



Effect of Teachers' Reading Habits on their Employed Classroom Methodologies: A Study of Secondary School Teachers of District Lahore, Pakistan

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ABSTRACT

This study explores the influence of school teachers' personal reading habits on the teaching methodologies they employ in the classroom. Conducted among 400 secondary school teachers in the district of Lahore, Pakistan, this research utilized a self-developed questionnaire to gather data. The primary aim was to identify correlations between the frequency, type, and volume of reading undertaken by teachers and their choice of pedagogical strategies. The findings suggest a significant relationship between teachers who engage regularly in diverse reading practices and their implementation of innovative and student-centered teaching methods. These teachers tended to employ a broader range of instructional techniques, including interactive discussions and critical thinking exercises, compared to those with less frequent or narrower reading habits. The study underscores the potential impact of educators' personal engagement with reading on enhancing classroom instruction and encourages professional development that promotes regular reading habits among teachers. The implications of these results are discussed in terms of policy recommendations for teacher training programs aimed at fostering effective educational practices in secondary schools.



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Introduction

The school teachers are expected to elevate themselves to a level where they possess not only the ability to read, but also the desire to read willingly. Teachers should prioritize the use of instructional strategies to increase the amount and frequency of reading in order to develop lifetime learning skills (Chettri & Rout, 2013). As stated by Karim (2004), the inclination to read should be cultivated organically in order to foster the habit. Moreover, the habit can be cultivated and improved by employing various tactics.

Reading Habits

According to Wagner, the reading habit can be measured by the quantity of materials read, the frequency of reading, and the average time spent on reading (Chettri & Rout, 2013, p.18).

Determinants of reading habits

Several factors have been identified as both positively and negatively influencing the reading habits of school teachers. Various internal and external variables were also contributing to the situation. The internal elements considered were the reading habits of parents, the home environment, and the behavior of school teachers towards reading. Nevertheless, external factors such as the availability and access to resources, the administration's interest in promoting a reading habit among school teachers, and the facilities provided in the school library played a significant role in both encouraging and discouraging reading motivation among teachers (Doiron, 2003).

Several beneficial elements that significantly contribute to the establishment of a reading habit among school instructors include relaxation, stimulation for lifelong learning, self-improvement, professional progress, staying updated, and self-interest. Therefore, several obstacles were faced in effectively cultivating a reading habit among school teachers. The hindrances in developing a reading habit among school teachers included prioritization of other activities over reading, lack of resources, uncooperative behavior of library staff, time constraints, pressure from assignments and coursework, and various other environmental factors. The source cited is Gambrell (1996).

School Teachers' Reading Habit

The reading habit of school teachers is crucial for their success, as stated by Trelease: "A teacher (or librarian) who does not read is bound to fail" (Burgess, Smith, Hill & Morrison, 2011, p. 109). It has been highlighted that school teachers must possess the habit of reading and should demonstrate themselves as clear and direct examples for their students (Gambrell, Palmer, Codling, & Mazzoni, 1996; Morrow & Weinstein, 1986). Manna and Misheff conducted a study on the self-reported reading behaviors of school instructors. Two distinct sorts of readers have emerged: the transactional reader and the reduced reader. According to Morrison, Jacobs, and Swinyard (1998), transactional readers approach reading with enjoyment, while reduced readers find reading to be a tedious chore. In their study conducted in November 2023, Gonzales et al. discovered that prospective instructors exhibited a decent level of digital reading habits. However, they did not see any gender disparities in reading habits between males and females. In their study, Jabbar et al. (2023) discovered that secondary teachers engage in voluntary reading as a means of relaxation. However, they also experience the burden of homework and a lack of leisure time to fully enjoy reading.

The correlation between the reading habits of school teachers and their teaching techniques

Each teacher aspires for their pupils to not only possess the ability to read, but also to develop a genuine passion for reading and willingly engage in it during their own time. Teachers should offer clear guidelines and implement effective teaching techniques to promote the development of a reading habit (Chettri & Rout, 2013). Karim (2004) argues that it is imperative to have a strong inclination towards becoming an avid reader for life. This urge can be cultivated, nurtured, and encouraged. Lopes et al. (2023) asserted that students who engage in leisure reading are more academically accomplished.

