

THE RELATIONSHIP BETWEEN READING HABITS OF IN-SERVICE TEACHERS AND THEIR INSTRUCTIONAL PRACTICES

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Abstract

The main purpose of the study is to explore the relationship between the reading habits of in-service teachers and their instructional practices. The reading habits of in-service teachers were surveyed in three school groups, Mandalay Region. This study is carried out with cross-sectional survey research design. Three groups of sample schools from Amarapura Region were selected by cluster sampling method. There were (745) in-service teachers in Amarapura Region. For obtaining the required data, (186) in-service teachers from (15) Basic Education Schools were selected by simple random sampling method as subjects. The instrument used in this study was a questionnaire including two parts: reading habits of in-service teachers and the use of knowledge getting from reading habit in their instructional practices. Descriptive statistics and inferential statistics were used to analyze the data collected from participants. The results showed that the sampled in-service teachers have positive reading habits but they are weak in using the knowledge getting from their reading habits. They use only in reflection sector but moderate in lesson planning and least in teaching learning process.

Keywords: Reading, Habit, Reading Habit, Instructional Practices, In-service teacher.

Introduction

The recognition of the symbols and the linking of appropriate meaning can be explicated as reading. It requires identification and comprehension (Palani, 2012). The reading habit is irreplaceable weapon for everyone in order to mentally grow and fulfill his or her potential. According to Tella and Akande (2007), the capability to read is the core part of self-education and lifelong learning and is also an art capable of modernizing life and society.

Reading, being an essential part to the field of teaching in any educational setting, is not be capable of omission. Stakeholders such as the government, the public libraries of Myanmar, and the Educational Bureaus should collaborate to revitalize reading habit if academic excellence is to be achieved. Reading habit can make people to grow mentally and fulfill their potential at every aspect in their society. Neither a farmer nor a graduate biologist can fulfill his or her potential without the cognitive growth that comes from reading widely. Such growth is every person's right and will benefit the society economically as well as individuals personally. To foster such a reading habit and forge the link between people with basic literacy skills and knowledge, it is necessary for the literature to reach out to the people. It is also necessary to provide material that is easy enough to be enjoyable so that people want to read.

Reading is an important activity in the process of learning. In the movement of human society, it has been given a greater importance and becoming one of the essential aspects of the functioning of the society, exposure of knowledge and revelation of literate society. Reading shapes personality, ideas, thinking and attitude. It is necessary to create a general awareness of the importance of books to the mental growth of the individual and to the economic growth of the nation. It is important to give books to the people in a manner that is culturally acceptable. When reading habit is developed, the demand for books will grow and the people of Myanmar

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including teachers and learners will achieve the greatness they once had. Capacity development plans are now developing to enhance teachers' teaching quality since the curriculum reform is implemented (CESR, 2013). On the basis of capacity building, developing reading habit of teachers can have an effect to some extent for quality improvement.

Purposes of the Research

The following purposes will guide this research:

The main purpose of the study is to investigate the relationship between reading habits of in-service teachers and their instructional practices. The specific objectives are as follows:

- to explore the reading habits of the in-service teachers in terms of reading habit indicators.
- to examine the use of knowledge getting from reading habits in their instructional practices.
- to find out the relationship between the in-service teachers' reading habits and instructional practices.
- to make suggestions and recommendations to improve the professional development trainings based on the results of the study.

Research Questions

Based on the purposes of the study, the following research questions are constructed.

1. Which type of reading habit exist among in-service teachers in terms of reading habit indicator?
2. How do the in-service teachers use knowledge getting from reading habit in their instructional practices?
3. To what extent do the relationship between the reading habits and instructional practices of in-service teachers' vary?

Definition of Key Terms

The key terms of this study are described as follows:

Reading: Reading is the process of deriving meaning through a goal and strategy, based on effective communication between reader and the author, where the reader configures the new information with the current knowledge in a convenient environment (Powell, 2005).

Habit: Habit refers to a thing that someone does quite often and almost without thinking; especially something that is hard to stop doing and it is usual behavior (Singh, 2013).

Reading Habit: Reading Habit is the behaviour which express the likeness of reading of individual types of reading and tastes of reading (Sangkaeo, 1999).

Instructional Practices: Instructional practices generally refer to the action taken by the teachers in developing the lesson in the classroom and it is also the teachers' characteristics and behaviors that lead their classes and consistently used over time (Saleh & Jing, 2020).

In-service Teacher: The term in-service teacher designates a teacher that has certification or is already teaching in a classroom (Koellnar & Greenblatt, 2021).

Scope of the study

This study is geographically restricted to Amarapura Township in Mandalay Region. The participants were (186) in-service teachers working in basic education schools from the selected region within 2023-2024 Academic Year.

Review of Related Literature

The reading habits of in-service teachers are studied based on two theories: social learning theory and self-determination theory.

