

Preliminary Profile of Pre-Service Science Teachers' Reading Habit

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Abstract

Reading habit has always been a phenomenon within our daily environment, especially in schools where pre-service teachers work in a fast-paced working environment. However, numerous studies show that read habits are less likely to focus on pre-service teachers. Nevertheless, fewer studies relate reading habits with reading motivation and reading strategies in Malaysia. The objective is the reading habits among pre-service teachers who already experienced practicum. This particular paper used a quantitative approach with simple random sampling methods. 150 respondents were involved, comprised of Semester 7 and 8, divided into years of studying within the university courses, ranging from 4 years and above. First, the Reading Habit Survey with 20 items was used to identify their reading habit traits. Next, the Adult Reading Motivation Scale (ARMS) with 21 items was used to determine which reading motivation scores the highest level. Half of the items were intrinsic focused, the other half extrinsic. Finally, Metacognitive Awareness Reading Strategies Inventory (MARS) with 30 items was used to measure respondents' reading strategies score. Pearson's correlation coefficient via SPSS version 25 was mainly used in the study to analyse the data. It shows that reading motivation does correlate with a reading habit, with 'Self' and 'Self-Efficacy' with a moderate positive correlation. While for the relationship between reading strategies and reading habits, Global Reading Strategies (GLOB) scored a moderate positive correlation with the highest mean value compared to other categories. Hopefully, this research will help shine a light on nurturing the reading habit among pre-service teachers, especially in Malaysia. These reading habits conditions should be improved in becoming role models to the students.

Keywords: Reading Habit, Reading Motivation, Reading Strategies

Introduction

Malaysia has made numerous efforts over the last four decades to address issues with the reading habit. As a result, the ability to read and write is known as the most fundamental requirement for the country's education and growth. Indeed, we are currently living in a new world characterised by overwhelming experience and societal transformation. The terms "new world," "new literacy," and "new learning" all refer to interconnected issues. According to Alotaibi & Alghamdi (2022), students who were intentionally taught using science reading scored higher on reading tendencies than those not intentionally taught this way. Palani

(2012) concluded that reading is a necessary and critical component of establishing that this world has a literate society. As a result, the Ministry of Education (MOE) has built an education system responsive to current demands and future goals. The country's vision manages to prove through the comprehensive National Education Philosophy (FPN).

Reading a lot shows that continuous learning will be at the heart of the teacher's role for effective teaching. Therefore, the quality of teachers' reading habits and their level of interest in their subjects are critical to setting a good example for students (Pehlivan et al., 2010).

Despite the importance of reading, there is a decline in interest in reading and a decline in reading habits. However, according to research, pre-service teacher education in specific subject areas has very little information. A few published articles have provided some general information about the various aspects that have influenced college students' reading time. Teachers were among those who participated in several of these. Subramaniam et. al (2003) performed a study on the Ministry of Education's pedagogical implications to include a literary component in the secondary school English language syllabus. While this research is unrelated to the current topic, it does shed light on the reading habits of secondary school English teachers. It revealed that just 56.6 percent of 600 teachers from five Malaysian states read scholarly works, comic books, book illustrations, novels, and other creative texts. Others either did not bother to read newspapers or magazines at all. According to Inderjit (2014), Malaysians typically read an average of two books each year, as reported by the 2005 National Literacy Survey. Based on the previous statement, it served as a clear indicator of Malaysians' declining reading habits.

Past research in determining a reading habit and motivation suggests that many practising teachers do not prioritise private and leisure reading (Nathanson et al., 2008; Powell-Brown, 2004). Similarly, some teachers choose not to read because of a lack of commitment to the task despite having adequate reading skills (Scott, 1996). Furthermore, few teachers limit themselves to reading what their work requires (Kizilet, 2017) and are not frequent library users (Cremin et al., 2009; Tharumaraj & Nooreen, 2011).

According to the research of Spor and Schneider (2001), many novice educators were unaware of surveyed reading techniques. Additionally, less than half of educators aware of these tactics employed them. Approximately 70% of starting instructors, on the other hand, reported being familiar with reading methods as a result of university reading/language arts classes.

As a result, the findings of preservice teachers' reading habits have implications for their future ability to instil a love of reading in their students. Therefore, to have the most significant impact on developing effective reading role models, it is unquestionably necessary to investigate the pre-service teachers' reading habits, their motivation to read earnestly and strategies to promote reading habits.

The Objectives of this Study are

- i. To identify the reading habit of pre-service science teachers.
- ii. To investigate pre-service science teachers' motivation to read.
- iii. To explore the relationship between reading motivation and reading habit among pre-service teachers.

