



Recreational Reading Effects on Teaching: From the Perspectives of Pre-service Teachers

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Pashew M. Nuri
Ishik Univewsity
pashew.majeed@ishik.edu.iq

Abstract

This research looks into the issue of recreational reading effects on teaching from the perspectives of pre-service teachers. It answers the question whether pre-service teachers believe recreational reading habits and behaviors affect their teaching? To answer the question, the study utilized a quantitative methodology, using a survey instrument. The participants of the study were graduate and undergraduates (seniors and juniors) students who were pursuing a teaching degree/license in both secondary and middle school education programs at a school of education in a large Midwestern university in the U.S.A. The participants were of different gender and ethnic backgrounds. It is in the findings of this study that there is a strong relationship between recreational reading and teaching improvement, teaching career, and relating to students. Pre-service teachers believe that recreational reading leaves positive effects on teaching and it can be a good source for teaching improvement. The study presents its significance towards teachers of K-12 education to see through the outstanding role recreational reading may have on their teaching practices on a daily basis.

Keywords: Effective Teaching, Pleasure Reading, Pre-service Teachers, Recreational Reading.

Introduction

Reading is one of the most important skills a person can possess. It is the foundational activity for literacy improvement. According to Anderson, Hiebert, Scott, & Wilkinson, (1985) reading is a corner-stone for success, not just in school, but throughout life. They assert that "without the ability to read well, opportunities for personal fulfillment and job success will inevitably be lost" (p.12). Yet, all too often, teachers, especially those who wish to teach reading may be unaware of reading's impact on school success, and especially the impact of recreational reading's impact on a person's quality of life.

As stated before, reading is a fundamental activity for literacy acquisition, which according to Lipson and Wixson (1997) it is driven by complex cognitive, emotional, social, and instructional factors. It is fundamentally how children and adults acquire strategies for decoding words. For some, the acquisition is easier because they have been exposed to activities that are related to literacy. They either had parent or teacher modeling that helped them scaffold reading behaviors. Such modeling, according to Leslie and Allen (1999), helps the reader find meaning in the reading, hence a rewarding experience, which is like to lead to more reading. This tells us that teachers are effective in helping the students build a reading life. Studies have always supported this assumption to be true, Mueller (1973), Smith (1989), Daisey and Shroyer (1993), Hill and Beers (1993), Draper, Barksdale- Ladd, & Radencich (2000), Powell-Brown (2003), Gomez (2005), Applegate & Applegate (2004), Nathanson, Pruslow, & Levitt (2008), Popoola, Ajibade, Etim, Oloyede & Adeleke (2010).

The purpose of the Study

It can be said that the best course to be taken towards eliminating illiteracy, is to promote recreational reading among students and teachers. This can be done by studying teachers' beliefs and attitudes towards recreational reading and approach the issue with the realization of how teachers think about reading and what they can do about it. Indeed, a preemptive attempt may sound much wiser in this case. An attempt to study pre-service



teachers' beliefs and behaviors towards recreational reading who are still under the teacher education programs in universities and institutes of education would be of great interest.

Therefore, this study is set upon one major purpose which is to examine the pre-service teacher's perspectives towards recreational reading and its relationship to teaching. The main questions the study attempts to answer are: Do the pre-service teachers read? Do they enjoy reading? And what relationships do the pre-service teacher believe exist between recreational reading and teaching?

Definition of Terms

In this study, the following terms are used as fit to their definition provided below:

Pre-service Teachers.

Pre-service teachers are those graduate and undergraduate teacher candidates in the School of Education at a large Midwestern university in the U.S, who are juniors that will start their student teaching year next year and/or seniors who are currently at their students teaching year. A pre-service teacher in this study is a college student involved or going to be involved in a school-based field experience.

Recreational Reading.

Upon review of the term, I found that recreational reading is defined in different ways and with different terms, often limited to the research conducted. In literacy research studies it is termed as leisure reading (Mellon, 1987), voluntary reading (Krashen, 1993), independent reading (Cullinan, 2000), reading outside school (Anderson, Wilson, & Fielding, 1988), spare time reading (Searls, Mead, & Ward, 1985), and self-selected reading (Worthy, Turner, and Moorman, 1998). Though there isn't much or any difference in their meaning despite different wordings, this study uses *recreational reading*.

