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## I DON'T READ: THE REASONS OF PRESERVICE PRIMARY SCHOOL TEACHERS WHO DO NOT READ

**Özgür BABAYİĞİT\***

### **Abstract**

*The aim of this study is to examine the reasons why the preservice primary school teachers not able to read. The research was carried out by the phenomenological method of qualitative research methods. An appropriate sampling method was used for the selection of the participants. The participants of the study consisted of 18 student who were educated in the Yozgat Bozok University Faculty of Education Primary School Teacher program. The semi-structured interview form developed by the researcher was used as data collection tool. Thematic analysis was used to analyze the data. As a result of content analysis these results reached: I am bored with reading, I do not like to read, I do not have time to read, I am preparing for public personnel selection exam, I am not reading habit, I am interested in mobile phone and computer, my eyes are aching and irritated while reading.*

**Anahtar Kelimeler:** Reading, teacher, student, reason.



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## OKUMUYORUM ÇÜNKÜ: SINIF ÖĞRETMENLİĞİ ANA BİLİM DALI ÖĞRENCİLERİNİN OKUMAMA NEDENLERİ

### Öz

*Bu araştırmanın amacı öğretmen adaylarının okumama nedenlerinin incelenmesidir. Araştırma nitel araştırma yöntemlerinden olgu bilim deseniyle gerçekleştirilmiştir. Katılımcıların seçiminde amaçlı örnekleme yöntemlerinden uygun örnekleme yöntemi kullanılmıştır. Araştırmanın katılımcılarını Yozgat Bozok Üniversitesi Eğitim Fakültesi Sınıf Eğitimi Bilim Dalı lisans programında öğrenim gören 18 öğrenci oluşturmaktadır. Veri toplama aracı olarak, araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Verilerin analizinde içerik analizi kullanılmıştır. Araştırma sonucunda kitap okumama nedenleri olarak şunlar tespit edilmiştir: Okurken canım sıkılıyor, okumayı sevmiyorum, okumaya zamanım yok, kamu personeli seçme sınavına hazırlanıyorum, okuma alışkanlığım yok, cep telefonu ve bilgisayarla ilgileniyorum, okurken gözlerim ağrıyor ve sulanıyor.*

**Keywords:** Okuma, öğretmen, öğrenci, neden.

### 1. INTRODUCTION

Reading is a very important basic language skill in today's society. The success of an individual in teaching depends primarily on reading. Besides, reading in the professional life of the individual has an important place. It is also necessary to read in terms of self-improvement of people. It is desirable to keep the life in the individuals. However, some individuals do not read for different reasons. In this research, firstly the issue of reading was emphasized. Then the precaution of reading is explained.

Reading is a complicated set of interactions between a reader and a text in order to derive meaning (Maggart and Zintz, 1992: 8). Reading is the practice of using text to create meaning (Johnson, 2008: 3). Reading is a pleasurable act. When I do it, I want to do more of it (Johnson, 2008: 11). A teacher's or tutor's number one job is to help children fall in love with books. Once this is done, 98

percent of the reading instruction is complete (Johnson, 2008: 11). Reading is the skill that makes it virtually all the other learning possible (Reutzel and Cooter, 2012: 5). There is a general assumption that we can read to a good thing. No one is likely to dispute this, but rather taking the importance of literacy for granted, teachers need to be able to articulate why. As professionals who spend a large part of each working day, they need to have thought about why literacy is important and what benefits readers have over non-readers (Browne, 1998: 2).

Reading is a whole process consisting of reading, comprehending, interpreting, thinking and reaching the judiciary through sensory organs (Odabaş, Odabaş and Polat, 2008: 432). Reading is an important tool that is needed for the individual to improve his/her language use, to think deeper and therefore to make better decisions. Reading is an individual activity. But reading also has a social function, such as allowing the community to manage events in a more rational way. Reading, continuous learning and consequently the way of meeting the needs that arise over time are among the most important. In this respect, the reading action can be classified under two categories: 'discontinuous reading' to meet the need for information that emerges only over time and 'continuous reading' in the context of a basic vital need. For example, a reading made every day for a certain period of time expresses the continuous reading, while a non-periodical reading which is performed as a result of a surrounding reading is included in the type of reading without discontinuity. Reading at the same time may also vary depending on the type of material being read. Every individual can choose from a wide variety of publications and topics, from published types such as electronic sources, books or periodicals to scientific or popular topics, depending on their own tendencies. For this reason, the type and topic of the reading is one of the factors that should play a role in the development of the reading activity

(Odabaş, Odabaş and Polat, 2008: 432). Information societies reach information by reading the shortest path. Reading is a simple yet submissive struggle for someone to renew himself, forcing his boundaries, to reach universality. Education is defined as the work that one has done in the fight against nature in the name of winning it. Reading is the first way to victory over nature in battle with nature. Each new invention is the same as the previous one. Those who do not read, cannot renew themselves, will be very much back in the struggle for life. There is a great difference between the individual who is a good reader and the individual who is not. As life goes on, the difference between them will increase and this difference will be reflected in daily life. Reading is not an act of bringing together certain letters to transform them into sense, to follow textbooks (Ungan, 2008: 219).

