

A SURVEY OF THE READING HABITS OF TURKISH HIGH SCHOOL  
STUDENTS AND AN EXAMINATION OF THE EFFORTS TO  
ENCOURAGE THEM TO READ

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## **Abstract**

The ability of reading is an important part of teaching literacy and language acquisition. Reading improves the thinking ability by giving new concepts and ideas and enhances vocabulary and language which is essential in verbal communication. Because of the importance of reading, children and adolescents are encouraged to read by their parents, teachers and sometimes by national reading campaigns as an educational policy. Turkey launched a nationwide reading campaign targeting high school students in 2004, and another one aimed at primary school students in 2005 which is called the ‘100 Basic Literary Works’ reading campaign.

This study investigated the reading habits of Turkish high school students. It also explored how students are influenced by family, teacher and peer group. Moreover, the study investigated the association between the students’ reading habits and their gender, school type and region. In addition, the study examined current efforts to encourage students to read. The study was conducted in 8 provinces and 8 districts of Turkey in 2012. The data was gathered thorough questionnaires with 2425 students from 86 high schools of 5 different types and interviews with 31 students, 15 teachers and 4 local education managers.

The study found that 82.0% of young people in general read at least once or twice a week outside school for at least 30 minutes and 40.6% read every day or almost every day for leisure. It was found that females were more frequent and enthusiastic readers than males. The students from science high schools and Southern East Anatolia Region read more frequently. It was indicated that the majority of the students reported that they were aware of the ‘100 Basic Literary Works’ reading campaign but, in fact, they knew of the campaign in upper-primary school. The qualitative findings indicated that there was little awareness of the campaign in high schools.

Libraries are important places to assist inculcate children’s and young people’s love of reading and provide free access to reading materials and sources but Turkish young people were not frequent users of libraries. Both teachers and students had concerns about lack of reading materials and poor facilities and services in public and school libraries in Turkey.

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## **Dedication**

*To my wife Tugba; and my lovely twin sons Ömer Furkan and Sinan Taha  
for their love*

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# **CHAPTER 1: INTRODUCTION**

## **1.1 Introduction**

Language is vital to communication, and mastery of language skills to ensure effective communication is essential to all members of society. We communicate with people using both written and spoken language and one of the initial aims of early years schooling is to support children in the process of language acquisition and use (National Literacy Strategy, 2002).

Educational focus is typically on language as related to literacy, which: “unites the important skills of reading and writing. It also involves speaking and listening which are an essential part of it. Good oral work enhances pupil’s understanding of language in both oral and written forms and of the way language can be used to communicate” (NLS, 2002, p.3). Teaching literacy comprises four parts; reading, writing, speaking and listening. Thus, it is evident that learning to understand the spoken language and responding to it are natural processes, and listening and speaking skills alone do not make a child literate. For a pupil, being literate means reading and writing with fluency and confidence and using the correct spelling of words, and having access to a wide range of vocabulary with which to understand the meanings of written texts and to express their ideas in a clear and appropriate way. In addition to improving communication, literacy is taught to heighten interest in books and to improve the power of the imagination and children’s critical awareness through reading and writing (NLS, 2002). Despite its importance, literacy is not the only aim pursued in schools. Typically, it is presented as a tool for learning, to help children from the experiences of others. In books, authors typically present their understanding of life and provide knowledge that can be acquired indirectly through reading.

Reading regularly in a critical manner, not only meets educational needs, but also offers a source of enjoyment in the form of a “reading habit” (Yilmaz, 1998). The reading habits and interests of children and adolescents have long been of interest to researchers. Educationalists and psychologists have conducted research studies to discover what and why young people read, how frequently they read, how long they spend reading and their attitudes to reading. The main issues taken into consideration in such studies focus on the subjects’ gender and age when identifying differences in the frequency and amount of reading and the selection of

reading materials (see for example, Clark and Foster, 2005; Maynard et al., 2008; Dungworth et al., 2004; Hall and Coles, 1999). These studies have also concentrated on the effects of school and home, on attitudes to reading and on the effect of technological innovations on the reading habits of children and adolescents (see for example, Manuel and Robinson, 2003; McKool and Gespass, 2009; Van Ours, 2008; Smith and Day, 2013). Moreover, children's and adolescents' reasons for reading, and their preferred times and places to read have also been investigated (see for example, Wicks, 1995; Moyer, 2007; Majid and Tan, 2007).

This study investigates the reading habits of Turkish high school students. It also explores how students are influenced by their home and school environment. Moreover, the study looks for an answer to the question of when, where and why Turkish high school students prefer to read. In addition, the study evaluates current efforts to encourage students to read and focuses on alternative ways of fostering reading amongst students. In the study, high school students were used as participants, because high school education plays a crucial role in the educational life of an individual. It is the final step in the educational life of those who do not continue on to study at university. In Turkey, students attend high school between 15 and 18 years of age. At this age, and during their high school years, children move from childhood to adulthood. Previous studies, which are reviewed below, reveal that children tend to read less as they grow older. This study aims to investigate the reading habits, reading attitudes and reading interests of possible future university students.

## **1.2 Background**

There are two widely held beliefs about children and reading; the first suggests that young people do not read as much as they used to, and the second, that boys read less than girls. Millard (1997) claimed that the second supposition is based on the common cultural conception that reading is a female activity. Children may enter school with the experience that their mothers are more regular readers, and that they choose to read mainly fiction, while their fathers do not read so frequently and when they do, tend to choose to read newspapers and factual texts (Millard, 1997). There are additional assumptions related to reading that suggest "young adults do not read, young adults do not like to read, young adults prefer to watch television, play computers rather than read and real reading means the reading certain kinds of books" (Ross et al. 2006:17). Although these assumptions have been supported by multiple research studies, it is important to determine empirically whether they are valid in



Turkish context, and if so why this is the case. It is also believed that the decline in the reading habits of children and adolescents might be explained by the appearance of technological devices such as television, computers, and mobile phones, which offer children and adolescents alternatives to reading.

In this section, the findings of studies detailing the issues associated with reading habits will be discussed briefly. One of the best known studies dealing with the issue of reading habits was a study conducted under the direction of Frank Whitehead in 1971. The study focussed on voluntary reading. Whitehead et al. (1977) found that the quantity of voluntary reading decreased with age. 10+ year old children read 3 books on average per month, but this figure dropped to 2.2 for 12+ year olds and 1.9 for 14+ year olds. Another major study, in which almost 8000 children participated, was conducted by Hall and Coles (1999); this was the *WH Smith Children's Reading Choices Project*. Data was gathered using questionnaires and follow-up interviews with 1% of the questionnaire respondents. It was found that the average number of books read by children in the four weeks prior to the survey was 2.52. More girls than boys had read a book in the month prior to the survey; the survey results showed 84% of girls and 75% of boys.

Clark and Foster (2005) investigated the reading habits and preferences of 8000 children and young people in a study carried out for the National Literacy Trust in England. They discovered that the majority of children (89.1%) stated that they enjoyed reading at least “a bit” and they believed they read enough. In line with previous studies, the study showed girls read more than boys. The study also showed that boys viewed reading more pragmatically than girls suggesting that they read because it will help them to get a job. Most pupils stated that they saw their mothers engaged in literary activities, and that they spent more time teaching them to read, spending time reading, and encouraging them to read than their fathers. Another study (Clark et al., 2005) was conducted on the behalf of the Reading Champions initiative, a nationwide scheme to “find and celebrate those who have acted as positive male role models for reading” (p.10). The findings from the study suggested that “pupils’ reading is rich and diverse, but that the particulars vary according to gender or age (p.8)”. The study found that the majority of pupils (61.2%) enjoyed reading ‘quite a lot’ or ‘very much’. Meanwhile, a notable percentage of the pupils surveyed stated that reading was boring (28.5%) and they were unable to find interesting books (34.0%). The study also showed that

the pupils read a wide range of reading materials, including websites, text messages, newspapers, magazines, and fiction, non-fiction books and so on.

In some studies, the pupils' reading preferences were examined in relation to gender and age differences. For example, a study by Maynard et al. (2007), in which 4182 pupils at Key Stages 1 to 4 (aged from 4 to 16 years) participated, concentrated on pupils' reading habits in England and focused on variations in reading habits according to gender and age. The study showed that the majority of pupils sometimes read storybooks/fiction and that girls read more than boys and also that pupils tend to read less as they grow older.

### **1.3 The Significance of the Study**

Cultivating the reading habits of pupils is a significant concern for educationalists in most countries, and many reading campaigns have been implemented to encourage students to read. Turkey launched a nationwide reading campaign targeting high school students in 2004, and another one aimed at primary school students in 2005 (Arici, 2008a). The campaign involved encouraging students to read well-known books from Turkish and world literature; the Ministry of National Education (MONE) prepared a list 100 suitable literary works (MONE, 2004a). Another nationwide reading campaign launched in 2008 with the support of the president of Republic of Turkey, Abdullah Gul, which is called 'Turkey Reads' (Ungan, 2008). Prior to the Turkish initiatives, similar campaigns to stimulate reading amongst individuals had been conducted in England (Read On) and the USA (Get Caught Reading) (Arici, 2008a). These efforts to encourage children and adolescents to read reveal that the issue is thought to be of great significance.

At present, little is known about the reading habits of Turkish children and adolescents. The data gathered for this study will fill this gap, by showing the relationship Turkish high school students have with books and other reading materials. It will also help educationalists to understand how reading campaigns work in Turkey, and whether efforts to encourage students to read, have been successful to date. Moreover, it introduces and discusses possible positive and negative factors affecting the reading habits of Turkish high school students.

## **1.4 The Aims and the Objectives**

The aims of the study are as follows:

- To investigate the relationship of Turkish high school students with books and other reading materials
- To determine and examine the efforts made in Turkey to encourage students to read

The objectives of the study are as follows:

- To ask Turkish high school students about their attitudes to reading
- To investigate the length of time Turkish high school students spend reading
- To examine how often Turkish high school students read
- To examine the reading preferences of Turkish high school students
- To investigate the social, cultural, environmental, economic and personal factors influencing the reading habits of Turkish high school students
- To ask Turkish high school students, Turkish language and literature teachers and local directors of reading campaigns, their perceptions of current efforts to encourage students to read

## **1.5 The Research Questions**

The research questions underpinning the research and derived from the literature reviewed are as follows:

- What are Turkish high school students' attitudes to reading?
- What are the reading habits of Turkish high school students in terms of:
  - their description of themselves as readers
  - they think they read enough
  - length of time spent reading per day
  - reading frequency
  - type of reading materials preferred
  - subject preference
  - number of books they read per month
  - library using habits
  - their reasons to read and not to read.

- How do family, school and peers influence Turkish high school students' reading habits?
- What are the differences in Turkish high school students' reading habits in terms of:
  - gender
  - region they inhabit
  - type of school attended
- What efforts are made to encourage Turkish high school students to read?
- To what extent is the reading campaign successful?

The next chapter discusses the existing literature about the reading habits of children and young people highlighting the gender and age differences. The literature review chapter also discusses the influence of home and school on the reading habits of students. The students' reading preferences, reasons to read, preferred reading places are also presented. The research studies on the reading habits of Turkish students and the '100 Basic Literary Works' reading campaign are introduced in separate sections.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

Many researchers have identified reading for leisure as an important factor in personal development and educational attainment (see for example, Cunningham and Stanovich, 1998; Clark and Rumbold, 2006; Meek, 1991; Millard, 1997; Ross et al. 2006; Bignold, 2003). Reading as a leisure time activity has also been termed “voluntary reading”, “reading for pleasure”, and “recreational reading”. It is reading based on a personal choice of reading materials that “reflect our own choice, at a time and place that suits us” (Clark and Rumbold, 2006, p.6). Voluntary reading has positive effects on the following:

- reading and writing ability
- text comprehension and grammar
- enriching vocabulary
- encouraging voluntary reading in later life
- general knowledge of one’s surroundings and the world
- a better understanding of other cultures (Clark and Rumbold, 2006).

Reading also improves our cognitive abilities by introducing us to new concepts and ideas. Reading improves our imagination by creating new images in the mind, and “may enhance emotional intelligence, evoke empathy and provide characters for identification” (Johnsson-Smaragdi and Jonsson, 2006, p.521). Krashen (2004) states that reading, particularly leisure reading, provides literacy skills development (Chettri and Rout, 2013).

In this research, the reading habits of children and adolescents will be discussed in depth in regard to what and how frequently they read, what factors influence their reading habits and their reasons for reading, and their preferred times and places to read in the light of the literature.

## **2.2 What and how frequently do children and adolescents read?**

It has long been of interest to researchers what reading materials children and adolescents choose, and how frequently and what amount they read. There are numerous research studies that have been conducted to identify answers to the above questions (see for example, Clark et al. 2005; Clark and Foster, 2005; Clark and Rumbold, 2006; Hall and Coles, 1999; Hopper, 2005; Maynard et al., 2007).

During the exploration of children's reading habits, two main determinants were encountered, the roles played by age and gender. These will be discussed at greater length below, in terms of what and how frequently children and adolescents read.

### **2.2.1 The Role of Age**

Previous studies show that children tend to be more negative about reading, and spend less time reading, as they grow older. In a study by Clark and Foster (2005), over 8000 students at primary and secondary schools in England were surveyed to investigate why some students read and others do not. It was found that primary school aged children enjoyed reading more than children in secondary schools, and that they were more likely to read outside school. While 68% of younger children noted that 'they read for fun', only 38% of secondary children selected this reason. The authors also found that secondary pupils were more likely to read websites, magazines, newspapers and e-mails, whereas primary pupils were more likely to read jokes, fiction, graphic novels, and comics.

Another study, conducted by Clark et al. (2005), supports the findings of Clark and Foster (2005) in terms of age related differences. In this study, the data was gathered by surveying 1512 students from three primary schools, one middle school and two secondary schools. According to the authors, the enjoyment derived from reading declined as the readers grew older. Mean reading enjoyment was 3.5 for 8 year olds and 2.4 for 14 year olds (on a scale where 1 = "Not at all", and 4 = "Very much"). Older children were more likely than younger ones to agree with the statements that 'reading is boring' and that they 'find it difficult to find interesting books'. In contrast, younger children were more likely than older ones to agree with the statement that 'reading is fun'. When they were asked to share what types of fiction they favour, younger children stated adventure stories, horror/ghost stories, animal related stories and science fiction as their favourite types of fiction, while older ones were more likely to choose comedy and teenage realistic fiction as their favourites.

Clark (2012) conducted another survey with 21,000 pupils aged 8 to 16 for the National Literacy Trust and found that 73.0% of KS2 (8-11 years old) pupils enjoyed reading either very much or quite a lot, while 47.2% of KS3 (11-14 years old) and 34.4% of KS4 (14-16 years old) pupils enjoyed reading either very much or quite a lot. She also found that KS2 pupils (42.9%) read daily; this compared to KS3 pupils (29.0%) and KS4 pupils (22.9%). Although a similar proportion of pupils reported having access to computers and the internet at home, irrespective of key stage, more KS4 pupils read technology-based reading materials compared to KS3 and KS2 pupils. For example, it was found that more KS4 pupils read messages on social networking sites (70.4%) and websites (63.0%); at least once a month compared to KS3 pupils (52.5% and 51.9% respectively) and KS2 pupils (24.8% and 35.2% respectively). On the contrary, more KS2 pupils read fiction (52.5%) and comics (34.0%) at least once a month compared to KS3 pupils (49.0% and 28.4% respectively) and KS4 pupils (36.6% and 17.9% respectively). It was also found that just 3.3% of KS2 pupils reported having read no books in the month prior to the survey, compared to 11.5% of KS3 and 29.9% of KS4 pupils.

Maynard et al. (2008) investigated the reading of fiction among children. The study was conducted in 2007, and included 4182 children at Key Stages 1 to 4 (aged from 4 to 16 years). In line with previous studies the authors found that pupils at Key Stage 1 and Key Stage 2 (between the ages of 4 and 11 years) were more likely to say they read fiction 'often or very often' and 'sometimes' than pupils at KS3 and KS4, between the ages 11 and 16 years. In contrast, 22.4% of children at KS3 and KS4 stated that they read 'hardly ever or never', while the percentage of individuals choosing the same statement in KS1 and KS2 were 8.0% and 10.1% respectively. When they were asked to state their favourite kinds of fiction, funny stories came first in all three key stages. In this study, the Harry Potter series, their characters and author, dominated the answers to the questions relating to favourite book, favourite fictional character and favourite author.

In another study, which concentrated on the fiction reading habits of adolescents, Hopper (2005) asked 707 pupils aged 11 to 15 years about what reading they had undertaken during the week the study was conducted. She obtained similar findings to Maynard et al. (2008) in terms of popular authors and books. That is to say, J.K. Rowling and Harry Potter took first place in both research studies. The study also showed that the percentage of pupils aged 14-15 years (Year 10) reading a book at home during the week the study was conducted was

significantly less than those in other age groups (36% compared to 64%, 61% and 64% in Year 7, 8 and 9 respectively). She found that 93% of the entire sample read a non-book text, preferably magazines, followed closely by the Internet and newspapers, in addition to books. This result demonstrates that texts in traditional book form may not be the only materials that children and adolescents choose to read.

In another large scale study, Hall and Coles (1999) explored children's voluntary reading habits (the study was conducted in 1995). About 8000 children aged 10 to 14 years participated in the study, which replicated that conducted under the direction of Frank Whitehead in 1971 (White et al., 1977). The authors suggested that comparison of results between the two studies "would enable analyses of change over time" (p.2). One of the main findings was that the average number of books read by children in the four weeks prior to the survey was 2.52. This was then compared with the 1971 study, which showed that reading levels increased for 10 year olds of both sexes, and 12 year old girls. This did not change in the case of 12 year old boys or for 14 year old girls. However, it decreased for 14 year old boys. According to the authors, the decline in book reading with age, particularly for boys, might be explained by children reading more periodicals (magazines, newspapers, and comics) as they grow older. Indeed, this was supported by the fact that one of the results of the study was that both boys and girls read a wider range of books and materials as they grew older. That is to say, the average number of periodicals regularly read by children at ages 14+ was 3.78, whilst it was 2.62 for children at ages 10+. Series were very popular among girls, and it was found that reading comics declined amongst boys as they grew older. Older boys (14 years old) read more sports magazines, similar to male adults. Therefore, children's interests are clearly significant, and reflected in what they choose to read.

### **2.2.2 The Role of Gender**

As boys and girls behave differently socially, they also employ different reading habits. Generally, research shows that girls read more than boys – as will be discussed below.

Clark et al. (2005) showed how boys and girls differ in their attitudes to reading. The study found that boys aged from 8-14 years were more likely to see reading as a female activity, as difficult, and boring; they may also agree that they only read at school and so find it difficult to find books they are interested in. Compared to boys, girls were more likely to choose the statement that 'reading is fun' and to state that they like to visit the library. When they were



asked to state preferred reading materials, it was found that both gender groups preferred reading magazines, text messages, websites, posters, and jokes to fiction, non-fiction books, graphic novels, plays and poetry. In a comparative study of the two gender groups, the authors found that girls were more likely than boys to read magazines (90% and 78%), song lyrics (57% and 32%), poetry (42% and 23%), and fiction (54% and 43%). In contrast, boys were more likely than girls to read newspapers (44% and 37%), jokes (71% and 58%), and comics (58% and 38%). However, the study also found that boys and girls have slightly different patterns when it comes to obtaining enjoyment from reading. When they were asked to choose from statements about how much they enjoy reading, half of both boys and girls chose the option 'quite a lot'. According to the authors, reading enjoyment is connected to self-rated reading proficiency. That is, those participants who described themselves as proficient readers were more likely to enjoy reading than those who did not.

More recently, Clark (2012) found that more girls enjoyed reading (56.7% compared to 43.8%), choose to read daily (35.3% compared to 26.8%), and expressed more positive opinions about reading than boys. While more girls read text messages (68.7% compared to 57.8%), magazines (67.1% compared to 46.9%), lyrics (54.4% compared to 29.9%), fiction (52.6% compared to 43.1%), more boys read non-fiction (37.1% compared to 34.5%), newspaper (36.6% compared to 29.4%) and comics (37.6% compared to 18.1%). She also found that more boys (16.2%) had read no books in the month preceding the survey, when compared to girls (9.3%).

Clark and Burke (2012) concentrated on the gap between boys and girls in their reading attainment, reading enjoyment, reading behaviour, reading choices and attitudes to reading, using the same data as in Clark's (2012) independent survey. In addition to this data, they surveyed 226 practitioners from UK schools and adopted academic and policy perspectives from secondary sources. They investigated the reasons why boys fell behind in reading. Clark and Burke categorised the reasons practitioners suggested for this as, "perceived cultural norms" (reading is not cool, lack of male reading role models amongst peer groups and teachers, boys' reading choices are not respected in school and girls are favoured by assessment), "family life" (male role models are absent at home and lack of encouragement to read at home) and "individual factors" (boys are more active learners and boys are not able to sit still for long to read) (p.16). The practitioners also suggested possible solutions to increase boys' interest in reading: paying attention to boys' reading interests in school,

greater parental support at home, more male role models reading, cultivating reading at an early age. As a consequence of these approaches, practitioners believed that boys could become more engaged in reading, eroding the differences between them and girls.

Supporting the findings from the studies detailed above, Uusen and Muursepp (2012) found that females (114 minutes on average reading a day) read more frequently than males (74 minutes on average reading a day). The data was gathered by surveying 140 15 year old secondary school students in Estonia. They also reported that, while 80% of females read their own choice of book most recently, rather than an assigned book, only 57% of the males reported having done so. In the case of fiction, 48% of females had read a fiction book within the last month but 42% had read fiction a year or more than a year previously. They also found that 58% of females and 33% of males described themselves as good readers. Findings by Smith and Day (2013) revealed gender differences supported the findings of many research studies. They observed that females read more than males, enjoyed reading more than males, would read more if they had more time than males, bought books more frequently than males, and received books from their parents more frequently than males.

A study undertaken in the USA by Flora and Flora (1999) investigated the intrinsic interests and habits of 171 college students when reading and the effects of extrinsic reinforcement, particularly related to participation in the '*Book It!*' reading program and money from their parents. '*Book It!*' was a program run by Pizza Hut in the school year 1995-1996 to reward children with a free pizza when they met reading goals set by their teachers. The study showed that the '*Book It!*' program and receipt of money from parents increased how much children read. Eighty students (74.8 % of those answering the question) answered that the '*Book It!*' program had increased the amount they read and 25 students (49% of those answering the question) answered that being paid to read increased how much they read. However, it also showed that being given money from parents as an incentive to read was less effective than the '*Book It!*' programme in terms of reading enjoyment and learning to read. It could be argued from this result that rewards from outside rather than family are valued most by children.

Raeymaeckers (2002) investigated the link between television viewing and reading habits, surveying 1200 16 to 18 year old Flemish adolescents in Belgium. She showed that girls spent more time reading books than boys, with an average of 25 minutes daily, whereas boys

spent 17 minutes on average reading books. However, boys seemed more willing to read newspapers with an average time spent reading of 18 minutes, while the average time for girls for newspapers was 13 minutes. It was also found that the amount of time spent watching television could affect reading negatively, whereas an opposite relationship could be claimed for newspaper and magazine reading. That is, those participants who spent more time watching television also tended to spend more time reading magazines and newspapers. This suggests that any decline in reading time could not be simply explained as due to watching television.

As might be seen from the results of the research studies discussed above, reading periodicals (magazines, newspapers, and comics) is a very popular activity amongst children and adolescents. Coles and Hall (1997) showed that periodical reading had increased among boys and girls, when compared to the results of a survey by Frank Whitehead in 1971 (1977). They found that, while girls read more periodicals, boys read more comics and newspapers. According to the authors, as they mature, boys consider reading comics to be an activity for young children and they prefer to read non-fiction magazines, particularly sports magazines. The authors suggested that childhood in 1997 lasted a shorter time than in 1971 and as a consequence boys adopt adult interests, like football, from a younger age. For boys, *The Beano* (a comic), *The Sun* (a tabloid newspaper) and *Match* and *Shoot* (football magazines) were favoured choices. Girls' preferences for periodicals had also changed since 1971, from a narrative type to an informational type. Amongst girls, *Just 17* (a magazine for girls) was the preferred choice, and was read by 42% of all girls regularly. Bosacki et al. (2009), in line with Coles and Hall (1997), found that amongst all age groups (10-13 years of age in the study), it was females that preferred to read fashion and entertainment magazines, while males mostly preferred sports and video gaming magazines. They also found that females of all ages read magazines more frequently and read a greater number of magazines compared to males. Magazine reading for both genders increased across older age groups.

Dungworth et al. (2004) undertook a study on recreational reading by 132 pupils aged 9-10 years from different primary schools in Leicestershire, Nottinghamshire and Derbyshire in the UK, and revealed that 69% of girls liked reading 'a lot' compared to just 47% of boys. Additionally, only 3% of boys stated that they did not like reading 'at all'. The most popular reading material amongst pupils of both genders was books (92%), followed by magazines, comics and newspapers. In line with previous studies, girls were more likely than boys to

read magazines (53% compared to 27%), while boys were more likely than girls to read comics (40% compared to 22%). When asked to declare their favourite forms of fiction, similar preferences were stated. That is, both boys and girls stated that they liked to read adventure stories, humour, horror and fantasy. When asked to state their favourite authors, the option of 'no favourite' came first for boys followed by J.K. Rowling and for girls the preferred option was Jacqueline Wilson, followed by J.K. Rowling, which is similar to the results found by Maynard et al. (2008) and Hopper (2005). J.K. Rowling and the '*Harry Potter*' series and Jacqueline Wilson and *The Story of Tracy Beaker* were the most preferred authors and books in these studies; this might be because the authors' works have been adapted for screen and cinema, heightening their popularity amongst children and adolescents. Dungworth et al. (2004) also found that 51% of the participants read on a daily basis and that, in addition to those, another 35% of the participants read just a few times a week. 10% of boys read once a month or less frequently, compared to 1% of girls, which is seen as a pattern similar to that in the other studies discussed here. The study also found that, if boys do not enjoy reading at aged 9 and 10 years, they are unlikely to enjoy it as they grow up.

In a comprehensive research study, conducted in 2009 amongst 15 years old students in OECD countries (PISA, 2011), reading habits were investigated and gender differences relating to reading enjoyment and reading preferences presented. It was found that, on average, in OECD countries, 52% of males and 73% of females read for pleasure. It was noted that, in all countries except Korea, more females read for pleasure than males. In some countries (Albania, Indonesia, Kazakhstan, Kyrgyzstan, Shanghai, China and Thailand), a relatively high and similar proportion of males (at least 80%) and females (at least 90%) reported reading for pleasure. It was also found that males in a majority of the countries were more likely to enjoy reading comic books and newspapers while females in almost every country were more likely to enjoy reading fiction and magazines. The material most frequently read by females was magazines, followed by newspapers and fiction; whereas the order of selection for males was newspapers, magazines and then comic books.

Some research studies have particularly focused on boys' reading habits and attitudes, investigating in particular how best to engage boys in reading. For example, Wicks (1995) used structured interviews to investigate the reading habits and preferences of 60 boys aged 13 to 15 years. He found that, as a hobby, reading came second after watching television. The

boys in the study read for 40 minutes per day on average, and preferred to read mostly in their bedrooms in the evenings. The school library was their main source of books. The author also showed that the genres preferred by boys were fantasy, humour and horror. According to the author, older boys generally choose to read adult books rather than books written for teenagers. Roald Dahl, Terry Pratchett and JRR Tolkien held the first three places as the boys' favourite authors. Respondents' selection in this study of different favourite authors from those mentioned above can be attributed to when the study was conducted. The results of the study were more positive in terms of the reading behaviours and habits of boys, compared to other research studies. For example, in a study by Hall and Coles (1997), boys' reading preferences and their lack of interest in reading were examined. The authors argued that boys in general did not have good male role models who read to them in their primary school years; this was because their literacy teachers were mostly women and their fathers did not show much interest in reading. Therefore, as boys grow older they begin to view reading as an activity for girls and so have negative attitudes towards it. The authors argued that boys voluntarily chose to read some texts (magazines, comics, newspapers), but that these were not considered to be appropriate by many teachers. They concluded that, if teachers viewed the reading interests and preferences of boys more seriously, boys would also be able to develop themselves as critical and discerning readers. However, this does not mean excluding girls' preferences when preparing literacy related activities. Sharing a similar perspective with Hall and Coles (1997), Landt (2013) in her literature-based study suggested that boys might be motivated to read by books containing male characters with whom they could identify. The effects of other people on children's adolescents' reading habits will be discussed in depth in the next section.

### **2.3 The Influences of School and Home Environment**

In this section, the effects of the school and home environments on children's and adolescents' reading behaviours and habits will be discussed. Home and school are two of the most important factors in a child's life in regard to their education and related activities. Stanovich (1986) highlighted the fact that, while their environment influenced readers with good reading skills positively, readers who did not have good reading skills were influenced negatively by their environment, which obstructed them from reading (Clark and Akerman, 2006). People with whom children and adolescents communicate and encounter at school, home and in other places are parents, other close relatives, teachers and peers. Firstly, the

effects of the school environment on children and adolescents' reading habits will be discussed and then the effect of the home environment will be considered.

### **2.3.1 The Influence of School Environment**

School plays an important role in a person's life, not only during the school years, but also afterwards. Schools are the places where children are officially taught literacy and engage in learning literacy and other subjects. Aside from being where literacy is taught, schools also perform a function in helping children acquire the habit of reading, as they are the places where students prefer to read. That is to say, studies show that school is the second most preferred reading location after home. For example, Majid and Tan (2007) found that 22% of children aged 9 to 12 years preferred to read for pleasure in school, but 64% preferred to read at home. Similarly, Clark et al. (2005) found that children aged from 8 to 14 years mentioned school as their second and third most preferred place to read (school library and school lesson respectively) after home. In school, teachers determine the role played by literacy, and so they have the opportunity to promote reading as a habit. Besides teachers, peer groups in the school setting also influence reading habits and preferences amongst the members of a peer group. The effects of these two groups (teachers and peers) on children's and adolescents' reading habits and behaviours will be discussed below under the three subheadings - *The Role of Teachers*, *The Role of Peers* and *The Role of Libraries*.

#### **2.3.1.1 The Role of Teachers**

As discussed above, literacy gives a child the essential skills to meet the requirements in all the other academic subjects, as success and understanding rely on being able to read and write. Teachers have a leading role in providing greater opportunities to improve literacy during the school years. In terms of teaching and learning to read and promoting reading as a habit, teachers have a significant effect on their students, not only as implementers of the curriculum but also as model readers. In most studies which investigate reading habits and the preferences of children and adolescents, there is a discussion of recommendations for teachers to stimulate reading amongst students. This can only provide evidence of the importance of teachers when promoting reading as a leisure time activity amongst students. Some research studies have investigated teachers' and student teachers' own reading habits, their preferred reading materials and those of their students, as well as the reading activities they prefer to use in their classroom. Some research studies have highlighted the importance of teachers engaging students to become capable and enthusiastic readers (see for example,

McKool and Gespass, 2009; Papadima-Sophocleous, 2009; Clark et al. 2008; Bushman, 1997).

McKool and Gespass (2009) investigated the reading habits of 65 teachers from America and observed how their reading habits and attitudes towards reading affected their preferred reading activities as implemented in the classroom. Their questionnaires showed that, while most teachers value reading, only 58% read for more than 10 minutes a day. Conversely, 26% of teachers do not read at all. The data also showed that those teachers who read the most for pleasure were more likely to implement guided reading lessons, use literature circles, offer opportunities for oral comprehension discussions, and encourage students to engage in periods of sustained silent reading, speak about their own personal reading, and recommend other books to students. According to these authors, there was only a small difference between teachers who read for pleasure and those who did not, with regard to what they did to motivate students to read. However, those who read more than 45 minutes a day (11%) did not use extrinsic reinforcement, such as sweets and other prizes to engage students in reading. Including the 11% noted above, 53% of the participants reported that they attempted to motivate students to read with intrinsic reinforcements, such as 'oral discussion' and 'recommending books' strategies. To compare the preferred reading activities of teachers to those of students, it is helpful to examine the work of Clark et al. (2005), in which students reported that designing websites, reading games, helping younger children to read and reading groups were most likely to encourage them to read. Therefore, it is suggested that the activities teachers prefer to use to encourage their students and the activities students find motivate them to read are not the same.

Students and teachers often both cite lack of time as the reason for not reading out of school (see for example, McKool and Gespass, 2009; Majid and Tan, 2007). Students complain about the volume of homework given by teachers. To counter the reasons for not reading for pleasure, the workloads of students could be reduced and their interests taken into account when preparing school reading lists. However, there is a risk in doing this. For example, Papadima-Sophocleous (2009) suggested that a well-established and successful reading project, to motivate students in their leisure time, as has been successful in Italy, would seem like school work if a teacher were in charge of putting it into action, and the project would therefore not be successful. Conversely, Bushman (1997) described a successful classroom as one in which comic books, rap songs and young adult literature are included with assigned

reading lists as well as classics. That is, when students were asked to read materials that captured their interest in assigned reading, they read not only because they have to, but also for enjoyment. Similarly; Hall and Coles (1997) highlighted the fact that teachers should acknowledge students' interests and preferences for specific reading materials and genres, and then bring relevant reading materials into classrooms to motivate and encourage reading. They also pointed out that in primary schools, literacy is mostly taught by female teachers and boys have limited role models who read frequently in school or at home. In secondary schools, when girls seem happy to engage in reading and other literacy activities, boys who want to look different from girls may show negative attitudes to reading. Bearing in mind the findings of Bushman (1997) and Hall and Coles (1997), Gabriel et al. (2012) claimed that magazine reading can help to motivate struggling and reluctant readers. They suggested that even reluctant readers find the passages in a magazine easy to read.

Manuel and Robinson (2003) highlighted the understanding that teachers' beliefs about reading and their value for both genders may be influential in terms of what they do to stimulate their students to read. For example, at a parent information session in a primary school, a male teacher responded to a question from a parent who was concerned about her son's reading and writing by advising her not to worry about boys reading books, continuing that boys are "more interested in doing active things like sport and other physical activity" (p. 67). Such a teacher is unlikely to encourage a reluctant boy to read because he believes that reading is not for boys.

### **2.3.1.2 The Role of Peers**

After leaving the home setting to attend a nursery or school, a child begins to interact with its peer group. The term "peer" in this context refers to someone who is like the child in some way and is also someone they come into contact with on a regular basis. Peers have an important role to play in a person's life, and this affects their opinions and behaviours, in terms of how they are viewed by others in their peer group and what they do and how they do it (Barbour et al., 2007). It is therefore not surprising, then, that peer groups have an effect on reading habits. In this section, peer group influences will be discussed, in particular a study by Howard (2008), which delivers in-depth information about peer influence on reading choices. There have been other research studies highlighting the role of peers in fostering the reading habits and attitudes of children and adolescents; these will be discussed below.



For example, students aged between 11 and 15 years were asked to report their reasons for choosing a particular book to read. Recommendations by peers were a close second preference to those of family members. That is, peers were stated 17 times out of 90, whilst family members were chosen 19 times (Hopper, 2005). Several students in the study reported having read the same book, for example, books by Dave Pelzer, which had been recommended by peers. Hopper suggested that encouraging students to recommend books to each other might encourage them to read more. Hall and Coles (1999) considered peer group influences in reference to negative attitudes to reading among boys. A female participant (aged 14 years) said that she thought boys read when they were on their own but when they were with their friends they disapproved of reading, which was seen as uncool by their friends. Similarly, a male participant (aged 14 years) said that boys ‘think reading is puffy or too girly’ (p. 83-84). In line with Hall and Coles, Millard (1997) claimed that boys did not see themselves as readers because of the common approach to reading as a female activity. In contrast to Hall and Coles (1999) and Millard (1997), Clark et al. (2008) found that, when participants were asked to state what kind of person a reader is, they generally expressed positive traits. Over half of the participants believed that a reader is ‘clever/intelligent’ (57.9%) and ‘someone who will do well in life’ (54.4%). However, 34.6% of the participants stated that readers are ‘geeks/nerds’ and 24.1% of the participants considered readers to be ‘boring’ (p.16). The percentage of negative opinions among participants about readers remained sufficiently high, suggesting that pupils are inhibited from reading, although they gave more positive opinions about readers than negative ones. In other words, the possibility of being seen as a geek/nerd and a boring person by their peers might lead children and adolescents to avoid reading. Clark et al. (2008) also found that two thirds of respondents reported their friends did not encourage them to read, and only a fifth stated that their friends did encourage their reading.

Howard (2008) investigated reading for pleasure and the role played by public libraries in the lives of 68 children aged between 12 and 15 years. Participants were grouped in terms of the frequency of their reading and their opinions regarding peer group influences on their reading choices. Those who read daily were classified as “avid readers”, weekly readers as “occasional readers” and those who did not like reading, had no time for reading and did not read for pleasure, as “reluctant readers”. Participants who rated friends as a “very important influence” or “some influence” were classified as “communal readers”, and those who rated friends as “no influence” as “solitary readers”. The author then separated “communal

readers” into two subcategories, which were “social communal readers”, which are those who seek encouragement and support for their reading from immediate friends, and “detached communal readers” who seek encouragement and support for reading from peers outside their immediate group of friends. The author mainly focussed on the level of peer group influences on “avid readers” (read on a daily basis) in the study. It was found that “avid readers” were mainly female readers (7 males and 31 females in total), and that “avid social communal readers”, as the first group examined, consisted almost entirely of female participants (only one male participant in this subgroup). This group of participants wanted to read the same materials as their peers, so as not to be isolated among their peer group. They chose their reading materials in response to face-to-face recommendations and did not use library catalogues or the Internet to select reading materials. They preferred to read popular series, such as *The Gossip girls* by Cecily von Ziegesar, *Madison Finn* by Laura Dower and *The Clique* by Lisi Harrison; they also reported that they liked to share their reading materials with their friends.

The second group examined, “avid detached communal readers”, considered themselves more serious readers than the “avid social communal readers” and were trendsetters in terms of selection of reading materials within their peer groups. They did not like to receive reading recommendations from their immediate friends and adults, but conversely liked to recommend reading materials to others. They considered reading recommendations from friends as an unwanted pressure and, potentially, even a danger to their friendship. However, they tended to use social networking websites to give and accept recommendations as to what to read.

The final group examined, “avid solitary readers”, reported “no peer influence” on their reading choices, because they did not require peer support and did not have any friends who read. For the author, in line with Millard (1997), boys’ may be solitary readers due to the common belief that reading is not a leisure time activity for boys. Additionally, the females in the group reported that they had no friends who read, but that they would want to be supported in reading by their friends if they did. As can be seen from the above, children and adolescents are influenced by their peer groups in terms of their attitudes to reading. Students value what their peers think about their reading and develop opinions about reading according to their peer groups.

### **2.3.1.3 The Role of Libraries**

The majority of research studies aiming to investigate the reading habits of children and young people have explored the use of libraries (public, school or classroom) and their influence on their reading habits. In reference to the importance of libraries on an individual's reading journey, the findings of studies related to libraries will be discussed separately, in this section.

Several studies have revealed that the library (public and school) is one of the main places in which students obtain reading materials (Hughes-Hassell and Rodge, 2007; Smith and Day, 2013; Wicks, 1995; Ogeyik and Akyay, 2009), and one of their preferred reading locations (Clark et al., 2005; Clark and Foster, 2005; Gonen et al., 2004). In addition to these studies, there have been additional studies that concentrated on the association between libraries and reading habits.

For example, Miller et al. (2013) investigated the role of libraries in people's lives by concentrating on the public library experiences of 2,252 Americans, aged 16 and above, surveying them and interviewing 584 parents with children under 18 years old. They found that 84% of parents reported that libraries were either very or somewhat important for them and their families. They also found that the parents of children under 18 years old were more likely to report that libraries were very important, than those who had no children or no children under 18 years of age. Parents who thought that libraries were important reported that they assisted their children's love of reading (84%), provided reading materials and other resources for their children (81%) and that they were a safe place for children (71%). They also found that the parents of children under 18 years were more likely to use library services and were more frequent visitors to libraries than those who had no children, or no children under 18 years of age; mothers were more likely than fathers to engage with libraries. Of parents, 70% reported that their children had visited a public library in the past year. Of those children who had visited a public library, 87% had borrowed books, 55% had used them as a place to do school work and 46% had borrowed DVDs or CDs.

Vakkari and Serola (2012) surveyed 1000 Finnish adolescents and adults (ages ranging from 15-79 years) regarding how they had benefited from public libraries. They determined 22 possible benefits of library use and then grouped these into three categories to analyse the data more elaborately; 'everyday activities', 'cultural interests' and 'career'. The participants

were mostly found to use libraries to read fiction (70%), to read non-fiction (67%) and for self-education during their leisure time (59%). All three were in the 'cultural interests' category. Public libraries benefited females more than males in terms of cultural interests. That is, females were more likely to use public libraries to read fiction and non-fiction and for self-education. Participants who are more educated reported benefits from public libraries as more related to their cultural interests and careers, while lesser educated participants benefited more from libraries in their everyday activities. Younger participants were more likely to report benefits from public libraries according to their cultural interests than older participants.

Clark (2010) investigated the associations between the school library use of 17,089 students aged 8 to 16 years and their reading habits and reading attainment, using the same data as Clark and Hawkins (2010). They found that 68.7% of students used the school library, and that female students were more likely than males to use the school library (70.8% and 66.5% respectively). In addition, school library use decreased as the age of students increased. The most popular reason for visiting the school library was that "it has books that interest them" (56%), followed by "it is a friendly space (50%) and some students thought "it helps them to do better at school (47%). Those students who did not use the school library (28.1%) stated that this was because "it does not have books that interest them" (32%) and "their friends do not go" (29%). Clark found that library users were more than twice as likely as non-users to state that they enjoyed reading either very much or quite a lot (68.9% and 31.2% respectively). Clark found a positive association between levels of reading attainment and school library use, which was that 64.1% of school library non-users read below the expected level for their age, whereas the proportion of school library users in the same situation was 35.9%.

Clark and Hawkins (2011) explored the relationship between public library use among students and their reading habits, as well as their attitudes to reading and their reading enjoyment, by using the same data as that presented by Clark and Hawkins (2010). They found that 47.8% of students did not visit public libraries at all and that students' public library use decreased as the age of the students increased. The most commonly selected reasons for not going to public libraries were: their family members did not go (52.2%), their friends did not go (40.2%) and that the public libraries did not have interesting reading materials (39.4%). The authors concluded that boys were more negative about libraries and

more influenced by their friends' behaviour in terms of library use. It was found that those students who used public libraries went there because "it has interesting reading materials" (51.5%), "it is a friendly space" (39.5%), "it has computers" (39.0%) and "it makes them better at school" (38.2%). All the reasons listed for visiting public libraries were chosen more frequently by females, with the exception that more males used public libraries because their friends did so. Those students who used public libraries were more likely to enjoy reading, receive parental encouragement to read and have positive attitudes to reading than those who did not use public libraries.

Bhatt (2010) explored the influence of public library use in America, evaluating reading and television viewing habits and academic outcomes, using data from the CPS (Current Population Survey, October 2002), ATUS (American Time Use Survey, 2003 and 2004) and NHES (National Household Education Survey, 1996). Bhatt found that library users read for approximately 27 minutes longer and watch 59 minutes less TV per day than non-library users. Proximity to a public library resulted in more frequent use than distance, and the author of the study also found that library use positively affected homework completion by primary and secondary school students, and was a factor in a reduction in misbehaviour.

Loyland and Ringstad (2011) investigated the borrowing demands at local public libraries in Sweden using data collected by three different institutions: the Swedish Arts Council, Statistics Sweden and the Swedish National Rural Agency. It was found that the availability of new books in the library, mobile library units and opening hours, all had a significant positive influence on borrowing and demand for books. The reasons behind the positive effects of these factors on borrowing demand were argued to be the availability of mobile library units and longer opening hours.

Erdamar and Demirel (2009) investigated the library use habits of 406 student teachers in Turkey by surveying them. It was found that those students who visited the university library once a week (34.7%) formed the largest group, followed by those who visited it once a month (29.3%). Of those who visited the library, the most frequently reported reason for going to the library was to undertake research (90.4%), followed by the provision of a quiet place to study (47.3%). As a consequence of this finding, the majority of students (60.1%) reported that their frequency when borrowing books from the library depended on their research needs. It was found that, although students were not negative about enjoying spending their spare time

in the library, the majority (61.5%), contradictorily, did not enjoy spending their spare time there. They found that 53.7% of students did not ask for help from the librarians and another 32.3% did not state their opinions. The authors also claimed the students' main reason for not asking for help from librarians were that they were often found to be cold and indifferent when asked for help. The authors suggested that the librarians should be trained in human relations and communication.

### **2.3.2 The Influence of Home Environment**

Parents, sisters, brothers and other relatives had an influence on children's reading habits in the home setting. The effects of the family and home environment on reading attainment and on the reading habits of children and adolescents have been investigated from various aspects: parental education, parental encouragement, parents' socio-economic status, parents' own reading habits, reading materials available at home, literacy activities at home, televisions and computers at home (see for example, Greaney, 1986; Millard, 1997; Flora and Flora, 1999; Hall and Coles, 1999; Raeymaeckers, 2002; Love and Hamston, 2003; Dungworth et al., 2004; Hopper, 2005; Clark and Akerman, 2006; Johnsson-Smaragdi and Jonsson, 2006; Majid and Tan, 2007; Clark et al., 2008; van Ours, 2008; Clark and Hawkins, 2010). These aspects will be investigated in depth under the following sub-headings: *The Role of Parents* and *Reading Materials and Electronic Resources at Home*.

#### **2.3.2.1 The Role of Parents**

Children are mentally ready to learn long before they go to school. They start to learn from the people surrounding them, particularly from their parents (Kloosterman et al., 2010). Parents have a great influence on their children's achievement in school. Unofficial education for children, provided by parents or other members of the family prepares them for school tasks when they start their formal education. Parents also have an impact on their children in terms of becoming a capable reader and adopting reading as a leisure time activity. For example, in a literature based study Greaney (1986) suggests that verbal interaction with a child in the early years, and having educated parents, parents who are regular readers, easy access to reading materials at home and provision of opportunities to read, as well as being read to aloud, helps children enhance their reading skills and read more regularly. Parental influence on reading and reading habits during the early years and primary school years is also argued to be replaced with peer influence in the later years. In line with the findings of Greaney (1986), Hyunjoon (2008) found that positive parental attitudes toward reading, early

home literacy activities, and having access to a large number of books at home had a positive influence on children's reading performance.

Millard (1997) asked participants to state who in the family read the most. Boys placed their mothers first and notably cited 'nobody' in second place, followed by their sisters. This is notable because girls cited the answer 'nobody' in fifth place, at approximately 5%, which was significantly lower than the percentage of boys (20%) who gave the same answer. Girls placed themselves first as the most frequent readers in the family, followed by their mothers and sisters respectively. The analysis here suggests reading is an activity closely connected to female members of the family. Similarly, Clark and Hawkins (2010) investigated home and parental involvement in children's and adolescents' reading in 2009, surveying 17,089 participating pupils aged 8 to 16 years from 112 schools in the UK. They found that, when participants were asked to state whether their parents spend a lot of time reading, a greater percentage of those chose the answer 'yes, a lot' in relation to their mothers than did so in relation to their fathers (43.4% and 28.1% respectively). They also reported that young people who saw their fathers or mothers reading were more likely to enjoy reading 'either very much or quite a lot'.

In a comparison of surveys from 2005 (Clark and Foster) and 2009 (Clark and Hawkins), it was found that the percentages of mothers and fathers who were seen to read a lot in 2009 had slightly increased, compared to the findings of the 2005 survey (rising from 39.2% to 43.4% for mothers and from 26.0% to 28.1% for fathers). In a different study, Clark et al. (2005) found that 72% of 1512 pupils from primary, middle and secondary schools in England preferred to read and discuss reading with their mothers, while 51% of them preferred their fathers as "reading partners" (p.38-39). There are gender differences in terms of preferred reading partners, in that girls were more likely to state their mothers as preferred reading partners, while boys were more likely to state their fathers as preferred reading partners. This may be due to the fact that they have similar reading interests with family members of the same gender. Supporting the findings of Clark et al. (2005), Mullan (2010) found, in his study, in which data is based on a United Kingdom Time Use Survey (UKTUS) conducted in 2000-2001, that, while girls were more likely to read more if they saw their mothers reading, boys were more likely to read more if they saw their fathers reading. Having found the positive impact of fathers who read on their sons' reading, the author suggested that, if boys see their fathers reading regularly, their attitudes toward reading might change

positively. It was found that parents who had a university degree were more likely to read than those who did not, and also that children whose parents had a university degree were more likely to read than those whose parents did not. Reading near a young person was found to have a positive impact, therefore, parents who had a degree were more likely to spend time reading near a young person. Van Ours (2008) investigated the influence of education on parents from different aspects in reference to their children's reading and found that the education of parents had no effect on the regular reading of fiction by girls. The father's education was also found to have positively affected comic book reading by daughters. That is to say, girls whose fathers had a degree were more likely to read comic books than those whose fathers did not.

Smith and Day (2013) also investigated the influence of parental education on children's reading habits. They used parental education level as an indicator of socio-economic status, and found that students whose mother and father did not have a high school diploma were less likely to buy books and magazines, were read by their parents and visited a library with their parents when they were young and saw their mother and father reading than those whose mother and father had a high school, college diploma or above. Wollscheid (2013) concentrated on the influence of parents' reading habits, parents' interaction with children and parents' education on the reading habits of their children (10-19 years of age in the study). She found that all three variables had a positive influence on the reading habits of children, but that parents' reading habits had a stronger influence compared to the other two variables.

Another factor worthy of investigation is parental encouragement, which is also influential in terms of children's reading behaviours and habits. Clark and Hawkins (2010) found that 83.3% of all participants (17,089 students) stated that they received at least some encouragement to read from their mothers. In contrast, 69.0% of participants said that their fathers encouraged them to read to some degree. They also found that more than half of young people who received a large amount of encouragement to read from their mothers (64.7%) or fathers (66.4%) stated that they enjoyed reading either very much or quite a lot, compared with young people who did not receive any encouragement to read from either their mother (37.2%) or their father (39.5%). Over twice as many young people (43.8%) who received a lot of encouragement to read from their mothers said that they read outside of class every day; this is compared with young people (17.2%) who did not receive any



encouragement to read from their mothers. In addition, they found that young people who had parental encouragement to read were, to some degree, likely to have more positive attitudes toward reading than those who were not encouraged by parents. For example, those who were encouraged by parents to read were more likely to agree with statements such as: 'reading is either very important or important to succeed in life', 'reading helps me find what I need/want to know' and 'I like going to the library', compared to those who did not receive parental encouragement. Parental encouragement can take different forms; reading aloud to children at an early age, listening to them read, taking them to libraries and book shops, buying books or other reading materials they are interested in as a gift, providing comfortable reading places at home, or rewarding them with money or something else for reading. Considering these techniques, Flora and Flora (1999) found that receiving money from parents for reading increased the amount of reading by half among participants (49%).

Parental encouragement and enforcement of reading might not always have a positive impact on children. Forcing children to read or to read what their parents want them to read might result in a resistance to reading. Love and Hamston (2003) mentioned that children wanted to satisfy their immediate, pragmatic needs for reading and when choosing their reading materials; in contrast, parents wanted them to read materials with long term values. A 15 year old participant in the study stated that his mother had forced him to read novels and newspapers and brought a newspaper home every day but that he only read the sports section. He also stated he had to read for one hour if he wanted to get to use the computer at home. Another 15 year old participant stated that he recognised the value of reading a variety of print and electronically-based texts, in particular those his father valued, but he also preferred to read materials which were relaxing and valued by his friends. Love and Hamston concluded that young boys were unable to recognise the long term benefits of print-based leisure reading, although this was valued by parents. Many young boys were interested in reading materials that satisfied their "immediate, pragmatic and social needs related to who they are now" (p.173). That is to say, ignoring children and adolescents' preferred reading materials could result in alienating them from reading and other school oriented texts. This is contrary to the statements of participants in Love and Hamston's study (2003) that recommendations from parents and other family members are highly influential factors on young people's book choices (Hopper, 2005). It might, therefore, be said that some young people value what their parents and other family members recommend that they read, although some young people want to be able to choose to read whatever they want.

The socio-economic background of the family is another factor researchers often take into consideration when investigating the reading habits of children and adolescents. Having free school meals (FSM) is used as an indicator of low income families in some studies. For example, Clark and Foster (2005) found that a higher percentage of children who received FSM stated that they did not enjoy reading at all, compared to their peers who did not receive FSM (14.7% and 10.7% respectively). In addition to enjoying reading more, a higher percentage of those pupils who did not receive FSMs stated that they read outside school daily or most days. In contrast, a higher percentage of those pupils who received FSMs stated that they 'never' or 'almost never' read outside school. They also found that a lower percentage of pupils receiving FSMs than pupils not receiving FSMs had computer access (82% compared to 93%), books of their own (83% compared to 90%), or access to a daily newspaper (63% compared to 73%) and magazines (79% compared to 86%). While 48% of pupils who received FSMs chose the statement that 'reading will help me get a job', 42% of pupils who did not receive FSMs chose this statement. In addition, it was found that a greater percentage of pupils not in receipt of FSMs preferred to read magazines and fiction (78% and 53.2% respectively) compared to those with FSMs (70.6% and 40.8% respectively).

Johnsson-Smaragdi and Jonsson (2006) grouped participants according to their families' socio-economic status (SES). Using two groupings ('low SES', including working class and lower professionals, and 'high SES' including middle and higher professionals and academics), they found that the high SES group was more likely to read more books and over a longer time than the low SES group. In addition, they found that teenage boys (15-16 years old) from low SES groups represented the highest percentage of non-readers in almost every time period measured, except 1985 (time periods which were measured: 1976, 1978, 1980, 1985, 1990, 1994, 1998 and 2002). Another significant result from the study was that the smallest non-reader group were teenage boys of high socio-economic status across all time periods. That is to say, the socio-economic background of families did not have as strong an impact on reading as gender. Similarly, Hall and Coles (1999) categorised participants as A, B, C1, C2 or D/E according to their socio-economic status, from the most advantaged groups to the least advantaged group respectively. They found that when the participants were asked about having read a book in the month prior to the survey, 87.6% of participants of group A responded 'Yes'. Although the percentages answering 'Yes' was high in all groups, the percentages answering 'Yes' decreased in each group starting with 87.6% followed by 84.3%, 78.2%, 77.0%, 75.9% respectively.

### **2.3.2.2 Reading Materials and Electronic Resources at Home**

The availability of reading materials at home (not only books, but also newspapers and magazines) may affect the reading habits of children and adolescents. Reading habits and attitudes to reading may also be affected by opportunities to access electronic resources, such as a television, computer or the Internet, at home. The influences of these factors on the reading habits of young people will be discussed in depth in this section.

Visual and ICT media are often considered a threat to reading in regard to the time spent using them. They are also accused of distracting children from books by offering them more approachable alternatives (Johnsson-Smaragdi and Jonsson, 2006). The opinion regarding displacement of reading activity by viewing is advocated by supporters because of their functional similarity as a leisure time activity (Raeymaeckers, 2002). Van Ours (2008) found that having a number of books and a computer at home had a positive influence on fiction reading among 15 years old pupils, while the number of televisions at home had a negative influence. That is, pupils who had access to more books at home were more likely to read fiction than those who had fewer books at home comparatively. In addition, participants who had more than one television at home tended to read fiction books less frequently than those who had one television at most. It was suggested that, if there is only one television at home and parents want to watch programmes that the children do not want to watch, the children may turn to books instead. In relation to number of books at home, Hyunjoon (2008) found that (based on data from PIRLS), having a large number of books at home had a positive effect on the reading performance of children. Although there were some exceptions, the number of books at home was highly related to the economic level of countries (the higher economic level the larger number of books at home). This leads a conclusion that children in countries that were economically developed were more likely to have positive attitudes towards reading than those who lived in less economically developed countries.

In their online survey, Clark and Hawkins (2010) found that 84.5% of participants (17,089 participants aged 8 to 16 years taken from 112 schools in England, Northern Ireland, Scotland and Wales) had access to a computer at home and 77.4% of participants had their own desks. When asked to state the reading materials available to them at home, 72.6% of the participants stated that they had their own books, while 64.3% had newspapers and 66.7% had magazines at their disposal at home. When exploring the relationship between resources at home and reading enjoyment, it was found that more than twice as many young people

who had their own books (than those who did not have books of their own), enjoyed reading, either very much or quite a lot (59.0% compared to 27.5%). In addition, it was found that participants who had their own books were twice as likely to state that they read every day outside of school, compared to those who did not have books of their own at home (38.7% and 18.0% respectively). Having access to computers, magazines and newspapers and having their own desks had a positive, but limited, influence on the reading enjoyment of participants. Ownership of books affected reading enjoyment significantly in a positive way. It was also found that those participants who did not have a desk and books of their own, and those who did not have access to magazines and newspapers, were more likely to have negative attitudes to reading than those who did. Once again, the most influential factor on the attitudes of young people as regards reading was to have their own books. That is to say, only half as many participants who had their own books compared to those who did not have their own books agreed with the statement: 'reading is more for girls than boys', 'reading is hard', 'I cannot find anything to read that interests me', 'I only read when I have to and I do not read as well as other pupils in my class'. In addition, 11.8% of those who had their own books agreed that "reading is boring", while 39.9% of those who did not have their own books at home agreed with this statement.

In relation to the availability of newspapers at home, Raeymaeckers (2002) found that participants with access to newspapers at home several days a week read 12 minutes per day on average, while those who had newspapers available less than once a week read 4 minutes per day on average. It can be seen that average newspaper reading times increased three fold in response to the availability of newspapers at home. It was also found that while participants spent 130 minutes per day on average viewing television, they also spent an average 21 minutes per day reading books and 25 minutes per day reading magazines. The amount of time devoted to viewing television was significantly higher than that for reading.

Similarly, Dungworth et al. (2004) found that 32% of male participants (Year 5 – 9 and 10 years old) and 38% of female participants claimed to watch television for "about two hours" and 18% of the male participants and 13% of the female participants claimed to watch for "3-4 hours" on a school day. To compare their television viewing habits with their reading of storybooks, 51% of the sample stated that they read daily, 35% of participants stated that they read just a few times a week, and another 9% reportedly read about once a week. It can be understood from this comparison that, although the participants watched television every day

for varying lengths of time, only half read storybooks daily. Similarly, Johnsson-Smaragdi and Jonsson (2006) found that children and adolescents in Sweden spent more time watching television than reading. However, the authors were unable to find a direct relationship between the amount of time that children and adolescents spent reading books and the amount of time they spent watching television. According to them, reading books and watching television or using ICT media were not interchangeable activities. That is to say, reducing the amount of time watching television would not necessarily result in an increased amount of time being spent on reading.

## **2.4 Regional and School Type Related Differences**

The influence of the region where the students lived and their school type (science, technical and vocational, religious, general) on reading habits of students are two factors which this study intends to investigate. It is noteworthy that the relationship between these two factors and the reading habits of students has not been widely studied previously. Research studies have generally concentrated on the reading habits of young people in terms of where young people lived (see for example, Hughes-Hassell and Rodge, 2007; Loan, 2011) and which type of school the young people attended (see for example, Bas, 2012; Sharma, 2013), as will be discussed in this section.

Loan (2011) investigated 676 college students from different departments who studied at colleges in rural and urban areas in India. He aimed to study the differences between rural and urban college students' reading attitudes, preferences and purposes. He found that the average time rural students spent reading each day was 1.91 hours, while the figure was 2.02 hours for urban students. It was also found that the parents of urban students played a more active role in the process of developing the reading habits of their children, compared to those of rural students. While 33.5% of urban students reported getting their parents' help to develop their reading habits, 24.2% of the rural students reported the same thing. A small proportion of both urban and rural students preferred to read in libraries (12.3% and 9.7% respectively). The majority of the students in both groups read for education and information seeking (82.0% for urban and 85.3% for rural), and only a small proportion read for pleasure (13.3% for urban and 9.7% for rural). It was concluded that there was a more developed reading culture among urban college students than those in rural areas.