Essentially, it is defined according to the inclusion and exclusions of the type of reading counted within the limitations of the study. Greaney (1980) defined recreational reading as any reading activity out of school activities. He defined recreational reading as "reading of any kind, excluding school texts and other materials assigned at school" (p. 344). Greaney's definition for recreational reading is limited to school aged children and adolescents, it could be extended to college aged students as well, but he didn't mention about the choice and pleasure the student may have in their reading. However, Hughes-Hassell and Rodge (2007) in their study of urban adolescents, defined recreational reading as: "the reading students choose to do on their own, as opposed to reading that is assigned to them ... leisure reading involves personal choice, choosing what one wants to read, and reading widely from a variety of sources, not just books" (p. 22). This definition can be considered the most comprehensive as it includes reading done for fun or leisure, reading in which the reader has choice, and the readings can include different resources, formats, genres, and formats not *just* books. Even though the study was limited to school teenagers alone but the same can be stated for adults as well.

Moreover Medaille (2012) in a series of focus group study, reported that from a social perspective recreational reading helps improve compassion and empathy, figure out occurrences in past and present. It gives readers the power to act and progress their own beliefs and understand the consequences of bad behavior. Moreover, recreational reading provides "entertainment, relaxation, reassurance, a creative outlet, and a means of escape" (p. 78). So, the person who is reading for entertainment and recreation benefits not only on a personal or individual level but also on a collective level that constitutes the society as a whole, as it can be concluded from Medaille (2012).

For the purpose of this study the researcher utilizes the definition of Hughes-Hassell and Rodge (2007) who defined recreational reading as "the reading students choose to do on



their own, as opposed to reading that is assigned to them ... leisure reading involves personal choice, choosing what one wants to read, and reading widely from a variety of sources, not just books” (p. 22).

Literature Review

There is a numerous number of studies done in the area of the effective impacts of recreational reading on one’s personal and societal development. However, this study focuses on the contributions recreational reading makes to a teacher’s teaching. In this part of the study the researcher tries to categorize what is found about recreational reading in previous studies into *the role of the teacher in recreational reading* and *recreational reading among pre-service teachers*. There is a clarification that needs to be made here, due to the lack of studies on the relationships between recreational reading and pre-service teachers, the study presented an array of recent studies that were made on the impacts of recreational reading on not only pre-service teachers, but also in-service as well.

The Role of the Teacher in Recreational Reading

The positive recreational reading habits and attitudes of pre-service teachers who are currently college students has a strong relationship with the influence a teacher has while teaching. There are studies that prove this to be true, Mueller (1973), Smith (1989), Daisey and Shroyer (1993), Hill and Beers (1993), Draper, Barksdale- Ladd, & Radencich (2000), Powell-Brown (2004), Gomez (2005), Applegate & Applegate (2004), Nathanson, Pruslow, & Levitt (2008), Popoola, Ajibade, Etim, Oloyede & Adeleke (2010).

Popoola, Ajibade, Etim, Oloyede & Adeleke (2010) conducted a study to determine the relationship between teaching effectiveness and reading attitudes among secondary school teachers in Osun State, Nigeria. Three hundred teachers from thirty secondary schools were approached to respond to the reading habits and teaching effectiveness questionnaire, and of this three hundred, two hundred and thirty five teachers returned the surveys. They found that majority of teachers 50.2% read on weekly basis, devoting less than one hour for recreational reading for every week and 25% said to have pleasure in reading and no plan to engage in reading whatsoever, while 23.4% of them admitted to read for pleasure only when they have travel or on a journey. More than 41% of the teachers reported to have bought no personal books in the last 12 months, 40.9% bought one or two books while 12.8% bought three to four books and 4.7% of them said to have bought more than four books.

Teachers’ reading habits and teaching effectiveness were classified into categories of poor, fair, or good attitudes and teaching effectiveness, so the researchers can determine the connection between the two. The study resulted that 28.5% of the teachers showed poor attitudes towards reading, with 44.7% fair attitudes towards reading and 26.8% classified as possessing good attitudes towards reading. While the teaching effectiveness of 9.4% of the teachers classified as poor, 54.5% as fair and 36.2% as good teaching effectiveness. The researchers found a correlation coefficient of .624 on the relationships between the reading attitude and the teaching effectiveness of the teachers, and they confirmed that “there was a significant positive relationship between teaching effectiveness and teachers’ attitudes to reading” (p.148).