Reading

When something is repeated and regularly completed, it becomes a habit. According to Yilmaz (1993), as cited in Erdem (2015), a reading habit is defined as constantly reading, routinely,

and critically throughout one's life, as long as the individual considers reading as a need and source of pleasure. Reading is an integral part of schooling. As Khreisat and Kaur (2014) indicate, reading should be more than a decoding activity. They assert that the ultimate goal of literacy is to put the ability to read to use, which they define as reading to learn.

According to studies (Anmarkrud & Braten, 2009; Guthrie et al., 2009; Logan et al., 2011), reading involves focus, persistent interest, and effort, and motivation is a crucial predictor of reading achievement that much outweighs cognitive talents. Reading is a physically demanding activity that regularly necessitates decision-making (Wigfield et al., 2004). Reading needs effort and is an activity in which children can engage or not participate. As a result, motivation is necessary for reading engagement, which is crucial (Guthrie J. T. et al., 2009).

This study is a motivational idea that will aid the researcher in comprehending what and why learners read. The researcher will then examine the following reading motivation theories concerning reading habits.

Motivation

Motivation is a notion with origins in various disciplines, including business, psychology, and education. Motivation is crucial for effective teaching and learning. Nonetheless, it is alarming to constantly hear educators and parents bemoan how uninspired the majority of children are to read. Motivation may be defined as an internal ability, a stimulus that motivates an individual to act in pursuit of a goal (Ulper, 2011). Drnyei and Otto (1998), quoted in Deniz (2010) define motivation as an arousal state that defines the relative importance of an individual's ambitions and aspirations and affects his or her learning. It is an internal motivating force or force that propels individuals toward achieving their goals or desires (Deniz, 2010). Motivation is the primary factor that propels reading and learning development, promotion, and maintenance.

Self-Efficacy Theory

Self-efficacy is one of the factors that contribute to motivation. Bandura (1986) defined the term for the first time as "people's assessments of their skills to organise and execute courses of action necessary to achieve specified types of performances." Other scholars (L. B. Gambrell et al., 1996; McCabe & Margolis, 2001) have elaborated on Bandura's work on self-efficacy, stating that self-efficacy is a person's personal belief in their ability to succeed in a given task.

Thus, research indicates that self-efficacy is the belief in one's ability to make decisions, apply effort, and endure in the face of adversity (Gambrell & Marinak, 2009). According to Daniels and Steres (2011), students anticipate success when they feel they possess the requisite abilities for the job. In comparison, when students lack self-efficacy, they are more likely to avoid strenuous or demanding tasks. Subsequently, they will commit less time and energy to accomplish their goals (Bedel, 2015).

Personal accomplishment, vicarious experiences, verbal persuasion, and physiological arousal are all variables that might impact self-efficacy favourably or adversely (Corkett et al., 2011). Thus, children examine their talents prior to the last phrase and compare them to others who have similar characteristics. Additionally, the parental and linguistic influence might affect self-efficacy and the physiological state encountered. For instance, worry affects self-efficacy when reading.

Expectancy-value Theory

The expectancy-value theory is another theory of motivation that the researcher can use to describe the reading habits of first-year students (Eccles et al., 1983). According to Gambrell et al (1996), motivation has a significant impact on an individual's possibility of success or failure in a task and the 'value' or relative attractiveness of the work. According to expectancy-value philosophers such as Wigfield and Eccles (2000), an individual's choice, perseverance, and productivity are determined by their expectations for how well they would do in the activity and their perceived worth. For instance, if youngsters appreciate reading, they will be more organised and seamless. On the other hand, if the task does not provide desired or valued outcomes, learners may be hesitant to invest effort in it.

Reading Habit

The term "reading habit" refers to "how frequently, how well, and what adults enjoy reading" (Scales & Rhee, 2001), p. 178, as referenced in Rodrigo, Greenberg, & Segal, 2014, p. 73). Individuals with positive reading habits eventually achieve greater reading comprehension than those with negative reading habits. Because when students like reading, it makes it simpler for them to absorb English subjects (Rosyida & Ali, 2018). Zurina (2013) says that excellent reading habits are necessary for pupils to flourish in school and life.

Despite the multiple benefits of reading, Malaysians have poor reading habits. In 2014, Malaysia's National Library discovered that the average Malaysian reads only 15 books per year (Nafisah, cited in Borneo Post Online, 2017). Additionally, Mohamed et. al (2012) discovered that 53.48 percent of respondents at Universiti Teknologi Malaysia (UTM) read more than four novels each year. In comparison, the Chinese Academy of Press and Publication (2017) estimated that Chinese adults read an average of about eight books, while children and teens under the age of 17 read an average of nearly nine novels ("Report on Reading Habits a Real Page-turner," 2018).