In their study, Morrison et al. (1998) investigated the reading habits of school teachers and how these habits influenced their instructional methods in the classroom. The researchers discovered that school teachers who read more extensively utilized a larger variety of ways in the classroom, including the most effective methods (Morrison, et al., 1998). In addition, Morrison et al. (1998) sought to investigate the individual recreational reading practices of school instructors and their applied instructional methods in the classroom. Data was gathered from a sample of 2000 primary school teachers in the United States. It was found that senior teachers engage in greater reading compared to younger teachers. Furthermore, teachers who derive pleasure from books employ creative instructional techniques in their classrooms. A strong correlation existed between the amount of reading and the grade level, age, and experience of the teacher. It was suggested that teachers should engage in reading, allocate time for reading, and actively exchange books with pupils through various methods.

One of the most impactful teaching behaviors for promoting students' literacy development is to encourage personal reading, both within and outside of school. It is recommended to model reading to children, such as when teachers read in front of them during sustained silent reading time. This allows children to observe that adults place importance on reading and regularly dedicate time to it, showing that they enjoy it (Wanger, 2002 as cited in Chettri & Route, 2013). In recent times, there appears to be a trend where older instructors engage in more reading compared to younger teachers. Furthermore, they also employ recommended literacy instructional methods. It is worth noting that teachers who have a genuine interest in books and incorporate recommended literacy practices in their classrooms hold more positive views about books and reading. These recommendations suggest that teachers should engage in personal reading, allocate time specifically for reading, and actively involve children in reading by sharing books in different ways. According to Doiron (2003), teachers who dedicate regular and frequent time to reading will enhance their effectiveness in working with youngsters.

Various academics assert that literature stimulates the creativity of secondary school instructors and inspires them to approach their experiences and perspectives on life from novel and distinct angles. In their classroom, they employ many methods to inspire children to engage with reading materials such as picture story books, legends, fairy tales, stories, poetry, biographies, puzzles, recollections, and travel writings. This genre of literature plays a substantial role in the development of youngsters (Omer, 2013).

Several studies have examined the reading habits of school instructors and have identified diverse approaches, strategies, and best practices employed by secondary school teachers with varying reading habits. Various teaching approaches, such as read aloud, read along, read a lot, book buddy sessions, book publishing (Doiron, 2003), literature activities, and a supportive physical environment (Morrow & Weinstein, 1986), have been recognized as effective ways to foster a reading habit in youngsters. Omer (2013) proposed that teachers should assign both individual and group tasks, promote the usage of the library, and assign class presentations to foster a reading habit. In order to foster a lifelong love for learning, it is essential for a teacher to provide students with the opportunity to choose their own reading materials, allocate dedicated time for reading, and introduce a diverse and engaging curriculum (Lesesne, 1991; Miller, 2012).

An examination of existing literature reveals that there has been a greater focus on investigating the reading habits of school instructors, while limited attention has been given to researching the correlation between the instructional approaches employed by secondary school teachers and their reading habits. Furthermore, it appears that there have been no research studies undertaken in Pakistan regarding this particular subject. Therefore, it is imperative to carry out a study that would ascertain the reading habits, preferences, and motivators of secondary school instructors. Moreover, it will elucidate the correlation between their reading habits and their employed instructional techniques by doing a comparative analysis with their current reading habits. Conducting this study at the present moment is crucial due to the Pakistan Government's

significant investment in school teacher training and reading promotion programs. The research findings will enhance these endeavors. The study will offer practical insights for school administrators to cultivate a reading culture among secondary school educators. Moreover, it will offer guidance to policymakers, educators, instructors, and librarians in developing teacher training programs.

Statement of the Problem

Teachers exert a significant influence on the attitude and behavior of their students and serve as exemplary figures for them. It is their responsibility to ensure that their students become lifelong learners. Promoting a reading habit among youngsters is the paramount responsibility of educators in order to foster their inclination towards reading voluntarily. Evidence has demonstrated that school teachers are employing conventional approaches and unsuitable procedures in order to instill a reading habit in children. They have a deficiency in training and demonstrate a lack of enthusiasm in fostering a reading habit among themselves. Conversely, the school administration exerts pressure on secondary school teachers to fulfill their instructional duties and obligations relating to exams. Hence, it is imperative to investigate inventive pedagogical approaches, tactics, and techniques that foster the engagement of secondary school educators in recreational reading.

