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IDENTIFICATION OF THE READING STRATEGIES USED BY PRIMARY TEACHERS

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ABSTRACT

The present study was aimed to identify the reading strategies used by the primary teachers. The major objective of this study was to explore the reading strategies employed by the primary teachers in their schools. For these purpose twenty-five government primary schools of Muzzafargarh were selected as the sample of the study. Both male and female teachers of government primary schools of Muzzafargarh were included in the study. Simple random sampling technique was used for getting sample. The total sample comprised sixty-six (66) primary school teachers. For the purpose of collection of data, a questionnaire having eighteen items based on five point of Likert Scale was developed under the guidance of supervisor and by taking help during literature survey. For the statistical analysis of data, the data were analysed by using MS-Excel sheet and SPSS for each statement to calculate frequency, percentages and mean score of the sample. The results of the study showed the constructive attitude of the primary school teachers towards the use of reading approaches. On the whole, the research found that reading is very important especially at primary level to retain the students at school and to lessen the drop-out rate to increase the literacy of the country.

INTRODUCTION

Reading is a skill like all skills which is very important and improve through practice. This skill builds confidence among the children. In this regards, NSW Department of School Education (1997) reveals that reading is the procedure of analysing meaning from written content. In another definition given by Clay (1991) that characterize reading as a note getting, investigative action which increase in authority and lightness the more it is proficient. Sentuwa (2004) suggest that reading is a learning skill through which other skills develop properly. According to Mackenzie (2004), for obtaining lifelong learning, reading is a developing tool.

Create a reading culture in student's day-to-day life which is helpful to develop a habit of reading in students. Reading plays an important role in this regard. Furthermore, NSW Department of School Education (1997, p.6) says that "Reading is an integral part of literacy". Social Culture Theory addressed that reading is the best practised socially. At one more place, the meaning of literacy is that the capability to read and utilize written information and to write down correctly in a range of context and also develop confidence, great self-assurance and authorization in human beings.

NSW Literacy K-12 policy (Fletcher, an introduction to quality literacy teaching, p.4) approved that literacy is important life ability and enables the students to better understand the world in which they live. Hackman experienced that literacy is a skill that produces many other skills. The National Curriculum Council (2009) says that these explosions of knowledge are increasing day by day because in a complex modern society, literacy standards are neither permanent nor exaggerated.

Literacy engaged the mixture of speaking, listening and vital thoughts with writing and reading. Efficient literacy is intrinsically meaningful, elastic, dynamic and continuous. Since the literacy rate of any country plays an important role in the development of the country, the literacy rate of the people from the Pakistani point of view much important not only for their individual gain and interests but also for Pakistan to attain its social and economic objectives.

Reading to a child is one of the easiest ways to overcome upcoming problems related to learning, but many people do not totally realize how this simple process can have a huge positive impact on a child's life. In addition, a report by the Ontario Early Reading Expert Group (2003) indicates that early successful reading is very important to long-term success in school and lifetime learning, that initial learning is essential if learning difficulties occur. There are long-term problems to be avoided.

Ajibola (2006) revealed that reading habits are improved by people who are willing to do anything. Then there should be two goals for the development of the country according to the results and value of reading. One is to let those who work for the country move forward and make reading a part of our culture. Show more than just words on; They are pointing out the correct way of speaking, explaining the basic reading style (ie left to right, top to bottom, etc.), and

wanting to develop the student reading because reading is a lifelong activity. The second is to create or create demand for European institutions Developing reading habits helps students develop other languages. Now, we can say that English acts as a bridge of communication barriers from one corner to another. In this regard, Sadiq (2002) has revealed that English is used along with Urdu in many governments, semi-government and private institutions. He emphasized that success in learning English is achieved by adopting appropriate strategies from primary school to university.