According to some academics, information and communication technology (ICT) can help university students improve their reading habits by evaluating reading materials (Mlay et. al., 2015). Additionally, Parlette (2010) discovered that 88% of participants spend a significant amount of time reading online, including Facebook, blogs, webcomics, online anecdotal humour websites, and online publications. According to Sim, acting director of the Mary Kuok Pick Hoo Library at Universiti Tunku Abdul Rahman in Malaysia, undergraduates choose smartphone and tablet devices for online reading since they are easy and mobile-friendly ("Boosting the Reading Habit.," 2018). Additionally, Sabi et al (2015) discovered a significant association between ICT use and students' reading habits. The majority of students surveyed opted to use ICT in reading sources access because ICT resources are more economical and accessible than physical reading materials (Sabi et al., 2015).

Many high school teachers dislike the library. The best times to read are at night and on weekends. The teachers surveyed do not have a set time for reading. Meaning that people read when they believe it is required or when circumstances need it (Yani, 2003). Growing up with a love of reading strengthens the reading culture that develops with us. Foster the habit of reading; reading time can restore into the schedule of activities that include group or leisure reading.

Reading Motivation

Reading is a critical ability for both native and second-language speakers. There are numerous reasons why reading is critical, even more so in higher study institutes. First, reading expands

one's mind to infinity. Second, it serves as a source of information and enjoyment and a tool for acquiring and developing language skills (Rashidi & Khosravi, 2010). Third, the researcher concurs that pupils primarily acquire information by reading (Ahmadi et al., 2013). Thus, reading serves as the foundation for all subsequent learning, as suggested by (Malaysia Education Blueprint, 2013), saying that teachers urge students to do "pre-reading" assignments at home in the form of digital lectures or e-learning classes. It is also considered an increasingly popular classroom model called flipped classroom. Finally, it is a potent tool for learning, a means of generating meaning and obtaining new knowledge (Ganasan et al., 2020). Reading is a core competency in all institutions of higher learning, and all academic accomplishment is contingent upon reading literacy to a lesser or greater level (Pretorius & Mchet, 2004).

Researchers have long established a solid correlation between high motivation and reading performance. Reading motivation has significantly affected students' amount and frequency of reading (Guthrie et al., 1999; Wigfield & Guthrie, 1997). In addition, highly motivated students read more, and regular reading promotes conceptual understanding of texts, contributing to reading achievement (Grabe & Stoller, 2013; Wigfield et al., 2004).

Reading Strategies

According to Mokhtari & Reichard (2002), reading strategies are characterised as activities that pupils engage in to ameliorate their cognitive failure. Utilizing methods can assist students in reading, particularly those who struggle with comprehension, become more engaged readers and thinkers (Mokhtari & Sheorey, 2002). Additionally, Anderson (2004) indicated that pupils used reading skills to aid their language learning. It suggests that they are reading to understand what they are reading. Therefore, reading methods views as a tool that aids in comprehending a text's meaning. According to Cohen (1990), as Zhang & Wu (Zhang, 2009) referenced, reading strategies are mental processes utilised to accomplish a reading objective. Thus, reading strategies categorize as activities that engage the mental processes of pupils in order to assist them in achieving the reading objective. Thomson (2013) defines mental process as "all that occurs in our mind" and "the process through which sensory information absorb and converted into the response." Additionally, while each student has a unique reading purpose, the most frequently seen reading purpose, in general, is to obtain information and comprehend the content of the text (Kaplan, 2002; Grabe & Stoller, 2001; Grabe, 1991), as mentioned by Khaki (2014).

Global Reading Strategies

According to Park (2010), the techniques as monitoring or management. Monitoring and or managing in reading strategies refers to a technique used to acquire data by observing the current state of activity (Kessler & Tanburn, 2014). Additionally, Karbalaei (2010) provides examples of what students might do when practising global reading skills. The first is to establish a reason for reading; for instance, the teacher might ask students to look up unfamiliar words. The second is previewing text content; for instance, pupils instruct to scan the text as they engage in reading exercises. The final one is anticipating what the material is about; for instance, pupils instruct to read the text rapidly to glean some information.

On the other hand, Hokkanen (2015) discovered that global reading methods place a high premium on reading preparations. Preparation is critical because it enables pupils to comprehend the text more fully and quickly obtain knowledge. According to the researcher's

observation, the classroom teacher did not ask them to find the problematic terms. The students lacked dictionaries. Thus, kids become extremely boisterous in the classroom due to their lack of preparation prior to reading activities. Pre-reading, skimming, connecting reading to prior information, deciding on the significance of a section of the text, and using hints are all preparation examples.