Literacy skill will make sense if it shows continuity from small to old age. Continuity in the school constitutes the basis of individual development as well as the most important element of sociological development. The reading person evaluates what they see and read from sources of information, and they look more deeply into the focuses. This view will bring about the establishment of a more civilized world and the direct participation in cultural, economic and political activities (Odabaş, 2003: 3). In today's information age, information is doubled every five years, and there is a steady increase in the number of products to be read in parallel with the amount and speed of information produced. However the time and importance allocated to study, which is the cheapest, easiest and most effective way of learning or accessing information, is decreasing from day to day. In addition to access to information, the individual is the act of reading after the family, school, and the surrounding community in order to form a part and personality of the society and culture (Geçgel and Burgul, 2009: 342). It is the habit of reading which is the most important tool that develops the individual's personality. Enriches his or her thoughts, and thus

makes him a better place in society. Of course, being literate does not mean that the advantages to be gained by reading are achieved. This can be achieved with the habit of regularly and constantly reading publications such as books, newspapers and magazines. The reasons for the acquisition of this habit can be handled in many different ways, but basically reading habits can be gained through teaching. Hence reading habits are earned by people, generally from family members in homes, from places such as schools and libraries outside (Odabaş, 2003: 3). Today, as in the past, there is a lot of competition in the world among nations. Countries that do not want to stay outside of this race want to enlarge their economies while others want to raise their welfare, security and education levels (Arıcı, 2008: 92). It is of course not the right approach to link education to only the reason why our reading rate is so low. It is necessary to look at this problem as a historical, sociological, economic and political problem at the same time. The lack of interest in cultural infrastructure, publishing, paper production and printing, which is not a direct result of the material sense, can be seen as one of the reasons for reducing reading habits (Odabaş, 2003: 4). It is possible to keep up with the rapidly developing and changing world, and to stay behind the times is possible with knowledge. The books are the basic source of the knowledge and the cultures brought with them. It is only possible to maintain the functionality of the books, which is an indispensable tool of learning and teaching, by giving reading habits to children and young people (Temizyürek, Çolakoğlu and Coşkun, 2013: 115). Increased publishing costs are driving down book sales rates, especially as publishing issues cause pirate pressures to increase. Factors such as the unemployment problem, increased book sales prices and the low income of the working group are among the most important reasons for reducing reading habits (Odabaş, 2003: 4).

It is one of the most basic educational goals of the modern world today, to give reading love and habit to individuals. With communication, our world is getting smaller from one side while it grows very fast in this way from the other side. Now people are able to reach the same resources only in a few seconds, far from the information they are miles away from. Gaining access to knowledge and experiences through reading makes it very clear that you are a good reader (Arici, 2008: 92). Reading activities that begin in the first grade of primary schools continue in diversity in the next grade and last until the eighth grade. The primary purpose in primary education is to give the student a good reading ability. Then, turning it into a habit and ensuring its continuity is the second important objective. Again, it is the reading activities aimed at the school to ensure that students are able to choose the books that will give them the scientific and critical ways of thinking that are appropriate to their level and content (Arici, 2008: 92). The rapid change in science and technology, the spate of spontaneously takes place on the one hand, while civilization brings new opportunities to humanity in the age of information and technology, and on the other hand it makes it difficult for human beings to catch up with change and accordingly to the relations between knowledge. It forces them to think again. In other words, change in every aspect of life confronts the individual and the masses with a great deal of different kinds of knowledge. Individuals need to be constantly renewed to be informed of increasing knowledge, ideas and technologies, to transform meaning into meaningful product and product by processing the acquired knowledge. Along with this, constantly renewing and increasing knowledge and technology, our facial features, our likes and habits are also deeply affected. The way to adapt to the realities of the past is to have the reading skills of all our knowledge and skills (Elkatmiş, 2015: 1224). The most important period in the acquisition of this habit is the periods of childhood and youth in which physical and mental changes are intensively experienced. In

the youth period, the habit which is taken in the foundation childhood becomes a habit by being perceived as pleasure and necessity. These periods, in which an intensive and systematic relationship with the educational process, the school and therefore the information is established in general, mean a process where the best conditions for reading habits come together. For this reason, in order to acquire reading habits, it is necessary to evaluate this process well and accurately by taking into account the characteristics of childhood and youth. The most intensive phase of formal education is the period during which young people in the university period perform the most intensive and compulsory reading activities. Reading is an advantageous process in terms of the conditions created by this period in the acquisition of pleasure, sensitivity and consciousness (Yılmaz, Köse and Korkut, 2009: 23). A problem is that school libraries, one of the basic elements of education, have not yet been established in all schools or are unable to function properly. Existing school libraries do not have a sufficient number of sources, and most of them do not even have a special officer. In short, the complete functioning of our education system causes the students to live without having a reading habit during college years or after graduation (Odabaş, 2003: 5). It is a versatile skill that affects human beings entirely, both individually and socially, as well as being a basic means of reading and acquiring knowledge, a beneficial pursuit of mankind throughout life. People learn to read, learn past civilizations and cultures; they organize their lives by taking advantage of their experiences. It develops and enriches by reading human feelings and thoughts. For this reason, there should be continuity in reading. Reading is not a process that starts and ends in a certain period of life. It is a skill that needs to be maintained for a lifetime (Temizyürek, Çolakoğlu and Coskun, 2013: 115). The causes of not to reading habits are as follows: causes of oral cultural tradition, mental causes, causes of collectivism, cultural causes, educational causes, economic (poverty) causes, time and

reasons for turning, media centered (especially television-related) causes (Child Foundation, 2006: 4).