Hughes-Hassell and Rodge (2007) investigated the leisure reading habits of 584 minority middle school students (10-15 years age range) in urban areas in the USA by applying a questionnaire with 20 questions and concentrating on preferred reading times, reading materials, their reasons for reading, where they obtained their reading material and who encouraged them to read. They found that the four most common reasons for reading were 'for fun' (58%), 'to learn something/it's educational' (48%), 'it's relaxing' (47%) and 'because I'm bored' (46%). These findings are inconsistent with those of Loan (2011), which stated that just 11.4% of students read for pleasure. It can be seen from Hughes-Hassell and Rodge's research, that reading was perceived as a relaxing, leisure time activity by most students. They found that the most preferred reading materials of the students were magazines (72%) followed by comics (44%) and the Internet (37%). Reading books for pleasure came in fourth place (30%). The participants mostly enjoyed reading about celebrities (56%) and sports figures (43%) and people/characters like themselves (43%). It was also found that students mostly obtained reading materials from libraries (school library, 71% and public library, 53%). The students were also mainly encouraged to read by their parents (70%) and teachers (63%).

In another study, the leisure time activities of 100 young people (11-15 years age range) in a rural area of Poland (a village in this case) were investigated via a questionnaire (Matyjas, 2010). It was found that the most popular leisure time activity was watching TV (73 mentions), followed by meeting friends (67) and then listening to music (62). Only 38 of the participants reported spending their leisure time reading. Matyjas claimed that parents had the greatest impact on their children's leisure time activities. As parents preferred doing passive activities to reading, such as watching TV in their free time, their habits were transferred to their children.

To measure the effect of school type on the reading attitudes of students, Bas (2012) investigated the reading attitudes of 426 high school students in Turkey according to gender, grade level, school type, parents' education and family income variables. To collect the data, Bas used an 'Attitude Scale Towards Reading' designed by Gomleksiz (2004). This is a Likert type rating scale, containing 30 positive and negative statements about reading. Bas found that the students in science and Anatolian high schools had more positive attitudes towards reading than their counterparts at the vocational and technical high schools. Unal (2010) explored the reading attitudes of 746 fourth and fifth grade elementary school students

according to gender, school type, regularity of reading habits and parents' occupation variables, using a Likert type rating scale comprised of 12 statements about reading. He found that, although all the students had positive attitudes towards reading, those students in schools with poor educational facilities and equipment showed less positive attitudes to reading than those in other schools.

Sharma (2013) compared the home reading habits of 300 higher secondary school students at arts and science departments in India. She concentrated on how often each week the students were reading, and whether textbooks, fiction, non-fiction, magazines, newspapers or the Internet. Sharma found that students in both groups read textbooks and magazines with similar frequencies. The highest proportion of students reading textbooks reported doing so four days a week in both groups (21%). However, the science students were more frequent readers of fiction, non-fiction, newspapers and the Internet than those in arts departments. She found that students who did not read any of the listed reading materials at all in both groups came from rural areas where there were a lack of reading materials and reading opportunities. On the other hand, those students who read listed reading materials daily came from urban areas where reading materials and reading facilities were more readily available.

## **2.5 When, where and why do children and adolescents read?**

Children and adolescents' preferred reading times and places, and their reasons for reading have been investigated in numerous research studies. The five most relevant are discussed below. For example, Wicks (1995) found that 'evenings' were when his participants (13-15 years old boys) most commonly read (20%), followed by 'before sleeping' (19.7%) and 'holidays' (19.3%). The author argued that reading can be considered a private activity, implemented mostly at home, particularly in the bedroom. Aside from reading for their teachers, the boys read to occupy their time, for enjoyment or relaxation and for self-improvement. Moyer (2007) surveyed 62 adult public library patrons and found that nearly all the participants either read fiction because 'it is fun' (98%), 'it is an enjoyable part of their life' (96%) or 'it is a pleasant hobby' (95%).

Dungworth et al. (2004) asked participants to consider why they read. The most popular reasons for reading that they were given were: 'reading is enjoyable', 'reading makes them rested', 'reading makes them relaxed before going to sleep'. The next most popular reason

was that reading gave them the opportunity to explore other people's stories. Some considered reading as an alternative means of filling in time, while others read for educational purposes. Reading for educational purposes was unpopular amongst the participants, although in contrast, Majid and Tan (2007) found that children (in Singapore), of a similar age group to those in Dungworth et al.'s study, read in their leisure time mostly for academically related reasons, such as attaining better grades, and improving their language skills (62.0% and 61.4% respectively). Reading for relaxation or enjoyment was in fourth place at 41.4%. The difference between two studies may be due to cultural perceptions of reading in Singapore and the UK. In line with Wicks' findings, Majid and Tan (2007) found that the majority of children preferred to read at home (64%), followed by school at 22%. In line with the findings of Dungworth et al., Smith and Day (2013) observed that reading was perceived by students as a relaxing and enjoyable activity. The most common reason that the participants gave for reading was for enjoyment (46.1%), followed by relaxation (38.2%) and excitement (34.3%). They also found that the greatest proportion of participants preferred to read at night (46.7%), followed by after school (21.6%) and in the summer vacation (9.8%).

Clark and Foster (2005) found that the most preferred reading place at home was the bedroom (73.6%), followed by the lounge (50.1%); the most preferred reading place at school was the classroom (61.6%); and the most preferred reading place in the community was on transport (39.1%), followed by the town library (26.9%). They also found that young people read mostly because 'it's a skill for life' (51.6%), 'helps them find what they want' (46.8%) and 'it's fun' (46.1%). A notable percentage of young people (42.6%) considered reading pragmatically. That is, they read because reading 'helps them get a job' while 21.9% of young people stated that they were obliged to read, stating, because 'they have to'. Similarly, Clark et al. (2005) asked pupils where they read and found that 83.3% of pupils read at home, 30.1% read in school during lessons and 22.9% read in the school library.

## **2.6 The Issue of Reading Habits in the Turkish Context**

Research studies were carried out to investigate the reading habits Turkish primary, secondary and university students (see for example, Yilmaz, 2006; Oguz et al., 2009; Ogeyik and Akyay, 2009; Ayyildiz et al., 2005; Karasahin, 2009). However, most studies related to this issue focus on teachers and future teachers' reading habits, because of their influence on pupils when cultivating reading as a habit as they become teachers. For example, Karasahin



(2009) explored the reading habits of 4,038 teachers working in state schools from all over Turkey. He found that only 18.0% of teachers thought that they read enough, and that teachers read to learn new things (72.4%) and improve themselves professionally (64.6%) and that mostly they read because of lack of time and lack of money. Their most preferred reading material was the newspaper followed by books and online newspapers. Ozdemir (2004) found that only 16.0% of academics read non-academic materials. He also found that the proportion of those who read 1-2 books a month was 72.0% and those who read non-academic books preferred to read novels (31.4%) and popular books (16.3%).

Oguz et al. (2009) conducted an exploration of the reading habits of future elementary school teachers. They surveyed 403 teacher candidates from the education departments at seven universities, located in all seven regions of Turkey. The study evaluated the reading habits of participants according to the standards determined by the American Library Association (ALA). Those who read fewer than five books per year were classified as *seldom readers*, those who read between six and twenty books in total per year were classified as *moderate readers* and those who read more than twenty books in total per year were termed *constant readers* (p.142). According to the study, 46.1% of participants did not read (non-readers) or hardly ever read (seldom readers) and there were no significant gender differences in terms of the number books read per year. It was found that the percentage of moderate readers was 43.2%, and that they formed the largest group amongst the participants. When the participants were asked to give a reason for not reading, 56.6% of them stated lack of time as a reason. It was also noted that the participants' favourite reading materials were novels. The authors concluded that the participants did not have suitable reading habits considering the role they play in encouraging students to read.

In a study by Yilmaz (2006), the reading habits and attitudes of 1,020 elementary school teacher candidates were investigated and it was demonstrated that teacher candidates at the Elementary Education Department in Canakkale 18 Mart University spent more of their time watching TV than reading. That is, on average they spent 1-2 hours a day reading but 3-4 hours a day watching TV. It was also shown that there were no significant differences between males and females in terms of their frequency and quantity of reading. The study also used the standards of ALA to determine the levels and reading habits of participants. According to these standards, 64.1% of participants can be described as *moderate readers* (6-20 books a year). It was also found that just 20.6% of participants can be described as *constant readers* (above 20 books a

year). According to researchers, this rate would be higher amongst future teachers, who are expected to be good models for pupils as regards their acquisition of reading habits. To compare this study with that by Oguz et al. (2009), the study showed 64.1% of participants were moderate readers, compared to 43.2%. The author found that those participants who read more books each year were also more likely to visit the university library than others, but most teacher candidates (no percentage or number was given) stated that the university library was not adequately stocked with books and reading options. The author noted that the percentage of constant readers amongst future classroom teachers was relatively low when we consider them as potential role models for their future students.

Ayyildiz et al. (2005) investigated the reading preferences and attitudes of 227 Turkish language teacher candidates at Abant Izzet Baysal University. The most preferred reading material was fiction books (novels, story books), selected by 70.9%, compared to poetry at 25.0%. Only 21.6% of the participants chose to read every day as a leisure time activity. When participants were asked why they read, 59.5% of them said they read in order to learn something. This percentage was relatively high, according to the authors, when compared to the percentage of those (46.2%) who read for fun. When asked where they got the books they read, 63% of those chose the option 'I usually buy the books I read', but the percentage of those who get their books from a library was low at just 11.9%.

Ogeyik and Akyay (2009) investigated the reading habits and reading preferences of 187 teacher candidates in foreign language departments (German and English Teaching) at Trakya University. They found that 73.8% of the participants commented that they enjoy reading in their leisure time. Similar to Ayyildiz et al. (2005), the authors found that 58.3% of the participants stated that they buy the books that they read. However, the percentage of respondents borrowing books from a library was higher (49.2%) than that found in Ayyildiz et al. (2005), which was 11.9%. The favourite reading material was novels and short stories, the same as in Oguz et al. (2009) and Ayyildiz et al. (2005). It was also found that a great percentage of participants stated that they like reading newspapers (95.2%). The authors found that the participants had positive attitudes to reading. For example, they believed that 'reading enhances our mental capacity' (98.9%), 'reading opens the door of unknown world' (98.9%), 'reading positively affects my success in exams' (93.6%). To compare this with the findings of Ayyildiz et al. (2005), Ogeyik and Akyay (2009) reported that 89.8% of participants read for

learning and 63.6% read for pleasure; while the percentages were 59.5% and 46.2% respectively in Ayyildiz et al. (2005).

The studies reviewed so far concentrate on the reading habits of teachers and teacher candidates but some research studies investigate the reading habits of university students from other departments, rather than just those from schools of education (see for example, Odabas et al., 2008; Arici, 2008b; Arici, 2009; Yilmaz et al., 2009). The proposed study will investigate the reading habits of high school students, but understanding the reading habits of former high school students will also help to inform the research in terms of showing the current situation in Turkey about the reading habits of young adults.

Odabas et al. (2008) investigated the reading habits of 304 undergraduate students at Ankara University (an equal representation of first grade and fourth grade students). One hundred and fifty-three female and 151 male students participated in the research; 46.1% of participants read between 1 and 5 books a year and 4.6% of participants did not read any books. When participants were asked to state the amount of time they spent reading each day, it was seen that 30-60 minutes came first at 37.5%. The authors also investigated the home influence on the reading habits of participants and found that the educational level of parents was influential on the number of books read each year. That is, the number of books the children read rose when parents' educational level was higher. The group who read 1-5 books a year were more likely to have parents with elementary and secondary school diplomas, but the group who read 6-11 books a year were more likely to have parents with an undergraduate diploma. The study also found that a significant percentage of participants seldom visited a library (63.8%). Only 3.3% of the participants go to a library every day. The female participants were keen to use libraries, but the difference between males and females was not significant in relation to library use. When asked to state the number of books borrowed from libraries, the most preferred amount stated was 0-3 books at 72.7%. The authors concluded that the participants in the study did not read the levels expected of university students, and that the library use of the participants was insufficient.

Yilmaz et al. (2009) investigated the time 104 fourth grade undergraduate students spent reading during their leisure time by (finalists) at Hacettepe and Bilkent Universities. Their participants were drawn from the Medical, Art & Design and Architecture Faculties and explored the effects of subject areas on reading habits. It was found that those who do not read at all comprised the

largest group, at 48.1%, and there was none of the Medical School students at Hacettepe University read two books or more a month. Meanwhile, the largest group amongst Bilkent University students was made up of those who read one book or fewer in two months, at 48.1%. When they were asked why they read, it was found that the students at both universities read mostly for academic related reasons (academic purposes, 56.7% and getting information, 52.9%). The percentage of those who read for pleasure was 43.3%. The authors also found that the students at Bilkent University were most likely to read literary works (novel, poetry, story books) (at 61.5%) and the students at Hacettepe University (medical school) were mostly like to read books about history, politics, economy and education at 69.2%. The most preferred choice of where to obtain books was 'buying' them from students at both universities (85.6%). Reading a newspaper on a daily basis was quite common amongst students at Bilkent University (48.1%), compared to those at Hacettepe University (19.2%). The authors found that 53.8% and 46.2% of Hacettepe University students went to a library "every day" and "once every few days" respectively, but they also found that these students mostly visited libraries to study. The authors also suggested that university libraries should organise seminars and panels to encourage their students to read and should stock reading materials to appeal to the students' interests.

Arici (2008b) investigated the reasons why university students do not like reading. Following a survey of 110 university students, he found out that 23 students stated that they did not like reading. He then conducted interviews with these students to explore their reasons for disliking reading, making some suggestions regarding how to encourage people to enjoy reading. He found that students who do not like reading commented that 'they do not have time because of heavy school work and exams', 'reading books is boring', they could not find books that they were interested in, they preferred reading newspapers and magazines and that they favoured watching TV and surfing on the Internet over reading books. He also found that these students stated that they did not have access to interesting reading materials at home and did not talk about reading with their families. These students also thought that reading should be attained as a habit during childhood and so were not immersed in reading as children. However, some expressed that they did not like reading because they had been forced to read during childhood. The author suggests that parents and teachers would be good role models for children, encouraging them to read a wide range of books both at home and in school.

Arici (2009) investigated the other side of the issue. He first surveyed 125 university students, conducting interviews with 9 students; from those who stated that they liked reading, he aimed

to explore why they liked to read by taking into account their relationships with their family members and peers. When they were asked how they felt about reading, they all stated the following; ‘books make my soul mature, I discover myself through reading books, reading makes me feel relaxed’. Most of them commented that they had begun to read at an early age (unfortunately no percentage or number was given for this result). They also stated that they were encouraged to read by their parents. One of the participants said, ‘my parents used to remind me all the time that the first verse of our religious book (Quran) was ‘read’. This was my motivation to read’. It was found that they remembered the first books they read (*Vurun Kahpeye*, *Elveda Buhara*, *Pinocchio*, *Crime and Punishment* and so on). They all had a very large list, including the books they liked, such as Ahmet Hamdi Tanpınar and Peyami Safa’s books from Turkish literature and Tolstoy and Dostoyevsky’s books from world literature. They commented that these were good role models for their sisters and brothers; within their families they provided books and magazines for their brothers and sisters. When they were asked what they believed the most important thing about being a good reader was, they stated that ‘a reader must understand what’s inside a book, a reader must have the knowledge of a wide range of books published and their authors to select the good one, a reader must have the ability of critical reading’. The participants also highlighted that a reader must understand their area of interest, and then make choices about reading materials based on these interests.

Some research studies were carried out to investigate the reading habits of primary and secondary school students in Turkey (see for example, Keles, 2006; Balci 2009; Iseri, 2010; Gonen et al., 2004; Suna, 2006). For example, Keles (2006) investigated the reading habits of 597 4th and 5th grade primary school students, who were 10-11 years old (306 male and 291 female students) in the district of Ankara and its towns and villages. The gender differences, the effect of families’ social, cultural, economic and educational background and the place of residence (city, town or village) were taken into account in the study. It was found that, amongst mothers, those who had a primary school diploma made up the largest group (195), whilst amongst the fathers, those who had a bachelor diploma were the largest group (213). Those whose parents had a secondary school and bachelor diploma were more likely to read than those whose parents had no diploma and those whose parents had a primary school diploma. Also, amongst the parents, the educational level of the mothers was more influential than that of fathers, as an effect on the reading habits of children (no percentage or number was given for this result). Those whose parents had the highest income level, within the total number of participants, were in the group who read most frequently, therefore, the frequency

and amount of reading decreased with a decrease in the level of income. The study showed that female participants had more positive attitudes to reading and read more than male participants; this is true of many of the other studies reviewed here. The study also showed that the level of frequency of reading decreased between city centres and villages. The author explained this by observing that children who live in villages have less educated and concerned parents and fewer opportunities to access reading materials. The study also showed that those who had no brothers or sisters, or one or two brothers or sisters, read more than those who have three or more brothers or sisters. The author suggested this was because families with more than three children lacked sufficient time needed to fulfil the needs of all of their children.

Iseri (2010) explored the reading behaviours of 508 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders (12, 13 and 14 year olds) in Nigde city centre. 159 6<sup>th</sup> graders, 169 7<sup>th</sup> graders and 180 8<sup>th</sup> graders participated in the study. To explore the issue, a 1 to 5 Likert type rating scale was used. In order to calculate the scores of the participants' replies when decoding the data, points were determined at every level in the scale, which were 5, 4, 3, 2 and 1 points for "completely agree", "agree", "undecided", "disagree" and "completely disagree" respectively. The lowest possible score on the scale was 15 and the highest was 75. It was found that the participants chose 'completely agree' for the items on the scale as follows: 'I believe reading can change people positively' and 'I enjoy reading books in which I am interested in my leisure times'. They disagreed with the item 'I hate reading books outside school'. It was also found that amongst the three grades, reading attitude scores decreased with increased age. Similar to Iseri (2010)'s study, Balci (2009) investigated 8<sup>th</sup> grade upper-primary students' attitudes towards reading using a Likert type rating scale containing 30 positive and negative statements about reading. The lowest possible score on the scale was 30 and the highest was 150. Students were categorised according to their scores (30-70=low, 71-110=medium, 111-150=high) and it was found that 81.3% of the students scored highly. This means that more than a quarter of the students had positive attitudes towards reading.

Gonen et al. (2004) also investigated the reading habits of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders (upper primary level) using a questionnaire. The study included 639 students from low socio economic status (SES) families and 633 from high SES families (646 males and 626 females). It was found that 8.8% of the females and 16.1% of the males stated that they had read no books in the preceding year, and 10.9% of the participants from high SES families

had read 30 or more books in the previous year, compared to 5% of those from low SES families. The favourite genre for both genders and both SES groups was the novel. When they were asked to state what they would buy if they had money, the most stated item amongst females was a book, at 41.5%, while for males it was food at 38.2%. The study showed that the participants from low SES families went to the library more frequently than those from high SES families, however, the most frequently stated reason amongst the participants in both SES groups for using a library was to complete their homework, then followed by borrowing books (unfortunately no percentage or number was given here). The study also showed that lack of time as an excuse not to read was first for both groups and genders.

Suna (2006) investigated the reading interests and habits of 767 primary school students, 52.9% of whom were from the 5<sup>th</sup> grade (11 years old) and 47.1% of whom were from the 8<sup>th</sup> grade (14 years old). It was found that those who had an upper-primary diploma comprised the largest group amongst both mothers and fathers (44.9% and 35.2% respectively). The participants were categorised according to the number of books they read, and respondents were labelled as *constant* readers who read two books or more a month; *moderate* readers who read one book a month; *seldom* readers who read one book every two months; and *non-readers*. The study found that 49.4% of participants could be described as constant readers. Contrary to the previous studies discussed previously (see for example, Raeymaeckers, 2002; Gonen et al., 2004; Clark et al., 2005; Keles, 2006), Suna did not find significant differences between boys and girls in terms of reading habits. However, it was found that the participants from 5<sup>th</sup> grade read more than those from 8<sup>th</sup> grade, and that the education level of both parents had no meaningful difference on the reading habits of their children, contradicting the work by Keles (2006), Odabas et al. (2008) and Mullan (2010).

Sahbaz (2012) explored the association between 683 8<sup>th</sup> grade upper-primary school students', in particular concerning their attitudes to reading and their gender, Internet use, computer use and family income, and a Likert type rating scale, which contained 25 positive and negative statements about reading, was used. Sahbaz found a significant association between the attitudes of students to reading and their gender and Internet use. That is, female students and students who did not use the Internet tended to have more positive attitudes to reading. Sahbaz found no significant difference between the attitudes of students to reading and family income and their computer use.

The Ministry of National Education of Turkey (MONE, 2007) conducted a research study to investigate the reading habits of Turkish upper-primary and high school students and the factors that influenced their reading habits. The data was collected by surveying 1,120 8<sup>th</sup> grade (13-14 years old) and 11<sup>th</sup> grade (17-18 years old) students based in 13 different Turkish cities. It was found that only 15.2% of students stated that members of their families read in their free time, whereas 31.3% of students (the highest proportion amongst the choices) reported reading in their free time. Of the students, 79.2% reported being encouraged, at least sometimes, to read by family members, and 79.5% reported having a bookshelf at home, while the majority (66.7%) reported having 50 books at most at home. It was also found that the majority of the students (65.0%) spent one hour reading every day, whereas, 11.3% of the students did not read at all. The students mostly preferred to read novels (71.1%). The most important reason for reading stated, was that “it is educational and beneficial” (69.6%), followed by “it is entertaining and enjoyable” (21.0%).

## **2.7 The Reading Campaign: 100 Basic Literary Works**

Studies show that cultivating reading in people in their school years is significant if they are to adopt reading as a habit. In order to encourage students to read, various activities and campaigns have been implemented in the world. Some of the best known efforts are the ‘Read On’ national reading campaign in the UK and the ‘Get Caught Reading’ campaign in the USA (Arıcı, 2008a). In Turkey, in 2004, the Ministry of National Education (MONE) started a national reading campaign called ‘100 Basic Literary Works’, to encourage reading among secondary school (high school) students.

The campaign included 100 well-known literary works from Turkish and world literature, chosen by MONE (the Ministry of National Education) with the assistance of non-governmental organisations, academics and journalists. The authors included on the list were all deceased in order to ensure against arguments by living authors about their selection. According to the circular issued by MONE about the campaign, in August 2004, one of its aims was to build a nation that is more tolerant of each other, more sharing, more sophisticated and more able to think democratically and independently, by encouraging children and adolescents read the same books (MONE, 2004b). Another aim of the campaign was to help students develop their language and vocabulary skills to use Turkish in a good,



accurate and efficient way (MONE, 2004b). In order to implement the campaign, the following criteria were given;

- the books on the list had to be suggested by teachers
- the books on the list were to be included in the Turkish Language and Literature curriculum to ensure that they would be read by students
- through competitions within schools, towns or cities, the students who read the most books from the list would be rewarded
- seminars, panels and discussions to promote the books on the list would be arranged
- school libraries would be developed in terms of resources, facilities and services that students could visit them more often voluntarily (MONE, 2004b).

Research evaluating the success of the reading campaign has been carried out. For example, Arici (2008a) investigated the perceptions of 209 female and 115 male high school students about the ‘100 Basic Literary Works’ reading campaign. It was found that 63.3% of the participants who replied to the question (86.8%) thought that the campaign had a positive effect on their reading (25.5% ‘yes’, 37.8% ‘somewhat’). It was also found that 12.9% of the participants had read no books from the list. The largest group amongst the participants were those who had read 1-10 books (60.0%). None of the participants stated that they had read all the books. The author pointed out that, although no one had read all 100 books, the campaign encouraged adolescents to at least read some books. When the participants were asked to suggest other books to include on the list, only 70 participants suggested new books. The author explained that this was either because all the titles they knew were listed, or that they lacked an interest in reading. It was suggested that a reading campaign is most likely to be successful if administrators, parents, teachers, school administrators and the media willingly support it.

Arıcan and Yılmaz (2010) investigated teachers’ perceptions regarding the effects of the ‘100 Basic Literary Works’ reading campaign on the reading habits of upper-primary school children and the role of libraries. The authors began their study with the preconception that the campaign had not been successful. Therefore, they looked for reasons to explain why the campaign was not successful by soliciting the opinions of 141 Turkish Language teachers who worked in upper-primary schools in Ankara. They found that 62.4% of the teachers thought the books on the list were inappropriate for their students. When the teachers were

asked about their students' willingness to read the books, it was found that 58.9% of the participants stated that their students considered reading the books as homework and did not read them for enjoyment, but for better grades. Only 1.4% of the teachers said that their students read the books with great enjoyment and desire. It was also found that 75.2% of the participants at least 'partly disagree' with making students read the books on the list compulsory. The percentage of those who stated that the school library had all the books they required was 19.1%, while 44.7% of the participants stated that the school library had most of the books they needed. However, 3.5% of the teachers stated that there was not even a library within their school walls. The role of the school library in the implementation of the campaign was deemed functional, that it provided the books on the list to students (51.1%). However, school libraries had little function in organising programmes to encourage students to read the books (5.7%). It was also found that 73% of teachers thought that the campaign was at least partly successful in improving the reading habits of their students (53.9% - partly, 19.1% - a little). The authors concluded that the campaign suffered from various inadequacies and as such should be re-organised. According to the authors, if school libraries were to be more actively involved in the campaign, and if teachers were to take in-service courses about the implementation of campaigns, and if the list was suggested rather than compulsory, the campaign might have been more successful.

The next chapter provides a detailed outline of methodological concerns associated with research paradigms, research methods, data collection instruments, sampling, data analysis, pilot study and the ethical considerations of the present research. This chapter also discusses the study procedure and indicates the challenges which were experienced during data collection.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Ontology and Epistemology of the study**

#### **3.1.1 Ontology**

Ontology is “the study of being” and a means of exploring “the nature of existence” (Gray, 2004, p.16). There are ontological assumptions, which seek answers to the question, “is social reality external to individuals or is it the product of individual consciousness?” (Cohen et al., 2011, p.5). These two questions have led social researchers to take different positions on their ontological stances. In the social sciences, ontological positions are referred to as either “objectivism and constructivism” (Bryman, 2008, p.18). Meanwhile, Burrell and Morgan (1979) characterise ontological positions as “realism and nominalism” (Cohen et al., 2011, p.7).

Constructivists assert that social reality is dependent on one’s engagement with it (Bryman, 2008). Engagement with an object leads one to construct its meaning (Crotty, 1998). That is to say, an object can only have meaning when an individual engages with it. According to objectivism, the existence of an object is independent from that of the individual (Bryman, 2008). In other words, its existence is outside the realm of consciousness (Crotty, 1998).

This study focuses on the reading habits of Turkish high school students and the relationships they develop with books and other reading materials. The influences of people in the environment surrounding the participants will also be taken into account during the study. The ontological position of the study is objectivist.

#### **3.1.2 Epistemology**

Epistemology is defined as the relationship between the researcher and reality (Carson et al., 2001). Epistemological considerations are important for the researcher because it “concerns the question what is (or should be) regarded an acceptable knowledge in a discipline” (Bryman and Bell, 2007, p.16). Burrell and Morgan (1979) characterise epistemological positions as “positivism and anti-positivism” (Cohen et al., 2011) and Bryman (2008) characterises epistemological positions as “positivism, realism and interpretivism”.

According to Bryman (2008, p.16) interpretivism is intended “to grasp the subjective meaning of social actions”. It refers to the capacity to understand the subjective world of human experience (Cohen et al., 2007, p.21), seeking “culturally derived and historically situated interpretations of the social life-world” (Crotty, 1998, p.67).

Conversely, positivism contends that facts and values are different, “all scientific propositions are founded on facts, hypotheses are tested against these facts” (Robson, 2011, p.21). Positivists argue the social researcher is in the position of “an observer of social reality” (Cohen et al., 2011, p.7). Positivists understand life in measurable terms rather as an inner experience (Cohen et al., 2007, p.17); this leads to a focus on objectivity and consideration of the researcher as an independent person (Morrison, 2007). Moreover, positivist researchers believe that facts form the core of any research because observed and measured things are seen as research data (Hart, 2008). Similar to positivist researchers, realists consider that research methods in the natural sciences might apply to the social sciences (Bryman, 2008). In contrast, interpretivists claim that the natural sciences differ from the social sciences and therefore research studies in both sciences need to be conducted applying different methods (Gray, 2004).

The epistemological position of the study is positivist; it permits the use and testing of variables in a specific context to obtain a more valid and generalised knowledge of the world (Morrison, 2007; Creswell, 2009). Therefore, the study is located within the positivist position, making it possible to investigate facts and to collect measurable, valid, generalisable, and objective data from research participants. However, the study did also gather qualitative data to help explain the quantitative data from the perspective of participants through interview.

Other approaches could have been taken for example, in-depth interviews or focus groups with a larger number of students, teachers and directors. The wider stakeholders could have been included, for example, parents. Observation could have been conducted in the school, local places where reading could have taken place, the home, public transport etc. These methods may have indicated in more depth factors that influenced reading. However, these would have had to be localised due to the time it would have taken. These methods would not have given an overview of the age group under study, across Turkey, which was the aim of this research.

### 3.2 Research Methods

Chiefly, the interpretive paradigm uses qualitative methods, while the positivist paradigm is closely associated with quantitative methods (Morrison, 2007). Positivism notes that science generally rests upon quantitative data input (Robson, 2011). This study therefore uses a positivist paradigm in order to use a quantitative method for data collection and analysis.

A quantitative method is chosen here because generalising from collected data is the aim of the research study. Oakley (1999) points out that quantitative data is broadly generalisable; however, qualitative data is typically ungeneralisable. In this study, the researcher's aim is to generalise across the population and compare data with that produced by other national studies. Therefore, a quantitative approach is the most appropriate for the study. The study also focuses on collecting objective and reliable data from the research participants; quantitative research studies mostly facilitate the gathering of objective and replicable data (Oakley, 1999; Denscombe, 1998), whereas the data in qualitative research is usually subjective and unique (Oakley, 1999). Nevertheless, qualitative data can help explain quantitative findings and generate additional insights.

Another reason for choosing a primarily quantitative method is the number of the research participants (Blaxter et al., 2006). The researcher wanted to survey a large number of people, and the quantitative method enabled a survey of a large number of high school students from 86 high schools in all 7 regions of Turkey. Quantitative research studies then tend to be conducted with a large number of research participants and therefore fit well with the methodological aspects of the current study.

*“We can assert that survey research entails the collection of data (invariably in the field of organizational research by self-administered questionnaire or by structured or possibly semi-structured interview) on a number of units and usually at a single juncture in time, with a view to collecting systematically a body of quantifiable data in respect of a number of variables which are then examined to discern patterns of association” (Bryman, 1989, p.85).*

### 3.3 Sampling

Sampling is an important step in any research. Cohen et al. (2000, p.92) point out that the quality of a piece of research not only stands or falls in reference to the appropriateness of the methodology and instrumentation, but in accordance with the suitability of the sampling strategy adopted. Additionally, Cohen et al. (2000, p.92) expressed four key determinants when deciding on a sampling strategy:

- the sample size;
- the representativeness and parameters of the sample;
- access to the sample; and
- the intended sampling strategy.

The study is a large-scale survey; the sample respondents can be best understood following a summary of the administrative structure of Turkey. There are seven regions in Turkey; these are the Eastern Anatolia Region, Southern East Anatolia, the Black Sea Region, Mediterranean Region, Central Anatolia, Marmara Region, and Aegean Region. Turkey is divided into 81 provinces and these provinces are further subdivided into a number of different districts. Governmental authority is located in the centre of each province, which is called a 'central district' and the government area shares the name of the province. For example, Malatya is a province of Turkey with a central district and upstate districts; these are entitled Malatya. Within a government area, there might be other districts. These provinces are called the 'metropolitan municipality'. In Turkey, there were sixteen metropolitan municipalities when the data collection was undertaken; seven of the provinces in the study were in the metropolitan municipalities (Istanbul, Ankara, Izmir, Adana, Samsun, Diyarbakir, and Erzurum). However, the Malatya province was transformed into a metropolitan municipality with 13 provinces other by TBMM (Grand National Assembly of Turkey) in November 2012.

Furthermore, there are a number of different types of high school in Turkey; including Anatolian, general, religious, technical and vocational, teacher training, social sciences, science, sports, arts and military high schools. In the study, students from the Anatolian, general, religious, vocational and technical and science high schools participated. These high schools differ from each other according to academic success of the students who attend these

high schools. Amongst the including school types, science high schools are the most academically successful schools, followed by Anatolian high schools according to the students' UPE's (Undergraduate Placement Examination) average scores (SSPC, 2011, 2012, 2013). General and religious high schools showed similar patterns according to students' examination results but the students from technical and vocational high schools obtained the lowest average scores (see Table 1 for details). Some high school types were not included in the study as they were not widespread across Turkey. It is therefore considered that they might not represent the entire population of Turkish high school students. In the study, schools in Erzurum, Malatya, Diyarbakir, Samsun, Adana, Ankara, Istanbul and Izmir provinces and the upstate districts of these provinces Horasan, Darende, Bismil, Havza, Pozanti, Haymana, Silivri and Odemis participated respectively. The selection of the upstate districts was made according to their characteristics, which reflect rural life. What is meant by 'rural' is a place that is less populated and less developed in terms of its education and health services and its economy, when compared to provincial centres. The approach was different in Istanbul because all the districts in the province of Istanbul were within one government area and there was no upstate district. The district of Silivri was chosen because it was the farthest from the central district within the province of Istanbul. It was considered that the district of Silivri might be more likely to show the characteristics of an upstate district compared to other districts in the province.

Those districts selected for the study could be described as rural areas with limited educational services (Dincer and Ozaslan, 2004; Cingi et al., 2007). The criteria when choosing these aimed to include those provinces that more highly populated and developed from each region. The selected provinces also contained residents from other provinces. Therefore, it was considered that the participants from these provinces were more likely to represent the people in general allowing for generalisation. The province of Malatya was included as the second city from the Eastern Anatolia Region, because it had successfully implemented reading campaigns (national, local) (Hurriyet, 2011; Haberturk, 2011). It was thought that data collected from this province could also help to clarify what a successful reading campaign looks like. Figure 1 shows where the province centres and districts are located on a map of Turkey, and Table 2 shows the names of the provinces, the districts, their regions, and the colours that represent each region as shown on Figure 1 and where the study was conducted.

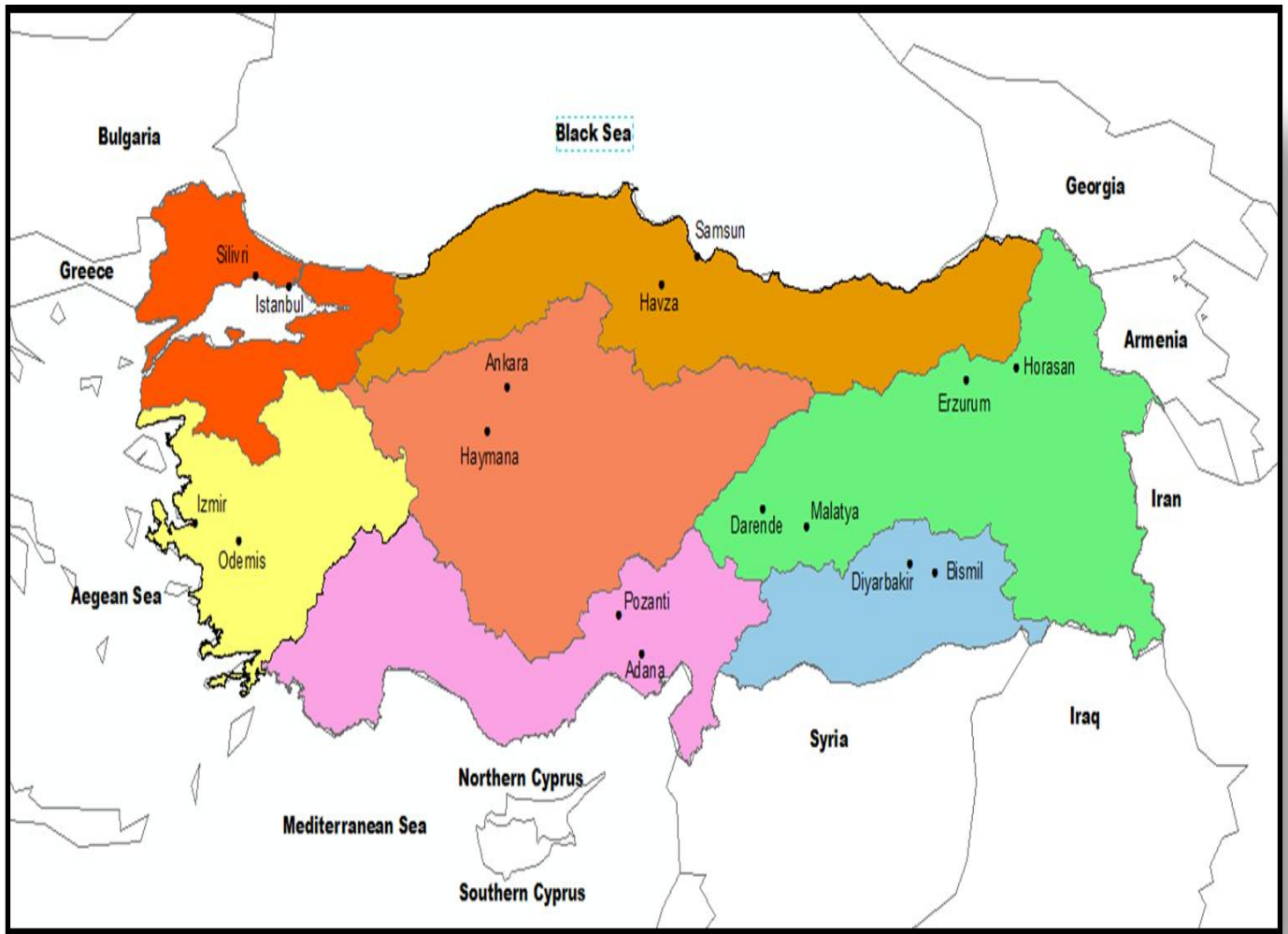


Figure 1 The locations of the province centres and the districts on a map of Turkey

School Type	2011			2012			2013		
	MS	TM	TS	MS	TM	TS	MS	TM	TS
Science	415	392	382	404	379	372	384	368	379
Anatolian	331	321	324	314	304	303	289	293	308
General	229	239	261	220	231	243	207	224	245
Religious	223	240	248	221	233	234	209	226	240
Technical and Voc.	173	197	225	183	201	217	180	201	223

Table 1 Students' average scores in UPE (Undergraduate Placement Examination) in 2011, 2012 and 2013

Note: MS=Mathematics-Science, TM=Turkish-Mathematics and TS=Turkish-Social Science. The highest score is 500 in all three examination types.



Province	District	Region	Colour
Erzurum	Horasan	Eastern Anatolia	Green
Malatya	Darende	Eastern Anatolia	Green
Diyarbakir	Bismil	Southern East Anatolia	Blue
Samsun	Havza	Black Sea	Brown
Adana	Pozantı	Mediterranean	Pink
Ankara	Haymana	Central Anatolia	Orange
Istanbul	Silivri	Marmara	Red
Izmir	Odemis	Aegean	Yellow

Table 2 The names of the provinces, the districts, their regions and the colours representing each region in Figure 1

The researcher's intention was to have an equal representation of males and females (half from 9<sup>th</sup> grades and half from 10<sup>th</sup> grades) participating in the study. 200 students from each province centre and between 96 and 100 from each district centre were planned to be included in the study (there is only one science high school located in a district centre amongst all participating districts which is Silivri, Istanbul) and 2372 participants in total (see Appendix 1). Almost twice as many participants were planned for inclusion in the provincial centres because the number of high school students in these areas was greater. According to the 'education indicators' from the Ministry of National Education in Turkey; it permitted 998,057 new entrants to high schools in the school year 2010-2011 (MONE, 2011) and 1,038,965 new entrants to the high schools in the school year 2011-2012 (MONE, 2012). This led to a total of 2,037,022 9<sup>th</sup> and 10<sup>th</sup> graders. The number of the participants in the sample was equal to 0.116% of all 9<sup>th</sup> and 10<sup>th</sup> graders in Turkey.

The researcher intended to approach all schools with a letter from the Ministry. The presence of the researcher at the schools was judged to be very important, as the selection of the participants is an essential part of the study. In Turkey, every class has a list of students, and the participants were chosen randomly from these lists. Not choosing randomly may result in receiving unreliable data; for example, school managers might assume their schools are being

tested and might then only select enthusiastic readers to complete the questionnaires. Additionally, a random sample selection would enable the data to be more generalisable across the entire population.

In Turkey, secondary education (high school) takes place over 4 years and students are normally 15 years old when they attend high school. The participants were 9<sup>th</sup> and 10<sup>th</sup> graders, so were 15 and 16 year of age. This group was chosen as they are not subject to national exams. Students in Turkey take national exams at the end of every year during their upper primary education (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades) (this examination system was changed in 2013-2014 education year) to determine their suitability to attend Science, Anatolian and Teacher Training High Schools; they then take exams in 12<sup>th</sup> grade before going to university. Previous studies have suggested that students in Turkey state a lack of time and examinations as the reasons for not reading voluntarily (Gonen et al., 2004; Arici, 2008) and hence 9<sup>th</sup> and 10<sup>th</sup> graders, theoretically, had time to read voluntarily.

Including students from all regions of Turkey was anticipated to provide a comprehensive view of Turkish high school students' reading habits and would help to identify any regional differences in participants' reading habits. Moreover, acquiring answers from students in different types of schools could indicate whether the type of school influenced attitudes to reading and reading habits.

At the interview stage of the data collection process, it was planned that a random selection of 32 students (2 from each province centre and 2 from each district), 16 Turkish language and literature teachers (1 from each province centre and 1 from each district) and 8 local directors of reading campaigns (1 from each province) should be included. This yielded a total of 56 interviewees. The number of interviewees was considered sufficient to attain a broad impression of the three different groups of interviewees' opinions about the issue. In the process of selecting student and teacher interviewees, equal representation of genders was taken into account. The opinions of students as the target group, teachers as implementers and local directors as reading campaign administrators who were concerned with the strengths and weaknesses of the reading campaigns, would it was felt provide a comprehensive overview of the current situation in Turkey.

At the interview stage, students formed the largest group amongst the participants; this is because they were the target group. Their thoughts were important when examining endeavours to encourage them to read. Their reasons for reading and not reading would also

contribute to an understanding of what encourages them to read and what discourages them from reading. The number of participating teachers and local directors were small compared to students, but their opinions regarding what they are doing to encourage students to read and what might be done to successfully stimulate reading in students required investigation, although the student survey was the main focus of the study. However, it was thought that at least an indication could be gained from teachers and local directors about the current situation and how it could be improved.

### **3.4 Data Collection Methods**

There are many tools that can be utilised to gather information; such as questionnaires, interviews, observations, measurements and so on. Considering the aims of this study, appropriate methods were selected and the reasons for the decisions made are explained in this section.

#### **3.4.1 Questionnaire**

One advantage of a questionnaire is its replicability; it can be administered in another community or within the same population at a later time (Rea and Parker, 2005, p.7). Replicability provides an opportunity for further researchers to compare two or more different circumstances (Blaxter et al., 2006). Another advantage of a questionnaire is that it can be conducted over a short time frame and is an economical option (Cohen et al., 2011) when conducted in a short frame using postal, telephone or electronic questionnaires. However, a personally administered questionnaire, as applied in this study can be expensive and time consuming. Blaxter et al. (2006, p.79) pointed out that questionnaires can be used to collect large amounts of data and also be administered quickly.

In a survey type research study, questionnaires and interview methods are commonly used for data collection. A questionnaire is typically used to collect attitudinal or factual data from a large number of respondents, while interviews provide an opportunity to obtain in-depth information from a small number of respondents (Fogelman and Comber, 2007). Considering the research questions for this study and the attributes of the data collection methods, as associated with a survey, the questionnaire was judged a suitable data collection tool to address the research questions in the study and an appropriate way to investigate an individual's reading habits and family, school and peer group influences on their reading habits bearing in mind the desire to be able to make generalisations across the population.

Moreover, the questionnaire method can enable the researcher to analyse data statistically. Statistical data analysis would enable comparisons between variables; such as gender, region, and school type and so on. Comparisons could enable the researcher to uncover differences, as revealed by variables.

Denscombe (1998, p.88) argues that a questionnaire is most often used when the number of research participants is large and when the social climate is open enough to allow full and honest answers. Questionnaires were therefore ideal for this study, because it aims to reach a large number of research participants and facilitate generalisation across populations. For the study, a questionnaire comprising 41 questions collecting the participants' personal information and reading habits, was designed, with the assistance of the literature review and the researcher's supervisors (see Appendix 3).

One disadvantage of the questionnaire is the likely low response rate. As a consequence it was decided that the researcher would visit the schools in regions and distribute them by hand and collect them before leaving the school. This ensured a high completion rate.

### **3.4.2 Interview**

Interviews give participants the opportunity to discuss their understanding of life and to explain their view of circumstances (Cohen et al., 2000). Similarly, Tuckman (1972), as summarised by Cohen et al. (2000, p.268) describes interviews as helping researchers to evaluate the values, beliefs, and knowledge of interviewees. Another definition of the interview; by Cannel and Kahn (1968), as summarised by Cohen et al. (2000, p.269) is "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him/her on content specified by research objectives of systematic description, prediction, or explanation".

Interviews have a number of strengths. As Cohen et al (2000) illustrate, the researcher has the opportunity to ask follow-up questions and might also obtain in-depth information. According to Borg and Gall (1989, p.448), flexibility, adaptability and human interaction in the interview process of are its main strengths. Kvale (1996) explains strength when interviewing is the ability to interpret the meaning of what is said, and how it is said (Cohen et al., 2000, p.272). In this study, interviews provided information about the participants' opinions; details of efforts to encourage students to read and perceptions about what can stimulate reading in students.

There are various types of interview. According to Cohen et al. (2000), there are four main types: *the structured*, *the unstructured*, *the non-directive* and *the focused interview*. In the first, all questions are determined in advance and interviewees are asked these in the same order without any changes or comments. The second approach follows an informal approach. It is a type of discussion. The interviewees and interviewer have more freedom to expand on talk related to their concerns. The final two types are mainly used in psychiatric and therapeutic interviews; allowing the interviewee to express whatever they want. Additionally, there are different types of interview format, such as semi-structured or group interviews. Blaxter et al. (2006) notes that the semi-structured interview is somewhere between a structured and an unstructured interview.

In this study, the semi-structured interview technique was applied because the researcher was then able to be flexible but to ensure that specific topics were covered. Prior to the interviews, interview questions for each group of interviewees were created, with the assistance of the researcher's supervisors (see Appendix 4).

### **3.5 Pilot Study**

A pilot study was conducted in Kars, Turkey in the beginning of February 2012. The pilot study took three days and included 60 students for the questionnaire stage of data collection and 4 students and 3 teachers for the interview stage of data collection. The researcher profited from the pilot study in terms of gaining experience in interviewing. The pilot study also helped to test the questionnaire and interview questions. After the pilot study, some questions in the questionnaire were made clearer and others deleted. These changes did not change the meaning of the questions fundamentally or change the nature of the study but helped to ensure the questionnaire was easier to complete correctly. Furthermore, one item was added to the answer options of 12<sup>th</sup> question and two items were taken off from the answer options of 11<sup>th</sup> question.

The second question on the questionnaire (the education level of the parents) had 'additional information' in brackets and requested them to tick the most advanced one. It was realised that the additional information was confusing and it was deleted from the questionnaire. In the 11<sup>th</sup> question, they were asked to give the numbers of information and fiction books in their own at home but it was found that they found it difficult to give the exact numbers and these items were deleted from the answer options. In the 12<sup>th</sup> question, a new item (none of

them) was added to the answer options. In 25<sup>th</sup> and 26<sup>th</sup> questions, they were asked to rank the items from the most common to the least common but after the pilot study additional information was added asking the participants only to rank the items which suited them.

### **3.6 Data Analysis**

Analysis refers to a continuing process of “giving meaning” to impressions about data (Stake, 1995, p.71). The quantitative data of the current study, which was gathered through questionnaire was analysed using SPSS 20.0.1 (Statistical Package for Social Sciences). The data was first transferred to an excel file and then transferred to SPSS. To analyse the data in SPSS, a Pearson Chi-Square test was mostly used. In addition, an Independent Samples T-test was used to analyse the gender differences for the questions, which also examined the students’ attitudes to reading, their reasons for choosing a particular book and details of where they received recommendations on what books to read. In order to investigate the association between these three questions and the students’ school type and region, the One-Way Anova test was used. If a significant difference was found, a Scheffe test was used to determine which school type or region caused the difference. For questions aimed at investigating the title of the last book they read, the title of the last book they borrowed from a library, the title of last book they bought, their favourite books and their favourite authors, a frequency test was used.

Qualitative data, which was gathered through interviews was analysed using NVivo 10. The interview transcripts were transferred to NVivo and read several times. The codes were created to cover common issues as mentioned by the interviewees. The interview questions were the leading source in creating the codes. Sub-codes were created in order to break down further the common issues. Then, the data was analysed and clustered using these codes and sub-codes.

### **3.7 Ethical Issues**

When conducting social science research, researchers need to address ethical issues. Cohen et al. (2000) observe that whatever the specific nature of their work, social researchers must always assess the potential effects of the research on their participants. In the study therefore, particularly in the interview section because of the anticipated personal contact, it was insured that the questions on the questionnaires and the interviews should be appropriate for the participants. Additionally, permission from parents was obtained for those participants

who were interviewed, because they were under the legal age of 18 years. Furthermore, permission was obtained to conduct the study from the Ministry of National Education.

The participants were fully informed about the procedures involved in the study and the notion of voluntary participation was adopted. Any information the participants provided was treated as confidential. No names or personal details were included in any reports produced by the researcher, because the participants may discuss family issues and personal issues during the interviews.

### **3.8 Study Procedures**

Firstly, permission to conduct the study was obtained from the Ministry of National Education, together with a letter prepared by the Ministry addressing local education managers, informing them the study could be conducted in their schools (see Appendices 5 and 6). Otherwise, it was very difficult to access the necessary schools to conduct the study. Being a scholarship student at the Turkish Ministry of National Education enabled the researcher to obtain a permission letter easily. The researcher travelled to all the participating province centres and districts to conduct the study.

Upon arrival at a province centre or district, the researcher first went to the local education office and met with one of the local education managers responsible for the research studies conducted in state schools.

The next step was to go to participating schools and meet with head teachers or someone senior. After explaining the processes, the participants were selected. The head teachers at the schools generally appointed someone within the school (sometimes school counsellors, sometimes literature teachers, sometimes assistant principals) to help the researcher during the study. They provided lists of all 9<sup>th</sup> and 10<sup>th</sup> graders to assist the researcher in choosing the predetermined numbers of participants from the lists. The researcher used two different methods to select participants, according to the numbers in classes. In Turkey, a class is named with a letter to make it identifiable (for example, 9A, 9B, 10A, 10B). In the case of 9<sup>th</sup> grade students, if there are fewer than 5 classes at each grade, the students were chosen from all classes but if there were more than 5 classes for each grade, the researcher chose the participants from a random selection of classes. In Turkey, grades might also be divided into classes according to the students' academic success. That is to say, the most successful students might be put into class A and the remainder allocated to classes B, C, D, and E and

so on. Selecting across classes ensured the inclusion of participants from as many classes as possible, and gathering a more representative sample within the school. For 10<sup>th</sup> graders, the selection method differed, because classes in the 10<sup>th</sup> grade are formed according to the students' subject choices. That is to say, classes focussing on natural science subjects are the 'science classes', classes focussing on social science subjects are 'social science classes', classes mixing natural and social science subjects are called 'Turkish-Mathematics classes' and classes focussing on English are referred to as 'language classes'. In order to obtain a representative sample from the 10<sup>th</sup> graders within the schools, the participants were chosen from all the different classes. If there was more than one class for each subject based class, the researcher selected participants in the same way as for 9<sup>th</sup> graders. After determining the participating classes, the participants from each specific classroom were chosen. For example, if there were 32 students in a class and it was intended to choose four students, the researcher chose one student from every eight students on the list, insuring two males and two females were chosen. While forming a list of participants for the questionnaire stage, an additional student from each gender for each class were identified as substitutes from the name list, because some selected students might not have attended class on that day.

To participate in the study, the selected students were asked to come to the computer class, the library, an empty classroom or the teachers' room. The researcher introduced himself to the students and explained what he wished them to do without mentioning the subject of the questionnaire. The participants were then asked if they were prepared to become involved in the interview stage of the data collection. Then, possible interviewees were selected randomly from the volunteers. They were given a letter requesting parental permission (see Appendix 7) and asked to return this the following day completed by their parents. After selecting the prospective interviewees, all the participants were given information sheets and consent forms (see Appendices 8 and 9). If there was a computer class and Internet access in a school, then the participants were asked to access the website (the details of which were written on the board) and click the link to access the online questionnaire. If there was no such access within the school, then participants were asked to complete a hard copy of the questionnaire (see Appendix 3 for an example of the questionnaire).

After the questionnaires were completed, the interview stage of the data collection process commenced. As explained previously, six different types of high school were included in the study. In order to include student interviewees from all different types of high school, the researcher determined one type of high school for each province and chose participants to



interview from there. That is to say, the student interviewees were selected from the science high school in Istanbul, the technical high school for girls in Izmir, the technical high school for boys in Samsun, the Anatolian high school in Adana and Ankara, the religious high school in Diyarbakir and a general high school in Erzurum and Malatya. The reason for interviewing the student participants from the science high school in Istanbul was to be able to compare the data gathered in the province centre and the district, because the district of Silivri was the only district amongst all participating districts in which a science high school existed. The school type selected for the student interviewees in the other provinces rested upon the need to include students from all different types of high schools at the interview stage of the data collection. The teacher interviewees in each province were chosen from the high school from which the student interviewees were selected. This not only provided consistency in the analysis of the interview data, but also made it easier to conduct the study. To insure an equal representation of genders for each province, if a female 9<sup>th</sup> grader in a province centre was interviewed, a male 9<sup>th</sup> grader from that district was also interviewed, and if a male Turkish Language and Literature teacher in a province centre was interviewed, a female teacher from the same district was also interviewed (see Appendix 4 for the interview schedule).

The local director interviews were restricted by who volunteered. All the local directors in each province centre were invited for an interview. However, only four agreed to be involved in the study. Two were out of town and two did not want to become involved in the study. All four of the local directors interviewed were males. Thus, the data gathered through the interviews with the local directors did not show any gender differences. The local director sample maybe biased, as it is possible that only those who felt confident about the issue agreed to be interviewed.

The interviews with the students were conducted in the presence of an adult representative from the school, because they were under 18 years old. The researcher called the student interviewees separately to a quiet room and asked them to bring the completed parental permission letter with them. Before the commencement of each interview, the participants were given a summary of the questions they would be asked and then the researcher chatted with the student to make them feel relaxed. Each interview was held separately and recorded using audio recorder. The interviews with the teachers were also held on school premises. The interviews with the local directors of reading campaigns were held in their offices. While

interviews with the students took 12 to 18 minutes, those with teachers and local directors lasted 20 to 50 minutes (see Appendix 4 for the interview schedule).

### **3.9 The Challenges Which Were Experienced**

During the research study, some problems were experienced. This section will explain these problems and how they were resolved.

#### **3.9.1 Internet Access and Technical Problems**

When the study was planned, an online questionnaire was designed to be completed by the student participants. The researcher planned to go to every participating school and ask the students to complete the questionnaire using the Internet. However, several problems emerged regarding Internet access and students' computer literacy.

Only 510 questionnaires (of the total 2,425) were completed via the Internet by the students. In some schools, there were no computer facilities for students to use. In some schools, there was a computer room but the computers or associated hardware (keyboard, mouse) were faulty. In some schools, there was no Internet connection, or it was too unreliable to access the online questionnaire. In some schools, there was a computer room with an Internet connection but the head teachers did not allow the researcher to take the students out of their classrooms to gather in the computer room. They did not want all classes within the school disrupted and therefore they allowed the researcher to access one class at each grade to choose the participants. In addition, some students were unsure about how to use a computer; in some cases they did not know how to open a website. Another problem was that keyboards of computers in Turkish schools are arranged differently from those used outside school. As a result, the participants were unfamiliar with the keyboard and answering open ended questions therefore took much longer than expected.

#### **3.9.2 Problems Accessing Schools**

Although the researcher had obtained a permission letter from the Ministry, a few head teachers did not allow the researcher to conduct the study in their schools. One head teacher in Istanbul province centre stated that the parents of the students in his school did not want their children to be a part of research studies, as they thought that such studies distracted their children and wasted their time. Moreover, although the school is a state school, it is run as a German-Turkish high school, and the head teacher also stated that the German teachers did

not want their students to be taken out of class. As a result, the study was conducted in a different school (see Appendices 1 and 2).

Similar problems were faced at two more schools; one in Izmir province centre and the other in Ankara province centre. The school head teachers at both schools were not convinced by the letter and they stated that the letter did not address their specific schools directly and so they would prefer to see a permission letter from the local education authority. Obtaining a new letter from the local education authority would have taken too long, and therefore these schools were taken off the participating schools' list and two new schools of the same type were approached (see Appendices 1 and 2).

### **3.9.3 Problems Selecting the Participants**

As explained in 'study procedures' section, the researcher's intention was to choose participants from as many classes as possible to insure a representative sample across the population within the school but this proved not to be possible in each school. At 21 schools, especially the science and Anatolian high schools in the big cities such as Istanbul, Ankara, Izmir, Samsun and Adana, the head teacher forbade access to all classes, only allowing the researcher to select participants from one class for each grade. They explained this decision as being because these schools are frequently visited by the researchers for research related purposes. The cities mentioned above have the largest universities in Turkey, and so it is reasonable to accept that they are subject to many studies that take up the students' time and which may prove distracting. The researcher, therefore, chose the participants from a single class using the previously mentioned technique under the section of 'the process of the study' (20 participants out of 30-40 students).

### **3.9.4 The Necessity for School Changes and Additions**

During the study, the schools participating in the sample had to be changed and some new schools introduced.

According to the Ministry of National Education's notice issued in 2010, general high schools began to be transformed into Anatolian high schools step by step commencing in 2010-2011 education year to decrease the numbers of different school types. The participating general high schools in the sample in the province centres of Istanbul, Ankara and the district of Odemis transformed to Anatolian high schools. However, they still described themselves as general high schools on their websites, and this was why the

researcher had added them to the participating schools' list. When it was realised they were not general high schools, they were replaced with a general high school (see Appendices 1 and 2).

It was also realised that some of the participating religious high schools in the sample, those in the province centres of Istanbul, Ankara and Izmir, were single-sex schools. The school in the province centres of Izmir was a religious high school for girls and the one in the province centre of Ankara was a religious high school for boys. In order to include both male and female participants from one school, two new religious high schools were selected in both province centres and the study conducted at these schools, to allow collection of data from both genders. During the selection of new schools, proximity was a leading factor. The selected school in Istanbul was a religious high school for boys (Istanbul Religious High School). To complement this, a female religious high school was selected and the study conducted there also (see Appendices 1 and 2). The reason not to take off Istanbul Religious High School from the list of participating schools was that the head teacher of the school was very keen to participate in the study.

In the Horasan district of Erzurum province, two new high schools, a religious high school and a technical high school for girls, participated. On the local education office's website there was no information about these schools when the researcher selected the participating schools for this district. When the researcher learned that these two types of high school existed in the district, the researcher included them in the study to obtain a more representative sample of school types in the district.

The next chapter presents the findings of the study, and consists of two sections as follows: 1) The quantitative findings. 2) The qualitative findings. The quantitative findings section presents the results from the questionnaire which examined the reading habits and attitudes of the high school students. The qualitative findings section presents the results from the interviews with the students and the teachers.