Additionally, Seyabi & Tuzlukova (2015) claim that global reading tactics include forecasting, investigating to discover specific information, reading to determine the text's primary idea, and utilising critical reading to determine the text's significant or minor information points. Additionally, Rajoo & Selvaraj (2010) define global reading strategies as "a collection of plans used and utilised by students during the reading activity to monitor their reading process and aid in improving reading comprehension." Finally, students and teachers must implement global reading strategies as a side note.

Support Strategies

Support strategies are a type of reading strategy. This method serves a purpose for the reader. According to Mokhtari and Reichard (2002), this method provides mechanism support for defending responses to reading, such as the use of dictionaries. In a similar vein, Park (2010) asserts that support strategies serve as the foundation for mechanisms that aid students in reading literature, such as using dictionaries, taking notes, underlining, or highlighting. Additionally, Rastakhiz and Safari (2014) explain that a support technique entails creating external references to items from the text, such as putting notes in the margins, summarising the text, or emphasising key themes. It is beneficial for readers experiencing difficulties and can also assist them to enhance their reading comprehension.

Additionally, Hokkanen (2015) describes support techniques as physical activities such as reading aloud, underlining, taking notes, and using resources such as dictionaries, post-reading activities, and possibly discussions with people about the book. On the other hand, Joshua (2016) notes that supportive reading strategies included taking notes during the reading activity, paraphrasing textual information, revisiting previously learned information, self-questioning, utilising reference materials as tools, underlining, discussing, and writing summaries. Finally, Miller (2017) also suggests the following support strategies: translating the second language to the first language, paraphrasing, underlining essential information, and posing a question to others.

Problem Solving Strategies

One of the categories of reading techniques is problem-solving strategies—this method is used to resolve issues when the reader is having difficulty reading. According to Mokhtari and Reichard (2002), problem-solving techniques describe an action plan that students successfully navigate to read a book. Additionally, Karbalaee (2010) said that problem-solving strategies aim to resolve the issue or repair the strategies utilised by the learner when the issue is with textual comprehension. Similarly, Park (2010) defines strategy as the actions students engage in while reading directly, emphasising the approaches employed when confronted with difficulties in comprehending written content. Thus, the problem-solving method view as an action aimed at resolving a frequently encountered issue, such as textual information comprehension.

On the other hand, problem-solving methods encompass functions that students employ when they have problems comprehending, such as rereading and adjusting reading speeds to the level of difficulty of the text (Rastakhiz & Safari, 2014). Therefore, it is beneficial when the

student correctly applies the method when confronted with a challenge, particularly reading comprehension. Additionally, Hokkanen (2015) stated that problem-solving tactics focus on the learner's specific difficulty, such as losing concentration, reading at a slower pace, or pausing while reading. Whereas Miller (2017) asserts that problem-solving strategies aim to correct reading errors by rereading material to increase comprehension, estimating the meaning of words based on context clues, slowing down reading speed, and assessing what had read.

Methodology

It is a descriptive study. It was chosen because it provided a precise description of an individual, situation, or group (Burns & Grove, 1993). Pre-service teachers interpret this study as being characteristic of a group due to the descriptive nature of the research methods utilised in this study.

Cresswell (2014) asserts that quantitative research methodology is empiricist in nature. The fundamental design of this quantitative correlational study (Pearson's Correlation coefficient) involves using three unique questionnaires to measure each dependent and independent variable, followed by analysis using either SPSS or Stata. Due to the current Covid-19 Pandemic, the conditional movement control order, and the geographical location of the participants, data collection will be handled using Google Forms.

In this study, 150 students from parts seven and eight were included in the sample. According to Krejcie and Morgan's sample size determination chart, 148 people constitute an adequate sample size for a population of 240 people (Chua, 2016). Given the population size of 245 students in this study, a sample size of 150 students is judged sufficient. Pre-service teachers who teach English, Art and Design, Physical and Health, Biology, Chemistry, Physics, and Mathematics are required samples. This sample would provide an excellent image of their reading habits, motivation, and strategies to promote them.

The study used the Reading Habit (Shahriza, 2006) to measure reading habit. It consists of twenty questions that best represent each of the twenty scales on a 5-point Likert frequency scale: never, seldom, occasionally, frequently, and consistently. The questionnaire divides the twenty questions into four sub-sections, focusing on reading habits. The sorts of reading materials consumed, the number of hours spent reading each week, the sources from which the resources were acquired, and the time of the day spent reading were all examined. Finally, the scoring procedure gathers all criteria to arrive at the Reading Habit frequency scale score. Scores of 2.4 or less indicate a low level of reading habit practise, 2.5 to 3.4 indicate an intermediate level of reading habit practise, and 3.5 or more indicate a high level of reading habit practise.