The National Curriculum and Textbook Council, 2006 states that the primary goal of the reading strategy for primary education is to allow students to recognize and follow easy commands, directions and requirements. Students speak and speak only according to their age level, and read books to understand. He also wrote words, paragraphs, informal letters and numbers based on age. Therefore, to understand the nature of problems faced by primary school children and teachers to read different subjects frequently or clearly during their presence in the classroom. The researcher decided to ascertain that where the problem lies whether, it is the lack of the teachers' strength in using reading strategies in the classroom or any other factors which were creating problem to read and write looks at primary level. Therefore, researcher determined to carry out this research to determine the difficulties faced by the primary school students and eventually, the results in drop out from the school. It is obvious from many studies done by different researchers that to improve reading skills wholly depends upon primary school teachers to use different strategies of reading.

LITERTURE REVIEW

What is Reading?

The Method of Repeated Reading, p.169 Samuels reveals that reading is the procedure in which the reader builds meaning and stored information in his mind by use of information which is printed on the page. Furthermore, NSW Department of School Education 1997 characterized that construction of meaning from written text is the main goal of reading. Similarly, NSW Department of Education and Training learning and development state that reading is formulated in an easy and direct way of creating meaning of text but this skill increase slowly which depend upon experience and training. At one more place, Al-Hekma Interaction School in 1985 express that "A primary leisure activity is called reading". In the views of comprehension strategies "Reading is comprehension 'without comprehension decoding of simple word is just barking between text and reader 'during reading interaction intentional thinking develop and through which meaning is construct and also gives opportunity to improve vocabulary and word power". Brown in International Journal of Social Sciences, 2001 p.36 reveals that interaction is the helpful interchange of thoughts between two or more people, resulting in a mutual effect on each other.

Reading is a complex process not a simple process. Ruth Schrenbach, Cynthia, Greenleaf, Christine Cziko, and Lori Hurwitz clearly recognize that reading is

not a statistical process in which reader read to add up of text not just from the words and sentences. Therefore, reading workshops, facilities for independent reading and guided reading is trip toward ever-increasing abilities to understand the texts (Nell k. Duke, Allison k.Billman, David, Pearson, and Stephanie Strachan).

Why Reading is Important?

Reading plays a vital role in people's life styles, from private to public, from work to school, and in citizenship for lifetime education. Owen, Crush, John de Jong, Dominic, Joey McQueen, Juliet, and Mansur in book of Reading for Change (2000) suggest that reading is a pre-requisite in every field of life for successful performance. Furthermore, Holloway (1999) characterize that reading skill are important for academic achievements. Reading literacy has changed continuously because change in society continuously takes place. Therefore, Gary and Rogers reveals that due to continuous change in culture and society reading is dynamic rather than a static.

In the view of human capital reading literacy is an important content because through which both social and economic fate of individuals and nation are linked. Similarly, NSW Department of School Education in 1997 estimates that "Reading is a skill through which students grow as readers they understand improving skills, knowledge, and demonstrate the all essentials of reading. Reading Magic author Mem Fox (2001) reveals that reading should begin at birth, because when a baby is born, its brain development begins in the first year of life. Reading helps a child's brain to make its way and sets the stage for language development. Furthermore, Keller and Just (2009) found that when children listen to others read, their brain activity increases. The child is trying to memorize the oral words. This is an important step in accepting language, as children's knowledge is transferred from spoken language to written language, and individuals understand the elements of language (Roberston, 2011). Therefore, moving from reading to reading can lead to the development of different language skills that are necessary for afterward learning to read (Russ, 2007).

Model of reading

Rumethart (1976) reveals that, the communicating model of reading described that the reader enhances new information to existing scheme and containing the knowledge of vocabulary. Then, a different compilation of reading stuff promoted the contact between background and content. Furthermore, according to Reader Response Theory, through ideas, attitude and feelings good readers made connections to their reading and provide deepest interaction between reader and text (Rosenbiatt, 1978).

Promotion of Reading

A reading nation is a winning nation. So, promotion of reading in primary schools so much important for this purpose following factors enable schools to

help in promoting reading among the pupils encouraging the culture of reading among the learners.

