



EXAMINATION OF BOOK READING HABITS OF SECONDARY SCHOOL STUDENTS

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Abstract

This research reveals the reading habits of the secondary school students. The research group consist of 243 students who attends secondary school in the first term of 2021-2022 educational year in Kastamonu. A questionnaire was prepared in order to collect personal information from the participants. There are 23 items in the questionnaire form to collect information about the variables. The reading habits of secondary school students with the survey questions, which were prepared by taking advantage of the opinions of academicians and teachers who have applications for the habit of reading books specialized in their fields; were analyzed statistically according to their gender, grade level, educational status of parents and monthly income. The analysis of the quantitative data obtained in the research was made using SPSS 26 Windows Package Statistics Program. During the analysis of the data, the Pearson Correlation Test was used to examine the relationship between variables, as well as descriptive statistics. Significance level was accepted as $p < 0.05$

According to the findings of the research; 35% of the students participating in the research stated that they read books regularly, 57.2% stated that they read books occasionally, 7.8% stated that they did not have a habit of reading.

According to the type of reading, students stated that 63,4 % of them read novels and stories, 16 % of them read scientific books, while 20,2% of them stated that they read books regardless of the type of book.

It is revealed that 96.7% of the students read from books, 2.5% of them read from the mobile phone.

According to daily reading habits, respecting the number of pages, 76.5% of the students read an average of 0-50 pages per day, 15.2% read an average of 50-100 pages per day, 7% read an average of 100-200 pages per day, 1.2% stated that they read an average of 200 pages or more per day.

Regarding the importance of visuality in choosing a book, 58% of the students stated that the book cover and visuals are important for selecting books, and 42% stated that the book cover and visuals aren't important for selecting books.

Regarding access to the book, 84.4% of the students stated that they can reach the books they want according to their settlements, and 15.6% stated that they had problems in reaching the books.

Keywords: Reading habits, Pandemic, reading book, secondary school

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Introduction

The perception of the environment in reading, the interpretation of the perceived environment, constitute the first step in the formation of the understanding of life. The primary education process, which continues from the 1st grade to the end of the 8th grade, covers the process starting from the first step of the reading habit and continuing until the interpretation of the perceived environment. Acquiring the habit of reading and making it permanent also have a significant impact on other courses in academic terms. It is expected that students who can use the language well in oral and written language with the skills gained in Turkish lessons in primary schools will also be successful in other lessons (MEB, 2005).

The development of cognitive, affective, literary and aesthetic fields is directly related to reading habits. Reading habits enable students to develop their critical thinking (Kaçan Softa & Ulaş Karahmetoğlu, 2015; Karatay, 2015). The Ministry of National Education (2019 / 1-8th Grades) Turkish Language Curriculum requires students to grow up as individuals with literary and aesthetic values, with the article "Free reading texts that support the themes should be included in the course books and have literary and aesthetic values".

It is known that effective and fluent reading improves reading comprehension skills (Başaran, 2013; Yıldırım, Rasinski, & Kaya, 2017). Ministry of Education; e-books, digital literacy, technology literacy, z-books, etc. to the subject suggestions related to the themes that are foreseen to be processed in the learning-teaching processes and to be included in the teaching materials for the development of comprehension skills in gaining the reading habit. added recommendations (MEB,2019). With the program, which also includes a critical literacy topic proposal, both tools have been increased and the reading process has been supported by technological developments in ensuring fluent reading and transforming the reading process into an acquisition.

Acquiring the habit of reading also affects social development. Today, a connection is established between the number of individuals reading books and the level of development of societies (Aydoğdu, 2020: 201). The importance of critical perspective, interpretation and inferences in today's understanding of civilization is indisputable. At this point, the level of cognition of the individual has a direct effect on the development of individual rights. There are numerous ways to access information. The majority of these ways are related to reading, which is basically the way of acquiring knowledge (Sünbül, 2010: 1). Reading skill; It enables the student to reach different sources and encounter new information, events, situations and experiences. In this sense, reading skill; It also includes a process that enables learning, research, interpretation, discussion and critical thinking (Bekaroğlu, 2006). Initiating and maintaining this process at an early age will accelerate the process of accessing information and transforming knowledge into gain, and will also contribute to social development.

The act of reading; Reading the next text from beginning to end is an interaction between the past, present and future of our life (Göktürk, 1997: 132). Measurement and evaluation in Turkish lessons differ from other lessons in terms of methods and measurement tools. The individuality and contribution of the student is more evident in the transformation of the aims in the Turkish lesson into behavior. In Turkish lessons, knowledge is used at the level of usability rather than the level of recall (Poyrazoğlu 1993:240). In this sense, reading habit is of great importance in preparing students for life.

In order for Turkish teachers to follow the process in gaining reading habits, they need to know the interests of the students well. Demiray (1970:46-48) lists the reading tendencies by age as follows: 75% of the children read fairy tales until the age of 10 for girls and 9 for boys. After a period of hesitation starting from the age of 12, lasting until the age of 14 for girls and 16 for boys, interest in novels arouses. He says that books about nature, explorers, inventions, geography and history gain more value after the age of 10-11. The initiation of the reading process and its efficient and effective continuation are directly related to the communication to be established with the students.

Today, the most important factor that makes it difficult to follow the process in the acquisition of reading habits has been the pandemic. The pandemic has minimized teacher-student communication with the implementation and follow-up of educational activities, and even completely finished it in places. The pandemic (Covid 19), which is defined as the spread of a disease or infection between countries, continents or a very wide area such as the whole world, entered our country's agenda on March 11, 2020, when the first case was seen (T.R. Ministry of Health, 2020).

The restrictive practices of the pandemic have caused some changes, albeit partial, in the acquisition of reading habits. In this period, reading types such as e-books and digital literacy entered our education life. Practices aimed at gaining the habit of reading in the distance education process have become more directly related to the existence of technological opportunities.