The following section used in this study was taken from the research conducted by Kramer (Schutte & Malouff, 2007). The Adult Reading Motivation Scale (ARMS) items have been modified, and paraphrasing has been made to suit this study. It consists of 21 items that best represent each of the 21 scales on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scoring system is straightforward, with 21 items separated into four distinct constructs. The measure included four factors: "reading as an integral part of the self (8 items)," "reading efficacy (4 items)," "reading for recognition (3 items)," and "reading to succeed in other spheres (4 items)." While naming these dimensions, Self (Reading as a Part of Self) emphasised the importance of reading; Efficacy (Reading Avoidance versus Reading Efficacy) emphasised the importance of being a competent reader; Recognition (Reading for Recognition) emphasised the importance of being accepted as a good reader regardless of

whether reading performance acknowledge by anyone else; and Other (Reading to Do Well in Other Realms emphasised the importance of being a reader in order to succeed in other realms. Reading as a Part of the Self and Reading Efficacy assess the intrinsic aspect of self-determination while Reading to Do Well in other Realms and Reading for Recognition assess the extrinsic aspect. Scores of 2.4 or less indicate the usage of negative motivations, 2.5 to 3.4 indicate the use of neutral motivations, and 3.5 or more indicate that their reading motivation produces a favourable result.

Finally, a condensed 30-item questionnaire was included in this component. Mokhtari and Reichard validated the MARSI questionnaire as part of the Metacognitive Awareness of (Reading Strategies Inventory (MARSI), 2002). MARSI is a self-report survey designed to examine the frequency and the metacognitive awareness of reading strategies among adult readers in academic environments (Mokhtari & Reichard, 2002). This inventory measures metacognitive awareness with five-point Likert-type items. The student responds to each statement by circling one to five responses; one indicates "Never," while five indicates "Always." The inventory comprises three subscales: Global Reading Strategies (13 items), Problem-Solving Strategies (8 items), and Support Reading Strategies (9 items). Mokhtari & Sheorey (2002) also emphasise that the MARSI is measured using a 5-point Likert scale. The scores of 2.4 or lower indicate low strategy use, 2.5 to 3.4 demonstrate the usages of strategies at an average level and scores of 3.5 or above denoted as those employing high strategy.

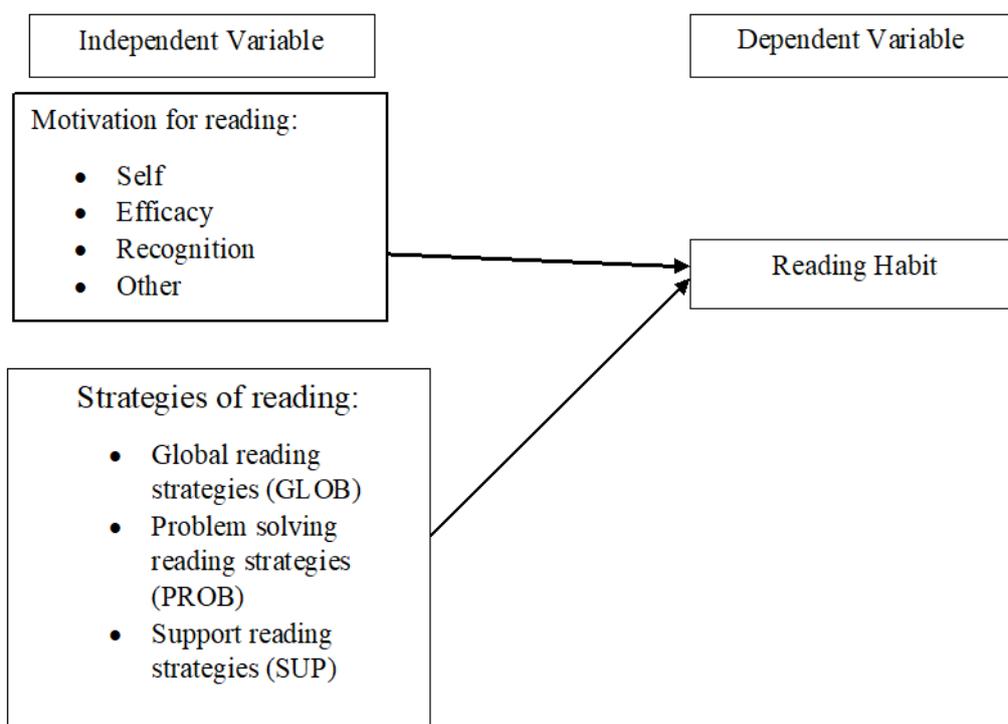


Figure 1: Research Framework

Findings

Reading Habit

The reading habits of pre-service teachers were studied based on the categories of reading materials read, the amount of time spent reading each week, the sources utilised to get the reading materials, and the time of day spent reading. Additionally, this section employed

descriptive statistics to determine the reading habit features with the most outstanding mean value.