Exposure to books

The availability of books and the regular modelling of reading are the first characteristics of an early reading environment. Gibson (2004) suggest that encouraged pupils for reading and also allowed to choose those books for reading in which they are interested and also gave importance to those books which having a lots of colorful pictures. Furthermore, Farrant (1997) revealed that informal method of reading is the best way of promotion of reading among the pupils. He further explained that informal method of reading stimulates a desire in the child for read.

For the promotion of reading, must start reading with fun and make reading as a pleasurable activity for pupils and not just because they have to prepare pupils for examination (Rosenberg, 2003). In addition, it has been noticed that, a child who noticed reading as amusement instead of activity due to which they are more rapidly develop relation with literacy. At one more place, Elley, 2001 recognized that carried out reading must be on a regular basis not only in schools basis. Therefore, children read not to attain school objectives but also during their free time.

Emotional associations

Children who start reading with their early age having more intelligence, reading abilities and improved communication skills. Corirossi (2001) stimulated others like parents and teachers, “associate reading never with punishment because reading is pleasurable and entertaining activity”. Similarly, Sangkeo (1999) stated that parents who consumed time for reading to their children gave them the suitable start on the road of literacy. He emphasized that parents use creative ways of developing reading habits among their children by the use of story books, for the creation of learning atmosphere setting up a home library and also visit bookshops.

Time for practice

Young children help out adults in reading by engaging them in conversation during reading and also helped them in developing as independent reader (Gitachu, 2007). For this purpose, Nannozi (1996), as stated to by Nnam (2003) mentioned that promote reading in schools, reading should be educated as a subject habitually and thoroughly and thus a lot of time must be allocated for reading. Teachers gave those types of activities to the students in which students more and more engaged in reading activity and also teachers assess student during this activity.

Teachers rewarding pupils

Teachers give reward to the best reader in the form of tokens, biscuits and toffees and some time on the best performance of pupils putting stars in the pupil's exercise books. Such rewards encouraged students for reading.

Teaching of reading

The Universal Primary Education (EUPEK) project in Kampala has identified the use of phonetics in teaching because it is a multi-sensory method that involves the use of letters, sounds, movements and story lines. This enables students to decode the words that represent the letters by understanding the sounds. Moreover, Magara and Batambuze (2005) assured that teachers should use new and appropriate method of teaching for promoting a reading among their students. Traditional methods of teaching just based on single text book which is less effective method of promoting reading at primary level. Instead of the traditional method of reading, teachers use other strategies like motivational strategy and rewarding etc. (Elley, 2001). When children enjoy reading then start using reading in other components of their lives and hence reading could be a part of all portions of their daily life.

Statement of the problem

The study was expected to identify the reading strategies used by primary teachers.

Objectives of the study

The research objectives were:

1. To determine the reading strategies used by teachers at primary level.
2. To explore about the different reading strategies used by primary teachers.
3. To ask parents about the reading strategies used by primary teachers.

Significance of the study

The present study might be useful for primary school teachers to improve the reading skills of their students. Parents may also be advantageous to utilize the results of the study to take keen interest in their children at home to learn reading skills. Moreover, the results of the present study will be useful for policy makers to incorporate the strategies in their national policy. NGOs and private organizations may take advantage to implement these results of the study to train their teachers to use reading strategies in their schools.

Delimitation of the study

Following are the delimitations of the study:

- ❖ This study was delimited to the area of Muzafargarh.
- ❖ Only sixty-six teachers of government primary schools were included in a sample.

RESEARCH DESIGN

Discussion of when, where, how and why the research was started and completed is called research design. During the study, Survey study method was used according to the need of study. Through survey method researcher judge people's opinions, experiences, and behavior in short time. The survey study method permitted the researcher to focus on specific schools and identify the different interactive procedures at work.

Population of the study

In this study, population is defined as the set of people having one or more characteristics general. From all the government primary schools, both male and female teachers were included. All the parents of those students how were enrolled in these schools were also included as population.