Albert Bandura's Social Learning Theory

A key concept of Bandura's Social Learning Theory is Reciprocal Determinism which recognizes the fact that there are external and internal determinants that form an interweaving system that influences people's behavior (Bandura, 1977). Reciprocal determinism supports the idea of observational learning or learning through modeling (Bandura, 1989). Learning through modeling is based on the premise that people learn from their interactions with others in a social context. Therefore, by observing others' behaviors, a person tends to assimilate and imitate that behavior, particularly if those observational experiences are positive and/or include some kind of reward related to the observed behavior (Nabavi, 2012). This main element of modeling in Bandura's theory is directly related to the aim that drives this study since it can be argued that modeling from teachers in the classroom may influence students' attitudes towards reading if the teacher's performance is seen as positive by students.

Self-determination Theory

According to self-determination theory, autonomous motivation can be fostered through autonomy-supportive behaviors offered by significant others in the social environment. A perception of autonomy-supportive behaviors - perceived autonomy support, from significant others, such as the provision of choice and a personal rationale for doing a behavior, acknowledging the perspective of the individual, and providing competence-related feedback, have all been shown to promote autonomous motivation (Reeve & Jang, 2006, as cited in Chan et al. 2014).

The Nature of Reading Habit

Reading is an essential part of human existence that will continuously follow the path of human life and bring various benefits in various fields of human life. Experts such as Wijesuriya (1995) also argues that the individual's reading habit starts from the early stage of life, this habit does not necessarily occur instantly, but there is a long process to obtain such a good reading habit. Over time, an individual not only gets the title of someone who has good reading habits, but the individual also experiences a significant process of self-development and has a positive impact on professional work. Reading habits can be interpreted as activities that are regularly carried out, and there are some special considerations. According to Gaona and Gonzalez (2011), there are several components of reading habits such as attitude toward reading habit, book read, reading frequency, time spent on reading and motivation in reading.

(1) Attitude towards Reading Habit: Attitude is an intricate concept that has been studied by numerous authors in different fields. Ortega, et al. (as cited in Romero, 2021) defined attitude as the common specific reactions people tend to experience towards a stimulus which can be a

person, a situation, or any phenomenon. In regards to reading habits, several scholars have agreed on the idea that it can be seen as a system of reading-related feelings which causes the reader to approach or elude any reading situation. Similarly, Smith (as cited in Romero, 2021) shared the belief that reading attitude involves not only feelings but also convictions about reading. This means that if learners just read without the willingness or conviction, they will not be doing it wholeheartedly and enthusiastically. Attitude towards reading can be positive or negative (Isakson et.al. 2016) and can influence the learners' academic success and/or becoming life-long readers (McKenna et al. 2012). It can be concluded that teachers with positive attitudes towards reading will believe reading is important, will enjoy the act of reading, and will develop a high self-concept as a reader. According to Hassen (2016), high school teachers read for many reasons. They read primarily to help them teach. Furthermore, they read for knowledge, education, updated information, and to some extent for leisure. Few teachers read when they don't have anything to do. A great deal of the high school teachers read for pleasure, to pass an exam, or to write lesson notes. The majority read to be current with developments.

(2) Book Type: The concept of books read includes the purpose of books read and types of books read. Gaona and Gonzalez (2011) stated that the person should report their number of books read at least in their three last month. The number of books teachers reading should be at least one book in a week. The teachers should read books regularly not to lose their sense in reading and their ability in comprehending reading text. The books read by the teachers can be separated into two types; the first one is the number of the book read and the second one is the types of the book that get the teachers' intention to read. The number of teachers' books read show their interest in reading activity. The choice of books can be one of the way to make them want to read and their frequency in reading increase. They choose the genre based on their favorite and to enjoy reading without being forced by others.

(3) Reading Frequency: Frequency is the rate at which something happens or is repeated over a period of time or in a particular sample. Reading frequency is the frequency or the time a person has to read books in their spare time, Gaona and Gonzalez (2011). Reading frequency of teacher's show their interest in reading. The more teachers read books, the more they get their interest in reading. According to National Endowment for the Arts, there are two types of reading frequency of teachers. The first type of reader is the one who never has intention to read and do not have any purpose by doing reading, they are usually reading just for the daily teaching lesson. The second type of reader is the one who really like to read, they have some purposes in reading, not only for daily instruction but also for the range of knowledge.

(4) Time Spent on Reading: According to Gaona and Gonzalez (2011), there are two types of time spent in reading. They are (1) Time spent on academic reading: It is the time that the person reports to devote to reading books on studying subjects. Most of the teachers read on the purpose of their teaching subjects. (2) Time spent on non-academic reading: It is the time that the person reports to devote to reading books that are not directly relate to the subjects of his or her studies. It is purposed for the mediated time and for enjoyment after reading.

The time that teachers spent on their academic time helps them to solve their curiosity in learning and it helps them to enlarge their knowledge and increase their new vocabulary. The

time that they spent on non-academic time helps them to reveal their stress after school, for their enjoyment and for their hobby.