Table 1

Type of reading material

| Reading material | Mean | Std. Deviation |
|------------------|------|----------------|
| Newspaper | 2.34 | .818 |
| Academic book | 2.98 | .959 |
| Website* | 4.12 | .741 |
| Magazine | 2.43 | .877 |
| Fiction | 3.35 | 1.147 |
| Journal article* | 3.50 | 1.104 |
| Literature* | 3.02 | 1.167 |

The results pinpointed the high rate of website use, in addition to a journal article and fiction/novel among pre-service teachers. This reading habit may explain why Malaysian students read for academic purposes only in their final year. Somehow, they manage to read fiction/novels between their time for general knowledge or pleasure, as indicated by some studies in the past. The trend may have shifted to a digital reading habit different from the conventional definition of reading.

Table 2

The time of the day spending on Reading

| | Mean | Std. Deviation |
|---|------|----------------|
| Read in the morning* | 3.05 | 1.051 |
| Read in the afternoon | 2.77 | 1.011 |
| Read at night* | 3.83 | .947 |
| Read whenever you have the chance or whenever there is a free time* | 4.33 | .895 |

The respondents were also asked about the time of the day they usually spend reading. The survey results indicate that most of the respondents 'Read whenever they have the chance (M=4.33)' or a free period recorded the highest average score. Others indicate that they 'Read at night (M=3.05)' and in the morning (M=3.05). Finally, a small number indicated that they 'Read in the afternoon (M=2.77)'. The respondents' classes during the day may influence the reading time, which occurs more at night. Some people read the dictionary to polish their language and vocabulary skills before bedtime (Azri et al., 2013). However, researchers found that Malaysians will read whenever they have free time. Thus, they do not have any specific time for reading.

Table 3

Relationship between Reading Motivation and Reading habit

| Domain | Item | Mean | Std. Deviation |
|---|---|---|----------------|
| Self | Without reading, my life would not be the same | 3.95 | .988 |
| | My friends sometimes are surprised at how much I read | 3.05 | 1.257 |
| | My friends and I like to exchange books or articles we particularly enjoy | 2.89 | 1.293 |
| | It is very important for me to spend time reading | 3.63 | 1.045 |
| | In comparison to other activities, reading is important to me | 3.50 | 1.134 |
| | I set a good model for others through reading | 3.30 | 1.116 |
| | I read rapidly | 3.45 | 1.096 |
| | Reading helps make my life meaningful | 3.89 | 1.031 |
| | If a book or article is interesting, I don't care how hard it is to read | 4.16 | .891 |
| | Self - Efficacy | I don't like reading technical material | 3.08 |
| I like hard, challenging books or articles | | 2.85 | 1.114 |
| I don't like reading material with difficult vocabulary | | 3.37 | 1.167 |
| I am confident I can understand difficult books or articles | | 3.29 | 1.064 |
| I am a good reader | | 3.58 | .943 |
| Recognition | It is important to me to get compliments for the knowledge I gather from reading | 3.04 | 1.336 |
| | I like others to question me on what I read so that I can show my knowledge | 3.20 | 1.285 |
| | It is important to me to have others remark on how much I read | 2.71 | 1.235 |
| Other | If I am going to need information from material I read, I finish the reading well in advance of when I must know the material | 3.87 | .988 |
| | Work performance or university grades are an indicator of the effectiveness of my reading | 3.77 | 1.064 |
| | I do all the expected reading for work or university courses | 3.76 | .946 |
| | I read to improve my work or university performance | 4.01 | .905 |

Based on the mean above, it can be seen that the majority of the response shows that they applied reading motivation in their reading, often shown by the average mean of three. Items one until nine is the 'Self' or 'Reading as a part of self' category while items 17 until 21 are the 'Other', also known as 'Reading to do well in other realms'. The highest average score is "If a book or article is interesting, I don't care how hard it is to read", which is indicated by the mean is 4.16. It shows that they constantly feel motivated to read any complex reading materials to nurture their reading habit. It implies that the participants enjoy reading about exciting subjects. They read if anything appeals to them. Thus, it suggests that they will if they drive to read. Backed by the theoretical framework, which claims that motivation acts as the

initial catalyst for learning and then acts as a continuous driving force that aids in sustaining the sometimes tricky path of information acquisition (Deniz, 2010).

Therefore, if we analyse the results in detail, the respondents also agree that they would not be the same without reading ($M=3.95$). It indicates that people consider books as sources of mental stimulation and relaxation and relieve stress. They are active readers who read for intrinsic reasons. Engaged readers are intrinsically motivated to interact with the text. They employ their cognitive abilities to comprehend, read extensively for pleasure and have a favourable attitude toward reading (McLaughlin, 2012).