Sample

Sample is part of population from whom the data of the study were obtained. The study comprised sixty-six (66) respondents. These included twenty-six male respondents and forty female respondents. This sample was selected through simple random sampling technique by the table of random numbers. Furthermore, only 9 parents were also included in the sample.

Data Collection Methods and Research Tool

The researcher used questionnaire method and interview method for the data collection that conveyed by a research tool. That was developed after literature review and also with the help of supervisor. The questionnaire comprised on 18 closed ended items using Likert scale. The interview consisted on 4 open ended items.

INTERVIEW METHOD

The interview method allowed the researcher to investigating and assembling of more depending on the facts, skill and experiences of the respondents. The researchers used the interview method to gather data because it obtained verbal and non-verbal information from a small number of specific individuals. The study involved open-ended questions which were arranged systematically that permitted logical flow of the discussion between the researcher and interviewee.

Validation Of Research

Prior to distribution, the tool was used for content, adaptation, effectiveness, and reliability. The researchers consulted experts from the BZU Multan Education Department. Questionnaires and interview questions were redesigned and refined based on expert advice.

Administration Of the Questionnaire

The researchers personally distributed questionnaires to primary school teachers. He met with school principals, principals, principals and teachers

through his personal contacts. 70 questionnaires were dispersed among the individual teachers and 66 marked questionnaires were received, which formed the final sample for the study.

DATA ANALYSIS

Data analysis is the procedure of viewing and summarizing data. The researchers first coded and then tabulated the encoded data using a spreadsheet. The data was then transferred to an SPSS spreadsheet (Statistical Package for Social Science) to calculate the frequency, percentage, and average score. Then, a variation analysis was applied to determine the significant differences in reading strategies at the experimental levels. ANOVA was also applied to determine the significant differences in reading strategies between different competency levels. The standard for teachers to accept or reject a statement is an average score of 3.00, with a score above 3.00 indicating a high level of agreement with the statement, and an average score of less than 3.00 indicates a difference.

Frequency Table

Table 1: Gender

Gender	Frequency	Percent
Male	26	39%
Female	40	61%
Total	66	100%

Table 1 shows that there are 39% male respondents and 61% female respondents in the sample.

Table 2: Experience

Years	Frequency	Percent
1-5	13	20%
6-10	17	26%
11-15	13	20%
16-20	13	20%
Above 20	10	14%
Total	66	100%

Table 2 shows that there are 5 experience groups of male and female respondents. In which 20% respondents have 1-5 years of teaching experience, 26% having 6-10 years' experience, 20% have 11-15 years' experience while 20% respondents have 16-20 years of experience, and 14% have above 20 years of teaching experience.

Table 3: Qualification

Teachers' Qualification		Frequency	Percent
	Intermediate	19	29%
	Graduate	14	21%
	Postgraduate	33	50%
	Total	66	100%

Table 3 indicates that there are 3 groups related to qualifications of teachers. 29% teachers have qualification at intermediate level, 21% are graduates while 50% have postgraduate degree.

Table 4: Promote Reading Culture

Statement	Levels	Frequency	Percent	Mean
I am enthusiastic to promote reading culture in schools.	SA	46	70%	4.7
	A	20	30%	
	U	0	0%	
	D	0	0%	
	SD	0	0%	
	Total	66	100%	

Table 4 shows that all respondents were agreed on the statement that they were enthusiastic to promote reading culture in their schools. The mean score value is 4.7 which shows higher agreement on the statement.

Table 5: Prepare Students Mentally

Statement	Levels	Frequency	Percent	Mean
I mentally prepare the students for reading before reading.	SA	53	80%	4.8
	A	13	20%	
	U	0	0%	
	D	0	0%	
	SD	0	0%	
	Total	66	100%	

Table 5 reveals that all the respondents were agreed on the statement that they were mentally prepare the students before reading. The mean value is 4.8.

