



## **EXAMINATION OF TEACHERS' READING HABITS IN THE PROCESS OF DISTANCE EDUCATION (KASTAMONU EXAMPLE)**

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### **Abstract**

The Covid 19 pandemic entered the country's agenda on March 11, 2020, and affected the 2nd semester of the 2019-2020 and the 2020-2021 academic years. The pandemic period, which can be considered very important and lengthy in education life, has taken its place as a distance education process in the history of education. This study aimed to examine the reading habits of teachers in the distance education process. The study group consists of 307 teachers teaching in pre-schools, primary schools, secondary schools and high schools in 2022-2023 academic year in Kastamonu. The data were collected via the Google form. In the research, all the factors that can affect the reading habits of the teachers in the distance education process, especially gender, seniority, educational institutions, branches, and settlements where they work, were examined. There are 16 items in the questionnaire form. In the data analysis, Statistical Package for the Social Sciences (SPSS) ; frequency, mean, Cross Table, Chi-Square were used. The results indicated that female and low seniority teachers spend more time for reading. Furthermore, results were interpreted in the light of previous findings.

**Keywords:** Distance education, reading book, teachers' reading habits

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## **Introduction**

Uşun (2006) defines the distance education process on three basic elements: spatial difference, communication-interaction between the source and the receiver, and technological tools. The spatial difference means that the source and the receiver are not in the same place. While the environment where the person or persons who are the source of the instructor, presenter or content is in the city center, the student, person or persons who are the recipients are in the village and even be in a different city. The distance between the source and the receiver may extend across cities, countries and even continents depending on the topic of distance learning. There are technological tools in the basis of communication between the source and the receiver. These are informatics tools used online and using web-based applications that make the communication environment, including education, free from space.

Distance education, developed as a system based on communication by letter, has found more place in our lives with the Covid-19 pandemic (MEB 2022a:404). The distance education process has become the main element of education in our country, since the declaration of the Covid 19 virus as a pandemic by the World Health Organization on March 11, 2020, when the first case was seen in our country (T.R. Ministry of Health, 2020).

Distance education has transformed the classroom environment in schools into a virtual classroom, allowing to follow the lessons from home and practicing the activities in online environments. Although distance education arises from the necessity of the pandemic period, it has brought new applications to education. Teachers' in-service training (MEB 2020a), and conference meetings (MEB 2020b) have been carried out remotely with online tools. These practices continued in 2022, when the negative impact of the Covid 19 pandemic began to break down compared to the initial period. Kindergarten classes/schools under the responsibility of the Ministry of National Education during the Covid 19 pandemic process, including EBA (<https://www.eba.gov.tr/>), TRT EBA Primary School, TRT EBA Middle School, TRT EBA High School, and many applications, which are accessible through broadcasting and technological tools, have been put into use (MEB, 2022c). It continued its educational activities by providing internet support to university education with tools (YÖK, 2020).

Within the scope of Covid 19 measures, many restrictive applications have been experienced in our country, including mass quarantine practices (AA, 2021). Long-term restrictive practices such as the collective quarantine application covering the dates of 29 April -17 May also brought up the question of how we can make this process productive for educators (TCCB, 2021). In this process, the courses made by the Ministry of National Education with online applications were described as "live lessons" (MEB, 2020c). The time left outside of the live lessons was evaluated by both students and teachers as the time allocated to study / preparation, and to reading books from time to time, apart from preparing activities. Bekaroglu et al. (2022:22), 37% of the students who participated in the research stated that the habit of reading books increased during the pandemic process. Teachers' guidance is extremely important in this increase. Conversations with authors at the national level through online applications increased in this period.

In the study conducted by Pala (2019), teachers' reading habits were found to be low. Yalman et al. (2015) revealed that 25% of pre-service teachers did not read books; Konan and Oğuz (2013) concluded in their study with teachers that 59% of them do not read books regularly. In the research conducted by Kaya et al. (2020:752) with teachers (during the Covid 19 pandemic), the rate of reading was determined as 6.2%. This rate is lower than the studies conducted before the Covid 19 outbreak in the literature. This finding shows that besides the negativities of the pandemic process, the habit of reading books on behalf of teachers has increased.

For the teachers, whose excess time spent at home is intertwined with education, intensive studies to prepare lessons and activity examples more productive than the pre-pandemic period had a positive effect on the reading and research process. In live lessons, it is difficult to keep the interest constantly in the face of technological devices with the least social interaction. For this reason, it has become inevitable for teachers to plan different activities by researching more or examining their knowledge.

Aktaş (2001; 13) evaluates the activity of reading as a method that opens the hidden doors within us and guides us and also treats our souls. In the distance education process, for teachers, reading books outside the live lessons has also been a part of the resting process. The fact that the novels were mostly read in this period must be an indicator of this (Aktaş, 2001). Although face-to-face social interaction decreased in the distance education process that started with the pandemic, communication and interaction through ICT communication and information technology tools increased.

Hacıoğlu and Sağlam (2021; 24) state that the purpose of minimizing the negative effects of the long-term quarantine processes – where schools and workplaces are closed – due to the Covid 19 pandemic and to spend productive time at home, directs individuals to activities such as reading books. It is seen that there is a 30% increase in online book ordering (compared to the pre-Covid 19 pandemic) during Covid-19 pandemic ([www.ideasoft.com.tr](http://www.ideasoft.com.tr)). The aim of the research is to examine the reading habits of teachers in the distance education process (due to the Covid 19 pandemic). Within the framework of this general purpose, answers to the following questions were sought:

### **The teachers who participated in the research;**

1. What is the proportional distribution of teachers' reading habits?
2. What is the effect of their place of duty on their reading habits?
3. What is the continuation of reading habits during the distance education period?
4. What is the proportional distribution of the number of weekly book reading pages during the distance education period?
5. What is the relevance of the books they read during the distance education period to their fields?
6. Does the distance education process affect the number of pages of reading books?
7. How is access of teachers to books during the distance education period?
8. What is the proportional ratio of the type of books they read during the distance education period?
9. What is the status of reading habits after distance education?
10. What is the situation of book reading habits increasing teachers' knowledge?
11. What are the effects of reading habits on diction, etc. abilities?
12. What is the proportional distribution of reading habits according to their gender, branch, place of duty, institution and school where they work, and years of seniority?

13. How does the situation where they work affect their reading habits according to their gender, branch, place of duty, institution and school where they work, and years of seniority?

14. How is the number of weekly book reading pages in the distance education period related to the fields of the books they read in the distance education period, according to their gender, branches, place of duty, institutions and schools they work in, and years of seniority?

15. Do the access to books in distance education period differ significantly according to their gender, branch, place of duty, institution and school where they work, and years of seniority?