40 per cent of the population never goes to the library during life (31 per cent of those who go several times). Only 8 percent of those who go to the library go to read books. Children's and youth libraries do not have new publications. The number of children and youth libraries to be used by primary and secondary school students is insufficient (Child Foundation, 2006: 12). 95 percent of the population is watching television. 5% of the television audience is reading a book. 70 percent of young people never read. Regular reading habits ratio of 1 per thousand in Turkey (Children's Foundation, 2006: 13). Thousands of articles are written every day in various topics and these articles are developed with the communication technologies, newspapers, magazines, books and so on. The reader is quickly introduced. It is becoming compulsory for individuals to be aware of the complex and ever-renewing information, ideas and innovations and to be able to give them meaning. At the same time, synthesizing new information in a rapidly developing and changing world is a necessary activity for every human (Semerci, 2002: 36). It is a question of whether the child, who started to learn to read in the primary school period, is interested or not interested in reading because he has not yet earned a full reading habit. For this reason, the child's interest in reading become a habit can be achieved through the liking of reading, starting from childhood to reading. In this process, it is necessary to take into account the personal and environmental factors that affect the individual's reading habits (Aslantürk and Saracaloğlu, 2010: 157). Rapid progress of science and technology brings changes in every aspect of life. It has become imperative for people to read these changes closely and to read books in order to keep up with them. It is thought that perceived as an entertainment activity and that union is an important basic skill in learning innovations and not following the agenda (Yıldız et al. 2017: 508-509). It is one

of the most fundamental sources of reading, learning and cognitive development. It is also clear how important it is to study in many areas of life, such as being successful in examinations to get a job, making a good career in business life, raising social position, building an effective social environment, and being able to spend leisure time more efficiently. From another point of view, reading has an important place in the last period of the life cycle (Ülper and Çeliktürk, 2013: 1034). Reading is one of the basic needs of social life. Man acquires a large part of his knowledge through reading. The individualization of the quiche and the ability to establish healthy relationships with the community in which it takes place depends primarily on gaining reading skills. Reading, which enhances the individual's comprehension and enriches the knowledge, is also the basic tool of learning. Individuals can develop their personality and enrich their thinking as well as reconstruct their sensitivity (Temizyürek, Çolakoğlu and Coskun, 2013: 115).

Reading, which is the basis for learning, is a skill that takes an important place in the individual's life. Most learn what you will learn throughout your life through reading. This skill which is tried to be gained to the students in the first grade of elementary education is carried out as an activity which requires the written signs to be analysed loud or silently. Primary and secondary education in elementary school, students in reading education courses in secondary education, while carrying out reading activities, active in the mental processes, the voices in the writing, perceiving words, making sense; it is tried to gain the ability of questioning, interpreting and evaluating what they read with a multifaceted, critical and creative approach. The individual who performs the reading act in this way will achieve success in the academic direction as well as being able to become a good reader at the end of his/her learning life. However, it is observed that many students fail in the concept that they read and this situation affects the academic achievement of students negatively

(Temizyürek et al. 2013: 115). The individual development will be possible with the increase of read. The traditional culture of the society is dominated by the listening culture and the information of the masses is realized only by listening to somebody. The remembrance of individuals in community culture has reminded me of feudalism at some point. In this sense, the transfer of knowledge or culture verbally, the domination of verbal culture collection does not hinder the transition to a written culture period as witnessed after the industrial revolution of the western world. Even if people lived in a contemporary world, popular culture dominated which is a slightly different external reflection of the medieval mind and today has large layers of our society. Popular culture is blocking your individuality and the greatest danger that leaves people ignorant (Ungan, 2008: 221).

Applegate and Applegate (2004) argue that if teachers themselves do not read aesthetically then they will not be able to convey the importance or enjoyment of aesthetic reading to their students. Studies of pre-service and in-service teachers show that a lack of enthusiasm for reading is prevalent in college students and teachers (Applegate and Applegate, 2004; Nathanson, Pruslow and Levitt 2008; McKool and Gespass, 2009). Lack of reading is a major area of concern in the education of pre-service teachers because the best teachers are those who are enthusiastic readers (Morrison, Jacobs and Swinyard, 1999; Dreher, 2002; McKool and Gespass, 2009). The empirical evidence reveals that there is a decrease in reading habits among the pre-service teachers (Pillai, 2015: 69).

This research is important in terms of revealing the reasons why preservice primary school teachers have not read. In addition, this research has revealed a new result that cannot be determined in previous researches. In addition to this, a view belonging to participants is not presented at all and has a very

different situation. Various researches have been done on the subject. As a result of the research conducted by Yıldız, Ceran and Sevmez (2015: 150), the obstacles preventing the education faculty students from reading are: the intensity of the lessons, spending time with friends, lack of reading habit, using computer and internet, watching television, preparing for public personnel selection exam. As a result of the research by Yalman, Özkan and Başaran (2015), the teachers of the future were given the following reasons for reading books: family environment, habituation, friend environment, expensive books, noisy environment, exams, and computer technology. Odabaş, Odabaş and Polat (2008: 429), obstacles for students not to read: High book prices and low income, family and community pressure, not being a good example of the environment, going to the cinema, listening to music, going around on the internet. According to Creel (2007: 47), the following reasons were given by participants for not reading: no time/too busy; boring/not fun; not interested/do not like it; prefer computers or games; prefer TV or movies. McKool (2007: 120) stated that three variables were statistically significant in predicting out-of-school voluntary reading in intermediate grade students: self-concept as a reader, television, and organized activities. As a result of the research conducted by Geçgel and Burgul (2009), the reasons why the education faculty students not to read books are as follows: preferring to watch television, preferring to spend time with computers, intensive lessons, life intense, chat with friends, not turn into habit, book prices are high.

## **2. METHOD**

### **2.1. Research Model**

The research was carried out by the phenomenological method. The case focuses on phenomena in which we are aware of, but we do not have an in-depth and detailed understanding. Phenomenology is a suitable research for

studies that aim to investigate phenomena that we cannot fully grasp (Yıldırım and Şimşek, 2006: 72). The case is a methodological, rigorous and in-depth picture and description of how scientists have experienced phenomena (Patton, 2002: 104, Gliner, Morgan and Leech, 2009: 97; Fraenkel, Wallen and Hyun, 2011: 432). Another definition of phenomenology is that a phenomenon is defined in terms of the experience of individuals or a certain group (Christensen, Johnson and Turner, 2015: 408).