It is ultimately implied that though the teachers have a weak relationships with books and recreational reading but there is connection between recreational reading and being a better teacher, which means the more you read as a teacher recreationally, the more effective you are. As they commented that teachers with poor attitudes towards reading tend to be less or ineffective in their teaching, and the better attitudes they have towards reading more effective they tend to be.



Additionally, Hill and Beers (1993) in a presentation at the International Reading Association (IRA) in San Antonio, shared how they surveyed 625 teachers who represented all 50 states as well as Canada, 65% of which had taught 13 years or more, and with 64% holding a master's or doctoral degree. The researches attempted to discover whether teachers' reading habits impacted their teaching practice. They found that 77% of the teachers viewed themselves as avid readers, while 23% viewed themselves as dormant readers (those who liked to read, but weren't making time to do so). The researchers further concluded that teachers teach based on what they knew about good readers rather than utilizing reading methodologies in an explicit manner so they could motivate readers. Surprisingly enough, they implied that they knew least about working with unmotivated readers. Pre-service teachers are those who are currently students at colleges or universities, for that reason in the next section I am going to explore the literature about the U.S college students' attitudes and behaviors towards reading.

Recreational Reading among Pre-Service Teachers

There are several studies tackling around the issue of in-service and/or pre-service teachers' recreational reading habits and attitudes and the relationship between the recreational reading habits and attitudes with the teaching effectiveness of the teacher. Daisy (2010) examined pre-service secondary teachers' favorite past recreational reading experiences to answer the question whether and how their remembrances can improve classroom reading instruction. The researcher found that a connection exists between pre-service teachers' memories of favorite reading experiences with the instructional reading materials at school that are relevant to the lives of young adults they will eventually teach.

Mueller (1973) in an attempt to find out the teachers' reading attitudes, conducted a questionnaire survey study with participation of 20 graduates with teaching experience and 21 undergraduates who were seniors in their teaching semester. In the study 50% of the graduates and 23.5% of undergraduates preferred to read than to watch T.V to which Nathanson, Pruslow, Levitt (2008) commented as them to be "enthusiastic readers". Less than half of either group chose to read newspapers over watching news on television or the radio. Had the participants been in a position of travel or any purpose, where they had adequate food, water, and shelter, in such instance the majority of both graduate and undergraduate groups said that they would have books to read with them as well. Despite the fact that such occasion seems fitting for reading, yet 19% of the undergraduates and 10% of the graduates were reported not to have mentioned reading at all but television set and media players. Approximately 40% of both groups reported reading as the fourth or further down in the list of activities they were to do in the times they were not on job. They (40% of undergraduate and 24% of graduates) further ranked reading third and lower in its importance for school studies with comparison to other curriculum areas, which is quite surprising realizing the fact that all of the participants were either in-service or pre-service teachers. Mueller concluded by stating that the participant held reading "mildly" in their lives both professionally and personally, and that the participants didn't appraise reading highly and that implicates serious teaching effectiveness.

In another study Smith (1989) wondered if there is a relationship between the reading attitudes and habits of education major pre-service teachers who are undergraduates in training and the number of reading methods and other reading and language-related courses they had taken. Forty seven students participated who mostly have studied reading and they were to teach reading at schools. The findings reflected a moderate positive attitude towards reading among the pre-service teachers. Smith however discussed that whether these individuals show their attitudes towards reading in a more positive way when they are practicing teachers or not, probably promoting professional reading materials and readings



that are related to the area of teaching, would expose the classroom students to teachers who are models with positive attitudes towards reading.

Moreover, Daisey and Shroyer (1993) conducted a study where they interviewed 40 university instructors who were teaching pre-service teachers, addressing the question *where do the students who are pre-service teachers get their negative attitudes towards reading?* The researchers concluded that student teachers develop negative attitudes because a) they do not see the rationale for reading, which means that the students may not value new approaches as they have been educated in a different paradigm, that is why they don't uphold the new ones, b) the instructor's do not communicate with the students, and c) the students are not readers themselves to the extent that one of the interviewees commented about the pre-service teachers that "[they] very likely have never learned to read books" (p. 627).