## **2. Method**

It is a descriptive survey study aiming to examine the situation of teachers in terms of reading habits during the distance education period. According to this model, the data was collected from the participants in the the light of related literature by using the survey technique.

### **2.1. Working group**

The study group of this study consists of 307 teachers who participated in the research in Kastamonu province in the first semester of the 2022-2023 academic year. The sample was determined by using the convenience sampling method. The convenience sampling method provides the researcher pace and practicality because the researcher chooses a situation that is more accessible (Yıldırım & Şimşek, 2008).

**Table-1. Personal Information of Participants**

| <b>Gender</b>                         | <b>Number (n)</b> | <b>Percent (%)</b> |
|---------------------------------------|-------------------|--------------------|
| Male                                  | 157               | 51,1               |
| Girl                                  | 150               | 48,9               |
| <b>Branch</b>                         |                   |                    |
| Primary School Teacher                | 62                | 20,2               |
| Social Field Branches                 | 140               | 45,6               |
| Digital Field Branches                | 57                | 18,6               |
| Arts and Sports Branches              | 23                | 7,5                |
| Special Education Teacher             | 4                 | 1,3                |
| Pre-school teacher                    | 21                | 6,8                |
| <b>Location</b>                       |                   |                    |
| City Center                           | 234               | 76,2               |
| Village Affiliated to the City Center | 20                | 6,5                |
| District Center                       | 50                | 16,3               |
| Village Affiliated to District Center | 3                 | 1                  |
| <b>School/Institution</b>             |                   |                    |
| Pre-school                            | 13                | 4,2                |

|                                      |     |      |
|--------------------------------------|-----|------|
| Primary school                       | 64  | 20,8 |
| Secondary School                     | 135 | 44   |
| High school                          | 82  | 26,7 |
| Special Education School/Institution | 13  | 4,2  |
| <b>Seniority</b>                     |     |      |
| 1-5 years                            | 13  | 4,2  |
| 6-10 years                           | 39  | 12,7 |
| 11-15 years                          | 58  | 18,9 |
| 16-20 years                          | 51  | 16,6 |
| 20 years and above                   | 146 | 47,6 |
| Total                                | 307 | 100  |

## 2.2. Data Collection Tools

A questionnaire form was prepared to collect personal information from the participants. There are 16 items in the questionnaire, which was prepared by taking expert opinion as a result of the pre-pilot application, to collect information about the variables. The data were transferred to the online Google form and collected from the teachers via the Google form.

## 2.3. Analysis and Interpretation of Data

The data obtained in the research were analyzed with Statistical Package for the Social Sciences (SPSS). During the analysis, Chi-Square analysis, one of the nonparametric tests, was used since the data did not show normal distribution with frequency, mean, cross-table.

## 3. Findings

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

**Table-2.** Reading Habits of Teachers Participating in the Research

| Do you have Reading Habits? | Number (n) | Percent (%) |
|-----------------------------|------------|-------------|
| Yes                         | 256        | 83,4        |
| No                          | 51         | 16,6        |
| Total                       | 307        | 100,0       |

83.4% of the teachers who participated in the research stated that they had a habit of reading books, and 16.6% of them stated that they did not have a habit of reading a book.

**Table-3.** Reading Habits of the Teachers Participating in the Research According to Their Positions

| In What Way Does It Affect Where They Work? | Number (n) | Percent (%) |
|---|------------|-------------|
| Positive                                    | 243        | 79,2        |
| Negative                                    | 64         | 20,8        |
| Total                                       | 307        | 100,0       |

79.2% of the teachers who participated in the research stated that the place where they work affects their reading habits positively, while 20.8% stated that it affects them negatively.

**Table-4.** Continuation of Reading Habits of the Teachers Participating in the Study in the Distance Education Process

| Continuation Status | Number (n) | Percent (%) |
|---------------------|------------|-------------|
| Yes                 | 248        | 80,8        |
| No                  | 59         | 19,2        |
| Total               | 307        | 100,0       |

80.8% of the teachers participating in the research stated that their reading habits continued during the distance education process, while 19.2% stated that they did not.

**Table-5.** Weekly Number of Book Pages in the Distance Education Process of the Teachers Participating in the Research

| Number of pages     | Number (n) | Percent (%) |
|---------------------|------------|-------------|
| 1-50 pages          | 127        | 41,4        |
| 51-100 pages        | 84         | 27,4        |
| 101 pages and above | 96         | 31,3        |
| Total               | 307        | 100,0       |

While 41.4% of the teachers participating in the research stated that they read 1-50 pages of books per week during the distance education process, 27.4% stated that they read 51-100 pages, 31.3% of them read 100 pages or more.

**Table-6.** The Status of the Teachers Participating in the Research Being Related to the Fields of the Books They Read During the Distance Education Process

| Relevance to their Fields | Number (n) | Percent (%) |
|---------------------------|------------|-------------|
| Related To My Field       | 85         | 27,7        |
| Out of Area               | 222        | 72,3        |
| Total                     | 307        | 100,0       |

27.7% of the teachers participating in the research stated that they read books related to their field during the distance education process, while 72.3% stated that they read books outside of their field.

**Table-7.** Distance Education Process of Teachers Participating in the Study Book Reading Number of Pages

| Number of pages | Number (n) | Percent (%) |
|-----------------|------------|-------------|
| increased       | 158        | 51,5        |
| Reduced         | 30         | 9,8         |
| Did Not Affect  | 119        | 38,8        |
| Total           | 307        | 100,0       |

51.5% of the teachers participating in the research stated that the distance education process increased the number of reading pages, decreased 9.8%, and 38.8% did not affect it.

**Table-8.** Access to Books by the Teachers Participating in the Research in the Distance Education Process

| Availability of Books          | Number (n) | Percent (%) |
|--------------------------------|------------|-------------|
| I bought it online             | 233        | 75,9        |
| I bought it from the bookstore | 33         | 10,7        |
| I borrowed                     | 41         | 13,4        |
| Total                          | 307        | 100,0       |

75.9% of the teachers participating in the research stated that they bought the books from the internet, 10.7% from the bookstore, and 13.4% borrowed them during the distance education process.

**Table-9.** Types of Books Read by Teachers Participating in the Research During the Distance Education Process

| Type of Books | Number (n) | Percent (%) |
|---------------|------------|-------------|
| Novel         | 99         | 32,2        |
| Story         | 3          | 1,0         |
| Poetry        | 3          | 1,0         |
| Mixed         | 202        | 65,8        |
| Total         | 307        | 100,0       |

32.2% of the teachers participating in the research stated that they read novels, 65.8% mixed, 1% poetry, 1% story type in the distance education process.