## 2.2. Participants

Appropriate sampling method which purposeful sampling method was used in the selection of the participants (Büyüköztürk et al. 2012: 92; Berg and Lune, 2004: 70; Best and Kahn, 2016: 37). The appropriate sampling method gives speed and practicality to the research (Yıldırım and Şimşek, 2006: 113). The participants of the study consisted of 18 people who participated in the undergraduate program of Bozok University Faculty of Education Department of Primary School Teacher. Those who have never read in the choice of participants have been identified. The demographic characteristics of the participants are shown in Table 1.

**Table 1. Participants demographic characteristics**

Frequency and Percent	f
Class Level	
First grade	5
Second grade	3
Third grade	5
Fourth grade	5
Age	

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18	4
19	2
20	3
21	3
22	4
23	1
24	1
<hr/>	
Gender	
<hr/>	
Female	9
Male	9
<hr/>	
Total	18

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When Table 1 is examined, it is seen that the undergraduate students of the undergraduate program are five first-year students, three second-year students, five third-year students and five fourth-year students. Student ages range from eighteen to twenty-four. Nine of the participants are female, nine are male.

### 2.3. Data Collection Tool

The semi-structured interview form developed by the researcher was used as data collection. The semi-structured interview form approach includes a list of questions or topics to be discussed during the interview (Yıldırım and Şimşek, 2006: 122; Berg and Lune, 2004: 136). The semi-structured interview format helps with the opening of the subject with different questions during the speech, the emergence of different types and new ideas about the topic (Merriam, 2013: 88). In order to create a semi-structured interview form, firstly the field related to the subject was examined. As indicated by Berg and Lune

(2004: 151), the semi-structured interview form created after the review of the field text was first presented to a specialist faculty member in the field of qualitative research methods. After the expert opinions, various corrections, additions and deletions were made in the semi-structured interview form. Secondly, the prepared semi-structured interview form was applied to a primary school teacher as a pilot. Following the pilot application, the final form was given to the semi-structured interview form. The semi-structured interview form consists of two parts. In the first part, there are questions to determine the demographic characteristics of the participants. In the second part, there are questions about determining the reasons for not to reading.

#### **2.4. Data Collection**

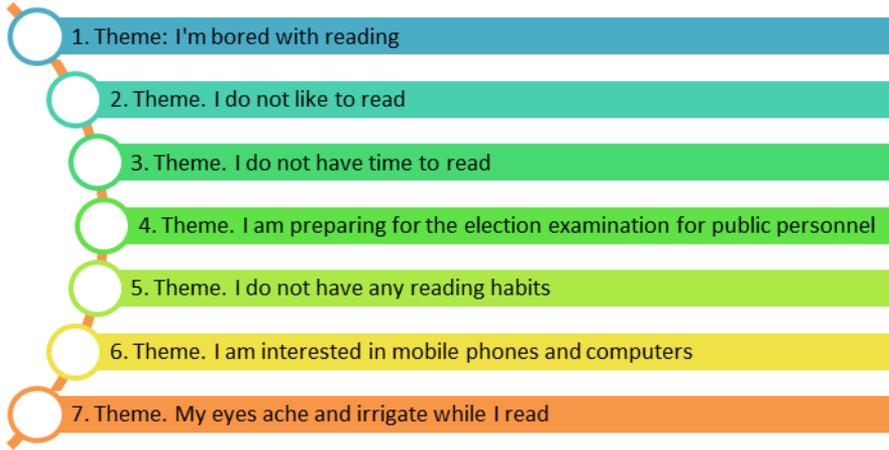
The data were collected by a semi-structured interview form prepared by the researcher. The case is the main data collection tool in science research (Yıldırım and Şimşek, 2006: 74; Christensen, Johnson and Turner, 2015: 409, Gliner, Morgan and Leech, 2009: 97). The semi-structured interview form prepared by the researcher was applied to 18 participants. The criterion for judging when to stop sampling is the saturation (Glaser and Strauss, 1967: 61). Interviews were held in October 2018. The interviews were recorded on the voice recorder with permission from the participants. Interviews were held in the researcher's office. The questions in the semi-structured interview form are briefly explained to the participant. Then the questions in the semi-structured interview form were asked to the participant who was interviewed. Explanations were made for questions that the participant misunderstood during the interviews. The interviews took 192 minutes in total.

#### **2.5. Data Analysis**

Data analysis, experiences and meanings are revealed in phenomenology researches (Yıldırım and Şimşek, 2006: 75). Thematic analysis was used to analyse the data. Once the thematic analysis data are encoded, analytical techniques are used to search for themes and patterns within the data (Glesne, 2011: 255). The interviews recorded on the voice recorder were written by the researcher in computer environment. Written opinions have been grouped under certain codes, categories and themes after many readings (Creswell, 2012: 243). In the thematic analysis of the data, coding was done by the researcher and by a lecturer specializing in qualitative research methods. The reliability formula developed by Miles and Huberman (2015: 64) [Reliability = number of agreements / (total number of agreements + disagreements)] was used for the reliability of the analysis of interview data. As a result of the reliability formula, reliability = .93 was found. This indicates that the coding is reliable. The data are gathered under certain themes and presented to the reader in a way that they can easily understand.

### **3. FINDINGS**

The findings of the research are presented under the themes reached. As a result of thematic analysis, seven themes were reached. The arrivals are presented in Figure 1.



**Figure 1. Reached themes**

When Figure 1 is examined, it is seen that seven themes are reached. These are: I am bored with reading, I do not like to read, I do not have time to read, I am preparing for public personnel selection examination, I am not reading habit, I am interested in mobile phone and computer, my eyes ache and irritate while reading.