The basis of our understanding of education is the preparation of each student for life and for higher education by being trained in terms of their interests and abilities. An individual who reads, understands what he reads and gains the ability to interpret will contribute greatly to the development of the country with his own development.

Secondary school is one of the most important steps of post-primary education where basic education skills are acquired. The information to be gained in secondary school and to be added to the knowledge gained in primary school has a primary importance in preparing the student for life. For this reason, the readiness level of secondary school students for higher education is directly related to the positive results of their future expectations.

Purpose Of The Research

The effect of reading habit, reading by understanding and interpreting, on Turkish lessons and other lessons is very great. In this context, the aim of the research is to examine the extent to which the reading habit is acquired, together with the effects of the parent-material opportunities-pandemic process, and to interpret the results. Within the framework of this general purpose, answers to the following questions were sought:

a) The students' reading habits, the types of books they read, the place where they obtained the books before and during the pandemic, the methods of reading the books, the number of pages they read daily, the number of pages in the selection of the book, the effect of the book cover and visuals, the factors related to the book selection, the book preferences. What are the information about the information, reading habits in the pandemic process (Covid 19), accessing the books they want according to their places of residence, author meetings, book selection situations about authors, author selection situations, what are the situations of the habit of reading books in expressing themselves?

b) Do their reading habits, their preferences for the type of book they read, the number of pages they read daily, their reading habits during the pandemic (Covid 19) epidemic, and the self-expression of their reading habits differ significantly according to their gender and grade levels?

c) Do their reading habits differ significantly according to father and mother education levels and monthly income status, where they obtained books before and during the pandemic (Covid 19) epidemic, author meetings and participation in autograph events?

Method

It is a descriptive study designed to examine the situation of secondary school students in terms of reading habits. According to this model, the data were collected from the relevant sources along with the literature review and from the students with the survey technique.

Working Group

The study group of this study consists of 243 students participating in the research in 1 secondary school in the first semester of the 2021-2022 academic year in Kastamonu. A study was conducted in a school, taking into account the pandemic (Covid 19) conditions and the number of students. The differences in the socio-economic distribution of the parents, the implementation of author meetings and book reading activities at the school within a certain program and the evaluation of the data, and being a stakeholder school in the book reading activities implemented at the national level are the other criteria taken into consideration in the selection of the school.

Table 1. Personal Information of Participants

Gender	Number (N)	Percentage (%)
Boy	109	44,9
Girl	134	55,1
Class		
5th grade	62	25,5
6th grade	68	28,0
7th grade	65	26,7
8th grade	48	19,8
Father Educational Status		
Primary School	22	9,1
Middle School	46	18,9
High School	92	37,9
Associate degree	27	11,1
Licence	40	16,5
Graduate	16	6,6
Mother Education Status		
Primary School	58	23,9
Middle School	39	16,0
High School	77	31,7
Associate degree	23	9,5
Licence	37	15,2
Graduate	7	2,9
None	2	,8
Monthly Income Status		
2000 TL and below	16	6,6
2001-3000 TL	30	12,3
3000-5000 TL	72	29,6
5000-7000 TL	57	23,5
7001 TL and more	68	28,0
Total	243	100,0

Data Collection Tools

A questionnaire form was prepared in order to collect personal information from the participants. There are 23 items in the questionnaire to collect information about the variables. The data was transferred to the online Google form and collected from the students via the Google form.

Analysis and Interpretation of Data

The data obtained in the research were used SPSS 26 Windows Package Statistics Program, frequency, mean, cross table, Chi-Square analysis and Pearson Correlation test. Significance level was accepted as $p < 0.05$.

Results

In this section, the findings of the data obtained in the research are discussed and interpreted in order according to the sub-problems.

3.1 Sub-Problem 1: The reading habits of the students who participated in the research, the types of books they read, the place where they obtained the books before and during the pandemic, the methods of reading the books, the number of pages they read daily, the number of pages in the selection of the book, the effect of the book cover and visuals, the factors related to the book selection What are the information about book preferences, reading habits during the pandemic (Covid 19), accessing the books they want according to their places of residence, author meetings, book selection situations about authors, author selection situations, what are the situations of book reading habits in expressing themselves?

Table2. Reading Habits of the Students Participating in the Research

About Reading Habits	Number (N)	Percentage (%)
I read books regularly	85	35,0
I occasionally read books	139	57,2
I don't have the habit of reading books	19	7,8
Total	243	100,0

While 35% of the students participating in the research stated that they read books regularly, 57.2% stated that they read books occasionally, 7.8% stated that they did not have a habit of reading.

Tablo3. Types of Books Read by Students Participating in the Research

Types of Books	Number (N)	Percentage (%)
Novel, story books	154	63,4
Poetry books	1	,4
Scientific books	39	16,0
I read regardless of the type of book	49	20,2
Total	243	100,0

While 63.4% of the students participating in the research stated that they read novels and story books, 16% stated that they read scientific books, 20.2% stated that they read books regardless of the type of book.

Table 4. The Place where the Students Participating in the Study Provided Pre-Pandemic Books

Book Supply Place	Number (N)	Percentage (%)
From the stationery	146	60,1
Online	77	31,7
Second-hand booksellers	3	1,2
From the library	17	7,0
Total	243	100,0

60.1% of the students participating in the research stated that they bought the books from stationery, 31.7% from the internet, 7% from the library, 1.2% from the second-hand booksellers, before the pandemic.

Table 5. Information on How Books Are Procured During the Pandemic Process (Covid 19) of the Students Participating in the Research

How to Provide Books	Number (N)	Percentage (%)
From the stationery	123	50,6
Online	102	42,0
Second-hand booksellers	6	2,5
From the library	12	4,9
Total	243	100,0

During the pandemic, 50.6% of the students participating in the research stated that they purchased the books from stationery, 42% online, 4.9% from the library, and 2.5% from second-hand booksellers. 2.5% of the students stated that they read it over the mobile phone.