The majority of existing research focuses on the influence of parents, particularly mothers, and peers in instilling a reading habit in children. However, limited emphasis has been placed on the function of the school teacher. There is a lack of research undertaken on this issue in Pakistan. It is crucial to investigate the correlation between the reading habits of secondary school teachers and the teaching methods they use in classrooms in Pakistan. The findings of this study will be beneficial in formulating educational plans for teacher preparation and initiatives aimed at promoting literacy. Moreover, it will ascertain novel and inventive pedagogical approaches to foster a reading culture among pupils.

Objectives of the Study

The study is intended to;

1. Identify classroom methodologies of secondary school teacher of District Lahore, Pakistan
2. Figure out the frequency of innovative classroom methodologies of secondary school teachers of District Lahore, Pakistan
3. Investigate gender differences in terms of application of classroom methodologies of secondary school teachers of District Lahore, Pakistan
4. Report impact of secondary school teacher's reading habits on their classroom methodologies

Research Design and Research Methodology

The study aims to investigate the correlation between the reading habits of secondary school teachers in public schools and the teaching methods they use in their classrooms. The chapter covers the methodological processes that were used, the population of the study, the sampling strategy that was implemented, the instrumentation, the procedures for conducting a pilot study, and the procedures for data collection and data analysis.

Population

The secondary school teachers of public sector of Lahore city were population of the study. Initially, it had been found through the sources of Education Ministry of Punjab that there were almost 331 schools consisting of 179 of boys and 152 of girls in Lahore city.

Sampling

From the pool of public schools, it was determined that 20 girls' schools and 20 boys' schools would be selected to accurately represent the gender of the participants. The roster of schools in Lahore was obtained, and the numbers listed under 'Serial No' were designated as unique codes for each school to be chosen at random. The schools were segregated by assigning numerical designations based on gender, with separate schools for girls and boys. A web-based random table was utilized to independently select schools for boys and girls. When utilizing a random

table, a specific number of boys' schools were inputted, resulting in the generation of 20 random numbers ranging from 1 to 79. The implied figures were marked to prevent any uncertainty. In addition, the method was iterated to choose a girls' school by presenting 152 schools and obtaining 20 random numbers that were marked on the list in the same manner. In accordance with the study's requirements, a decision was made to contact a total of 400 secondary school instructors from these randomly selected public sector schools. In addition, 200 secondary school teachers were surveyed from girls' schools, whereas an equal number of instructors participated from boys' schools. The school teachers who agreed to participate were included by obtaining the prior authorization of the school administrator.

Instrumentation

Data were collected using a semi-structured questionnaire. The questionnaire based survey was considered most suitable to cover the geographically divided population in all areas of Lahore.

Development of Instrument

The researcher was unable to find the instrument which was able to cover the both variables of the study as reading habit among public sector school teachers and their employed classroom methodologies. Hence, it had been decided to develop new instrument on the basis of relevant literature. Some relevant studies had been conducted to use variables of the study separately (Morrison, Jacobs & Swinyard, 1998; Stanovich, & Cunningham, 1993).

Sections of the instrument.

The instrument was consisted of three sections: demographics of the participants. The demographic information required was gender, age, experience and their highest acquired degree. Second section included was aimed to explore the reading habit among secondary school teachers by requiring perceptions of school teachers regarding their reading habit and their activities in leisure time. Their time spending activities were also explored and their spending time including leisure reading was also required to measure. Third section of the instrument was about their employed classroom methodologies by incorporating the methodologies which were inferred in literature.

Pilot study

It had been considered more appropriate to pilot test first the developed instrument and initial study to be conducted to avoid in failure while dealing with full fledged research study (De- Vaus, 1993 as cited in Teijlingen, & Hundley, 2002). Although, pilot study did not ensure the success of research study but it enhanced the chances to successfully conduct the study by knowing the possible encountered problems and hindrance at start, middle or end of the study (Teijlingen, & Hundley, 2002). Hence, the tool was pilot tests at 80 secondary school teachers working in four school; Laboratory School and Employees Colony School in University of the Punjab, Government Comprehensive School Wahdat Road and secondary school teachers participated from Pilot School, Wahdat Road, Lahore. Suggestions and feedback suggested by the participants of the pilot study were incorporated to enhance the validity of the instrument and avoid ambiguous terminology.

The data of the pilot study were entered in SPSS version 22 and statistical test Cronbach Alpha was applied to check the validity of the instrument which was acquired .780 which was considered very satisfactory.