## CHAPTER 4: FINDINGS

### 4.1 The Quantitative Findings

#### 4.1.1 Demographic Information about the Participants

Although the questionnaire method does not always yield a high response rate, the return was over 100% in this study. The original plan was to include 2,372 participants; however, a total of 2,425 questionnaires were filled in by the student participants. The number of participants from each school in the questionnaire stage of the study is given in Appendix 2. In addition, the number of participants and participating schools according to school type can be seen in Table 3. Table 4 shows the number of students according to grade and gender, and Table 5 gives the students' age range.

School Types	The number of schools according to school type	The number of female and male participants according to school type		
		Female	Male	Total
Science high school	9	170	176	<b>346</b>
Anatolian high school	16	261	266	<b>527</b>
General high school	16	264	263	<b>527</b>
Religious high school	17	260	270	<b>530</b>
Technical and vocational high school	28	239	256	<b>495</b>
<b>Total</b>	<b>86</b>	<b>1209</b>	<b>1216</b>	<b>2425</b>

Table 3 The numbers of the participants and the participating schools according to school type

Grade	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
Gender	Female	Male	Female	Male	
<b>The number of students</b>	613	613	598	601	<b>2425</b>

Table 4 The number of students according to grade and gender

Age	The number of the students	The percentages of the students (%)
14	110	4.5
15	1025	42.3
16	1092	45.0
17	170	7.0
18	28	1.1
<b>Total</b>	<b>2425</b>	<b>100</b>

Table 5 Age range of the students

#### 4.1.2 Parents' education levels

The students were asked to indicate their parents' education level. The percentages of both mothers and fathers who had a primary school diploma were the highest among the education levels, at 39.0% and 30.4% respectively. While 9.9% of mothers were not literate, only 1.7% of fathers were not literate. Of those, 24.0% had at least an undergraduate diploma, whereas 12.3% of the mothers had at least an undergraduate diploma. It can therefore be said that fathers were more likely to be educated to a higher level than mothers (see Table 6).

	<b>Mother (%)</b>	<b>Father (%)</b>
Not literate	9.9	1.7
Literate with no diploma	5.8	1.3
Primary school	39.0	30.4
Upper-Primary school	15.3	17.9
High school	17.8	24.6
Undergraduate	10.1	18.7
Postgraduate	2.2	5.3

Table 6 The education level of the parents

#### 4.1.3 The kind of place in which the students' parents live

When they were asked to indicate the type of places in which their parents lived, 57.2% of the students stated that their parents lived in a provincial centre, while 15.3% of the students stated that their parents lived in a village or town (see Figure 2).

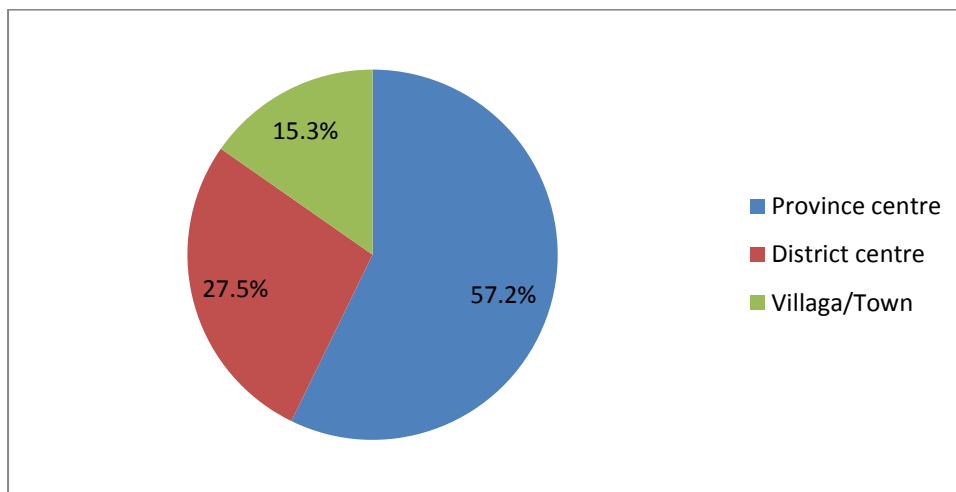


Figure 2 The kind of place the parents live in

#### 4.1.4 The kind of place in which the students' primary schools are located

When they were asked to indicate the type of places in which their primary schools were located, slightly more than half of the students (53.7%) indicated that their primary schools were located in a provincial centre, and a third of the participants indicated that their primary schools were located in a district centre (see Figure 3).

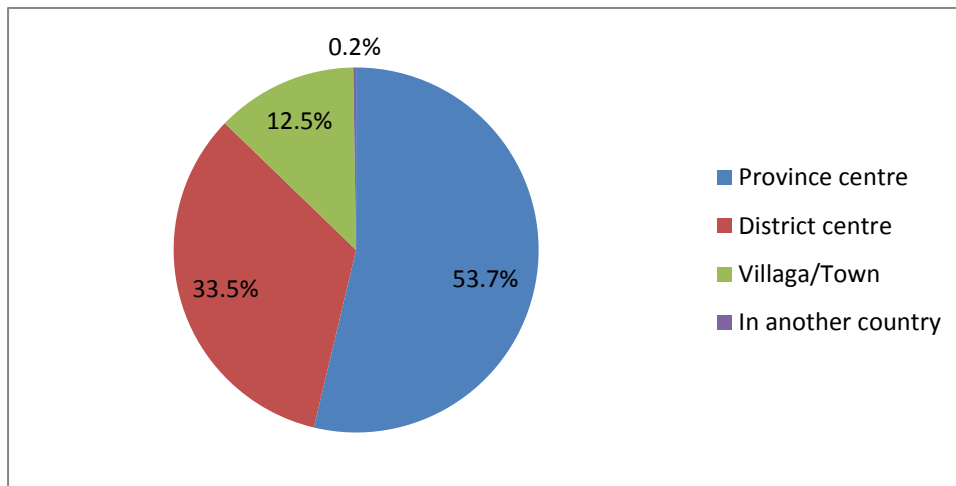


Figure 3 The kind of place where the students' primary schools are located

#### 4.1.5 The families' monthly income

When the students were asked to indicate their families' monthly income, just over a quarter (25.2%) stated that they did not know. The second-most chosen option for the question was '501-100 TL' (16.0%), followed by '1001-1500 TL' (15.7%) and '1501-2000 TL' (12.9%). Similar percentages were given for the options of '4001-5000 TL' and 'more than 5000 TL', at 3.3% and 3.7%, respectively (see Figure 4).

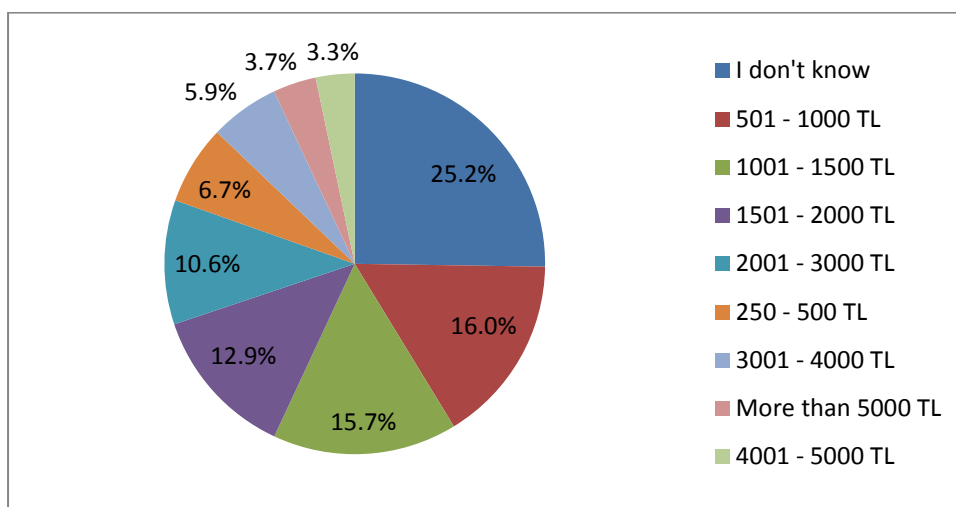


Figure 4 The families' monthly income

#### 4.1.6 The association between students' reading habits and their gender, school type and region

In this section, the students' answers related to their reading habits were analysed according to gender, school type and region, and the associations between them were investigated. The influence of family income on the students' reading habits was not fully investigated because a quarter of the students stated that they did not know their monthly family income (insufficient data) but the association between family income and school type and region was investigated (see Table 8 and 9). The influence of the parents' education levels on the students' reading habits was not investigated separately, but it was found that there was a significant association between the fathers' education level ( $X^2(24) = 592.711$ ,  $p < 0.05$ ), the mothers' education level ( $X^2(24) = 605.643$ ,  $p < 0.05$ ) and the students' school type. That is to say, the students who had parents with high school diplomas and above were more likely to attend science high schools, followed by Anatolian high schools. The students who had parents with upper-primary school diplomas and below were more likely to attend general, religious and technical and vocational high schools (see Table 7).

	Science (%)		Anatolian (%)		General (%)		Religious (%)		Tech. and vocational (%)	
	F	M	F	M	F	M	F	M	F	M
Not literate	0.0	1.4	1.7	6.6	2.8	11.6	1.9	16.4	1.6	10.5
Literate with no diploma	0.0	3.8	1.3	4.7	1.3	7.2	2.5	7.4	1.0	5.1
Primary school	6.9	15.6	21.3	35.3	34.2	40.2	41.5	47.0	40.4	49.5
Upper-Primary school	5.2	7.8	15.0	14.8	24.9	20.7	18.3	15.3	22.2	15.4
High school	22.8	26.9	26.8	21.1	28.7	16.9	20.0	11.7	24.2	15.4
Undergraduate	46.2	35.0	28.1	14.8	6.8	3.0	12.1	1.9	9.3	3.8
Postgraduate	18.8	9.5	5.9	2.7	1.3	0.4	3.8	0.4	1.2	0.4

Table 7 The association between parents' education level and students' school type

Note: F stands for Father and M stands for Mother in the table.



The study showed a significant association between the fathers' education level ( $X^2(42) = 204.613$ ,  $p < 0.05$ ), the mothers' education level ( $X^2(42) = 652.978$ ,  $p < 0.05$ ) and the students' region. That is to say, the students whose fathers had high school diploma and above were more likely to come from Central Anatolia (64.7%), Marmara (57.1%) and Aegean Regions (55.9%) and the students whose mothers had high school diploma and above were also more likely to come from Central Anatolia (52.6%), Aegean (40.4%) and Marmara Regions (37.9%).

Region	Not literate (%)		Literate with no diploma (%)		Primary school (%)		Upper- Primary (%)		High school (%)		Undergra duate (%)		Postgradu ate (%)	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Aegean	0.3	1.7	0.3	2.0	27.9	39.7	15.5	16.2	24.9	19.2	24.9	18.5	6.1	2.7
Black Sea	0.7	3.0	0.0	3.7	34.1	48.5	17.4	16.7	21.7	16.1	20.4	10.0	5.7	2.0
Central Ana.	0.0	2.3	0.0	1.0	21.2	30.4	14.1	13.7	27.1	31.7	29.4	17.3	8.2	3.6
East Ana.	2.0	16.8	3.0	7.9	33.0	46.5	20.1	14.9	20.8	6.6	17.5	5.9	3.6	1.3
Marmara	0.0	0.7	0.3	4.2	24.8	37.6	17.6	19.6	33.3	23.2	17.3	11.4	6.5	3.3
Mediterranean	2.3	10.4	1.0	4.9	37.2	42.4	21.0	16.8	23.3	18.1	12.9	6.1	2.3	1.3
Southern East	6.6	36.5	4.9	19.7	33.6	21.1	18.1	7.2	19.4	9.9	13.5	4.6	3.9	1.0
Malatya	2.0	7.6	1.0	2.7	30.9	46.2	19.6	17.3	26.2	17.3	14.0	6.6	6.3	2.3

Table 8 The association between parents' education level and students' region

Note: F stands for Father and M stands for Mother in the table.

The study showed a significant association between family income and the students' region ( $X^2(56) = 279.525$ ,  $p < 0.05$ ). Although 25.2% of all participants reported that they did not know their family income per month, it can be seen from Table 9 that, the students from Mediterranean and Southern East Anatolia Regions were more likely to choose '250-500 TL' option which is the lowest family income on the list whereas the students from Central Anatolia and Marmara Regions were more likely to choose 'more than 5000 TL' option which is the highest family income on the list.

<b>Family income per month</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>
I don't know	30.0	16.1	17.3	31.7	25.5	27.8	30.9	22.6
250-500 TL	4.4	5.7	4.9	3.0	0.0	12.0	15.1	8.6
501-1000 TL	10.4	18.1	9.8	13.5	9.8	23.9	17.8	24.9
1001-1500 TL	15.2	18.7	14.1	14.9	19.3	14.2	13.8	15.3
1501-2000 TL	12.5	16.4	13.7	15.5	16.3	9.4	6.9	12.6
2001-3000 TL	8.8	10.4	18.0	11.9	13.7	5.8	8.9	7.0
3001-4000 TL	8.8	7.4	10.5	5.3	5.2	3.6	3.0	3.7
4001-5000 TL	4.7	4.7	5.6	2.0	3.9	1.6	2.0	2.0
More than 5000 TL	5.4	2.7	6.2	2.3	6.2	1.6	1.6	3.3

Table 9 The association between family income and students' region

Note: A British pound was approximately equal to 2.85 Turkish Liras in the time of the study.

The study also showed a significant association between family income and the students' school type ( $X^2(32) = 413.183$ ,  $p < 0.05$ ). The students from science and Anatolian high schools respectively were more likely to choose '2001-3000 TL', '3001-4000 TL', '4001-5000 TL' and 'more than 5000 TL' options compared to those in other school types. When it is considered that those students were also more likely to have parents who had high school diploma and above, it could be said that there is an association between education level of parents and family income.

<b>Family income per month</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>
I don't know	19.9	22.2	25.8	30.6	25.9
250-500 TL	0.0	3.8	8.3	9.4	9.9
501-1000 TL	5.8	12.0	20.7	18.5	20.0
1001-1500 TL	9.5	15.9	15.9	15.5	19.6
1501-2000 TL	10.4	13.3	12.7	13.4	13.9
2001-3000 TL	16.2	13.7	10.1	7.5	7.1
3001-4000 TL	16.5	8.2	2.8	3.4	2.0
4001-5000 TL	11.6	4.4	2.1	0.8	0.4
More than 5000 TL	10.1	6.6	1.5	0.9	1.2

Table 10 The association between family income and students' school type

Note: A British pound was approximately equal to 2.85 Turkish Liras in the time of the study.

#### 4.1.6.1 Free time activities

The students were asked to indicate what they liked to do in their free time. Of the 10 categories that were provided, the students were most likely to choose the options consisting of chatting with friends (64.0%), watching TV (61.7%), surfing on the Internet (61.2%) and reading (57.2%), and least likely to choose the options of going out (3.0%), listening to music (5.3%) and watching sports. Reading was the fourth-most chosen free time activity. A total of 353 participants mentioned at least one free time activity under ‘other’ option. There were a total of 433 mentions here. Of these 433 mentions, two new options were created: going out (72 mentions) and listening to music (128 mentions). Table 11 shows the responses according to gender and the probability value for each option. Female respondents were statistically more likely to choose ‘chatting with friends’ (67.2% compared to 60.9 of males), ‘watching TV’ (63.9% compared to 59.5% of males), ‘reading’ (67.2% compared to 47.3%), ‘resting’ (58.2% compared to 48.8%), ‘going to the cinema, theatre, museum etc.’ (47.7% compared to 35.1) and ‘listening to music’ (8.0% compared to 2.5% of males), while male respondents were statistically more likely to choose ‘surfing on the Internet’ (67.1% compared to 55.3% of females), ‘playing sports’ (73.5% compared to 35.8%), ‘gaming’ (61.1% compared to 19.8%) and ‘watching sports’ (51.6% compared to 15.5%). ‘Reading’ and ‘chatting with friends’ were the most popular options (67.2% each) among the female respondents, while ‘reading’ came eighth out of 10 options for the male respondents. Even though a fairly high proportion (47.3%) of male respondents also liked reading, the difference between the males and the females was statistically significant.

<b>Free Time Activities</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
Chatting with friends	67.2	60.9	<b>64.0</b>	<b>p&lt;0.05</b>
Watching TV	63.9	59.5	<b>61.7</b>	<b>p&lt;0.05</b>
Surfing on the Internet	55.3	67.1	<b>61.2</b>	<b>p&lt;0.05</b>
Reading	67.2	47.3	<b>57.2</b>	<b>p&lt;0.05</b>
Playing sports	35.8	73.5	<b>54.7</b>	<b>p&lt;0.05</b>
Resting	58.2	48.8	<b>53.5</b>	<b>p&lt;0.05</b>
Going to the cinema, theatre, museum etc.	47.7	35.1	<b>41.4</b>	<b>p&lt;0.05</b>
Gaming	19.8	61.1	<b>40.5</b>	<b>p&lt;0.05</b>
Watching sports	15.5	51.6	<b>33.6</b>	<b>p&lt;0.05</b>
Listening to music	8.0	2.5	<b>5.3</b>	<b>p&lt;0.05</b>
Going out	2.6	3.3	<b>3.0</b>	<b>p&gt;0.05</b>
Other	11.5	7.7	<b>9.6</b>	<b>p&lt;0.05</b>

Table 11 Students’ free time activities by gender

Table 12 summarises the responses according to school type and shows the probability value for each option. It is notable that ‘chatting with friends’ (76.9%), ‘watching TV’ (67.9%), ‘surfing on the Internet’ (73.7%), ‘reading’ (67.9%), ‘resting’ (65.6%), ‘going to the cinema, theatre, museum etc.’ (62.1%), ‘gaming’ (55.5%) and ‘watching sports’ (47.4%) were statistically more likely to be chosen by the respondents who attended science high schools. Although there is a statistically significant difference between the school types in terms of the students liking to read in their free time, it is encouraging that more than half of the respondents who attended all school types indicated that they enjoyed reading in their free time. ‘Reading’ was the second-most popular option for the respondents from general high schools (56.0%).

<b>Free Time Activities</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
Chatting with friends	76.9	63.6	54.5	67.9	61.4	<b>p&lt;0.05</b>
Watching TV	67.9	63.9	57.5	63.6	57.6	<b>p&lt;0.05</b>
Surfing on the Internet	73.7	65.5	52.9	53.8	64.6	<b>p&lt;0.05</b>
Reading	67.9	57.1	56.0	57.0	51.5	<b>p&lt;0.05</b>
Playing sports	58.7	57.3	54.5	52.6	51.7	<b>p&gt;0.05</b>
Resting	65.6	56.0	46.5	56.0	47.3	<b>p&lt;0.05</b>
Going to the cinema, theatre, museum etc.	62.1	45.2	35.3	35.5	35.8	<b>p&lt;0.05</b>
Gaming	55.5	46.7	30.6	35.5	39.4	<b>p&lt;0.05</b>
Watching sports	47.4	39.5	30.4	27.0	28.1	<b>p&lt;0.05</b>
Listening to music	7.5	6.5	4.2	4.9	4.0	<b>p&gt;0.05</b>
Going out	2.9	1.9	1.9	4.2	4.0	<b>p&gt;0.05</b>
Other	12.7	12.9	7.0	8.7	7.7	<b>p&lt;0.05</b>

Table 12 Students’ free time activities by school type

Table 13 shows the responses according to region and the probability value for each option. The respondents from Malatya Province are shown separately because this was chosen as a model province due to successfully implemented reading campaigns which took place in the national media in order to establish how effective the reading campaigns were in the province (Hurriyet, 2011; Haberturk, 2011). As a result, the responses from this province will be compared separately to those from the other provinces. It can be seen from Table 13 that there is a statistically significant difference between the variables, with the exception of that between ‘going out’ and ‘region’. ‘Chatting with friends’ (74.2%), ‘surfing on the Internet’ (74.2%), ‘playing sports’ (60.8%), ‘resting’ (62.7%), ‘going to the cinema, theatre, and museum etc.’ (54.2%) and ‘gaming’ (51.6%) were statistically more likely to be chosen by the respondents from Central Anatolia Region. The highest proportion of respondents to indicate that they enjoyed ‘reading’ in their free time was from Southern East Anatolia Region (63.2%), while the lowest was from Malatya Province (48.8%), contrary to the expectations of the researcher. ‘Reading’ was also the most popular option for the respondents from Southern East Anatolia Region.

<b>Free Time Activities</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Mar mara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malat ya (%)</b>	<b>P Value</b>
Chatting with friends	70.7	72.2	74.2	59.7	69.6	63.1	53.6	48.8	<b>p&lt;0.05</b>
Watching TV	67.0	70.2	69.0	63.7	64.7	53.4	53.6	52.5	<b>p&lt;0.05</b>
Surfing on the Internet	63.6	67.2	74.2	51.8	70.9	62.8	48.0	50.8	<b>p&lt;0.05</b>
Reading	57.2	59.5	55.9	52.5	61.4	59.2	63.2	48.8	<b>p&lt;0.05</b>
Playing sports	59.6	56.5	60.8	58.1	54.2	56.3	52.0	40.2	<b>p&lt;0.05</b>
Resting	49.8	59.2	62.7	50.8	58.8	55.3	47.4	43.9	<b>p&lt;0.05</b>
Going to the cinema, theatre etc	49.5	38.8	54.2	34.0	51.3	36.6	38.2	28.6	<b>p&lt;0.05</b>
Gaming	45.1	44.5	51.6	37.3	43.1	35.3	28.9	38.2	<b>p&lt;0.05</b>
Watching sports	36.0	36.8	35.6	31.7	39.9	30.4	31.9	26.2	<b>p&lt;0.05</b>
Listening to music	4.4	8.4	7.2	4.0	8.8	5.2	3.3	1.0	<b>p&lt;0.05</b>
Going out	3.7	5.0	3.6	3.0	3.3	1.0	3.0	1.3	<b>p&gt;0.05</b>
Other	11.1	12.7	10.5	10.6	11.4	10.0	8.6	2.0	<b>p&lt;0.05</b>

Table 13 Students’ free time activities by region

#### 4.1.6.2 The students' description of themselves as readers

The students were asked how they would describe themselves as readers, with the options being: reluctant (you only read when you have to), average (you read an ordinary amount) or enthusiastic (you read a lot with pleasure). The question was answered by 98.5% of the participants, of which 51.5% described themselves as 'enthusiastic readers' and 9.5% as 'reluctant readers'. It is encouraging that 90.5% of the respondents saw themselves as at least 'average readers'. Table 10 gives a breakdown of the distribution of respondents according to gender. The highest proportion of respondents was the male and average readers (56.6%), while the lowest proportion of respondents was the female and reluctant readers (5.1%). Table 14 shows that female respondents were more likely to rate themselves as being 'enthusiastic readers' than male respondents were (48.3% and 29.5% respectively), while male respondents were more likely to rate themselves as being 'reluctant readers' than female respondents were (13.9% and 5.1% respectively). A chi-square test was used to determine whether there was a significant association between the two variables. A significant association was found between gender and reader type ( $X^2(2) = 114.787$ ,  $p < 0.05$ ).

Gender	Reluctant (%)	Average (%)	Enthusiastic (%)	Total (%)
Female	5.1	46.6	48.3	<b>50.1</b>
Male	13.9	56.6	29.5	<b>49.9</b>
<b>Total</b>	<b>9.5</b>	<b>51.6</b>	<b>38.9</b>	<b>100.0</b>

Table 14 Students' descriptions of themselves as readers by gender

Figure 5 provides a breakdown of the distribution of respondents according to school type. Respondents from all school types were likely to describe themselves as ‘average readers’. The lowest proportion of respondents describing themselves as ‘reluctant readers’ (6.9%) attended religious high schools, whereas the highest proportion of respondents who would describe themselves as ‘enthusiastic readers’ (42.8%) was those who attended general high schools, as reading was their most popular free time activity in the previous question. A chi-square test showed a significant association between school type and reader type ( $X^2(8) = 18.136, p < 0.05$ ).

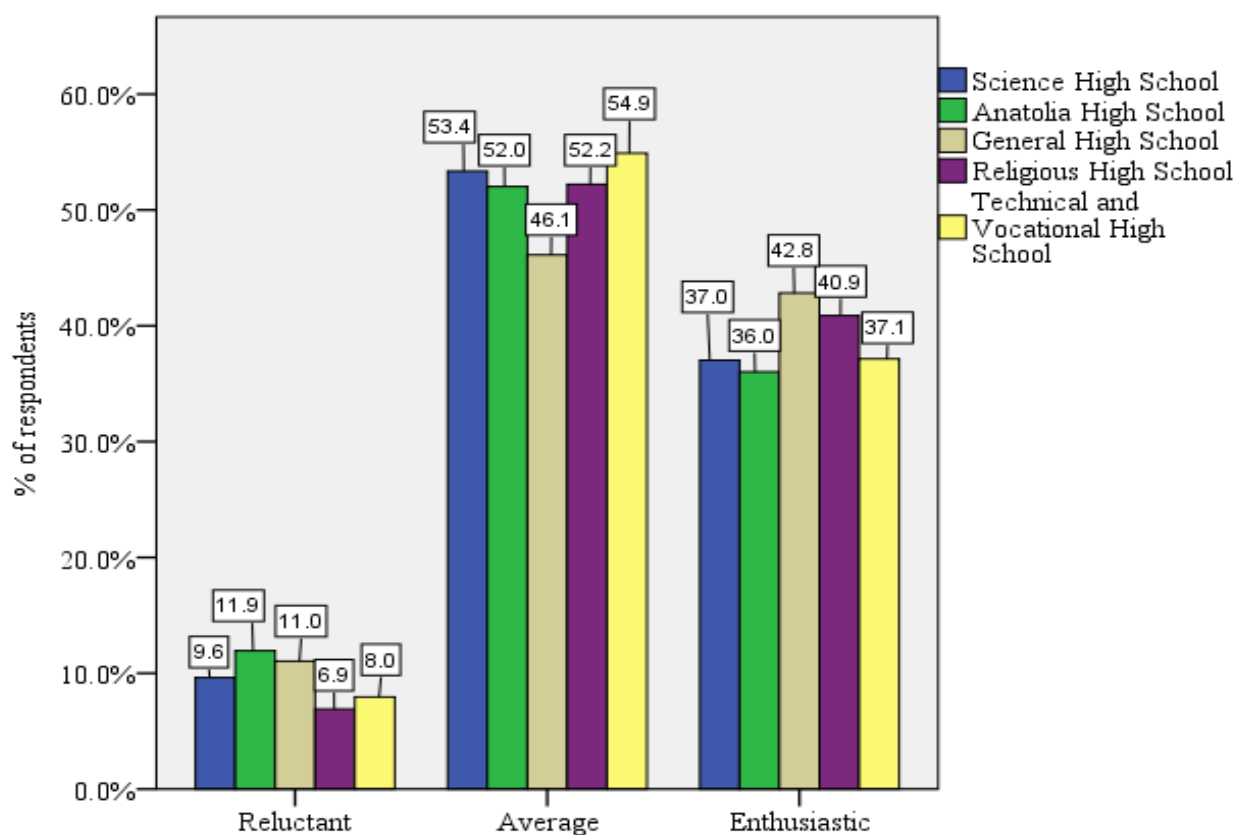


Figure 5 Students’ descriptions of themselves as readers by school type



Table 15 demonstrates a breakdown of the distribution of respondents according to region. All respondents, with the exception of those from Southern East Anatolia Region, were likely to describe themselves as ‘average readers’. ‘Reluctant readers’ were statistically more likely to come from Marmara Region (13.2%). The highest proportion of respondents who would describe themselves as ‘enthusiastic readers’ was from Southern East Anatolia Region (54.4%), which correlated with the result that reading was their most popular free time activity from the previous question. The respondents from Malatya Province showed similar patterns to those from the other regions. A chi-square test showed a significant association between region and reader type ( $X^2(14) = 61.974$ ,  $p < 0.05$ ).

<b>Region</b>	<b>Reluctant (%)</b>	<b>Average (%)</b>	<b>Enthusiastic (%)</b>	<b>Total (%)</b>
Aegean Region	12.5	54.5	33.0	<b>12.4</b>
Black Sea Region	8.7	58.5	32.8	<b>12.5</b>
Central Anatolia Region	10.5	50.8	38.7	<b>12.8</b>
East Anatolia Region	10.5	49.3	40.2	<b>12.4</b>
Marmara Region	13.2	51.0	35.9	<b>12.7</b>
Mediterranean Region	5.3	51.8	42.9	<b>12.7</b>
Southern East Anatolia Region	8.1	37.6	54.4	<b>12.5</b>
The Province of Malatya	7.3	59.2	33.4	<b>12.0</b>
<b>Total</b>	<b>9.5</b>	<b>51.6</b>	<b>38.9</b>	<b>100.0</b>

Table 15 Students’ descriptions of themselves as readers by region

#### 4.1.6.3 Frequency of reading outside school for at least 30 minutes

The students were also asked to indicate how often they read outside school for at least 30 minutes; 98.5% of the participants answered the question. A similar percentage of the students stated that they read ‘every day or almost every day’ and ‘once or twice a week’ (40.6% and 41.4% respectively); while 6.1% of the students stated that they read ‘never or almost never’. Unsurprisingly, females were more likely than males to indicate that they read ‘every day or almost every day’ (48.2% compared to 33.1% of males). Males were more likely to opt for ‘never or almost never’ than the females (8.9% compared to 3.4% of females), as shown in Table 16. Similarly, a higher proportion of the males than females indicated reading ‘once or twice a week’ (43.9% compared to 38.9% of females). Statistical analysis by gender revealed that there was a significant association between the variables ( $p < 0.05$ ).

<b>Gender</b>	<b>Never or almost never (%)</b>	<b>Once or twice a month (%)</b>	<b>Once or twice a week (%)</b>	<b>Every day or almost every day (%)</b>	<b>Total (%)</b>
Female	3.4	9.5	38.9	48.2	<b>49.9</b>
Male	8.9	14.1	43.9	33.1	<b>50.1</b>
<b>Total</b>	<b>6.1</b>	<b>11.8</b>	<b>41.4</b>	<b>40.6</b>	<b>100.0</b>

Table 16 The frequency of reading outside school for at least 30 minutes by gender

Figure 6 summarises the students' frequency of reading outside school for at least 30 minutes by school type. The statistical test ( $X^2$ ) showed a significant association between the variables ( $p < 0.05$ ). As can be seen, the two highest proportions of respondents to indicate that they read 'every day or almost every day' attended science high schools (45.8%) and religious high schools (44.8%). A slightly higher proportion of respondents from Anatolian high schools indicated that they read 'never or almost never' (7.1%) than those from other school types.

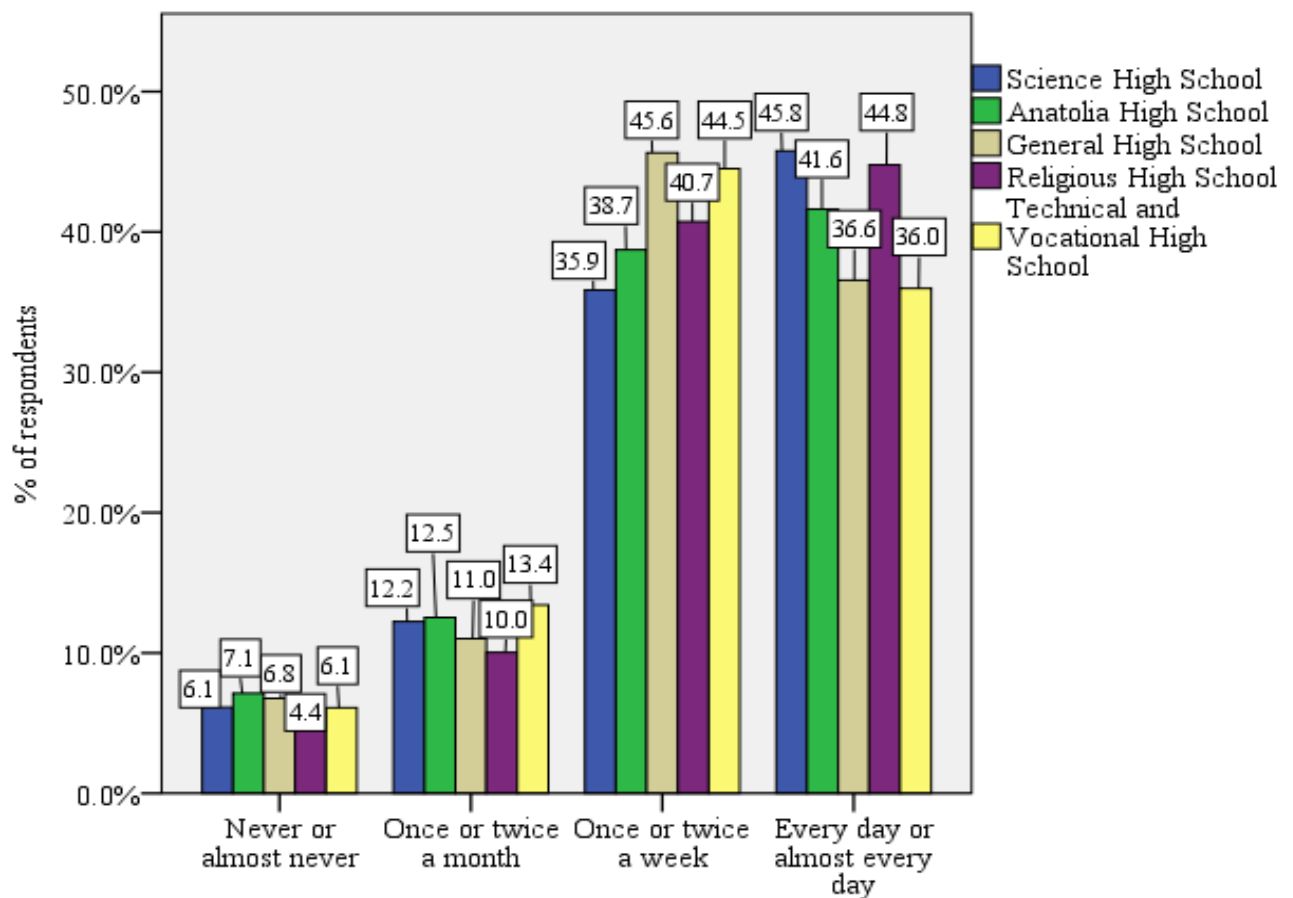


Figure 6 The frequency of reading outside school for at least 30 minutes by school type

Table 17 provides a breakdown of the distribution of respondents according to region. The respondents from Southern East Anatolia Region were statistically most likely to state that they read ‘every day or almost every day’ (51.2%), in common with the result that they were most likely to rate themselves as being ‘enthusiastic readers’. They were also the least likely to state that they read ‘never or almost never’ (3.3%). ‘Every day or almost every day’ was less likely to be chosen by the respondents from East Anatolia Region (34.3%), and these respondents were also more likely to choose ‘never or almost never’ (8.8%).

<b>Region</b>	<b>Never or almost never (%)</b>	<b>Once or twice a month (%)</b>	<b>Once or twice a week (%)</b>	<b>Every day or almost every day (%)</b>	<b>Total (%)</b>
Aegean Region	7.1	12.2	42.2	38.5	<b>12.4</b>
Black Sea Region	7.0	10.0	45.8	37.1	<b>12.5</b>
Central Anatolia Region	3.6	10.8	42.2	43.5	<b>12.8</b>
East Anatolia Region	8.8	14.5	42.4	34.3	<b>12.4</b>
Marmara Region	7.2	15.1	37.5	40.1	<b>12.7</b>
Mediterranean Region	6.1	9.2	41.0	43.7	<b>12.3</b>
Southern East Anatolia Region	3.3	7.0	38.5	51.2	<b>12.5</b>
The Province of Malatya	5.8	15.7	42.0	36.5	<b>12.3</b>
<b>Total</b>	<b>6.1</b>	<b>11.8</b>	<b>41.4</b>	<b>40.6</b>	<b>100.0</b>

Table 17 The frequency of reading outside school for at least 30 minutes by region

#### 4.1.6.4 Do the students consider that they read enough?

The participants were also asked whether they thought that they read enough; 98.4% of them answered the question. Nearly two thirds of the students thought that they did not read enough and would like to read more (64.4%). While 29.2% of them thought that they read enough, 6.4% of the students thought that they did not read enough but did not want to be reading more. Table 18 gives a breakdown of the distribution of respondents according to gender. The female respondents were more likely to state that they considered that they read enough (33.1% compared to 25.3% of males), while male respondents were more likely to state that they thought they did not read enough, but did not want to be reading more (9.1% compared to 3.7% of females). A similar proportion of each gender stated that they considered they did not read enough and would like to read more. A chi-square test showed a significant association between gender and the students' consideration regarding whether they read enough ( $X^2(2) = 40.184$ ,  $p < 0.05$ ).

<b>Gender</b>	<b>No and I don't want to read more (%)</b>	<b>No, but I would like to read more (%)</b>	<b>Yes (%)</b>	<b>Total (%)</b>
Female	3.7	63.2	33.1	<b>49.9</b>
Male	9.1	65.6	25.3	<b>50.1</b>
<b>Total</b>	<b>6.4</b>	<b>64.4</b>	<b>29.2</b>	<b>100.0</b>

Table 18 Students' consideration of whether they read enough by gender

Figure 7 provides a breakdown of the distribution of respondents according to school type. The highest proportion of respondents answering that they considered they did not read enough but did not want to be reading more attended Anatolian high schools (8.1%). The respondents from all school types were most likely to state that they considered they did not read enough but would like to read more. Two of the highest percentages to answer that they considered they read enough were from the respondents attending general high schools (33.6%) and technical and vocational high schools (31.3%).

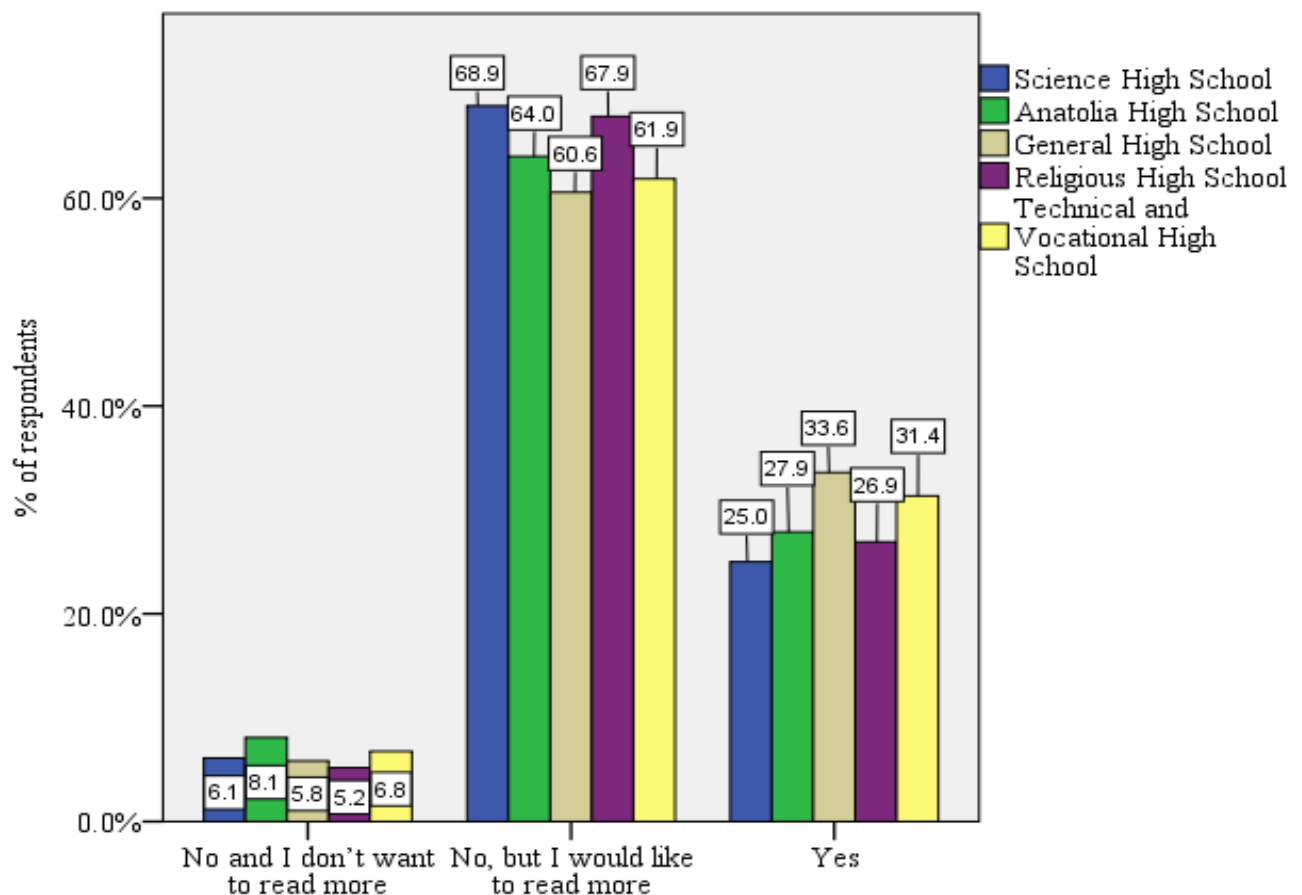


Figure 7 Students' consideration of whether they read enough or not by school type

Table 19 gives a breakdown of the distribution of respondents according to region. The highest percentage who answered that they considered they did not read enough and would like to read more was from Black Sea Region (69.6%); meanwhile, the lowest percentage who answered that they considered they read enough was also from this region (25.4%). The respondents from Marmara Region were the largest proportion to state that that they considered they did not read enough but did not want to be reading more, compared to those from other regions (9.2%).

<b>Region</b>	<b>No and I don't want to read more (%)</b>	<b>No, but I would like to read more (%)</b>	<b>Yes (%)</b>	<b>Total (%)</b>
Aegean Region	7.4	65.3	27.3	<b>12.4</b>
Black Sea Region	5.0	69.6	25.4	<b>12.5</b>
Central Anatolia Region	5.6	63.7	30.7	<b>12.8</b>
East Anatolia Region	7.7	62.5	29.8	<b>12.5</b>
Marmara Region	9.2	61.6	29.2	<b>12.8</b>
Mediterranean Region	4.0	64.1	31.9	<b>12.5</b>
Southern East Anatolia Region	4.7	64.0	31.3	<b>12.4</b>
The Province of Malatya	7.7	64.3	28.0	<b>12.0</b>
<b>Total</b>	<b>6.4</b>	<b>64.4</b>	<b>29.2</b>	<b>100.0</b>

Table 19 Students' consideration of whether they read enough or not by region

#### 4.1.6.5 The students' description of their home with regard to the availability of books (Excluding schoolbooks)

The students were asked to indicate how they would describe their home with regard to the availability of books; 98.8% of the students answered this question. The respondents were most likely to state that their home contains quite a few books (40.1%). Only 1.3% of the respondents stated that their home has no books at all. As shown in Table 20, a similar proportion of respondents from both genders chose the same options. There was no statistical difference between the variables.

<b>Gender</b>	<b>It has no books at all</b>	<b>It has just a few books</b>	<b>It has quite a few books</b>	<b>There is a large number of books</b>	<b>It is full of books and books are everywhere</b>	<b>Total</b>
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>
Female	0.8	16.6	39.3	28.9	14.4	<b>49.7</b>
Male	1.9	17.7	41.0	27.0	12.4	<b>50.3</b>
<b>Total</b>	<b>1.3</b>	<b>17.1</b>	<b>40.1</b>	<b>28.0</b>	<b>13.4</b>	<b>100.0</b>

Table 20 Students' description of their home with regard to the availability of books by gender



Figure 8 shows the students' descriptions of their home with regard to the availability of books by school type. It can be seen from this figure that the respondents who attended general high schools were statistically the largest group, stating that their home contains quite a few books (46.7%). The highest proportions of respondents to state that their home has 'a large number of books' (42.3%) and that 'it is full of books and books are everywhere' (21.2%) attended science high schools. It could be said that the respondents from science high schools were more likely to have access to books at their homes among all the respondents. About a quarter of the respondents from technical and vocational high schools (23.8%) stated that their homes have just a few books. A chi-square test showed a significant association between the variables ( $X^2(16) = 149.391, p < 0.05$ ).

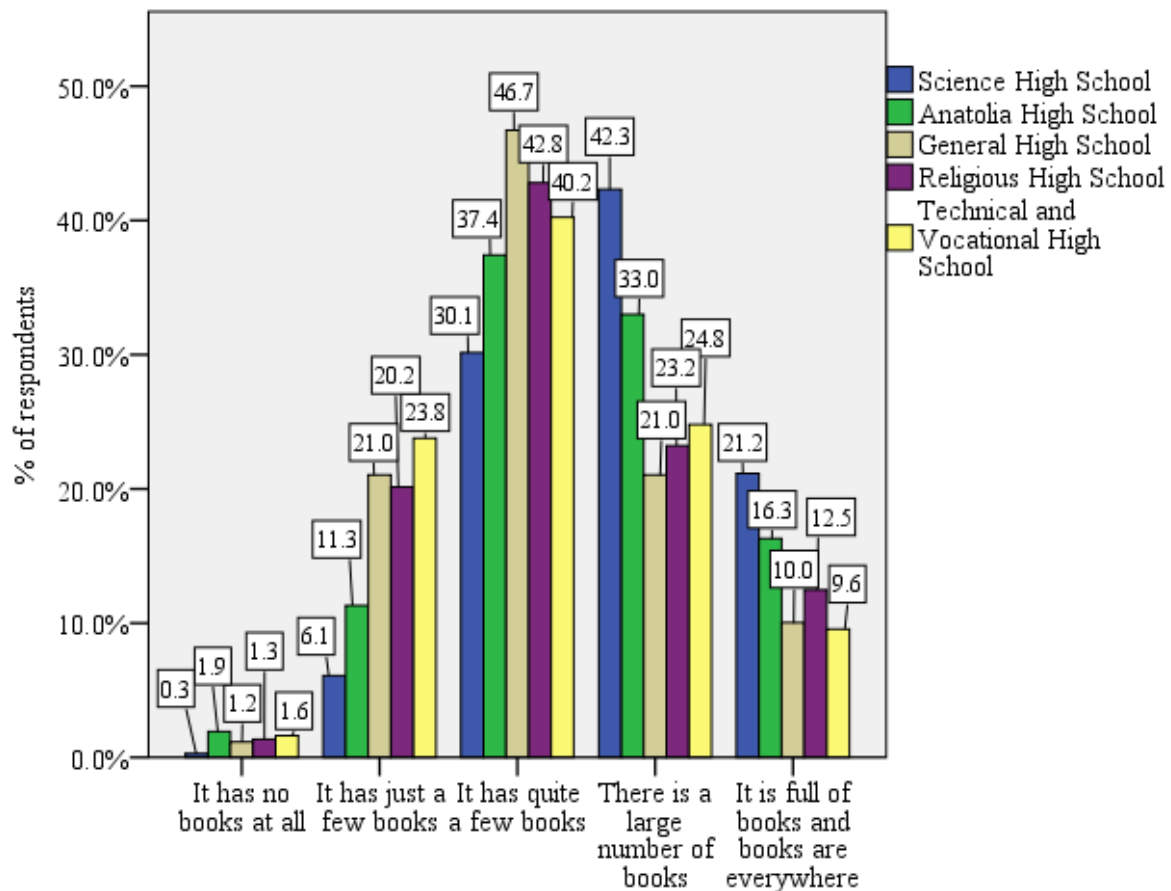


Figure 8 Students' description of their home with regard to the availability of books by school type

Table 21 demonstrates the students' description of their home with regard to the availability of books by region. Of the respondents from Southern East Anatolia Region, 25.9% stated that their home at most has just a few books, even though the respondents from this region were most likely describe themselves as 'enthusiastic readers' and to state that they read 'every day or almost every day'. It could be said that having a large number of books at their home was not their main motivation to be an enthusiastic reader. The highest proportion to state that their home has quite a few books was from Mediterranean Region, comprising slightly more than half of the respondents, or 50.7%. Slightly more than half of the respondents from Marmara Region (52.0%) and Central Anatolia Region (51.7%) stated that their home has at least a large number of books. It is notable that no one from Marmara Region stated that their home has no books at all. It can be seen from Table 16 that the respondents from Marmara, Central Anatolia and Aegean Regions have homes with a larger number of books. There was a statistically significant association between the variables ( $X^2(28) = 95.386, p < 0.05$ ).

<b>Region</b>	<b>It has no books at all (%)</b>	<b>It has just a few books (%)</b>	<b>It has quite a few books (%)</b>	<b>There is a large number of books (%)</b>	<b>It is full of books and books are everywhere (%)</b>	<b>Total (%)</b>
Aegean Region	1.7	13.5	38.2	32.4	14.2	<b>12.3</b>
Black Sea Region	1.7	21.1	39.6	26.2	11.4	<b>12.4</b>
Central Anatolia Region	0.7	12.1	35.6	35.0	16.7	<b>12.8</b>
East Anatolia Region	1.0	18.7	38.0	28.0	14.3	<b>12.5</b>
Marmara Region	0.0	8.9	39.1	37.2	14.8	<b>12.7</b>
Mediterranean Region	1.6	18.8	50.7	19.4	9.5	<b>12.7</b>
Southern East Anatolia Region	3.0	22.9	39.1	23.6	11.4	<b>12.4</b>
The Province of Malatya	1.0	21.6	40.8	21.6	15.1	<b>12.2</b>
<b>Total</b>	<b>1.3</b>	<b>17.1</b>	<b>40.1</b>	<b>28.0</b>	<b>13.4</b>	<b>100.0</b>

Table 21 Students' description of their home with regard to the availability of books by region

#### 4.1.6.6 Information resources at home

When the students were asked to indicate which information resources they had access to at home, most of them stated that they had fiction books of their own (83.4%), followed by information books of their own (73.4%) and dictionaries (67.4%). A total of 176 respondents mentioned at least one element under the ‘other’ option. Of these, 82 mentions of religious books were transferred to a newly created option. Under the ‘other’ option, the information resources receiving eight or more than eight mentions were as follows: 20 mentions of family members’ books, 10 of comics and eight of history books. Table 22 summarises the analysis by gender. Apart from religious books, a higher proportion of females than males chose the information resources listed. Apart from newspapers, religious books and the ‘other’ option, chi-square tests showed a significant association between the availability of information resources at home and gender.

<b>Information resources at home</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
Fiction books of their own	88.5	78.4	<b>83.4</b>	<b>p&lt;0.05</b>
Information books of their own	76.3	70.5	<b>73.4</b>	<b>p&lt;0.05</b>
Dictionaries	70.8	64.1	<b>67.4</b>	<b>p&lt;0.05</b>
Atlases	58.1	52.8	<b>55.5</b>	<b>p&lt;0.05</b>
Encyclopaedias	53.1	47.8	<b>50.4</b>	<b>p&lt;0.05</b>
Magazines	51.4	43.3	<b>47.4</b>	<b>p&lt;0.05</b>
Newspapers	45.4	42.8	<b>44.1</b>	<b>p&gt;0.05</b>
Religious Books	2.9	3.9	<b>3.4</b>	<b>p&gt;0.05</b>
Other	4.5	3.4	<b>3.9</b>	<b>p&gt;0.05</b>

Table 22 The availability of information resources at home by gender

Table 23 shows the availability of information resources at students' homes by school type and the probability values for each option. It is notable that there seems to be a pattern to the answer options. The respondents attending science high schools had the highest proportions for all options (excluding religious books). The respondents from Anatolian high schools had the second-highest proportions for all options, and the respondents from other three school types showed similar patterns to one another; that is to say, similar proportions of respondents from these school types were recorded for each answer option. Religious books (created in the analysis process) were statistically more likely to be chosen by respondents from religious schools (8.5%).

<b>Information resources at home</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
Fiction books of their own	93.4	86.7	80.3	79.2	80.8	<b>p&lt;0.05</b>
Information books of their own	92.5	84.3	67.6	66.4	62.0	<b>p&lt;0.05</b>
Dictionaries	86.1	79.3	57.3	59.8	60.6	<b>p&lt;0.05</b>
Atlases	76.3	65.5	50.5	45.7	46.1	<b>p&lt;0.05</b>
Encyclopaedias	72.8	60.7	45.0	40.4	40.4	<b>p&lt;0.05</b>
Magazines	69.7	54.6	38.9	40.4	40.4	<b>p&lt;0.05</b>
Newspapers	63.0	49.3	37.2	39.4	37.8	<b>p&lt;0.05</b>
Religious Books	2.3	2.7	1.1	8.5	1.8	<b>p&lt;0.05</b>
Other	8.1	6.1	1.5	3.2	2.0	<b>p&lt;0.05</b>

Table 23 The availability of information resources at home by school type

Table 24 shows the availability of information resources at students' homes by region. The highest proportion of respondents reporting that they have fiction books and information books of their own at home was from Marmara Region (89.2% and 79.7% respectively), closely followed by Central Anatolia Region (88.6% and 79.1% respectively). Dictionaries (55.6%), atlases (42.1%), encyclopaedias (36.5%), magazines (30.6%) and newspapers (32.9%) were less likely to be chosen by the respondents from Southern East Anatolia Region. Religious books were more likely to be chosen by the respondents from East Anatolia Region (5.9%), followed by those from Malatya Province (4.3%), which is also located in East Anatolia Region. It could be said that the respondents from East Anatolia Region were more interested in religious issues.

<b>Information resources at home</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>	<b>P Value</b>
Fiction books of their own	81.8	82.6	88.6	82.5	89.2	77.3	85.2	80.1	<b>p&lt;0.05</b>
Information books of their own	76.1	77.6	79.1	69.3	79.7	63.8	73.7	67.8	<b>p&lt;0.05</b>
Dictionaries	70.0	72.9	78.4	63.4	77.1	60.5	55.6	61.5	<b>p&lt;0.05</b>
Atlases	61.6	58.9	69.0	47.9	67.3	50.2	42.1	46.8	<b>p&lt;0.05</b>
Encyclopaedias	58.2	52.2	64.1	45.9	60.5	42.7	36.5	43.5	<b>p&lt;0.05</b>
Magazines	61.6	47.2	56.5	44.9	59.8	36.6	30.6	41.9	<b>p&lt;0.05</b>
Newspapers	57.9	45.8	52.6	39.9	48.4	42.7	32.9	32.9	<b>p&lt;0.05</b>
Religious Books	2.0	3.0	3.6	5.9	2.3	3.2	2.6	4.3	<b>p&gt;0.05</b>
Other	5.4	3.7	6.2	3.0	5.6	3.6	2.3	1.7	<b>p&lt;0.05</b>

Table 24 The availability of information resources at home by region

#### 4.1.6.7 Accessing educational resources at home

The students were then asked whether they had a computer with or without internet, and a desk of their own at home. The majority of respondents stated that they had a desk of their own at home (73.5%). The proportion of the respondents who stated that they had at least a computer at home was 74.6%. The percentage that could access the internet at home was quite high, at 57.6%). Of the respondents, 8.9% stated that they had none of the educational resources listed. As can be seen from Table 25, a similar proportion of both genders stated that they had a computer with or without internet. Regarding having a desk of their own, the females were statistically more likely to select this option than the males (76.8% compared to 70.3% of males). Statistically, more male respondents stated that they did not have access to any of the educational resources listed (10.4% compared to 7.5% of females).

	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
A computer with Internet	58.7	56.5	<b>57.6</b>	<b>p&gt;0.05</b>
A computer without Internet	15.6	18.5	<b>17.0</b>	<b>p&gt;0.05</b>
A desk of their own	76.8	70.3	<b>73.5</b>	<b>p&lt;0.05</b>
None of them	7.5	10.4	<b>8.9</b>	<b>p&lt;0.05</b>

Table 25 Students' accessibility to these educational resources at home by gender

Table 26 provides a breakdown of the distribution of respondents according to school type and probability values for each option. The respondents from science high schools were statistically the largest group to indicate that they had a computer with internet at home (80.9%) and that they had a desk of their own (91.3%). The proportions of respondents who indicated that they had a desk of their own who attended general, religious and technical and vocational high schools were similar (69.6%, 65.8% and 65.5% respectively). The highest proportion of respondents to indicate that they did not have access to any educational resources listed was from religious high schools. Having a desk of your own and internet access are somewhat related to family income. The respondents from science and Anatolian high schools, in common with the results here, were more likely to select the options of 2001-3000 TL, 3001-4000 TL, 4001-5000 TL and more than 5000 TL (the four highest family incomes on the list) for their family income than the respondents from the other school types were.

	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
A computer with Internet	80.9	68.5	53.3	39.6	53.5	<b>p&lt;0.05</b>
A computer without Internet	14.7	14.0	16.9	20.2	18.6	<b>p&gt;0.05</b>
A desk of their own	91.3	81.0	69.6	65.8	65.5	<b>p&lt;0.05</b>
None of them	1.7	3.8	9.1	17.2	10.5	<b>p&lt;0.05</b>

Table 26 Students' accessibility to these educational resources at home by school type

Table 27 gives a breakdown of the distribution of respondents according to region and probability values for each option. The table shows that the respondents from Southern East Anatolia Region and East Anatolia Region were statistically the two smallest groups to indicate that they had a computer with internet (39.1% and 41.6% respectively) and that they had a desk their own (64.5% and 67.7% respectively). Statistically, the highest proportion of respondents who indicated that they had a computer with internet was from Marmara Region (84.6%); this group was also the least likely to select the ‘none of them’ option (1.3%).

	<b>Aegean</b>	<b>Black</b>	<b>Central</b>	<b>East</b>	<b>Marmara</b>	<b>Mediterranean</b>	<b>Southern East</b>	<b>Malatya</b>	<b>P Value</b>
	<b>n (%)</b>	<b>Sea (%)</b>	<b>Ana. (%)</b>	<b>Ana. (%)</b>	<b>ra (%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	
A computer with Internet	69.4	61.5	71.9	41.6	84.6	47.9	39.1	44.9	<b>p&lt;0.05</b>
A computer without Internet	15.2	18.4	11.1	20.1	9.2	16.2	19.1	27.2	<b>p&lt;0.05</b>
A desk of their own	75.4	78.6	82.7	67.7	82.4	68.6	64.5	68.4	<b>p&lt;0.05</b>
None of them	7.4	7.7	6.5	15.8	1.3	10.7	13.5	8.6	<b>p&lt;0.05</b>

Table 27 Students' accessibility to these educational resources at home by region



#### 4.1.6.8 Rating of the students' agreement with the reading-related statements

The students were asked to rate their agreement or disagreement with seven statements about their attitudes towards reading. Of those who replied, 41.0% of the students at least agreed that girls read more than boys. Most students at least agreed that reading is important (92.2%) and that reading is a skill for life (83.9%). Most students tended to at least disagree with the statements that reading is boring (67.6%), reading is hard (67.9%) and they cannot find books that interest them (72.0%) (see Table 28). It could be said that the students in general had positive attitudes towards reading.

	<b>Strongly agree (%)</b>	<b>Agree (%)</b>	<b>Neither agree nor disagree (%)</b>	<b>Disagree (%)</b>	<b>Strongly disagree (%)</b>	<b>No Answer (%)</b>
Girls read more than boys	19.3	21.7	27.6	15.9	12.8	2.7
Reading is boring	5.3	6.6	17.5	31.3	36.2	3.1
Reading is hard	5.6	9.9	13.1	31.8	36.1	3.5
Reading is important	72.2	20.0	1.3	1.3	2.6	2.6
There are no interesting books	5.4	7.0	11.9	31.4	40.6	3.8
Reading is a skill for life	52.4	31.5	7.4	3.1	2.7	2.9
I like going to the library	22.5	26.9	25.6	12.6	9.0	3.3

Table 28 Rating of the students' agreement with the reading related statements

The reading-related statements for the question were given a number from one to five (from strongly disagree to strongly agree) to enable the use of statistical tests. For positive statements, a higher mean score means higher positive attitudes, but for negative statements, a higher mean score means higher negative attitudes. In order to examine any differences between the females' and males' mean scores, an independent-samples t-test (t) was used. It showed that the females scored significantly higher than the males on the measure of their attitudes to reading (see Table 29). This means that the females held more positive attitudes towards reading than the males.