In their study Draper, Barksdale- Ladd, and Radencich (2000) elaborated that Frager's (1986) work, and their own observations in 1997 caution that a good number of pre-service teachers neither consider themselves as good reader, nor to enjoy reading, nor had finished or read a single book within the last six months, which to them it showed an aliteracy issue among pre-service teachers. One of the main questions in their (2000) qualitative study addressed the factors that influence the development of beliefs about reading and the current reading habits of pre-service elementary teachers. They interviewed 12 pre-service teachers, six of which had positive attitudes/habits towards reading based on a survey conducted ahead of time and the other six having negative attitudes/habits towards reading. They found that some of the students were enthusiastic readers and loved to share what they have read, while others couldn't find pleasure in reading. The researchers concluded that pre-service teachers were reluctant to assume that their students are readers and nor were they able to count on their students to own a love of reading. They further stated that none of the students were able to suggest any specific agenda or plan for creating a love of reading in their own future students.

In another study, Powell-Brown (2003) worked with her own students who were pre-service teacher for several semesters, they had only one semester left to go to teaching and their trainings were mostly finished. She tried to find out when did they came to love reading, if they love reading. She found that there were few pre-service teachers who never liked to read and mostly the group were reluctant readers, and she found that aliteracy was pervasive among her graduate students. Powell-Brown gathered her students from different semesters and discussed together the possibilities of developing a passion for kids and college students, she concluded and reemphasized what she previously believed that you as a teacher must demonstrate a positive attitude towards reading and should be a model of a passionate or good reader so you can create a passion in others to read.

In a response to Powell-Brown's *you can't be a teacher of literacy if you don't love to read*, Gomez (2005) pushed the question further and asked *why would you be a teacher of literacy if you don't love to read?* In her article she reflected that literacy teachers possess different selves of which they need to be informed and conscious. Teachers have a personal self, a literal self, a historical self and a professional self. In order to better prepare teachers who are able to cultivate positive reading attitude within their own selves and their students, all the selves should be well introduced specifically the literal self, as teacher confuse among their two private literal self (i.e., loving reading, struggling with reading, or disliking reading) and public literal self (i.e., guiding children's reading, encouraging reading for pleasure, and advising parents about reading). The reconciliation between the two is firstly left up to the teacher and the support and guidance from literacy-focused teacher training programs. Gomes lastly concluded to answer her focal question *why would teachers be teachers of literacy if they don't love to read?* She says "I believe it is because those teachers are on a path of self-discovery and reconciliation between their public and personal literate selves" (p. 95).



Applegate and Applegate (2004) used the “Peter Effect” metaphor which he drew from the biblical story of the Apostle Peter. He was asked for money by a beggar, and he replied that he cannot give something he didn’t have in the first place. The researchers use this story to characterize those teachers who are conveying to their students love and enthusiasm to reading that they themselves do not possess. They conducted a survey enrolling 195 sophomores from two different U.S institutions who were studying in a teacher certification program in elementary education. They found that 54.3% of the pre-service teachers classified s unenthusiastic readers and only 25.2% fell into the category of those “presumably” would capable of sharing a love of reading with their future student. They also found that the relationship between having higher SAT score and being an enthusiastic reader was weak, to mean that those students who had higher SAT scores fell into the category of unenthusiastic readers. Unsatisfied with these results they went along with a follow-up study to which they surveyed another 184 sophomores who intended to become elementary school teachers. They found that the percentage of unenthusiastic readers decreased to 48.4% in the follow-up study. The further found a correlation between college-level reading experience and the level of reading enjoyment, to mean that college can provide an environment boosting student’s perspective on reading. In the open-ended questions they found that eighteen students responded that the teacher’s attitudes and beliefs are clearly noticed in their teaching, seventeen of which were found to be unenthusiastic readers.

In search of finding out if the teacher-training institutions could bring about an environment to promote lifelong literacy among prospective and current teacher, and if the Peter Effect is still alive and it exists among the undergraduates, has it also affected the graduate students who are currently teachers in schools? Nathanson, Pruslow, and Levitt (2008) utilizing the same questionnaire Applegate and Applegate used in their study, among 788 graduate student in their program. They found that both in-service and pre-service graduate students did summer reading but they couldn’t find an evidence of pleasure and enthusiasm in their act of reading. 17% of the total sample self-reported that they found no or little pleasure in reading and 47% of the respondents characterized themselves as enthusiastic readers. Despite this finding, they wrote to have found evidence that teacher’s attitude towards reading does make a difference and parents are powerful effects on cultivating enthusiasm in their children to read. They commented that the findings suggest that teachers collectively do not have established and firm reading habits, which they thought it connotes negative implications for the literacy of future generations. They suggested that the reason for the decline in reading today could in part be due to the lack of passion for reading in literacy professionals.