### **3.1. I'm Bored with Reading**

The first theme reached as a result of the thematic analysis made is that I am bravely bored. At this theme, participants stressed that their lives were bored while reading. Regarding the subject, the participants expressed the following:

*"I am bored while reading a book (Student 1). I feel bored when I read a book (Student 2). I am reading because some books are boring, books are too long, and there are uninteresting topics (Student 6). If the books are too long, the interest in the book is reduced. The book is important. I do not like reading*

*historical, political and scientific books (Student 7). I am bored reading books. I cannot read books for a long time. The style of the book is causing me to get bored. Instead of reading books, I prefer to do things I like. It can also stem from the wrong book choices, why I cannot read books (Student 8). When I read a book, I get bored after a certain time. After a while I do not want to read the book (Student 9). After reading 3-4 pages I am bored (Student 10). Stagnation is bothering me (Student 13). I am bored after reading a certain page (Student 15)."*

### **3.2. I Do Not Like to Read**

I do not like to read the second theme reached as a result of thematic analysis. Under this theme, participants expressed that they did not read because they did not like to read. Regarding the subject, the participants expressed the following:

*"I do not like to read every book. I am not a regular reader because I like to read books that appeal to me or address me, and I have not always been able to find them in these books (Student 4). I do not like reading books. The book is important. I do not like reading historical, political and scientific books (Student 7). Instead of reading books, I prefer to do things I like (Student 8). I do not like to read books. Because I'm having trouble focusing. I find it fun to play computer, play football, read books (Student 10). I do not like to read books because I do not need it. It is more logical to watch educational videos instead of reading books (Student 11). I am reading the book because of the importance of reading the book and the fact that it is not enough to be infused when my lover is young and that it is so cold that it grows (Student 12). I do not like to read books because my siblings are reading books at an extreme. He even reads day and night. As I see her, I'm cold. I do not like to read except for the fantastic, action, poetry books (Student 13). I normally liked to read books. It is*

*indispensable for me to read the book in the high school (Student 14). I do not like to read books (Student 15). I do not like to read books when I cannot find the kind of book I'm looking for. It's better to spend time on social media. For this reason I am reading a book (Student 16). I love watching movie adaptations when I read books. Visual content is more important to me. Thick books are tearing eyes. I give up reading when the films of the books I read are made. At a young age they forced me to read a book to love reading. This situation has cooled me from the reading (Student 17). I am reading a book because of compulsory reading of books during primary school (Student 18)."*

### **3.3. I Do Not Have Time to Read**

There is no time to read the third theme reached as a result of thematic analysis. At this theme, participants indicated that they did not have time to read. Regarding the subject, the participants expressed the following:

*"I do not have time to read books (Student 1). I cannot take the time to read books because I do not have time to spare (Student 2). I want to spend more time with my friends because I'm the last semester. For this reason I cannot read books (Student 4). I am a fourth year student this year. I am not able to read books because of both school classes and public personnel selection examinations, internships, short days and very fast passing. There are days when you study school lessons, do school assignments, make presentations, and work on the election examination for public personnel (Student 5). I cannot take the time to study other things (Student 6). Homework, lectures, presentations are not starting to read books (Student 7). When I buy a book from the library of the university, the book is short because the time is short. I have to deliver the book without reading it. Therefore, I prefer not to buy books from the library (Student 3)."*

### 3.4. I am Preparing for the Election Examination for Public Personnel

As the result of thematic analysis, the fourth theme reached is the preparation for the public personnel selection examination. At this theme, participants, particularly the fourth year students, expressed that they did not study because they were prepared for the public personnel selection test. Regarding the subject, the participants expressed the following:

*“I read a little less this year than any other year. For this reason I think of the psychological intensity that the public personnel selection exam test gave (Student 2). I do not have time and cannot read books because I have to work for the Public Personnel Selection Exam (Student 3). I am a senior student and I feel that it is a waste of time to read books because I have a lot of responsibilities to work with the public personnel selection examination (Student 4). I am a fourth year student this year. I am not able to read books because of both the school and public staff selection exam, the internship, the short days and very fast passing (Student 5).”*

### 3.5. I Do Not Have Any Reading Habits

The fifth theme reached as a result of the thematic analysis made is that I have no reading habit. At this theme, participants stated that they did not read because they did not have reading habits. Regarding the subject, the participants expressed the following:

*“Among the main reasons for not reading the book, I can say that this habit is not acquired in my life (Student 2). I am reading a book because I cannot properly acquire the habit of reading books in a timely manner. I think that my teachers do not encourage me enough to read (Student 6). I think the habit of reading books is gained in a certain age range. Since I have not acquired this*

*habit in time I am reading few books (Student 7). I am bored reading books. I cannot read books for a long time. The style of the book is causing me to get bored. Instead of reading books, I prefer to do things I like. It can also stem from the wrong book choices, why I cannot read books (Student 8). No one encouraged me to read books in school or in my family. I did not get a habit of reading books (Student 10). I read the book because of the importance of reading the book and the fact that it is not enough to be infused when my lover is young and that it is cold. I am forced because I was not used to being young (Student 12)."*

A student interviewed expressed a very interesting opinion. He stated that his sister had read many books, his sister did not read because of many books. Normally, it is important that family grandparent's role models younger people. But the opposite is the case here. The student said:

*"I do not like to read books because my siblings are reading books at an extreme. He even reads day and night. As I see her, I'm cold. I do not like history and philosophy books at all (Student 13)."*

### **3.6. I am Interested in Mobile Phones and Computers**

As a result of thematic analysis, the sixth theme reached is the mobile phone and computer I am interested in. Under this theme, participants expressed that they did not read because they were busy with mobile phones and computers. Regarding the subject, the participants expressed the following:

*"When I do not study, I deal with my phone and I cannot leave the phone at all (Student 4). I find it fun to play computer, play football, read books (Student 10). It is more logical to watch educational videos instead of reading books (Student 11). It's better to spend time on social media. For this reason I am reading a*

*book (Student 16). I love watching movie adaptations when I read books. Visual content is more important to me. I give up reading when the films of the books I read are made. Since we are in the age of technology, we do not know how the time passes when we get phone and I do not have time to read books (Student 17). I do not read books because I spend too much time on electronic devices such as televisions, computers, and mobile phones (student 18)."*