Additionally, they read to improve their work or academic performance, such as university assignments ($M=4.01$). Deci and Ryan's (2000) hypothesis also supports these findings, stating that extrinsic motivation is defined as the desire to gain a reward or avoid punishment. The exterior cues are the primary focus of the reading. Additionally, Owusu-Acheaw (2014) discovered that 62% of students at Ghana's Koforidua Polytechnic read for the aim of passing tests.

Table 4

Domain of ARMS

| Domain | Mean | Std. Deviation |
|---------------|------|----------------|
| Self | 3.46 | .820 |
| Self-Efficacy | 3.39 | .566 |
| Recognition | 2.98 | 1.128 |
| Others | 3.85 | .733 |
| Total | 3.45 | |

The obtained results provide that 'Self' scored ($M=3.46$), 'Self-Efficacy' ($M=3.39$), 'Recognition' ($M=2.98$), and Others ($M=3.85$). The mean for ARMS is 3.45, and the results also revealed that the pre-service teachers in Uitm Puncak Alam are aware of Reading to do well in other realms as the most used motivation construct.

Table 5

Correlation between Motivation Domain and Reading Habit

| | Reading Habit | Self | Self-Efficacy | Recognition | Other |
|---------------|-----------------------|--------|---------------|-------------|--------|
| Reading Habit | Pearson Correlation 1 | .399** | .390** | .164* | .223** |
| | Sig. (2-tailed) | .000 | .000 | .045 | .006 |
| | N | 150 | 150 | 150 | 150 |

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

* . Correlation is significant at the 0.05 level (2-tailed).

From the table above, it can be concluded that each motivation domain has some significance to the dependent variable, although varied. Self and Self-Efficacy has a moderate positive correlation to reading habit, and there was statistically significant: $r=0.399$ and $r=0.390$, respectively, with a p-value of 0.000. According to Guthrie (2000), students who read books enjoy the process of learning. They have self-efficacy and are confident in their reading talents. Additionally, they are genuinely motivated, attempt to comprehend what they read, and are goal-oriented.

While Recognition and Other despite low r-value, $r=0.164$ with $p=0.045$ and $r=0.223$ with $p=0.006$ respectively, are statistically significant with reading habit. The reasons for reading

appear to be utilitarian. Extrinsic/instrumental goals, according to Wood et. al (2006), Extrinsic/instrumental goals incorporate graded reading the desire to be judged favourably by the teacher. Additionally, it can be defined as the joy associated with gaining a concrete kind of acknowledgement for reading accomplishment, such as passing any prescribed academic assignments.

Table 6

Relationship between Reading Strategies and Reading Habit

| Category | Item | Mean | Std. Deviation |
|---|--|-------|----------------|
| GLOB | I have a purpose when I read | 3.56 | 1.090 |
| | I think about what I know to help me understand what I read | 3.57 | 1.045 |
| | I preview the text to see what it's about before reading it | 3.89 | .913 |
| | I think about whether the content of the text fits my reading purpose | 3.79 | .887 |
| | I skim the text first by noting characteristics like length and organization | 3.54 | .974 |
| | I decide what what I to read closely and I what to ignore | 3.66 | .995 |
| | I use the tables, figures and pictures in the text to increase my understanding | 3.67 | 1.007 |
| | I use context clues to help me better understanding what I'm reading | 3.57 | 1.051 |
| | I use typographical aids like bold face or italics to identify key information | 3.30 | 1.236 |
| | I critically analyze and evaluate the information presented in the text | 3.45 | 1.040 |
| | I check my understanding when I come across conflicting information | 3.86 | .956 |
| SUP | I try to guess what the material of is about when I read | 3.81 | .915 |
| | I check to see if my guesses about the text are right or wrong | 3.51 | 1.041 |
| | I take notes while reading to help me understand what I read | 3.28 | 1.112 |
| | When the text becomes difficult, I read aloud to help me understand what I read | 3.41 | 1.082 |
| | I underline or circle information in the text to help me remember it | 3.61 | 1.135 |
| | I use reference materials such as dictionaries to help me understand what I read | 3.57 | 1.026 |
| | I go back and forth to find relationships among the ideas in it | 3.79 | .950 |
| | I ask myself some questions that I want to answer in the text | 3.59 | .998 |
| | I paraphrase (restate ideas in my own words) to better understand what I read | 3.33 | 1.240 |
| I discuss what I read with others to check my understanding | 3.23 | 1.106 | |
| PROB | I read slowly but carefully to make sure that I understood what I was reading | 3.37 | 1.064 |
| | I try to get back on track when I lose concentration | 3.83 | .870 |
| | I adjust my reading speed according to what I'm reading | 3.81 | .930 |

| | | |
|---|------|-------|
| When the text becomes difficult, I pay closer attention to what I'm reading | 3.95 | .873 |
| I stop from time to time and think about what I'm reading | 3.65 | 1.037 |
| I try to picture or visualise the information to help remember what I read | 4.03 | .886 |
| When text becomes difficult, I re-read to increase my understanding | 4.06 | .869 |
| I try to guess the meanings of unknown words or phrases | 3.70 | .910 |