<b>Statements</b>	<b>Female mean scores</b>	<b>Male mean scores</b>	<b>P Value</b>
Girls read more than boys	3.41	2.97	<b>p&lt;0.05</b>
Reading is boring	1.85	2.36	<b>p&lt;0.05</b>
Reading is hard	1.99	2.30	<b>p&lt;0.05</b>
Reading is important	4.71	4.54	<b>p&lt;0.05</b>
No interesting books	1.84	2.19	<b>p&lt;0.05</b>
Reading is a skill for life	4.46	4.17	<b>p&lt;0.05</b>
I like to go to library	3.70	3.16	<b>p&lt;0.05</b>

Table 29 Rating of the students' agreement with the reading related statements by gender

The mean scores of the students' ratings of their agreement with the reading-related statements were calculated according to school type. An analysis of variance (F) indicated a significant difference between school types for the statements: 'reading is boring', 'no interesting books', 'reading is a skill for life' and 'I like to go to library'. In order to find out where the differences lie between the school types for the above statements, a Scheffe test was used. This revealed that the respondents from science high schools scored significantly lower than those from all other school types on the measure of their agreement with the statement: 'no interesting books'. It also showed that the respondents from Anatolian high schools scored significantly lower than the respondents from all other school types (except science high schools) on the measure of their agreement with the same statement. This may mean that the respondents from science and Anatolian high schools were statistically less likely to struggle to find books that they were interested in. The respondents attending science high schools were statistically less likely to agree that 'reading is boring' compared to those from other school types. The analysis by school type is summarised in Table 30.

<b>Statements</b>	<b>Science (mean)</b>	<b>Anatolia (mean)</b>	<b>General (mean)</b>	<b>Religious (mean)</b>	<b>Tech. and Voc. (mean)</b>	<b>P Value</b>
Girls read more than boys	3.09	3.25	3.19	3.25	3.16	<b>p&gt;0.05</b>
Reading is boring	1.95	2.11	2.19	2.16	2.06	<b>p&lt;0.05</b>
Reading is hard	2.05	2.12	2.21	2.18	2.12	<b>p&gt;0.05</b>
Reading is important	4.64	4.66	4.60	4.62	4.59	<b>p&gt;0.05</b>
No interesting books	1.57	1.85	2.15	2.09	2.29	<b>p&lt;0.05</b>
Reading is a skill for life	4.17	4.27	4.37	4.36	4.36	<b>p&lt;0.05</b>
I like to go to library	3.37	3.28	3.51	3.51	3.44	<b>p&lt;0.05</b>

Table 30 Rating of the students' agreement with the reading related statements by school type

The mean scores of the students' ratings of their agreement with the reading-related statements were calculated according to region. An analysis of variance (F) showed a significant difference between regions for only one statement: 'girls read more than boys' ( $p<0.05$ ). A Scheffe test indicated that the respondents from Aegean Region scored significantly lower than those from Mediterranean Region ( $p<0.05$ ) and Malatya Province ( $p<0.05$ ). This may mean that the respondents from Aegean Region were statistically less likely than those from Mediterranean Region and Malatya Province to agree that girls read more than boys. Table 31 shows the mean scores and probability values for each region.

Statements	Aegean	Black Sea	Central Ana.	East Ana.	Mar mara	Mediterranean	Southern East	Malatya	P Value
Girls read more than boys	2.92	3.04	3.15	3.21	3.17	3.32	3.31	3.43	<b>p&lt;0.05</b>
Reading is boring	2.21	2.06	2.10	2.15	2.09	2.00	2.06	2.18	<b>p&gt;0.05</b>
Reading is hard	2.13	2.09	2.13	2.17	2.11	2.09	2.20	2.23	<b>p&gt;0.05</b>
Reading is important	4.66	4.69	4.61	4.62	4.64	4.57	4.59	4.57	<b>p&gt;0.05</b>
No interesting books	1.99	1.99	1.93	2.01	1.90	2.06	2.10	2.16	<b>p&gt;0.05</b>
Reading is a skill for life	4.33	4.40	4.26	4.26	4.24	4.36	4.36	4.32	<b>p&gt;0.05</b>
I like to go to library	3.29	3.32	3.57	3.35	3.46	3.45	3.52	3.47	<b>p&gt;0.05</b>

Table 31 Rating of the students' agreement with the reading related statements by region

#### 4.1.6.9 Students' preferred reading materials outside school

The students were asked what type of material they read outside school; 98.9% of the participants answered the question. Among those who responded, the most preferred reading materials were novels, followed by magazines, newspapers and websites. The least preferred reading materials were cookery books, followed by biographies, encyclopaedias and travel books. A total of 126 respondents stated that they at least read material under the option of 'other'. Religious books were mentioned 39 times, and were listed under a newly created item. Table 32 reveals the students' preferred reading materials outside school according to gender and the probability values for each answer option. It is shown that the female respondents were statistically more likely to read novels, magazines, poems, catalogues and cookery books, while the male respondents were statistically more likely to read newspapers, websites, e-mails, encyclopaedias and religious books. Novels were the most preferred reading material for both gender groups, at 84.2% for the females and 58.6% for the males.

<b>Preferred reading materials</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
Novels	84.2	58.6	<b>71.4</b>	<b>p&lt;0.05</b>
Magazines	61.6	43.4	<b>52.5</b>	<b>p&lt;0.05</b>
Newspapers	43.2	58.2	<b>50.7</b>	<b>p&lt;0.05</b>
Websites	40.9	55.5	<b>48.2</b>	<b>p&lt;0.05</b>
Story books	41.6	40.0	<b>40.8</b>	<b>p&gt;0.05</b>
Poems	47.5	33.6	<b>40.5</b>	<b>p&lt;0.05</b>
Comics	36.3	39.9	<b>38.1</b>	<b>p&gt;0.05</b>
Catalogue	41.6	14.9	<b>28.2</b>	<b>p&lt;0.05</b>
E-mails	22.4	28.6	<b>25.5</b>	<b>p&lt;0.05</b>
Travel books	20.0	17.7	<b>18.8</b>	<b>p&gt;0.05</b>
Encyclopaedia	11.7	18.8	<b>15.2</b>	<b>p&lt;0.05</b>
Biography	15.0	15.5	<b>15.2</b>	<b>p&gt;0.05</b>
Cookery	14.7	3.8	<b>9.2</b>	<b>p&lt;0.05</b>
Religious books	0.8	2.4	<b>1.6</b>	<b>p&lt;0.05</b>
Other	2.1	3.7	<b>2.9</b>	<b>p&lt;0.05</b>

Table 32 Preferred reading materials of the students outside school by gender

Table 33 lists the students' preferred reading materials outside school according to school type. Respondents from all types of schools were likely to state that they like to read novels outside school. Novels (87.9%), magazines (70.2%), newspapers (52.6%), websites (66.5%), storybooks (47.7%), comics (48.3%), catalogues (31.5%) and biographies (18.2%) were more likely to be the preferred reading of the respondents from science high schools. Poems (46.1%) and e-mails (29.3%) were more likely to be chosen by the respondents from technical and vocational high schools. Reading magazines was the second-most mentioned option among the respondents from science and Anatolian high schools, while reading newspapers came in at second place for the respondents from general, religious and technical and vocational high schools.

<b>Preferred reading materials</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
Novels	87.9	76.7	68.1	65.8	63.6	<b>p&lt;0.05</b>
Magazines	70.2	60.5	44.6	46.8	46.1	<b>p&lt;0.05</b>
Newspapers	52.6	51.0	49.0	49.8	51.9	<b>p&gt;0.05</b>
Websites	66.5	53.7	41.0	37.2	49.1	<b>p&lt;0.05</b>
Story books	47.7	41.4	33.8	45.3	38.2	<b>p&lt;0.05</b>
Poems	30.3	36.4	42.1	44.5	46.1	<b>p&lt;0.05</b>
Comics	48.3	40.2	30.4	36.6	38.6	<b>p&lt;0.05</b>
Catalogue	31.5	30.4	24.3	25.8	30.3	<b>p&lt;0.05</b>
E-mails	28.3	27.5	21.1	22.6	29.3	<b>p&lt;0.05</b>
Travel books	14.2	18.6	18.8	22.5	18.6	<b>p&lt;0.05</b>
Encyclopaedia	17.6	17.8	10.8	13.4	17.4	<b>p&lt;0.05</b>
Biography	18.2	17.3	13.7	14.3	13.5	<b>p&gt;0.05</b>
Cookery	5.2	8.5	8.7	12.6	9.7	<b>p&lt;0.05</b>
Religious books	2.0	0.6	0.2	4.9	0.4	<b>p&lt;0.05</b>
Other	4.0	4.2	1.9	2.8	1.8	<b>p&gt;0.05</b>

Table 33 Preferred reading materials of the students outside school by school type

Table 34 shows the students' preferred reading materials outside school according to region and probability values for each option. As shown in the table, the most preferred reading material for all school types was novels, with the highest, at 78.9%, from Southern East Anatolia Region. Apart from the option of novels, no option was chosen by more than half of the respondents from East Anatolia Region, Southern East Anatolia Region and Malatya Province. The highest proportion of respondents who stated that they like to read poems was from East Anatolia Region (49.8%), followed by Mediterranean Region (45.0%). The highest proportion of respondents who stated that they like to read newspapers was from Marmara Region (59.5%), followed by Aegean Region (58.2%). Among those who stated that they like to read religious books outside school, the respondents from Southern East Anatolia Region had the highest percentage (4.6%), while no one from Central Anatolia Region mentioned religious books.

<b>Preferred reading materials</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>	<b>P Value</b>
Novels	74.1	67.2	70.9	62.4	73.9	72.2	78.9	71.4	<b>p&lt;0.05</b>
Magazines	63.0	54.8	62.7	44.2	63.1	46.9	41.1	44.2	<b>p&lt;0.05</b>
Newspapers	58.2	55.2	50.3	41.9	59.5	54.4	46.1	40.2	<b>p&lt;0.05</b>
Websites	50.8	58.9	62.7	41.9	62.1	39.2	35.5	34.6	<b>p&lt;0.05</b>
Story books	42.8	45.2	40.5	38.9	41.8	41.7	35.9	39.9	<b>p&lt;0.05</b>
Poems	33.7	37.5	37.9	49.8	34.6	45.0	42.8	42.9	<b>p&lt;0.05</b>
Comics	44.8	44.8	45.8	31.0	45.8	35.0	26.3	31.6	<b>p&lt;0.05</b>
Catalogue	25.9	29.4	38.6	33.7	32.0	21.4	22.0	22.6	<b>p&lt;0.05</b>
E-mails	25.9	29.4	35.3	28.4	24.5	18.4	21.4	20.9	<b>p&lt;0.05</b>
Travel books	16.2	16.4	19.6	24.8	13.4	19.4	21.1	19.9	<b>p&lt;0.05</b>
Encyclopaedia	15.8	15.7	14.7	11.2	16.7	16.5	17.4	13.6	<b>p&gt;0.05</b>
Biography	13.1	15.1	18.3	14.9	15.7	16.2	17.4	11.0	<b>p&gt;0.05</b>
Cookery	10.4	8.4	8.2	12.2	8.8	12.0	9.5	4.3	<b>p&lt;0.05</b>
Religious books	0.7	1.7	0.0	1.0	2.3	1.9	4.6	0.7	<b>p&lt;0.05</b>
Other	2.7	3.3	4.9	1.3	3.6	2.9	3.3	1.0	<b>p&gt;0.05</b>

Table 34 Preferred reading materials of the students outside school by region

#### 4.1.6.10 Preferred type of fiction

When the students were asked to state their preferred type of fiction, 97.9% stated at least one preferred type of fiction. Adventure (73.8%) was the most-chosen type of fiction among the 10 categories provided, followed by romance (50.8%), horror (47.3%) and comedy (46.7%). Animal-related stories were the least chosen type of fiction (16.0%). A total of 140 respondents wrote down at least one type of fiction under the ‘other’ option, and from these mentions, a new item (55 mentions) was created, which was historical fiction (2.3%). A small proportion of respondents reported not reading fiction at all (6.1%). Table 35 shows the students’ preferred type of fiction according to gender and the probability values for each option. The table shows that adventure was the most preferred type of fiction for both genders (75.0% for females and 72.6% for males). The males were statistically more likely than the females to read war-spy stories, crime-detective stories, science fiction and animal-related stories, while the females were statistically more likely than the males to read romance, horror and comedy. Following adventure, the most preferred type of fiction for the females was romance (70.0%), followed by horror (52.2%), while the most preferred type of fiction for the males was war-spy stories (55.8%), and followed by crime-detective (44.6%). Statistically, more male respondents claimed not to read fiction (7.5% compared to 4.7% of females).

<b>Preferred type of fiction</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
Adventure	75.0	72.6	<b>73.8</b>	<b>p&gt;0.05</b>
Romance	70.0	31.8	<b>50.8</b>	<b>p&lt;0.05</b>
Horror	52.2	42.5	<b>47.3</b>	<b>p&lt;0.05</b>
Comedy	49.3	44.2	<b>46.7</b>	<b>p&lt;0.05</b>
Crime-detective	40.2	44.6	<b>42.4</b>	<b>p&lt;0.05</b>
War-spy stories	23.3	55.8	<b>39.6</b>	<b>p&lt;0.05</b>
Fantasy	35.4	35.4	<b>35.4</b>	<b>p&gt;0.05</b>
Science fiction	27.7	32.8	<b>30.3</b>	<b>p&lt;0.05</b>
Animal related stories	10.4	21.5	<b>16.0</b>	<b>p&lt;0.05</b>
I don’t read fiction	4.7	7.5	<b>6.1</b>	<b>p&lt;0.05</b>
Historical fiction	1.9	2.6	<b>2.3</b>	<b>p&gt;0.05</b>
Other	3.3	3.7	<b>3.5</b>	<b>p&gt;0.05</b>

Table 35 Preferred type of fiction by gender

Table 36 shows the students' preferred type of fiction according to school type and the probability values for each option. It can be seen from this table that crime-detective stories (65.3%), fantasy (50.3%) and science fiction (55.5%) were statistically the most likely to be chosen by the respondents from science high schools. For the same fiction types, the second-highest proportions were the respondents from Anatolian high schools. The respondents from general, religious and technical and vocational high schools showed similar patterns for the options of adventure, romance, horror, comedy, science fiction, animal-related stories, historical fiction and 'I do not read fiction'. The highest proportions of respondents who preferred to read horror (51.1%), comedy (52.8%) and animal-related stories (21.1%) were from religious high schools. The respondents who were statistically less likely to report no fiction reading (2.9%) were from science high schools, while those who were more likely to report no fiction reading (8.7%) attended general high schools.

<b>Preferred type of fiction</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
Adventure	79.2	72.1	73.4	71.1	75.2	<b>p&gt;0.05</b>
Romance	42.8	48.1	52.0	54.3	54.5	<b>p&lt;0.05</b>
Horror	40.5	45.4	49.1	51.1	48.3	<b>p&lt;0.05</b>
Comedy	33.8	40.0	50.1	52.8	52.7	<b>p&lt;0.05</b>
Crime-detective	65.3	48.0	34.5	39.6	31.7	<b>p&lt;0.05</b>
War-spy stories	44.2	41.7	35.7	40.8	37.2	<b>p&gt;0.05</b>
Fantasy	50.3	43.5	27.7	27.4	33.1	<b>p&lt;0.05</b>
Science fiction	55.5	38.0	21.1	20.2	25.1	<b>p&lt;0.05</b>
Animal related stories	9.8	11.0	17.1	21.1	19.0	<b>p&lt;0.05</b>
I don't read fiction	2.9	5.7	8.7	6.0	6.1	<b>p&lt;0.05</b>
Historical fiction	7.2	3.2	0.8	0.9	0.8	<b>p&lt;0.05</b>
Other	5.5	5.1	1.5	4.2	1.8	<b>p&lt;0.05</b>

Table 36 Preferred type of fiction by school type



As can be seen from Table 37, the most preferred type of fiction was adventure across all regions, with the highest percentage from Black Sea Region (78.9%), followed by Central Anatolia Region (78.8%). Apart from adventure fiction, no option was chosen by more than half of the respondents from Central Anatolia, Southern East Anatolia Region and Malatya Province. For the other regions, only one or two options were chosen by slightly more than half of the respondents. The respondents who were statistically more likely to report no fiction reading were from Malatya Province (14.0%), while the proportion of respondents for this option from Central Anatolia Region was 1.0%. Fantasy was more likely to be chosen by the respondents from Marmara (44.4%), Central Anatolia (43.1%) and Aegean Regions (43.1%). Again, crime-detective stories (52.0%) were more likely to be chosen by the respondents from Marmara Region.

<b>Preferred type of fiction</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>	<b>P Value</b>
Adventure	72.7	78.9	78.8	75.2	70.3	77.7	69.4	67.4	<b>p&lt;0.05</b>
Romance	53.9	53.8	49.3	50.2	49.3	57.3	48.0	44.9	<b>p&gt;0.05</b>
Horror	52.5	47.2	48.4	48.2	46.1	50.8	40.5	45.2	<b>p&gt;0.05</b>
Comedy	49.5	49.2	49.3	48.8	44.4	47.2	44.1	41.2	<b>p&gt;0.05</b>
Crime-detective	47.8	42.8	47.4	44.2	52.0	36.6	30.3	38.2	<b>p&lt;0.05</b>
War-spy stories	37.7	42.5	42.5	46.2	41.5	37.9	36.8	31.9	<b>p&lt;0.05</b>
Fantasy	43.1	38.5	43.1	25.7	44.4	33.0	25.7	29.6	<b>p&lt;0.05</b>
Science fiction	31.0	34.8	34.3	24.1	39.5	25.2	26.0	27.2	<b>p&lt;0.05</b>
Animal related stories	11.1	19.1	15.0	20.5	12.7	18.4	17.8	13.3	<b>p&lt;0.05</b>
I don't read fiction	2.4	3.0	1.0	5.9	6.5	8.4	7.6	14.0	<b>p&lt;0.05</b>
Historical fiction	1.7	2.7	4.9	2.0	2.0	1.9	0.7	2.3	<b>p&lt;0.05</b>
Other	4.0	3.3	2.3	3.3	4.6	3.9	4.6	2.0	<b>p&gt;0.05</b>

Table 37 Preferred type of fiction by region

#### 4.1.6.11 Preferred reading places

97.9% of the students answered the question asking them to indicate their preferred places in which to read. Most of the students stated that they preferred to read at home (bedroom, 61.4% and sitting room, 46.4%). Reading whilst travelling was also one of the most chosen options (45.1%). Only a small proportion of the students indicated that they preferred to read in the bathroom/toilet (6.9%). A total of 95 respondents chose at least one element under the option 'other'. Of those, seven respondents stated that they did not read and 16 stated that they read in their bedroom; as this was already in the list of options, these instances were counted within the established category. It should be explained that 'bedroom' refers to parents' room in Turkish. It seems that libraries were not popular places to read among the respondents (school library, 22.6% and public library, 15.0%). Table 38 shows a breakdown of the distribution of respondents according to gender. The female respondents were statistically more likely to report reading in their bedroom (69.2% compared to 53.5% of males), garden (43.1% compared to 34.1% of males) and public library (17.5% compared to 12.4% of males). The male respondents were statistically more likely to state that they preferred to read in the bathroom/toilet (9.6% compared to 4.2% of females).

<b>Preferred reading places</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
Bedroom	69.2	53.5	<b>61.4</b>	<b>p&lt;0.05</b>
Sitting room	46.7	46.0	<b>46.4</b>	<b>p&gt;0.05</b>
While travelling	47.1	43.1	<b>45.1</b>	<b>p&lt;0.05</b>
Garden	43.1	34.1	<b>38.6</b>	<b>p&lt;0.05</b>
Classroom	27.8	26.4	<b>27.1</b>	<b>p&gt;0.05</b>
School library	22.4	22.8	<b>22.6</b>	<b>p&gt;0.05</b>
Public library	17.5	12.4	<b>15.0</b>	<b>p&lt;0.05</b>
Toilet-bathroom	4.2	9.6	<b>6.9</b>	<b>p&lt;0.05</b>
Other	3.4	2.5	<b>3.0</b>	<b>p&gt;0.05</b>

Table 38 Preferred reading places by gender

Table 39 comprises the students' preferred reading places according to school type. The bedroom was the most preferred place for reading for all school types. The respondents from science high schools were statistically more likely to prefer reading in their bedroom (83.2%). The second-most preferred place to read for the respondents from technical and vocational high schools was 'while travelling' (50.3%), while it was 'sitting room' for the other school types. The table shows that libraries were not popular places for reading. That is to say, the highest proportions of respondents who stated that they preferred to read in school libraries and public libraries were from religious high schools, comprising 34.0% and 19.2% respectively. The respondents from religious high schools were also the most frequent users of libraries, with 37.3% indicating that they go to a library at least 'once or twice a week'. Reading in public libraries was statistically less likely to be preferred by the respondents from science and Anatolian high schools (7.2% and 8.5% respectively).

<b>Preferred reading places</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
Bedroom	83.2	68.9	53.7	50.4	58.0	<b>p&lt;0.05</b>
Sitting room	50.3	45.9	46.1	44.3	46.5	<b>p&gt;0.05</b>
While travelling	52.0	42.3	41.6	42.1	50.3	<b>p&lt;0.05</b>
Garden	26.6	31.5	39.3	47.0	44.8	<b>p&lt;0.05</b>
Classroom	32.9	26.2	22.6	31.3	24.2	<b>p&lt;0.05</b>
School library	19.4	16.1	20.3	34.0	22.0	<b>p&lt;0.05</b>
Public library	7.2	8.5	18.4	19.2	19.0	<b>p&lt;0.05</b>
Toilet-bathroom	12.4	13.1	4.4	4.3	2.0	<b>p&lt;0.05</b>
Other	5.5	4.0	1.3	2.8	2.0	<b>p&lt;0.05</b>

Table 39 Preferred reading places by school type

Table 40 reveals the students' preferred reading places according to region and the probability values for each option. The bedroom was the most chosen option for the respondents from all regions, with the exception that the same proportion of respondents chose bedroom and garden in East Anatolia Region (51.2% for both options). In addition, the respondents from East Anatolia Region were also statistically more likely to prefer reading in their garden. It is notable that apart from the option of the bedroom, the options were chosen by approximately half or less than half of the respondents from all regions. The respondents from Malatya Province were statistically the smallest group to state that they preferred reading in their bedroom (49.2%), while travelling (32.9%) and in the toilet/bathroom (2.7%). It was found that the highest proportions of respondents who preferred reading in school (29.3%) and public libraries (19.4%) were from Southern East Anatolia Region, in line with the finding that they were the most frequent users of libraries, visiting them at least once or twice a week (39.8%).

<b>Preferred reading places</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>	<b>P Value</b>
Bedroom	64.0	74.9	72.9	51.2	69.3	55.3	54.3	49.2	<b>p&lt;0.05</b>
Sitting room	45.1	49.5	51.3	38.9	48.4	43.4	46.1	48.2	<b>p&gt;0.05</b>
While travelling	49.2	42.5	51.3	47.2	54.2	42.4	41.1	32.9	<b>p&lt;0.05</b>
Garden	31.6	43.5	40.5	51.2	25.8	43.7	37.2	35.2	<b>p&lt;0.05</b>
Classroom	26.9	31.4	32.7	27.1	21.9	24.9	24.3	27.6	<b>p&gt;0.05</b>
School library	21.2	26.1	15.7	21.1	26.8	23.3	29.3	17.3	<b>p&lt;0.05</b>
Public library	16.8	17.1	12.4	15.5	8.8	15.5	19.4	14.3	<b>p&lt;0.05</b>
Toilet-bathroom	12.1	8.0	11.1	4.0	8.2	3.6	5.9	2.7	<b>p&lt;0.05</b>
Other	3.0	5.0	2.0	1.7	5.6	2.6	2.0	2.0	<b>p&lt;0.05</b>

Table 40 Preferred reading places by region

#### 4.1.6.12 Average time of daily reading for leisure

When the students were asked to indicate the average amount of time they spend reading on a daily basis for leisure, 97.8% answered the question. Slightly more than half of the respondents stated that they read for 'up to 1 hour' (53.0%). A small proportion of the respondents stated that they read for '4 hours' and 'more than 4 hours' (0.9% and 1.6% respectively), while 15.8% of the respondents stated that they did not read at all. It is encouraging that 84.2% of the respondents stated that they read for at least 'up to 1 hour'. When the responses to this question and to that concerning 'the frequency of reading outside school for at least 30 minutes' are considered together, there seems to be a contradiction between the results, because only 40.6% of the respondents stated that they read 'every day or almost every day' for at least 30 minutes. However, it should be taken into account that 'at least 30 minutes' and 'up to 1 hour' are not the same period of time. Table 41 shows that with the exception of the options of 'I don't read' and 'up to 1 hour', the percentages of female respondents for the options were higher than those of male respondents. Female respondents (9.0%) were less likely to choose the option of 'I don't read' than male respondents were (22.6%). This all means that female respondents read more on average than male respondents. A chi-square test showed a significant association between gender and average time of daily reading ( $X^2(5) = 134.284$ ,  $p < 0.05$ ).

<b>Gender</b>	<b>I don't read (%)</b>	<b>Up to 1 hour (%)</b>	<b>1 - 2 hours (%)</b>	<b>2 - 3 hours (%)</b>	<b>3 - 4 hours (%)</b>	<b>More than 4 hours (%)</b>	<b>Total (%)</b>
Female	9.0	50.9	28.5	8.4	1.3	1.9	<b>50.1</b>
Male	22.6	55.1	16.9	3.5	0.6	1.4	<b>49.9</b>
<b>Total</b>	<b>15.8</b>	<b>53.0</b>	<b>22.7</b>	<b>5.9</b>	<b>0.9</b>	<b>1.6</b>	<b>100.0</b>

Table 41 Students' average time of daily reading by gender

Figure 9 presents a breakdown of the distribution of respondents according to school type. The highest proportion of respondents answering that they read for ‘2-3 hours’ (8.8%), ‘3-4 hours’ (1.6%) and ‘more than 4 hours’ (2.5%) a day was those attending technical and vocational high schools. The respondents from science high schools who answered that they read for ‘up to 1 hour’ was the highest proportion for this answer option (60.4%). The two highest percentages answering ‘I don’t read’ were surprisingly from science high schools (17.2%) and Anatolian high schools (17.3%), which are known to be the most academically successful schools in Turkey. A chi-square test showed a significant association between school type and average duration of daily reading ( $X^2(20) = 41.118$ ,  $p < 0.05$ ).

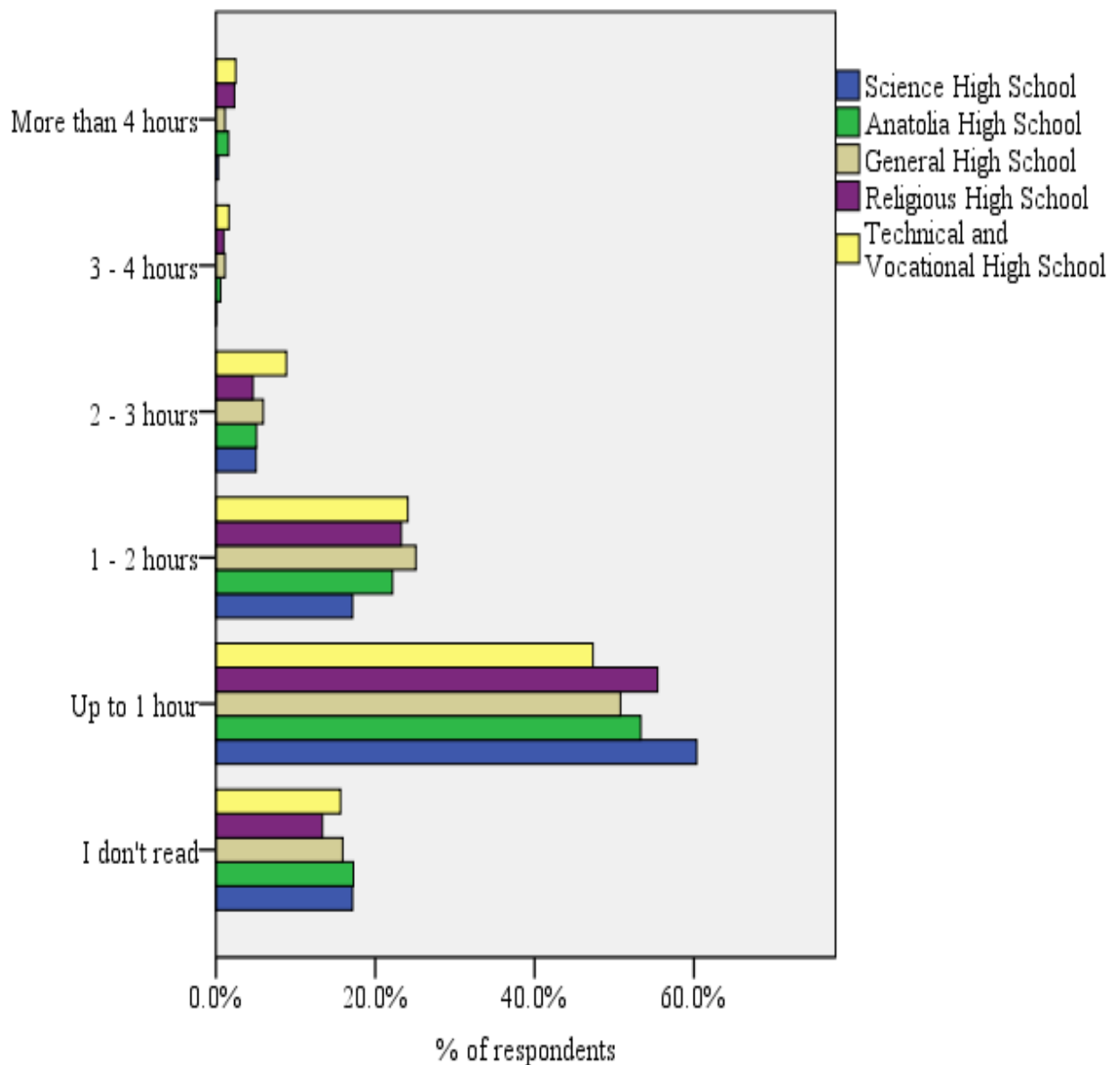


Figure 9 Students’ average time of daily reading by school type

Table 42 shows a breakdown of the distribution of respondents according to region. All respondents were likely to state that they read ‘up to 1 hour’ daily on average. The respondents from Southern East Anatolia Region were the smallest group to state that they do not read (9.3%), while the respondents from Aegean Region were the largest group to state that they read for ‘3-4 hours’ and ‘more than 4 hours’ a day (1.7% and 4.1% respectively). The highest proportion of respondents answering that they do not read was from Marmara Region (20.4%). The respondents from Malatya Province showed similar patterns to the other respondents. A chi-square test showed a significant association between region and average duration of daily reading ( $X^2(35) = 63.609, p < 0.05$ ).

<b>Region</b>	<b>I don't read (%)</b>	<b>Up to 1 hour (%)</b>	<b>1 - 2 hours (%)</b>	<b>2 - 3 hours (%)</b>	<b>3 - 4 hours (%)</b>	<b>More than 4 hours (%)</b>	<b>Total (%)</b>
Aegean Region	17.2	50.0	20.6	6.4	1.7	4.1	<b>12.5</b>
Black Sea Region	18.4	56.2	20.4	4.0	0.3	0.7	<b>12.6</b>
Central Anatolia Region	14.7	54.2	23.2	5.2	0.3	2.3	<b>12.9</b>
East Anatolia Region	18.5	56.4	19.1	5.4	0.0	0.7	<b>12.6</b>
Marmara Region	20.4	47.4	24.0	5.6	1.3	1.3	<b>12.8</b>
Mediterranean Region	11.0	51.8	27.2	7.3	1.7	1.0	<b>12.7</b>
Southern East Anatolia Region	9.3	55.7	23.7	8.9	1.0	1.4	<b>12.3</b>
The Province of Malatya	16.6	52.3	23.5	4.7	1.1	1.8	<b>11.7</b>
<b>Total</b>	<b>15.8</b>	<b>53.0</b>	<b>22.7</b>	<b>5.9</b>	<b>0.9</b>	<b>1.6</b>	<b>100.0</b>

Table 42 Students’ average time of daily reading by region

#### 4.1.6.13 Number of books read a month for leisure

When asked to indicate how many books they read in a month, 98.0% of the participants answered the question. Of those, 41.5% indicated that they read '1-2 books'. While 1.8% of the respondents stated that they read 'more than 10 books' in a month, 19.1% of them claimed to read 'less than one book'. It could be said that the respondents who did not read any book in a month or did not complete the reading of a book chose the option of 'less than one book'. Table 43 shows a breakdown of the distribution of respondents according to gender. Unsurprisingly, more male than female respondents indicated reading 'less than one book' (25.8% compared to 12.4% of females), while more female respondents indicated that they read '6-10 books' (9.4% compared to 5.8% of males) and 'more than 10 books' (2.0% compared to 1.5% of males). A chi-square test showed a significant association between gender and number of books read in a month ( $X^2(4) = 88.058$ ,  $p < 0.05$ ).

<b>Gender</b>	<b>Less than one book (%)</b>	<b>1 - 2 books (%)</b>	<b>2 - 5 books (%)</b>	<b>6 - 10 books (%)</b>	<b>More than 10 books (%)</b>	<b>Total (%)</b>
Female	12.4	41.0	35.2	9.4	2.0	<b>49.9</b>
Male	25.8	42.0	24.9	5.8	1.5	<b>50.1</b>
<b>Total</b>	<b>19.1</b>	<b>41.5</b>	<b>30.0</b>	<b>7.6</b>	<b>1.8</b>	<b>100.0</b>

Table 43 The number of books read in a month by gender



Figure 10 demonstrates a breakdown of the distribution of respondents according to school type. The respondents from all school types were most likely to state that they read ‘1-2 books’ in a month, and the highest proportion of these respondents attended science high schools (47.8%). The respondents from science high schools and religious high schools were the two smallest groups to indicate that they read ‘less than one book’ in a month compared to the respondents from other school types (16.6% and 17.1% respectively). The highest proportions of respondents stating that they read ‘2-5 books’ (32.5%), ‘6-10 books’ (10.5%) and ‘more than 10 books’ (2.9%) were from religious high schools. A chi-square test showed a significant association between school type and number of books read in a month ( $X^2(16) = 41.202, p < 0.05$ ).

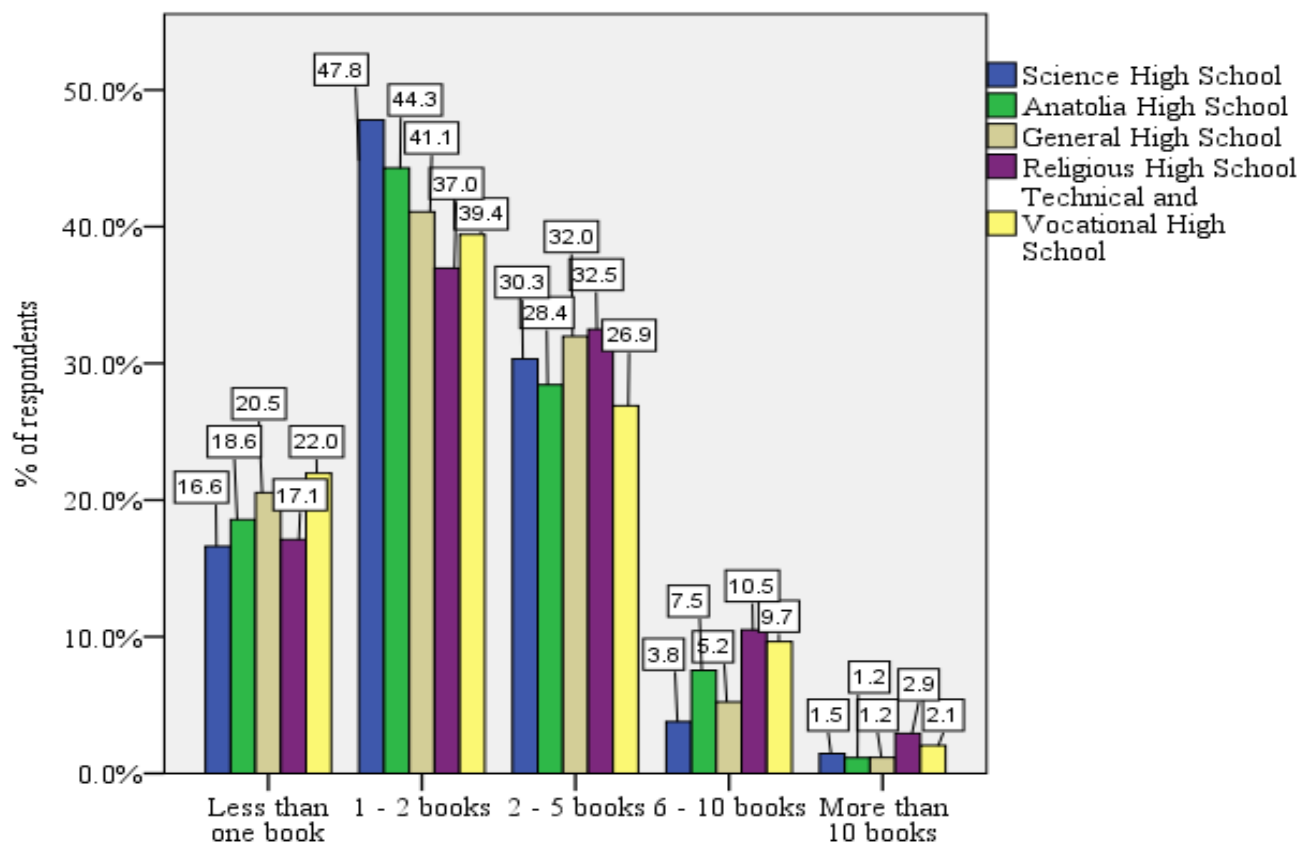


Figure 10 The number of books read in a month by school type

Table 44 presents a breakdown of the distribution of respondents according to region. With the exception of the respondents from Mediterranean Region, the respondents were most likely to indicate reading '1-2 books' in a month. The highest proportion of respondents answering that they read '2-5 books' in a month was from Mediterranean Region (38.0%). The highest proportion of respondents indicating that they read 'less than one book' was from Marmara Region (25.2%) while the two lowest proportions of respondents who indicated that they read 'less than one book' were from Southern East Anatolia Region (15.1%) and Mediterranean Region (15.3%). The highest proportion of respondents stating that they read 'more than 10 books' was from Southern East Anatolia Region (4.1%). The respondents from Malatya Province showed similar patterns to other respondents. A chi-square test showed a significant association between region and number of books read in a month ( $X^2(28) = 57.169, p < 0.05$ ).

<b>Region</b>	<b>Less than one (%)</b>	<b>1 - 2 books (%)</b>	<b>2 - 5 books (%)</b>	<b>6 - 10 books (%)</b>	<b>More than 10 books (%)</b>	<b>Total (%)</b>
Aegean Region	19.6	43.6	27.7	6.8	2.4	<b>12.5</b>
Black Sea Region	22.7	47.8	22.4	6.0	1.0	<b>12.6</b>
Central Anatolia Region	16.1	41.6	34.4	7.2	0.7	<b>12.8</b>
East Anatolia Region	20.1	39.6	29.2	9.4	1.7	<b>12.5</b>
Marmara Region	25.2	39.0	29.2	5.2	1.3	<b>12.8</b>
Mediterranean Region	15.3	36.9	38.0	7.8	2.0	<b>12.4</b>
Southern East Anatolia Region	15.1	40.8	31.8	8.2	4.1	<b>12.3</b>
The Province of Malatya	18.5	42.9	27.5	10.1	1.0	<b>12.1</b>
<b>Total</b>	<b>19.1</b>	<b>41.5</b>	<b>30.1</b>	<b>7.6</b>	<b>1.8</b>	<b>100.0</b>

Table 44 The number of books read in a month by region

#### 4.1.6.14 The title of the last book the students read

The students were asked to indicate the title and author of the last book they read; a total of 2065 (85.2%) students replied to the question. Of these, 16 could not remember the book's title and author. A total of 360 (14.8%) participants did not reply to the question, of which 136 were female and 224 were male. A total of 889 individual titles were named. Series listed in the table include mentions of individual books in those series; for example, *The Twilight Series* comprises 13 mentions of *The Twilight*, 10 of *Twilight: Breaking Dawn*, two of *Twilight: Eclipse* and five of *Twilight: New Moon*. Table 45 lists those books which received ten or more mentions and shows the number of mentions by gender.

Book title	Female	Male	Total
Crime and Punishment – Dostoyevsky	21	33	54
Ask (The Forty Rules of Love) – Elif Shafak	38	11	49
Askin Gozyaslari (Tears of Love Series)– Sinan Yagmur	16	15	31
The Twilight Series – Stephenie Meyer	18	12	30
Improbable – Adam Fawer	12	15	27
Les Miserables – Victor Hugo	14	13	27
Piraye (The Bride of Diyarbakir) – Canan Tan	19	4	23
Calikusu (The Wren) – Resat Nuri Guntekin	16	5	21
Dokuzuncu Hariciye Kogusu(Ninth External Ward)–Peyami Safa	13	8	21
Think of a Number – John Verdon	7	12	19
The Kite Runner – Khaled Hosseini	8	8	16
En Son Yurekler Olur (Hearts Die Last)– Canan Tan	15	1	16
White Fang – Jack London	6	10	16
The Hunger Games – Suzanne Collins	11	4	15
The Infinite Light – M.Fethullah Gulen	7	8	15
Dead Souls - Gogol	8	6	14
Katre-i Matem (Grief Drop)– Iskender Pala	11	3	14
Kurk Mantolu Madonna(The Fur Coated Madonna) – Sabahattin Ali	10	3	13
Risale-i Nur Collection – Said Nursi	1	12	13
Serguzest (Adventure)– Samipasazade Sezai	6	7	13
Lily of the Valley - Balzac	7	6	13
Eylul (September) – Mehmet Rauf	6	5	11
Of Mice and Man – John Steinbeck	3	8	11
Kayip Gul (The Lost Rose) – Serdar Ozkan	9	2	11
Od (Flame - A Yunus Novel)– Iskender Pala	7	4	11
Eroinle Dans (Dance with Heroin)– Canan Tan	9	1	10
Kucuk Aga (Little Landlord)– Tarik Bugra	8	2	10

Table 45 The title of the last books students read by gender

A total of 1439 (70.2%) of the respondents who gave a book title were also able to remember its author; 349 individual authors were named. A total of 610 of the respondents who gave a book title did not give the name of the author; of these, 276 were female and 334 were male. Table 46 lists those names of the authors who received ten or more mentions, and shows the number of mentions by gender.

<b>Author Name</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Canan Tan	62	8	70
Elif Shafak	47	15	62
Dostoyevsky	19	32	51
Iskender Pala	27	15	42
Resat Nuri Guntekin	22	16	38
Adam Fawer	16	16	32
Peyami Safa	15	12	27
Victor Hugo	14	12	26
Emine Senlikoglu	18	7	25
Sinan Yagmur	11	14	25
John Verdon	10	11	21
Stephenie Meyer	16	5	21
Dan Brown	11	9	20
Ipek Ongun	17	1	18
M.Fethullah Gulen	8	9	17
Tolstoy	11	6	17
Cengiz Aytmatov	8	8	16
Halit Ertugrul	10	6	16
Sabahattin Ali	12	4	16
Suzanne Collins	9	7	16
Zulfu Livaneli	10	5	15
Jean Christophe Grange	8	6	14
Omer Seyfettin	5	9	14
Gogol	9	4	13
Jack London	7	6	13
John Steinbeck	2	11	13
Tarik Bugra	11	2	13
Kemal Tahir	7	5	12
Said Nursi	1	11	12
Agatha Christie	5	6	11
Balzac	6	5	11
Charles Dickens	4	7	11
Stephen King	8	3	11
Ahmet Umit	7	3	10
Sait Faik Abasiyanik	7	3	10

Table 46 The most repeated author names for the books the students read last by gender

#### 4.1.6.15 The people who select the books the students read

The students were asked to indicate who selects the books they read; 98.7% of them responded to this question. It was found that a highly significant proportion of respondents indicated that they chose the books they read (96.7%). Teachers were the second-most chosen option (20.8%) among the respondents, followed by friends (17.9%). Mothers (5.9%), fathers (5.0%), other family members (5.0%) and librarians (1.2%) were chosen by only a small proportion of the respondents. A total of 39 respondents chose at least one for the ‘other’ option. Of those, 21 responses were not counted because these referred to ‘no one’ or people who were already on the option list. Table 47 gives a breakdown of the distribution of respondents according to gender and the probability values for each option. Statistically, more female respondents stated that their friends chose the books they read (21.0% compared to 14.9% of males). Once again, more female students stated that they chose the books they read (97.5% compared to 95.9% of males), and the association between the variables was significant ( $p < 0.05$ ). For the other options, there were no significant associations between the variables.

<b>Who selects the book you read</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
Me	97.5	95.9	<b>96.7</b>	<b>p&lt;0.05</b>
My teachers	20.8	20.7	<b>20.8</b>	<b>p&gt;0.05</b>
My friends	21.0	14.9	<b>17.9</b>	<b>p&lt;0.05</b>
My mother	6.5	5.4	<b>5.9</b>	<b>p&gt;0.05</b>
My father	5.0	5.1	<b>5.0</b>	<b>p&gt;0.05</b>
Other family members	5.6	4.4	<b>5.0</b>	<b>p&gt;0.05</b>
Librarians	1.2	1.2	<b>1.2</b>	<b>p&gt;0.05</b>
Other	0.7	0.8	<b>0.7</b>	<b>p&gt;0.05</b>

Table 47 The people who select the book the students read by gender

Table 48 demonstrates that, among all school types, a similar proportion of respondents stated that they chose the books they read, and it was the most chosen option for all school types. Teachers were statistically more likely to be chosen by the respondents from science high schools (27.2%). The highest proportions of respondents who stated that their friends (21.7%), their mother (7.0%) and their father (8.1%) chose the books they read were from religious high schools. The respondents from technical and vocational high schools were the smallest groups to select their friends (14.3%), their mother (4.4%), their father (2.6%) and other family members (3.2%).

<b>Who selects the book you read</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
Me	98.0	96.4	97.2	96.2	96.2	<b>p&gt;0.05</b>
My teachers	27.2	19.7	17.3	23.6	18.2	<b>p&lt;0.05</b>
My friends	19.4	17.3	17.3	21.7	14.3	<b>p&lt;0.05</b>
My mother	6.6	6.8	4.9	7.0	4.4	<b>p&gt;0.05</b>
My father	6.4	5.3	3.0	8.1	2.6	<b>p&lt;0.05</b>
Other family members	5.5	4.4	6.3	5.7	3.2	<b>p&gt;0.05</b>
Librarians	0.6	1.1	0.8	1.1	2.2	<b>p&gt;0.05</b>
Other	1.2	1.1	0.4	0.8	0.4	<b>p&gt;0.05</b>

Table 48 The people who select the book the students read by school type

The analysis by region is summarised in Table 49. It can be seen that the respondents from all regions were most likely to choose themselves when they were asked to indicate who selects the books they read. Teachers were statistically more likely to be chosen by the respondents from Marmara Region (35.6%), while these respondents were statistically the smallest group of all respondents to select their mother (11.1%). Similar proportions of respondents from all school types chose their father, other family members and librarians.

<b>Who selects the book you read</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>	<b>P Value</b>
Me	97.0	98.7	98.4	98.0	96.7	95.8	94.7	94.4	<b>p&lt;0.05</b>
My teachers	18.5	14.7	28.8	15.2	35.6	19.7	20.7	12.6	<b>p&lt;0.05</b>
My friends	17.2	24.4	23.2	18.8	11.1	18.8	15.5	14.6	<b>p&lt;0.05</b>
My mother	5.4	9.0	5.6	5.6	5.6	8.4	3.0	5.0	<b>p&lt;0.05</b>
My father	2.7	4.7	4.2	5.9	5.2	7.1	6.2	4.0	<b>p&gt;0.05</b>
Other family members	4.7	3.0	3.6	7.3	4.6	6.1	6.2	4.3	<b>p&gt;0.05</b>
Librarians	1.0	1.3	1.0	1.0	0.7	1.0	2.3	1.3	<b>p&gt;0.05</b>
Other	1.3	1.3	0.3	0.7	1.3	1.0	0.0	0.0	<b>p&gt;0.05</b>

Table 49 The people who select the book the students read by region

#### 4.1.6.16 Frequency of library use

The students were asked to indicate how often they went to a library; 97.7% of the students answered the question. More than a third of the students stated that they went to a library ‘never or almost never’ (38.6%). While a third of the students indicated that they went to a library ‘once or twice a month’, 4.1% said ‘every day or almost every day’. It was found that 72.1% of the respondents went to a library at most ‘once or twice a month’. It might be considered that the respondents generally did not go to a library a lot. Table 50 shows that while female respondents were more likely to indicate visiting a library ‘once or twice a month’ (36.0% compared to 31.1% of males), male respondents were more likely to indicate visiting a library ‘never or almost never’ (42.8% compared to 34.3% of females). A chi-square test showed a significant association between gender and students’ frequency of library use ( $X^2(3) = 18.248$ ,  $p < 0.05$ ).

<b>Gender</b>	<b>Never or almost never (%)</b>	<b>Once or twice a month (%)</b>	<b>Once or twice a week (%)</b>	<b>Every day or almost every day (%)</b>	<b>Total (%)</b>
Female	34.3	36.0	25.5	4.2	<b>50.0</b>
Male	42.8	31.1	22.1	4.0	<b>50.0</b>
<b>Total</b>	<b>38.6</b>	<b>33.5</b>	<b>23.8</b>	<b>4.1</b>	<b>100.0</b>

Table 50 Students' frequency of library use by gender



Figure 11 shows the respondents' frequency of library use according to school type. The two highest percentages answering 'never or almost never' were from Anatolian high schools (45.9%) and science high schools (41.1%), which was surprising because they are widely thought to be academically successful schools. The respondents from religious high schools were the most frequent users of libraries, with 37.3% indicating that they go to a library at least 'once or twice a week'. A chi-square test showed a significant association between school type and students' frequency of library use ( $X^2(12) = 69.458, p < 0.05$ ).

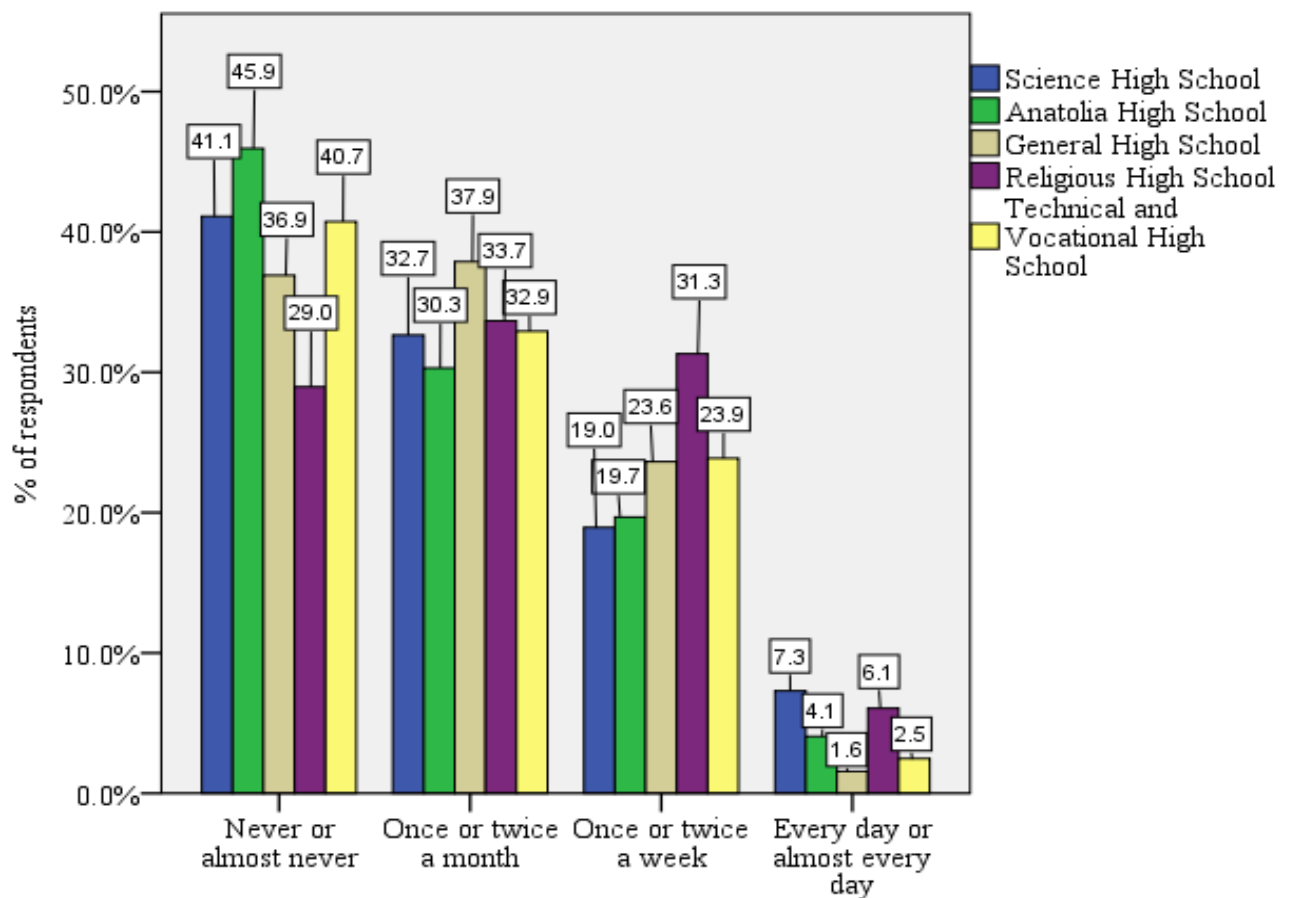


Figure 11 Students' frequency of library use by school type

Table 51 shows the respondents' frequency of library use according to region. The lowest proportion of respondents answering 'never or almost never' was from Southern East Anatolia Region (28.6%), in common with the results from the previous questions. The highest percentage to answer 'once or twice a week' was again from Southern East Anatolia Region (34.4%). The respondents from Mediterranean and Marmara Region were the two largest groups going to a library 'never or almost never' (43.9% and 42.9% respectively). A chi-square test showed a significant association between region and the students' frequency of library use ( $X^2(21) = 49.895$ ,  $p < 0.05$ ).

<b>Region</b>	<b>Never or almost never (%)</b>	<b>Once or twice a month (%)</b>	<b>Once or twice a week (%)</b>	<b>Every day or almost every day (%)</b>	<b>Total (%)</b>
Aegean Region	39.5	31.8	23.3	5.4	<b>12.5</b>
Black Sea Region	40.1	32.8	25.1	2.0	<b>12.6</b>
Central Anatolia Region	40.5	34.3	21.9	3.3	<b>12.9</b>
East Anatolia Region	33.8	37.5	24.4	4.3	<b>12.6</b>
Marmara Region	42.9	31.2	19.6	6.3	<b>12.7</b>
Mediterranean Region	43.9	35.7	18.4	2.0	<b>12.4</b>
Southern East Anatolia Region	28.6	31.6	34.4	5.4	<b>12.4</b>
The Province of Malatya	39.1	33.5	23.5	3.9	<b>11.9</b>
<b>Total</b>	<b>38.6</b>	<b>33.5</b>	<b>23.8</b>	<b>4.1</b>	<b>100.0</b>

Table 51 Students' frequency of library use by region

#### 4.1.6.17 The type of library the students most often go to

The students were then asked what type of library they most often go to; 86.6% answered the question. It should be taken into account that the option of 'never or almost never' in the previous question includes the respondents who never went to a library. This is why a total of 264 respondents indicated that they never or almost never went to a library, but did not answer this question. It was found that the school library was the most chosen option for this question (65.5%). University libraries were not popular among the respondents (3.3%). As can be seen from Table 52, the female respondents were more frequent users of public libraries (34.0% compared to 28.5% of males), while the male respondents were more frequent users of school libraries (68.3% compared to 62.7% of females). There seem to be differences between the proportions of answer options by gender; they are statistically significant ( $p < 0.05$ ).

<b>Gender</b>	<b>Public library (%)</b>	<b>School library (%)</b>	<b>University library (%)</b>	<b>Total (%)</b>
Female	34.0	62.7	3.4	<b>50.8</b>
Male	28.5	68.3	3.2	<b>49.2</b>
<b>Total</b>	<b>31.3</b>	<b>65.5</b>	<b>3.3</b>	<b>100.0</b>

Table 52 Students' preferable library by gender

Figure 12 shows the students' most preferred library according to school type. It can be seen that the respondents from general high schools were statistically the most frequent users of public libraries (46.2%), followed by those from technical and vocational high schools (43.4%). The respondents from science high schools were more likely to indicate that they most often went to school libraries (79.7%) and university libraries (5.9%). School library was the most popular option for all school types, while university library was the least popular option for all school types. A chi-square test showed a significant association between school type and students' frequency of library use ( $X^2(8) = 150.763$ ,  $p < 0.05$ ).

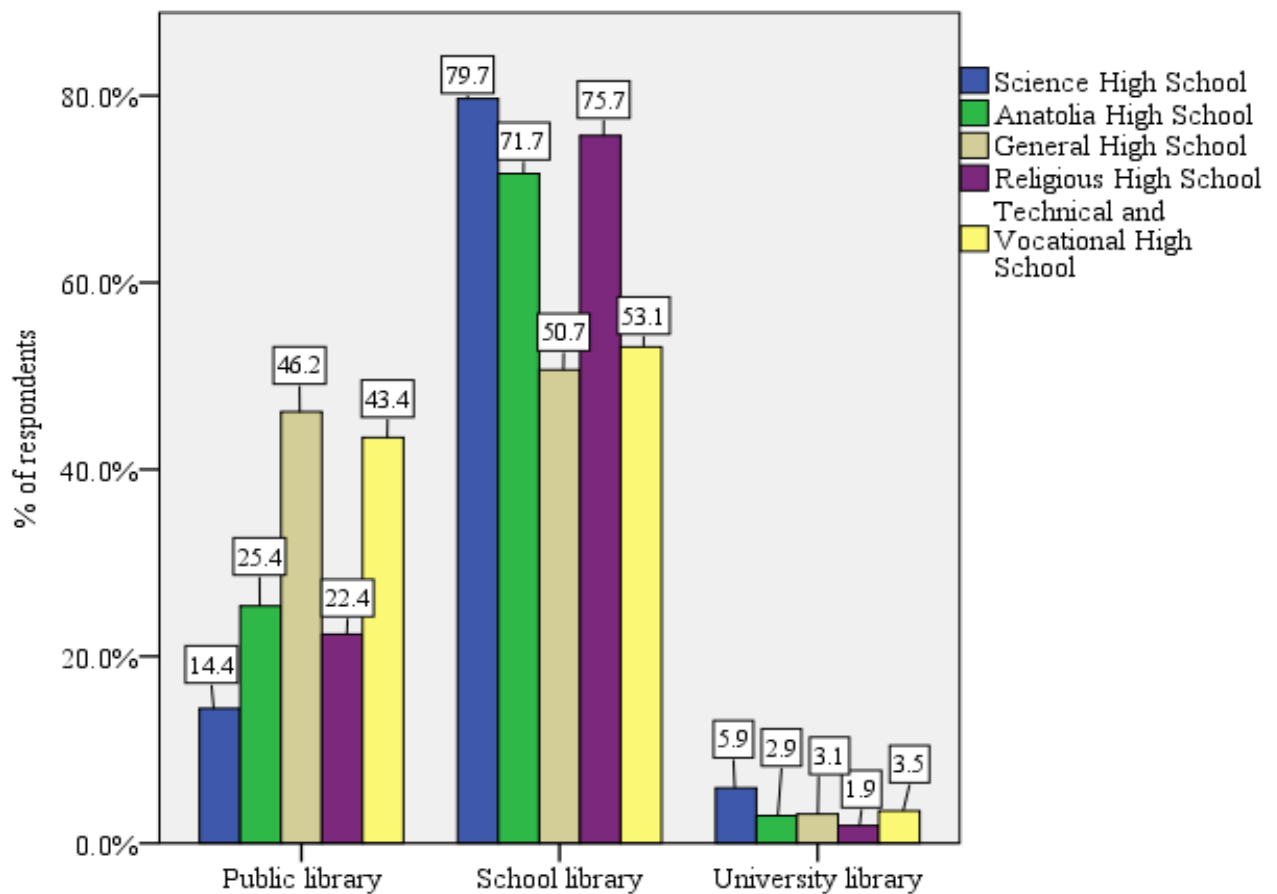


Figure 12 Students' preferable library by school type

Figure 13 shows the students' most preferred library according to region. As can be seen, the respondents from Malatya Province were the most frequent users of public libraries (40.6%). The respondents from East Anatolia Region were statistically the largest group to indicate that they most often went to university libraries (8.9%). School library was the most chosen option for all regions, while university library was the least chosen option for all regions. A chi-square test showed a significant association between school type and students' frequency of library use ( $X^2(14) = 60.155, p < 0.05$ ).