(5) Motivation in Reading: Motivation in reading motivation perceive as a complex and complicated series of the desire and assumption in direct reading behavior and mostly have a positive connection with each other. According to Baket and Wigfield (as cited in Hamdini, 2018), reading motivation is defined as the inseparable part of the whole reading efficiency and the reader engagement, which is tightly connected with pupils' entire academic motivation.

Benefits of Reading Habit for Teachers

Reading is an excellent skill that can provide many benefits in many fields of life without limits, especially in education. Educators are intelligent people who have the absolute trust of society to sustain and grow knowledge in human existence; they are trustworthy individuals who can guide the future generation with a high-quality education. According to Broemmel et al. (2019), teachers who experience significant changes in teaching and continue to experience better teaching quality have strong reading habits. Thus, teachers should continue to educate themselves and develop their practical teaching skills such as reading relevant reading sources.

The relationship of teacher beliefs to practice is highly complex and appears to be dialectical rather than unilateral, in so much as practice does not always follow as a direct result of beliefs. Rather, change in beliefs may come after, or as a result of, change in practice. Pajares (1992) cautions that regarding teachers' educational beliefs as separate and unconnected to their belief systems and values.

Reading as a part of Professional Growth

Pedagogy as a profession must seek to show that the nature of the work it does is such as both to require and to cultivate in those who do it not only special knowledge and skills but also special qualities of mind and character. In order to get special knowledge, reading is the best thing to pour the knowledge of mind and also a teacher's pedagogy especially in instructional practices. Professional expertise (special knowledge and skills) is based on the belief that the performance of a vital function in a society requires immense knowledge and specialized skills, which must be acquired through prolonged education and experience. The teacher or professor must also publicize his discovery one way or another so that the younger generation everywhere may benefit from instruction informed and improved by his fresh insight. In Myanmar there exists four main channels of publicizing – Pyinnyatasaung for grade teachers, Pyinnyalawka for secondary school teachers, Tekkatho Pyinnya Padaytha for university and college faculty, and advanced research journals/ magazines for learned professors and expert pedagogues. The important point is that there should be no ambiguity in the mind of the teacher or the public on the precedence of the student's growth and development over the teacher's fame and/or fortune (Khin Zaw, 2001).

Teachers' Instructional Practices

Teachers seldom consider professional growth. In-service preparation is also one of the most important components in the total teacher education program. In-service teachers do either reading or writing. A professional teacher is also aided by reading of three types (i) professional, (ii) expansive, (iii) slice-of-life or variety reading. Reading for profession growth are ways of adding breadth to a pedagogue as both a person and a teacher. It can take several benefits for the

professional immaturity and inexperience (Khin Zaw, 2001). Teachers have a responsibility to make every lesson a positive and productive learning experience for all students and this cannot be achieved without careful planning. Reflective teaching should involve searching for patterns about one's thinking, about classroom practices and interrogating the reasons for labelling some lessons as success or failures (Raines & Shadiow, 1995, as cited in Killen, 2015). Using the notions of frames, Schön (1983, 1987, as cited in Killen, 2015) argued that professionals develop their expert knowledge through two separate, but related, processes: reflection-on-action and reflection-in-action. Both approaches to reflection involve similar activities- framing and reframing problematic situations – but they occur at different times in relation to the situations being considered. Reflection-on-action is the typical self-evaluative thinking that teachers engage in after lessons. Reflection-in-action occurs on the run-teachers simultaneously teach and analyze what they are doing and how the learners are reacting. Reflecting the instructional practices when the teachers encountered the related experiences can refine their teaching skills.

Research Method

Population and Sample Size

This study is geographically restricted to Amarapura Township, Mandalay Region and then (15) basic education schools in all levels were selected by using simple random sampling method. The number of population and sample size for two selected schools are presented in Table1.

Table 1 Population and Sample Size

Participants	Population	Sample
Upper Secondary Teacher	131	44
Lower Secondary Teacher	232	71
Primary Teacher	382	71
Total	745	186

Research Design

The design used in this study was cross sectional survey design.

Instruments

As for the instruments, a questionnaire for the relationship between reading habits of in-service teachers and their instructional practices was used. In order to obtain participating teachers' information; age, years of teaching experience, qualification, teacher training program, current teaching grade and current school level were asked by using multiple choice item format in part one. The instrument for the reading habits of in-service teachers was based on the questionnaires of Riesty (2018). For the questions in part two of the questionnaire, there are thirty seven items and used perception five-point Likert scale:

(1) Strongly Disagree, (2) Disagree, (3) Undecided (4) Agree and (5) Strongly Agree was used for five factors: (1) Attitude toward reading habit, (2) Books read, (3) Reading frequency (3) Time spent on reading, (5) Motivation for reading. In order to support the questionnaire, two open-ended question were also used in this part.

The instrument for the in-service teachers' use of knowledge getting from reading habits in their instructional practice was developed based on the study of Wijayanti, Mujiyanto & Pratama (2022) consisted of three subscales: (1) Planning , (2) Instructional Process, (3) Reflection.