Table 6. Information on How the Students Participating in the Research Read the Books

The Method of Reading Books	Number (N)	Percentage (%)
I read on tablet	1	,4
I read through the book	235	96,7
I read on mobile	6	2,5
I read on computer	1	,4
Total	243	100,0

96.7% of the students who participated in the research stated that they read the books over the book, and 2.5% of the students stated that they read it over the mobile phone.

Table 7. Information on Daily Book Reading Habits of the Students Participating in the Research

Daily Book Reading Habit	Number (N)	Percentage (%)
I read an average of 0-50 pages per day	186	76,5
I read an average of 50-100 pages per day	37	15,2
I read an average of 100-200 pages per day	17	7,0
I read an average of 200 pages or more per day	3	1,2
Total	243	100,0

76.5% of the students participating in the research read an average of 0-50 pages of books per day, 15.2% of them read an average of 50-100 pages per day, 7% of them read an average of 100-200 pages per day, 1.2% of them stated that they read an average of 200 pages or more per day.

Table 8. Information on the Number of Pages in the Book Selection of the Students Participating in the Research

Number of Pages in Book Selection	Number (N)	Percentage (%)
The number of pages in the book is important.	75	30,9
The number of pages in the book is not important.	168	69,1
Total	243	100,0

30.9% of the students participating in the research stated that the number of pages is important in the selection of the book, and 69.1% stated that the number of pages is not important in the selection of the book.

Table 9. Information on Book Covers and Images in the Book Selection of the Students Participating in the Research

Book Cover and Images in Book Selection	Number (N)	Percentage (%)
The cover and images of the book are important.	141	58,0
The cover and images of the book are not important.	102	42,0
Total	243	100,0

58% of the students participating in the research stated that the book cover and visuals are important in the selection of the book, and 42% stated that the book cover and visuals are not important in the selection of the book

Table 10. Information on the Book Selection of the Students Participating in the Research

Book Selection	Number (N)	Percentage (%)
I choose books according to my interests.	162	66,7
Every book interests me.	31	12,8
I choose a book based on the advice of my friends.	10	4,1
I choose books based on the advice of my teachers.	40	16,5
Total	243	100,0

While 66.7% of the students participating in the research stated that they chose books according to their interests, 16.5% according to the advice of the teachers, 4.1% according to the advice of their friends, 12.8% stated that each book attracted their attention.

Table 11. Information on the Book Preferences of the Students Participating in the Research

Book Preference	Number (N)	Percentage (%)
I prefer to buy the latest books	20	8,2
I prefer to buy books with a large number of prints	11	4,5
The content of the book is important	212	87,2
Total	243	100,0

87.2% of the students participating in the research stated that the content of the book is important when choosing a book, 8.2% preferred to buy the latest books, 4.5% preferred to buy books with a large number of prints.

Table 12. Information on the Reading Habits of the Students Participating in the Research During the Pandemic Process (Covid 19)

Book Reading Habit	Number (N)	Percentage (%)
My reading habit has increased	90	37,0
My reading habit has decreased	41	16,9
The pandemic process did not affect my reading habit	112	46,1
Total	243	100,0

46.1% of the students participating in the research stated that the habit of reading books was not affected during the pandemic (Covid 19), 37% stated that the habit of reading books increased, and 16.9% stated that the habit of reading books decreased.

Table 13. Information on the Status of Accessing the Books They Wanted According to the Place of Residence of the Students Participating in the Research

Situations of Reaching the Books You Want	Number (N)	Percentage (%)
I can find the books I want	205	84,4
I'm having trouble reaching the books I want	38	15,6
Total	243	100,0

84.4% of the students participating in the research stated that they could reach the books they wanted according to their settlements, and 15.6% stated that they had problems in reaching the books they wanted.

Table 14. Information on the Participation of the Students Participating in the Research in Author Meetings

Author Meetings	Number (N)	Percentage (%)
I attended author meetings and autograph events	115	47,3
I did not attend the author meeting and autograph events	128	52,7
Total	243	100,0

While 47.3% of the students participating in the research stated that they participated in author meetings and autograph events, 52.7% stated that they did not participate in author meetings and autograph events.

Table 15. Information on the Book Selection of the Students Participating in the Research about the Authors

Book Selection by Authors	Number (N)	Percentage (%)
I choose a book based on its author	21	8,6
The content of the book is more important than the author	222	91,4
Total	243	100,0

While 91.4% of the students participating in the research stated that the content of the book is more important than the author in the selection of the book, 8.6% of them chose the book according to the author.

Table 16. Information on the Author Selection Criteria of the Students Participating in the Research

Author Recommendation	Number (N)	Percentage (%)
Our teachers' advice is important to me	189	77,8
Advice from my friends is important	23	9,5
It is important that the author is well-known throughout the country.	31	12,8
Total	243	100,0

77.8% of the students who participated in the research stated that the advice of the teachers was important in the selection of the author, 12.8% stated that it was important for the author to be known throughout the country, and 9.5% stated that the recommendation of their friends was important.

Table 17. Information on the Effect of Reading Habits of the Students Participating in the Study on Expressing Theirself

Self-Expression Effect	Number (N)	Percentage (%)
I think it has a positive effect on expressing myself	212	87,2
I don't think it has a positive effect on expressing myself	31	12,8
Total	243	100,0

While 87.2% of the students participating in the research stated that they thought that the habit of reading books had a positive contribution to expressing themselves, 12.8% stated that they thought that it had no positive contribution to expressing themselves.

Sub-Problem 2: Do their reading habits, their preferences for the type of book they read, the number of pages they read daily, their reading habits during the pandemic (Covid 19) epidemic, the self-expression of their reading habits differ significantly according to their gender and grade levels?