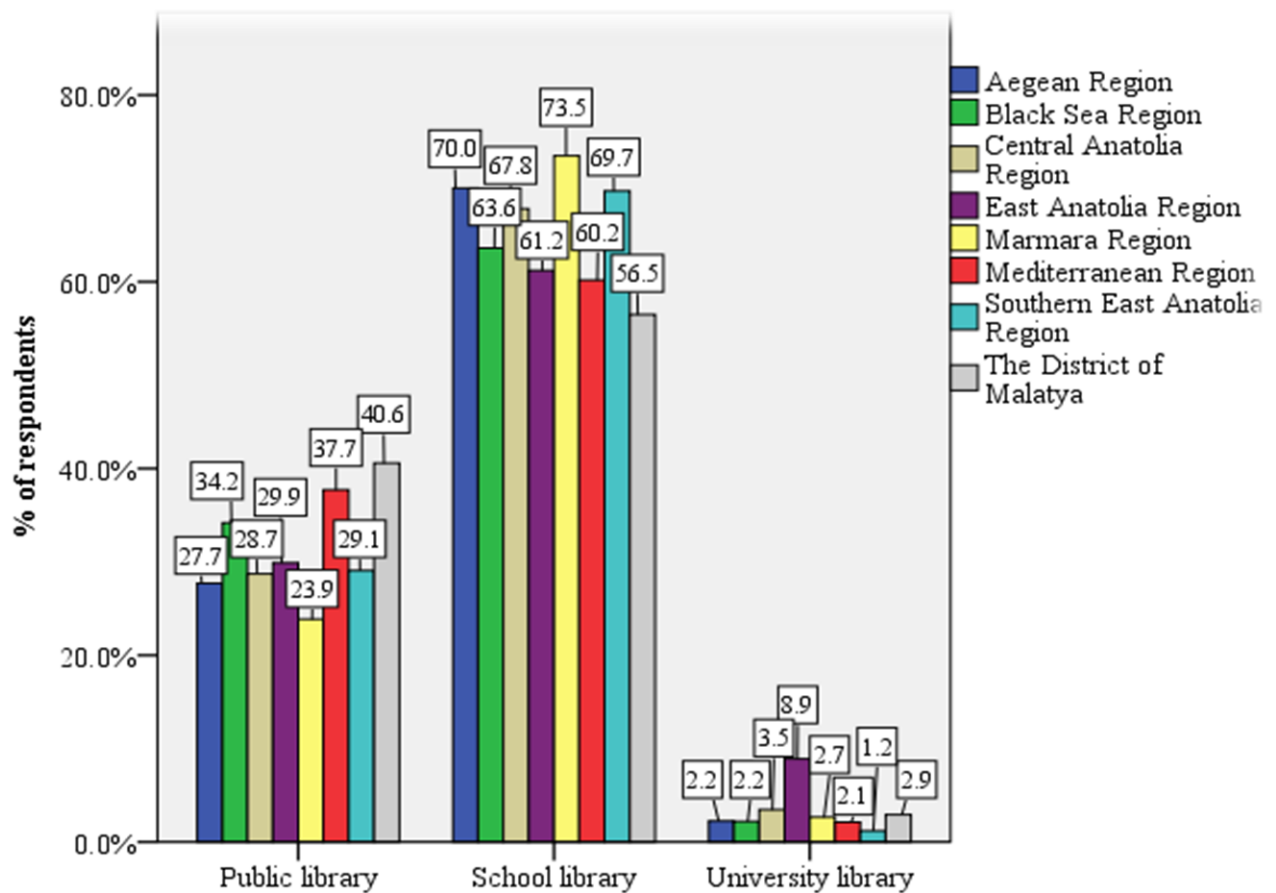


Figure 13 Students' preferable library by region

#### 4.1.6.18 The purposes of library visits

The next question asked respondents to state their purposes for visiting a library; 89.3% of them answered the question. Studying was the most chosen option (48.2%), closely followed by borrowing books (46.6%), with reading in third place (35.1%). A total of 80 respondents mentioned at least one element for the 'other' option. Of those, 28 responses were not counted because these referred to 'I do not go' or the purposes that were already on the option list. Table 53 shows the analysis of the results by gender. Statistically, more female respondents stated that they visited a library to borrow books (52.6% compared to 40.7% of males). Once again, females were more likely than males to state that they visited a library to read (37.1% compared to 33.1% of males), and the association between the variables was statistically significant. The male respondents were statistically more likely to state that they visited a library to meet with their friends (13.1% compared to 8.2% of females). The proportion of students who went to a library to read was similar to the finding that 37.6% of the students in total preferred reading in school and public libraries.

<b>The purposes of library visit</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
Borrowing books	52.6	40.7	<b>46.6</b>	<b>p&lt;0.05</b>
Studying	48.0	48.5	<b>48.2</b>	<b>p&gt;0.05</b>
Reading	37.1	33.1	<b>35.1</b>	<b>p&lt;0.05</b>
Meeting with friends	8.2	13.1	<b>10.6</b>	<b>p&lt;0.05</b>
Other	1.8	2.5	<b>2.1</b>	<b>p&gt;0.05</b>

Table 53 The purposes of library visit by gender

Table 54 shows the students' purposes for library visits by school type. The respondents from science, Anatolian and religious high schools mostly used libraries to borrow books, while the respondents from general and technical and vocational high schools mostly used them for study. When it comes to reading in a library, the highest proportion was the respondents from religious high schools (46.0%), as they were most likely to state that they read in school libraries (34.0%) and public libraries (19.2%).

<b>The purposes of library visit</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
Borrowing books	53.5	48.4	37.4	52.1	44.0	<b>p&lt;0.05</b>
Studying	46.2	42.9	49.9	49.4	52.3	<b>p&lt;0.05</b>
Reading	24.3	23.9	41.0	46.0	36.8	<b>p&lt;0.05</b>
Meeting with friends	11.0	13.1	8.7	10.0	10.5	<b>p&gt;0.05</b>
Other	4.0	2.7	1.5	1.3	1.8	<b>p&lt;0.05</b>

Table 54 The purposes of library visit by school type

Table 55 shows the students' purposes for library visits by region and the probability values for each option. The respondents from Mediterranean Region were statistically the smallest group to state that they visited a library to borrow books (36.6%) and to meet with friends (3.6%). The highest proportion for the option of 'borrowing books' was held by the respondents from Black Sea Region (56.9%), closely followed by those from Central Anatolia Region (56.2%). A  $X^2$  test showed a significant association between each answer option and region.

<b>The purposes of library visit</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>	<b>P Value</b>
Borrowing books	52.5	56.9	56.2	41.6	46.4	36.6	41.4	41.9	<b>p&lt;0.05</b>
Studying	42.4	44.1	46.7	55.4	46.4	50.5	55.3	44.9	<b>p&lt;0.05</b>
Reading	34.7	31.4	32.0	34.7	33.3	41.7	42.1	30.9	<b>p&lt;0.05</b>
Meeting with friends	12.1	13.7	13.1	14.5	9.5	3.6	7.2	11.6	<b>p&lt;0.05</b>
Other	3.0	2.7	4.2	1.0	4.2	0.3	1.0	0.7	<b>p&lt;0.05</b>

Table 55 The purposes of library visit by region

#### 4.1.6.19 The title of the last books students borrowed from a library

The students were asked to indicate the title and author of the last book they borrowed from a library; a total 1488 (61.4%) students replied to the question. Of these, 119 stated that they did not remember its title and author, and 112 stated that they had not borrowed any book from a library. That is to say, a total 1257 respondents gave a book title, with or without its author's name; 674 individual book titles and other reading materials were named. Table 56 lists those books that received ten or more mentions and shows the number of mentions by gender.

Book title	Female	Male	Total
Crime and Punishment - Dostoyevsky	22	19	41
Les Miserables – Victor Hugo	21	12	33
Calikusu (The Wren) – Resat Nuri Guntekin	15	10	25
Lesson and text book	11	13	24
Ask (The Forty Rules of Love) – Elif Shafak	14	3	17
Encyclopaedia	6	12	17
White Fang – Jack London	2	13	15
Yaprak Dokumu (The Fall of Leaves) - Resat Nuri Guntekin	8	6	14
Dokuzuncu Hariciye Kogusu (Ninth External Ward) – Peyami Safa	9	3	12
Improbable – Adam Fawer	8	4	12
Serguzest (Adventure) – Samipasazade Sezai	7	5	12
Twilight Series – Stephenie Meyer	4	7	11
Eylul (September) – Mehmet Rauf	8	2	10
Piraye (The Bride of Diyarbakir) – Canan Tan	8	2	10

Table 56 The title of the last books students borrowed from a library by gender



A total of 720 (59.2%) respondents from those who gave a book title were also able to remember its author; 217 individual authors were named. A total of 537 respondents from those who gave a book title did not give the name of its author; of these, 253 were female and 284 were male. Table 57 lists the names of those authors who received ten or more mentions, and shows the number of mentions by gender.

<b>Author Name</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Resat Nuri Guntekin	24	15	39
Dostoyevsky	18	15	33
Canan Tan	24	3	27
Victor Hugo	15	11	26
Elif Shafak	17	3	20
Peyami Safa	12	8	20
Halit Ertugrul	12	4	16
Omer Seyfettin	2	13	15
Ahmet Gunbay Yildiz	9	4	13
Dan Brown	8	5	13
Ipek Ongun	13	0	13
Iskender Pala	10	3	13
Tarik Bugra	10	1	11
Aziz Nesin	6	4	10
Halide Edip Adivar	8	2	10
Samipasazade Sezai	7	3	10
Yavuz Bahadiroglu	5	5	10

Table 57 The most repeated author names for the books the students borrowed last from a library by gender

#### 4.1.6.20 The students' reasons for choosing a book

The respondents were asked to rank their reasons for choosing a book, from the most common to the least common reason (from nine to one). 'Genre of book' (25.9%) was the most chosen reason, followed by 'seeing the book on a film or TV' (17.0%) and 'having prior knowledge of the book or author' (15.4%). 'Personal recommendation' (17.3%) was the second-most chosen reason, followed by 'genre of book' (14.6%) and 'having prior knowledge of the book or author' (13.4%). As can be seen from the Table 58, the students tended to report no reason as the ranking numbers decreased.

<b>Ranking order</b>	<b>9 (%)</b>	<b>8 (%)</b>	<b>7 (%)</b>	<b>6 (%)</b>	<b>5 (%)</b>	<b>4 (%)</b>	<b>3 (%)</b>	<b>2 (%)</b>	<b>1 (%)</b>
You have seen it on a film or TV	17.0	6.6	6.1	6.4	8.8	9.9	10.5	10.5	9.1
You have seen a film or TV adaptation of the book	6.1	11.1	8.5	7.3	8.5	10.1	12.5	12.9	6.5
You have read a review	5.2	7.5	11.8	11.0	11.6	11.0	11.5	9.7	6.2
Its appearance (size, cover, design etc.)	6.4	8.7	10.2	11.8	10.4	10.9	10.0	11.7	6.2
You have prior knowledge of book or author	15.4	13.4	12.5	11.5	11.8	8.3	7.1	5.5	3.2
The blurb	7.8	13.3	13.5	14.0	11.6	11.5	6.9	6.5	2.8
Its price	3.5	3.6	6.0	4.7	6.1	6.1	8.8	8.7	34.0
Personal recommendation	10.5	17.3	14.1	13.0	9.9	8.0	6.4	7.8	3.3
Genre of book	25.9	14.6	11.3	10.7	7.4	6.3	5.7	4.7	4.5
Incomplete	2.4	3.9	5.9	9.5	13.9	17.9	20.6	22.1	24.2

Table 58 The students' reasons for choosing a book

In order to analyse the data in this question by gender, school type and region, new variables for each reason were created and the responses for each specific reason in all nine columns were transferred here with their numerical values (from nine to one). For example, the responses for ‘the blurb’ in the first column were given nine, those in the second column eight, and so on. An independent samples t-test showed the mean scores for each reason for both genders. The test indicated that there were statistical differences between the males’ and females’ mean scores for six out of nine reasons for choosing a book. Table 59 shows that the highest total mean score belonged to ‘genre of book’, with 6.44, followed by ‘having prior knowledge of book or author’, with 5.98, and ‘personal recommendation’, with 5.86. ‘Price of book’ seems to be the least important reason for choosing a book for both genders.

	<b>Female mean scores</b>	<b>Male mean scores</b>	<b>Total Mean</b>	<b>P Value</b>
You have seen it on a film or TV	4.89	5.27	<b>5.08</b>	<b>p&lt;0.05</b>
You have seen a film or TV adaptation of the book	4.64	4.93	<b>4.79</b>	<b>p&lt;0.05</b>
You have read a review	4.97	4.80	<b>4.89</b>	<b>p&gt;0.05</b>
You have prior knowledge of book or author	6.06	5.89	<b>5.98</b>	<b>p&gt;0.05</b>
The blurb	5.84	5.43	<b>5.64</b>	<b>p&lt;0.05</b>
Personal recommendation	6.09	5.64	<b>5.86</b>	<b>p&lt;0.05</b>
Its price	2.90	3.55	<b>3.23</b>	<b>p&lt;0.05</b>
Its appearance (size, cover, design etc.)	4.86	4.97	<b>4.92</b>	<b>p&gt;0.05</b>
Genre of book	6.56	6.32	<b>6.44</b>	<b>p&lt;0.05</b>

Table 59 The students’ mean scores on reasons for choosing a book by gender

The mean scores of the students on the measure of commonality of listed reasons to choose a book were calculated according to region. An analysis of variance (F) indicated a significant difference between regions for all options excluding ‘genre of book’ and ‘reading a review about the book’. The analysis by school type is summarised in Table 60.

	<b>Science (mean)</b>	<b>Anatolia (mean)</b>	<b>General (mean)</b>	<b>Religious (mean)</b>	<b>Tech. and Voc. (mean)</b>	<b>P Value</b>
You have seen it on a film or TV	4.35	4.90	5.41	4.95	5.60	<b>p&lt;0.05</b>
You have seen a film or TV adaptation of the book	4.69	4.75	4.86	4.54	5.10	<b>p&lt;0.05</b>
You have read a review	4.83	4.76	4.86	4.89	5.10	<b>p&gt;0.05</b>
You have prior knowledge of book or author	6.52	6.00	5.77	5.97	5.76	<b>p&lt;0.05</b>
The blurb	5.76	5.70	5.56	5.80	5.37	<b>p&lt;0.05</b>
Personal recommendation	6.26	5.88	5.73	5.89	5.64	<b>p&lt;0.05</b>
Its price	2.78	3.03	3.37	3.52	3.34	<b>p&lt;0.05</b>
Its appearance (size, cover, design etc.)	4.50	4.78	4.95	5.15	5.10	<b>p&lt;0.05</b>
Genre of book	6.52	6.51	6.44	6.49	6.24	<b>p&gt;0.05</b>

Table 60 The students’ mean scores on reasons for choosing a book by school type

The mean scores of the students on the measure of commonality of listed reasons to choose a book were calculated according to region. An analysis of variance (F) indicated a significant difference between regions for the options: ‘seeing the book on a film or TV’ and ‘having prior knowledge of the book or author’. The respondents from Malatya Province were statistically more likely to choose ‘having prior knowledge of the book or author’, while the respondents from Central Anatolia and Marmara Regions were less likely to choose ‘seeing the book on a film or TV’. The analysis by region is summarised in Table 61.

	<b>Aegean</b>	<b>Black Sea</b>	<b>Central Ana.</b>	<b>East Ana.</b>	<b>Mar mara</b>	<b>Mediterranean</b>	<b>Southern East</b>	<b>Malatya</b>	<b>P Value</b>
You have seen it on a film or TV	5.09	5.12	4.66	5.25	4.76	5.22	5.33	5.33	<b>p&lt;0.05</b>
You have seen a film or TV adaptation of the book	5.00	4.84	4.77	4.61	4.75	4.96	4.51	4.82	<b>p&gt;0.05</b>
You have read a review	4.71	4.61	4.77	5.02	4.96	4.91	4.95	5.23	<b>p&gt;0.05</b>
You have prior knowledge of book or author	5.89	5.71	5.82	5.83	5.93	6.22	6.06	6.45	<b>p&lt;0.05</b>
The blurb	5.52	5.58	5.70	5.48	5.64	5.45	5.77	5.99	<b>p&gt;0.05</b>
Personal recommendation	5.70	5.94	5.90	5.89	5.90	5.61	5.77	6.17	<b>p&gt;0.05</b>
Its price	3.07	3.13	3.16	3.34	3.46	3.30	3.53	2.79	<b>p&gt;0.05</b>
Its appearance (size, cover, design etc.)	4.76	5.00	5.05	5.17	4.71	4.71	4.76	5.20	<b>p&gt;0.05</b>
Genre of book	6.53	6.43	6.55	6.42	6.61	6.27	6.28	6.41	<b>p&gt;0.05</b>

Table 61 The students’ mean scores on reasons for choosing a book by region

#### 4.1.6.21 The people who recommend books

The students were asked to rank the people from whom they got recommendations for books to read, from the most common to the least common person (from seven to one). For the most common person, the option of ‘no one’ was the most chosen item, with 31.1%, closely followed by ‘friends’ (29.2%) and ‘teachers’ (17.4%). For the second-most common person, the most chosen option was ‘teachers’ (22.2%), closely followed by ‘friends’ (21.9%). As can be seen from Table 62, the students tended not to rank any item as the ranking numbers decreased.

<b>Ranking order</b>	<b>7 (%)</b>	<b>6 (%)</b>	<b>5 (%)</b>	<b>4 (%)</b>	<b>3 (%)</b>	<b>2 (%)</b>	<b>1 (%)</b>
No one	31.1	3.0	2.6	1.7	1.2	2.4	8.5
Mother	7.1	10.0	12.2	11.1	9.5	6.9	2.1
Father	4.3	9.2	11.3	13.6	11.4	6.4	1.5
Brother	3.0	5.8	8.5	10.3	8.0	5.2	2.1
Sister	5.6	8.3	10.6	7.0	6.4	4.5	1.9
Teachers	17.4	22.2	13.3	7.7	5.9	3.8	1.0
Friends	29.2	21.9	9.9	6.4	5.3	4.1	1.4
Incomplete	2.2	19.6	31.7	42.3	52.3	66.7	81.5

Table 62 The people who recommend books

In order to analyse the data from this question by gender, school type and region, new variables for each option were created, and the responses for each specific option in all seven columns were transferred here with their numerical values (from seven to one). An independent samples t-test showed the mean scores for each option for both genders. The test indicated statistical differences between males and females on their mean scores for ‘sister’, ‘no one’, ‘friends’, ‘father’ and ‘brother’. Table 63 shows that the highest total mean score was 5.58 for friends, followed by ‘no one’, with 5.39 and ‘teachers’ with 5.31.

	<b>Female mean scores</b>	<b>Male mean scores</b>	<b>Total Mean</b>	<b>P Value</b>
Teachers	5.37	5.24	<b>5.31</b>	<b>p&gt;0.05</b>
Sister	4.75	4.26	<b>4.51</b>	<b>p&lt;0.05</b>
No one	5.17	5.57	<b>5.39</b>	<b>p&lt;0.05</b>
Mother	4.44	4.39	<b>4.41</b>	<b>p&gt;0.05</b>
Friends	5.78	5.36	<b>5.58</b>	<b>p&lt;0.05</b>
Father	4.11	4.37	<b>4.24</b>	<b>p&lt;0.05</b>
Brother	3.90	4.31	<b>4.10</b>	<b>p&lt;0.05</b>

Table 63 The people who recommend books by gender

The mean scores of the students on the measure of commonality of listed options were calculated according to school type. An analysis of variance (F) indicated a significant difference between regions for all options excluding ‘sister’, ‘no one’ and ‘brother’. In order to identify which school type is responsible for the difference for the above options, a Scheffe test was used. This revealed that the statistical difference for ‘teachers’ was caused by a low mean score by the respondents from science high schools. The statistical difference for ‘mother’ and ‘father’ was caused by a low mean score by the respondents from Anatolian high schools. Lastly, the statistical difference for ‘friends’ was caused by a high mean score by the respondents from science high schools. ‘Friends’ were the most common people for the respondents from science, Anatolian and general high schools, while ‘no one’ was the most common option for those from technical and vocational high schools and ‘teachers’ for those from religious high schools.

	<b>Science (mean)</b>	<b>Anatolia (mean)</b>	<b>General (mean)</b>	<b>Religious (mean)</b>	<b>Tech. and Voc. (mean)</b>	<b>P Value</b>
Teachers	4.89	5.17	5.45	5.44	5.46	<b>p&lt;0.05</b>
Sister	4.68	4.57	4.44	4.29	4.69	<b>p&gt;0.05</b>
No one	5.72	5.44	5.16	5.22	5.57	<b>p&gt;0.05</b>
Mother	4.64	4.20	4.39	4.51	4.41	<b>p&lt;0.05</b>
Friends	5.87	5.77	5.49	5.42	5.38	<b>p&lt;0.05</b>
Father	4.44	4.01	4.19	4.43	4.21	<b>p&lt;0.05</b>
Brother	4.29	3.92	4.07	4.21	4.13	<b>p&gt;0.05</b>

Table 64 The people who recommend books by school type

The mean scores of the students on the measure of commonality of listed options were calculated according to region. An analysis of variance (F) indicated a significant difference between regions for all options apart from ‘father’. A Scheffe test showed that the statistical differences for ‘teachers’ and ‘mother’ were between Aegean and Southern East Anatolia Regions. For ‘sister’, it was between Black Sea Region and Malatya Province. It was caused by low mean scores for ‘no one’ by the respondents from Southern East Anatolia Region and for ‘friends’ by the respondents from East Anatolia Region. The analysis by region is summarised in Table 65.

	<b>Aegean</b>	<b>Black Sea</b>	<b>Central Ana.</b>	<b>East Ana.</b>	<b>Mar mara</b>	<b>Mediterranean</b>	<b>Southern East</b>	<b>Mal atya</b>	<b>P Value</b>
Teachers	5.00	5.20	5.09	5.24	5.45	5.52	5.58	5.38	<b>p&lt;0.05</b>
Sister	4.71	5.02	4.63	4.34	4.77	4.24	4.54	4.18	<b>p&lt;0.05</b>
No one	5.79	6.25	5.72	5.35	5.95	4.86	4.58	4.80	<b>p&lt;0.05</b>
Mother	4.82	4.58	4.52	4.23	4.54	4.32	3.91	4.36	<b>p&lt;0.05</b>
Friends	5.72	5.94	5.48	5.15	5.79	5.45	5.45	5.75	<b>p&lt;0.05</b>
Father	4.37	4.11	4.14	4.35	4.45	4.11	4.24	4.16	<b>p&gt;0.05</b>
Brother	4.34	4.35	3.90	4.06	4.30	3.81	4.34	3.90	<b>p&lt;0.05</b>

Table 65 The people who recommend books by region



#### 4.1.6.22 Frequency of encouragement to read by family members

The students were also asked to indicate how often they were encouraged to read by their family members. Of those, 45.8% indicated that they were often encouraged to read by their mother. Approximately half of the students indicated that they were never encouraged to read by their grandmother (49.0%) and grandfather (48.9%). A similar proportion of the students indicated that they were sometimes encouraged by their brother (20.6%) and sister (20.8%). The proportions of the students who did not answer the question for their brother, sister, grandmother and grandfather were high. This could be because they may not have a brother, sister, grandmother or grandfather.

	<b>Never (%)</b>	<b>Sometimes (%)</b>	<b>Often (%)</b>	<b>No Answer (%)</b>
Mother	14.3	36.3	45.8	3.7
Father	20.6	35.2	39.0	5.2
Brother	31.6	20.6	14.1	33.6
Sister	24.2	20.8	19.7	35.3
Grandmother	49.0	13.9	8.9	28.2
Grandfather	48.9	12.2	8.0	30.9

Table 66 Frequency of encouragement for reading by family members

The answer options for the question were given a number from one to three (one for never, two for sometimes and three for often) to enable the use of statistical tests. In order to examine the differences between the females and the males on their mean scores, an independent-samples t-test (t) was used. This showed that the females scored statistically significantly higher than the males on the measure of their answer for the option ‘sister’ ( $p < 0.05$ ). It means that the female respondents were encouraged to read by their sisters statistically more often than the males were. The analysis by gender is summarised in Table 67.

	<b>Female mean scores</b>	<b>Male mean scores</b>	<b>P Value</b>
Mother	2.35	2.30	<b><math>p &gt; 0.05</math></b>
Father	2.21	2.18	<b><math>p &gt; 0.05</math></b>
Brother	1.72	1.76	<b><math>p &gt; 0.05</math></b>
Sister	2.00	1.86	<b><math>p &lt; 0.05</math></b>
Grandmother	1.44	1.44	<b><math>p &gt; 0.05</math></b>
Grandfather	1.38	1.43	<b><math>p &gt; 0.05</math></b>

Table 67 Frequency of encouragement for reading by family members by gender

The mean scores of the students on the measure of frequency of encouragement for reading by family members were calculated according to school type. An analysis of variance (F) indicated a significant difference between school types for only the option of ‘sister’. In order to find out which school type caused the difference for ‘sister’, a Scheffe test was used. This revealed that the respondents from religious high schools scored significantly lower than those from Anatolia, general and technical and vocational high schools. This may mean that the respondents from religious high schools were statistically less often encouraged to read by their sisters than all respondents except for those from science high schools. The analysis by school type is summarised in Table 68.

	<b>Science (mean)</b>	<b>Anatolia (mean)</b>	<b>General (mean)</b>	<b>Religious (mean)</b>	<b>Tech. and Voc. (mean)</b>	<b>P Value</b>
Mother	2.31	2.33	2.35	2.28	2.36	<b>p&gt;0.05</b>
Father	2.17	2.22	2.16	2.22	2.20	<b>p&gt;0.05</b>
Brother	1.68	1.74	1.82	1.70	1.73	<b>p&gt;0.05</b>
Sister	1.87	2.01	1.99	1.77	2.01	<b>p&lt;0.05</b>
Grandmother	1.41	1.43	1.46	1.43	1.47	<b>p&gt;0.05</b>
Grandfather	1.40	1.37	1.42	1.39	1.46	<b>p&gt;0.05</b>

Table 68 Frequency of encouragement for reading by family members by school type

The mean scores of the students on the measure of frequency of encouragement to read by family members were calculated according to region. An analysis of variance (F) indicated a significant difference between regions for all family members. In order to find out where the differences lie between regions, a Scheffe test was used. This indicated that the respondents from Southern East Anatolia Region were statistically more often encouraged to read by their brothers than those from Central Anatolia Region. Table 69 shows the mean scores and probability values for each option.

	<b>Aegean</b>	<b>Black Sea</b>	<b>Central Ana.</b>	<b>East Ana.</b>	<b>Mar mara</b>	<b>Mediterranean</b>	<b>Southern East</b>	<b>Mal atya</b>	<b>P Value</b>
Mother	2.31	2.32	2.41	2.27	2.28	2.39	2.22	2.42	<b>p&lt;0.05</b>
Father	2.07	2.18	2.27	2.24	2.07	2.26	2.22	2.27	<b>p&lt;0.05</b>
Brother	1.68	1.62	1.59	1.77	1.66	1.76	1.88	1.87	<b>p&lt;0.05</b>
Sister	1.89	1.82	1.98	1.94	1.80	1.98	1.89	2.11	<b>p&lt;0.05</b>
Grandmother	1.48	1.37	1.53	1.31	1.34	1.51	1.43	1.61	<b>p&lt;0.05</b>
Grandfather	1.41	1.35	1.50	1.31	1.36	1.40	1.41	1.56	<b>p&lt;0.05</b>

Table 69 Frequency of encouragement for reading by family members by region

#### 4.1.6.23 Frequency of seeing family members reading

The students were asked to indicate how often they see their family members reading. Slightly more than a quarter of the students indicated that they never saw their mother (26.8%) and father (26.3%) reading. A third of the students indicated that they often saw their sister reading. A small proportion of the students indicated that they often saw their grandmother (3.3%) and grandfather (6.5%) reading. The percentages of the students who did not answer the question for their brother, sister, grandmother and grandfather were high. This could be because they may not have a brother, sister, grandmother or grandfather. When it comes to seeing family members reading, the proportions of respondents who were often encouraged to read by their mother, father, grandmother and grandfather decreased, but the proportions of respondents encouraged by their brother and sister increased for the same question.

	<b>Never (%)</b>	<b>Sometimes (%)</b>	<b>Often (%)</b>	<b>No Answer (%)</b>
Mother	26.8	43.8	24.5	4.9
Father	26.3	44.1	24.0	5.6
Brother	16.9	27.0	23.8	32.3
Sister	11.1	21.6	33.3	34.0
Grandmother	56.1	11.6	3.3	29.0
Grandfather	50.4	11.4	6.5	31.8

Table 70 Frequency of seeing family members reading

The answer options for the question were given a number from one to three (one for never, two for sometimes and three for often), to enable the use of statistical tests. In order to examine the differences between the females and the males on their mean scores, an independent-samples t-test (t) was used. It was shown that the females scored statistically significantly higher than the males on the measure of their answer for the options ‘mother’, ‘father’ and ‘sister’ ( $p < 0.05$ ). This means that the female respondents saw their mother, father and sisters reading statistically more often than the males did. The analysis by gender is summarised in Table 71.

	<b>Female mean scores</b>	<b>Male mean scores</b>	<b>P Value</b>
Mother	2.02	1.93	<b><math>p &lt; 0.05</math></b>
Father	2.01	1.94	<b><math>p &lt; 0.05</math></b>
Brother	2.13	2.08	<b><math>p &gt; 0.05</math></b>
Sister	2.39	2.28	<b><math>p &lt; 0.05</math></b>
Grandmother	1.27	1.25	<b><math>p &gt; 0.05</math></b>
Grandfather	1.37	1.34	<b><math>p &gt; 0.05</math></b>

Table 71 Frequency of seeing family members reading by gender

The students' mean scores on the measure of frequency of seeing family members reading were calculated according to school type. An analysis of variance (F) indicated a significant difference between school types for the options 'mother' and 'father'. In order to find out which school type is responsible for the difference for these family members, a Scheffe test was used. This revealed that the respondents from science high schools saw their mother reading statistically more often than those from all other school types ( $p<0.05$ ), and the respondents from Anatolian high schools saw their mother reading statistically more often than those attending general and technical and vocational high schools ( $p<0.05$ ). The test also showed that the respondents from science high schools saw their father reading statistically more often than those from all other school types except religious high schools ( $p<0.05$ ). The respondents from religious high schools saw their father reading statistically more often than the respondents from general and technical and vocational high schools ( $p<0.05$ ). The respondents from Anatolian high schools saw their father reading statistically more often than those from technical and vocational high schools ( $p<0.05$ ). The analysis by school type is summarised in Table 72.

	<b>Science (mean)</b>	<b>Anatolia (mean)</b>	<b>General (mean)</b>	<b>Religious (mean)</b>	<b>Tech. and Voc. (mean)</b>	<b>P Value</b>
Mother	2.22	2.05	1.86	1.98	1.84	<b>p&lt;0.05</b>
Father	2.18	1.99	1.87	2.03	1.85	<b>p&lt;0.05</b>
Brother	2.18	2.11	2.11	2.12	2.02	<b>p&gt;0.05</b>
Sister	2.35	2.41	2.33	2.27	2.35	<b>p&gt;0.05</b>
Grandmother	1.26	1.30	1.24	1.25	1.23	<b>p&gt;0.05</b>
Grandfather	1.38	1.40	1.32	1.33	1.34	<b>p&gt;0.05</b>

Table 72 Frequency of seeing family members reading by school type

The mean scores of the students on the measure of frequency of seeing family members reading were calculated according to region. An analysis of variance (F) indicated a significant difference between regions for all family members. In order to find out where the differences lie between the regions, a Scheffe test was used. It indicated that the statistical differences in most cases were caused by low mean scores by the respondents from Southern East Anatolia and East Anatolia Region or high mean scores by the respondents from Central Anatolia Region. Table 73 shows the mean scores and probability values for each option.

	<b>Aegean</b>	<b>Black Sea</b>	<b>Central Ana.</b>	<b>East Ana.</b>	<b>Mar mara</b>	<b>Mediterranean</b>	<b>Southern East</b>	<b>Malatya</b>	<b>P Value</b>
Mother	2.10	1.99	2.16	1.83	2.07	1.99	1.64	2.00	<b>p&lt;0.05</b>
Father	1.93	1.95	2.11	1.98	1.95	2.04	1.88	1.95	<b>p&lt;0.05</b>
Brother	2.06	2.10	2.04	2.14	2.04	2.13	2.12	2.17	<b>p&gt;0.05</b>
Sister	2.26	2.40	2.41	2.34	2.31	2.37	2.20	2.41	<b>p&lt;0.05</b>
Grandmother	1.43	1.25	1.29	1.14	1.27	1.26	1.14	1.21	<b>p&lt;0.05</b>
Grandfather	1.48	1.33	1.47	1.27	1.33	1.32	1.28	1.32	<b>p&lt;0.05</b>

Table 73 Frequency of seeing family members reading by region

#### 4.1.6.24 The reasons for reading

The students were also asked to indicate their reasons for reading; 98.8% answered the question. The majority of the students thought that reading helped them to learn new things (80.5%), to improve their language skills (79.1%) and to achieve better grades in tests and exams (68.2%). Of those who responded, 16.4% stated that they read because they had to. By looking at the three highest percentages for the reasons to read, it could be said that the students expect to receive practical benefits from reading. Around two fifths of the respondents stated that reading was their hobby (39.9%) and a third stated that they read because their parents and teachers asked them to (33.4%). Table 74 shows the students' reasons for reading according to gender. The female respondents were statistically more likely than the male respondents to state that they read because reading helps them to learn new things (84.4% compared to 76.6% of males), helps them improve their language skills (82.9% compared to 75.4% of males), is relaxing (58.0% compared to 45.1%), is fun (55.7% compared to 45.6%) and is their hobby (49.1% compared to 30.4% of males). The male respondents were statistically more likely to state that they read because their parents or teachers ask them to read (39.2% compared to 27.5% of females) and they have to (22.1% compared to 10.6% of females). Unsurprisingly, more female students read because they enjoy doing so.

<b>The reasons for reading</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
It helps me learn new things	84.4	76.6	<b>80.5</b>	<b>p&lt;0.05</b>
It helps me improve my language skills	82.9	75.4	<b>79.1</b>	<b>p&lt;0.05</b>
It helps me get better grades in tests and exams	69.1	67.4	<b>68.2</b>	<b>p&gt;0.05</b>
It is relaxing	58.0	45.1	<b>51.5</b>	<b>p&lt;0.05</b>
It is fun	55.7	45.6	<b>50.6</b>	<b>p&lt;0.05</b>
It helps in my homework and projects	38.2	41.5	<b>39.9</b>	<b>p&gt;0.05</b>
It is my hobby	49.1	30.4	<b>39.8</b>	<b>p&lt;0.05</b>
It helps me get a job	38.0	40.8	<b>39.4</b>	<b>p&gt;0.05</b>
My parents or teachers ask me to read	27.5	39.2	<b>33.4</b>	<b>p&lt;0.05</b>
I have to	10.6	22.1	<b>16.4</b>	<b>p&lt;0.05</b>

Table 74 The students' reasons for reading by gender

Table 75 summarises the analysis by school type and shows the probability values for each option. The respondents from science high schools were statistically the largest group to state that they read because it is relaxing (63.0%), is fun (65.0%) and is their hobby (57.2%), and they were statistically the smallest group to state that they read because reading helps them improve their language skills (65.3%), helps them to get better grades in tests and exams (52.3%), helps in their homework and projects (19.9%), helps them get a job (23.7%) and their parents or teachers ask them to read (21.1%). It is possible that these results show that the respondents from science high schools had a less pragmatic approach to reading and were more likely to read for the sake of reading. The highest proportions of respondents who read because reading helps them get a job (48.1%), helps in their homework and projects (47.5%), their parents or teachers ask them to read (44.3%) and they have to (17.9%) attended religious high schools.

<b>The reasons for reading</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
It helps me learn new things	79.5	80.3	80.3	82.8	79.4	<b>p&gt;0.05</b>
It helps me improve my language skills	65.3	76.7	82.5	82.8	83.8	<b>p&lt;0.05</b>
It helps me get better grades in tests and exams	52.3	62.2	76.3	74.3	70.7	<b>p&lt;0.05</b>
It is relaxing	63.0	52.6	48.4	47.0	50.5	<b>p&lt;0.05</b>
It is fun	65.0	54.5	45.4	47.2	45.7	<b>p&lt;0.05</b>
It helps in my homework and projects	19.9	33.6	46.1	47.5	45.7	<b>p&lt;0.05</b>
It is my hobby	57.2	42.5	35.1	36.6	32.9	<b>p&lt;0.05</b>
It helps me get a job	23.7	35.9	42.7	48.1	41.4	<b>p&lt;0.05</b>
My parents or teachers ask me to read	21.1	24.9	35.7	44.3	37.0	<b>p&lt;0.05</b>
I have to	14.2	17.8	16.5	17.9	14.5	<b>p&gt;0.05</b>

Table 75 The students' reasons for reading by school type

Table 76 details the students' reasons for reading by region. The respondents from Marmara Region were statistically less likely to state that they read because reading helps them achieve better grades in tests and exams (54.9%) and helps them to get a job (28.4%). The respondents from Southern East Anatolia Region were more likely to note that they read because reading helps them improve their language skills (85.5%), helps them get better grades in tests and exams (72.4%), helps in their homework and projects (47.7%), helps them get a job (48.7%) and their parents or teachers ask them to read (40.1%).

<b>The reasons for reading</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>	<b>P Value</b>
It helps me learn new things	79.1	81.6	85.0	79.9	79.1	79.9	84.9	74.8	<b>p&lt;0.05</b>
It helps me improve my language skills	74.7	74.2	81.7	82.2	74.5	80.3	85.5	79.7	<b>p&lt;0.05</b>
It helps me get better grades in tests and exams	67.3	71.6	71.2	71.6	54.9	69.3	72.4	67.8	<b>p&lt;0.05</b>
It is relaxing	54.5	47.5	54.6	50.5	52.0	50.5	52.6	49.8	<b>p&gt;0.05</b>
It is fun	51.5	52.5	54.2	44.2	53.6	50.5	47.4	50.8	<b>p&gt;0.05</b>
It helps in my homework and projects	32.0	43.5	44.4	37.6	32.4	44.7	47.7	36.5	<b>p&lt;0.05</b>
It is my hobby	43.8	33.1	45.8	34.3	43.5	39.5	44.7	33.2	<b>p&lt;0.05</b>
It helps me get a job	35.7	41.5	41.5	35.6	28.4	46.9	48.7	36.9	<b>p&lt;0.05</b>
My parents or teachers ask me to read	24.2	33.1	38.2	38.0	27.1	35.6	40.1	30.6	<b>p&lt;0.05</b>
I have to	17.2	13.0	18.3	16.8	18.3	17.2	18.1	12.0	<b>p&gt;0.05</b>

Table 76 The students' reasons for reading by region



#### 4.1.6.25 The ways of obtaining books

The students were asked to indicate how they most often obtain the books they read; the question was answered by 97.7% of them. The majority of the respondents obtain the books they read by buying (75.7%) and borrowing from their friends (62.5%). Slightly less than half of the respondents stated that they borrow the books they want to read from a library (46.6%). A total of 70 responses were obtained for the 'other' option. Of these, there were 11 mentions of 'borrowing them from teachers', 10 of 'books as presents', 12 of 'books at home' and 21 of 'borrowing from family members'. Table 77 gives a breakdown of the distribution of respondents according to gender. The female respondents were shown to be statistically significantly more likely than the males to state that they buy the books they read (80.0% compared to 71.5% of males), borrow them from their friends (70.0% compared to 55.1%) and borrow them from a library (50.2% compared to 42.9%). In line with the findings here, in the analysis of the other two questions it was shown that the females were more likely than the males to buy at least one book per year (86.8% compared to 79.4% of males) and to borrow books from a library (52.6% compared to 40.7%).

	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
I buy them	80.0	71.5	<b>75.7</b>	<b>p&lt;0.05</b>
I borrow them from my friends	70.0	55.1	<b>62.5</b>	<b>p&lt;0.05</b>
I borrow them from a library	50.2	42.9	<b>46.6</b>	<b>p&lt;0.05</b>
Someone else buys them for me	12.9	14.0	<b>13.4</b>	<b>p&gt;0.05</b>
Other	2.6	3.2	<b>2.9</b>	<b>p&gt;0.05</b>

Table 77 The ways of obtaining books by gender

Table 78 summarises the analysis of the findings by school type. As can be seen, the highest proportion of respondents who buy the books they read attended science high schools (88.4%), followed by Anatolian high schools (79.5%), in line with the findings that they were the two smallest groups to state that they do not buy books (5.3% and 13.2% respectively). The respondents from religious high schools were more likely to state that they obtain their books by borrowing from libraries (54.9%), as they were the second-largest group to state that they visit a library to borrow books (52.1%). Borrowing books from friends was the second-most chosen option after buying among the students from all school types, with the highest proportion of respondents being from science high schools (70.8%).

	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
I buy them	88.4	79.5	75.7	67.5	71.5	<b>p&lt;0.05</b>
I borrow them from my friends	70.8	59.4	55.6	67.2	62.4	<b>p&lt;0.05</b>
I borrow them from a library	43.6	43.6	42.9	54.9	46.7	<b>p&lt;0.05</b>
Someone else buys them for me	18.2	15.6	10.6	14.3	9.9	<b>p&lt;0.05</b>
Other	2.3	4.2	1.5	4.2	2.0	<b>p&lt;0.05</b>

Table 78 The ways of obtaining books by school type

Table 79 provides a breakdown of the distribution of respondents according to region. The respondents from Marmara Region were statistically more likely to state that they obtain the books they read by buying (89.5%), as they were also more likely to state that they buy at least one book per year (92.4%). Borrowing books from friends was the second-most chosen option after buying among all regions, with the highest proportion of respondents from Central Anatolia Region (67.6%). The respondents from Black Sea Region were more likely to indicate that they obtain the books they read by borrowing from libraries (55.9%), in line with the finding that they were also more likely to indicate that they visit a library to borrow books (56.9%). The lowest proportion of respondents reporting that they obtain the books they read by borrowing from libraries was from Mediterranean Region (35.6%), as they were also the smallest group to report that they visit a library to borrow books (36.9%).

	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malya (%)</b>	<b>P Value</b>
I buy them	79.1	71.6	80.1	67.3	89.5	80.3	73.0	64.5	<b>p&lt;0.05</b>
I borrow them from my friends	63.3	65.2	67.6	62.7	60.8	60.8	65.8	53.8	<b>p&lt;0.05</b>
I borrow them from a library	48.8	55.9	50.0	50.5	39.2	35.6	48.4	44.5	<b>p&lt;0.05</b>
Someone else buys them for me	11.4	15.4	17.6	12.9	15.7	13.6	11.5	9.3	<b>p&gt;0.05</b>
Other	1.3	5.4	1.3	6.3	2.6	2.3	3.3	0.7	<b>p&lt;0.05</b>

Table 79 The ways of obtaining books by region

#### 4.1.6.26 Number of books bought a year

This question was answered by 98.1% of the participants. When they were asked to indicate the number of books they bought per year, 37.9% of the participants indicated buying between one and five books per year. While 7.9% of the participants said they bought more than 20 books per year, 16.9% of the participants indicated buying no books at all. Table 80 shows the number of books bought per year according to gender. Both gender groups were most likely to indicate that they bought '1-5' books per year. More male than female respondents (perhaps unsurprisingly) chose the options of 'I don't buy books' and '1-5' books (20.6% of males versus 13.2% of females and 41.8% of males versus 34.1% of females respectively). Apart from the above answer options, female respondents had higher percentages than male respondents for the other answer options. A chi-square test showed a significant association between gender and the number of books bought per year ( $X^2(5) = 67.222$ ,  $p < 0.05$ ).

<b>Gender</b>	<b>I don't buy books (%)</b>	<b>1 – 5 (%)</b>	<b>6 – 10 (%)</b>	<b>11 – 15 (%)</b>	<b>16 – 20 (%)</b>	<b>More than 20 (%)</b>	<b>Total (%)</b>
Female	13.2	34.1	21.9	12.8	7.3	10.7	<b>49.8</b>
Male	20.6	41.8	17.5	8.9	6.2	5.1	<b>50.2</b>
<b>Total</b>	<b>16.9</b>	<b>37.9</b>	<b>19.7</b>	<b>10.8</b>	<b>6.7</b>	<b>7.9</b>	<b>100.0</b>

Table 80 The number of books bought a year by gender

Figure 14 shows the number of books bought per year according to school type. All respondents were most likely to state that they bought '1-5' books per year. The proportion of respondents from science high schools who answered they did not buy books was the lowest within all school types (5.3%), while the percentage of respondents from religious high schools for the same option was the highest (25.4%). Even though the respondents from religious high schools were the largest group to state that they did not buy books, it was found that they were the most frequent users of libraries and the largest group to state that they borrow the books they read from libraries (54.9%). It can be said that they obtain the books they want to read from libraries. The highest percentages for the options of '6-10' books (24.0%), '11-15' books (17.3%), '16-20' books (8.5%) and 'more than 20' books (12.6%) were held by the respondents from science high schools. It might be said that the respondents from science high schools buy more books per year than those from the other school types. A chi-square test showed a significant association between school type and the number of books bought per year ( $X^2(20) = 126.267$ ,  $p < 0.05$ ).

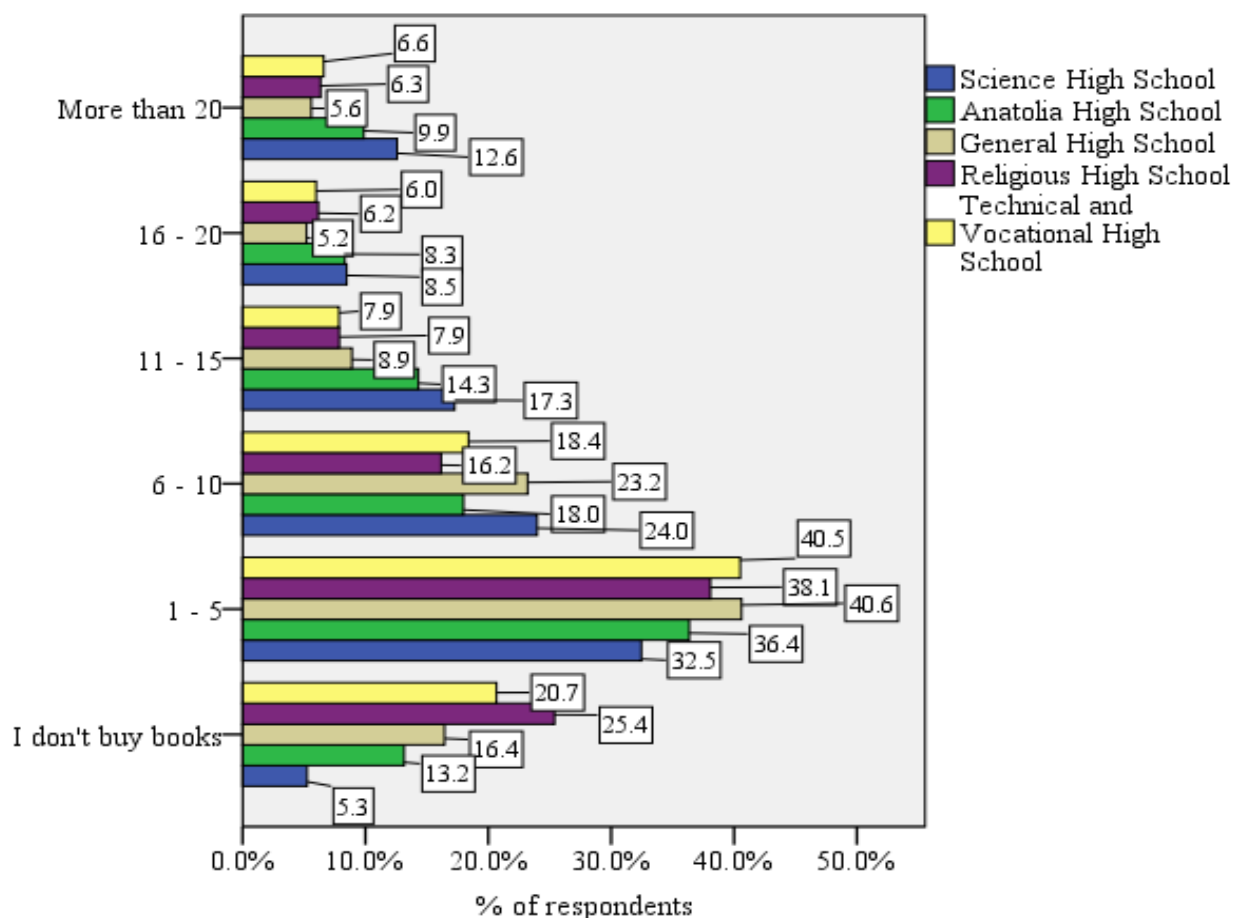


Figure 14 The number of books bought a year by gender

Table 81 shows the number of books bought per year according to region. All respondents were most likely to state that they bought ‘1-5’ books per year. The respondents from Black Sea Region were more likely to state that they did not buy books (25.2%) than those from the other regions. The highest proportion of respondents to state that they bought ‘more than 20 books’ in a year was from Marmara Region (12.5%). More respondents from Aegean Region than from any of the other regions stated that they bought ‘6-10’ books (25.4%) and ‘11-15’ books (15.3%) per year. A chi-square test showed a significant association between region and the number of books bought per year ( $X^2(35) = 103.918, p < 0.05$ ).

<b>Region</b>	<b>I don't buy books (%)</b>	<b>1 – 5 (%)</b>	<b>6 – 10 (%)</b>	<b>11 – 15 (%)</b>	<b>16 - 20 (%)</b>	<b>More than 20 (%)</b>	<b>Total (%)</b>
Aegean Region	15.6	33.9	25.4	15.3	3.7	6.1	<b>12.4</b>
Black Sea Region	25.2	37.2	20.5	6.7	6.7	3.7	<b>12.5</b>
Central Anatolia Region	13.7	37.3	20.3	10.8	9.2	8.8	<b>12.9</b>
East Anatolia Region	21.5	44.0	17.1	8.1	3.7	5.7	<b>12.5</b>
Marmara Region	7.6	39.5	18.4	15.1	6.9	12.5	<b>12.8</b>
Mediterranean Region	14.0	39.1	18.7	11.0	9.4	7.7	<b>12.6</b>
Southern East Anatolia Region	16.5	36.0	19.5	10.1	7.4	10.4	<b>12.5</b>
The Province of Malatya	21.9	36.4	17.3	9.5	6.7	8.1	<b>11.9</b>
<b>Total</b>	<b>16.9</b>	<b>37.9</b>	<b>19.7</b>	<b>10.8</b>	<b>6.7</b>	<b>7.9</b>	<b>100.0</b>

Table 81 The number of books bought a year by region

#### 4.1.6.27 The title of the last book students bought

The students were asked to indicate the title and author of the last book they bought; a total of 1799 (74.2%) students replied to this question. Of these, 32 (seven females and 25 males) stated that they did not remember the title and author, 17 (six females and 11 males) stated that they did not buy any books, four mentioned an author's name without a book, two stated 'world classics' without a specific book title, and one stated '100 Basic Literary Works' without a specific book title. 805 individual book titles were named. A total of 626 students (25.8%) did not reply to the question; of these, 242 were female and 384 were male. Table 82 lists those books which received ten or more mentions and gives the number of mentions by gender.

Book title	Female	Male	Total
Ask (The Forty Rules of Love) – Elif Shafak	35	10	45
Crime and Punishment - Dostoyevsky	18	20	38
The Twilight Series – Stephenie Meyer	18	18	36
Askin Gozyaslari (Tears of Love Series) – Sinan Yagmur	13	14	27
Les Misereables – Victor Hugo	8	17	25
Dokuzuncu Hariciye Kogusu(Ninth External Ward) – Peyami Safa	13	10	23
Think of a Number – John Verdon	14	7	21
Od (Flame – A Yunus Novel) – Iskender Pala	12	9	21
Yuregim Seni Cok Sevdi(My Heart Loved You So Much) – Canan Tan	19	0	19
Improbable – Adam Fawer	6	11	17
Dead Souls - Gogol	6	10	16
Calikusu (The Wren) – Resat Nuri Guntekin	6	7	13
Esir Sehrin Insanlari(People of the Captive City) – Kemal Tahir	9	4	13
Shut Your Eyes Tight – John Verdon	7	6	13
Katre-i Matem (Grief Drop) – Iskender Pala	8	4	12
Piraye (The Bride of Diyarbakir) – Canan Tan	12	0	12
The Hunger Games Series – Suzanne Collins	7	5	12
The Kite Runner – Khaled Hosseini	8	4	12
Ask-i Memnu (Forbidden Love)– Halit Ziya Usakiligil	8	3	11
The Infinite Light – M.Fethullah Gulen	5	6	11
Angels and Demons – Dan Brown	7	3	10
Eroinle Dans (Dance with Heroin) – Canan tan	9	1	10
Serguzest (Adventure) – Samipasazade Sezai	6	4	10

Table 82 The title of the last book students bought by gender

A total of 1115 (64.0%) of the respondents who gave a book title were also able to remember its author; 296 individual authors were named. 628 of the respondents who gave a book title did not give the name of the author; of these, 312 were female and 316 were male. Table 83 lists the names of the authors who received ten or more mentions, and shows the number of mentions by gender.

<b>Author Name</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Elif Shafak	38	17	55
Canan Tan	54	0	54
Iskender Pala	29	19	48
Dostoyevsky	16	14	30
Peyami Safa	12	14	26
Resat Nuri Guntekin	12	12	24
Victor Hugo	10	14	24
John Verdon	13	10	23
Sinan Yagmur	9	13	22
Dan Brown	10	10	20
Adam Fawer	10	8	18
Omer Seyfettin	3	14	17
Gogol	5	11	16
Emine Senlikoglu	10	5	15
Halit Ertugrul	10	5	15
Kemal Tahir	10	4	14
Stephenie Meyer	10	4	14
M.Fethullah Gulen	5	8	13
Tolstoy	7	6	13
Ahmet Umit	7	5	12
Orhan Kemal	10	2	12
Suzanne Collins	8	4	12
Ipek Ongun	9	2	11
Ahmet Gunbay Yildiz	9	1	10
Aziz Nesin	5	5	10

Table 83 The most repeated author names for the books the students bought last by gender



#### 4.1.6.28 The students' favourite books

The students were asked to indicate their favourite five books, in no particular order. A total of 2148 students (88.6%; 1130 females and 1018 males) wrote down an element for the first place; of these, 11 did not remember the name, three did not know what their favourite was, two did not have a favourite, seven wrote a book genre rather than a specific title, nine wrote an author's name (they might have meant the books by these authors), one thought that it was not right to choose, one stated that she could not choose, one stated that he liked all books he read, one stated that he liked all books by *Agatha Christie*, one stated that he liked all books by *Emine Senlikoglu* and one stated that she liked all books by *Halit Ertugrul*. Of those who gave a book title (2110 respondents), 679 females and 507 males also gave the name of the author of the book.

A total of 1973 students (81.4%; 1085 females and 888 males) wrote down an element for the second place; of these, eight wrote an author's name (they might have meant books by these authors), four wrote a book genre instead of a specific title, one stated that she liked all books by *Halit Ertugrul*, one wrote books from the '100 Basic Literary Works' reading list, and two did not remember the name. Of those who gave a book title (1957 respondents), 618 females and 424 males also gave the name of the author of the book.

A total of 1720 students (70.9%; 975 females and 745 males) wrote down an element for the third place; of these, nine wrote an author's name, eight wrote a book genre rather than a specific title, two did not remember the name, one wrote '100 Basic Literary Works' and one wrote 'world classics' without a specific title. Of those who wrote a book title (1699 respondents), 549 females and 337 males also gave the name of the author of the book.

A total of 1431 students (59.0%; 833 females and 598 males) wrote down an element for the fourth place; of these, nine wrote an author's name, seven wrote a book genre instead of a specific title, two did not remember the name and one wrote '100 Basic Literary Works'. Of those who wrote a book title (1412 respondents), 451 females and 281 males also gave the name of the author of the book.

A total of 1094 students (45.1%; 637 females and 457 males) wrote down an element for the fifth place; of these, six wrote a book genre instead of a specific title, three wrote an author's name, two did not remember the name and one did not know what her favourite was. Of those who wrote a book title (1082 respondents), 365 females and 223 males also gave the name of the author of the book.

A total of 588 individual authors or poets were named. Table 85 shows those names that received 20 or more mentions in all five places.

