training programme was too lesser. It was found in the study that behavior of reading the prescribed text books by male, female and over all trainee teachers in terms of type of books for compulsory course was rather poorer. Very high 73.78% trainee teachers were dependents on guide books for their studies. The result that only 0.71% of male and female trainee teachers are making self notes is disappointing. The study has established that 92.80% of male and female trainee teachers considered clarity of concepts and helpfulness in examinations as most striking components of good books. Teacher trainers' book study behaviour is not at par the expectations of the learning community envisioned by NEP-2020. Book study behaviour of trainee teachers needs improvement.

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