Table 18. Descriptive Data and Chi-Square Analysis by Gender of the Students Participating in the Research

Gender	I don't have the habit of reading books			Total
	I read books regularly	I read books regularly	I don't have the habit of reading books	
Boy	27 24,8%	70 64,2%	12 11,0%	109 100,0%
Girl	58 43,3%	69 51,5%	7 5,2%	134 100,0%
Total	85 35,0%	139 57,2%	19 7,8%	243 100,0%

$X^2 = 10,164$, $sd = 2$, $p = ,006$

When Table 18 is examined, there is a significant difference in terms of reading habits according to gender in Chi-Square analysis ($sig = .006 < 0.05$). While 24.8% of male students stated that they read books regularly, 43.3% of female students stated that they read books regularly. While 11% of male students stated that they did not have a habit of reading, 7% of female students stated that they did not have a habit of reading.

Table 19. Descriptive Data and Chi-Square Analysis of Book Type Preferences by Gender of Students Participating in the Research

Gender	Book Genre Preference				Total
	Novel, story books	poetry books	scientific books	I read regardless of the type of book	
Boy	61 56,0%	0 0,0%	22 20,2%	26 23,9%	109 100,0%
Girl	87 50,3%	140 53,2%	21 63,6%	13 59,1%	134 100,0%
Total	173 100,0%	263 100,0%	33 100,0%	22 100,0%	243 100,0%

$X^2 = 5,065$, $sd = 3$, $p = ,113$

When the result in Table 19 is examined, there is no significant difference in terms of book type preference according to gender in Chi-Square analysis ($sig = ,113 > 0.05$).

Table 20. Descriptive Data and Chi-Square Analysis of Daily Book Reading Habits of the Students Participating in the Research by Gender

Gender	Daily Book Reading				Total
	I read an average of 0-50 pages per day	I read an average of 50-100 pages per day	I read an average of 100-200 pages per day	I read an average of 200 pages or more per day	
Boy	92 84,4%	9 8,3%	5 4,6%	3 2,8%	109 100,0%
Girl	94 70,1%	28 20,9%	12 9,0%	0 0,0%	134 100,0%
Total	186 76,5%	37 15,2%	17 7,0%	3 1,2%	243 100,0%

$X^2 = 13,229$, $sd = 3$, $p = ,004$

When Table 20 is examined, there is a significant difference in daily reading habits according to gender in Chi-Square analysis ($sig = .004 < 0.05$). While 84.4% of male students stated that they read an average of 0-50 pages of books per day, 70.1% of female students stated that they read an average of 0-50 pages of books per day. While 8.3% of male students stated that they read an average of 50-100 pages of books per day, 20.9% of female students stated that they read an average of 50-100 pages of books per day.

Table 21. Descriptive Data and Chi-Square Analysis of the Reading Habits of the Students Participating in the Study According to the Gender of the Pandemic (Covid19) Epidemic

Gender	The Habit of Reading Books During the Pandemic (Covid19) Process			Total
	My reading habit has increased	My reading habit has decreased	I don't have the habit of reading books	
Boy		Didn't affect my reading habit	50	109
	29,4%	24,8%	45,9%	100,0%
Girl	58	14	62	134
	43,3%	10,4%	46,3%	100,0%
Total	85	90	41	112
	35,0%	57,2%	7,8%	100,0%

$X^2 = 10,457$, $sd = 2$, $p = ,005$

Table 22. Descriptive Data and Chi-Square Analysis of the Reading Habits of the Students Participating in the Research According to their Gender Expression

Gender	Book Reading Habit		Total
	I think it has a positive effect on expressing myself	I don't think it has a positive effect on expressing myself	
Boy	92 84,4%	17 15,6%	109 100,0%
Girl	120 89,6%	14 10,4%	134 100,0%
Total	212 87,2%	31 12,8%	243 100,0%

$X^2 = 1,432$, $sd = 1$, $p = ,232$

When the result in Table 22 is examined, there is no significant difference in terms of expressing themselves by gender in the Chi-Square analysis ($sig = ,232 > 0.05$).

Table 23. Chi-Square Analysis of the Grade Levels of the Students Participating in the Study According to their Book Reading Habits

Grade Level	Reading Habits			Total
	I read books regularly	I read books regularly	I don't have the habit of reading books	
5 th grade	19 30,6%	40 64,5%	3 4,8%	62 100,0%
6 th grade	29 42,6%	35 51,5%	4 5,9%	68 100,0%
7 th grade	19 29,2%	39 60,0%	7 10,8%	65 100,0%
8 th grade	18 37,5%	25 52,1%	5 10,4%	48 100,0%
Total	85 35,0%	139 57,2%	19 7,8%	243 100,0%

$X^2 = 5,625$, $sd = 6$, $p = ,467$

When the result in Table 23 is examined, there is no significant difference in terms of reading habits according to grade level in Chi-Square analysis ($sig = ,467 > 0.05$).

Table 24. Descriptive Data and Chi-Square Analysis of the Book Type Preferences of the Grade Levels of the Students Participating in the Research

Grade Level	Book Genre Preference				Total
	Novels, story books	poetry books	scientific books	I read regardless of the type of book.	
5 th grade	47 75,8%	0 0,0%	5 8,1%	10 16,1%	62 100,0%
6 th grade	40 58,8%	1 1,5%	10 14,7%	17 25,0%	68 100,0%
7 th grade	39 60,0%	0 0,0%	14 21,5%	12 18,5%	65 100,0%
8 th grade	28 58,3%	0 0,0%	10 20,8%	10 20,8%	48 100,0%
Total	154 63,4%	1 0,4%	39 16,0%	49 20,2%	243 100,0%

$X^2 = 10,455$, $sd = 9$, $p = ,315$

When the result in Table 24 is examined, there is no significant difference in terms of book type preference according to grade level in Chi-Square analysis (sig= ,315>0.05).