**Table-10.** The Status of Reading Habits of the Teachers Participating in the Study After the Distance Education Process

| Book Reading Habits | Number (n) | Percent (%) |
|---------------------|------------|-------------|
| increased           | 70         | 22,8        |
| Decreased           | 76         | 24,8        |
| hasn't changed      | 161        | 52,4        |
| Total               | 307        | 100,0       |

22.8% of the teachers participating in the research stated that their reading habits increased after the distance education process, 24.8% decreased, and 52.4% did not change.

**Table-11.** The Effects of the Book Reading Habits of the Teachers Participating in the Research on Their Content Knowledge

| Influence Status          | Number (n) | Percent (%) |
|---------------------------|------------|-------------|
| Positively impacted       | 253        | 82,4        |
| Did not positively affect | 54         | 17,6        |
| Total                     | 307        | 100,0       |

82.4% of the teachers who participated in the research stated that their reading habits positively affected their content knowledge.

**Table-12.** The Influence of Reading Habits of the Teachers Participating in the Research on the Situations of Addressing, Diction, etc.

| Influence Status          | Number (n) | Percent (%) |
|---------------------------|------------|-------------|
| Positively impacted       | 283        | 92,2        |
| Did not positively affect | 24         | 7,8         |
| Total                     | 307        | 100,0       |

92.2% of the teachers who participated in the research stated that their reading habits had a positive effect on their speaking, diction, etc.

**Table 13.** Descriptive Data and Chi-Square Analysis of the Reading Habits of the Teachers Participating in the Research by Gender in the Distance Education Process

| Gender | Do you have a habit of reading books? |       | Total  |
|--------|---------------------------------------|-------|--------|
|        | Yes                                   | No    |        |
| Male   | 123                                   | 34    | 157    |
|        | 78,3%                                 | 21,7% | 100,0% |
| Women  | 133                                   | 17    | 150    |
|        | 88,7%                                 | 11,3% | 100,0% |
| Total  | 256                                   | 51    | 307    |
|        | 83,4%                                 | 16,6% | 100,0% |

$\chi^2 = 5,901, sd = 1, p = 0,015$



When Table 13 is examined, there is a significant difference in the book reading habits of teachers according to their gender in the Chi-Square analysis ( $\text{sig}=0.015<0.05$ ). While 78.3% of male teachers stated that they read books, 88.7% of female teachers stated that they read books. According to this, the rate of reading books by female teachers is higher than male teachers.

**Table 14.** Descriptive Data and Chi-Square Analysis of the Book Reading Habits of the Teachers Participating in the Research in the Distance Education Process

| Branch                    | Do you have a habit of reading books? |       | Total  |
|---------------------------|---------------------------------------|-------|--------|
|                           | Yes                                   | No    |        |
| Class Teacher             | 53                                    | 9     | 62     |
|                           | 85,5%                                 | 14,5% | 100,0% |
| Social Field Branches     | 123                                   | 17    | 140    |
|                           | 87,9%                                 | 12,1% | 100,0% |
| Digital Field Branches    | 38                                    | 19    | 57     |
|                           | 66,7%                                 | 33,3% | 100,0% |
| Arts and Sports Branches  | 18                                    | 5     | 23     |
|                           | 78,3%                                 | 21,7% | 100,0% |
| Special Education Teacher | 4                                     | 0     | 4      |
|                           | 100,0%                                | 0,0%  | 100,0% |
| Pre-school teacher        | 20                                    | 1     | 21     |
|                           | 95,2%                                 | 4,8%  | 100,0% |
| Total                     | 256                                   | 51    | 307    |
|                           | 83,4%                                 | 16,6% | 100,0% |

$\chi^2 = 17,082, sd = 5, p = 0,004$

When Table 14 is examined, there is a significant difference in terms of reading habits of teachers according to their branches in the Chi-Square analysis ( $\text{sig}=0.004<0.05$ ). While the rate of reading books in social fields is 87.9%, this rate is 66.7% in digital fields.

**Table 15.** Descriptive Data and Chi-Square Analysis of the Book Reading Habits of the Teachers Participating in the Study in the Distance Education Process

| Place of Duty                         | Do you have a habit of reading books? |       | Total  |
|---------------------------------------|---------------------------------------|-------|--------|
|                                       | Yes                                   | No    |        |
| City Center                           | 197                                   | 37    | 234    |
|                                       | 84,2%                                 | 15,8% | 100,0% |
| Village Affiliated to the City Center | 16                                    | 4     | 20     |
|                                       | 80,0%                                 | 20,0% | 100,0% |
| City Center                           | 40                                    | 10    | 50     |
|                                       | 80,0%                                 | 20,0% | 100,0% |
| Village Affiliated to District Center | 3                                     | 0     | 3      |
|                                       | 100,0%                                | 0,0%  | 100,0% |
| Total                                 | 256                                   | 51    | 307    |
|                                       | 83,4%                                 | 16,6% | 100,0% |

$\chi^2 = 1,286, sd = 3, p = 0,733$

When Table 15 is examined, in the Chi-Square analysis, there is no significant difference in the book reading habits of the teachers according to the place they work ( $\text{sig}=0.733>0.05$ ).

**Table 16.** Descriptive Data and Chi-Square Analysis of the School/Institution Situations of the Teachers Participating in the Research on their Reading Habits in the Distance Education Process

| Work  | School/Institution Where They        | Do you have a habit of reading books? |       | Total  |
|-------|--------------------------------------|---------------------------------------|-------|--------|
|       |                                      | Yes                                   | No    |        |
|       | Pre-school                           | 13                                    | 0     | 13     |
|       |                                      | 100,0%                                | 0,0%  | 100,0% |
|       | Primary school                       | 54                                    | 10    | 64     |
|       |                                      | 84,4%                                 | 15,6% | 100,0% |
|       | Middle School                        | 111                                   | 24    | 135    |
|       |                                      | 82,2%                                 | 17,8% | 100,0% |
|       | High school                          | 67                                    | 15    | 82     |
|       |                                      | 81,7%                                 | 18,3% | 100,0% |
|       | Special Education School/Institution | 11                                    | 2     | 13     |
|       |                                      | 84,6%                                 | 15,4% | 100,0% |
| Total |                                      | 256                                   | 51    | 307    |
|       |                                      | 83,4%                                 | 16,6% | 100,0% |

$\chi^2 = 2,949, sd = 4, p = 0,566$

When Table 16 is examined, there is no significant difference in terms of reading habits of teachers according to the school/institution they work in the Chi-Square analysis (sig=0.566>0.05).