In a case study, Gerla (2009) studied the change in reading attitudes of her pre-service teacher subject who participated in a reading/writing workshop course of an entire semester and how this workshop has influenced the pre-service teacher. In the early interview the subject stated that she “dreaded reading just about anything” which to her it was because she “would rather watch television instead”. The researcher elaborated that a transactional approach to teach which she used in the workshop, has a positive influence on student’s perception of themselves as readers. In the end of the course and the study as well, the subject said “I look forward to reading books now because I have noticed how exciting and rewarding reading a good book can be...I can’t believe how much my attitude has changed in just such a short amount of time” which is a quite tremendous change of perspective who would rather watch television than reading. The researcher found six conditions for such changes in perception towards reading to be rendered , which are; immersion in reading, social interaction, response, ownership and control, time, and a risk free environment all of which could be found in the workshop course the researcher as a professor gave.



Method

Research Design

This study undertook a quantitative research design utilizing a survey questionnaire with a qualitative element which is displayed in an open-ended question in the questionnaire. The qualitative data is shown analytically in a separate subsection of the results main section. According to Creswell (2014) a survey design is a “procedure [...] in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population” (p.379). A cross-sectional survey was administered and distributed among the pre-service teacher who were at their junior or senior year, selected from a large Midwestern university in the U.S.A. To provide sufficient answer to the question of this study, the research utilized only several items of the survey as the rest were unrelated.

Sample

In a population of 181 pre-service teachers, a sample of 55 were conveniently chosen. These were three classes of students who were available at the time of study at a school of education in a large Midwestern university in the U.S.A. The participants included Male (25.45%) and Female (74.55%). On the total of 55, White (87.27%), Latino (5.45%), Black (3.64%), and Asian (3.64%). They were graduate and undergraduates (seniors and juniors), pursuing a teaching degree/license in both secondary and middle school education programs. The participants came from different disciplines and different concentrations, natural science, language arts, social studies, science, math and curriculum and instruction.

Table 1: Distribution of participants by gender and ethnicity.

	Group	No.	Percentage %
Gender	Male	14	25.45
	Female	41	74.55
	Total	55	100%
Ethnicity	White	48	87.27
	Hispanic/Latino	3	5.45
	Black	2	3.64
	Asian	1	1.82
	Others	1	1.82
	Total	55	100%

Instrumentation and Procedures

The Pre-service Recreational Reading Attitudes and Behavior (PRRAB) survey, which was developed by the researcher himself, was used for data collection purposes. The survey addressed two purposes. The first purpose was to examine pre-service teachers' attitudes and behaviors towards recreational reading. The second purpose, which this study will use to gather sufficient data to answer the question, was to explore if pre-service teachers believe recreational reading is relevant or successful teaching.

The PRRAB survey contained 2 question of demographics (gender and ethnicity) and 12 recreational reading attitude and behavior questions. Despite that sought to explore pre-service teachers' recreational reading attitudes and behaviors, it included a likert scale item to show the level of agreement and disagreement statements of recreational reading relevance to successful teaching, and an open ended question to report why or why not reading is/isn't relevant to successful teaching. As stated before, this study utilized only parts of the survey to answer its core question.

For purposes of survey administration, the researcher contacted the class instructors so he can go into the class, and recruit and distribute the questionnaire among the participants.



The survey was distributed to the students in class, after taking permission from the class instructors to go into the class and recruit the students. The researcher made it clear to the students that taking part in the study is voluntary and that they could withdraw from the participation at any time. The surveys were kept in an envelope, only the participants could open them. They were asked to close and sign the envelop when they are finished answering the questions. After showing consensus, the researcher distrusted the enveloped survey among them and left the room so the anonymity of the participants is kept. The class instructors were also asked to collect the sealed enveloped questionnaires and bring them back to the office of a professor so the researcher retain them back later on.

The data utilized in this study is original data, they were collected by the researcher. To analyze the data, STATA 13.1 statistical package was used.

Variables

The two main dependent variables are *reading enjoyment* and *reading* (whether the participant reads or not). These two variables are both dichotomous with an answer of Yes (valued 1) and No (valued 0). These variables were ran with three other likert scale items (independent variables) that were; *reading improves my teaching*, *reading is important to my teaching career*, and *reading helps me relate to students* on which the participants showed their level of agreement and disagreement on a scale of (1= strongly disagree to 5 = strongly agree).