Table 25. Descriptive Data and Chi-Square Analysis of the Grade Levels of the Students Participating in the Research on Daily Book Reading Situations

Grade Level	Daily Book Reading				Total
	I read an average of 0-50 pages per day	I read an average of 50-100 pages per day	I read an average of 100-200 pages per day	I read an average of 200 pages or more per day	
5 th grade	48 77,4%	10 16,1%	4 6,5%	0 0,0%	62 100,0%
6 th grade	53 77,9%	12 17,6%	2 2,9%	1 1,5%	68 100,0%
7 th grade	52 80,0%	5 7,7%	7 10,8%	1 1,5%	65 100,0%
8 th grade	33 68,8%	10 20,8%	4 8,3%	1 2,1%	48 100,0%
Total	186 76,5%	37 15,2%	17 7,0%	3 1,2%	243 100,0%

$X^2 = 8,410$, $sd = 9$, $p = ,493$

When the result in Table 25 is examined, there is no significant difference in daily book reading rate according to grade level in Chi-Square analysis (sig= ,493>0.05).

Table 26. Descriptive Data and Chi-Square Analysis of the Class Levels of the Students Participating in the Study on their Reading Habits during the Pandemic (Covid19) Epidemic

Grade Level	The Habit of Reading Books During the Pandemic (Covid19) Process			Total
	My reading habit has increased.	My reading habit has decreased.	Didn't affect my reading habit	
5 th grade	23 37,1%	15 24,2%	24 38,7%	62 100,0%
6 th grade	26 38,2%	7 10,3%	35 51,5%	68 100,0%
7 th grade	25 38,5%	11 16,9%	29 44,6%	65 100,0%
8 th grade	16 33,3%	8 16,7%	24 50,0%	48 100,0%
Total	90 37,0%	41 16,9%	112 46,1%	243 100,0%

$X^2 = 5,304$, $sd = 6$, $p = ,505$

When the result in Table 26 is examined, there is no significant difference in the case of reading habits in the pandemic (covid19) period according to the class level in the Chi-Square analysis (sig= ,505>0.05).

Table 27. Descriptive Data and Chi-Square Analysis of the Reading Habits of the Students Participating in the Study Expressing themselves by Grade Levels

Grade Level	Book Reading Habit		Total
	I think it has a positive effect on expressing myself	I don't think it has a positive effect on expressing myself	
5 th grade	57 91,9%	5 8,1%	62 100,0%
6 th grade	61 89,7%	35 7	68 100,0%
7 th grade	54 83,1%	68 11	65 100,0%
8 th grade	40 83,3%	8 16,7%	48 100,0%
Total	212 87,2%	31 12,8%	243 100,0%

$X^2 = 3,270$, $sd = 3$, $p = ,352$

When the result in Table 27 is examined, there is no significant difference in terms of reading habits according to grade level in Chi-Square analysis ($sig = ,352 > 0.05$).

Sub-Problem 3: Do their reading habits, the availability of books before and during the pandemic (Covid 19) epidemic, the situation of participating in author meetings and autograph events differ significantly according to the education levels of the father and mother and their monthly income?

Table 28. Chi-Square Analysis of the Students Participating in the Study According to their Father's Education Status and their Book Reading Habits

Father Education	Reading Habits			Total
	I read books regularly	I occasionally read books	I don't have the habit of reading books	
Primary school	9 40,9%	12 54,5%	1 4,5%	22 100,0%
Middle School	14 30,4%	29 63,0%	3 6,5%	46 100,0%
High school	31 33,7%	52 56,5%	9 9,8%	92 100,0%
Associate degree	9 33,3%	25 14	5 10,4%	48 100,0%
Licence	15 37,5%	4 24	19 7,8%	243 100,0%
Graduate	85 35,0%	139 57,2%	19 7,8%	243 100,0%
Total	85 35,0%	139 57,2%	19 7,8%	243 100,0%

$X^2 = 5,667$, $sd = 15$, $p = ,842$

When the result in Table 28 is examined, there is no significant difference in terms of reading habits according to father's education level in Chi-Square analysis ($sig = ,842 > 0.05$).

Table 29. Chi-Square Analysis of the Levels of Father Educational Status of the Students Participating in the Research by the Locations of the Books Procured Before the Pandemic (Covid19) Epidemic

Father Education	Where They Provided Books Before the Pandemic (Covid19) Outbreak				Total
	From the stationery	Online	Second-hand booksellers	From the library	
Primary school	14 63,6%	3 13,6%	0 0,0%	5 22,7%	22 100,0%
Middle School	34 73,9%	8 17,4%	1 2,2%	3 6,5%	46 100,0%
High school	61 66,3%	24 26,1%	1 1,1%	6 6,5%	92 100,0%
Associate degree	17 63,0%	9 33,3%	0 0,0%	1 3,7%	27 100,0%
Licence	13 32,5%	25 62,5%	1 2,5%	1 2,5%	40 100,0%
Graduate	7 43,8%	8 50,0%	0 0,0%	1 6,3%	16 100,0%
Total	146 60,1%	77 31,7%	3 1,2%	17 7,0%	243 100,0%

$X^2 = 38,837$, $sd = 10$, $p = ,001$

When the result in Table 29 is examined, there is a significant difference in the Chi-Square analysis according to the educational status of the father, in terms of the place where they obtained the books before the Pandemic (Covid 19) epidemic ($sig = .001 < 0.05$). Before the pandemic, students whose fathers had undergraduate and graduate degrees mostly obtained the books online.