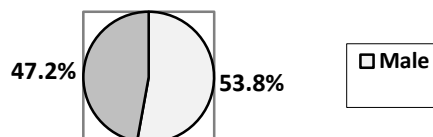
Results and Discussion

Demographic Information of the Respondents

Figure 1

Gender Distribution of Respondents (N = 386)

Gender Distribution of Participants



Reading Habit among Secondary School Teachers

Table 4.3

Secondary School Teachers as Readers (mean = 3.00)

Statements	Extremely	Very	Somewhat	Slightly	Not at all	Mean	SD*
I've never really thought of myself as "a reader."	36 (9.3%)	268 (69.4%)	Nil	82 (21.2%)	Nil	2.33	.914
I think I am a devoted reader.	Nil	154 (39.9%)	78 (20.2%)	124 (32.1%)	30 (7.8%)	3.08	1.01
I'd like to spend a day reading when I have the time.	12 (3.1%)	142 (36.8%)	68 (17.6%)	138 (35.8%)	26 (6.7%)	3.06	1.05
I get lots of satisfaction from my personal reading.	36 (9.3%)	204 (52.8%)	44 (11.4%)	80 (20.7%)	22 (5.7%)	2.61	1.08
I'd rather watch a story on TV or movies than read.	50 (13%)	80 (20.7%)	72 (18.7%)	146 (37.8%)	38 (9.8%)	3.11	1.22
Frankly, I don't find reading to be very relaxing.	20 (5.2%)	26 (6.7%)	78 (20.2%)	136 (35.2%)	126 (32.6%)	3.83	1.11

Scale: EXTREMELY=1, VERY=2, SOMEWHAT=3, SLIGHTLY=4, NOT AT ALL=5

Innovative Classroom Strategies Employed by Secondary School Teachers

Table 1

Innovative Classroom Strategies Employed by Secondary School Teachers (mean=3.26)

Statements	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Read aloud a picture book to your class.	76 (19.7%)	22 (5.7%)	32 (8.3%)	34 (8.8%)	38 (9.8%)	24 (6.2%)	26 (6.7%)	Nil	50 (13%)	Nil	84 (21.8%)	5.8	3.1
Took your students to the library.	42 (10.9%)	18 (4.7%)	58 (15%)	30 (7.8%)	150 (38.9%)	44 (11.4%)	4 (1%)	Nil	6 (1.6%)	16 (4.1%)	18 (4.7%)	4.7	2.4
Stayed in the library with your students.	58 (15%)	40 (10.4%)	46 (11.9%)	52 (13.5%)	112 (29%)	50 (13%)	2 (.5%)	Nil	6 (1.6%)	16 (4.1%)	4 (1%)	4.1	2.2
Children read from course books.	42 (10.9%)	44 (11.4%)	22 (5.7%)	58 (15%)	24 (6.2%)	74 (19.2%)	44 (11.4%)	44 (11.4%)	16 (4.1%)	Nil	18 (4.7%)	5.1	2.6
Read a short story in class.	126 (32.6%)	74 (19.2%)	Nil	26 (6.7%)	32 (8.3%)	24 (6.2%)	18 (4.7%)	44 (11.4%)	Nil	Nil	42 (10.9%)	4.2	3.4
Introduced new books to students in your class.		6 (1.6%)	44 (11.4%)	50 (13%)	26 (6.7%)	76 (19.7%)	120 (31.1%)	48 (12.4%)	Nil	16 (4.1%)	Nil	5.9	1.8
Gave students class time for their own reading.	62 (16.1%)	30 (7.8%)	74 (19.2%)		48 (12.4%)	92 (23.3%)	16 (4.1%)	22 (5.7%)	26 (6.7%)	Nil	18 (4.7%)	4.7	2.7
Recommended specific book titles to the class.	18 (4.7%)	24 (6.2%)	88 (22.8%)	76 (19.7%)	64 (16.6%)	50 (13%)	16 (4.1%)	12 (3.1%)	Nil	Nil	38 (9.8%)	4.7	2.3
Read from a children's novel to the class.		50 (13%)	16 (4.1%)	124 (32.1%)	68 (17.6%)	64 (16.6%)	Nil	Nil	Nil	64 (16.6%)		5.2	2.4