In part three of the questionnaire, there are eighteen items and participants will require answering each question using frequency five-point Likert scale (1= Never, 2= Seldom, 3= Sometimes, 4= Often and 5= Always). Open-ended question was used in this section to get more detailed information.

Procedure

Firstly, the literature review concerning the research was made. After that, the instruments were constructed to survey the in-service teachers' reading habits and their instructional practices. For validation, the copies of questionnaires were distributed to three experienced teachers from the Department of Curriculum and Methodology, Sagaing University of Education. And then, the items were modified according to their advice and guidance. The pilot testing was conducted with a non-sample group of (60) in-service teachers at Shwe Min Wun Practising High School, Sagaing. Based on the pilot result, the internal consistency reliability of the questionnaire was determined by Cronbach's coefficient alpha. The internal consistency reliability of the questionnaire for the reading habit of in-service teachers was (.764) and that of the questionnaire for the use of knowledge getting from reading habit on their instructional practice was (.974). According to Morgan, Leech, Gloeckner and Barrett (2013), the questionnaires had internal consistency reliability and so the researcher conducted the main survey. The procedure did not disrupt the participants' normal, daily and classroom activities. After that the data were analyzed using descriptive statistics and inferential statistics.

Analysis of the Data

Two methods of quantitative data analysis were used in this study. The answers to the questionnaires were analyzed by using descriptive statistics (means and standard deviation) and inferential statistics (one-way analysis of variance (ANOVA) and Post Hoc Multiple Comparison Test (Games Howell) was utilized as suggested by Morgan, Leech, Gloeckner and Barrett (2013) in case to guarantee type I error since the participants from each selected schools were not equivalent and to examine the differences between reading habits of in-service teachers in terms of teaching experience, qualification and current school level). And then, Pearson product-moment correlation was used to explore the relationship between reading habits of in-service teachers and their instructional practices.

Findings

Findings of Research Question (1)

Table 2 Means and standard deviations of reading habits of in-service teachers on each dimension

Dimension	N	Minimum	Maximum	M	SD
D1	186	3	4	3.66	.242
D2	186	3	5	3.99	.396
D3	186	1	5	3.01	.603
D4	186	2	5	3.25	.440
D5	186	2	5	3.13	.528
Overall	186	3	4	3.51	.246

Note. D1 = Attitude toward reading; D2 = Book Type; D3 = Reading Frequency; D4 = Reading Time; D5 = Motivation to read.

The mean values of book type ($M = 3.99$) is the highest and that of reading frequency ($M = 3.01$) is the least in all of the dimensions. It can be interpreted that in-service teachers like to choose the books which may give the information and also ideas to use in their instructional practices. But it can be interpreted that they rarely read the book again once they had ever read. The comparison of mean scores are illustrated in figure 1.

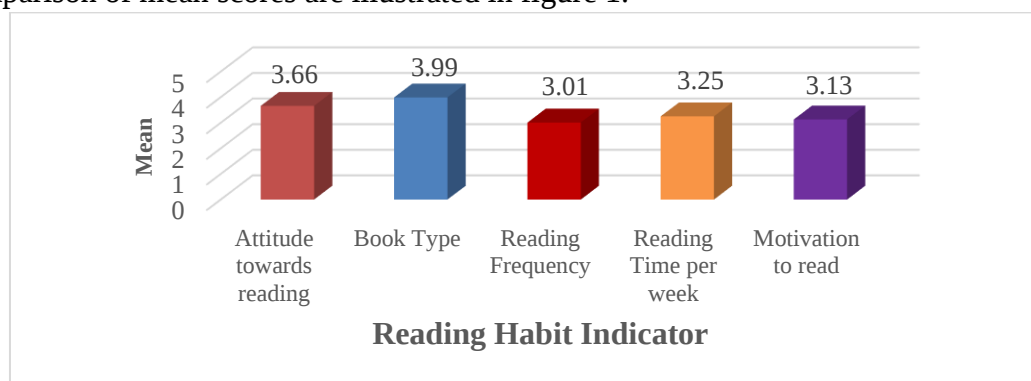


Figure 1 The comparison of means on each dimension of reading habit of the in-service teachers.

Table 3 *The Percentage of In-service Teachers' Response on General View about the Book Type that are chosen to read*

No	Item	N	SDA	DA	UD	A	SA
			Percentage (%)				
16	I like reading the magazines on teacher education like Pyin-nyar-ta-saung, Pyin-nyar-law-ka	186	-	-	2.2	44.1	53.8
17	I like reading the reasearch publications.	186	-	2.7	3.2	71.5	22.6
18	I like reading the daily newspaper	186	-	2	0.5	57.5	40.9
19	I like reading textbooks.	186	-	-	-	44.6	55.4
20	I like reading novels.	186	-	1.1	0.5	73.1	25.3
21	I like reading online updates.	186	-	1.6	0.5	66.1	31.7
22	I like reading every literature.	186	-	-	0.5	43.5	55.9