**Table 17.** Descriptive Data and Chi-Square Analysis of the Book Reading Habits of the Teachers Participating in the Research in the Distance Education Process of their Seniority Years

| Years of Seniority | Do you have a habit of reading books? |       | Total  |
|--------------------|---------------------------------------|-------|--------|
|                    | Yes                                   | No    |        |
| 1-5 years          | 11                                    | 2     | 13     |
|                    | 84,6%                                 | 15,4% | 100,0% |
| 6-10 years         | 30                                    | 9     | 39     |
|                    | 76,9%                                 | 23,1% | 100,0% |
| 11-15 years        | 50                                    | 8     | 58     |
|                    | 86,2%                                 | 13,8% | 100,0% |
| 16-20 years        | 39                                    | 12    | 51     |
|                    | 76,5%                                 | 23,5% | 100,0% |
| 20 year and above  | 126                                   | 20    | 146    |
|                    | 84,6%                                 | 15,4% | 100,0% |
| Total              | 256                                   | 51    | 307    |
|                    | 83,4%                                 | 16,6% | 100,0% |

$\chi^2 = 4,180, sd = 4, p = 0,382$

When Table 17 is examined, there is no significant difference in terms of book reading habits according to the years of seniority of the teachers in the Chi-Square analysis (sig=0.382>0.05).

**Table 18.** Descriptive Data and Chi-Square Analysis of the Positive / Negative Effects of the Place of Duty of the Teachers Participating in the Research on their Reading Habits by Gender

| Gender | The Effect of Their Place of Duty on their Reading Habits |          | Total  |
|--------|---|----------|--------|
|        | Positive  | Negative |        |
| Male   | 116   | 41       | 157    |
|        | 73,9%   | 26,1%    | 100,0% |
| Woman  | 127   | 23       | 150    |
|        | 84,7%   | 15,3%    | 100,0% |
| Total  | 243   | 64       | 307    |
|        | 79,2%   | 20,8%    | 100,0% |

$\chi^2 = 5,404, sd = 1, p = 0,020$

When Table 18 is examined, in the Chi-Square analysis, there is a significant difference between the place where the teachers work according to their gender and the situation of reading books ( $\text{sig}=0.020<0.05$ ). While 73.9% of male teachers stated that the place they work has a positive effect on their reading habits, 84.7% of female teachers stated that the place they work has a positive effect on their reading habits. On the other hand, 26.1% of male teachers stated that the place they work had a negative effect on their reading habits, while 15.3% of the female teachers stated that the place they worked had a negative effect on their reading habits.

**Table 19.** Descriptive Data and Chi-Square Analysis of the Positive/ Negative Effects of the Teachers Participating in the Research on the Book Reading Habits of the Branches and Places They Work

| Branch                    | The Effect of Their Place of Duty on their Reading Habits |             | Total         |
|---------------------------|---|-------------|---------------|
|                           | Positive  | Negative    |               |
| Class Teacher             | 50<br>80,6%   | 12<br>19,4% | 62<br>100,0%  |
| Social Field Branches     | 113<br>80,7%  | 27<br>19,3% | 140<br>100,0% |
| Digital Field Branches    | 38<br>66,7%   | 19<br>33,3% | 57<br>100,0%  |
| Arts and Sports Branches  | 19<br>82,6%   | 4<br>17,4%  | 23<br>100,0%  |
| Special Education Teacher | 4<br>100,0%   | 0<br>0,0%   | 4<br>100,0%   |
| Pre-school teacher        | 19<br>90,5%   | 2<br>9,5%   | 21<br>100,0%  |
| Total                     | 243<br>79,2%  | 64<br>20,8% | 307<br>100,0% |

$\chi^2 = 8,528, sd = 5, p = 0,129$

When Table 19 is examined, in the Chi-Square analysis, there is no significant difference between the place where the teachers work according to their branches and the situation of reading books ( $\text{sig}=0.129>0.05$ ).

**Table 20.** Descriptive Data and Chi-Square Analysis of the Positive/Negative Effects of the Location of the Teachers Participating in the Study on the Book Reading Habits of the Place where they Work

| Place of Duty                         | The Effect of Their Place of Duty on their Reading Habits |             | Total         |
|---------------------------------------|---|-------------|---------------|
|                                       | Positive  | Negative    |               |
| City Center                           | 188<br>80,3%  | 46<br>19,7% | 234<br>100,0% |
| Village Affiliated to the City Center | 16<br>80,0%   | 4<br>20,0%  | 20<br>100,0%  |
| District Center                       | 36<br>72,0%   | 14<br>28,0% | 50<br>100,0%  |
| Village Affiliated to District Center | 3<br>100,0%   | 0<br>0,0%   | 3<br>100,0%   |
| Total                                 | 243<br>79,2%  | 64<br>20,8% | 307<br>100,0% |

$\chi^2 = 2,550, sd = 3, p = 0,466$

When Table 20 is examined, in the Chi-Square analysis, there is no significant difference in the effect of the place where the teachers work according to the place they work on their reading habits ( $\text{sig}=0.466>0.05$ ).

**Table 21.** Descriptive Data and Chi-Square Analysis of the Positive/Negative Effects of the School/Institution Situation of the Teachers Participating in the Study on the Reading Habits of the Place where they Work

| School/Institution Where They Work   | The Effects of Their Position on their Reading Habits |             | Total         |
|--------------------------------------|---|-------------|---------------|
|                                      | Positive  | Negative    |               |
| Pre-school                           | 12<br>92,3%   | 1<br>7,7%   | 13<br>100,0%  |
| Primary school                       | 52<br>81,3%   | 12<br>18,8% | 64<br>100,0%  |
| Middle School                        | 110<br>81,5%  | 25<br>18,5% | 135<br>100,0% |
| High school                          | 59<br>72,0%   | 23<br>28,0% | 82<br>100,0%  |
| Special Education School/Institution | 10<br>76,9%   | 3<br>23,1%  | 13<br>100,0%  |
| Total                                | 243<br>79,2%  | 64<br>20,8% | 307<br>100,0% |

$\chi^2 = 4,509, sd = 4, p = 0,332$

When Table 21 is examined, in the Chi-Square analysis, it is observed that there is no significant difference in the positive/negative effect of the place where the teachers work according to the school/institution they work at on their reading habits ( $sig=0.332>0.05$ ).

**Table 22.** Descriptive Data and Chi-Square Analysis of the Positive/Negative Effects of the Seniority Years of the Teachers Participating in the Study on the Book Reading Habits of the Place of Duty

| Years of Seniority | The Effect of Their Place of Duty on their Reading Habits |             | Total         |
|--------------------|---|-------------|---------------|
|                    | Positive  | Negative    |               |
| 1-5 years          | 10<br>76,9%   | 3<br>23,1%  | 13<br>100,0%  |
| 6-10 years         | 29<br>74,4%   | 10<br>25,6% | 39<br>100,0%  |
| 11-15 years        | 47<br>81,0%   | 11<br>19,0% | 58<br>100,0%  |
| 16-20 years        | 40<br>78,4%   | 11<br>21,6% | 51<br>100,0%  |
| 20 year and above  | 117<br>80,1%  | 29<br>19,9% | 146<br>100,0% |
| Total              | 243<br>79,2%  | 64<br>20,8% | 307<br>100,0% |

$\chi^2 = 0,809, sd = 4, p = 0,937$

When Table 22 is examined, in the Chi-Square analysis, there is no significant difference in the positive/negative effect of the place where the teachers work according to their seniority years ( $sig=0.937>0.05$ ).