Had children talk to me about books they read.	18 4.7%	40 10.4%	92 23.8%	70 18.1%	102 26.4%	42 10.9%	18 1%	4 1%	Nil	Nil	4.1 3	1.6 6	
Had children talk in class on books they read.	14 3.6%	172 44.6%	4 1%	62 16.1%	48 12.4%	8 2.1%	30 7.8%	42 10.9%	6 1.6%	Nil	Nil	3.9 0	2.2 7
Read aloud from a children's informational book.	6 1.6%	4 1%	26 6.7%	80 20.7%	40 10.4%	50 13%	108 28%	36 9.3%	18 4.7%	18 4.7%	Nil	5.9 5	1.9 8
Read trade books in class for instruction	6 1.6%	6 1.6%	82 21.2%	48 12.4%	32 8.3%	38 9.8%	88 22.8%	46 11.9%	Nil	Nil	40 10.4%	5.9 9	2.6 5
Read trade books in class for recreation.	24 6.2%	120 31.1%	18 4.7%	22 5.7%	28 7.3%	26 11.9%	24 6.2%	24 6.2%	36 9.3%	Nil	44 11.4%	5.1 6	3.2 5
In class, read aloud in books of students' choosing.	52 13.5%	52 13.5%	74 19.2%	56 14.5%	44 11.4%	26 6.7%	Nil	6 1.6%	12 3.1%	20 5.2%	44 11.4%	4.7 1	3.2 1

The secondary school teachers implemented innovative and new strategies, and it was discovered that less than 25% of the respondents (n = 84, 21.8%) used read-aloud or story-telling of a story or picture books in their classes for more than ten days per month. However, a portion of the respondents (n = 76, 19.7%) chose not to use read-aloud in their classes, while only a small number (n = 22, 5.7%) reported using read-aloud for one day per month. Notably, a majority of the participants (n = 150, 38.9%) stated that they bring their students to the library four times a month. A smaller number of participants (n = 58, 15%) reported taking their students to the library twice a month. Conversely, a few participants (n = 42, 10.9%) indicated that they do not bring their students to the library to encourage reading habits. Most of the responders (n = 112, 29%) reported staying in the library with their pupils for four days, whereas a smaller number (n = 58, 15%) refused to do so. In addition, a majority of the students (n = 74, 19.2%) reported reading from their course book for five days in a month. A smaller percentage (n = 58, 15%) reported using this technique for three days. However, a minority (n = 42, 10.9%) stated that they did not utilize this strategy at all. The majority of respondents (n = 126, 32.6%) in the class did not utilize this method, whereas a smaller number of respondents (n = 74, 19.2%) reported utilizing the strategy for one day every month. The majority of secondary school instructors (n = 120, 31.1%) introduced new books to pupils for six days in a month. A significant number of respondents (n = 76, 19.7%) reported using this method for five days in a month. However, only a small percentage (n = 6, 1.6%) employed the strategy for just one day. Approximately 23.3% of the respondents (n = 92) reported using reading time in the classroom for five days in a month. Additionally, 12.4% of the respondents (n = 48) used this strategy for four days. However, a total of 16.1% of the respondents (n = 62) stated that they did not use this strategy in their class. A total of 22.8% of the respondents (n = 88) reported using the strategy of recommending specific book titles to students in the class for two days in a month. Additionally, 19.7% of secondary school teachers (n = 76) used this strategy for three days. However, a small percentage of teachers (4.7%, n = 18) stated that they did not use this strategy in their classroom at all. Presented to the pupils was a tactic utilized by a majority of secondary school instructors (n = 124, 32.1%) for a duration of three days every month, while a smaller group of teachers (n = 68, 17.6%) employed this strategy for four days. Only 26.4% of the respondents (n = 102) shared books they had read with other students for four days in a month. Additionally, 23.8% of the respondents (n = 92) used this strategy for two days. Only a small percentage (4.7%, n = 18) reported not using this strategy in their class. Out of the total respondents (n = 108), 28% of them reported using informational books for reading aloud. This strategy was used for six days in a month. Another group of respondents (n = 80, 20.7%) used this strategy for three days. Only a small percentage (n = 6, 1.6%) did not use this strategy in their classroom. Among secondary

school teachers, less than one quarter (22.8%, n = 88) used trade books for instruction for six days in a month. A smaller number of respondents (21.2%, n = 82) used this strategy for two days, while only a very small percentage (1.6%, n = 6) used it for one day in a month. Some teachers reported not using this strategy at all with their students. A significant number of respondents (n = 120, 31.1%) reported utilizing the approach of reading trade books in class for recreational purposes once a month. Additionally, a smaller group of respondents (n = 44, 11.4%) reported using this strategy for a duration of ten days. However, a small proportion of individuals (n = 24, 6.2%) refused to implement this approach in their classroom. Seventy-four respondents, accounting for 19.2% of the total, reported that they chose books recommended by students and read them aloud for two days each month. Fifty-six respondents, or 14.5%, used this strategy for three days. Another 52 respondents, or 13.5%, used this strategy for one day, while some respondents chose not to use this strategy at all.