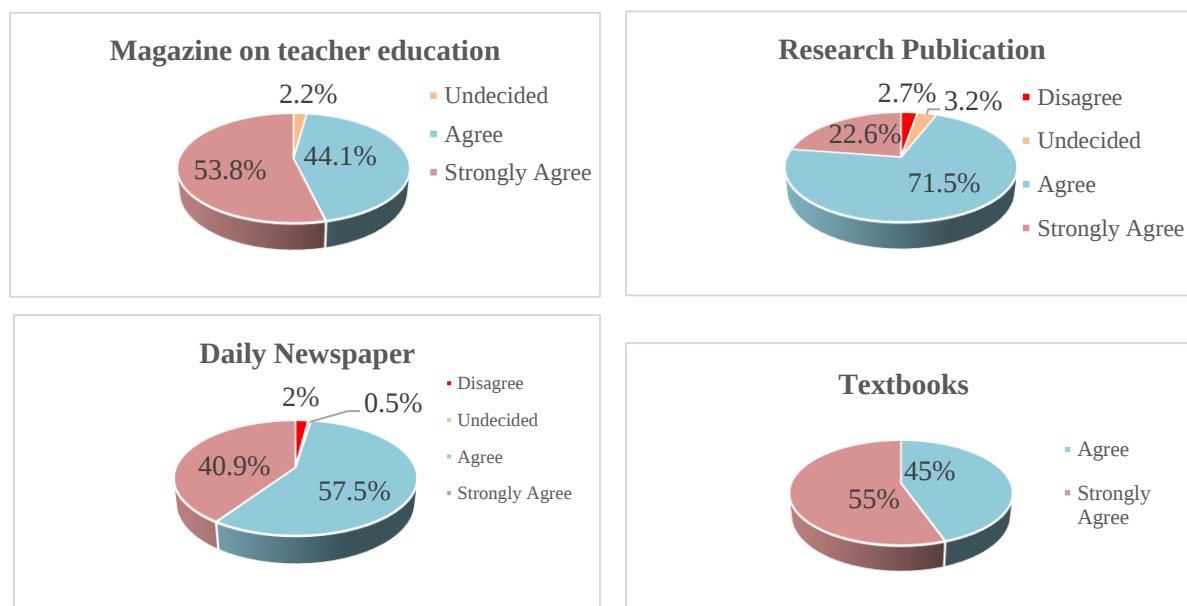


Figure 2. In-service Teachers' Response Rate on General View about the Book Type that are chosen to read

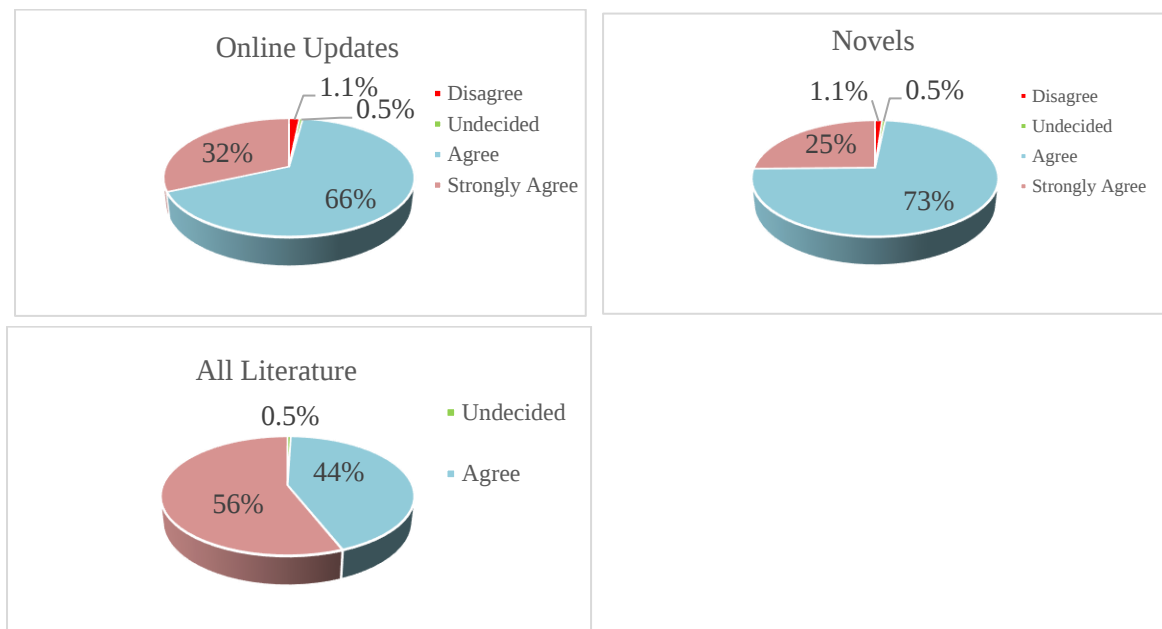


Figure 2. In-service Teachers' Response Rate on General View about the Book Type that are chosen to read (Continued)