The most widely used metacognition reading strategy was a Problem-Solving Strategy. The items are "When the text becomes difficult, I re-read to increase my understanding " (M=4.06), and "I try to picture or visualise the information to help remember what I read" (M=4.03). The third strategy that scored the highest mean is " When the text becomes difficult, I pay closer attention to what I'm reading " (M=3.95), which is also included in the same category. Miller (2017) research reveals that problem-solving is the top technique based on a student survey's findings: "When the material gets tough, the student read it back the text to increase the understanding" statement. From that comparison, the researcher finds that it may allude to variations in mindset, experience and background information. Therefore, participants in this study tend to select strategies problem-solving as the essential techniques when reading.

Table 7

Category of MARSI

| | Mean | Std. Deviation |
|-------|------|----------------|
| GLOB | 3.63 | .686 |
| SUP | 3.52 | .688 |
| PROB | 3.80 | .627 |
| Total | 3.66 | |

The obtained results provide that PROB scored (M=3.63), GLOB (M=3.63), and SUP (M=3.55) were all used with high frequency, and the MARSI mean 3.66. The results also revealed that students in UiTM Puncak Alam are aware of problem-solving reading strategies as the most used strategy.

With the most priority on problem-solving strategies in this study, the researcher concluded when respondents have a reading habit. To comprehend the contents of reading, participants must read carefully and periodically examine their reading results online. It illustrates how extensive reading increases students' comprehension of reading.

Table 8

Correlation between Reading Strategy Category and Reading Habit

| | | Reading Habit | | | |
|---------------|---------------------|------------------|--------|--------|--------|
| | | GLOB | SUP | PROB | |
| Reading Habit | Pearson Correlation | 1 | .545** | .426** | .482** |
| | Sig. (2-tailed) | | .000 | .000 | .000 |
| | N | 150 | 150 | 150 | 150 |

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

GLOB has the highest moderate positive correlation with reading habit at $r=0.545$ compared to other factors from the table above. Hence, there was a statistically significant relationship with the dependent variable. On the other hand, SUP and PROB have a positive correlation, albeit both have a slightly lower rate from the previous category with a value of $r=0.426$ and $r=0.482$, respectively. Hence, there was a statistically significant relationship shown.

Chern (1993) revealed a strong link between readers' metacognitive understanding of reading methods and their reading comprehension process. The researcher purposefully focused on the reading habit as the dependent variable. In line with the preceding, Li & Wang (2010) discovered that students who possessed metacognitive reading methods performed better in their reading and learning programmes.

Conclusions and Recommendations

In a nutshell, this study hopes that this paper will have a clearer view of Malaysia's pre-service teachers' reading habit landscape. Especially on highlights on reading motivation and strategies. By putting the motivation and strategies into practice, the conditions overall would satisfy the reading habit aspect. Hopefully, it becomes the role model to the younger generation that adopting the excellent habit of reading will benefit many fields. It is also hoped that this topic can be refined and tuned to suit the needs of future researchers to implement these ideas to improve the reading habit, especially in pre-service teachers.

This report made several critical recommendations. To begin, it appears as though kids will read if the information is visually appealing, contains intriguing and relevant themes, and recognise the value in the reading job. It presents a challenge for lecturers in higher learning institutes and curriculum developers responsible for developing study material to be more creative in their design and content. According to the data, respondents frequently read reading material readily available. Additional books might be made available in electronic format, allowing students to access them via their phones, computers, and tablets. Lecturers may need to ascertain their students' interests and connect knowledge to those interests. Lecturers may also need to be specific about the task's importance and encourage students to conduct additional research on the subject.

Additionally, the library may feature a section devoted to recreational reading, where students could unwind by reading their favourite novels, magazines, or newspapers. Additionally, given that students appear to be technologically savvy and dislike books due to their weight, the university might provide e-readers in the library.

Students read to impress their lecturers or senior teachers throughout teacher education. It means that lecturers can affect students' reading habits as part of their training to mould future teachers with good reading habits. If students know that their lecturers will follow up on reading assignments assigned in class, they are more likely to read. To help students develop better reading habits, professors can propose further reading and provide activities that demand lengthy reading.

Finally, teachers and the university community should be aware of these issues and urge students to read regularly. Lecturers, in particular, can use their lessons to discuss the worth and importance of reading and the associated advantages to influence their students to read.

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