### **3.7. Theme. My Eyes Ache and Irrigate While I Read**

The seventh and last theme reached as a result of the thematic analysis made is the question of my eyes aching and irrigating while I was reading. Under this theme, participants noted that their eyes were painful and watery during reading. Regarding the subject, the participants expressed the following:

*"I'm sleeping while reading. My eyes ache because the writings are so small (Student 14). As I read the book, my eyes are aching and irrigated. So, there is no request to read many books (student 15). Thick books are tearing eyes. My eyes are tired of being small (Student 17)."*

### **3. DISCUSSION and CONCLUSION**

Seven outcomes were obtained for this research, which investigated the reasons for the study of preservice primary school teachers. The results are as follows: I am bored with reading, I do not like to read, I do not have time to read, I am preparing for public personnel selection examination, I am not reading habit, I am interested in mobile phone and computer, my eyes ache and irritate while reading.

The first result reached as a result of the research is that students are bored reading. Participants stressed that they were bored when reading. According to Creel (2007: 47), the following reasons were given by participants for not

reading: boring/not fun. The second conclusion reached as a result of the research is that the students do not like to read. Participants expressed that they did not read because they did not like to read. According to Creel (2007: 47), the following reasons were given for participants' reading: not interested/do not like it. The third conclusion reached as a result of the research is that the students do not have time to read. Participants stated that they did not have time to read. As a result of research conducted by Yıldız, Ceran and Sevmez (2015: 150), one of the obstacles preventing the education faculty students from reading is the intensity of the lessons. According to Creel (2007: 47), the following reasons were given by participants for not reading: no time/too busy. McKool (2007: 120) indicates that one variable was statistically significant in predicting out-of-school voluntary reading in intermediate grade students: organized activities. As a result of the research by Geçgel and Burgul (2009), the reasons why the education faculty students did not read books are as follows: intensive lessons, social activities, intense life cycle. The fourth result, which is the result of the research, is to prepare the students for the public personnel selection examination. Participants, especially fourth-year students, stated that they did not study because they were prepared for the public personnel selection test. As a result of the research done by Geçgel and Burgul (2009), public selection exam is the reason why the education faculty students did not read the book. The fifth conclusion reached as a result of the research is the lack of reading habits of the students. Participants stated that they did not read because they did not have reading habits. As a result of the research conducted by Yıldız, Ceran and Sevmez (2015: 150), one of the obstacles preventing the education faculty students from reading is the lack of reading habits. It has been asserts by Yalman, Özkan and Başaran (2015) that as a result of the research, teachers of the future do not become habitual as reasons for not reading books. According to Creel (2007: 47), the following

reasons were given for participants' reading: not interested/do not like it. McKool (2007: 120) claims that three variables were statistically significant in predicting out-of-school voluntary reading in intermediate grade students: self-concept as a reader. As a result of the research conducted by Geçgel and Burgul (2009), it was emphasized that education faculty students could not turn into reading habit as one of the reasons for reading books. A student interviewed expressed a very interesting opinion. He stated that his sister had read many books. Because of this reason he does not read books. Normally, it is important that family grandparent's role models younger people. But the opposite is the case here. Odabaş, Odabaş and Polat (2008: 449), one of the reasons for obstructing the reading of the students, asserts that the environment is not a good example. The sixth conclusion reached as a result of research is that students are interested in mobile phones and computers. Participants expressed that they did not read because they were busy with mobile phones and computers. As a result of the research conducted by Yıldız, Ceran and Sevmez (2015: 150), the obstacles preventing the education faculty students from reading are: using computers and internet, watching television. As a result of the research conducted by Yalman, Özkan and Başaran (2015), computer technology was mentioned as one of the reasons why teachers of the future were not reading books. Odabaş, Odabaş and Polat (2008: 449) states that the reasons for obstructing the reading of the students were television watching and circulation on the internet. According to Creel (2007: 47), the following reasons were given by participants for not reading: prefer computers or games; prefer TV or movies. McKool (2007: 120) indicates that one variables that was statistically significant in predicting out-of-school voluntary reading in intermediate grade students: television. As a result of the study conducted by Geçgel and Burgul (2009), the reasons why the education faculty students did not read the book were as follows: preferring to watch television, prefer to

spend time with the computer. The seventh and final result reached as a result of the research is the pain and irritation of the eyes of the students. Participants stated that their eyes were painful and watery during reading. Such a result has not been reached in previous researches. It is important that this sort of outcome is achieved. Within the scope of this result, the effects of technological tools on eye health come to mind.

### **Suggestions**

- 1.** It is important that the habit of reading books is acquired in early ages by individuals. In this respect, families and teachers have great responsibilities. Families and teachers should be an example for students in reading books.
- 2.** The borrowing period for books given by the library may be extended.
- 3.** Book types and numbers in libraries can be enriched.
- 4.** The lettering can be enlarged to prevent eye fatigue and watering during reading.

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## GENİŞLETİLMİŞ ÖZET

### Giriş

Okuma, günümüz toplumunda son derece önemli bir temel dil becerisidir. Bireyin öğretim hayatında başarılı olabilmesi öncelikle okumaya bağlıdır. Bunun yanı sıra bireyin mesleki hayatında okuma önemli bir yere sahiptir. Kişilerin kendini geliştirmeleri açısından da okuma gereklidir. Okumanın bireylerde yaşam boyu devam etmesi istenen bir durumdur. Ancak bazı bireyler farklı sebeplerle okumamaktadırlar. Yapılan bu araştırmada, öncelikle okuma konusu üzerinde durulmuştur. Ardından okumanın önemi açıklanmıştır.