<b>The students' favourite books</b>	<b>Total</b>
The Twilight Series – Stephenie Meyer	322
Crime and Punishment – Dostoyevsky	224
Les Miserables – Victor Hugo	203
Ask (The Forty Rules of Love) – Elif Shafak	191
Improbable – Adam Fawer	121
Calikusu (The Wren) – Resat Nuri Guntekin	116
Harry Potter Series – J.K.Rowling	109
The Hunger Games Series – Suzanne Collins	101
Yuregim Seni Cok Sevd (My Heart Loved You So Much)– Canan Tan	97
Piraye (The Bride of Diyarbakir) – Canan Tan	91
White Fang – Jack London	84
Askin Gozyaslari (Tears of Love Series) – Sinan Yagmur	74
Eroinle Dans (Dance with Heroin) – Canan tan	69
Su Cilgin Turkler (These Crazy Turks Series) – Turgut Ozakman	68
Think of a Number – John Verdon	65
Dokuzuncu Hariciye Kogusu(Ninth External Ward) – Peyami Safa	65
The Kite Runner – Khaled Hosseini	61
Yaprak Dokumu(The Fall of Leaves) – Resat Nuri Guntekin	58
En Son Yurekler Olur (Hearts Die Last) – Canan Tan	56
Angels and Demons – Dan Brown	53
Risale-i Nur Collection – Said Nursi	52
Serguzest (Adventure) – Samipasazade Sezai	50
Bir Genc Kizin Gizli Defteri(A Young Lady's Diary Series) – Ipek Ongun	49
Ask-i Memnu (Forbidden Love) – Halit Ziya Usakligil	48
The Lord of the Rings Series – J.R.R.Tolkien	48
My Left Foot – Christy Brown	47
What Men Live By - Tolstoy	45
Od (Flame – A Yunus Novel) – Iskender Pala	44
Eylul (September) – Mehmet Rauf	42
My Sweet Orange Tree – Jose Mauro De Vasconcelos	41
House of Night Series – P.C.Cast – Kristin Cast	38
Metal Firtina Series (Metal Storm Series) – Burak Turna and Orkun Ucar	38
Osmancik (Osmancik) – Tarik Bugra	38
The Da Vinci Code – Dan Brown	37
Dead Souls – Gogol	36
Empathy – Adam Fawer	36
Around the World in Eighty Days – Jules Verne	35
Don Quixote - Cervantes	35
Kendini Arayan Adam(The Man Who Seeks Himself) – Halit Ertugrul	34
Nutuk (Speech)– Mustafa Kemal Ataturk	33
Robinson Crusoe – Daniel Defoe	33
Kayip Gul (The Lost Rose) – Serdar Ozkan	32
Of Mice and Men – John Steinbeck	31
Honour – Elif Shafak	31
The Infinite Light – M.Fethullah Gulen	31
Kasagi (The Currycomb)– Omer Seyfettin	30
Yaban (Stranger)– Yakup Kadri Karaosmanoglu	30
Katre-i Matem (Grief Drop) – Iskender Pala	27
Sah ve Sultan (Shah and Sultan) - Iskender Pala	27

The White Ship – Chinghiz Aitmatov	26
War and Peace - Tolstoy	26
Huzur Sokagi (Serenity Street)– Sule Yuksel Senler	25
Kurk Mantolu Madonna (The Fur Coated Madonna) – Sabahattin Ali	25
Safahat (Phases)– Mehmet Akif Ersoy	25
The Alchemist – Paulo Coelho	25
Acimak (Pity) – Resat Nuri Guntekin	24
A Thousand Splendid Suns – Khaled Hosseini	24
Book of Dede Qorqut	24
Araba Sevdasi (The Carriage Affair)– Recaizade Mahmut Ekrem	21
Hz. Muhammed'in Hayati (Biography of Prophet Muhammed)– Salih Suruc	21
Blood Red Rivers – Jean Christophe Grange	21
The Lost Symbol – Dan Brown	21
The Count of Monte Cristo – Alexandre Dumas	21
Lily of the Valley – Victor Hugo	21
Dice Man Series – Luke Rhinehart	20
Imamin Manken Kizi – (The Imam's Model Daughter) - Emine Senlikoglu	20

Table 84 The students' favourite books

Author Name	Total	Author Name	Total
Canan Tan	280	Agatha Christie	39
Elif Shafak	216	J.R.R.Tolkien	36
Dostoyevsky	163	Said Nursi	36
Resat Nuri Guntekin	156	Tarik Bugra	35
Stephenie Meyer	136	Jules Verne	33
Iskender Pala	125	Jean Christophe Grange	31
Victor Hugo	125	Gulten Dayioglu	29
Adam Fawer	122	Mehmet Rauf	29
Dan Brown	110	P.C.Cast – Kristen Cast	29
Ipek Ongun	98	Sabahattin Ali	29
Halit Ertugrul	79	Stephen King	29
Peyami Sefa	78	Yavuz Bahadiroglu	29
Emine Senlikoglu	75	Ahmet Umit	28
J.K.Rowling	72	Aziz Nesin	28
Suzanne Collins	69	Halit Ziya Usakligil	26
Tolstoy	59	Yakup Kadri Karaosmanoglu	25
Omer Seyfettin	52	Necip Fazil Kisakurek	24
Sinan Yagmur	52	Ayşe Kulin	23
Khaled Hosseini	48	Burak Turna – Orkun Ucar	22
Ahmet Gunbay Yildiz	47	Gogol	22
Cengiz Aytmatov	47	Halide Edip Adivar	21
M.Fethullah Gulen	45	Rick Riordan	20
John Verdon	44	Serdar Ozkan	20
Turgut Ozakman	44		
Jack London	41		

Table 85 The most repeated author names for the favourite books

#### 4.1.6.29 The students' favourite authors and poets

The students were asked to indicate their most favourite five authors, in no particular order. A total of 1891 students (78.0%) wrote down an element for the first place; of these, 12 did not remember the name of the author, five did not know who their favourite was, two did not have a favourite, eight wrote the name of a book, one thought that it was not right to choose, one did not read poetry (she probably misunderstood the question). A total of 1576 students (65.0%) wrote down an element for the second place; of these, two wrote an Ottoman emperor's name, four wrote the name of a book, one wrote 'foreign authors', one wrote 'the authors of a humour magazine which is called *Uykusuz (Wakeful)*' and one could not remember the name. A total of 1268 students (52.3%) wrote down an element for the third place; of these, four wrote the name of a book and one could not remember the author's name. A total of 971 students (40.0%) wrote down an element for the fourth place; of these, one did not remember the author's name and one wrote '100 Basic Literary Works'. A total of 725 students (29.9%) wrote down an element for the fifth place; of these, one did not remember the name and three wrote the name of a book. A total of 588 individual authors or poets were named. Table 86 shows those names that received 20 or more mentions in all five places, and shows the number of mentions by gender.

The students' favourite authors	Female	Male	Total
Mehmet Akif Ersoy	116	189	305
Necip Fazil Kısakurek	151	147	298
Canan Tan	202	24	226
Elif Shafak	177	40	217
Nazim Hikmet	140	73	213
Omer Seyfettin	60	131	191
Resat Nuri Guntekin	120	66	186
Can Yücel	127	53	180
Attila İlhan	123	39	162
Orhan Veli Kanık	89	59	148
Namik Kemal	68	76	144
Dostoyevsky	63	69	132
İskender Pala	76	40	116
Yunus Emre	49	63	112
Cahit Sıtkı Tarancı	51	46	97
Stephenie Meyer	79	18	97
Victor Hugo	40	55	95
Özdemir Asaf	70	24	94
Dan Brown	52	41	93
Tolstoy	47	45	92
Peyami Safa	49	42	91
İpek Ongun	85	3	88

Yahya Kemal Beyatli	44	41	85
Halit Ziya Usakligil	51	33	84
Orhan Pamuk	38	35	73
Halit Ertugrul	53	19	72
Adam Fawer	46	22	68
Emine Senlikoglu	50	18	68
Asik Veysel	24	39	63
J.K.Rowling	29	29	58
Jules Verne	8	42	50
Sait Faik Abasiyanik	16	34	50
Aziz Nesin	24	23	47
Orhan Kemal	19	28	47
Halide Edip Adivar	26	18	44
Tarik Bugra	22	22	44
Ahmet Gunbay Yildiz	34	4	42
Stephen King	25	17	42
Cemal Sureya	22	15	37
Suzanne Collins	25	12	37
Ayse Kulin	30	6	36
Cengiz Aytmatov	23	13	36
Fuzuli	13	23	36
Agatha Christie	20	15	35
Yavuz Bahadiroglu	15	18	33
J.R.R.Tolkien	4	26	30
Sinan Yagmur	24	6	30
Ahmet Hamdi Tanpinar	16	13	29
Mevlana	11	18	29
M.Fethullah Gulen	12	16	28
Kahraman Tazeoglu	21	6	27
Said Nursi	5	22	27
Yakup Kadri Karaosmanoglu	15	12	27
Jack London	5	21	26
Fazil Husnu Daglarca	17	8	25
Ahmed Arif	13	11	24
Arif Nihat Asya	13	10	23
Ahmet Umit	15	8	23
John Verdon	12	11	23
Tess Gerritsen	17	4	21
Yasar Kemal	9	12	21
Zulfu Livaneli	14	7	21
Jean Christophe Grange	9	11	20
Turgut Ozakman	7	13	20

Table 86 The Students' Favourite Authors and Poets

#### 4.1.6.30 Frequency of newspaper reading

The students were asked to indicate their frequency of newspaper reading; 96.9% of them responded. The respondents were most likely to indicate that they read a newspaper only at weekends (34.0%). A fifth of the respondents indicated that they read a newspaper every day (20.3%), while 18.1% said that they read a newspaper never or almost never. Table 87 shows the students' frequency of newspaper reading according to gender. Both genders were most likely to indicate reading a newspaper only at weekends. More male than female students indicated that they read a newspaper every day (25.7% of males compared to 14.8% of females), while the opposite was the case for the answer option of 'never or almost never' (19.5% of females versus 16.8% of males). A chi-square test showed a significant association between gender and frequency of newspaper reading ( $X^2(3) = 46.038$ ,  $p < 0.05$ ).

<b>Gender</b>	<b>Never or almost never (%)</b>	<b>Only at weekends (%)</b>	<b>2 -3 times a week (%)</b>	<b>Every day (%)</b>	<b>Total (%)</b>
Female	19.5	37.6	28.1	14.8	<b>49.7</b>
Male	16.8	30.3	27.3	25.7	<b>50.3</b>
<b>Total</b>	<b>18.1</b>	<b>34.0</b>	<b>27.7</b>	<b>20.3</b>	<b>100.0</b>

Table 87 Students' frequency of newspaper reading by gender

Figure 15 shows the students' frequency of newspaper reading according to school type. The highest proportion of respondents who indicated that they read a newspaper every day was from Anatolian high schools (24.9%), while the highest proportion to indicate that they read a newspaper never or almost never attended science high schools (23.5%). This may be because science high schools are run as boarding schools and accessing newspapers daily could be difficult for the students in these schools. Reading a newspaper only at weekends was the most chosen option in all types of schools, with the highest percentage (38.7%) from technical and vocational schools. A chi-square test showed a significant association between school type and frequency of newspaper reading ( $X^2(12) = 30.518, p < 0.05$ ).

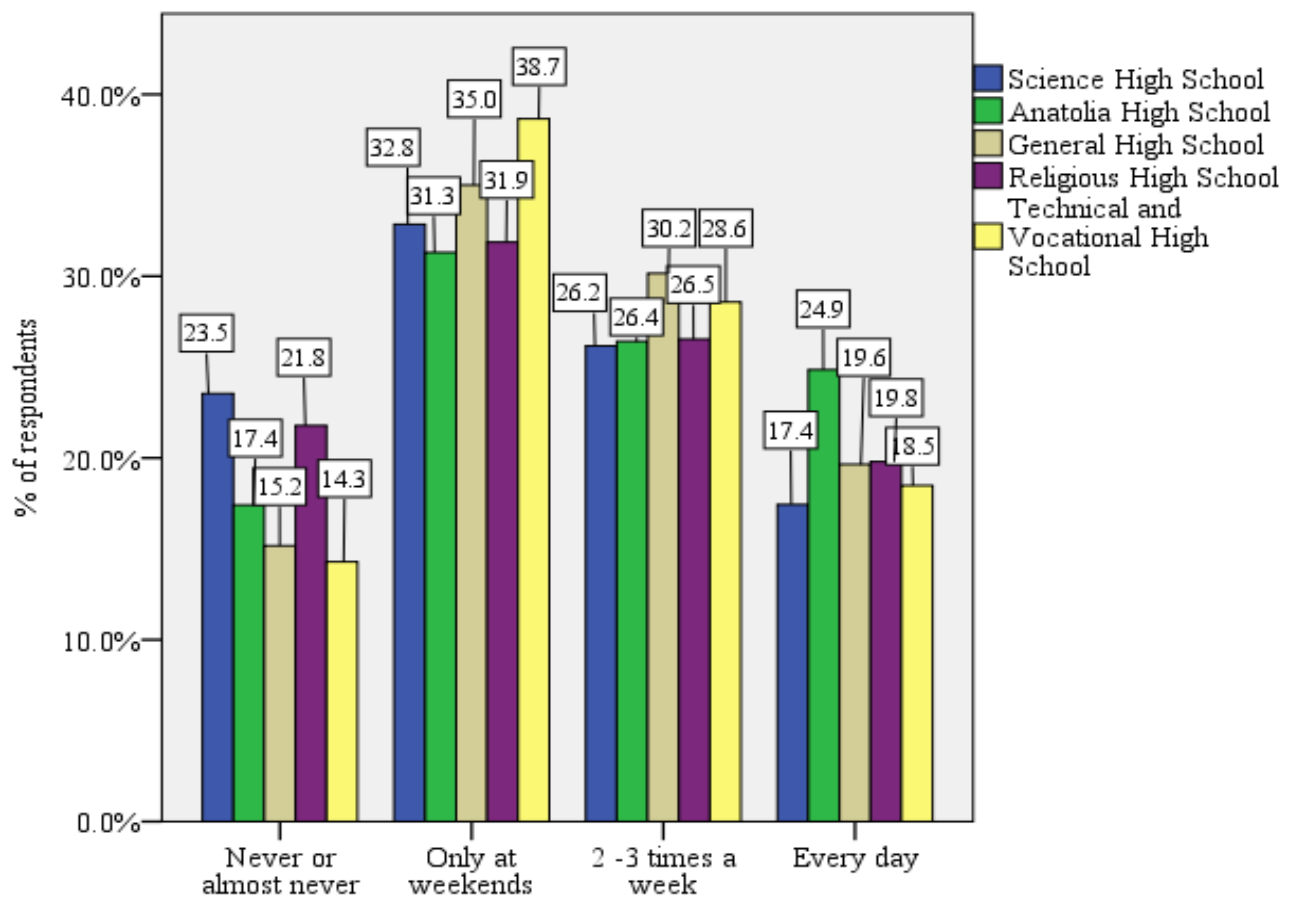


Figure 15 Students' frequency of newspaper reading by school type

Table 88 shows the students' frequency of newspaper reading according to region. The respondents from Aegean and Marmara Regions were more likely to read a newspaper every day (27.9% and 27.4% respectively). The highest proportion of respondents reading a newspaper never or almost never was surprisingly from Malatya Province (27.3%), which has claimed to have successfully implemented reading campaigns (Hurriyet, 2011; Haberturk, 2011). The three lowest proportions of respondents reading a newspaper every day were from the eastern part of Turkey: 14.0% from East Anatolia, 15.0% from Southern East Anatolia and 17.7% from the Malatya Province. A chi-square test showed a significant association between region and frequency of newspaper reading ( $X^2(21) = 75.140$ ,  $p < 0.05$ ).

<b>Region</b>	<b>Never or almost never (%)</b>	<b>Only at weekends (%)</b>	<b>2 -3 times a week (%)</b>	<b>Every day (%)</b>	<b>Total (%)</b>
Aegean Region	12.5	33.0	26.6	27.9	<b>12.6</b>
Black Sea Region	18.7	33.1	29.8	18.4	<b>12.7</b>
Central Anatolia Region	19.0	34.0	26.5	20.6	<b>13.0</b>
East Anatolia Region	21.7	37.1	27.1	14.0	<b>12.7</b>
Marmara Region	11.6	32.0	29.0	27.4	<b>12.9</b>
Mediterranean Region	11.8	40.1	27.7	20.4	<b>12.3</b>
Southern East Anatolia Region	23.4	30.8	30.8	15.0	<b>12.2</b>
The Province of Malatya	27.3	31.4	23.6	17.7	<b>11.5</b>
<b>Total</b>	<b>18.1</b>	<b>34.0</b>	<b>27.7</b>	<b>20.3</b>	<b>100.0%</b>

Table 88 Students' frequency of newspaper reading by region



#### 4.1.6.31 Favourite newspaper titles

The students were asked to indicate which of a list of newspapers they most often read. It was found that the most often-chosen newspaper title was 'Sabah' (34.9%), followed by 'Posta' (30.6%) and 'Zaman' (29.9%). A total of 275 respondents wrote down at least one name for the 'other' option. Of these, 69 mentions of 'Milliyet', 29 of 'Sozcu' and 25 of 'Cumhuriyet' were recorded. These three newspaper titles were added to the option list. Apart from these, in the 'other' option, the newspaper titles receiving ten or more mentions were as follows: 13 mentions of 'Aksam', 13 of 'Bugun', 15 of 'Star', 13 of 'Sok', 12 of 'Taraf', 13 of 'Vakit', 17 of 'Vatan' and 26 of a variety of local newspaper titles. The analysis by gender is summarised in Table 89. This shows that the females were statistically more likely than the males to have marked 'Sabah', 'Hurriyet', 'Milliyet' and 'Cumhuriyet', while the males were statistically more likely to have marked 'Fanatik' and 'PasFotomac', which are both unsurprisingly sports newspapers (mainly football).

Newspapers	Female (%)	Male (%)	Total (%)	P Value
Sabah	43.0	26.8	<b>34.9</b>	<b>p&lt;0.05</b>
Posta	31.3	29.9	<b>30.6</b>	<b>p&gt;0.05</b>
Zaman	30.2	29.6	<b>29.9</b>	<b>p&gt;0.05</b>
Hurriyet	28.0	19.9	<b>23.9</b>	<b>p&lt;0.05</b>
Fanatik	7.3	40.1	<b>23.8</b>	<b>p&lt;0.05</b>
Haberturk	24.1	21.8	<b>22.9</b>	<b>p&gt;0.05</b>
PasFotomac	3.0	30.9	<b>17.0</b>	<b>p&lt;0.05</b>
Milliyet	3.7	2.0	<b>2.8</b>	<b>p&lt;0.05</b>
Sozcu	1.2	1.2	<b>1.2</b>	<b>p&gt;0.05</b>
Cumhuriyet	1.7	0.4	<b>1.0</b>	<b>p&lt;0.05</b>
Other	6.0	8.5	<b>7.2</b>	<b>p&lt;0.05</b>

Table 89 The favourite newspaper titles by gender

Table 90 shows the popular newspapers among the respondents by school type. It is notable that the respondents from technical and vocational and general high schools showed similar patterns in terms of their newspaper preferences. The respondents from these two school types were more likely to choose ‘Sabah’ (42.4% and 40.4% respectively) and ‘Posta’ (38.2% and 38.0% respectively). ‘Zaman’ was the most popular newspaper among the respondents from religious high schools (54.3%) and ‘Hurriyet’ was the least popular (11.1%). The respondents from science high schools were statistically more likely to indicate reading ‘Haberturk’ (37.3%) and ‘Milliyet’ (8.4%). It is shown that the respondents from science and Anatolian high schools were keener to write a newspaper title in the ‘other’ option. Sports newspapers were marked by similar proportions of respondents from all school types.

<b>Newspapers</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
Sabah	27.5	30.7	40.4	31.3	42.4	<b>p&lt;0.05</b>
Posta	19.9	29.2	38.0	24.3	38.2	<b>p&lt;0.05</b>
Zaman	24.0	21.6	23.5	54.3	23.4	<b>p&lt;0.05</b>
Hurriyet	30.3	30.6	24.7	11.1	25.3	<b>p&lt;0.05</b>
Fanatik	22.0	26.9	24.9	21.5	22.8	<b>p&gt;0.05</b>
Haberturk	37.3	25.8	21.6	13.4	21.4	<b>p&lt;0.05</b>
PasFotomac	12.1	18.8	17.5	17.0	18.0	<b>p&gt;0.05</b>
Milliyet	8.4	4.9	1.1	0.6	1.0	<b>p&lt;0.05</b>
Cumhuriyet	2.3	2.3	0.6	0.0	0.4	<b>p&lt;0.05</b>
Sozcu	2.3	2.7	0.4	0.0	1.0	<b>p&lt;0.05</b>
Other	9.0	8.3	3.0	9.1	7.3	<b>p&lt;0.05</b>

Table 90 The favourite newspaper titles by school type

Table 91 summarises the analysis by region and shows the probability values for each option. The respondents from Southern East Anatolia region were statistically most likely to have marked ‘Sabah’ (46.4%) and least likely to have marked ‘Zaman’ (18.8%) and ‘Hurriyet’ (12.5%). The highest proportion of respondents reporting that they read ‘Zaman’ was from East Anatolia Region (48.5%), followed by Malatya Province (41.2%). The highest proportion of respondents reporting that they read ‘Posta’ was from Mediterranean Region (42.4%), followed by Marmara Region (37.6%). Sports newspapers were marked by similar proportions of respondents from all regions.

<b>Newspapers</b>	<b>Aegean</b>	<b>Black</b>	<b>Central</b>	<b>East</b>	<b>Marmara</b>	<b>Mediterranean</b>	<b>Southern East</b>	<b>Malatya</b>	<b>P Value</b>
	<b>n (%)</b>	<b>Sea (%)</b>	<b>Ana. (%)</b>	<b>Ana. (%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	
Sabah	34.3	31.4	33.0	32.0	32.0	38.5	46.4	31.2	<b>p&lt;0.05</b>
Posta	32.0	31.1	30.1	18.2	37.6	42.4	29.3	23.6	<b>p&lt;0.05</b>
Zaman	28.3	31.8	23.2	48.5	24.5	23.3	18.8	41.2	<b>p&lt;0.05</b>
Hurriyet	32.7	22.1	35.0	12.9	32.4	28.2	12.5	15.6	<b>p&lt;0.05</b>
Fanatik	23.6	24.4	25.2	25.4	23.5	27.8	19.4	20.6	<b>p&gt;0.05</b>
Haberturk	19.9	29.1	30.4	20.5	27.8	16.5	19.7	19.6	<b>p&lt;0.05</b>
PasFotomac	18.9	18.7	14.1	16.5	14.7	20.4	15.8	16.9	<b>p&gt;0.05</b>
Milliyet	2.7	4.0	5.6	0.3	4.2	3.2	1.0	1.7	<b>p&lt;0.05</b>
Cumhuriyet	2.4	1.3	1.0	0.0	2.9	0.6	0.0	0.0	<b>p&lt;0.05</b>
Sozcu	4.0	1.3	1.3	0.3	2.6	0.0	0.0	0.0	<b>p&lt;0.05</b>
Other	7.1	7.0	6.2	6.9	12.1	5.5	9.9	3.0	<b>p&lt;0.05</b>

Table 91 The favourite newspaper titles by region

#### 4.1.6.32 Preferred magazines types

The students were asked to indicate their preferred types of magazine to read. The most chosen type of magazine was entertainment (69.1%), followed by music (48.2%), science and nature (45.8%) and sports and outdoor (45.1%). The least chosen type of magazine was business and finance (7.0%), followed by food and drink (12.1%) and family (12.3%). Magazines that come free with newspapers can be considered to be entertainment magazines. This might explain why ‘entertainment magazine’ was chosen by a significant proportion of respondents. A total of 100 respondents wrote down at least one thing for the ‘other’ option. Of these, 22 mentions of news about celebrities were transferred to the option of entertainment, five mentions of PC games were transferred to the option of computer and technology, and 18 mentions of religious magazines were transferred to a newly created option. Apart from these, there were 12 mentions of history and 12 of car magazines for the ‘other’ option. Table 92 shows the students’ preferred magazine types by gender. The males were statistically more likely than the females to choose science and nature (49.6% compared to 42.0% of females), sports and outdoor (69.2% versus 20.8% of females), computer and technology (59.2% compared to 22.4%), business and finance (10.3% compared to 3.6%) and religious (1.2% compared to 0.2%). Apart from these magazine types, the females were statistically more likely than the males to choose the other magazine types.

<b>Magazine Types</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
Entertainment	78.2	60.4	<b>69.3</b>	<b>p&lt;0.05</b>
Music	62.4	34.0	<b>48.2</b>	<b>p&lt;0.05</b>
Science and Nature	42.0	49.6	<b>45.8</b>	<b>p&lt;0.05</b>
Sports and Outdoor	20.8	69.2	<b>45.1</b>	<b>p&lt;0.05</b>
Computer and Technology	22.4	59.2	<b>40.9</b>	<b>p&lt;0.05</b>
Fashion and Beauty	70.5	9.0	<b>39.7</b>	<b>p&lt;0.05</b>
Travel	32.3	26.6	<b>29.5</b>	<b>p&lt;0.05</b>
Art and Design	29.9	12.7	<b>21.2</b>	<b>p&lt;0.05</b>
Health and Fitness	18.9	11.0	<b>14.9</b>	<b>p&lt;0.05</b>
Home and Garden	16.2	10.5	<b>13.4</b>	<b>p&lt;0.05</b>
Family	16.0	8.6	<b>12.3</b>	<b>p&lt;0.05</b>
Food and Drink	15.2	9.0	<b>12.1</b>	<b>p&lt;0.05</b>
Business and Finance	3.6	10.3	<b>7.0</b>	<b>p&lt;0.05</b>
Religious	0.2	1.2	<b>0.7</b>	<b>p&lt;0.05</b>
Other	1.6	3.0	<b>2.3</b>	<b>p&lt;0.05</b>

Table 92 The preferred magazine types by gender

Table 93 shows the students' preferred magazine types by school type. Entertainment was the most popular magazine type for all respondents. Unsurprisingly, the respondents from science high schools were statistically more likely to mark science and nature (62.7%) and computer and technology (53.5%). The respondents from religious high schools were statistically more likely to prefer to read magazines about family (20.8%) and religious magazines (2.6%). It can be seen from the table that there was no statistically significant association between the variables for most magazine types ( $p>0.05$ ).

<b>Magazine Types</b>	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
Entertainment	69.1	69.1	68.9	67.9	71.5	<b><math>p&gt;0.05</math></b>
Music	43.6	43.8	52.2	47.5	52.3	<b><math>p&lt;0.05</math></b>
Science and Nature	62.7	45.2	43.6	42.1	41.0	<b><math>p&lt;0.05</math></b>
Sports and Outdoor	43.6	41.6	49.5	44.5	45.7	<b><math>p&gt;0.05</math></b>
Computer and Technology	53.5	41.4	36.2	34.7	43.0	<b><math>p&lt;0.05</math></b>
Fashion and Beauty	35.3	40.8	42.1	37.2	41.6	<b><math>p&gt;0.05</math></b>
Travel	26.9	30.0	26.4	33.2	30.1	<b><math>p&gt;0.05</math></b>
Art and Design	25.1	22.2	20.7	20.0	19.4	<b><math>p&gt;0.05</math></b>
Health and Fitness	15.3	12.7	15.0	13.8	18.2	<b><math>p&gt;0.05</math></b>
Home and Garden	9.8	13.1	12.3	15.8	14.5	<b><math>p&gt;0.05</math></b>
Family	3.8	7.8	12.0	20.8	14.3	<b><math>p&lt;0.05</math></b>
Food and Drink	10.7	11.6	10.4	14.7	12.7	<b><math>p&gt;0.05</math></b>
Business and Finance	4.6	4.4	8.0	8.3	8.9	<b><math>p&lt;0.05</math></b>
Religious	0.0	0.6	0.0	2.6	0.2	<b><math>p&lt;0.05</math></b>
Other	3.8	4.7	1.1	0.8	1.4	<b><math>p&lt;0.05</math></b>

Table 93 The preferred magazine types by school type

Table 94 demonstrates the students' preferred magazine types by region and the probability values for each option. Entertainment was also the most popular magazine type for all respondents according to region, with the highest percentage from Black Sea Region (74.2%), closely followed by Central Anatolia (73.5%) and Aegean Region (73.4%). The respondents from Central Anatolia Region were statistically more likely to indicate that they prefer to read music magazines (55.9%) and computer and technology magazines (50.3%). While the respondents from Southern East Anatolia Region were statistically more likely to mark religious magazines, (2.6%), they were statistically less likely to choose computer and technology magazines (32.9%). It is shown that there was no statistically significant association between the variables for most magazine types ( $p>0.05$ ).

<b>Magazine Types</b>	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>	<b>P Value</b>
Entertainment	73.4	74.2	73.5	66.0	71.6	67.0	62.2	66.4	<b><math>p&lt;0.05</math></b>
Music	48.8	51.5	55.9	47.5	51.3	50.5	42.8	36.9	<b><math>p&lt;0.05</math></b>
Science and Nature	46.1	47.8	52.0	44.9	46.1	43.7	47.7	38.2	<b><math>p&gt;0.05</math></b>
Sports and Outdoor	44.1	43.1	49.7	48.2	43.1	45.6	43.8	42.9	<b><math>p&gt;0.05</math></b>
Computer and Technology	40.7	42.5	50.3	40.3	44.8	38.8	32.9	36.5	<b><math>p&lt;0.05</math></b>
Fashion and Beauty	43.4	40.1	44.4	41.9	36.6	39.2	36.2	35.5	<b><math>p&gt;0.05</math></b>
Travel	29.6	29.1	33.3	30.0	29.4	28.2	27.0	29.2	<b><math>p&gt;0.05</math></b>
Art and Design	19.9	23.1	26.5	19.5	25.8	18.8	21.1	15.3	<b><math>p&lt;0.05</math></b>
Health and Fitness	14.5	15.7	15.4	17.8	12.7	14.6	16.8	12.0	<b><math>p&gt;0.05</math></b>
Home and Garden	11.8	16.7	16.0	15.8	12.1	11.7	11.8	11.0	<b><math>p&gt;0.05</math></b>
Family	10.4	14.4	11.4	12.9	7.2	14.2	13.5	14.3	<b><math>p&gt;0.05</math></b>
Food and Drink	11.8	13.4	12.7	15.5	14.4	10.4	10.5	8.3	<b><math>p&gt;0.05</math></b>
Business and Finance	5.7	6.4	8.5	7.3	6.9	5.2	7.6	8.3	<b><math>p&gt;0.05</math></b>
Religious	0.3	0.7	0.0	0.3	1.6	0.3	2.6	0.0	<b><math>p&lt;0.05</math></b>
Other	4.4	2.3	4.2	0.7	3.3	2.3	0.3	0.7	<b><math>p&lt;0.05</math></b>

Table 94 The preferred magazine types by region

#### 4.1.6.33 What do the students do with books after they have read them?

The students were asked to indicate what they did with the books after they read them. It was indicated that most students tended to give them to their friends to read (68.3%) or keep them at home for later use (59.9%). Throwing the books away and selling them were not common among the students (3.0% and 3.4% respectively). A total of 156 respondents wrote down at least one element for the ‘other’ option. Of these, 130 mentions were recorded of ‘I just keep them’, and these were transferred to a newly created item. This item became the fourth-most chosen option, by 5.4% of the respondents. Table 95 summarises the analysis by gender. While females were statistically more likely to give the books they read to their friends (74.0% compared to 62.6% of males) and keep them at home for later use (63.5% compared to 56.2% of males), males were statistically more likely to throw the books away (4.5% compared to 1.4% of females) or sell them (5.2% compared to 1.7% of females).

	<b>Female (%)</b>	<b>Male (%)</b>	<b>Total (%)</b>	<b>P Value</b>
I give them to my friends to read	74.0	62.6	<b>68.3</b>	<b>p&lt;0.05</b>
I keep them at home for later use	63.5	56.2	<b>59.9</b>	<b>p&lt;0.05</b>
I donate them to a library	21.3	23.4	<b>22.4</b>	<b>p&gt;0.05</b>
I just keep them	4.8	5.9	<b>5.4</b>	<b>p&gt;0.05</b>
I sell them	1.7	5.2	<b>3.4</b>	<b>p&lt;0.05</b>
I throw them away	1.4	4.5	<b>3.0</b>	<b>p&lt;0.05</b>
Other	1.3	0.8	<b>1.1</b>	<b>p&gt;0.05</b>

Table 95 What do the students do with the books after they have read them by gender

Table 96 shows what the students do with the books after they read them by school type. While the respondents from science and Anatolian high schools were most likely to report keeping the books they read at home for later use (76.0% and 65.8% respectively), the respondents from technical and vocational, religious and general high schools were most likely to report giving them to their friends to read (71.9%, 70.9% and 67.6% respectively). Donating the books to a library was mostly preferred by the respondents from technical and vocational high schools (29.1%). The highest proportion of respondents stating that they keep the books with no intention of reading them again was from science high schools (11.0%), followed by those from Anatolian high schools (7.0%).

	<b>Science (%)</b>	<b>Anatolia (%)</b>	<b>General (%)</b>	<b>Religious (%)</b>	<b>Tech. and Voc. (%)</b>	<b>P Value</b>
I give them to my friends to read	71.7	60.7	67.6	70.9	71.9	<b>p&lt;0.05</b>
I keep them at home for later use	76.0	65.8	51.8	55.3	55.8	<b>p&lt;0.05</b>
I donate them to a library	13.6	17.1	23.1	26.2	29.1	<b>p&lt;0.05</b>
I sell them	2.3	2.8	4.2	3.8	3.6	<b>p&gt;0.05</b>
I throw them away	1.2	3.4	3.0	4.3	2.2	<b>p&gt;0.05</b>
I just keep them	11.0	7.0	4.0	3.6	3.0	<b>p&lt;0.05</b>
Other	0.6	1.7	0.8	1.3	0.8	<b>p&gt;0.05</b>

Table 96 What do the students do with the books after they have read them by school type



Table 97 shows a breakdown of the distribution of respondents by region and the probability values for each option. The respondents from Southern East Anatolia Region were statistically more likely to report giving the books they read to their friends (77.6%), while the respondents from Marmara Region were statistically more likely to report keeping them at home for later use (71.6%). Donating books to a library was less likely to be chosen by the respondents from Marmara Region (13.7%).

	<b>Aegean (%)</b>	<b>Black Sea (%)</b>	<b>Central Ana. (%)</b>	<b>East Ana. (%)</b>	<b>Marmara (%)</b>	<b>Mediterranean (%)</b>	<b>Southern East (%)</b>	<b>Malatya (%)</b>	<b>P Value</b>
I give them to my friends to read	68.4	70.6	64.1	69.0	63.1	68.6	77.6	65.1	<b>p&lt;0.05</b>
I keep them at home for later use	62.0	63.9	64.7	65.0	71.6	51.8	49.7	50.5	<b>p&lt;0.05</b>
I donate them to a library	17.5	21.7	27.5	21.8	13.7	25.9	28.9	21.6	<b>p&lt;0.05</b>
I sell them	5.1	3.7	5.6	2.6	4.6	1.6	1.3	3.0	<b>p&lt;0.05</b>
I throw them away	3.4	5.0	2.6	3.6	2.6	2.3	1.3	3.0	<b>p&gt;0.05</b>
I just keep them	4.7	7.0	6.5	4.0	9.8	4.9	3.9	2.0	<b>p&lt;0.05</b>
Other	1.3	1.3	1.3	1.0	0.7	1.0	1.6	0.3	<b>p&gt;0.05</b>

Table 97 What do the students do with the books after they have read them by region

#### 4.1.6.34 Awareness of the ‘100 Basic Literary Works’ reading campaign

The students were asked whether they knew about the national ‘100 Basic Literary Works’ reading campaign; 97.9% responded. The majority of the respondents (71.5%) stated that they knew about the campaign. Table 28 reveals the students’ knowledge of the ‘100 Basic Literary Works’ reading campaign according to gender. It can be seen from Table 98 that a similar proportion of respondents for both genders stated that they knew about the campaign.

<b>Gender</b>	<b>No (%)</b>	<b>Yes (%)</b>	<b>Total (%)</b>
Female	26.8	73.2	<b>49.7</b>
Male	30.2	69.8	<b>50.3</b>
<b>Total</b>	<b>28.5</b>	<b>71.5</b>	<b>100.0</b>

Table 98 Awareness of ‘100 Basic Literary Works’ reading campaign by gender

Figure 16 shows a breakdown of the distribution of respondents according to school type. The two lowest percentages to state that they knew about the campaign were from general high schools and technical and vocational high schools (64.4% and 65.2% respectively). A chi-square test showed a significant association between school type and students' knowledge of the '100 Basic Literary Works' reading campaign ( $X^2(4) = 38.508$ ,  $p < 0.05$ ).

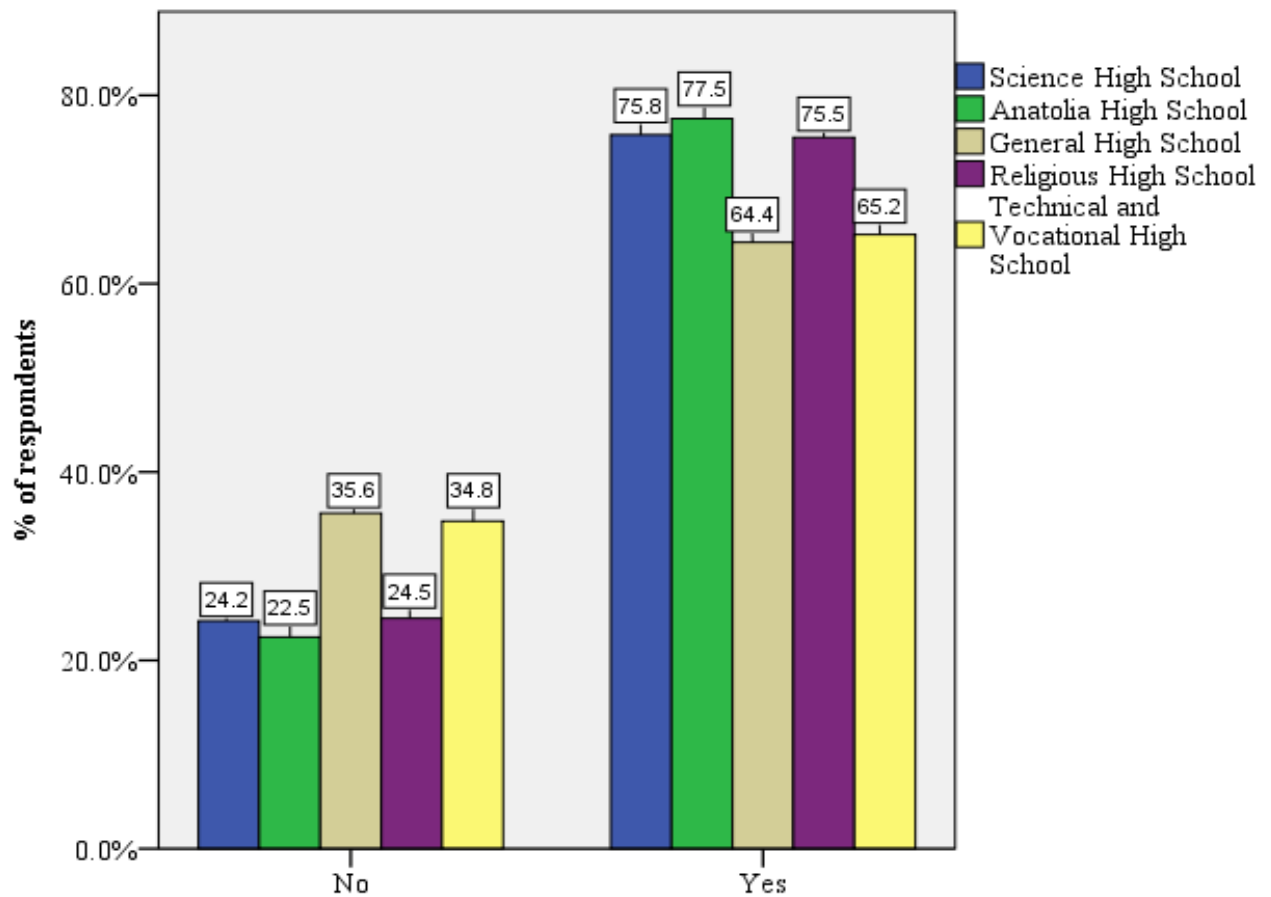


Figure 16 Awareness of '100 Basic Literary Works' reading campaign by school type

Figure 17 shows a breakdown of the distribution of respondents according to region. The respondents from Malatya Province were more likely to indicate that they knew about the campaign (86.6%), while the respondents from Aegean Region were less likely to indicate that they knew about the campaign (63.6%). A chi-square test showed a significant association between region and students' knowledge of the '100 Basic Literary Works' reading campaign ( $X^2(7) = 48.354, p < 0.05$ ).

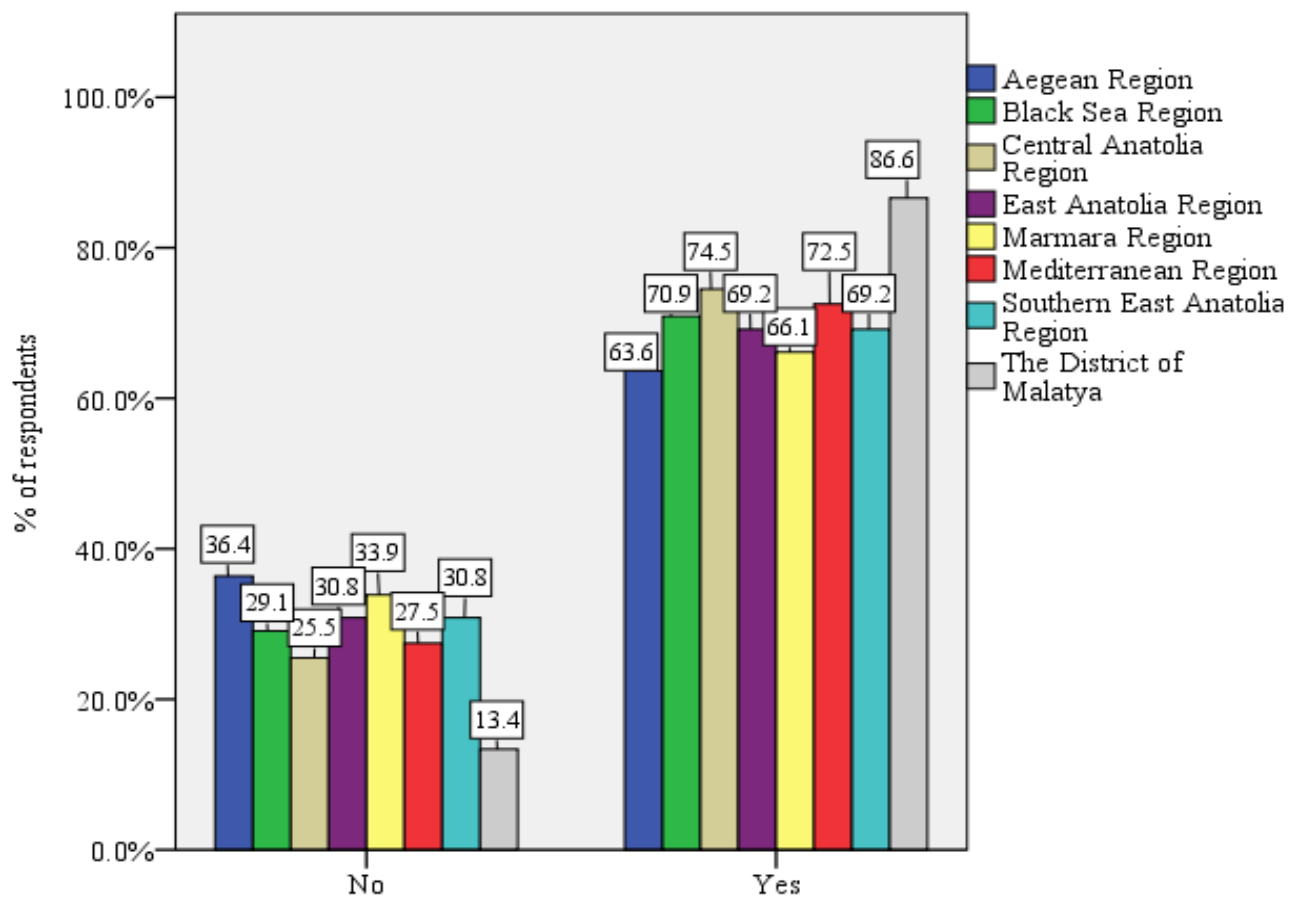


Figure 17 Awareness of '100 Basic Literary Works' reading campaign by region

#### 4.1.6.35 Have the students read any books on the ‘100 Basic Literary Works’ reading list?

The students were also asked whether they had read any of the books on the ‘100 Basic Literary Works’ reading list; 96.8% of the students answered the question. The majority of the respondents answered ‘yes’ to the question (76.8%). It can be seen from Table 99 that the female respondents were more likely to answer ‘yes’ to the question than male respondents were (80.4% compared to 73.2% of males). A chi-square test showed a significant association between the variables ( $X^2(1) = 16.761$ ,  $p < 0.05$ ). It is notable that in the previous question, 71.5% of the respondents stated they knew about the campaign, but when it came to reading some of the books on the reading list, 76.8% of the respondents stated that they had done so. It may be that some respondents did not know that ‘100 Basic Literary Works’ was a reading campaign. It was found that a total of 238 respondents stated that they knew of the campaign but had not read any books on the reading list. A total of 354 respondents stated that they did not know about the campaign, but they had read some of the books on the list. In addition, a total of 17 respondents stated that they knew about the campaign but did not answer the question about whether they had read any books on the list; 18 stated that they did not know about the campaign and failed to answer whether they had read any of the books. Lastly, six respondents said ‘yes’ to this question but didn’t answer the question about whether they knew about the campaign, and two said ‘no’ but also failed to answer this question.

<b>Gender</b>	<b>No (%)</b>	<b>Yes (%)</b>	<b>Total (%)</b>
Female	19.6	80.4	<b>49.7</b>
Male	26.8	73.2	<b>50.3</b>
<b>Total</b>	<b>23.2</b>	<b>76.8</b>	<b>100.0</b>

Table 99 Have the students read any books on the reading list by gender

As shown in Figure 18, a majority of the respondents from science high schools (94.5%; 324 respondents out of 343) and Anatolian high schools (86.2%; 445 respondents out of 516) stated that they had read some of the books on the reading list. Relatively fewer respondents from the other school types than those from science and Anatolian high schools stated that they had read some of the books on the list. A chi-square test showed a significant association between the variables ( $X^2(4) = 135.260, p < 0.05$ ).

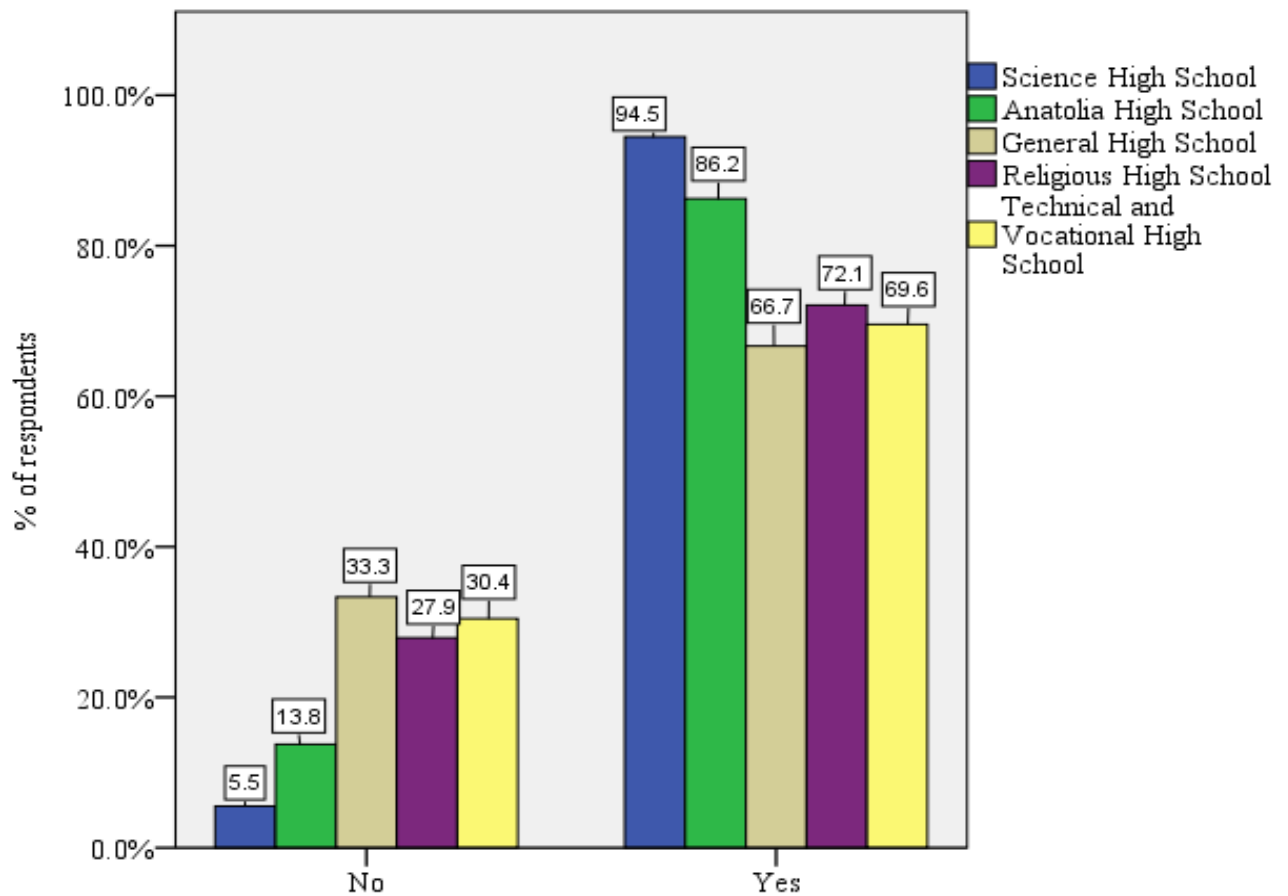


Figure 18 Have the students read any books on the reading list by school type

Figure 19 demonstrated that the highest proportion of respondents answering ‘yes’ to the question about whether they had read any of the books on the reading list was from Central Anatolia Region (86.3%). The second- and third-highest proportions of respondents to state that they had read some of the books on the list were from Malatya Province and Black Sea Region (79.6% and 79.1% respectively). A chi-square test showed a significant association between the variables ( $X^2(7) = 27.167, p < 0.05$ ).

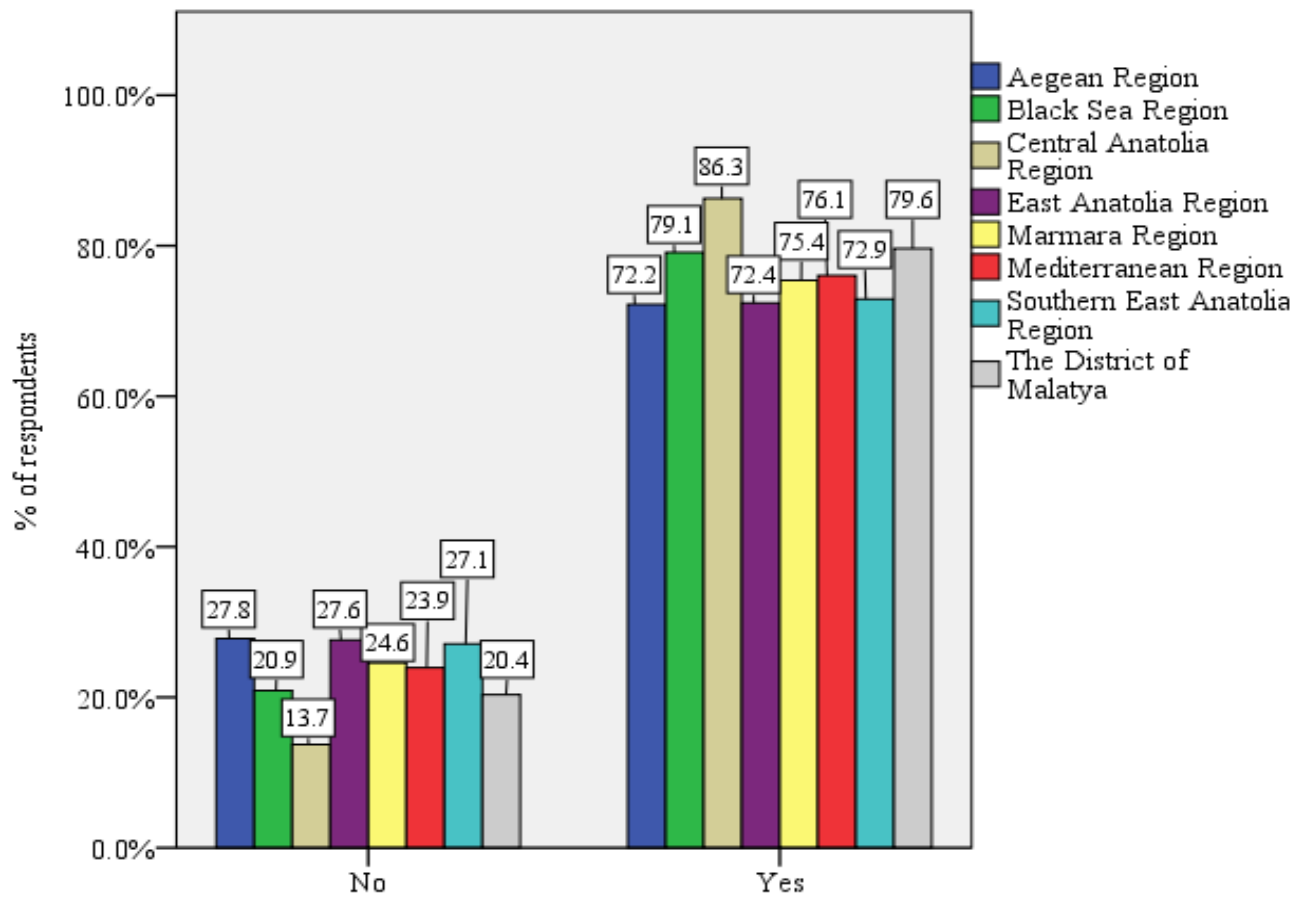


Figure 19 Have the students read any books on the reading list by region

#### 4.1.6.36 The number of books read on the '100 Basic Literary Works' reading list

Only those respondents replying 'yes' to the previous question were required to proceed to this question, which was concerned with the number of books they had read from the '100 Basic Literary Works' reading list; 74.0% of the total students answered the question. Of these, the majority of the respondents (57.1%) indicated that they had read 1-10 books on the list. Only 12.6% of the respondents stated that they had read more than 31 books. As can be seen from Table 100, more male than female respondents stated that they had read 1-10 books on the list (59.9% of males compared to 54.5% of females), while more female than male respondents stated that they had read 11-20 books and 21-30 books. A chi-square test showed a significant association between the variables ( $X^2(6) = 14.785$ ,  $p < 0.05$ ).

<b>Gender</b>	<b>1- 10</b>	<b>11 – 20</b>	<b>21 – 30</b>	<b>31 – 50</b>	<b>51 – 75</b>	<b>76 – 99</b>	<b>All 100</b>	<b>Total</b>
	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>
Female	54.5	24.0	10.1	6.3	2.7	1.2	1.2	<b>51.9</b>
Male	59.9	17.6	8.6	8.0	3.4	1.4	1.2	<b>48.1</b>
<b>Total</b>	<b>57.1</b>	<b>20.9</b>	<b>9.4</b>	<b>7.1</b>	<b>3.0</b>	<b>1.3</b>	<b>1.2</b>	<b>100.0</b>

Table 100 The number of books read on the '100 Basic Literary Works' reading list by gender



Table 101 shows a breakdown of the distribution of respondents according to school type. All respondents were most likely to state that they had read 1-10 books on the reading list. The highest proportion of respondents stating that they had read 1-10 books on the list attended technical and vocational high schools (70.7%). Apart from technical and vocational high schools, a similar proportion of respondents from other school types stated that they had read 11-20 books on the list. The respondents from science high schools held the highest percentages for the options of 21-30 books (13.6%), 31-50 books (13.9%), 51-75 books (5.9%) and 76-99 books (2.2%) among all the respondents. The respondents from science high schools seemed to have read more books on the list than those from other school types. A chi-square test showed a significant association between the variables ( $X^2(24) = 112.757$ ,  $p < 0.05$ ).

<b>School Type</b>	<b>1 – 10 (%)</b>	<b>11 – 20 (%)</b>	<b>21 – 30 (%)</b>	<b>31 – 50 (%)</b>	<b>51 – 75 (%)</b>	<b>76 – 99 (%)</b>	<b>All 100 (%)</b>	<b>Total (%)</b>
Science High School	42.4	21.1	13.6	13.9	5.9	2.2	0.9	<b>18.0</b>
Anatolian High School	49.8	24.1	12.6	8.1	3.2	1.1	1.1	<b>24.7</b>
General High School	63.5	21.3	6.9	4.2	1.5	0.6	2.1	<b>18.6</b>
Religious High School	60.9	22.4	7.1	4.9	3.0	1.4	0.3	<b>20.4</b>
Technical and Vocational High School	70.7	14.6	5.8	4.6	1.5	1.2	1.5	<b>18.3</b>
<b>Total</b>	<b>57.1</b>	<b>20.9</b>	<b>9.4</b>	<b>7.1</b>	<b>3.0</b>	<b>1.3</b>	<b>1.2</b>	<b>100.0</b>

Table 101 The number of books read on the '100 Basic Literary Works' reading list by school type

Figure 20 gives a breakdown of the distribution of respondents according to region. All respondents were most likely to indicate reading 1-10 books, with the highest proportion from Black Sea Region (67.5%). The highest proportion of respondents reading 11-20 books on the list was from Mediterranean Region (25.8%). Although there seem to be differences between regions according to this figure, they were not statistically significant ( $p>0.05$ ).

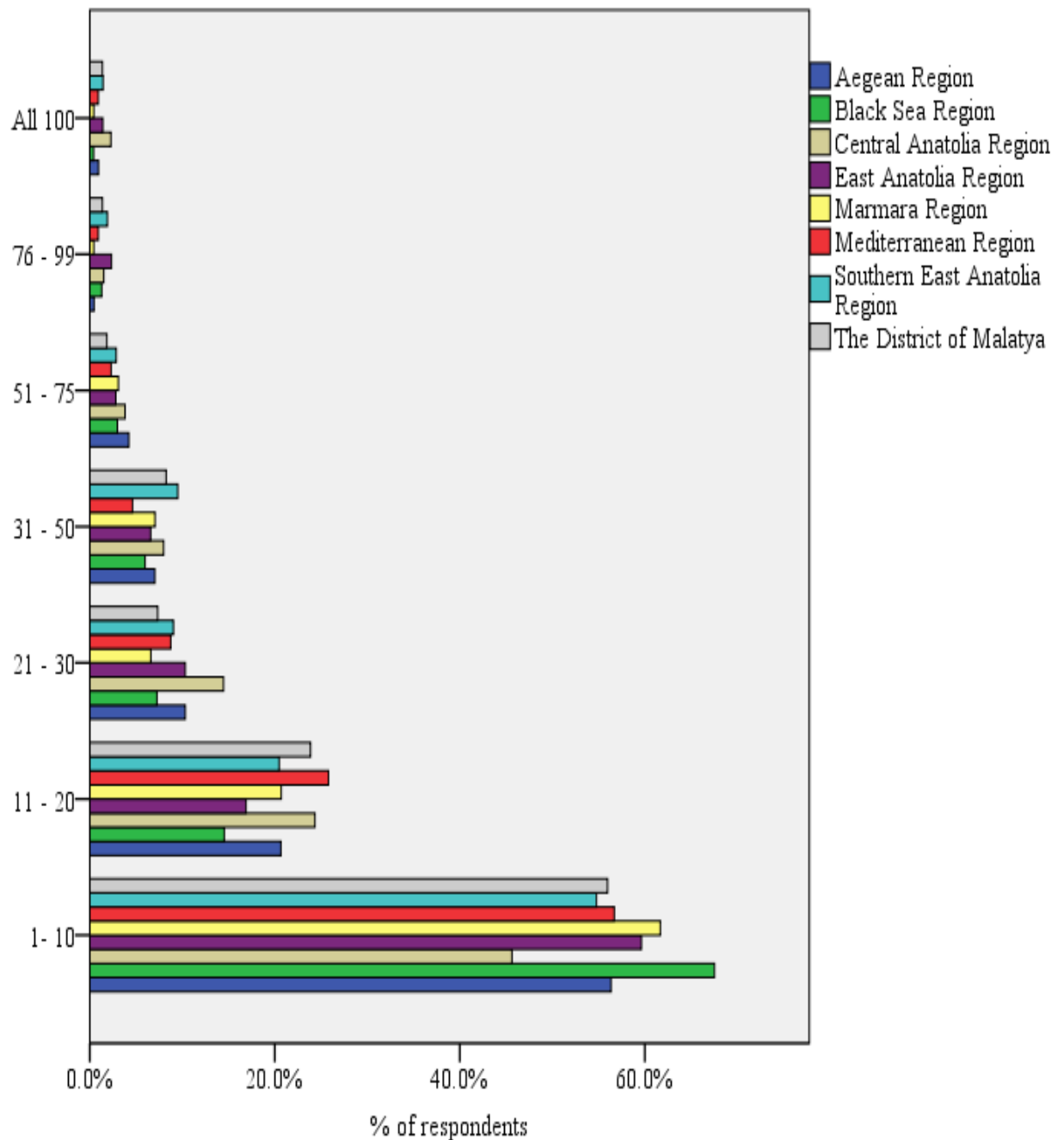


Figure 20 The number of books read on the '100 Basic Literary Works' reading list by region

## 4.2 The Qualitative Findings

As outlined in the chapter on methodology, three groups were interviewed concerning the reading habits of students and the efforts to encourage them to read. Due to insufficient data, the interviews with the local education directors of reading campaigns were not analysed. Of the four local education directors interviewed, three simply reproduced the information in official documents sent to schools in the area, and only the director from the province of Malatya appeared to have all the detailed information concerning the reading campaigns and their outcomes. Although the quantitative findings did not support the positive influence of the reading campaigns on the reading habits of the students in the province of Malatya, the qualitative findings and the personal observations of the researcher demonstrated that awareness of the reading campaigns and their sub-projects was higher here than in other provinces.