Table 4 *In-service Teachers' Responses about their Reading Time per week*

Time Taken	<i>n</i>	Percentage
About 1 hour	27	14.5
About 2 hours	33	17.7
About 3 hours	31	16.8
About 4 hours	9	4.8
About 5 hours	49	26.3
Others	37	19.9
Total	186	100

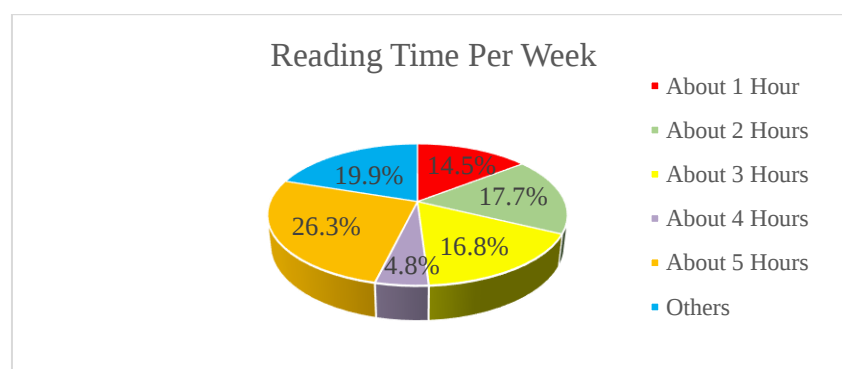


Figure 3. In-service Teachers' Response Rate on General View about their reading time per week

Analysis of Reading habits of In-service teachers in terms of Teaching Experience

To find out whether there is a difference in the reading habits of in-service teachers in terms of teaching experience, teachers' teaching experiences were divided into four groups such as under 2 years, (3-5) years, (6-10) years and over 11 years and the collected data were analyzed by using descriptive statistics and one-way analysis of variance (ANOVA). The mean values and

standard deviations of teachers grouped by teaching experience and ANOVA results were shown in Table 5.

Table 5 Means and standard deviations of reading habits of in-service teachers in terms of teaching experience

Teaching Experience(Years)	<i>n</i>	<i>M</i>	<i>SD</i>
≤ 2	22	3.49	.238
3 to 5	15	3.48	.222
6 to 10	32	3.49	.220
≥ 10	117	3.52	.259
Total	186	3.51	.246

The mean value of teachers whose teaching service having over 11 years ($M = 3.52$) is the highest among the other in-service teachers. The mean values of teachers whose teaching service under 2 years and (6 – 10) years is ($M = 3.49$). The results can be interpreted that highly in-service teachers have great reading habits and use most of the knowledge and idea getting from reading since they have ever read many books as they have spent many life span and experience many events that can be drawn to identical in their practical situation with the events that have read. It can also be stated that all the mean values of in-service teachers are nearly 4 points on 1-5 rating scale. Based on the mean values, Figure 4 is illustrated to see clearly. It showed that the comparison of the means for the in-service teachers by teaching experience.

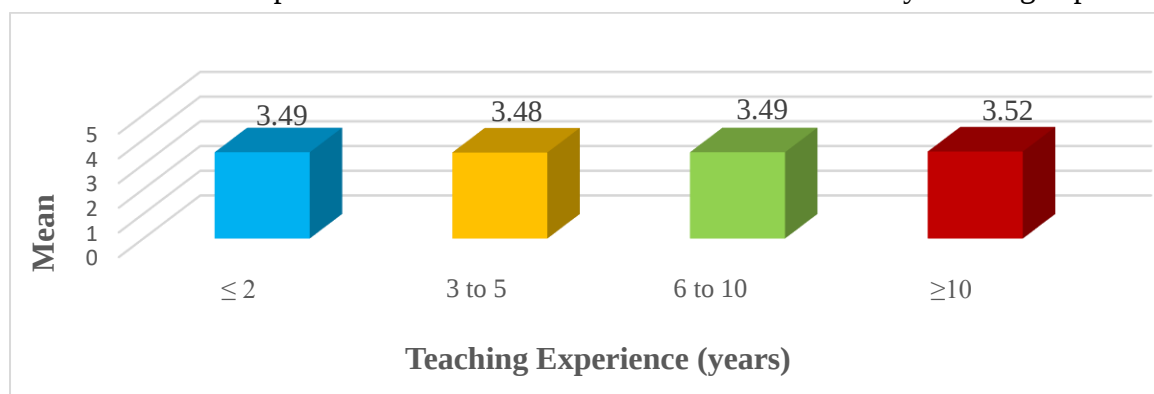


Figure 4. The comparison of means for reading habit of In-service teachers in terms of teaching experience.

Table 6 ANOVA Results of in-service teachers' reading habits in terms of teaching experience

Teaching Experience	Sum of Squares	<i>df</i>	Mean square	<i>F</i>	<i>p</i>
Between Groups	0.54	3	.018	.293	.831
Within Groups	11.176	182	.061		(ns)
Total	11.230	185			

Note. ns = not statistically significant.