Table 6: for Support Reading Use Computer

Statement	Levels	Frequency	Percent	Mean
I use computer technology to support reading.	SA	13	20%	2.7
	A	15	23%	
	U	2	3%	
	D	11	17%	
	SD	25	38%	
	Total	66	100%	

Table 6 indicates that 43% respondents were agreed on the statement that they used computer technology to support reading while 55% of the respondent's showed disagreement on the statement. The mean score value is 2.7 which less than 3, it means that majority of the respondents not agreed on the statement.

Table 7: Make Reading Pleasurable

Statement	Levels	Frequency	Percent	Mean
I try to make reading pleasurable for students.	SA	27	41%	4.32
	A	33	50%	
	U	6	9%	
	D	0	0%	
	SD	0	0%	
	Total	66	100%	

Table 7 reveals that 91% respondents were agreed on the statement that they try to make reading as source of pleasure for their students while 9% respondents undecided on the statement. The mean value 4.32 shows higher agreement on the statement.

Table 8: Use Contextual Knowledge

Statement	Levels	Frequency	Percent	Mean
I try to use contextual knowledge for reading.	SA	44	67%	4.36
	A	13	8%	
	U	1	0%	
	D	5	20%	
	SD	3	5%	
	Total	66	100%	

Table 8 indicates that 75% respondents were agreed on the statement that they mostly used contextual knowledge for reading but 25% respondents showed disagreement. The mean value is 4.36 which shows higher agreement on the statement.

Table 9: Put Charts on the Wall

Statement	Levels	Frequency	Percent	Mean
I put relevant charts on the wall for reading purpose.	SA	35	53%	4.3
	A	22	33%	
	U	3	5%	
	D	5	9%	
	SD	0	0%	
	Total	66	100%	

Table 9 reveals that 86% respondents were agreed on the statement that for reading purpose they usually used charts whereas 9% respondents disagreed with the statement. The mean value 4.3 shows higher agreement.

Table 10: Improve Reading Skill by Use of Poems and Story Books

Statement	Levels	Frequency	Percent	Mean
I use small poems and interesting story books to improve reading skills of my primary class students.	SA	16	24%	
	A	28	42%	3.5
	U	6	9%	
	D	5	8%	
	SD	11	17%	
	Total	66	100%	

Table 10 shows that 66% respondents were agreed on improving reading skill they generally used poems and interesting story books while 25% respondents showed disagreement on the statement and 9% respondents remained undecided. The mean value 3.5 shows the higher level of agreement on the statement.

Table 11: Use Motivational Strategies to Enhance Reading

Statement	Levels	Frequency	Percent	Mean
I use different motivational strategies like reward to enhance reading culture.	SA	20	30%	
	A	36	56%	
	U	0	0%	
	D	8	11%	3.97
	SD	2	3%	
	Total	66	100%	

Table 11 reveals that 86% respondents were agreed on the statement that they were enhance reading culture by the use of different motivational strategies but 14% respondents showed disagreement on the statement. The mean value is 3.97.

Table12: Involve Student in Reading through Competition Techniques

Statement	Levels	Frequency	Percent	Mean
I use competition techniques to involve my students for reading.	SA	32	49%	
	A	34	51%	4.48
	U	0	0%	
	D	0	0%	
	SD	0	0%	
	Total	66	100%	

Table 12 shows that all respondents were agreed on the statement that they used competition techniques to involve students in reading. The mean value is 4.48.

Table 13: Provide Opportunity for Revision

Statement	Levels	Frequency	Percent	Mean
I provide opportunity to exercise revision practice to improve reading skills of my students.	SA	36	55%	4.55
	A	30	45%	
	U	0	0%	
	D	0	0%	
	SD	0	0%	
	Total	66	100%	

Table 13 reveals that all respondents agreed on the statement that they were provide opportunity of revision to the students to improve the skill of students. The mean value is 4.55.