Frequency of Employed Classroom Methodologies

Table 4.6

Frequency of Classroom Strategies Employed by Secondary School Teachers (mean=2.33)

Statements	1	2	3	4	Mean	SD*
	Not at all	1-2 times a month	1-2 times a week	Everyday		
Ask oral (spoken) comprehension question	138 35.8%	112 29%	90 23.3%	46 11.9%	2.11	1.02
Ask students to answer comprehension question in writing	10 2.6%	114 29.5%	90 23.3%	172 44.6%	3.10	.916
Have students read orally in a large group setting	162 42%	54 14%	114 29.5%	56 14.5%	2.17	1.12
Give students an opportunity to read self-selected materials in class	32 8.3%	152 39.4%	156 40.4%	46 11.9%	2.56	.809
Give students an opportunity to discuss self-selected materials in class	Nil	148 38.3%	172 44.6%	66 17.1%	2.79	.715
Read aloud a picture book to your class	100 25.9%	156 40.4%	102 26.4%	28 7.3%	2.15	.892
Read aloud from an informational book in class	148 38.3%	68 17.6%	120 31.1%	50 13%	2.19	1.08
Read aloud from a novel in class	122 31.6%	164 42.5%	52 13.5%	48 12.4%	2.07	.974
Conduct small group guided reading instruction	146 37.8%	168 43.5%	20 5.2%	52 13.5%	1.94	.985
Let students discuss literature in small groups	126 32.6%	122 31.6%	78 20.2%	60 15.5%	2.19	1.05
Have students respond to reading in response journals	52 13.5%	120 31.1%	122 31.6%	92 23.8%	2.66	.988
Model specific reading strategies	178 46.1%	140 36.3%	60 15.5%	8 2.1%	1.74	.796
Share insights from your own personal reading	48 12.4%	158 40.9%	106 27.5%	74 19.2%	2.53	.941
Recommend specific book titles to the class	48 12.4%	160 41.5%	108 28%	70 18.1%	2.52	.930

Scale: NOT AT ALL =1, 1-2 TIME IN MONTH=2, 1-2 TIMES IN WEEK=3, EVERYDAY =4

After familiarizing ourselves with the classroom approaches adopted by secondary school instructors, it became vital to investigate the frequency with which they utilized these strategies. A study revealed that the majority of respondents (n = 138, 35.8%) did not utilize oral comprehension questions. Additionally, more than 25% of respondents reported using this

approach 1-2 times per month. However, only 46 individuals, accounting for 11.9% of the total, reported use this method on a daily basis. The majority of participants (n = 172, 44.6%) used written comprehension questions to assess students' understanding on a daily basis. Additionally, more than one quarter of participants (n = 114, 29.5%) used these questions 1-2 times each month. The majority of respondents (42%, n = 162) did not employ the strategy of having students read orally in large groups. However, a significant portion of respondents (29.5%, n = 114) used this strategy 1-2 times per month. A small number of respondents (14.5%, n = 56) claimed to use this strategy on a daily basis. The majority of secondary school teachers (n = 156, 40.4%) allow students to choose their own reading material, typically once or twice a week. A slightly smaller percentage (n = 152, 39.4%) use this strategy once or twice a month. However, a small number of teachers (n = 32, 8.3%) reported not using this strategy at all. Regarding this matter, students were given the chance to share their thoughts on self-selected materials. The majority of respondents (n = 172, 44.6%) reported using these materials 1-2 times per week. A significant number of participants (n = 148, 38.3%) used them 1-2 times per month. A smaller group of school teachers (n = 66, 17.1%) used this strategy regularly. The majority of respondents (n = 156, 40.4%) reported using the strategy of reading aloud a picture book to students 1-2 times per month. A little over one quarter of respondents (n = 102, 26.4%) used this strategy 1-2 times per week. However, it is noteworthy that one quarter of secondary school teachers (n = 100, 25.9%) reported not using this strategy at all.