The ANOVA results meant that there was no significant differences in comparing in-service teachers' reading habit in terms of reading habit ($p < .05$). Consequently, it can be interpreted that in-service teachers' reading habit did not depend on the their teaching experience. It can be seen in Table 6: ANOVA results of in-service teachers' reading habits in terms of teaching experience.

Findings on Research Question (2)**Table 7 Means and standard deviations of In-service teachers' use of knowledge getting from reading habit to their instructional practice on each dimension**

Dimension	N	Minimum	Maximum	M	SD
D1	186	2	5	4.48	.756
D2	186	2	5	3.99	.597
D3	186	2	5	4.54	.695
Overall	186	2	5	4.22	.607

Note. D1 = Lesson Planning; D2 = Teaching – Learning Process; D3 = Reflecting.

According to the results, the mean scores of in-service teachers' use of knowledge getting from reading habits to their instructional practices was least in teaching-learning process ($M = 3.99$) and highest in reflecting ($M = 4.54$). Thus, it can be interpreted that teachers use the knowledge getting from reading habit only for few times during the teaching-learning process because they may pay attention mostly either on the subject matter content or on instruction time. On the other hand, the teachers use these in reflecting because they can match the ideas that were used during the instruction in order to make fact check or the events in the reading content were matched with the events which they experienced. In order to be seen clearly, Figure 5 is illustrated.

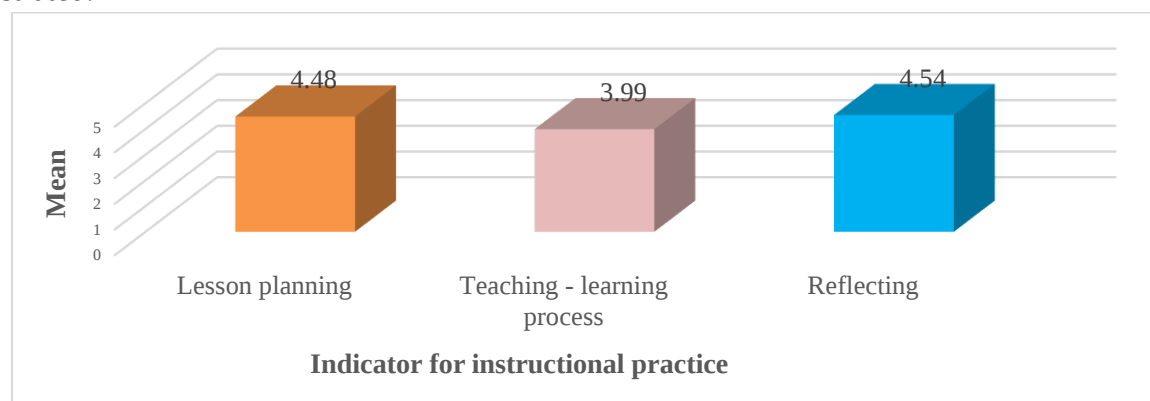


Figure 5. The comparison of means on each dimension of teachers' instructional practice using knowledge getting from reading habit.

Descriptive statistics (ANOVA) are analyzed in order to determine teachers in which positions are statistically significant.

Table 8 ANOVA Results of in-service teachers' use of knowledge getting from reading habits in their instructional practices in terms of position

Dimension	Position	Sum of Squares	df	Mean square	F	p
D1	Between Groups	3.646	2	1.823	3.268	.040*
	Within Groups	102.070	183	.558		
	Total	105.715	185			
D2	Between Groups	2.883	2	1.441	4.189	.017*
	Within Groups	62.972	183	.344		
	Total	65.854	185			
D3	Between Groups	4.137	2	2.069	4.437	.013*
	Within Groups	85.311	183	.466		
	Total	89.448	185			

Note. D1 = Lesson Planning; D2 = Teaching – learning Process; D3 = Reflecting. * $p < .05$.

Table 9 Results of multiple comparison for the use of knowledge getting from reading habits of in-service teachers towards their instructional practices on each dimension in terms of teaching position

Dependent Variable	Teaching Position (I)	Teaching Position (J)	Mean Difference (I-J)	p
D1	Upper Secondary Teacher	Primary Teacher	.339	.007*
	Upper Secondary Teacher	Lower Secondary Teacher	.373	.029*
D2	Upper Secondary Teacher	Primary Teacher	.301	.003*
D3	Upper Secondary Teacher	Primary Teacher	.388	.002*

Note. D1 = Lesson Planning; D2 = Teaching – learning Process; D3 = Reflecting. * $p < .05$.

Findings on Research Question (3)

As described by the research question (3), to get the relationship between the reading habit and teaching practices of in-service teachers, Pearson product-moment correlation was used. The results of the findings were described in Table 6.