Table 14: comparison on the bases of qualification

Qualifications	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	550.033	2	275.017	7.333	.001
Within Groups	2362.634	63	37.502		
Total	2912.667	65			

The above table shows the results of one way ANOVA for the use of reading strategies among different levels of qualification. In the table we can see that the p-value is 0.001, which indicates that there is significance difference between teachers to use reading strategies among different levels of qualification.

Table 15 comparison on the bases of gender

Variable	Gender	N	M	SD	T	P
reading strategies	Male	26	71.65	7.18	-0.662	0.510
	Female	40	72.78	6.41		

(df=64,p>.05)

The above table shows the results for the scores of use of reading strategies for the male and female teachers. The results show that the level of the use of reading strategies is not significantly different in male and female. (df=64, t=-0.662, p=0.510).

FINDINGS

The following findings were drawn from the present study: -

- Overall, it was found that, there were 39% male respondents and 61% female respondents in the sample.
- 5 experience groups of male and female respondents. In which 20% respondents have 1-5 years of teaching experience, 26% having 6-10 years' experience, 20% have 11-15 years' experience while 20% respondents have 16-20 years of experience, and 14% have above 20 years of teaching experience.
- 3 groups related to qualifications of teachers. There are 29% teachers have qualification at intermediate level, 21% are graduates while 50% have postgraduate degree.
- Overall, it was observed that, all respondents were agreed on the statement. It showed, majority of the respondents were enthusiastic to promote reading culture in their schools which show higher agreement on the statement and mean value was 4.7 (more than 3.00).
- Overall, it was seen that, all respondents were agreed on the statement. It showed, maximum of the respondents were in the favour of the statement that they were mentally prepared the students before reading.
- Overall, it was found that, 43% respondents were agreed on the statement that they used computer technology to support reading while 55% majority of the respondents showed disagreement on the statement.
- Overall, it was seen that, 91% respondents were in the favour of the statement which indicates that, most of the respondents were agreed on the statement that they try to make reading as source of pleasure for their students.
- Overall, it was observed that, 75% respondents were replied in positive manner. It showed, majority of the respondents were agreed on the statement that they were mostly used contextual knowledge for reading but 25% respondents showed disagreement.
- Overall, it was found that, 86% respondents were showed agreement on the statement that they mostly used charts for reading purpose.
- Overall, it was seen that, 66% respondents were in the favour of the statement which reveals that, respondents were agreed on the statement that they generally used poems and interesting story books for improving reading skill while 25% respondents showed disagreement on the statement.
- Overall, it was observed that, 86% respondents were replied in the positive manner that showed most of the respondents were agreed on the statement that they were enhance reading culture by the use of different motivational strategies.

- Overall, it was found that, all respondents were agreed on the statement that they used competition techniques to involve students in reading.
- Overall, it was seen that, all respondents were showed higher agreement on the statement that they were provide opportunity to the students to improve the reading skill through revision.

CONCLUSION/DISCUSSION

The results of the study shows strongly positive attitude of the teachers towards the reading strategies. The most significant reason, which seemed during research study, is that the teachers have comprehended the importance of reading strategies. They have admitted the fact that reading is most important for students. They have come to know the various advantages of reading strategies. Due to this reason, majority of the teachers were enthusiastic to promote reading culture in their schools by the use of different strategies. Parents also contributed their opinion towards the reading habits of their children. Some of parents had response towards the affective use of reading strategies because their children were unable to read general material other than their book which shows that only cramming was use as strategy of reading. As we know that the developmental pressure of 21st century is also a major reason, which forcing teachers to use different strategies for reading culture which able the students to get success and fulfill the demand of future.

SUGGESTIONS FOR FURTHER RESEARCH

- This study is delimited to the area of Muzzafargarh. The future studies can be extended to different areas of Punjab
- The study can be extended to include Private primary schools.
- In the present study, the data was gathered through questionnaire. In future studies, the other techniques like the interview of the students and teachers can be used.

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