It will therefore be the results of the interviews with the other two groups (students and teachers) that will be analysed in the following section. There was no gender, school type or regional differences on the answers of the interviewees.

### 4.2.1 The Findings of Student Interviews

#### 4.2.1.1 Attitudes towards the ‘100 Basic Literary Works’ Reading Campaign

The interviews with the students demonstrated that high school students were not particularly aware of the ‘100 Basic Literary Works’ reading campaign. Approximately half of the students (15) did not appear to be aware that the campaign has been run in high schools, although 71.5% of student respondents stated knowing about it. When questioned, students referred to their experiences of the campaign in primary and upper-primary school. It could therefore be argued that there is a less emphasis on the reading campaign in high schools compared to primary and upper-primary schools. Of those questioned, three students were not aware of the campaign, four knew about the ‘100 Basic Literary Works’ but did not know that it was a reading campaign, three students had heard about the campaign but they did not know much about it, and one student was aware of the campaign in high schools but he had not seen the reading list. For example, a male student stated:

*I knew the ‘100 Basic Literary Works’ reading list when I was in upper-primary school. I remember some titles from that. I read a few of them but I have not heard of the campaign here in my school.*

A female student stated:

*In fact, I have heard about '100 Basic Literary Works' but I just did not know that it was a reading campaign. 'From 100 Basic Literary Works' was written on the front pages of the books I have read. When I was in upper-primary school, reading contests used to be organised.*

Although she was aware of the '100 Basic Literary Works' reading list (but not the campaign), she mentioned an activity (a reading contest) in her upper-primary school organised as part of the reading campaign. The use of this example from her upper-primary school years supports the argument that there is less emphasis on the campaign in high schools.

There were only five students who were aware of the reading campaign in high schools and were able to talk about its activities. Of these, two were from the same school in the district of Darende, Malatya. It is not possible to make a judgement concerning the application of the campaign from the statements of only two students, but this result demonstrates that the reading campaign in this school is known by the students through its related activities.

A female student was able to give a detailed description:

*Our Literature teacher hung the '100 Basic Literary Works' reading list on the wall of our classroom and wanted us to choose five titles from the list to read and produce a summary. Then, we summarised the book in front of our classmates. Then, the teacher graded our performance. It happened in the first term (approximately four months).*

The majority of students stated that they were happy with the reading list but thought it needed to be updated. One male student stated:

*I like to read 'Harry Potter' books. In addition, such books like 'Su Cilgin Turkler' (These Crazy Turks)<sup>1</sup> and 'Iskender' (Honour)<sup>2</sup> might be added to the list."*

A further male student stated:

*This reading list has not been updated so far. The same books are in every year. In relation to this update, they can ask our opinion through a questionnaire and the most chosen book titles and book genres might be added to the list.*

One female student noted:

*I would take out 'The Book of Dede Qorqut'<sup>3</sup> from the reading list because I do not suggest children to read about supernatural and fantastic things. Novels are*

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<sup>1</sup> *Su Cilgin Turkler (These Crazy Turks)*, Turgut Ozakman, published by Bilgi Publishing, Istanbul, 2005

<sup>2</sup> *Iskender (Honour)*, Elif Shafak, published by Dogan Publishing, Istanbul, 2011

*generally good. However, children need to be encouraged to read religious books for their own future.*

Three students had negative opinions concerning the campaign. Of those, two declared that they were discouraged to read a book when it is made compulsory and assessed as school work. One of them (male) stated:

*When I was in upper-primary school, our teacher gave us a book from the reading list and we were going to be graded for this. I had to read that book but I did not continue to read other books on the list. Doing it compulsorily alienated me from reading.*

A female student stated:

*When I first heard about '100 Basic Literary Works', I was curious about, which books were on the list and had a look on the list. After I realised that reading those books was compulsory, I did not want to read them. If the teachers force you to do something, you feel yourself under pressure. When it happened, those books seemed so unlovely to me.*

The third student considered that this reading campaign had no positive effect on the students' reading habits in her school, even though she described herself as an 'enthusiastic' reader.

#### **4.2.1.2 Who encourages the students to read?**

When the student interviewees were asked who encouraged them to read, more than one person was named. When the students in the survey were asked to indicate the frequency of encouragement for reading by family members, the largest group (45.8%) said their mothers, followed by those who said fathers (39.0%). In line with these findings, parents were also the most frequently cited amongst the student interviewees, although this time the father came first (father was cited by 12 students, mother by 11). It appeared that a number of students saw a direct relationship between being well-educated and encouraging children to read. For example, two of the students who named their father and mother, stated that their parents wanted them to read but they only had primary school diplomas and did not know how to encourage them. In support of this argument, the data also reveals that the students generally tended to name a family member who was educated (for example, a brother who was a university student or a sister who worked as a teacher).

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<sup>3</sup> *Dede Korkut Hikayeleri (The Book of Dede Qorqut)*, orally told epic tales of Oghuz Turks, goes back to 14<sup>th</sup> and 15<sup>th</sup> centuries

A quarter of students stated that they had not been encouraged to read by anyone. These described themselves as ‘enthusiastic’ readers and stated that they read because it was something they enjoyed. It can be understood from their further statements that they were in fact encouraged to read in their childhood by their parents and teachers, or were influenced by seeing their parents read. For example, a female student stated:

*I do prefer to read now without any encouragement by anyone but my parents also read much. I might have liked reading with the influence of them.*

Another female student said:

*Nobody encourages me to read and I do not need this. I like to read books and especially magazines. I always have a book or a magazine with me to read in my spare time. When I learnt to read, of course my parents and teachers helped me to read and keep reading but after I started, nobody was there to encourage me.*

However, only one of them (male) stated that he did not read. He explained:

*I am an academically successful student and my parents know that. That’s why they are not worried about my unwillingness about reading. By the way, they do not read either.*

However, when the researcher questioned him in more detail about his reading habits, it became clear that by ‘not reading’ he was referring to books and he did read newspapers, magazines and from the Internet. Seven students were encouraged to read by their teachers, friends and sisters. It could be argued that friends played a more engaged and active role in the process of encouraging reading by recommending books, and supplying them for their friends to read. For example, a female student said:

*My friends are generally the ones who encourage me reading. My family members just tell some book titles. That’s the only thing they do, but my friends bring me books and state that they have read it and liked it and I also must read it.*

Another female student said:

*I get book recommendations from my friends. While a friend of mine reads, I sit next to her/him. If the book catches my attention and I like it, I read that book after my friend finishes it.*

When students named their siblings, they were referring to their elder brothers and sisters. However a male student in Grade 10 stated that he was encouraged to read by his younger sister in upper-primary school who was chosen as a ‘book worm’ by her school, indicating that she was an enthusiastic reader. He stated that:

*I am encouraged by my younger sister in upper-primary school. She tells me about the books she read and then I read the books she recommended.*

#### **4.2.1.3 The Students' Reasons not to Read**

The students were asked to state whether they considered they read a sufficient amount. The majority stated that they did not. This is in line with the findings of the questionnaire, when 70.8% of the respondents considered they did not read enough. Further to this question, the student interviewees were asked to indicate their reasons for not reading. A number of answers were recorded, the one most frequently cited being lack of time because of schoolwork (exams, homework, and national exams) and other reasons. When the study was planned, grade 11 and 12 students were excluded, due to the fact that the literature indicated that Turkish students tended to blame their lack of time because of examinations for not reading (see for example, Gonen et al., 2004 and Arici, 2008). As a result, only students from grade 9 and 10 were included in the study. However, students still gave their need to prepare for exams (both within the school or national exams) as a reason for not reading. For example, a female student stated:

*School lessons prevent me from reading as much as I wish. After I started high school, I needed to study harder for the exams. I had to give up not only reading but also many social activities in my life.*

A male student said:

*I used to read more when I was in upper-primary school but here in high school, I have to study harder for the exams. I could not find enough time to read.*

However, a male student thought differently. For him, being two years away from the national exams caused him not to motivate himself to read, indicating that his only motivation to read was to improve his national exam grades. He believed that reading helped him to understand and answer the long paragraph questions in Turkish exams more easily. He stated that he used to read more in upper-primary school as there was a national exam at the end of Grade 8, and therefore if this data had been collected during that year he would have read more.

Of the student interviewees, four stated that they enjoyed reading but could not find books to interest them. For example, a male student indicated that he liked to read books about war, but could not find any. A further four students stated that they had no reason not to read. One said that a heavy school work load might be a reason, but that if he had really wanted to read he would have found time to do so.

Three students believed that reading was ‘boring’ and ‘difficult’. For example, a grade 10 male student said:

*I do not have a reading habit since my childhood. The last book I finished reading was two years ago and it took three months. I am getting bored when I was reading. My mind just goes somewhere else.*

Three students were distracted from reading by television, the Internet, console games and the company of cousins of the same age. One female student said:

*I have a computer, TV and game console in my own room at home. These prevent me from reading. In addition, I do not have to share these with somebody. For example, my cousin has two elder brothers and they have one computer at home. She cannot use it because of her brothers. So, she always reads books and studies. I have so many distractions.*

#### **4.2.1.4 The Importance of Reading and the Students’ Reasons to Read**

The data demonstrated that the students tended to have a pragmatic view of reading, in line with the findings from the questionnaire. When they were asked to indicate their reasons to read in the questionnaire, the three most chosen items were: (1) ‘It helps me learn new things’ (80.5%); (2) ‘It helps me improve my language skills’ (79.1%); and (3) ‘It helps me get better grades in tests and exams’ (68.2%). The majority of students also emphasised these practical benefits of reading in their interviews, along with the positive effect of reading in understanding and answering the questions more easily in national exams (particularly long Turkish questions). For example, a female student said:

*I do not normally like reading but I at least read considering it would help me answering the questions in tests and exams.*

A male student said:

*As far as I heard from my elder sister, reading is so influential to get success in exams. 80% of the questions in exams are related to reading.*

Another male student said:

*Reading increases the chance to be successful in exams. For example, I checked the questions in last year’s YGS (a national exam to go to Turkish universities). Everybody I know told that there was not enough time for Turkish paragraph questions. If they read books, they would read the paragraph questions fast and answer fast.*



It is a contradiction that the students did not read because of examinations, but they also read for examinations, or believed that reading would help them to improve their grades. Both approaches to reading are understandable, due the concept of reading in the students' minds being so dependant on their source of motivation to read. When the students did not prefer reading to studying Maths, Physics or History or another academic subject, reading was an activity they undertook in their free time. However, for those who did not read because they were not planning to take a national exam in the near future, reading was an activity to be gained in favour. For example, a female student said:

*We have to read, summarise and criticise one book each month because we will be graded for that. I was reading a long book I really liked, which will be marked by my teacher but my father told me to stop reading it and choose a short poetry book for the homework. He told me that I need to focus on the academic subjects within term times and I can read that long book in the summer holiday.*

Apart from the above reasons, a number of students stressed the entertainment gained through reading. For example, three students stated that reading is first and foremost entertaining. Furthermore, a male student stressed that reading enables the reader to see things from different perspectives. A female student talked about discovering new worlds through reading and feeling as if she was a part of the story. A male student approached reading from a philosophical perspective: for him, reading shapes an individual's personality, enabling them to grow in individuality and to understand themselves better.

For example, a female student said:

*Reading is just my hobby but I then realised that it provides me some benefits. These benefits are like gifts to me from books.*

Another female student stated:

*Reading is so important for me because it affects my life. It changes my path in life and transforms it in a good way.*

A male student stated that he read comics because he drew caricatures and believed that he improved his drawing ability through reading comics. A female student read due to the encouragement gained by seeing teachers and friends reading.

#### 4.2.1.5 Accessing Books

The students were asked that if they experienced problems accessing the books they wished to read. Approximately half (11 students) reported that they sometimes could not access books. There were a number of reasons for this, including the price of books and the lack of variety and numbers in the public and school libraries and the bookshops in their cities. Some complained about not finding books that interested them. For example, a male student said:

*I saw a book in the desk of my teacher but I could not find that in school library. I do not think it is available in the public library, either. My elder brother went to the public library recently. He said he could not find any good and interesting books. He bought it from a bookstore. If that book was available in the school library, I would get and read it.*

A female student said:

*I sometimes faced economic problems to get a book. Book prices are too high for my father. For example, I remember that I was going to buy 'Tutunamayanlar' ('The Disconnected')<sup>4</sup> but the price was 40 Turkish Liras (approximately £14)<sup>5</sup>. This is too much for me.*

A male student said:

*A new book had been released. I checked all libraries and bookshops in the city but I could not find it.*

Two students sometimes had problems finding books they liked to read (some being books in a foreign language) but they ordered them from the Internet or bought them from bookshops selling books in foreign languages. For example, a female student said:

*I might not access the books I like to read in Turkey. If it happens, I order it from the Internet or buy from the bookstores, which sell books in foreign languages. For example, there is a bookstore in Istanbul named 'Robinson Crusoe'. I like this bookstore.*

Apart from those who experienced problems accessing books, approximately half (12) reported no problems accessing the books they wished to read. Unlike those who gave economic reasons not to access books, a male student stated that economic problems had no influence on his reading. He thought that if a person wanted to read a book, they would definitely get it, and that the real problem was the lack of a desire to read.

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<sup>4</sup> *Tutunamayanlar (The Disconnected)*, Oguz Atay by Sinan Publishing, Istanbul, 1971-1972

<sup>5</sup> One sterling was equal approximately to 2.85 Turkish Liras in the time of the study

Similar to the findings in the questionnaire, when they were asked further about how they obtain books, the students stated that they (1) bought them from bookshops or via the Internet (eight out of ten); (2) borrowed them from their friends (six out of ten); (3) borrowed from a library (three out of ten); (4) borrowed from a family member (two out of ten); (5) obtained them from home (two out of ten). In the questionnaire, it was found that buying was the most popular way to obtain books (75.7%), followed by borrowing from friends (62.5%) and borrowing from a library (46.6%).

A female student also used the Internet to access books, but not through ordering them. She said:

*I have a wonderful source, which is called 'Google'. When I type the name of the book on Google, I can access the book without paying any money. I recently came across a website. You can see lots of books there page by page.*

Buying was the most frequently used method to obtain a book. This is possibly preferable than borrowing from a library because through buying as it gave them a chance to build up their own library, as demonstrated by the statement of a female student:

*I like to have books being within my arm's reach. As a result, I buy the books I like to read or borrow from my friends. If I like it, I again buy it because I like to re-read books.*

#### **4.2.1.6 Encouragement to Read by Teachers**

After the students were asked who, or what, encouraged them to read, they were asked to state what their teachers did to encourage them. As might be expected, a variety of techniques were recorded. The most frequently mentioned was verbal encouragement, with eighteen out of thirty-one stating that their teachers emphasised the benefits of reading, including improving vocabulary, comprehension, speaking skills and knowledge, and improved exam grades (particularly Turkish language exams). This verbal encouragement appeared to be ineffective and insufficient for two of the students, who demonstrated a negative attitude to such encouragement. For example, one male student said:

*The teachers tell us to read. That's it. They do not show us how we could do it.*

Another male student said:

*The teachers just mention about the benefits of reading. They say that reading books is good and we must read. I do not remember any other efforts to encourage us to read.*

The second most frequently used technique was recommending book titles or authors. The findings from the questionnaire indicated that, after ‘friends’ and ‘no one’, a teacher was listed as the third most common person giving recommendations for books. Sixteen out of thirty-one student interviewees stated that their teachers recommended book titles or names of authors, these being books they had discussed in school as part of language and literature lessons and were intended to help them with these lessons. Two students mentioned that they were recommended books from the reading list for the ‘100 Basic Literary Works’ reading campaign.

The statements of two female students demonstrated that their teachers knew, which books they had previously read. For example, one said:

*Our teacher checks our personal reading list. If we read the books in the same genre in recent times, they recommend us to read books in different genres. For example, I was reading fantastic and science-fiction books but my teacher told me to read romantic books and recommended me ‘Jane Eyre’.*<sup>6</sup>

The other said:

*If the teachers recommend me a book to read, they usually say that you like to read the books about these subjects and you might be interested in this book as well.*

A small number of students said that their teachers recommended them books they themselves had read. This could mean that either the students saw their teachers reading these books or the teachers gave them information about them. A male student stated that his teacher recommended ‘*Improbable*’<sup>7</sup> (an extracurricular book) to him.

The statements of a female student demonstrated how influential a teacher might be on students’ reading habits. She said:

*We love our literature teacher so much. Although I am in a science high school, I might even say that literature is my favourite subject because of its teacher. Our teacher gives us books to read and their beginnings sometimes might be boring but we keep reading those books just because our teacher gave us them.*

The third most mentioned technique was reading books assigned by the teachers. For the evaluation of this reading activity, two different methods were encountered through the student interviews. In one, the teacher requires a short report about the book (e.g. a summary,

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<sup>6</sup> *Jane Eyre* by Charlotte Bronte, published by Smith, Elder and Company, 1847

<sup>7</sup> *Improbable* by Adam Fawer, published by HarperTorch, 2006

followed by a critical analysis of the characters and the plot) to be presented to their classmates. The students are graded according to the quality of their report and presentation. In the second, they answer questions about the chosen books in a general language and literature exam. Eleven students stated they had books assigned by their teachers. Six of these also received book recommendations from their teachers. It is possible that these six students counted books assigned by teachers as recommended books. However, recommendations are usually voluntary, so assigned books are not the same as recommendations.

Five students felt negatively about this, stating that reading simply to achieve an improved grade was not appropriate. For example one female student said:

*This is wrong because we read as homework and for a better grade. Nobody cares about how entertaining reading is. I think that this is not fair to the book.*

She was not happy with the evaluation of this reading activity either. She thought that teachers might not be reading their reports, and her teacher even once signed her report without reading it. She stated that she spent a considerable amount of time to produce reports about the books, and believed these to be a waste of time if they were not evaluated properly. Another female student stated:

*Teachers sometimes give us books to read but how can I read a book, which I do not like?*

In a number of cases, the students were free to make their own choice of books for an assigned reading activity. For example, a male student said that his teacher asked them to buy a book they liked, read it and write a report, and then donate it to the school library. This would mean that they read a book and also contributed the development of the school library. In a further example, a female student stated that her teacher wanted them to read 3500 pages of books in total for the whole education year and told them to read 2000 pages of books from the Turkish and world classics and 1500 pages of books from any genres they enjoyed reading.

The fourth most noted technique was the reading hour, during, which students read together in their classrooms. Nine students mentioned having this kind of reading activity in their schools, during, which a number of different approaches were recorded. Four students stated that they read books together every week in one of the literature lessons. One student reported

reading during the first ten minutes of the first lesson in every school day. One student reported reading during one lesson time (forty minutes) a week, with its time changing every week.

Three students made positive comments about reading hours. For one female student, this activity refreshed the mind between intensive school lessons and she felt it was positive to allocate time to read, which could not be made at home. A male student had previously become bored when he read, but he started to enjoy reading through these reading hours. Three students made negative comments about reading hours. These did not concern the activity but issues in its application. For example, a female student said:

*Some classmates of mine do not read and chat in the reading hour. I sometimes do not understand what I read because of them.*

Another female student gave a more negative picture, stating that the activity was not run in the year in, which the data was collected, but in the previous year:

*We read books from the '100 Basic Literary Works' reading list at this hour but teachers were distributing the books randomly. We could not even see the cover of the book, which we would read. In addition, some slept on their desks and some chatted at this hour.*

The fifth most mentioned technique was school reading competitions with prizes. Three students (out of seven) were from the province of Malatya. Due to the significantly high number of students from the province who mentioned this technique (three out of four students), it appeared that reading competitions have been run in schools of this province as part of a reading campaign and the students were well-informed about them. Two students stated that a reading competition was run in their school, with the prize going to the one who borrowed and read the highest number of books from the school library. The other five noted that reading competitions were for a larger group of students. These reading competitions were run as part of the '100 Basic Literary Works' and 'Turkey Reads' reading campaigns. Prizes were one of the main motivations. For example, a female student said:

*I was really motivated by the possibility of getting gold if I win. Who is not motivated by gold? For the prize, some friends of mine even read really boring books.*

A male student said:

*They were going to give a laptop to the winner of East Anatolian Region. It was a big opportunity for the ones who came from poor families to have a laptop.*

The sixth most mentioned technique was seeing a teacher read. Five students reported that they saw their teachers reading in their classrooms, the teachers' room or the school library. This could be both intentional (i.e. during a reading hour activity) or accidentally (in the teachers' room and school library). For example, a female student said:

*Our Turkish language teacher reads a lot. They read in the classroom or school library. Seeing them reading caught our attention and also we like to read the books they read.*

Another female student said:

*I do not remember anything my teachers do to encourage me to read but whenever I see a book on their hands, I look at its name and ask questions about it.*

The seventh most noted technique concerned school and public libraries. Two students reported that they visited the school library with their teachers. Two further students reported that their teachers suggested visiting school and public libraries.

Apart from the above, two students reported that their teachers sometimes gave them books as presents. One male student reported that his teachers put positive quotations about reading, along with posters of newly released books, on school boards.

However, four students reported that they had no encouragement to read from their teachers. Two stated that teachers in primary and upper-primary school encouraged them to read, but not in high school. In addition, a female student remarked that their teachers did not encourage them to read because they considered that they were now grown up and therefore did not need guidance. When the students were asked to indicate who encouraged them to read, only seven students named their teachers. However, when they were further asked what their teachers did to encourage them to read, twenty-seven students were able to mention a number of encouragements.

The students were also asked to indicate, which subject teacher (or teachers) encouraged them to read. It was found that the majority of students were encouraged to read by their

language and literature teachers. School counsellors, biology teachers and history teachers were only mentioned once. This demonstrates that encouraging students to read was perceived as the role of language and literature teachers. The teacher interviewees were not happy with the perception that only language and literature teachers were responsible for encouraging students to read.

The students were then asked whether they were happy with these techniques. Twenty responses were recorded. Of these, half stated that their teachers' efforts to encourage them to read were effective and their efforts had a positive influence on their reading habits. For example, a male student said that if his teachers had not made those efforts he would not read. Another male student said:

*Through these efforts, I developed a desire to read. I used to get bored quickly in the past when I was reading, but now I really enjoy reading.*

A female student stated that she was already an enthusiastic reader, but had observed that her friends also started reading with the help of the teachers. Another female student said:

*A friend of mine did not think they would finish reading a book but now they will finish a novel just because they read in reading hour.*

However, the other half did not perceive their teachers' techniques as successful, but differentiated in their approaches to the issue. Of these, three students simply stated that these techniques did not have a positive influence on their reading habits.

Four students indicated that their teachers attempted to make them read, without success. However their view was that the failure was not down to the actions of the teachers, but their own lack of interest in reading. These four students therefore blamed themselves for not reading, even though they felt that reading was good for them.

Two students reported that they were already avid readers before they arrived at high school and that their teachers had no positive influence on their reading habits. However they also stated that there was nothing a teacher could do if a student did not want to read.

Another female student also thought that their teachers' actions did not have any positive influence on reading habits. Besides this, her opinion was that their teachers were



inadvertently discouraging them, as she believed that reading should have a place in the life of a student outside school, but her teachers prevented them from reading non-school books.

#### **4.2.1.7 Encouragement to Read by Family Members**

The students were asked to indicate what their family members did to encourage them to read and out of thirty-one students, twenty replied. Of these, five cited their childhood experiences of family encouragement to read, and were also included in the analysis of the issue.

The encouraging technique noted most often was verbal encouragement to read. This is the same as in the previous section (i.e. teachers' encouraging techniques). Nine students mentioned that their parents wanted them to read and told them the benefits of reading. Of these, three students used the word 'just' when they reported that their parents told them to read and the benefits of reading. It could be argued that these students were not satisfied with what their parents did to encourage them to read. For example, a male student said that his parents just told him to read.

The second most mentioned technique was recommending books. Seven students reported that family members gave them book recommendations. The study demonstrated that educated elder siblings were most likely to recommend books. Four students named their elder sister or brother. For example, a female student said:

*I have an elder sister who is a first year university student. She recommends me to read books, which are appropriate for my age and develop my comprehension ability.*

A male student said:

*My elder brother who is a university student recommended me to read self-help books to develop my power of thinking and now I read those kinds of books and started to actively attend the lessons.*

Two female students stated that they were happy that their parents were actively involved in their reading preferences. For example, one of them said:

*People around me know what kinds of books I like to read but in general, the books, which guided me in my life were recommended by my mother and the books, which I like to read were recommended by my father. My parents have a big influence on my love of reading.*

The third most noted technique was reading amongst students' family members. Six students reported that their family members were active readers. Amongst these, mothers were the most frequently mentioned (all three mentions were from females). This is contrary to the questionnaire which established sisters as the most frequent readers, followed by brothers, mothers and fathers. These six students volunteered this information, even though they were not directly asked to indicate whether their family members read or not, and it could therefore be that there are a greater number of family members who read in general. The contradiction between the qualitative and quantitative findings may well arise from a question that was not asked.

Most students did not give details about their parents' reading, but a male student reported that his father read newspaper every day and that because of this he also read the newspaper. The fourth most mentioned encouraging technique was supplying books to read. Five students reported that their family members provided them with books, with sisters and brothers being the most frequently mentioned (four mentions). For example, a male student said:

*My elder sister brings me history books, which I am very interested in and I read them.*

In contrast to the other students, a female student reported that her grandfather used to collect coupons from 'Hurriyet'<sup>8</sup> to obtain 100 Basic Literary Works which he gave to his granddaughter.

Apart from the above mentions, a female student reported that she spent time with her mother reading and visiting bookshops. In addition, a male student said:

*My father presented a diary to me when I was in Grade 4 and wanted me to write down the titles of books I have read. Since then, reading has been a habit for me.*

#### **4.2.1.8 Peer Groups**

When the students were previously questioned about who encouraged them to read, seven named their friends. When they were then asked to indicate whether they had friends who read and if so, what they did to encourage them to read, fifteen responses were recorded. Eleven stated they had friends who read, but of these, four did not report gaining any encouragement to read from their friends. Two students stated that they had both friends who read and those who did not. For example, one of these (male) who did not like to read said:

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<sup>8</sup> A daily Turkish newspaper

*Yes, I have friends who read but they accepted me as I am and I accepted them as they are. We don't talk about reading but if everybody talked about reading I would probably read as well.*

A female student who liked to read said:

*I have friends who read but also I have friends who did not read. I do not think that reading is not an important factor in forming a friend group.*

One male student said that instead of being encouraged to read by his friends, he was encouraging them to read and that they began to bring books to school following his example. Another male student reported that he had friends who read, although this did not encourage him to read even though he saw how much they benefitted. A further seven students mentioned that they were encouraged to read by their friends, who also gave them book recommendations. A friend was the most frequently mentioned individual in the questionnaire when respondents were asked to rank those who gave them the most recommendations for books. The statements of the student interviewees further elaborated that book recommendation from friends consisted not just the giving of the title but the providing of the actual book as well. For example, a male student said:

*My friends and my girlfriend bring me books they read and liked and recommended me to read those books.*

A female student said:

*I get book recommendations from my friends. While a friend of mine reads, I sit next to her/him. If the book catches my attention and I like it, I read that book after my friend finishes it.*

Two students (one female and one male) discussed the books they read with their friends. The female student stated that she also visited libraries with friends:

*My friend and I sometimes read together the same book. They sometimes read to me. If we read together a book we make comments about it. It is really fun.*

On the other hand, four students reported that they had friends who did not read. Three of these reported a negative effect, believing that if they had friends who read they would also read or read more. For example, a male student said:

*I have 24-25 classmates in my classroom. Most of them do not read. There are only one or two people amongst them who read. I am influenced by this situation negatively. When I offer them a book to read they do not even take it.*

A female student with non-reading friends did not believe this had a negative influence on her reading habits, instead she took it as her mission to tell non-readers the positive benefits of reading, stating:

*I used to consider that reading was boring. People think the same way. We need to tell them it is not boring. We need to convince them. I try to convince my friends. I give them books. After they read, they told me they like the book and keep reading.*

#### **4.2.1.9 Reading Materials Other Than Books**

The student interviewees were asked to indicate their opinions on reading non-book materials (i.e. magazines, newspapers, Internet articles, song lyrics, e-mails, catalogues, etc.). Thirty out of thirty-one believed that such reading material was also beneficial. The only student (female) who disagreed stated that books already contained most of what was contained in non-book materials, rendering them immaterial. Although the students were not asked to rank their preferences, six stated that book reading was their first preference. Had this question been asked, more students might also have included such ranking. The most frequently mentioned benefits of reading non-book reading materials during interviews were as follows: (1) learning new things; (2) developing vocabulary; (3) learning about current affairs in the home country and the world; (4) forming a habit of reading, including reading during free time.

The most noted non-book reading material were magazines (fourteen mentions), followed by newspapers (thirteen mentions), Internet (nine mentions) and the back page writings of calendars (four mentions).

#### **4.2.1.10 Teachers' Thoughts Concerning the Use of Other Reading Materials**

The students were asked to indicate, which reading materials their teachers were referring to when they mentioned reading. Twenty-six responses were recorded which revealed that by 'reading' teachers were in the main, referring to books. Seventeen students stated that their teachers mostly focussed on book reading, seldom recommending their students to read newspapers or magazines. The students reported that at times their teachers sometimes instructed them to read anything they wished, but the students believed that their teachers did not consider reading non-book materials were as valuable as reading books. The following statement of a male student is instructive when it comes to the approach of schools to non-book materials:

*I think the teachers meant reading books when they talk about reading. I just understood that reading from Internet was also valuable after you told me. Otherwise, I was not thinking that reading from Internet might be counted as reading.*

On the other hand, eight students reported that they were encouraged by their teachers to read non-book reading materials, although the only such materials mentioned were magazines and newspapers. A female student stated that her teachers generally focussed on book reading, but that some of her female teachers who read magazines mentioned them as well.

#### **4.2.1.11 The Students' Preferred Reading Materials**

The majority of student interviewees (nine out of fifteen) preferred to read fiction (mostly novels). This is in line with the quantitative findings that novels were the most preferred reading materials outside school (71.4%). This was followed by magazines (52.5%) and newspapers (50.7%). Besides this, four students reported preferring fiction and non-fiction. For example, a male student stated:

*I like to draw caricatures. That's why I read comics, which are funny and entertaining. I also read philosophy books, which push me to think.*

On the other hand, two students (male) preferred non-fiction reading materials, one stating that he had negative feelings about reading novels, as follows:

*I do not read novels. I think they are unreal and unnecessary. I read history books, which tell the history of Ottoman Empire<sup>9</sup>.*

These students were further asked to indicate their preferred type of fiction. The data revealed that the preferred fiction type was adventure (eight mentions) followed by horror (four mentions) and romance (three mentions). There were two mentions each for historical, science fiction, fantastic and crime-detective fiction. These results were similar to those found in the questionnaires. The quantitative data showed that adventure was the most preferred fiction type (73.8%) followed by romance (50.8%) and horror (47.3%).

#### **4.2.1.12 What Would Encourage the Students to Increase their Reading?**

The quantitative data showed that 64.4% of the students considered that they did not read enough and would like to read more, although they did not put forward any reasons for wishing to increase their reading. Their reasons for not reading have been analysed and

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<sup>9</sup> An Islamic Turkish State, which lasted from the late 13<sup>th</sup> century until 1923

discussed in the previous sections, and, in short, were due to their heavy load of schoolwork and exams and an inability to find books to interest them. In addition, they reported problems accessing books and also their cost, along with the lack of variety in school and public libraries and bookshops. The students also complained about the books in '100 Basic Literary Works' reading list and stressed the need for a periodic update of the list to include newly released books. Addressing each of these issues would encourage them to increase their reading.

Apart from the above issues, sixteen students suggested their own solutions. Twelve stated they would read more if schools and public libraries contained a greater variety of books and daily newspapers and periodicals and had more than one copy available, as exemplified by one female student as follows:

*The books in our school library and the public library in the district are generally old books. If they had new released books that I like, I would even go to the library every day.*

A male student said:

*There are not many books in our school library. If the library had a lot of books and also sport magazines, it would be great.*

The next most noted suggestion was again about school and public libraries. Four students complained about the physical condition of libraries. They said that if their school library became a larger and more comfortable place, they would go and read there more frequently. For example, a male student said:

*In order to go to our school library, you have to go through a classroom. It would be good if it was located in a different part of the school and became larger.*

Another male student said:

*Our school library was in the basement. I mean it was in an isolated part of the school. It is usually closed, by the way. It would be better if it was always open and located in a better part of the school.*

Three students reported that they would read (or read more) if they had friends who read. Two students stated that they would read more if their teachers recommended books to read. Two students indicated that they would be read more if they had read together with their classmates in an allocated time.

There were a number of further suggestions from the students that had only one mention each. A male student suggested an hour's reading activity for a class within the school

library. A male student stated that as a child he had frequently watched cartoons, and if these had touched on issues such as the importance of reading and books he would like reading. A female student said that it would influence her and her friends if teachers introduced books to them in school. A male student suggested producing comics in school, offering to draw the caricatures while another student could write the text.

## **4.2.2 The Findings of Teacher Interviews**

### **4.2.2.1 Attitudes to ‘100 Basic Literary Works’ Reading Campaign**

The teachers were asked to state their opinions about the ‘100 Basic Literary Works’ reading campaign. It was established that the majority of teachers held negative views. A number complained about the campaign itself, including the criteria for selecting the reading list and the lack of updating. There were also complaints concerning the application of the campaign. In this section, the teachers’ attitudes to the ‘100 Basic Literary Works’ reading campaign are analysed in detail.

Out of fifteen teachers, five were negative about the campaign. Three stated that it was not right to limit the students to a reading list of 100 books. For example, a teacher said:

*I think this campaign is wrong in all reason because you try to shape a person with your own book choices. Is it not possible to be a good citizen without reading these books or can you not read other books? If we expect to improve imagination of students through reading, this campaign does not seem right to me.*

Another teacher said:

*First of all, it is not correct to limit reading with a list. The students might sometimes think that these 100 books are important but the others are not. However, I have to apply it because it is in the curriculum.*

One teacher reported that, from the start, the students were afraid of the name of the campaign, believing that they had to read all one hundred books in a short period of time. One teacher emphasised that forcing the students to read a number of specific books was likely to put them off reading:

*For example, I was asked to prepare questions from the book 'The Sound and The Fury'<sup>10</sup> to ask to the students. Believe me I could not read the book because it was so boring. How can I ask the students to read this book?*

Six teachers complained about the selection criteria of the books on the list and not being a part of the selection process. They stated that some books were not suitable for this age group and did not meet their interests. For example, a teacher said:

*I do not really know what criteria were used to make this selection. The reading list contains some books, which I think the students do not read and if they read they would not understand.*

Another teacher said:

*When I consider the whole list, I can say that not all the books but 70-80 books on the list are good, which I can recommend my students to read.*

Two teachers thought that the reading list for the campaign was created according to ideological concerns of the government, and was aimed at creating a younger generation with the same moral values. For example, one of them said:

*I think that in the selection of the authors and books, they were guided by their ideology and they did not take into account what the needs of the adolescents. In our recent past, the sense of beauty in literature is heavily based on ideology.*

The other teacher said:

*This reading list was created for some reasons. Their aim is to shape the young people's imagination according to the books on the list, which is like ice in the ice bar.*

Eight teachers reported problems in the application of the reading campaign. For example, one teacher stated that the students experienced difficulty in obtaining the books on the list. He also said that the proposed sub projects and activities did not materialise and could not be applied in schools. The difficulties experienced by the students in accessing the books on the list supports this view, as they had been planned to be sent to every school (MONE, 2004b) but (as can be seen in this case) did not always arrive.

Another teacher emphasised that the reading campaign offered no encouragement to non-readers. He thought that the campaign merely provided new opportunities for students who were already avid readers:

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<sup>10</sup> *The Sound and The Fury*, William Faulkner, published by Jonathan Cape and Harrison Smith, the USA, 1929



*We run reading competitions in, which the students compete to be the one who reads the highest number of books from the list, but the students who were already avid readers attend these competitions. The aim of the campaign should be encouraging non-readers to read.*

A teacher complained about the simplified and abridged versions of world classics on the reading list. She stated:

*Shortening a book firstly is disrespect for that book. Secondly, Turkish translations of the books are not successful. How can 'Les Miserables'<sup>11</sup> be published in 150 pages? The Turkish translation of 'Crime and Punishment'<sup>12</sup> is 200 pages. This is wrong.*

Another teacher reported that the competition committee in schools did not fairly judge contestants, giving preferential treatment to some. She reported that her daughter experienced this kind of unfair treatment although she deserved to win the competition. This teacher usually answered the questions about the reading campaigns in the city as a mother of a daughter, not as a teacher and therefore her opinions might have been biased by personal experience.

A teacher who reported problems about the application of the campaign stated that the selection criteria and the books on the list were effective, but that teachers made their own selections from the reading list according to their ideology. He believed that no teacher asked their students to read all of the books on the list. He also complained about the organisation of the reading competitions:

*The students are asked questions about the books they read but the people who prepare the questions generally do not read books. Therefore, they for instance prepare two questions from preface and two questions from blurb. I mean that the reading competitions were not well organised.*

Three teachers reported that the reading campaigns in Turkey had an issue of sustainability. They stated that the proposed aims of the campaign could not be met and therefore the campaign remained only in theory. For example:

*A grand introduction programme was made for the campaign in the school in, which I worked. We as Turks like sumptuous shows. Somebody says something and everybody applauds him/her but it is forgotten within one month. I wish it continued as it started.*

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<sup>11</sup> *Les Miserables*, Victor Hugo, published by A.Lacroix, Verboeckhoven&Cie. France, 1862

<sup>12</sup> *Crime and Punishment*, Fyodor Dostoyevsky, published by The Russian Messenger, Russia, 1866

Four teachers emphasised the need for an update of the books on the reading list. They stated that the campaign has been run with the same reading list since it began, meaning that the books on the list needed to be replaced, and particularly with more recent releases. For example, a teacher said:

*We have books of our times. There are the most read books of the year. I am wondering when these books will be put on a reading list. Will the authors of these books become valuable when they die? It is problematic to have same reading list for 10 or 20 years. For example, it might be called 10 Basic Literary Works and it might be updated every year.*

Another teacher said:

*Time goes too fast. You have to be as fast as it is in order to catch it. You cannot catch attention of the young people with the books of 1920s or 1930s. If you want to catch their attention you should give them the candies, which are not good but have a good taste. Students do not know the name of the books on the reading list but they read the fifth book of a vampire book series.*

Two teachers reported that the reading campaign was not run in their schools. It is significant that these two teachers were in the province of Diyarbakir. However, they differed in regards to their approach to the reading campaign. One stated that she did not know much about the reading campaign and she did not use the reading list in order to recommend a book to her students. She did not appear to complain about the lack of such a reading campaign in her school. On the other hand, the second teacher did complain:

*Most of our students and teachers even do not the names of the books on the reading list. There is no such a campaign in this school now. We do not even have all the books on the list in our school library where we are now.*

So far, the negative thoughts of teachers concerning the reading campaign have been highlighted. A number of teachers had positive thoughts about the campaign. Seven teachers thought that the campaign was somewhat successful in encouraging students to read. For example, a female teacher stated that the campaign increased the recognition level of the books on the list and inspired interest in those books. She continued that the publishers reduced the prices so students might have an easier access to the books. A teacher said:

*It certainly inspired interest in the books on the list for some students. It is like a list of most listened 10 pop songs. The campaign might have affected the students in the same way. These books might attract the students' attention.*

Another teacher thought that these kinds of reading campaigns were important even if it only increased the time students spent reading by 1%.

#### **4.2.2.2 The Most Influential Person in a Student's Life**

The teachers were asked to indicate who they considered the most important person in a student's life in terms of gaining habit of reading. It was established that family members, and mainly parents, were the most influential. Seven teachers stated that reading as a habit should be gained at home with the help of family members. For example:

*I think it starts at home. If the family members read at home, the child will ask themselves why my father reads books although he completed his education and he does not need to read. If they can understand this, they will start reading as well.*

Another teacher said:

*It might be a cliché but I think reading as a habit is gained at home. As I know from my own experiences, mother and father are the most important people. My father used to read one or two newspapers when I was a child. Having reading parents is so important.*

Two of the teachers who believed that family members were the most important people in a student's life put the school in the second place. They stated that teachers maintained reading in a more programmed way with specific reading materials during specific hours.

Three teachers thought that the most important person might be anyone who is an idol for the student. This might be a parent or family member, a teacher, a friend or a girl/boyfriend. If the person the student admires is well read then the student is likely to follow their example. Three teachers reported that the most important person in a student's life depends on the age of the students. In pre-school and early years of schooling, family members were the primary influence on reading habits, while in adolescence (or later years of schooling) this became peer groups.

Two teachers reported that the most important person in a student's life was a teacher, as teachers played a leading role in the encouragement of reading, and this was something for, which they were well equipped by their academic qualifications.

#### **4.2.2.3 Do the Teachers Consider Their Students Read Enough?**

The majority of teachers did not believe that their students read enough. Eleven stated 'no' when the question was posed. Of these, five added that they had students who were avid readers but within the context of the total number of students, they were a very small group.

The remaining six teachers simply replied ‘no’ to this question. One believed that the majority of his students did not read at all. The majority of teachers were therefore unhappy with the reading performance of their students, the actual level they considered as ‘enough’ was highly subjective.

On the other hand, three teachers believed that their students read enough. For example, one teacher stated that the students in the school had been recorded reading at least ten books a year. Another teacher stated that the students read enough; the problem was that they read the books they did not want in order to get better grades. Another teacher pointed out a noteworthy argument. He said:

*Every teacher says ‘no’ to this question but I think differently. I think that reading is much related to how much you need it just like you need to drink water. I think every student reads as much as they need.*

One of the teachers did not answer the question. She reported that it was a common belief in Turkey that Turks did not read, but everybody had to check themselves first. She reported that for the last two years she had only been able to read one book in a month and it was impossible to expect others to undertake something you did not do yourself.

#### **4.2.2.4 Reading Habits after 15 Years of Age**

The teachers were asked to indicate whether they believed it was possible to gain a reading habit after fifteen years of age. All fifteen teachers agreed that it was possible (although not easy), as learning was a life-long process so students could develop a habit of reading after this age. They stated that if the students who did not read were introduced to books that interested them, they could develop a reading habit regardless of their age, although it was preferable for them to gain such a habit in the first years of schooling. One teacher emphasised the importance of starting to read. She said:

*It is definitely possible. It is like someone who says they do not like a particular kind of vegetable, which they have not eaten before. They might like its taste if they try it. I liken reading to a closed chest. Once, you open it, you do not close it again.*

Three teachers emphasised the influence of peer groups this age group and were of the opinion that it was possible for children enjoy reading if they were part of a peer group who liked reading. For example, a teacher said:

*If the students fall in love with somebody and if they want to compliment their girl/boyfriends, they look at their friends who are also in love. If they read a book,*

*they want to read same book. Or they join a political protest with their friends and read books about that political view.*

Six teachers emphasised the importance of teachers in encouraging non-reading adolescents to read. They stated that teachers should be highly motivated. For example, a teacher said that he did not read any book other than school books until his high school literature teacher changed his mind and gave him freedom to read any book he wished. For him, if teachers firstly ascertain the interests of the students and recommend books according to their interests, they will probably like reading.

One teacher believed that students might start reading after fifteen years of age but they had already lost a considerable amount. He thought that they would always experience the disadvantages of becoming a reader late. He said:

*You cannot have same taste when you read Gulliver's Travels<sup>13</sup> in early childhood and after 15 years old. You can learn riding a bicycle when you are 30 years old but you cannot ride it with joy of 10 years old.*

#### **4.2.2.5 The Students' Reasons not to Read**

The teachers were asked to indicate why they thought their students did not read. This question was only asked of teachers who did not consider their students read enough and therefore twelve responses were recorded for the question.

Five teachers stated that the students considered reading boring and difficult and preferred visual media. For example, a teacher said:

*I think they do not read because of laziness. I am making this explanation by including adults. Unfortunately, we are a lazy nation. There are health programmes and religious programmes on TV and hundreds of people every day call TV stations to ask questions. In fact, the answers to these questions can be found in books but nobody cares about it. We prefer the easier route.*

Another teacher said:

*The students prefer visual media, such as TV and the Internet, to reading. When I say to the students that we are going to watch a movie, they all cheer. However, when I say we are going to read, half of them, or less than half of them at best, are happy to hear that.*

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<sup>13</sup> *Gulliver's Travels*, Jonathan Swift, published by Benjamin Motte, Ireland, 1726

Another teacher's statements supported the argument:

*The opportunity to reach information easily via the Internet and TV alienates the students from reading. They do not look up encyclopaedias or dictionaries. Visual media is easier for them. They prefer watching soap opera adaptation of 'Ask-i Memnu'*<sup>14</sup> *instead of reading the novel.*

Six teachers thought that their students did not read because of the negative influence of family members (particularly parents) who did not read. A teacher added that he had observed that the number of students with divorced parents were very high in vocational high schools and that students who did not have a proper family life were not interested in reading. Another teacher added that the families in the area were mainly farmers, so when they were not at school the students were helping their parents and therefore did not have time to read. Three teachers reported that their students experienced problems accessing books. Two put this down to economics, while the third pointed out that there was no large bookshop in the town in, which newly-released books were available. On the other hand, three teachers did not believe that the problem was the accessibility of books, being of the opinion that it was simply an out-dated excuse.

Three teachers believed that the students who did not read had made wrong book selections, particularly in the beginning of their reading journey, and that starting with a 'heavy' literary classic tended to alienate them from reading. For example, one of the teachers suggested that beginners should be able to read crime-detective stories, which aroused curiosity, stating that that she recommended her non-reading students to read the books of Agatha Christie<sup>15</sup> from world literature and of Ahmet Umit<sup>16</sup> from Turkish literature.

Three teachers reported that the students who did not read did not have any awareness of why reading was important. Two teachers thought that they, as teachers, along with the school administration staff, did not create a reading environment in schools. These teachers blamed themselves for having students who did not read. They stated that there were only a few teachers in their schools who read regularly and that this negatively influenced the students. One teacher also said that peer group was very influential on the reading habits of non-readers. He stated:

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<sup>14</sup> *Ask-i Memnu (The Forbidden Love)*, Halit Ziya Usakligil, published by Hilmi Publications, Istanbul, 1900

<sup>15</sup> An English crime writer, 1890-1976

<sup>16</sup> A Turkish crime writer, born in 1960

*In this high school, there is a tendency that the students do whatever their friends do. They are afraid of being alone in doing something. They feel a social pressure from their peer groups when they want to read and they prefer not reading so.*

Another teacher stated that among the fifteen to sixteen age group, there was adolescent rebellion against authority. He believed that the students rebelled when their teacher asked them to read a book, due to the fact that the teacher was viewed as an authority figure.

#### **4.2.2.6 Reading Books and Other Reading Materials**

The teacher interviewees were asked to indicate their opinions on reading non-book materials (magazines, newspapers, Internet articles, song lyrics, e-mails, catalogues etc.). All fifteen teachers believed that reading non-book materials was also beneficial and they recommended their students to read those reading materials. However, four teachers thought that reading books was more valuable than reading other materials, with one stating that reading non-book material was valuable only if it led students on to read books. Only one teacher expressed negative views on reading from the Internet and electronic devices (e.g. tablet computers, kindles, and smart phones), believing that these devices made the reader lazy. She also was of the opinion that the students did not read from these electronic devices, but instead used them to surf the Internet and use social media, such as Facebook and Twitter. Another teacher stated that, although she was not against reading from the Internet, she recommended some websites to her students because the Internet was a platform that contained too much polluted information.

Some teachers recommended their students to read any written material no matter in, which form. One of the teachers made an unusual comment about reading. He said:

*I even tell them to read a ripped paper, which they find on the road. Some of our students have a smoking habit. Do you know how they start smoking? With a zippo lighter<sup>17</sup>. They first aspire to use the lighter then to smoke. We need to use every possible way to encourage them to read like that zippo lighter.*

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<sup>17</sup> A reusable metal lighter manufactured by Zippo Manufacturing Company

#### 4.2.2.7 The Problems Stated by the Teachers

The teachers mentioned a number of problems, which prevented them from creating a more reading friendly environment for the students to encourage them to read or read more.

Seven teachers reported problems regarding libraries. Four stated that the school and public libraries in their area were in bad physical condition (old bookshelves, old tables) and lacked reading materials. It is notable that three work in district centres, and it could therefore be argued that the quality of the libraries in district centres is lower than that in province centres. For example, one of the teachers in a district centre said:

*We unfortunately have old books in our school library, which go back to the 1960s. It is interesting that they are still in good condition. It shows that these books have not been used and read. In addition, we have very old bookshelves here. I think there should not be a second row in a bookshelf. All books should be seen in the first look.*

One teacher thought that enriching reading materials in libraries did not solve the problem and that the staff in public libraries were not equipped with the required qualifications. She also mentioned that literature teachers were responsible for school libraries, but could not allocate sufficient time because they were already too busy with their schoolwork.

Two teachers stated that they could not put every book in the school library. The reading materials in a school library had to be approved from a committee from the Ministry of Education or its local education office. For example, one said that a religious book could not be put in school libraries even if it was on the bestselling list.

Four teachers reported that encouraging students to read (and other reading related activities) were perceived as solely the responsibility of language and literature teachers. They believed that every teacher in a school, regardless of their subject, should view themselves responsible for encouraging the students to read.

Four teachers reported that the majority of students approached reading from a pragmatic point of view and were more interested in what they would gain if they read rather than in attempting to enjoy it. They thought that it was a problematic perspective for reading and it was not what they expected from their students. Two teachers said that parents were careless when it came to their children's education. They stated that the parents should be a part of the education of their children and should not expect everything from the school.



Two teachers indicated that the curriculum in schools was very heavy. They stated that they were too busy with the school work to find time to apply the reading activities they wished. One teacher reported that the students in the area in, which she worked had issues with language, as Turkish was not their mother tongue. She said that, in addition to being infrequent readers, a number of these students experienced problems in basic language skills, such as writing and reading, even they were high school students (at least fifteen years old and over). She said:

*While you were explaining your questionnaire to the students, my colleague and I looked at each other and shared our concerns about whether the students understood you.*

One teacher reported that, as teachers, they were given official boundaries and experienced bureaucratic obstacles when they wanted to do something that was not in the curriculum:

*For example, if I want to take my students to the public library, there will be many authorities from, which I will have to get permission. I am not allowed to recommend a book to my students or recommend a bookstore to buy that book. We are civil servants and we have official boundaries.*

Another teacher stated that Turkish literature did not orient itself to technological and cultural changes. He said that the main point was not whether the children read or not, but what they read. He argued that there were no books in Turkish literature that would attract modern children and adolescents.

#### **4.2.2.8 The Teachers' Suggestions to Encourage the Students to Read**

When they were asked to state why they thought their students did not read, the teachers raised a number of issues. The most notable being: (1) not seeing family members reading; (2) problems accessing reading materials; (3) not seeing their teachers reading; and (4) making inappropriate book selections. When they were asked to state, which problems prevented them from creating a more reading friendly environment for their students, the teachers also expressed a number of issues. The most noted being: (1) the physical conditions of libraries; (2) lack of reading material in libraries; (3) unqualified library staff; (4) bureaucratic obstacles; (5) disinterested parents; (6) the heavy curriculum and (7) the pragmatic views of the students when it came to reading. It could be argued that the possible solutions to these problems would be to encourage the students to read more, as the teachers suggested.

In addition to solutions the above issues, three teachers suggested that a separate reading lesson might be put in the curriculum and so the reading activities might not be perceived as drudgery.

Two teachers suggested that good communication between schools and the Ministry of Education needs to be established. These two stakeholders should collaborate in diagnosis of the problems and drawing up of possible solutions.

Two teachers suggested that the publishers might sell books cheaper to students in order to give those with economic problems greater access.

One teacher suggested that a literature classroom with a library should be established in schools, enabling students to study in a more reading friendly environment.

Another teacher suggested that if the school libraries became open to the public until a determined time in the evening, it would draw attention of the locals and would be enriched by donations from local residents.

One teacher suggested that the number of e-books should be increased and social media should be more actively utilised to encourage students to read. He said:

*We are like agents in some ways. We want to win the students' hearts, so we need to use their methods. For example, a platform might be created on Facebook and copyrighted e-books might be downloaded there. Then see how often the students read books from that platform.*

He added that the authors might be invited to the schools as meeting the writer of a book might have positive influence on the students.

#### **4.2.2.9 The Teachers' Techniques to Encourage their Students to Read**

The teachers thought that a teacher needed to be a role model for students and to provide guidance on their learning journey. Although the majority of teachers believed that a reading habit should be gained at home in childhood, they also thought that teachers could encourage their students by using a number of techniques. The most noted encouragement technique was recommending books. Nine teachers (out of fifteen) stated that they recommended their students books, which they might be interested in. One teacher reported that he recommended his students the books on the reading list created for the '100 Basic Literary Works' reading campaign. The other eight teachers reported that they firstly determined their students' areas of interest by asking them questions, then they recommended them books according to their interests. For example, a teacher said:

*The students should find something from their own lives in the books, which you recommended them. For example, boys generally like to read adventure stories and girls like to read about juvenile crisis. Therefore, recommending adventure books to boys and books like the 'Ipek Ongun'<sup>18</sup> series always works.*

Another teacher said:

*You cannot give a 400 pages long heavy literary work to a student who does not read or does not read regularly. It is like giving overdose medication to a child patient. You might cause their death. In this case, you might cause them to hate reading.*

Eight teachers reported that they attempted to encourage their students by discussing reading with them as both an artistic and a beneficial activity. They told them that if they read they would discover themselves, learn different perspectives, they broaden their horizons, improve their vocabulary and comprehension skills, learn new things, improve their speaking skills, and gain better grades in exams, and especially Turkish language exams. For example, a teacher said:

*I tell them how they will benefit if they read. I tell girls the problems, which the women in the area face. I tell them that they overcome these problems through reading and improving themselves*

Eight teachers mentioned that they gave their students grades on condition that they read assigned books in a determined period of time. The teachers thought that reading should not be compulsory, but they had to apply this method in order to encourage the students to read. They also thought that rewarding with a good grade worked on the students who were extrinsically motivated. For example, a teacher said:

*If the students have not gained reading habit since their childhood, teachers could just force them start reading. However, forcing them to read makes them feel antipathy to reading. For example, I ask them to read three books until the end of the year but this is perceived as an order. Reading should not be practised with an imperative sentence.*

Seven teachers mentioned that they discussed the books they read and their authors, believing this helped channel their students' interests towards reading. A teacher stated that she talked about a novel she had read but did not tell the end of the story in an attempt to arouse her

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<sup>18</sup> A popular Turkish author of young adult books

students' curiosity. A number of students subsequently sought out the book and read it. Another teacher said:

*I ask them to follow the newly released books. Knowing the names of authors is even important for me. For example, I tell the students about Buket Uzuner<sup>19</sup> in science class. Buket Uzuner is a biology and environmental engineer graduated from METU<sup>20</sup> and lectured in universities. A novel mainly means romance novel for these students. I am trying to change this perception and I usually succeed.*

Five teachers mentioned the reading hour activity, stating that their students read together in school in determined times every week. Three teachers reported that they applied the reading hour activity in one of the literature lessons every week. One teacher stated that they had a separate reading hour in their timetable. Another teacher said that their students read every day during one lesson each day (i.e. first lesson on Monday, second lesson on Tuesday, etc.). Four teachers reported that they provided books for their students who did not have access to books due to various reasons. For example, a teacher said that he brought five or six books with him to the classroom and asked the students to borrow a book that interested them for one week (i.e. until the next lesson).

Four teachers stated that they actively used their school library to encourage students to read. Two said that the student who borrowed the highest number of books from the school library was rewarded (with a prize in one case, being named in front of the school in the other). Two teachers mentioned that they read with their students during reading hour activity. Considering that five teachers applied reading hour activities in their schools, it could be that the other three also read with their pupils but did not state as much.

Two teachers additionally stated that they asked their students to talk to their friends about the books they read. Two teachers brought books, newspapers and magazines to the classroom to introduce them or lend them to their students if they wished. Two teachers reported that they read books aloud in the classroom to their students. Two teachers reported that they sometimes read a poem to their students in order to arouse their interest. One teacher said that she screened documentaries about famous authors for her students.

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<sup>19</sup> A Turkish writer whose books were translated into eight languages

<sup>20</sup> Middle East Technical University is a public technical university located in Ankara, Turkey

The teachers were also asked whether they considered that their techniques to encourage their students to read were successful. Four teachers thought that their techniques were successful and that their students started to read as a result of these efforts.

Ten teachers stated that their techniques were somewhat successful. They reported that they could not say that all students began to read, but a proportion at least developed positive attitudes to reading and started to read regularly. One teacher stated that the efforts to encourage the students to read should be sustainable. He reported that when he was more concentrated on encouragement of the students he observed an increase in the time the students spent reading. However, when he reduced the use of his encouraging techniques, the students began to read less. Another teacher (in his first year) considered his encouraging techniques successful, but that they would further increase as he gained teaching experience. A female teacher did not answer the question directly, stating instead that if the encouragement of students to read was put in the curriculum (giving her more time to deal with this issue), she would then develop effective techniques to encourage her students to read.

The next chapter presents the discussion of the research findings and consists of seven sections as follows: (1) gender; (2) school type; (3) region; (4) family influence; (5) teacher influence; (6) peer group influence; (7) the '100 Basic Literary Works' reading campaign.

## CHAPTER 5: DISCUSSION

This chapter will discuss the significant findings of the current study and the literature review. It examines seven sections: (1) gender; (2) school type; (3) region; (4) family influence; (5) teacher influence; (6) peer group influence; (7) the '100 Basic Literary Works' reading campaign.

### 5.1 Gender

The research findings indicated that female respondents were more likely to chat with their friends, watch TV, read, go to the cinema, theatre, museum and listen to music. On the other hand, males were more likely to play sports, watch sports, surf on the Internet and play computer games. When the students were asked to describe themselves as readers, it was found that female respondents were more likely to identify themselves as being 'enthusiastic readers', while male respondents were more likely to identify themselves as being 'reluctant readers'. Therefore, a significant relationship has been established between the two variables of gender and reader type, where female respondents were found to be more enthusiastic readers compared to male respondents. The study also demonstrated that, compared to males, female respondents read more frequently outside school for at least thirty minutes and read longer for leisure during the day.

Yilmaz (2000) also found that females were more likely to read more during the day and more frequently in comparison to males. The reason for this is not clear, but it may result from the fact that females were more likely to take part in artistic activities (such as going to cinema, theatre and museum) and might also perceive reading as an artistic activity. Johnsson-Smaragdi and Jonsson (2006) concluded that the main reason behind boys' lack of interest in reading compared to girls is society's perception of book reading and expectations of appropriate gender behaviour. This leads to girls choosing to read, while boys allocate their time to visual media and physical activities.

The current study established that more females (33.1%) believed that they read enough, in comparison to males (25.3%), although the majority of students of both genders did not believe they read enough and would like to read more. The findings of the current study are consistent with those of Clark and Foster (2005), who found that females were more likely to believe that they read enough compared to males. However, in comparison with the current

study, a higher proportion of their participants believed that they read enough (45% of males and 51% of females).

The study indicated that students of both genders had positive attitudes towards reading, but female participants had more positive attitudes towards reading than male participants. For example, although the students from both genders strongly agreed that “reading is a skill for life” and “reading is important”, females were more likely to strongly agree with these two statements. In addition, the students as a whole agreed that they enjoyed visiting libraries. However, their library habits did not support the current findings, which concluded that the majority of participants visited a library at most once or twice a month.