Findings and Discussions

The study shows that majority (74.55%) of pre-service teachers in the study population read for recreation and %85.45 also enjoy reading. Only 25.45% of the participants stated that they do not read, 42.85% of which reported to enjoy recreational reading, and the other 57.14% responded neither to enjoy nor to read books.

There is a positive correlations between reading, reading enjoyment, and their effects on teaching improvement from the perspectives of pre-service teachers. Majority of the pre-service teachers who reported to read and enjoy reading, strongly agreed that recreational reading improves their teaching, as shown in table 2. This indicates the increase of enjoyment in reading in relation to the belief that it effects teaching betterment. The more a teacher enjoys recreational reading, the more affects it leaves on his/her teaching enhancement. That is despite the fact that reading is more or less a prerequisite to enjoying reading. As there is a higher expectation of someone who reads and to enjoy reading than someone who does not read to say he/she enjoys reading. The study also shows that there could be teachers who would enjoy recreational reading but choose not to read. 42.85% of pre-service teachers who read, stated that they enjoy reading.

Only 3.63% of the participant disagreed that there is relationship between reading enjoyment and teaching improvement. While 14.54% (No. 8) have a neutral position in this regard, showing neither agreement nor disagreement towards the relationships between recreational reading and teaching improvement..

Table 2: Relationships between reading and teaching improvement.

Do you read?	Reading Enjoyment											
	Reading Improves my teaching											
	No						Yes					
	No Answer	S. Disagree	Disagree	Neither	Agree	Strongly Agree	No Answer	S. Disagree	Disagree	Neither	Agree	Strongly Agree
0	8						6					



1									2	8	9	22
N. = 55												

Table 3 shows the relationships between reading and its importance to teaching career. The participants of this study showed immense consensus on this relationship. 60% of the participants (No. 33) showed that they both enjoy reading and strongly agree to believe the importance of reading to their teaching career. This shows the positive effects of recreational reading on teaching as a profession. Another 14.54% (No. 8) of the participants agreed that recreational reading is important to their teaching career. This accumulates a 74.54% of the entire population who read to express consensus on the relationships between recreational reading and teaching as a career.

Table 3: Relationships between reading and teaching career.

Do you read?	Reading Enjoyment											
	Reading is important to my teaching career											
	No					Yes						
	No Answer	S. Disagree	Disagree	Neither	Agree	Strongly Agree	No Answer	S. Disagree	Disagree	Neither	Agree	Strongly Agree
0	8						6					
1										8	33	
N. = 55												

Having the trait and ability to relate to students is a good way towards effective teaching. This study showed that majority 40% of the pre-service teachers strongly agree that if you read and enjoy reading, you will be able to relate to students. Relating to students is being able to put yourself in their shoes. Understanding their positions and relating to them. The participants strongly agree to the statement that reading helps teachers relate to students. According to the findings of this study, majority pre-service teachers have this conviction that to be able to relate to students reading is critical. It might seem interesting that only 1.81% of the participants as shown on table 4 disagreed that reading helps teachers relate to students, rather the majority (71.71%) of the participants believed that it was.

Table 4: Relationships between reading and relating to student.

Do you Read?	Reading Enjoyment											
	Reading helps me relate to students											
	No					Yes						
	No Answer	S. Disagree	Disagree	Neither	Agree	Strongly Agree	No Answer	S. Disagree	Disagree	Neither	Agree	Strongly Agree
0	8						6					
1								1	9	9	22	
N. = 55												



This data portrayed a good sign of developing positive beliefs about teaching by pre-service teachers, as they have already established a foundation that recreational reading cause great contribution to their career and their relationships with their students. This means that the more a pre-service teacher reads, the more he/she tends to think positively about teaching and relationships with students. It deserves to mentions that the data show no relationships between not reading and teaching. There was 100% agreement among the teachers to believe that there is always a positive relationship between reading and teaching.

Conclusion

It is the findings of this study that there is a strong relationship between recreational reading and teaching career, teaching improvement, and relating to students in schools. The participants of this study showed that the more teachers read recreationally, the better teachers could be in their effective teaching, teaching-student relationships, and teaching career improvement. The findings of this study suggest that recreational reading (reading for fun, pleasure reading) can be a good asset on the journey of teaching if teachers consider it so. It also suggests that recreational reading can be a different teaching tool that can be utilized for benefits even before teaching begins as a career, as reading has its own uses from the time when teachers decide to teacher till last. The findings of this study bare clear witness on this.

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