Only a minority of respondents (n = 148, 38.3%) reported not utilizing the method of reading-aloud from an informational book for kids. A significant number of respondents (n = 120, 31.1%) reported using this strategy 1-2 times per week, while a small percentage (n = 50, 13%) reported using it daily. The majority of respondents (n = 164, 42.5%) reported using the method of reading aloud from a novel 1-2 times per month. A significant number of respondents (n = 122, 31.6%) stated that they did not use this strategy. However, a smaller group of participants (n = 48, 12.4%) reported utilizing this strategy on a daily basis. The majority of respondents (n = 168, 43.5%) reported using small group guided reading instructions 1-2 times per month. A significant number of respondents (n = 146, 37.8%) did not use this method. In addition, a subset of individuals (n = 52, 13.5%) were observed utilizing this method on a daily basis. The practice of allowing students to engage in literature discussions in small groups was not utilized by the majority of respondents (n = 126, 32.6%). Following this, a slightly lower frequency (n = 122, 31.6%) reported employing this strategy 1-2 times per month, while a smaller portion (n = 60, 15.5%) reported using this strategy on a daily basis. The majority of participants (n = 122, 31.6%) reported using the strategy of reading the journal 1-2 times per week. A slightly smaller percentage (n = 120, 31.1%) reported using this strategy 1-2 times per month. A little less than one quarter of participants (n = 92, 23.8%) claimed to use this strategy every day, while a small minority (n = 52, 13.5%) stated that they did not use it at all. The study identified distinct reading methods that were used by the respondents. Among the participants, the majority (46.1%, n = 188) did not use these strategies. A significant number of participants (36.3%, n = 140) reported using these tactics 1-2 times each month. Only a small percentage (2.1%, n = 8) claimed to use these strategies on a daily basis. The majority of respondents (40.9%, n = 158) reported that they shared insights from their own personal reading with their students once or twice a month. A significant portion of secondary school teachers (27.5%, n = 106) claimed to use this strategy once or twice a week. A smaller percentage of respondents (19.2%, n = 174) reported using this strategy every day. However, a few respondents (12.4%, n = 48) stated that they did not use this strategy at all. A majority of the respondents (n = 160, 41.5%) utilized the practice of suggesting particular books to the pupils. Once or twice a month was the frequency reported by over one quarter of the participants (n = 108, 28%). Another group of participants (n = 70, 18.1%) reported using this technique once or twice a week, while a few participants (n = 48, 12.4%) reported not utilizing this strategy at all.

Independent Sample t-test to Comparing Variables in terms of Gender

Table 4.7

Independent Sample t-test Comparing Study Statements in terms of Gender (N = 386)

Statement	Male N=204		Female N=182		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Teacher Reading	3.01	0.50	2.98	0.43	.536	.592
Time Spent	3.12	0.59	3.15	0.60	-.552	.581
Strategies	3.18	0.68	3.35	0.99	-1.92	.056
Strategy frequency	2.31	0.25	2.35	0.24	-1.44	.150

It was imperative to investigate the disparities among secondary school instructors based on their gender in terms of their reading habits, attitudes towards reading, and preferences. The utilization of diverse tactics in the classroom had also been examined. No statistically significant difference ($p = .592$) was seen in the reading habits of school teachers. Furthermore, secondary school teachers did not see any notable disparity when employing various instructional approaches in the classroom. However, there was no statistically significant difference ($p = .581$) in the amount of time spent on different methods between male and female secondary school instructors. In addition, there was no statistically significant difference ($p = .150$) in the frequency of strategy usage between male and female secondary school instructors.

Relationship between Teachers' Reading and their Employed methodologies

Table 4.8

Relationship between School Teachers' reading and their employed classroom methodologies (N=386)

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Strategy Frequency	Pearson Correlation	Sig 2 tailed
Teacher Reading	.127*	.013
Time Spent	.590**	.000
Strategies	.154**	.002

The correlation between the frequency of strategy and the research variable was examined in Table 4.12. The data indicated a strong positive correlation between the tactics employed by school teachers and the frequency of their utilization. The results indicated a significant positive correlation between the frequency of strategy use by teachers and their reading abilities ($r = .127^*$, $n = 386$, $p = .013$). Additionally, a strong positive correlation was found between the amount of time spent on reading and reading abilities ($r = .590^{**}$, $n = 386$, $p = .000$), as well as between the use of strategies and reading abilities ($r = .154^{**}$, $n = 386$, $p = .002$). The data indicates a robust correlation between the frequency of strategy usage and instructor reading, as well as the amount of time spent on tactics.