**Table 23.** Descriptive Data and Chi-Square Analysis of the Number of Book Pages Read by the Teachers Participating in the Research by Gender in the Distance Education Process

| Gender | Number of pages |              |                   | Total         |
|--------|-----------------|--------------|-------------------|---------------|
|        | 0-50 pages      | 51-100 pages | 100 pages or more |               |
| Male   | 71<br>45,2%     | 41<br>26,1%  | 45<br>28,7%       | 157<br>100,0% |
| Women  | 56<br>37,3%     | 43<br>28,7%  | 51<br>34,0%       | 150<br>100,0% |
| Total  | 127<br>41,4%    | 84<br>27,4%  | 96<br>31,3%       | 307<br>100,0% |

$\chi^2 = 2,036, sd = 2, p = 0,361$

When Table 23 is examined, there is no significant difference in terms of the number of pages of reading books by teachers in Chi-Square analysis ( $sig = 0.361 > 0.05$ ).

**Table 24.** Descriptive Data and Chi-Square Analysis of the Number of Reading Books According to the Branches of the Teachers Participating in the Research

| Branch                    | Number of pages |             |                    | Total         |
|---------------------------|-----------------|-------------|--------------------|---------------|
|                           | 0-50 Page       | 51-100 Page | 100 page and above |               |
| Class Teacher             | 25<br>40,3%     | 17<br>27,4% | 20<br>32,3%        | 62<br>100,0%  |
| Social Field Branches     | 53<br>37,9%     | 38<br>27,1% | 49<br>35,0%        | 140<br>100,0% |
| Digital Field Branches    | 31<br>54,4%     | 14<br>24,6% | 12<br>21,1%        | 57<br>100,0%  |
| Arts and Sports Branches  | 11<br>47,8%     | 8<br>34,8%  | 4<br>17,4%         | 23<br>100,0%  |
| Special Education Teacher | 1<br>25,0%      | 2<br>50,0%  | 1<br>25,0%         | 4<br>100,0%   |
| Pre-school teacher        | 6<br>28,6%      | 5<br>23,8%  | 10<br>47,6%        | 21<br>100,0%  |
| Total                     | 127<br>41,4%    | 84<br>27,4% | 96<br>31,3%        | 307<br>100,0% |

$\chi^2 = 11,273, sd = 10, p = 0,329$

When Table 24 is examined, there is no significant difference in the number of pages of reading books according to the branches of the teachers in the Chi-Square analysis ( $sig = 0.329 > 0.05$ ).

**Table 25.** Descriptive Data and Chi-Square Analysis of the Number of Reading Books by the Teachers Participating in the Research by Place of Duty

| Place of Duty                         | Number of pages |             |                    | Total         |
|---------------------------------------|-----------------|-------------|--------------------|---------------|
|                                       | 0-50 Page       | 51-100 Page | 100 pages and over |               |
| City Center                           | 94<br>40,2%     | 72<br>30,8% | 68<br>29,1%        | 234<br>100,0% |
| Village Affiliated to the City Center | 9<br>45,0%      | 2<br>10,0%  | 9<br>45,0%         | 20<br>100,0%  |
| District Center                       | 22<br>44,0%     | 9<br>18,0%  | 19<br>38,0%        | 50<br>100,0%  |
| Village Affiliated to District Center | 2<br>66,7%      | 1<br>33,3%  | 0<br>0,0%          | 3<br>100,0%   |
| Total                                 | 127<br>41,4%    | 84<br>27,4% | 96<br>31,3%        | 307<br>100,0% |

$\chi^2 = 8.763, sd = 6, p = 0.187$

When Table 25 is examined, in the Chi-Square analysis, there is no significant difference in the number of pages of reading books according to the place where the teachers work ( $\text{sig}=0.187>0.05$ ).

**Table 26.** Descriptive Data and Chi-Square Analysis of the Number of Reading Books by the Teachers Participating in the Research by School/Institution

| School / Institution Where They Work | Number of pages |             |                    | Total  |
|--------------------------------------|-----------------|-------------|--------------------|--------|
|                                      | 0-50 Page       | 51-100 Page | 100 pages and over |        |
| Pre-school                           | 4               | 3           | 6                  | 13     |
|                                      | 30,8%           | 23,1%       | 46,2%              | 100,0% |
| Primary school                       | 26              | 17          | 21                 | 64     |
|                                      | 40,6%           | 26,6%       | 32,8%              | 100,0% |
| Middle School                        | 51              | 41          | 43                 | 135    |
|                                      | 37,8%           | 30,4%       | 31,9%              | 100,0% |
| High school                          | 40              | 16          | 26                 | 82     |
|                                      | 48,8%           | 19,5%       | 31,7%              | 100,0% |
| Special Education School/Institution | 6               | 7           | 0                  | 13     |
|                                      | 46,2%           | 53,8%       | 0,0%               | 100,0% |
| Total                                | Total           | 84          | 96                 | 307    |
|                                      | 41,4%           | 27,4%       | 31,3%              | 100,0% |

$\chi^2 = 12.726, sd = 8, p = 0.122$

When Table 26 is examined, in the Chi-Square analysis, there is no significant difference in the number of pages of reading books according to the school/institution where the teachers work ( $\text{sig}=0.122>0.05$ ).

**Table 27.** Descriptive Data and Chi-Square Analysis of the Number of Reading Books in the Distance Education Process by Years of Seniority of the Teachers Participating in the Research

| Years of Seniority | Number of pages |              |            | Total  |
|--------------------|-----------------|--------------|------------|--------|
|                    | 0-50 Pages      | 51-100 Pages | 100+ Pages |        |
| 1-5 years          | 6               | 5            | 2          | 13     |
|                    | 46,2%           | 38,5%        | 15,4%      | 100,0% |
| 6-10 years         | 23              | 6            | 10         | 39     |
|                    | 59,0%           | 15,4%        | 25,6%      | 100,0% |
| 11-15 years        | 21              | 19           | 18         | 58     |
|                    | 36,2%           | 32,8%        | 31,0%      | 100,0% |
| 16-20 years        | 24              | 9            | 18         | 51     |
|                    | 47,1%           | 17,6%        | 35,3%      | 100,0% |
| 20 year and above  | 53              | 45           | 48         | 146    |
|                    | 36,3%           | 30,8%        | 32,9%      | 100,0% |
| Total              | 127             | 84           | 96         | 307    |
|                    | 41,4%           | 27,4%        | 31,3%      | 100,0% |

$\chi^2 = 12,148, sd = 8, p = 0.145$

When Table 27 is examined, in the Chi-Square analysis, there is no significant difference in the number of pages of reading books in the distance education process according to the years of seniority of the teachers ( $\text{sig}=0.145>0.05$ ).