Yapılan bu araştırma, sınıf öğretmeni adaylarının okumama nedenlerini ortaya koyması açısından önemlidir. Ayrıca yapılan bu araştırma ile, daha önce yapılan araştırmalarda saptanamayan yeni bir sonuç ortaya konulmuştur. Bunun yanı sıra katılımcılara ait bir görüş şimdiye kadar hiç ortaya konulmamış ve çok farklı bir durum içermektedir.

### Yöntem

Araştırma nitel araştırma yöntemlerinden fenomenoloji yöntemiyle gerçekleştirilmiştir. Olgu bilim deseni farkında olduğumuz ancak derinlemesine ve ayrıntılı bir anlayışa sahip olmadığımız olgulara odaklanmaktadır. Bize tümüyle yabancı olmayan aynı zamanda da tam anlamını kavrayamadığımız olguları araştırmayı amaçlayan çalışmalar için fenomenoloji uygun bir araştırmadır (Yıldırım ve Şimşek, 2006: 72). Olgu bilim insanların fenomenleri nasıl tecrübe ettiklerinin metodolojik, özenli ve derinlemesine bir şekilde resmedilmesini ve betimlenmesidir (Patton, 2002: 104; Gliner, Morgan ve Leech, 2015: 97; Fraenkel, Wallen ve Hyun, 2011: 432). Bir başka tanımla

fenomenoloji, bir fenomenin bireylerin ya da belli bir gurubun deneyimleri açısından tanımlanmasıdır (Christensen, Johnson ve Turner, 2015: 408).

Katılımcıların seçiminde uygun örnekleme yöntemi kullanılmıştır (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, Demirel, 2012: 92; Berg ve Lune, 2015: 70; Best ve Kahn, 2016: 37). Uygun örnekleme yöntemi araştırmaya hız ve pratiklik kazandırmaktadır (Yıldırım ve Şimşek, 2006: 113). Araştırmanın katılımcılarını 2018 yılı ekim ayında Bozok Üniversitesi Eğitim Fakültesi Sınıf Eğitimi Bilim Dalı lisans programında öğrenim gören 18 kişi oluşturmaktadır. Görüşme yapılan sınıf eğitimi bilim dalı lisans programı öğrencilerinin beşi birinci sınıf öğrencisi, üçü ikinci sınıf öğrencisi, beşi üçüncü sınıf öğrencisi, beşi dördüncü sınıf öğrencisi olduğu görülmektedir. Öğrenci yaşları on sekiz ile yirmi dört arasında değişmektedir. Katılımcıların dokuzu kadın, dokuzu erkektir.

Veri toplama aracı olarak, araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Yarı yapılandırılmış görüşme formu yaklaşımı görüşme sırasında irdelenecek bir sorular veya konular listesini kapsamaktadır (Yıldırım ve Şimşek, 2006: 122; Berg ve Lune, 2015: 136). Yarı yapılandırılmış görüşme formatı konuşma süresince farklı sorularla konunun açılmasına, farklı çeşitli ortaya çıkmasına ve konu hakkında yeni fikirlere ulaşılmasına yardım etmektedir (Merriam, 2013: 88). Yarı yapılandırılmış görüşme formunu oluşturmak amacıyla, ilk olarak konu ile ilgili alan yazın incelenmiştir. Alan yazın incelenmesinin ardından oluşturulan yarı yapılandırılmış görüşme formu, Berg ve Lune (2015: 151) tarafından belirtildiği gibi, ilk olarak nitel araştırma yöntemleri konusunda uzman bir öğretim üyesine, sınıf öğretmenliği alanında uzman bir öğretim üyesinin görüşüne sunulmuştur. Uzman görüşleri sonrasında, yarı yapılandırılmış görüşme formunda çeşitli düzeltme, ekleme ve çıkarmalar yapılmıştır. İkinci olarak ise, hazırlanan yarı yapılandırılmış görüşme formu pilot olarak bir sınıf öğretmenine uygulanmıştır. Pilot uygulamanın ardından yarı

yapılandırılmış görüşme formuna son şekli verilmiştir. Yarı yapılandırılmış görüşme formu iki bölümden oluşmaktadır. İlk bölümde katılımcıların demografik özelliklerini belirlemeye yönelik sorular yer almaktadır. İkinci bölümde ise sınıf eğitimi anabilim dalında öğrenim gören öğrencilerin okumama sebeplerini belirlemeye yönelik sorular yer almaktadır.

Veriler, araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme formu ile toplanmıştır. Olgu bilim araştırmalarında başlıca veri toplama aracı görüşmedir (Yıldırım ve Şimşek, 2006: 74; Christensen, Johnson ve Turner, 2015: 409; Gliner, Morgan ve Leech, 2015: 97). Araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme formu, 18 katılımcıya uygulanmıştır. Görüşmeler 2018 yılı ekim ayında gerçekleştirilmiştir. Yapılan görüşmeler, katılımcılardan izin alınarak ses kayıt cihazına kaydedilmiştir. Görüşmeler, araştırmacının ofisinde yapılmıştır. Yarı yapılandırılmış görüşme formunda bulunan sorular öncelikle kısaca katılımcıya açıklanmıştır. Ardından sırayla yarı yapılandırılmış görüşme formunda yer alan sorular görüşme yapılan katılımcıya sorulmuştur. Görüşmeler sırasında katılımcının yanlış anladığı sorular için açıklamalar yapılmıştır. Yapılan görüşmeler, toplamda 192 dakika sürmüştür.

## **Bulgular**

Sınıf eğitimi bilim dalı lisans öğrencilerinin okumama nedenlerinin araştırıldığı bu araştırma sonucunda yedi adet sonuca ulaşılmıştır. Ulaşılan sonuçlar şunlardır: okurken canım sıkılıyor, okumayı sevmiyorum, okumaya zamanım yok, kamu personeli seçme sınavına hazırlanıyorum, okuma alışkanlığım yok, cep telefonu ve bilgisayarla ilgileniyorum, okurken gözlerim ağrıyor ve sulanıyor.