Table 30. Chi-Square Analysis of the Fathers Educational Status of the Students Participating in the Research According to the Places They Provided Books During the Pandemic (Covid 19)

Father Education	Where Books Provided During the Pandemic (Covid19) Outbreak				Total
	From the stationery	Online	Second-hand booksellers	From the library	
Primary school	13 59,1%	5 22,7%	0 0,0%	4 18,2%	22 100,0%
Middle School	25 54,3%	14 30,4%	3 6,5%	4 8,7%	46 100,0%
High school	54 58,7%	34 37,0%	1 1,1%	3 3,3%	92 100,0%
Associate degree	13 48,1%	14 51,9%	0 0,0%	0 0,0%	27 100,0%
Licence	11 27,5%	26 65,0%	2 5,0%	1 2,5%	40 100,0%
Graduate	7 43,8%	9 56,3%	0 0,0%	0 0,0%	16 100,0%
Total	123 50,6%	102 42,0%	6 2,5%	12 4,9%	243 100,0%

$X^2 = 35,111$, $sd = 15$, $p = ,002$

When the result in Table 30 is examined, in the Chi-Square analysis, there is a significant difference in the place where they obtained the books during the Pandemic (Covid 19) according to the educational status of the father ($sig = .002 < 0.05$). During the pandemic, students whose fathers have an associate degree, undergraduate and graduate degree, mostly obtain books over the internet.

Tablo 31. Araştırmaya Katılan Öğrencilerin Baba Eğitim Durumlarının Yazar Buluşmaları ve İmza Günü Etkinliklerine Katılma Durumlarına Göre Ki-Kare Analizi

Father Education	Author Meetings		Total
	I attended author meetings and autograph events	I did not attend the author meeting and autograph events	
Primary school	6 27,3%	16 72,7%	22 100,0%
Middle School	15 32,6%	31 67,4%	46 100,0%
High school	50 54,3%	42 45,7%	92 100,0%
Associate degree	12 44,4%	15 55,6%	27 100,0%
Licence	23 57,5%	17 42,5%	40 100,0%
Graduate	9 56,3%	7 43,8%	16 100,0%
Total	115 47,3%	128 52,7%	243 100,0%

$X^2 = 11,627$, $sd = 5$, $p = ,040$

When the result in Table 31 is examined, there is a significant difference in the chi-square analysis in terms of participation in author meetings and autograph events according to father's education level ($sig = .040 < 0.05$). Students whose fathers are primary, secondary and associate degree graduates have less participation in author meetings and autograph events than students whose fathers have undergraduate and graduate degrees.

Table 32. Chi-Square Analysis of the Mother Education Status of the Students Participating in the Study by their Book Reading Habits

Mother Education	Reading Habits			Total
	I read books regularly	I occasionally read books	I don't have the habit of reading books	
Primary school	25 43,1%	30 51,7%	3 5,2%	58 100,0%
Middle School	11 28,2%	24 61,5%	4 10,3%	39 100,0%
High school	20 26,0%	50 64,9%	7 9,1%	77 100,0%
Associate degree	9 39,1%	10 43,5%	4 17,4%	23 100,0%
Licence	18 48,6%	19 51,4%	0 0,0%	37 100,0%
Graduate	1 14,3%	5 71,4%	1 14,3%	7 100,0%
None	1 50,0%	1 50,0%	0 0,0%	2 100,0%
Total	85 35,0%	139 57,2%	19 7,8%	243 100,0%

$X^2 = 16,043$, $sd = 12$, $p = ,189$

When the result in Table 32 is examined, there is no significant difference in terms of reading habits according to the mother's education level in the Chi-Square analysis ($sig = ,189 > 0.05$).

Table 33. Chi-Square Analysis of the Levels of Mother Education Levels of the Students Participating in the Research by the Places They Procured the Books Before the Pandemic (Covid19) Epidemic

Mother Education	Where They Provided Books Before the Pandemic (Covid19) Outbreak				Total
	From the stationery	Online	Second-hand booksellers	From the library	
Primary school	40 69,0%	10 17,2%	0 0,0%	8 13,8%	58 100,0%
Middle School	26 66,7%	11 28,2%	0 0,0%	2 5,1%	39 100,0%
High school	50 64,9%	20 26,0%	1 1,3%	6 7,8%	77 100,0%
Associate degree	11 47,8%	11 47,8%	1 4,3%	0 0,0%	23 100,0%
Licence	15 40,5%	21 56,8%	1 2,7%	0 0,0%	37 100,0%
Graduate	2 28,6%	4 57,1%	0 0,0%	1 14,3%	7 100,0%
None	2 100,0%	0 0,0%	0 0,0%	0 0,0%	2 100,0%
Total	146 60,1%	77 31,7%	3 1,2%	17 7,0%	243 100,0%

$\chi^2 = 34,742$, $sd = 18$, $p = ,010$

When the result in Table 33 is examined, there is a significant difference in terms of the place where they obtained the books before the Pandemic (Covid 19) according to the mother's education status in the Chi-Square analysis ($sig = ,010 < 0.05$). Students whose mothers graduated from undergraduate and graduate degrees during the pandemic Books are mostly available online.

Table 34. Chi-Square Analysis of the Mother Education Status of the Students Participating in the Research by the Locations of the Books Procured During the Pandemic (Covid 19)

Mother Education	Where They Provided Books Before the Pandemic (Covid19) Outbreak				Total
	From the stationery	Online	Second-hand booksellers	From the library	
Primary school	37 63,8%	16 27,6%	1 1,7%	4 6,9%	58 100,0%
Middle School	21 53,8%	16 41,0%	1 2,6%	1 2,6%	39 100,0%
High school	37 48,1%	32 41,6%	2 2,6%	6 7,8%	77 100,0%
Associate degree	11 47,8%	11 47,8%	1 4,3%	0 0,0%	23 100,0%
Licence	12 32,4%	23 62,2%	1 2,7%	1 2,7%	37 100,0%
Graduate	3 42,9%	4 57,1%	0 0,0%	0 0,0%	7 100,0%
None	2 100,0%	0 0,0%	0 0,0%	0 0,0%	2 100,0%
Total	123 50,6%	102 42,0%	6 2,5%	12 4,9%	243 100,0%

$\chi^2 = 18,361$, $sd = 18$, $p = ,432$

When the result in Table 34 is examined, in the Chi-Square analysis, there is no significant difference in terms of the place where they obtained the books during the pandemic (covid19) epidemic according to the mother's education level ($\text{sig} = ,432 > 0.05$).