**Table 28.** Descriptive Data and Chi-Square Analysis of the Relevance of the Books They Read During the Distance Education Process According to the Gender of the Teachers Participating in the Research

| Gender | Books Read          |             | Total  |
|--------|---------------------|-------------|--------|
|        | Related to my field | Out of area |        |
| Male   | 55                  | 102         | 157    |
|        | 35,0%               | 65,0%       | 100,0% |
| Woman  | 30                  | 120         | 150    |
|        | 20,0%               | 80,0%       | 100,0% |
| Total  | 85                  | 222         | 307    |
|        | 27,7%               | 72,3%       | 100,0% |

$\chi^2 = 5.657, sd = 1, p = 0.003$

According to Table 28, in the Chi-Square analysis, there is a significant difference in terms of the subject of the books they read in the distance education process according to the gender of the teachers ( $sig=0.003<0.05$ ). While 35.0% of male teachers stated that they read books related to their field, 20.0% of female teachers stated that they read books related to their field. On the other hand, 65.0% of male teachers stated that they read books outside of their fields, while 80.0% of female teachers stated that they read books outside of their field.

**Table 29.** Descriptive Data and Chi-Square Analysis of the Relevance of the Books They Read During the Distance Education Process According to the Branches of the Teachers Participating in the Research

| Branch                    | Books I've Read     |                     | Total  |
|---------------------------|---------------------|---------------------|--------|
|                           | Related to my field | Related to my field |        |
| Class Teacher             | 14                  | 48                  | 62     |
|                           | 22,6%               | 77,4%               | 100,0% |
| Social Field Branches     | 42                  | 98                  | 140    |
|                           | 30,0%               | 70,0%               | 100,0% |
| Digital Field Branches    | 17                  | 40                  | 57     |
|                           | 29,8%               | 70,2%               | 100,0% |
| Arts and Sports Branches  | 5                   | 18                  | 23     |
|                           | 21,7%               | 78,3%               | 100,0% |
| Special Education Teacher | 3                   | 1                   | 4      |
|                           | 75,0%               | 25,0%               | 100,0% |
| Pre-school teacher        | 4                   | 17                  | 21     |
|                           | 19,0%               | 81,0%               | 100,0% |
| Total                     | 85                  | 222                 | 307    |
|                           | 27,7%               | 72,3%               | 100,0% |

$\chi^2 = 6.973, sd = 5, p = 0.223$

When Table 29 is examined, in the Chi-Square analysis, there is no significant difference in terms of the subject of the books they read in the distance education process according to the branches of the teachers ( $sig=0.223>0.05$ ).

**Table 30.** Descriptive Data and Chi-Square Analysis of the Relevance to the Fields of the Books They Read During the Distance Education Process According to the Location of the Teachers Participating in the Research

| Place of Duty                         | Books I've Read     |                     | Total  |
|---------------------------------------|---------------------|---------------------|--------|
|                                       | Related to my field | Related to my field |        |
| City Center                           | 65                  | 169                 | 234    |
|                                       | 27,8%               | 72,2%               | 100,0% |
| Village Affiliated to the City Center | 2                   | 18                  | 20     |
|                                       | 10,0%               | 90,0%               | 100,0% |
| District Center                       | 18                  | 32                  | 50     |
|                                       | 36,0%               | 64,0%               | 100,0% |
| Village Affiliated to District Center | 0                   | 3                   | 3      |
|                                       | 0,0%                | 100,0%              | 100,0% |
| Total                                 | 85                  | 222                 | 307    |
|                                       | 27,7%               | 72,3%               | 100,0% |

$\chi^2 = 6,000, sd = 3, p = 0.112$



When Table 30 is examined, in the Chi-Square analysis, there is no significant difference in terms of the field of the books they read during the distance education process according to the place where the teachers work ( $\text{sig}=0.112>0.05$ ).

**Table 31.** Descriptive Data and Chi-Square Analysis of the Relevance to the Fields of the Books They Read During the Distance Education Process by the Teachers Participating in the Study According to the Schools/Institutions They Worked

| School/Institution where they work   | Books I've Read     |                     | Total         |
|--------------------------------------|---------------------|---------------------|---------------|
|                                      | Related to my field | Related to my field |               |
| Pre-school                           | 6<br>46,2%          | 7<br>53,8%          | 13<br>100,0%  |
| Primary school                       | 13<br>20,3%         | 51<br>79,7%         | 64<br>100,0%  |
| Middle School                        | 31<br>23,0%         | 104<br>77,0%        | 135<br>100,0% |
| High school                          | 27<br>32,9%         | 55<br>67,1%         | 82<br>100,0%  |
| Special Education School/Institution | 8<br>61,5%          | 5<br>38,5%          | 13<br>100,0%  |
| Total                                | 85<br>27,7%         | 222<br>72,3%        | 307<br>100,0% |

$\chi^2 = 14,022, sd = 4, p = 0.007$

When Table 31 is examined, there is a significant difference in the Chi-Square analysis in terms of the subject of the books they read in the distance education process according to the school/institution they work at ( $\text{sig}=0.007<0.05$ ). While 61.5% of the teachers working in Special Education Schools/Institutions stated that they mostly read books related to their fields, this rate is 46.2% for teachers working in pre-school, 32.9% for teachers working in high schools, 23% for those working in secondary schools, and % among those working in primary schools. is 23.

**Table 32.** Descriptive Data and Chi-Square Analysis of the Levels of Seniority of the Teachers Participating in the Research Regarding the Fields of the Books They Read During the Distance Education Process

| Years of Seniority | Books               |                     | Total         |
|--------------------|---------------------|---------------------|---------------|
|                    | Related to my field | Related to my field |               |
| 1-5 years          | 4<br>30,8%          | 9<br>69,2%          | 13<br>100,0%  |
| 6-10 years         | 21<br>53,8%         | 18<br>46,2%         | 39<br>100,0%  |
| 11-15 years        | 11<br>19,0%         | 47<br>81,0%         | 58<br>100,0%  |
| 16-20 years        | 14<br>27,5%         | 37<br>72,5%         | 51<br>100,0%  |
| 20 year and above  | 35<br>24,0%         | 111<br>76,0%        | 146<br>100,0% |
| Total              | 85<br>27,7%         | 222<br>72,3%        | 307<br>100,0% |

$\chi^2 = 16,602, sd = 4, p = 0.002$

When Table 32 is examined, in the Chi-Square analysis, there is a significant difference in terms of the subject of the books they read in the distance education process according to the years of seniority of the teachers ( $\text{sig}=0.002<0.05$ ). While 53.8% of teachers with 6-10 years of seniority state that they mostly read books related to their field, this rate is 30.8% for teachers with 1-5 years of seniority and 27.5% for teachers with 16-20 years of seniority. It is 24% for teachers with 20 years or more of seniority and 19% for teachers with 11-15 years of seniority.