## **Tartışma ve Sonuç**

Araştırma sonucunda ulaşılan ilk sonuç öğrencilerin okurken sıkılmasıdır. Katılımcılar okuma yaparken canlarının sıkıldığını vurgulamışlardır. Araştırma sonucunda ulaşılan ikinci sonuç öğrencilerin okumayı sevmemeleridir. Katılımcılar okumayı sevmedikleri için okumadıklarını dile getirmişlerdir. Araştırma sonucunda ulaşılan üçüncü sonuç öğrencilerin okumaya zamanlarının olmamasıdır. Katılımcılar okumak için zamanlarının olmadığını belirtmişlerdir. Yıldız, Ceran ve Sevmez (2015: 150) tarafından yapılan araştırma sonucunda eğitim fakültesi öğrencilerinin okumalarına engel olan unsurlardan birisi derslerin yoğunluğudur. Geçgel ve Burgul (2009) tarafından yapılan araştırma sonucunda, eğitim fakültesi öğrencilerinin kitap okumama nedenleri olarak şunlar belirtilmiştir: derslerin yoğun olması, sosyal faaliyetler, yaşam temposunun yoğun olması. Araştırma sonucunda ulaşılan dördüncü sonuç öğrencilerin kamu personeli seçme sınavına hazırlanmalarıdır. Özellikle dördüncü sınıf öğrencisi olan katılımcılar kamu personeli seçme sınavına hazırlandıkları için okumadıklarını dile getirmişlerdir. Yıldız, Ceran ve Sevmez (2015: 150); Geçgel ve Burgul (2009) tarafından yapılan araştırma sonucunda, eğitim fakültesi öğrencilerinin kitap okumama nedenleri olarak kamu personeli seçme sınavı belirtilmiştir. Araştırma sonucunda ulaşılan beşinci sonuç öğrencilerin okuma alışkanlığının olmamasıdır. Katılımcılar okuma alışkanlıkları olmadığından okumadıklarını dile getirmişlerdir. Yıldız, Ceran ve Sevmez (2015: 150) tarafından yapılan araştırma sonucunda eğitim fakültesi öğrencilerinin okumalarına engel olan unsurlardan birisi okuma alışkanlığının olmamasıdır. Yalman, Özkan ve Başaran (2015) tarafından araştırma sonucunda geleceğin öğretmenlerinin kitap okumama nedenleri olarak alışkanlık haline gelmemesi ortaya konulmuştur. Geçgel ve Burgul (2009) tarafından yapılan araştırma sonucunda, eğitim fakültesi öğrencilerinin kitap okumama nedenlerinden birisi olarak okumayı alışkanlığa dönüştürememek vurgulanmıştır. Görüşme yapılan bir öğrenci çok ilginç bir görüş belirtmiştir. Ablasının çok kitap okuduğunu,

ablasının çok kitap okuması nedeniyle kendisinin okumadığını belirtmiştir. Normalde aile büyüklerinin küçüklere rol model olması önemlidir. Ancak burada tam tersi bir durum söz konusudur. Araştırma bulgusuyla farklılık gösterecek şekilde Odabaş, Odabaş, Polat (2008: 449), öğrencilerin okumasına engel olan nedenlerden birisi, çevrenin iyi örnek olmaması olduğunu belirtmişlerdir. Araştırma sonucunda ulaşılan altıncı sonuç öğrencilerin cep telefonu ve bilgisayarla ilgilenmeleridir. Katılımcılar cep telefonu ve bilgisayarla meşgul olmaları sebebiyle okumadıklarını dile getirmişlerdir. Yıldız, Ceran ve Sevmez (2015: 150) tarafından yapılan araştırma sonucunda eğitim fakültesi öğrencilerinin okumalarına engel olan unsurlar şunlardır: bilgisayar ve internet kullanmak, televizyon izlemek. Yalman, Özkan ve Başaran (2015) tarafından yapılan araştırma sonucunda geleceğin öğretmenlerinin kitap okumama nedenlerinden birisi olarak bilgisayar teknolojileri belirtilmiştir. Odabaş, Odabaş, Polat (2008: 449), öğrencilerin okumasına engel olan nedenleri televizyon izleme, internette dolaşma olduğunu belirtmişlerdir. Geçgel ve Burgul (2009) tarafından yapılan araştırma sonucunda, eğitim fakültesi öğrencilerinin kitap okumama nedenleri olarak şunlar belirtilmiştir: televizyon seyretmeyi tercih etmek, bilgisayarla zaman geçirmeyi tercih etmek. Araştırma sonucunda ulaşılan yedinci ve son sonuç öğrencilerin okurken gözlerinin ağrması ve sulanmasıdır. Katılımcılar okuma sırasında gözlerinin ağrıdığını ve sulandığını belirtmişlerdir. Bu şekilde bir sonuca daha önce yapılan araştırmalarda ulaşılmamıştır. Bu tür bir sonucun çıkması önemlidir. Bu sonuç kapsamında, teknolojik aletlerin göz sağlığı üzerindeki etkileri akla gelmektedir.

## Öneriler

1. Kitap okuma alışkanlığının bireylerde erken yaşlarda kazandırılması önemlidir. Bu konuda ailelere ve öğretmenlere büyük sorumluluklar düşmektedir. Aileler ve öğretmenler kitap okuma konusunda öğrencilere örnek olmalıdır.

2. Kütüphane tarafından verilen kitapların ödünç süresi uzatılabilir.
3. Kütüphanelerdeki kitap türleri ve sayıları zenginleştirilebilir.
4. Okuma sırasında gözün yorulmasını ve sulanmasını engellemek amacıyla harf puntoları büyütülebilir.