Stepwise Regression Analysis

Table 4.9

Regression analysis of strategy frequency and school teachers' reading habit (N=386)

Variable	Strategy Frequency	
	Model 1 B	95 % CI
Constant	95.71	[30.28, 34.59]
Time Spent	.23	[-.357, -.224]
Teacher Reading		[.380, .661]
R ²	.061, .175	
F	24.95, 40.59	
Standardize (Beta)	Coefficient	-.494, .418
Sig. <i>p</i> value	.000*, .000*	

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Stepwise regression was employed to investigate the best predictor of Teacher reading in Table 4.7. Results revealed that time spent and teacher reading were a significant positive predictor of strategy frequency. The result showed that at step one it was found that time spent and teacher reading were the only variable that predicted strategy frequency. Time spent and teacher reading were the variables that entered the regression equation on step two. The results showed that the influence on strategy frequency of time spent is $\beta = -.494$ and significant value p was $.000^*$ while the teacher reading is $\beta = .418$ and significant value p was $.000^*$.

Conclusion and Discussion

The primary objective of this study was to investigate the correlation between the reading habits of secondary school teachers employed in public schools in Lahore and the instructional tactics they employed in their classes. A sample of 400 secondary school teachers was surveyed using a self-designed questionnaire. The survey was conducted by visiting specific schools in Lahore, and 386 completed questionnaires were collected. The involvement was predominantly male, with the majority being school instructors aged 21-30. The majority of secondary school instructors have a master's degree and an average of 1-2 years of experience. A study revealed that the majority of secondary school teachers do not consider themselves to be enthusiastic readers. However, many of them mentioned that they enjoy reading when they have the opportunity. This indicates that the teachers are facing significant time constraints due to the demands of their curriculum, leaving them with little time for personal or recreational reading. By reinforcing the aforementioned findings, the majority of secondary school educators expressed a fondness for personal and recreational reading, and they reported being content with their leisure reading habits. Moreover, the majority of them were dismissing the favoring of television over books. The majority of them asserted that they required to dedicate over one hour per day to arrange their lessons. A significant proportion of secondary school instructors have expressed that they are required to allocate a substantial amount of their time to the task of assessing and evaluating their students' papers. Nevertheless, they were endeavoring to allocate time for their leisurely reading, with the majority of them asserting that they dedicated more than one hour to their personal reading. A minority of school teachers engage in watching television for more than one hour and exercising. Traditionally, the majority of women were expected to participate in culinary activities, although only a small number of them were willing to do so. Interestingly, the majority of the participants reported that they were actively involved in utilizing computers, which is a positive indication. The study also examined several tactics utilized by secondary school teachers. It was discovered that the majority of teachers were utilizing read-aloud story books or course books with their students. Additionally, a significant number of teachers were bringing their students to the library. However, some teachers were unable to do so due to inadequate facilities and a lack of viable resources in the school library. Only a small number of them claimed to remain at the library with their students. In addition, a small number of secondary school teachers were observed utilizing inventive methods such as suggesting particular book titles, encouraging students to read resources of their own choosing, allocating time for reading in the classroom, incorporating trade books into the curriculum, allowing students to select books to read, introducing new books to their students, reading aloud from novels, and sharing books with their students. This may be attributed to inadequate training of secondary school instructors and the restrictive environment of public schools, which hinders their ability to apply their desired teaching methods. A notable disparity was seen between genders regarding the utilization of various tactics and the amount of time allocated to academic and non-academic pursuits. Ultimately, it was shown that there was a significant correlation between the reading habits of secondary school teachers and the teaching methods they used in their classrooms. Additionally, it was discovered that there is a correlation between the frequency of tactics employed by secondary school teachers and their reading habits. Secondary school teachers who engaged in extensive reading and demonstrated a strong reading habit were more

likely to utilize creative classroom tactics, such as read aloud activities. They were discovered engaging in the activity of reading many types of books, including factual books, picture books, story books, and books chosen by their students. They were discovered offering their kids the opportunity to choose their own reading materials and allocate time for independent reading, with the aim of fostering a reading habit among their students.

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