**Table 33.** Descriptive Data and Chi-Square Analysis of the Accessibility to Books in the Distance Education Process of the Teachers Participating in the Research by Gender

| Gender | Access to Books in the Distance Education Process |                                |             | Total         |
|--------|---|--------------------------------|-------------|---------------|
|        | I bought it online                                | I bought it from the bookstore | I borrowed  |               |
| Male   | 112<br>71,3%                                      | 20<br>12,7%                    | 25<br>15,9% | 157<br>100,0% |
| Women  | 121<br>80,7%                                      | 13<br>8,7%                     | 16<br>10,7% | 150<br>100,0% |
| Total  | 233<br>75,9%                                      | 33<br>10,7%                    | 41<br>13,4% | 307<br>100,0% |

$\chi^2 = 3.650, sd = 2, p = 0.161$

When Table 33 is examined, there is no significant difference in terms of teachers' access to books in the distance education process according to gender in the Chi-Square analysis (sig= 0.161>0.05).

**Table 34.** Descriptive Data and Chi-Square Analysis of the Conditions of Access to Books in the Distance Education Process according to the Branches of the Teachers Participating in the Research

| Branch                    | Access to Books in the Distance Education Process |                                |             | Total         |
|---------------------------|---|--------------------------------|-------------|---------------|
|                           | I bought it online                                | I bought it from the bookstore | I borrowed  |               |
| Class Teacher             | 38<br>61,3%                                       | 8<br>12,9%                     | 16<br>25,8% | 62<br>100,0%  |
| Social Field Branches     | 108<br>77,1%                                      | 14<br>10,0%                    | 18<br>12,9% | 140<br>100,0% |
| Digital Field Branches    | 47<br>82,5%                                       | 5<br>8,8%                      | 5<br>8,8%   | 57<br>100,0%  |
| Arts and Sports Branches  | 19<br>82,6%                                       | 3<br>13,0%                     | 1<br>4,3%   | 23<br>100,0%  |
| Special Education Teacher | 4<br>100,0%                                       | 0<br>0,0%                      | 0<br>0,0%   | 4<br>100,0%   |
| Pre-school teacher        | 17<br>81,0%                                       | 3<br>14,3%                     | 1<br>4,8%   | 21<br>100,0%  |
| Total                     | 233<br>75,9%                                      | 33<br>10,7%                    | 41<br>13,4% | 307<br>100,0% |

$\chi^2 = 15.156, sd = 10, p = 0.126$

When Table 34 is examined, there is no significant difference in terms of accessing books in the distance education process according to the branches of the teachers in the Chi-Square analysis (sig=0.126>0.05).

**Table 35.** Descriptive Data and Chi-Square Analysis of the Teachers' Access to Books in the Distance Education Process by Place of Duty

| Place of Duty                         | Access to Books in the Distance Education Process |                                |             | Total         |
|---------------------------------------|---|--------------------------------|-------------|---------------|
|                                       | I bought it online                                | I bought it from the bookstore | I borrowed  |               |
| City Center                           | 178<br>76,1%                                      | 25<br>10,7%                    | 31<br>13,2% | 234<br>100,0% |
| Village Affiliated to the City Center | 16<br>80,0%                                       | 0<br>0,0%                      | 4<br>20,0%  | 20<br>100,0%  |
| District Center                       | 36<br>72,0%                                       | 8<br>16,0%                     | 6<br>12,0%  | 50<br>100,0%  |
| Village Affiliated to District Center | 3<br>100,0%                                       | 0<br>0,0%                      | 0<br>0,0%   | 3<br>100,0%   |
| Total                                 | 233<br>75,9%                                      | 33<br>10,7%                    | 41<br>13,4% | 307<br>100,0% |

$\chi^2 = 5.263, sd = 6, p = 0.511$

When Table 35 is examined, in the Chi-Square analysis, there is no significant difference in terms of accessing the books in the distance education process according to the place where the teachers work ( $\text{sig}=0.511>0.05$ ).

**Table 36.** Descriptive Data and Chi-Square Analysis of the Conditions of Access to Books in the Distance Education Process by the Teachers Participating in the Research by School/Institution they Work

| School/Institution where they work   | Access to Books in the Distance Education Process |                                |            | Total  |
|--------------------------------------|---|--------------------------------|------------|--------|
|                                      | I bought it online                                | I bought it from the bookstore | I borrowed |        |
| Pre-school                           | 11  | 2                              | 0          | 13     |
|                                      | 84,6%   | 15,4%                          | 0,0%       | 100,0% |
| Primary school                       | 41  | 8                              | 15         | 64     |
|                                      | 64,1%   | 12,5%                          | 23,4%      | 100,0% |
| Middle School                        | 107   | 15                             | 13         | 135    |
|                                      | 79,3%   | 11,1%                          | 9,6%       | 100,0% |
| High school                          | 63  | 8                              | 11         | 82     |
|                                      | 76,8%   | 9,8%                           | 13,4%      | 100,0% |
| Special Education School/Institution | 11  | 0                              | 2          | 13     |
|                                      | 84,6%   | 0,0%                           | 15,4%      | 100,0% |
| Total                                | 233   | 33                             | 41         | 307    |
|                                      | 75,9%   | 10,7%                          | 13,4%      | 100,0% |

$\chi^2 = 11,634, sd = 8, p = 0.168$

When Table 36 is examined, there is no significant difference in terms of accessing books in the distance education process according to the school/institution in which the teachers work in the Chi-Square analysis ( $\text{sig}=0.168>0.05$ ).