Table 35. Chi-Square Analysis of the Mother Education Status of the Students Participating in the Research According to their Participation in Author Meetings and Autograph Events

Mother Education	Author Meetings		Total
	I attended author meetings and autograph events	I did not attend the author meeting and autograph events	
Primary school	21 36,2%	37 63,8%	58 100,0%
Middle School	20 51,3%	19 48,7%	39 100,0%
High school	37 48,1%	40 51,9%	77 100,0%
Associate degree	9 39,1%	14 60,9%	23 100,0%
Licence	22 59,5%	15 40,5%	37 100,0%
Graduate	5 71,4%	2 28,6%	7 100,0%
None	1 50,0%	1 50,0%	2 100,0%
Total	115 47,3%	128 52,7%	243 100,0%

$X^2 = 7,580$, $sd = 6$, $p = ,271$

When the result in Table 35 is examined, there is no significant difference in the Chi-Square analysis in terms of participation in author meetings and autograph events according to mother's education level ($\text{sig} = ,271 > 0.05$).

Table 36. Chi-Square Analysis of the Monthly Income Status of the Students Participating in the Research by their Book Reading Habits

Monthly Income Status	Reading Habits			Total
	I read books regularly	I occasionally read books	I don't have the habit of reading books	
2000 TL and below	6 37,5%	8 50,0%	2 12,5%	16 100,0%
2001-3000 TL	9 30,0%	19 63,3%	2 6,7%	30 100,0%
3000-5000 TL	24 33,3%	43 59,7%	5 6,9%	72 100,0%
5000-7000 TL	21 36,8%	29 50,9%	7 12,3%	57 100,0%
7001 TL and more	25 36,8%	40 58,8%	3 4,4%	68 100,0%
Total	85 35,0%	139 57,2%	19 7,8%	243 100,0%

$X^2 = 4,299$, $sd = 8$, $p = ,829$

When the result in Table 36 is examined, there is no significant difference in terms of reading habits according to family monthly income in Chi-Square analysis ($\text{sig} = ,829 > 0.05$).

Table 37. Chi-square Analysis of the Monthly Income Status of the Students Participating in the Research by the Places They Provided Books Before the Pandemic (Covid 19)

Monthly Income Status	Where They Provided Books Before the Pandemic (Covid19) Outbreak				Total
	From the stationery	Online	Second-hand booksellers	From the library	
2000 TL and below	13 81,3%	0 0,0%	0 0,0%	3 18,8%	16 100,0%
2001-3000 TL	20 66,7%	7 23,3%	0 0,0%	3 10,0%	30 100,0%
3000-5000 TL	51 70,8%	15 20,8%	1 1,4%	5 6,9%	72 100,0%
5000-7000 TL	35 61,4%	17 29,8%	2 3,5%	3 5,3%	57 100,0%
7001 TL and more	27 39,7%	38 55,9%	0 0,0%	3 4,4%	68 100,0%
Total	146 60,1%	77 31,7%	3 1,2%	17 7,0%	243 100,0%

$X^2 = 36,793$, $sd = 12$, $p = ,000$

When the result in Table 37 is examined, there is a significant difference in the status of the place where they obtained the books before the Pandemic (Covid 19) according to the monthly income status in the Chi-Square analysis ($sig = ,000 < 0.05$). Students with a monthly income of 7001 TL or more are more likely to obtain pre-pandemic books over the internet.

Table 38. Chi-Square Analysis of the Monthly Income Status of the Students Participating in the Research According to the Places They Provided Books During the Pandemic (Covid 19) Process

Monthly Income Status	Where They Provided Books Before the Pandemic (Covid19) Outbreak				Total
	From the stationery	Online	Second-hand booksellers	From the library	
2000 TL and below	12 75,0%	0 0,0%	1 6,3%	3 18,8%	16 100,0%
2001-3000 TL	16 53,3%	11 36,7%	1 3,3%	2 6,7%	30 100,0%
3000-5000 TL	47 65,3%	21 29,2%	1 1,4%	3 4,2%	72 100,0%
5000-7000 TL	27 47,4%	26 45,6%	3 5,3%	1 1,8%	57 100,0%
7001 TL and more	21 30,9%	44 64,7%	0 0,0%	3 4,4%	68 100,0%
Total	123 50,6%	102 42,0%	6 2,5%	12 4,9%	243 100,0%

$X^2 = 41,109$, $sd = 12$, $p = ,000$

When the result in Table 38 is examined, there is a significant difference in terms of the place where they obtained the books during the Pandemic (Covid 19) process according to the monthly income status in the Chi-Square analysis ($sig = ,000 < 0.05$). Students with a monthly income of 7001 TL and more are getting their books more online during the pandemic process.

Table 39. Chi-Square Analysis of the Monthly Income Status of the Students Participating in the Research According to Their Attendance at Author Meetings and Signature Days

Monthly Income Status	Author Meetings		Total
	I attended author meetings and autograph events	I did not attend the author meeting and autograph events	
2000 TL and below	3 18,8%	13 81,3%	16 100,0%
2001-3000 TL	12 40,0%	18 60,0%	30 100,0%
3000-5000 TL	32 44,4%	40 55,6%	72 100,0%
5000-7000 TL	29 50,9%	28 49,1%	57 100,0%
7001 TL and more	39 57,4%	29 42,6%	68 100,0%
Total	115 47,3%	128 52,7%	243 100,0%

$X^2 = 9,158$, $sd = 4$, $p = ,057$

When the result in Table 39 is examined, there is no significant difference in the chi-square analysis in terms of participation in author meetings and autograph events according to monthly income ($sig = ,057 > 0.05$).

Discussion and Conclusion

The study group of this study consists of 243 students who participated in the research in 1 secondary school in the province of Kastamonu in the 2021-2022 academic year. Of the total number of students participating in the survey, 44.9% are male students (109 students), and 55.1% are female students. While the participation rate on the basis of branches in the 5th, 6th and 7th grades was very close to each other, the number of students participating in the research in the 8th grades remained low with 19.8%. It is thought that the preparatory work for the high school placement process is effective here.