Table 10 Pearson correlation between reading habits and instructional practices of in-service teachers

		Correlation	
		Reading Habits	Instructional practices
Reading Habits	Pearson Correlation	1	.189**
	Sig.(2-tailed)	-	.01
	N	186	186
Instructional Practices	Pearson Correlation	.189**	1
	Sig.(2-tailed)	.01	-
	N	186	186

Note. **Correlation is significant at the 0.01 level (2-tailed).

The result showed that there was a significant correlation between the reading habit and instructional practice of in-service teachers at $r(1,186) = .189, p < .01$. It was directed that the correlation was positive but the relation strength is small as Cohen (1988, pp. 79-81) suggested. This means that in-service teachers who have relatively reading habit were slightly use the knowledge getting from reading in their instructional practices. According to Mills and Gay (2016), it can be interpreted that there was a correlation but very weak between the reading habits and instructional practices of in-service teachers. Therefore, reading habits of in-service teachers can have an effect to a small extent in their instruction practice.

Summary of Analysis and Interpretation of Data

According to the statistical analysis on the mean scores of respective dimensions, the results of the study can be summarized as follows:

1. In-service teachers tend to read all types of literature. They like to spend about 5 hours per week for reading.
2. In-service teachers used the knowledge getting from reading habits in the reflection sector relating to their instructional practices. Upper secondary teachers mostly used this knowledge than teachers in other position.
3. The reading habits of in-service teachers can have an effect to a small extent (small positive relations) in their instruction practice.

Discussion

In-service teachers have the positive attitude toward reading and enjoy to read a book. Most of them select the books to read besides their curriculum course books. Since the in-service teachers were facing work overload during the research doing time, they had the little time to read and number of book read are less. Although they are busy with their duties, they have already motivated to read.

The findings of the study indicated that the mean values of five dimension of in-service teachers' reading habit: Attitude towards reading ($M= 3.66$), reading by choosing book type ($M= 3.99$), reading frequency or frequency to read a book ($M= 3.01$), reading time per week ($M= 3.25$) and motivation to read ($M= 3.13$). Therefore, it can be interpreted that in-service teachers have the positive attitude toward reading and enjoy to read a book. Most of them select the books to read besides their curriculum course books. The ANOVA result showed that no significant differences were found in the reading habit of in-service teachers in terms of teaching experiences. Research findings pointed that teachers whose teaching service over 11 years was the highest and those who had teaching service (3-5) years is the lowest. It can be interpreted that in-service teachers have the positive reading habit with various frequency to read a book.

Ruber (2019) revealed that middle school teachers' personal reading habit did not impact on their literacy practices in the classroom whereas in this study, there was an positive impact on literacy practices due to the reading habit of in-service teacher especially in the reflecting section since the Pearson product moment correlation result is $r(1,186) = .189$, $p < .01$ and can be accepted that it has a weak positive relation.

Wijyanti, et al. (2022) conducted a narrative inquiry research on three Indonesian English teachers at one of the vocational high schools in Indonesia with the title of the influence of the teachers' reading habit on their teaching practice. The results revealed that reading can promote their instructional practices. In this study, the findings of the open-ended questions show that teachers' reading habits have vital roles in their practice whereas most of in-service teachers from selected sample also said that reading plays a vital role in the profession. They usually read Pyin-Nyar-Ta-Saung and many other non-fiction and fiction related to the curriculum. Reading can improve their knowledge and apply the related experiences. They often read in the academic time and usually read in the weekend. Most of in-service teachers replied to the open ended question that they can get many knowledge from reading and can apply in the teaching-learning process although the statistical result point out that in the reflection sector.

Suggestions

A professional is a person who possesses some specialized knowledge and skills, can weigh alternatives, and can select from among a number of potentially productive actions (Morine-Dersheimer, 2011). This study was a small-scale study and used small size of the sample population. Thus, it cannot cover all in-service teachers from basic education sector. A large sample size should be used to increase the statistical power of the result. The data in this study was collected through questionnaire. As an alternative, observation checklist and interview question should be used in order to triangulate the result. Further study should be conducted to investigate the effect of reading habits of teachers who are working in other teaching position

like teachers in higher education sector as the workload condition and study habits may be different and can reveal a different result.

Conclusion

As teaching is being a profession which is based from knowledge transmission with various effective methods, teachers should be rich in pedagogical content knowledge and have a reading habit as it can provide as pool of knowledge for the profession. Findings of this survey research lead to the following conclusions. Teachers should have a regular reading habit and if not so, should join in extensive reading program, book club to improve the cognition level. Studying the reading habits of in-service teachers, possible relationship between the reading habits and use of knowledge getting from reading habit in the instructional practice of in-service teachers can provide some ideas for the improvement in the profession. The main purpose of the study is to investigate the relationship between the reading habits of in-service teachers and their instructional practices. The findings of this study indicated that the in-service teachers have positive reading habits and use the knowledge getting from reading habit in their reflection sector. All in all, it was hoped that that result of the present study may provide useful ideas and information for the route of in-service courses, lectures, seminars, conferences summer workshops and extension classes.

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