**Table 37.** Descriptive Data and Chi-Square Analysis of the Access to Books in the Distance Education Process of the Teachers Participating in the Research by Years of Seniority

| Years of Seniority | Access to Books in the Distance Education Process |                                |            | Total  |
|--------------------|---|--------------------------------|------------|--------|
|                    | I bought it online                                | I bought it from the bookstore | I borrowed |        |
| 1-5 years          | 10  | 1                              | 2          | 13     |
|                    | 76,9%   | 7,7%                           | 15,4%      | 100,0% |
| 6-10 years         | 32  | 6                              | 1          | 39     |
|                    | 82,1%   | 15,4%                          | 2,6%       | 100,0% |
| 11-15 years        | 48  | 2                              | 8          | 58     |
|                    | 82,8%   | 3,4%                           | 13,8%      | 100,0% |
| 16-20 years        | 46  | 1                              | 4          | 51     |
|                    | 90,2%   | 2,0%                           | 7,8%       | 100,0% |
| 20 year and above  | 97  | 23                             | 26         | 146    |
|                    | 66,4%   | 15,8%                          | 17,8%      | 100,0% |
| Total              | 233   | 33                             | 41         | 307    |
|                    | 75,9%   | 10,7%                          | 13,4%      | 100,0% |

$\chi^2 = 21,263, sd = 8, p = 0.006$

When Table 37 is examined, there is a significant difference in terms of accessing books in the distance education process according to the years of seniority of the teachers in the Chi-Square analysis ( $\text{sig}=0.006<0.05$ ). 66.4% of teachers with a seniority of 20 years and above, 90.2% of teachers with a seniority of 16-20 years, and 82.8% of teachers with a seniority of 11-15 years stated that they bought books from the internet.

### **3. Discussion and Conclusion**

In our research, it has been concluded that although the Covid 19 pandemic process has negative consequences for health, it has a positive effect on teachers' reading processes. In particular, teachers' reading rates increased during the distance education process, which was put into practice due to the decrease in social communication caused by the Covid 19 pandemic, quarantine processes and quarantine practices. Yılmaz (2002) and Pala (2019) found that teachers' reading rates were low. Yılmaz (2002) mentioned a serious reading problem among teachers. Kaya et al. (2020) found that while the rate of those who stated that they did not read during the Covid 19 pandemic was low (in favor of female teachers by gender distribution), the tendency to read books increased during the pandemic. Considering that the study was conducted during the pandemic period, the results are similar to our study.

Our study revealed that female teachers' reading rate is higher than male teachers. Karaşahin (2009) found that the number of participants reading books to be sufficient (%53,9). In our study, male and female teachers' average reading rate was found to be higher in our study. When our research and the results of similar studies in the literature are interpreted together, it can be said that teachers' reading rate increased positively during the pandemic period. In the report prepared by the Children's Foundation Children's Literature School (September 2006), it was determined that approximately one third of the teachers read books regularly. The fact that nearly half of the teachers who participated in our research stated that they have the habit of reading books in the distance education process shows that the habit of reading books increased in the distance education process.

It is seen that the teachers participating in the research tend to read books according to their interests rather than their field during the distance education process (considering the quarantine periods). The fact that the teachers stated that they read mixed types of books (novels, stories, poetry books, etc.) in this process also shows that a choice was made according to the field of interest. The teachers who chose the books related to their fields stated that their reading habits had a positive effect on their field knowledge. It is seen that the teachers participating in the research bought the books from the internet during the distance education process and there was a 30% increase in the online book orders during the Covid 19 pandemic period (compared to the pre-Covid 19 period) ([www.ideasoft.com.tr](http://www.ideasoft.com.tr)). Almost all of the teachers who participated in the study stated that reading had a positive impact on their skills such as speaking and diction. In the study conducted by Karaşahin (2009), more than half of the participants stated that they have a habit of reading books. In our study, the average reading of female and male teachers was above 80%. When our research and the results of similar studies in the literature are evaluated together, the rate of reading books increased during the pandemic period.

In our study, there is a significant difference in the reading habits of teachers according to their branches. The rate of those who read books in social fields (literature, history, social studies, etc.) is higher than that of teachers in numerical fields (mathematics, physics, etc.). When considered in connection with the fields of teachers, this is an expected result. There was no significant difference in the case of reading habits of the teachers according to the place they work, in the case of the reading habits of the teachers according to the school / institutions they work, and in the case of the reading habits of the teachers according to the years of seniority. However, about 80% of the

teachers who participated in the research stated that the place where they work affects their reading habits positively.

In our research, there is a significant difference between the place where teachers work and their reading status according to their gender. The majority of male teachers and 80% of female teachers stated that the place they work has a positive effect on their reading habits. Male teachers, on the other hand, stated that the place they work affects their reading habits more negatively than female teachers. In the literature, women's language and concept development is more successful than men (Keklik, 2009). A study showed that women are ahead of men in reading and understanding texts (Kavaklı, 2012). In accordance with our results, it can be said that female teachers are more successful than male teachers in maintaining reading habits, transforming external factors into a positive process and minimizing the negative effects of external factors.

According to the gender of the teachers, there was a significant difference in the status of the books they read in the distance education process. The rate of male teachers who stated that they read books related to their field is higher than female teachers. On the other hand, male teachers' reading rates outside of their field are lower than female teachers. This shows that the rate of choosing books according to the level of interest is in favor of female teachers. Although the rate of reading related to their field was high among male teachers, the high level of effectiveness in terms of field proficiency may have caused the out-of-field reading rate to be determined in favor of women. Although field proficiency was not questioned in our study, the fact that other data were positive in favor of female teachers suggests that field proficiency is also high. There was no significant difference between the fields of the books the teachers read in the distance education process according to their branches, and the field of the books they read in the distance education process according to the place where the teachers work.

In the distance education process, a significant difference was determined according to the subjects of the books they read and the schools/institutions they worked at. It has been determined that teachers working in a Special Education school/institution read more books related to their fields (compared to pre-school, primary, secondary and high school teachers). The studies carried out in the field of special education and pre-school education in recent years and the new developments in these fields and the high quota allocated to these departments (MEB2022b) could have prompted the teachers in special education and preschool education to read books about their fields.

According to the seniority of the teachers, there is a significant difference in terms of the field of the books they read in the distance education process. While teachers with low seniority tend to choose books according to their fields, it has been observed that as their seniority increases, the rate of choosing books according to their fields decreases. Yilmaz (2002) stated that young teachers read more books and the rate of reading books decreases as age increases. When we look at other data in terms of our research, this is an expected result. According to the seniority of the teachers, a significant difference was determined in terms of accessing the books (by purchasing them from the internet) in the distance education process. Teachers with a seniority of 20 years or more have less access to books than teachers with 20 years or less. This rate is also associated with the low rate of reading among teachers over the age of 20. The fact that teachers in the 11-15 and 16-20 age bands have higher rates of reading

books and access to information on the Internet compared to teachers aged 20 and over is in line with other data. This is the expected result for our research.

This study has some implications for policy makers and practitioners. Teacher development programmes can be organized in such a way that fosters teachers' reading. A common reading list for teachers can be announced by Ministry of National Education. School principals can establish a small library in teachers' room provided with up-to-date books. Reading rate can be included as a criteria in awarding process.

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