Considering the situation of the students' parents who participated in the research, it is seen that the parents who graduated from high school (father 37.9% – mother 31.7%) are in the majority; In addition, it was observed that the income status of the parents was between 29.6% and 3000-5000 TL, and 28.0% with 7001 TL and above. Based on these data, it should be considered that the educational status and financial opportunities of the parents who contribute to the research of reading habits are at medium and high levels.

While 35% of the students participating in the research stated that they read books regularly, 57.2% stated that they read books occasionally. At the point of continuity, a rate of 35% should be considered an acceptable rate. In his research, Mete (2012) examined the attitudes of 8th grade students towards reading habits. In the study, in which criteria such as gender and socio-economic levels were taken into consideration, the rate of students' reading was found to be high. Considering the book reading campaign implemented throughout the city, the rate considered high in reading rate and the average rate we obtained as a result of the research (46.1%) suggest that the compared results can be related. The rate of reading books over books was determined as 96.7%. This is a high level desired in terms of perception and eye health. The ratio of 0-50 pages in the number of daily book reading pages was determined as 76.5%, and it should be considered as an acceptable rate when the processes such as preparation for the lesson and homework are taken into account.

63.4% of the students stated that they read novels and story books. Choosing books based on events or fiction is an expected result in terms of age, level and interests of the students participating in the research. In the study conducted by Temizyürek, Çolakoğlu, and Coşkun (2013), it was revealed that the students most liked to read novels. Considering the closeness of 9th grade students to secondary school students in age, it is thought that there is a confirmatory parallelism between the research conducted and our research. Acıyan (2008) found in his research that a large part of the students (55.5%) prefer to read novels.

In his research, Tekgül (2013) determined that 72.4% of the participants liked the novel / story type book. When the result obtained in our research is evaluated together with other studies, it shows parallelism in terms of results. Likewise, Batur, Özcan, and Sağcan (2019) revealed in their research that secondary school students prefer to read books in the genre of stories and novels the most.

While 60.1% stated that they bought pre-pandemic books from stationery and 31.7% over the internet; In the pandemic period, 50.6% of them stated that they bought the books from stationery and 42% of them bought them over the internet. Considering the restrictions and quarantine conditions, the rate obtained as a result of the research should be accepted as reliable data. It has been determined that the status of parents who are considered to have a high level of education in online shopping is higher than other parents. This rate shows that parents with a high level of education directly affect the reading habits of students.

While it was concluded that the number of book pages is not important with a rate of 69.1%, the conclusion that the book cover and visuals are important in the selection of books with a rate of 58% is considered as the effect of the 5th grade students on the research. It is the desired level in which the number of pages is not important in reading books (69.1%), and it supports the daily regular book reading rate (35%), which we consider to be sufficient in terms of continuity in the book reading rate.

While 66.7% of the students participating in the research stated that they chose books according to their interests, 87.2% stated that the content of the book was important in choosing a book. A. Yasar-Nesrin Zengin (2006: 67) states that the subjects of interest of students vary according to their class and age. The results obtained in this area show how much of an effect Turkish teachers have in acquiring and maintaining reading habits. Turkish teachers,

- Knowing their reading tendencies by age,
- Knowing which texts are suitable for age groups,
- Selecting texts according to the levels of the classes,
- Adopting the importance of having texts read according to the level in Turkish teaching,
- They need to know which age children's reading tendencies appeal to. (Bekaroglu 2006)

In the study of Temizyürek, Çolakoğlu and Coşkun (2013), the factors determining students' interest in reading are respectively; students are shown as their own wishes, teachers and families. The studies carried out are both comparable in terms of the accuracy of the results of our research and are important in terms of showing how important the areas of interest are in reading books.

37% of the students participating in the study stated that the habit of reading books increased during the pandemic process. In the research, the fact that the students can easily reach the books according to the place of residence, that the advice of their teachers is important in the selection of books and that their reading habits have a positive contribution to their self-expression are the results that support each other and show the validity of the research when compared with other studies.

While 24.8% of male students stated that they read books regularly, 43.3% of female students stated that they read books regularly. In terms of the number of pages, the average number of pages read by female students per day is higher than male students. During the pandemic period, the reading rate of female students increased significantly compared to male students. In his research, Balcı (2009) aimed to determine the attitudes of students towards reading habits according to gender, educational status of parents and socio-economic status. In the study, a significant difference was found among 8th grade students in favor of female students. In this sense, there is a parallelism between the results of the research conducted by Balcı (2009) and the results of our research.

In addition to teacher-student communication, the support of parents in the process is of great importance in acquiring the habit of reading books.

It is an important result that should be emphasized that it is determined that students whose fathers have undergraduate and graduate degrees both before the pandemic and during the pandemic period obtain the books mostly over the internet. The fact that students whose fathers are primary school, secondary school and associate degree graduates participate less in author meetings and autograph events than students whose fathers have undergraduate and graduate degrees shows the contribution of parents in the acquisition and continuation of reading habits. Yılmaz (1995) found in his research that reading habits decrease as one moves from the upper socio-economic region to the lower socio-economic regions. This study, which was conducted in 1995, is important in terms of comparison of the data obtained, although socio-economic levels were not considered as a clear criterion in our study.

Although studies conducted abroad show that similar results are obtained in the habit of reading books, it shows that there are differences in the selection of books. Gudakovska (1996), in his research on the reading habits of 5th, 6th, 7th grade students in Lithuania, revealed that the science fiction genre is the most preferred book. Although Creel (2007) found that 44% read more than one book a week, similar to our research, in the study conducted by Creel (2007) for the 11-14 age group, it is obvious that the cultural characteristics of the countries and education systems are effective in both reading and book selection.

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