The qualitative findings indicated that the majority of students preferred to read fiction, mostly adventure, horror and romance. This is in line with Dungworth et al. (2004), who showed that the most popular reading material for students was adventure stories, comedy and horror. In the current study it was also significant that female respondents were more likely to read novels, poems, magazines, catalogue and cookery, whereas the male respondents were more likely to read newspapers, websites, emails, encyclopedia and religious books. However, novels were the most preferred reading material for both females and males. This is in agreement with MONE (2007) and Akyildiz et al. (2005), who showed that novels were the most preferred material for Turkish students. The current study also demonstrated that the most popular fiction type for both genders was adventure. This may be because adventure fiction includes a broad range of stories and overlaps with other genres, such as crime-detective, science fiction, fantasy and war-spy stories. Male respondents were more likely to prefer reading war-spy stories, crime-detective, science fiction and animal related stories, whereas the female respondents were more likely to prefer reading romance, horror and comedy. It can be viewed as surprising that the females were more likely to prefer reading horror fiction than the males, as it is males who are considered to enjoy reading stories full of danger, adrenaline and fear. For example, van Ours (2008) demonstrated that girls were more likely to read romance/relationship books, animal-related stories, realistic teenage fiction and poetry, while boys were more likely to read science fiction, crime/detective stories, sports-related fiction and war/spy-related stories.

When the participants were asked about their preferred reading places, it was found that they mostly preferred to read in their bedroom, followed by the sitting room, then whilst

travelling. This is in line with Wicks's (1995) findings, which showed that reading can be considered a private activity, undertaken mostly at home, particularly in the bedroom. The study indicated that female students were more likely to read in their bedroom, garden, public library and whilst travelling, whereas the male students were more likely to read in the bathroom/toilet. A possible explanation for this might be that it is not related to where the students preferred reading but to the fact that the females were much more interested in reading than males. This was reflected in the fact that more females than males preferred reading in their free time. Reading in the bathroom/toilet was not popular amongst the students. This might be because Turkey is an Islamic country (not as governmental system but as a nation) and toilets and bathrooms are viewed as spiritually unclean in Islam and places that must be vacated as soon as possible.

When it came to the number of books the students read in a month for leisure, it was found that females were likely to read more books compared to males. The results demonstrated that 46.6% of female respondents and 32.2% of male respondents read at least 2-5 books in a month. Although the most frequently chosen option for both genders was 1-2 books, males were twice as likely to read less than one book (no book reading is also covered by this option) in a month than females. This indicated that females tended to read more books in their leisure time.

When the participants were asked to indicate the title of the book they had read last, it was found that the most frequently mentioned book titles by males were *Crime and Punishment* by Dostoyevsky (33), *Askin Gozyaslari Series (Tears of Love Series)* by Sinan Yagmur (15), *Improbable* by Adam Fawer (15) and *Les Miserables* by Victor Hugo (13). Those by females were *Ask (The Forty Rules of Love)* by Elif Shafak (38), *Crime and Punishment* by Dostoyevsky (21), *Piraye (Piraye The Bride of Diyarbakir)* by Canan Tan (19) and *The Twilight Series* by Stephenie Meyer (18). It could be said that males were more likely to enjoy reading classic novels than females. When it came to the books on '100 Basic Literary Works' reading list for high school students, the study showed that eight book titles from the reading list were noted by the students out of the twenty-seven most mentioned book titles list (which can be seen in the chapter on 'Findings'). Apart from the books on the '100 Basic Literary Works' reading list, the majority of books last read by students were contemporary novels. It could be said that the students' reading preferences did not only depend on the '100 Basic Literary Works' reading list, but they also preferred reading popular contemporary



novels which caught their interest. It is noteworthy that there were only two non-fiction books (both being religious books) on this list of the twenty-seven most mentioned book titles. The others were novels. This is in line with the finding that the students' most preferred reading material consisted of novels (71.4%).

The study also investigated the library habits of the students. This indicated that students of both genders were infrequent users of libraries, although 49.4% agreed with the statement that they enjoyed visiting them. The majority of the students (72.1%) reported that they visited a library at most once or twice a month (70.3% for females and 73.9% for males). The most popular reason to go to a library was to study, followed by borrowing books and reading. The teacher participants thought that the low rate in using library services may be due to a lack of reading materials and poor facilities and services. This opinion is supported by the students' statements that if libraries had newly-released books, daily newspapers and other periodicals, and also better facilities and services, they would use libraries more frequently and consequently read more. The teachers also stated that purchasing through bookshops and the Internet might not always be an affordable option for every student, and therefore the school needed to provide a friendly environment to encourage reading, along with providing reading materials. The majority of both genders preferred using the school library. This preference may be due to proximity of, and easy access to, school libraries.

When the participants were asked to indicate the title of the book they had last borrowed from a library, it was found that the most mentioned book titles by males were *Crime and Punishment* by Dostoyevsky (19), a lesson and text book (13), *White Fang* by Jack London (13), an encyclopaedia (12) and *Les Miserables* by Victor Hugo (12). Those by females were *Crime and Punishment* by Dostoyevsky (22), *Les Miserables* by Victor Hugo (21), *Calikusu (The Wren)* by Resat Nuri Guntekin (15), *Ask (The Forty Rules of Love)* by Elif Shafak (14) and lesson and text books (11). When the other book titles given by the students were also taken into consideration, it could be argued that the students preferred to borrow classic novels in World and Turkish literature from the libraries, along with information books (such as encyclopaedias and textbooks). On the other hand, this may be a nondiscretionary preference, due to the limited reading materials in libraries. If this latter is the case, this may be evidence of a lack of variety of reading materials in libraries in Turkey, something that was highlighted by both teachers and students.

The most influential factor for the students in the choice of a book was its genre, followed by prior knowledge about the book or its author and a personal recommendation. The least influential factor was price, followed by seeing a film or TV adaptation and reading a review. Although the students reported that they were not greatly influenced by seeing a film or TV adaptation, most of the books they mentioned had been adapted as TV series and movies (for example, *Crime and Punishment*, *The Twilight Series*, *Calikusu (The Wren)*, *Harry Potter Series*, *The Hunger Games Series*). The price of a book was found to be the least influential factor in its choice, but at the same time the high prices of books was one of the main reasons given by interviewees who reported problems accessing reading materials. Females were more likely to be influenced to choose a book by its genre, its blurb and personal recommendation, while males were more likely to be influenced by price, seeing the book on a film or TV or an adaptation. It can be seen that male students were more likely to be influenced by external factors in choosing a book which were not directly related to the book itself. Although there is no empirical evidence, it might be suggested that a possible explanation for the influence of price for males might be that they prefer to spend their disposable income elsewhere, for example on computer games and Internet cafes (popular amongst Turkish teenage boys), as reflected in their preferred free time activities.

Both the quantitative and qualitative findings of the research study provided various reasons behind students giving importance to reading. The foremost reasons were learning new things, improving their language skills, and obtaining good grades in their examinations. Other reasons included entertainment, and also that learning to see things from different angles and develop their critical thinking abilities. Approximately half the students read because reading was relaxing (51.5%) and fun (50.6%). In addition, 16.4% stated that they read because they had to. When reading is considered as an activity which provides entertainment and fun, the proportion of students who read for fun was relatively low.

Taking these results into consideration, it can be seen that students' attitudes could be changed if reading is encouraged to become a lifelong activity and transformed into a habit. There is an overlap between the reasons given by students with regards to the importance of reading and causing them to read with those practical benefits of reading (as listed above) given by their teachers in order to encourage them to read. As a result of this overlap, it could be argued that students were inspired by the advice of their teachers. A comparison of genders indicated that males again differed from females, for example more females read

because “it is relaxing”, “it is fun” and “it is their hobby”, whereas more males read because “their parents or teachers ask them to read” and “they have to”. This reflects negative perceptions of males when it comes to reading.

Moreover, the qualitative findings identified various reasons behind the lack of a habit of reading amongst students. The primary one was the lack of time, i.e. students believed that they did not get enough time to read because of a heavy curriculum and schoolwork. This is in line with the findings of Gonen et al. (2004), Arici (2008), Majid and Tan (2007) and Keles (2006). In the current study, this finding is due to students dedicating their time to obtaining good grades in their examinations. Other reasons consist of a lack of access to reading materials; lack of interest in reading; consideration of reading as a difficult and boring activity; and distraction by television, the Internet, console games. The findings of Raeymaeckers (2002) support the current study, concluding that viewing television has a negative effect on book reading. The current study also revealed that those students who have problems accessing reading materials indicated that the reason for this is high prices of books, the lack of variety and number of books in public and school libraries and bookshops in their cities.

The teachers interviewed agreed with the students that the major factors behind their lack of interest in reading originated in a lack of encouragement from families, along with a lack of role models and libraries, easy access to books, reading interests and reading awareness, and poor facility and services in existing libraries. Teachers also believed that parents who had no interest in reading (and therefore did not develop reading habits) had a negative influence on their children. This is in line with findings of Mullan (2010), who found that young people were more likely to read if they saw their parents reading. Teachers who were interviewed also believed that parents should be aware of their responsibilities when it came to the education of their children and should lighten the schools’ load in every aspect. This expectation of teachers depends on parents’ perception concerning the importance of education and reading.

According to the results of the study, the main channel for obtaining reading materials for high school students was purchasing from bookshops or the Internet. The result revealed that students attached importance to having their own books. Clark and Hawkins (2010) found that young people who have their own books are more likely to enjoy reading, be frequent

readers and show positive attitudes towards reading. The second most popular source of obtaining reading materials is borrowing, i.e. loans from friends followed by libraries and family members. The two main reasons behind borrowing reading materials from friends and family members are likely to be free access and sharing the same reading interests. The study indicated that females were more likely to buy or borrow from friends and libraries.

It was also found that the females were likely to buy more books per year compared to males. Of the females, 52.7% reported they bought 6-10 books or more books per year, whereas 37.7% of males reported they bought 6-10 books or more books per year. This is not an unexpected finding, due to the fact that females in this study were more likely to buy books and to read more per month compared to males. When the participants were asked to indicate the title of the book they bought last, it was found that the book titles most frequently mentioned by males were *Crime and Punishment* by Dostoyevsky (20); *The Twilight Series* by Stephenie Meyer (18); *Les Misérables* by Victor Hugo (17); and *Askin Gozyaslari Serisi (Tears of Love Series)* by Sinan Yagmur (14). Those by females were *Ask (The Forty Rules of Love)* by Elif Shafak (35); *Yuregim Seni Çok Sevdi (My Heart Loved You So Much)* by Canan Tan (19); *Crime and Punishment* by Dostoyevsky (18); and *The Twilight Series* by Stephenie Meyer (18). It can be seen that on this list of the twenty-three books mentioned ten or more times there is a combination of classics and contemporary novels and just one non-fiction book, a religious book about the Prophet Muhammed (peace be upon him)- *The Infinite Light* by M.Fethullah Gulen. Canan Tan (a female author whose main characters are mainly women) was the most mentioned author for females, with three of her books on the list.

The students were also asked to indicate their favourite books and authors (see Table 102).

Favourite books	Favourite authors				
	no	females	no	males	no
<i>The Twilight Series</i>	322	Canan Tan	202	Mehmet Akif Ersoy	189
<i>Crime and Punishment</i>	224	Elif Shafak	177	Necip Fazil Kisakurek	147
<i>Les Miserables</i>	203	Necip Kisakurek	Fazil 151	Omer Seyfettin	131
<i>Ask (The Forty Rules of Love)</i>	191	Nazim Hikmet	140	Namik Kemal	76
<i>Improbable</i>	121	Can Yucel	127	Nazim Hikmet	73
<i>Calikusu (The Wren)</i>	116	Attila Ilhan	123	Dostoyevsky	69
<i>Harry Potter Series</i>	109	Resat Nuri Guntekin	120	Resat Nuri Guntekin	66
<i>The Hunger Games Series</i>	101	Mehmet Akif Ersoy	116	Yunus Emre	63
<i>Yuregim Seni Cok Sevdi (My Heart Loved You So Much)</i>	97	Orhan Veli Kanik	89	Orhan Veli Kanik	59
<i>Piraye (The Bride of Diyarbakir)</i>	91	Ipek Ongun	85	Victor Hugo	55

Table 102 The most mentioned favourite books and authors and their mention numbers.

It can be seen that there is primarily a combination of classics and contemporary novels, with a single non-fiction book (a religious book- *Risale-i Nur Series* by Said Nursi) and one poetry book (*Safahat* by Mehmet Akif Ersoy) on this list of 66 books, which were mentioned 20 times or more. When the most frequently mentioned favourite authors and poets listed here and the extended list in the Findings Chapter are considered, it was clear that a large number of students gave a well-known Turkish poet's name when they were asked to state their favourite authors or poets, even though there was only one poetry book on the list. When it is considered that poems were not popular amongst the students (40.5% chose poems as their preferred reading material), a possible explanation for this might be that the students enjoyed reading poems but they forgot to select poems as their preferred reading material. Another possible explanation for this might be that the students were unable to remember the titles of poetry books they liked, or the students gave these authors' names as their favourite because they knew these names by heart. This may be due to the fact that poets such as Mehmet Akif Ersoy (the writer of Turkish national anthem), Necip Fazil Kisakurek, Orhan Veli Kanik, Nazim Hikmet and Yunus Emre are famous and frequently appear in the curriculum and

media (for example, memorial days, symposiums about the poets and movies based on their lives).

It is notable that none of the male students mentioned an author who still alive on their most mentioned favourite author list, but females, on the other hand, preferred to read contemporary authors (see for example, Canan Tan, Elif Shafak and Ipek Ongun). The other noteworthy point is that (apart from Namik Kemal) all the favourite authors listed by males were on the '100 Basic Literary Works' reading list. It might therefore be considered that male students were more dependent on this reading list when it came to selecting books.

When the students' favourite books were compared with those which the students read last, and those which the students borrowed from a library with those they had last bought, *Crime and Punishment* by Russian author Dostoyevsky and *Les Miserables* by French author Victor Hugo appeared in all four lists. These two books are on the '100 Basic Literary Works' reading list, and therefore it could be considered that the reading campaign has played a role in increasing awareness of these books amongst students. This is in line with the opinions of a number of the teachers interviewees, who stated that (even though it was not as successful as had been planned) this reading campaign had increased the familiarity of the books on the list amongst high school students.

The results highlighted the fact that the frequency of newspaper reading is higher in males than females, with more male respondents reading a newspaper everyday. Both genders were most likely to indicate reading a newspaper only at weekends. The study by Hall and Coles (1999) highlighted the fact that males read newspapers more often than females, and newspaper reading increased with age for both genders. When the students were asked to indicate the newspaper they read most often, the most frequently mentioned was *Sabah* (a major pro-government newspaper), followed by *Posta* (a tabloid newspaper) and *Zaman* (a conservative newspaper). Female students were more likely to read *Sabah*, *Hurriyet* (a middle-market newspaper), *Milliyet* (a middle-market newspaper) and *Cumhuriyet* (a centre-left and secularist newspaper). Male students were more likely to read *Fanatik* and *PasFotomac* (both sports newspapers). It was found that the most popular magazine type was 'entertainment', followed by 'music', 'science and nature' and 'sports and outdoor'. The study showed that females were more likely to prefer reading magazines focussing on 'entertainment', 'music', 'fashion and beauty', 'travel', 'art and design', 'home and garden', 'health and fitness', 'family' and 'food and drink', whereas males were more likely to prefer those focussing on 'science and nature' and 'sports and outdoor', 'computer and technology',

‘business and finance’ and ‘religious’. The present findings appear to be consistent with Bosacki et al. (2009), who established that females were more likely to prefer reading fashion and entertainment magazines, whereas males were more likely to prefer reading sports and video gaming magazines.

Magazine preferences of students of both genders are a good indicator of their general reading interests. The qualitative findings showed that students read magazines, newspapers, and other reading materials for knowledge and entertainment. They believed that reading materials other than books were as valuable as reading books. However, the majority also believed that their teachers did not value reading non-book materials as much as they valued books. This was despite the fact that all the participant teachers believed that reading non-book materials were as valuable as reading books. This difference may be due to the fact that the teachers did not express their thoughts concerning reading non-book materials. It could be argued that teachers have a curriculum to follow and the curriculum focuses mainly on books, leading to a need to concentrate on book reading and ignoring other reading materials.

The qualitative findings showed that magazines and newspapers were the two most preferred non-book reading materials, followed the Internet. Gabriel et al. (2012) suggested that magazine reading could be a beneficial alternative for reluctant readers. They stated that difficulty in understanding the passages of a book causes boredom in the reader, leading one that is struggling to give up. Magazines, on the other hand, have a broad range of topics and issues and are easier to continue to read. This could prove a beneficial means of supporting teachers in promoting reading amongst their students.

When students were asked to indicate what they did with the books after they had been read, the most popular answer was giving them to friends to read, followed by keeping them at home for later use. Keeping the books at home without any intention to read them again was stated 130 times in the ‘other’ option in the questionnaire. Although the proportion of the students who made this statement this was low (5.4%), it was more popular than the other options on the list: ‘I sell them’ (3.4%) and ‘I throw them away’ (3.0%). The study indicated that females were more likely to give their books to friends to read and to keep them at home for later use, while males were more likely to sell the books or throw them away. When it is considered that using the words ‘selling’ and ‘throwing’ about books contains a negative message, it could be said that males demonstrated a more negative attitudes to reading.

## 5.2 School Type

The influence of the students' school type (e.g. science; technical and vocational; religious; general) on the reading habits of students is one of the factors this study aimed to investigate. The relation between school type and the reading habits of students has not been widely studied in Turkey. The findings of this study indicated the association between school type and the reading habits of Turkish high school students. It was found that students from science high schools were more likely to undertake all the free time activities listed, e.g. reading; chatting with friends; watching TV; surfing on the Internet; resting; going to the cinema, theatres and museums; gaming and watching sports. A possible explanation for this is that students from science high schools were more likely to have the highest family income and a number of the activities listed are related to family wealth, i.e. going to the cinema, theatre and museums, playing computer games and watching sports (football matches are live only on a paid channel).

The research findings highlighted that when respondents were asked to describe themselves as a reader, the highest proportion of students from all school types described themselves as average readers. It was found that the highest proportion of students who described themselves as enthusiastic readers (42.8%) and who believed that they read enough (33.6%) belonged to general high schools. However, only 36.6% of the students from this school type reported that they read 'every day or almost every day', which was the second lowest percentage for this answer. There thus appears to be a contradiction, however no explanation has been identified.

On the other hand, it is worthy of note that the majority of students from all school types (82.0%) read at least 'once or twice a week' for at least 30 minutes outside school. The students from science and religious high schools were more likely to read 'every day or almost every day' than the students from general and technical and vocational high schools. This is in line with the finding that students from science and religious high schools were the two smallest groups to describe themselves as 'reluctant' readers. The study also showed that the students from all school types were most likely to read 'up to 1 hour' for leisure during the day and it is noteworthy that the proportion of students from all school types reporting they did not read was less than 20.0%.



The study indicated that the students from science high schools were less likely to agree that ‘reading is boring’, ‘they do not find interesting books’ and ‘reading is a skill for life’ compared to those from other school types. It could therefore be said that students from science high schools held more positive attitudes to reading. This does not mean that students from the other school types held negative attitudes, as the majority of students from all school types strongly agreed that ‘reading is a skill for life’ and ‘reading is important’.

It was also demonstrated that the students from science high schools were more likely to read novels, magazines, websites, story books, comics, catalogue and biography. A pattern was found in the favoured reading preferences of the students according to school type. If the students from science high schools were more likely to read a certain kind of material, the students from technical and vocational, general and religious high schools were less likely to read the same material, and the reverse was also true. The proportion of students from Anatolian high schools who favoured the same reading material is between these two groups (see Table 28).

It was found that the most favoured fiction genre for students from all school types was adventure. A similar pattern was found when it came to an examination of the students’ fiction genre preferences. The study revealed that students from science high schools were more likely to read adventure, war-spy stories, crime-detective, science fiction, fantasy and historical fiction. On the other hand, students from technical and vocational, general and religious high schools were more likely to read romance, horror, comedy and animal related stories (see Table 31). A similar pattern was also found when it came to an examination of the students’ reasons for reading. The students from science high schools stated that they were more likely to read because ‘it is relaxing’, ‘it is fun’ and ‘it is their hobby’. Students from technical and vocational, general and religious high schools were more likely to read because ‘it helps to improve their language skills’, ‘it helps them get better grades in tests and exams’, ‘it helps in their homework and projects’, ‘it helps them to get a job’ and ‘their teachers and parents ask them to read’. Students from the Anatolian high schools gave reasons are somewhere between these two groups (see Table 70).

These results may be explained by the fact that (although there is no empirical evidence for this association) a similar pattern was found between parents’ education level and the schools’ academic success. Thus, students from science high schools were more likely to

have more educated parents and to obtain higher scores in the university entrance examination, followed by the students from the Anatolian high schools. The students from the other three school types showed a similar relationship between their parents' education level and their average scores in the university entrance examination (see Table 1 and 7 for details).

It was also observed that the highest proportion of students from all school types read 1-2 books a month, but the highest proportion of these students were from science high schools. Approximately half of the students from religious high schools (45.9%) reported that they read at least 2-5 books a month. It could therefore be stated that students from religious high schools read more books compared to those from other school types. A possible explanation for this might be that the students from religious high schools take extra classes (such as hermeneutics, Islamic law, history of Islam and Arabic) and are therefore required to read books on these subjects in order to pass. This may also be the reason behind the students from religious high schools reading more books compared to those from other school types.

The research findings highlighted the frequency of library use amongst students according to school type. It was found that respondents from religious high schools were the most frequent users of libraries, with 37.4% indicating they went to a library at least once or twice a week. This may be because Turkish literature is rich in books concerning religious issues, but (apart from religious high schools) such books are not available in high school libraries, due to the secular education system. However, religious high schools have no such boundaries and ensure that a large number of reading materials are available in school libraries. As a consequence, school libraries in religious high schools have larger numbers of reading materials and are more frequently visited by students. The students from religious high schools were also (according to the personal observations of the researcher) to have better facilities and a higher number of reading materials in their libraries compared to other schools. They were not placed a remote location but were treated as an integrated part of the school. The study also indicated that while the primary reason for students from science, religious and Anatolian high schools to go to a library was 'borrowing books', for the students from general and technical and vocational high schools, it was 'studying'. Miller et al. (2013) found that 81% of parents wished their children to have access to libraries as they provided them with reading materials (along with other resources). This was the second most popular option after promoting a love of reading (84%). As one of the main functions of

libraries is to provide reading materials, it could be said that the behaviour of the students from science, religious and Anatolian high schools suits the main function of libraries.

It was also demonstrated that the most influential factor in choosing a book for students from all school types was its genre, followed by having prior knowledge about the book or author, or a personal recommendation. The least influential factor for students from all school types was its price. Reading a review was the fifth most influential factor for the students from science high schools, whereas it was seventh for those from other school types. Seeing the book on a film or TV was fourth most influential factor for the students from technical and vocational high schools, while it was the eighth most influential factor for those from science high schools. If choosing a book through reading is more likely to be seen as an indicator of being interested in reading as compared to seeing the book on a film or TV, it could be said that the students from science high schools were more likely to be keen readers compared to those from other schools, particularly technical and vocational high schools.

According to the general results of the study, the main channel for obtaining reading materials for high school students from all school types was buying, followed by borrowing from friends and borrowing from a library. It was also found that (compared to those from other school types) students from religious high schools were more likely to borrow books from a library, whereas students from science high schools were more likely to buy them or borrow them from their friends. Furthermore, the research findings indicated that more students from science high schools bought 6-10 or more books per year compared to those from other school types. The study also showed that a quarter of students from religious high schools reported that they did not buy books at all. This is in line with the findings that they were the most frequent users of libraries and were more likely to borrow their books from a library. Due to the relationship between income and the ability to buy, this result may be explained by the fact that the students from science high schools were more likely to report the highest family incomes, whereas the students from religious high schools reported one of the lowest family incomes.

The results further highlighted that the frequency of newspaper reading was higher in the students from Anatolian high schools. The indication was that more students from science and religious high schools read a newspaper 'never or almost never'. There is no explanation for this finding. The study also revealed that students from technical and vocational and

general high schools were more likely to read *Posta* (a tabloid newspaper approximating to *The Sun* and *Daily Mirror* in the UK) and preferred to read for entertainment value. This is in line with the finding that students from technical and vocational high schools were more likely to prefer reading entertainment magazines (despite the fact that there is no statistical difference). The students from science high schools were more likely to read *Haberturk*, whereas the students from religious high schools were more likely to read *Zaman*. This may be due to the fact that *Zaman* is linked with the biggest religious community in Turkey (the Gulen Movement). When students were further asked to indicate their favourite magazine types, it was found that students from all school types had similar magazine type preferences. Unsurprisingly, students from science high schools were more likely to read ‘science and nature’ and ‘computer and technology’ magazines.

### 5.3 Region

The research findings of the study highlighted the reading habits of Turkish high school students according to the regions in which the participants lived. It indicated that students from the East Anatolia Region and the Province of Malatya (also located in the East Anatolia Region) were less likely to read in their free time, whereas students from the Southern East Anatolia Region were more likely to read in their free time. In line with this result, the students from the Southern East Anatolia Region were also more likely to describe themselves as enthusiastic readers and report that they read ‘every day or almost every day’ for at least 30 minutes outside school. The study also showed that the students from all regions were most likely to read ‘up to one hour’ for leisure during the day, with students from the Southern East Anatolia Region again less likely to report that they did not read. These findings established that the students from the Southern East Anatolia Region were the most frequent readers.

This finding was unexpected, due to the fact that Cingi et al. (2007) demonstrated that 79.2% of the districts in the Southern East Anatolia Region were amongst the two least developed groups when it came to educational opportunities (on a scale of 10-1 with 10 being the most developed district). In addition, the MOD (Ministry of Development of Turkey, 2013) demonstrated that the Southern East Anatolia Region was at the fourth level in terms of development according to education, health, transportation, economy and standard of living on a scale of 1-4 with 1 being the most developed level. However, although there is lack of educational opportunities, the students in the region were the most enthusiastic readers. It

could therefore be stated that there is no direct relation between the level of educational opportunities and standard of living and being a frequent and enthusiastic reader.

The results also highlighted the fact that students from the Province of Malatya, Southern East Anatolia and the East Anatolia regions (located in the East of Turkey) had similar reading preferences, whereas the students from the Aegean, Central Anatolia and Marmara Region (located in the West of Turkey) had similar reading preferences. The statistical differences between the regions for this finding were mainly caused by the low proportion of respondents from the Province of Malatya, Southern East Anatolia or East Anatolia regions when it came to reading materials. A possible explanation might be that students who lived in the same part of Turkey had access to similar reading materials. It was established that adventure was the most favourite fiction genre for students from all regions. The study showed that students from the Marmara Region were more likely to read crime-detective, science fiction and fantasy, while students from the East Anatolia Region were more likely to read war-spy stories and animal related stories. The low proportion of respondents from the Province of Malatya, Southern East Anatolia and the East Anatolia regions for fiction types was the main reason for the statistical differences between the regions.

The research also revealed the frequency of library use amongst the students according to region. It was found that respondents from the Southern East Anatolia Region were the most frequent users of libraries, while those from Mediterranean the Region were less frequent users. The study also indicated that, while the main motivation for students from the Aegean, Black Sea, Central Anatolia and Marmara Regions to visit a library was 'borrowing books', for the students from the Province of Malatya, Southern East Anatolia, Mediterranean and the East Anatolia regions it was 'studying'. As one of the main functions of libraries is to provide reading materials, it could be said that the behaviour of the students from Aegean, Black Sea, Central Anatolia and Marmara Regions suits the main function of libraries. The students from Southern East Anatolia and the Mediterranean regions were more likely to go to a library to 'read'. This is in line with the finding that students from the Southern East Anatolia Region were more likely to read in libraries (both school and public) compared to those from other regions.

The research study demonstrated statistical differences between the students' reasons to read and their region. The students from the Marmara Region were less likely to read because 'it helps them get better grades in tests and exams' and 'it helps them to get a job', whereas the

students from the East Anatolia Region and the Province of Malatya (also located in the East Anatolia Region) were less likely to read because ‘it is their hobby’. The students from Southern East Anatolia Region were more likely to read because of the following: ‘it helps to improve their language skills; ‘it helps them get better grades in tests and exams’; ‘it helps in their homework and projects’ ‘it helps them to get a job’ and ‘their teachers and parents ask them to read’. The motivation of these students revealed that they read in order to gain practical benefits although they were the most frequent readers amongst the students.

According to the general results of the study, students from the Marmara Region were the more likely to report that they bought the books they read and that they bought more than 20 books a year, and were less likely to state that they did not buy books. This result may be explained in economic terms, because the students from this region were also more likely to report that their family income was ‘more than 5000 TL’ per month, which is the highest family income on the list. For all regions, borrowing books from friends was the second most frequently chosen option after buying. Students from the Black Sea Region were more likely to borrow from libraries, which is in line with the finding that they were also more likely to report that they visited a library to borrow books.

The results further highlighted the fact that the frequency of newspaper reading was higher amongst students from the Aegean and Marmara regions. Students from the Province of Malatya and the Southern East Anatolia Region were more likely to state that they never or almost never read a newspaper. A possible explanation for this might be that students from the Aegean and Marmara regions were more likely to have a high family income compared to those from the Province of Malatya and the Southern East Anatolia Region. A further possible explanation might be that Istanbul (Marmara Region) and Izmir (Aegean Region) are two of the most populated cities in Turkey, and therefore the subject of newspapers generally focus on these cities. The study also indicated that students from Southern East Anatolia Region were more likely to read *Sabah* whereas those from the East Anatolia Region and the Province of Malatya (also located in the East Anatolia Region) were more likely to read *Zaman*. This may be due to the fact that the population from the east of Turkey are known to be religious and *Zaman* is linked with the biggest religious community in Turkey (the Gulen Movement). It was also established that students from the Mediterranean region were more likely to read *Posta*.

## 5.4 Family Influence

In this section, there will be a discussion of the statistically significant findings related to family involvement in the reading habits of students, and the relation between the findings and gender, school type and region.

The research findings indicated that the students themselves generally selected the books they read, by only a small proportion of students cited the influence of parents and other family members (5.9% for mother, 5.0% for father and 5.0% for other family members). The students from religious high schools were statistically more likely to read the books their fathers had chosen than those from both the general high schools and technical and vocational high schools. This result may be explained by the fact that, compared to those from general high schools and technical and vocational high schools, students from religious high schools also reported that they more often saw their fathers reading. In spite of the small amount of involvement of family members in the selection of books, the study also showed that an encouragement to read was a key factor in establishing the reading habits of students. Parents and other family members were found to have played a major role in establishing this. Previous studies such as Clark and Hawkins (2010) and Hopper (2005) indicated that young children and students can be influenced to read through various means of encouragement by parents and other family members.

According to the qualitative results, fathers gave the most encouragement to students when it came to reading, closely followed by mothers. Even those who reported no encouragement stated that they had been encouraged to read by their parents when they were younger. The quantitative findings also showed that the students were encouraged to read more frequently by their parents compared to other family members. This is in line with the findings of Clark and Hawkins (2010) who established that the majority of students received at least some encouragement to read from their mothers (83.3%) and fathers (69.0%).

Both quantitative and qualitative findings established that sisters were the other most frequently mentioned of those who encouraged the students to read. The study also found that females were more often encouraged to read by their sisters when compared to males. The students from religious high schools were less frequently encouraged to read by their sisters compared to those from other school types. However, there is no explanation for this finding.

In comparison to those from Southern East Anatolia and the East Anatolia regions, students from the Central Anatolia Region were more often encouraged to read by their mother. A possible explanation might be for this that the majority of students from Southern East Anatolia (77.3%) and the East Anatolia Regions (61.2%) reported that their mother held a primary school diploma, compared to 33.7% of students from Central Anatolia Region. It is therefore possible to make a relation between the education level of parents and an encouragement to read.

The students tended to relate encouragement to read by family members with their education level, i.e. they believed they were more likely to be encouraged by educated members of their family. This encouragement took the form of pointing out the benefits, recommending books, reading in front of the students and providing them with reading materials. The research study showed that although the students obtained book recommendations from their family members, they were more likely to gain recommendations from their friends and teachers.

However, the findings of the current study do not support the previous research. For example, Hopper (2005) found that family members were chosen by a higher number of students in comparison to friends when they were asked from whom they obtained book recommendations. It was found that female members of the family were the most likely to recommend books (sister and mother respectively). The current study indicated that male students were statistically more likely to obtain book recommendations from their fathers and brothers, and female students from their sisters. This may be due to the fact that they have similar reading interests with family members of the same gender. When it comes to school type differences, it was found that the students from science high schools were statistically more likely to obtain book recommendations from their mothers, compared to those from Anatolian high schools. However, there is no explanation for this finding. The students from science high schools and religious high schools were statistically more likely to obtain book recommendations from their fathers, due to the fact that they were also more likely to see their fathers reading. It could be said that fathers who were seen reading were more likely to play a role in their children's book selections. When it comes to regional differences, the study indicated that the students from the Black Sea, Aegean and Marmara Regions were statistically more likely to obtain book recommendations from their sisters. It was further found that the students from the Southern East Anatolia Region were statistically less likely to obtain book recommendations from their mothers. This result may be explained by the fact



that the students from this region were the largest group to report that their mother was illiterate (36.5%).

The study further showed that approximately a quarter of students never saw their mothers (26.8%) and fathers (26.3%) reading, whereas 43.8% sometimes saw their mothers and 44.1% their fathers reading. In addition, 50.4% never saw their grandfathers and 56.1% their grandmothers, reading. There are two possible explanations for this result. One might be that the adult members of family had not developed a habit of reading. Another might be that they did not have the necessary literacy skills. It was found that females were statistically more likely to report that they saw their mothers, fathers and sisters reading. The most frequent reader amongst family members for both genders was a sister, followed by a brother. In considering the relationship between levels of education (i.e. possessing the required literacy skills) and the development of reading habits, this finding is not surprising, due to the fact of that legislation to ensure eight years' compulsory education was introduced in Turkey in 1997 (Clark and Mihael, 2012). As a consequence of this educational reform, every child (including the sisters and brothers of the students in this study) followed compulsory education for a continuous eight years.

When it comes to school type differences, the study indicated that the students from science high schools more frequently saw their mothers and fathers reading compared to those in other school types. This may be because the students from science high schools were the largest group with parents who held a high school diploma and above (87.8% of fathers and 51.4% of mothers). The students from the Anatolian and religious high schools, and the students from general and technical and vocational high schools, showed similar patterns when it came to seeing their parents reading. It was established that the students from Southern East Anatolia, East Anatolia and Mediterranean Regions more frequently saw their fathers reading compared to their mothers, while but the students from other regions more frequently saw their mothers reading in comparison with their fathers. This may be due to the fact that students from Southern East Anatolia, East Anatolia and the Mediterranean Regions were the three largest groups to report that their mothers were illiterate (36.5%, 16.8% and 10.5% respectively). The students from the Central Anatolia Region were more likely to see their mothers and fathers reading, whereas those from the Southern East Anatolia Region were less likely. Amongst all regions, students from Southern East Anatolia and East Anatolia Regions were least likely to have family members reading. This result can be explained by the fact that the students from the Central Anatolia Region were the largest

group reporting that their parents had high school diplomas and above, whereas the students from Southern East Anatolia and East Anatolia Regions were the smallest.

When it comes to the effect parents have on their children's reading attitudes and habits, researchers have indicated that there is a strong correlation between the home reading environment and students' interest in reading and achievement. A number of studies have shown that students who come from active home reading environments were more likely to become active readers themselves (Greaney, 1986; Hyunjoon, 2008; Clark and Hawkins, 2010). The current study showed that more than half of the students had quite a few number of books (this represents more than a few but not a large amount) at home. Although there was no significant difference between males and females in terms of their description of their homes when it came to the availability of books, the study showed that more females had reading materials (e.g. atlases, encyclopedias, dictionnaires, magazines, their own fiction and information books) and their own desks at home compared to males (there is no explanation for this finding). The study also showed that over half of the respondents (57.6%) had Internet access at home. This accords with the finding of the TSI (Turkish Statistical Institute) (2012), which found that 47.2% of houses in Turkey had access to the Internet at the period the data was collected.

When it came to school type variables, the study indicated that the highest proportion of students who described their home with the statements that "there are a large number of books" and "it is full of books and books are everywhere" and the highest proportion of students who reported that they had information resources and Internet access at home was from science high schools, followed by Anatolian high schools. The students from the other three school types (with the exception of students from religious high schools, who were the smallest group with Internet access at home) showed similar patterns when it came to the availability of books, listed information resources and Internet access at home. It could be argued that such availability is related to family income. The findings showed that (in common with results here) it was the students from science and Anatolian high schools who were more likely to choose the options of 2001-3000 TL, 3001-4000 TL, 4001-5000 TL and more than 5000 TL (the four highest family incomes on the list) for their family income per month than the students from the other school types.

The study also found regional differences in terms of the availability of books. The students from Marmara, Central Anatolia and Aegean Regions were more likely to describe their

home as having many books. The students from the Southern East Anatolia Region were less likely to have atlases, encyclopedias, dictionnaires, magazines and newspapers at home compared to those from other regions. A possible explanation for this might be that the students from Southern East Anatolia Region were more likely to choose the lowest family income on the list ('250-500 TL'), whereas the students from the Central Anatolia and Marmara Regions were more likely to choose the highest listed family income ('more than 5000 TL'). The students from the Marmara Region were more likely to have Internet access at home, whereas the students from Southern East Anatolia, East Anatolia Regions and the Province of Malatya were less likely. This result may be explained by the fact that the ICTA's (Information and Communications Technologies Authority) annual report (2013) shows that Istanbul Province (which is located in the Marmara Region) had the highest number of broadband Internet subscriptions, whereas the provinces in the East of Turkey had the lowest.

## **5.5 The Influence of teachers**

The teachers believed that parents are the most influential when it comes to encouraging students to read, and that the age of the child determines who will be the most influential. In pre-school years, it was parents who encouraged children to read, while in school and later life they were influenced by reading habits and behaviours of their peers. However, unlike students (who believed that teachers were the second most influential people), teachers believed that they played the least important role. Although most teachers thought that a reading habit should be gained at home in childhood, they also thought that teachers could encourage their students by using certain techniques.

Scholars believe that promoting a habit of reading should be an educational priority for both school and family (e.g. Meek, 1991; Millard, 1997 and Ross et al., 2006). Even though the majority of teachers believed that their students did not read enough, they reported that positive attitudinal changes were more likely to occur when reading selections are of interest to students, regardless of age. It is interest and enthusiasm for reading that teachers should always instil in their students, leading by example. Findings indicated that teachers encouraged their students to read by recommending books, explaining the importance and benefits of reading, assigning books, talking about books, creating times allocated for silent reading, providing books for their students, and organising library visits. McKool and

Gespass (2009) found that there was little difference between teachers' preferred reading activities and their own reading habits, but teachers who read more frequently are more likely to encourage their students to read by intrinsic reinforcements such as 'oral discussion' and 'recommending books'. The present findings demonstrated that some teachers did not consider themselves as frequent readers, and reported that, in order to be a role model, they needed to read first. Most teachers believed that one of their most important functions was to create a role model for their students.

The qualitative findings demonstrated that the students reported teachers to be the second most important source of encouragement of reading habits, after parents and family members. The teacher plays an essential role by cultivating interest and enthusiasm for reading through encouragement. The student interviewees reported that teachers encouraged the students by explaining the benefits of reading (not always perceived as a successful method), recommending books which might catch their interest, assigning books (sometimes allowing students to choose books), arranging particular times for silent reading during lessons (not always implemented in silence), organising reading competitions with prizes and reading in front of the students. This is in line with the findings of McKool and Gespass (2009), who found that teachers used instructional practices to motivate their students to read, such as "discussing", "recommending books", "silent reading", "reading aloud", "sharing insights from their personal reading" and "rewarding" (p.270).

The quantitative findings indicated that among all participants, teachers were the second most important people when it came to choosing books, and there was no statistical gender difference. The students from science and religious high schools, and the students from the Marmara and Central Anatolia Region, were more likely to report that their teachers chose their books compared to those from other school types and regions. Similarly, when the students were asked to rank the people who recommended books for them, the teachers were ranked in third place after 'friends' and 'no one'. Once again, there was no statistical gender difference. When it comes to school type differences, it was found that students from science high schools were less likely to obtain book recommendations from their teachers than students from technical and vocational, general and religious high schools. The students from religious high schools ranked their teachers as the most frequent source of recommendations. When the regional differences are considered, it was found that the students from Southern East Anatolia and the Mediterranean regions ranked their teachers as the most common source of obtaining book recommendations. This may be because (although there is no

empirical evidence) teachers in these school types and regions were more likely to value reading in their own lives compared to those in other school types and regions. McKool and Gespass (2009) found that teachers who valued reading in their own lives were three times more likely to recommend book titles compared to those who valued reading the least.

The findings indicated that teachers' methods of encouragement were not always appreciated by the students. Even some who described themselves as 'enthusiastic readers' regarded these methods as insufficient to stimulate a love for reading, despite being unable to suggest alternative means. This result suggests that teachers should reappraise their approach, however the majority believed their methods to be successful. The issue rested on the teachers' criteria of being successful. They believed that if they encouraged at least one student to read, they had been successful. It could therefore be argued that teachers need to change their perspective, and become ambitious to stimulate a love of reading in all their students.

## **5.6 Peer Group Influence**

Peer groups have an important influence on the reading habits of young people. Peers play an important role and affect their opinions and behaviours in terms of how they are viewed by others in their peer group (Barbour et al., 2007). Friends therefore may exert a positive influence on the reading habits of an individual (Hopper, 2005), but also have the potential for this to be negative (see for example, Hall and Coles, 1999; Millard, 1997). The qualitative findings indicated that students would read if they had friends who read. This finding appears to be consistent with those of Clark et al. (2008), who found that readers were more likely to state that their friends were readers than non-readers. According to the students, friends were the third most important source of encouragement (after family members and teachers) and recommended books to encourage the students to read. However, it might be considered that friends play a more engaged and active role compared to family members and teachers, not only recommending books but also providing copies and talking about them.

The quantitative findings indicated that the friends were the third most popular influence when it came to choosing books. The study also showed that females were more likely to read the books their friends chose compared to males. When it comes to regional differences, the students from the Black Sea and Central Anatolia Regions were more likely read the

books their friends had chosen compared to those from other regions. This may be because (although there is no empirical evidence) the students in these two regions had similar reading interests with their friends and therefore put great store by their friends' reading preferences.

When the students were asked to rank the people who recommended books for them, friends were ranked as the most common. However, once again there was a difference between the genders, with females more likely to obtain book recommendations from their friends. When it comes to school type differences, it was found that the students from science and Anatolian high schools were more likely to obtain book recommendations from their friends. A possible explanation for this might be that the students' reading interests in these school types largely match up with their friends' reading interests and choices. The study also found that the students from the Black Sea Region were more likely to obtain book recommendations from their friends. It could be concluded that peer group influence in the Black Sea Region was greater than that in other regions, because they were more likely to read the books their friends had recommended (however there is no explanation for this).

The teacher interviewees also mentioned peer group influence on the reading habits of students. They stated that if a friend of any student prefers reading, it is most likely that they will read as well. The teachers believed that the students' reading tastes match, and this helps in discussing the books they read and developing a reading habit. On the other hand, if students had friends who were not interested in reading, they were mocked about their reading habit, leading to them abandoning it. The findings of Hall and Coles (1999), Millard (1997) and Howard (2008) demonstrated that students are influenced by the opinions of their peers when it comes to reading, leading to either a positive or negative influence.

## **5.7 The '100 Basic Literary Works' reading campaign**

In the majority of countries, cultivating the reading habits of pupils is of significant concern for educationalists and many reading campaigns have been implemented in order to encourage students to read. There have been several such worldwide campaigns. These include 'Get Caught Reading' in the USA and the 'Read On in the UK (Arici, 2008a). In Turkey, there are a number of similar campaigns related to reading habits, one of the most important being the '100 Basic Literary Works' campaign, which was carried out by the

MEB-Ministry of Education in an effort to encourage high school students in 2004, and primary school students in 2005, to develop a habit of reading.

Arici (2008a) indicated that even though 90.0% of high school students had heard of the ‘100 Basic Literary Works’ reading campaign for high schools, the majority of students (60.0%) reported that they had only read between one and ten books on the reading list. In line with Arici’s findings, the current study indicated that the majority of the students reported in their questionnaires that they knew about the campaign. Although most students stated that they had read some books on the reading list, it was found that more than half had read only between one and ten books on the list (57.1%), and that students from science and Anatolian high schools and the Central Anatolia Region were more likely to report that they had read a higher number of books on the list. This result may be explained by the fact that the students from science high schools and Anatolian high schools are academically successful, and their response to such campaigns might be positively influenced by considering them as part of their school work. Another possible explanation might be that it is the teachers who are the main factor, due to the fact that they are required to take examinations in order to work in these types of schools. A possible explanation for the regional differences might be that Ankara was the place chosen from the Central Anatolia Region to conduct the study, and, being the capital city of Turkey, tends to be a natural testing area for such campaigns and educational changes. Again, the study showed that more females than males reported that they knew of the reading campaign and had read a number of the books on the reading list. Despite widespread awareness of the campaign, the qualitative findings showed that the majority of students were not aware of it being run in high schools. Those who knew of the campaign mostly referred their experiences of it being run in upper-primary schools. Only a few students were able to talk about the campaign and were aware of any of its sub-projects. It could therefore be argued that the reading campaign has, in reality, failed to be implemented in high schools and has not been applied as was originally planned. This demonstrated that increased awareness was required in order to improve the results and develop the reading habits of students in Turkey. Those who knew of the ‘100 Basic Literary Works’ reading list considered that it was outdated and lacking in contemporary books, particularly novels, which were listed as their favourites. The findings showed that teachers used the books on the reading list as assigned books, which were then graded as a result of accomplishment of the task. This caused a number of students opposed to compulsory reading to be alienated from both the books on the list and the entire campaign. This formed a

dilemma for teachers, who had students against compulsory reading but also those who did not read unless compelled.

When the attitudes of teachers towards the ‘100 Basic Literary Works’ reading campaign were examined, the majority were negative. When it is considered that only a few students were aware of the campaign and its sub projects, it could be argued that the negative views of their teachers led to a lack of implementation of the campaign’s projects, leading to students remaining unaware of the campaign. The main concern of teachers was limiting students to a reading list of 100 literary works, along with the selection criteria of the books on the list, including issues of age appropriateness, propaganda of some ideological conceptions, simplified and abridged versions of world classics, a need for an update of the books and problems about the application of sub projects of the campaign. This is in line with the findings of Arican and Yilmaz (2010) who found that the majority of upper-primary school teachers thought the books on the reading list were inappropriate and students should not be obliged to read these books then, and that the list should be updated periodically by taking teachers’ suggestions.

Teachers believed that good communication between schools and the Ministry of Education should be established in order to stimulate a love of reading amongst young people. These two stakeholders need to collaborate in a diagnosis of the problem and determination of possible solutions. According to the teachers, first and foremost there should be easy access to reading materials, particularly for those who are disadvantaged due to the location of their school and low family income. The Ministry should improve the currently poor facilities and services in libraries and provide more reading materials of interest to young people. Teachers suggested that the compulsory tasks in the curriculum take too much of their time, leaving too little time to motivate their students to read with appropriate reading practices. The teachers thought that reading should not be compulsory, but they needed to assign books in order to encourage the students to read. They also thought that rewarding with a good grade worked on the students who were motivated by factors such as price, money and good grades. Therefore, the ‘100 Basic Literary Works’ reading campaign needs to be reprogrammed by increasing the involvement of teachers and libraries. The teachers stated that they needed to be self critical concerning their own reading habits and should be aware of becoming a role model and mentor for enhancing and influencing the reading habits of their students.



The next chapter is the conclusion, which includes the findings of the study in reference to the research aims and the research questions. It also indicates the significance and the limitations of the study, as well as recommendations for further research.

## **CHAPTER 6: CONCLUSION**

### **6.1 Summary of Findings**

Reading ability is an important aspect of literacy and language acquisition. Reading improves thinking ability by giving new concepts and ideas and improves the imagination through creating new images in the mind. At the same time, it enhances vocabulary and language, which is essential for verbal communication (Johnsson-Smaragdi and Jonsson, 2006). Because of the importance of reading, children and adolescents are encouraged to read by their parents, teachers and sometimes through national educational reading campaigns.

Reading and particularly voluntary reading have been an issue of interest to educationalists, psychologists and sociologists and many studies have been conducted to investigate the reading habits of children and adolescents. In these studies, the focus has been on the effects of age and gender on reading habits; the influence of school and home environment on the reading attitudes of children and their reading preferences (see for example, Whitehead et al. 1977; Millard, 1997; Hall and Coles, 1999; Clark et al. 2005; Clark and Foster 2005; Clark and Akerman, 2006; Clark et al. 2008; Howard, 2008; Clark and Hawkins 2010). Some of the important findings of these studies have indicated that: girls read more than boys (Millard, 1997); children tend to read less when they get older (Whitehead et al., 1977, Hall and Coles, 1999); young people who have their own books enjoy reading more compared to those who do not have their own books (Clark and Hawkins, 2010); students who come from low income families tend to read less and enjoy reading less compared to those who come from high income families (Clark and Akerman, 2006); adolescents value their peer groups' opinions about reading (Howard, 2008) and students' mostly prefer fiction and in particular adventure, comedy and horror/ghost stories (Clark et al. 2005).

Encouraging students to read has been recognised as an important issue in Turkey. To achieve this goal, a nation-wide reading campaign for high school students in 2004 and for primary school students was implemented in 2005, which was called "100 Basic Literary Works" (Arici, 2008a). Following this initiative this study was conducted to investigate the reading habits of Turkish high school students. The data reflects the students' reading habits and examines, to some extent whether the reading campaign works or not. However, the primary focus of the research was on current reading habits of high school students and how these may be influenced by family members, teachers and peers. Analysis of the findings also

highlighted the influence of gender, location of the school and school type. To achieve this, the study was conducted in 8 provinces and 8 districts of Turkey in 2012. The data was gathered thorough questionnaires with 2425 students from 86 high schools of 5 different types and alongside interviews with 31 students, 15 teachers and 4 local education managers.

The findings have been discussed in detail, however, the following indicates the key findings and how they have addressed the aims of the study and the research questions.

The initial aim was to investigate the relationship Turkish high school students have with books and other reading materials.

- Interestingly and in contrast to common belief that young people in Turkey do not read, a view that was stated by the teachers as well as in every day discussion, it was found that 82.0% of young people in general read at least once or twice a week outside school for at least 30 minutes. Of those, 40.6% read every day or almost every day. Hence, one could argue that high school students had a relatively positive attitude to reading. Further detail is provided below.

Aim two: To determine and examine the efforts made in Turkey to encourage students to read.

The present study provides evidence concerning the effectiveness of the ‘100 Basic Literary Works’ reading campaign, which was launched in 2004 to encourage high schools students to read. The quantitative findings demonstrated that the majority of the students were aware of the campaign (71.5%). However, the qualitative findings revealed that this high degree of awareness was not as a result of the campaign in high schools, but in upper-primary schools. Only a small number of students knew of the campaign in high schools. In addition, the teachers that participated in the research did not consider that the campaign has been successful in encouraging the students to read. These findings demonstrated that, despite the fact that this campaign has been in action since 2004, it had not been implemented in high schools or applied as was originally planned.

The following provides a brief overview of the research questions and how they were addressed.

Question one: What are Turkish high school students' attitudes to reading?

- The majority of students demonstrated positive attitudes towards reading by strongly agreeing that 'reading is important' and 'reading is a skill for life' and by disagreeing with the comment that 'reading is boring' and 'reading is hard'.

Question two: What are the reading habits of Turkish high school students?

- 51.6% described themselves as being average readers and 38.9% as enthusiastic readers.
- 64.4% thought that they did not read enough and would like to read more.
- 53.0% read up to one hour daily for leisure.
- 40.6% read every day or almost every day.
- The students' most preferred reading materials were novels, followed by magazines, newspapers and websites.
- The students' preferred fiction genre was adventure, followed by romance, horror and comedy.
- Of the students, 80.9% read at least 1-2 books a month.
- The students did not often use libraries. 72.1% visited a library at most once or twice a month. Only 4.1% visited a library every day or almost every day.
- The main reasons for reading were to learn new things, improve language skills, and that reading was perceived to assist them in gaining good grades in their examinations.
- The students stated that the reasons behind not reading consisted of: (1) lack of time; (2) access to reading materials; (3) lack of interest in reading; (4) viewing reading as a difficult and boring activity; (5) distraction by television, the Internet and console games.
- The teachers stated that the factors behind their students' lack of interest in reading consisted of: (1) lack of encouragement from families, along with role models who read; (2) easy access to books; (3) reading interests and reading awareness; (4) lack of libraries and their poor facilities and services.

Question three: How do family, school and peers influence Turkish high school students' reading habits?

- Family: Although approximately half the students were often encouraged to read by their parents, only around a quarter often saw their parents reading.
- School: The students reported that they were too busy with the heavy curriculum and schoolwork and they therefore could not find enough time to read. Teachers were the most common people who gave book recommendations to the students.
- Peer group: The students who did not read reported that if they had friends who read they would read too.

Question four: What are the differences in Turkish high school students' reading habits in terms of:

- Gender: In similar to the previous studies, the females differed from males when it comes to their description of themselves as readers, with females reporting greater length and frequency of reading, buying a larger number of books and a more positive attitude to reading.
- Regions in which they live: It was found that students from the Southern East Anatolia Region were more likely to describe themselves as being enthusiastic readers and to read every day, or almost every day. Students from the Marmara, Central Anatolia and Aegean regions had similar reading preferences, and were more likely to read for entertainment and fun. They were also more likely to see their mothers reading, to have more reading materials and to have Internet access at home.
- Type of school attended: It was found that the students from science high schools read more frequently, bought and read more books, held more positive attitudes to reading, and were more likely to read for fun and entertainment and to see their parents reading. They were followed as keen readers by students from Anatolian high schools. The students from other types of schools showed similar patterns in terms of their answers to the questions on the questionnaire in general.

Question five: What are efforts are made to encourage Turkish high school students to read?

- The '100 Basic Literary Works' reading campaign: Of the students, 71.5% reported that they knew of the '100 Basic Literary Works' reading campaign. 57.1% of the

students indicated that they had read 1-10 books on the reading list and only 12.6% stated that they had read more than 31 books on the list.

- Students were encouraged to read by their family members, teachers and friends.
  - ✓ Family members mostly encouraged the students to read by stating the practical benefits of reading, recommending books, reading in front of them and providing them with reading materials.
  - ✓ Teachers mainly encouraged students to read by explaining the benefits of reading, recommending books which might catch their interest, assigning books, arranging particular times for silent reading during lessons, organising reading competitions with prizes and reading in front of them.
  - ✓ Friends mostly encouraged the students to read by recommending books, providing books, talking about books and reading together. Students who did not read stated that they would read if they had friends who read.

Question six: To what extent is the reading campaign successful?

- The majority of teachers expressed a negative attitude towards the campaign. They did not believe it had been successful in encouraging students to read. They were concerned about limiting students to a reading list of 100 literary works, along with the selection criteria of the books on the list (i.e. age appropriateness; the possibility of ideological propaganda), the presence of simplified and abridged versions of world classics and issues surrounding the application of the sub projects of the campaign. They felt there was a need for an update of the books on the list.
- The majority of students were happy with the books on the '100 Basic Literary Works' reading list, but thought that it needed to be updated with contemporary books. Half of the student interviewees (10 out of 20) did not perceive their teachers' techniques to encourage them to read as successful.

## **6.2 Significance of the Findings**

This study contributes to and reinforces previous research that has shown that females are more interested in reading than males, by establishing that females differ from males when it comes to their length and frequency of reading, reading preferences, the number of books they buy, reading in their free time and showing positive attitudes to reading. Reading the

newspaper was the only activity undertaken more frequently by males, with their preferred newspapers being sports newspapers.

The association between students' reading habits and their school type and region has not previously been investigated in the Turkish context. This study found a significant association between students' reading habits and their school type. Students from science high schools read more frequently, bought and read more books, held more positive attitudes to reading, were more likely to read for fun and entertainment and to see their parents reading. Students from Anatolian high schools were next when it came to an interest in reading and other issues on the questionnaire. Students from other school types were found to be less interested in reading and revealed similar patterns in terms of their answers on the questionnaire. Since students from science high schools are the most academically successful and the most likely to have parents who are educated, it could be concluded that there is a positive correlation between being academically successful, having educated parents and being interested in reading.

It is notable that the students from general, religious and technical and vocational high schools were more likely to describe themselves as enthusiastic readers, but their answers to other questions did not support this. However, an individual's description of himself or herself as a 'reader' is a subjective concept and this may reflect a different conception of enthusiastic reader.

The association between students' reading habits and their region was not as clear as between students' reading habits and their school type. However, students from Marmara, Central Anatolia and Aegean regions (although not the most frequent readers) had similar reading preferences, were more likely to read for entertainment and fun and to see their mother reading, along with more reading materials and information resources at home. It is noteworthy that the students from the Southern East Anatolia Region were more likely to describe themselves as frequent and enthusiastic readers, even though they were the most disadvantaged group, having less educated parents and limited educational services and opportunities.

The present study confirms previous findings, and contributes additional evidence to suggest that the '100 Basic Literary Works' reading campaign has not been successful in promoting high school students to read the books on the reading list. This implies that the campaign

therefore needs to be reorganised by taking into account the concerns and suggestions of both teachers and students.

Although libraries are important places to encourage children and young people's love of reading (along with providing free access to reading materials and sources), young people in Turkey were not frequent users of libraries. Both teachers and students expressed concerns about the lack of reading materials and poor facilities and services. Libraries and librarians should take an active role in cultivating reading habits in young people and should be enriched in terms of reading materials, facilities and services. Librarians themselves should be equipped with the necessary qualifications to enable them to encourage young people to read.

### **6.3 Limitations of the Study**

The findings in this study are subject to five limitations. Firstly, although there were a large number of participants with 2425 high school students and interviews with 51 participants and a sample was taken from 86 high schools in 16 provinces and districts it can not be categorically stated that the findings are generalisable to whole population. However, it can be argued that the overall picture is accurate and that it is likely to be the case, although there may be some differences between schools and regions.

Secondly, the data was not gathered through laboratory experiments. It was based on statements of participants and there is always a possibility that inaccurate information was given by the students about their own reading habits.

Thirdly, the study was limited by the lack of information on family income. The current study was not therefore able to fully analyse the effect of the family income variable on the students' reading habits.

Fourthly, the effect of parents' education level on the students' reading habits was not analysed for every single question in the questionnaire. This variable was only taken into account to explain the findings where there appeared to be an association between the variables.

Fifthly, the study had limited information on regional differences on the students' reading habits. For example, the study found that the students from the Southern East Anatolia Region were more likely to describe themselves as frequent and enthusiastic readers,



although they were the most disadvantaged group, having less educated parents and limited educational services and opportunities. They were also the most frequent readers of poems. The study was not able to fully explain these results.

Sixthly, the study found that female students were more interested in reading than male students. However, the current study was limited by explaining gender differences on the students' reading habits. That is to say, the study was not able to fully explain the reasons that females showed more positive attitudes to reading than males.

Finally, there are number findings the data was not able to explain. For example, the study was unable to explain why (1) females reported that they had more reading materials and information resources at home; (2) why the students from Southern East Anatolia and Mediterranean regions were more likely to obtain book recommendations from their teachers; (3) why the students from Black Sea Region were more likely read the books their friends chose and recommended; and why students from religious high schools were less likely to be encouraged to read by their sisters.

## **6.4 Recommendations for Future Work**

This research has raised a number of questions in need of further investigation. The study has established that parents and teachers have an influence on students' reading habits. More research is required to determine the impact of teachers' and parents' own reading habits on the students' reading habits.

Further work also needs to be undertaken to investigate the ways in which family income and parents' education level influence students' reading habits. The current study did not intend to concentrate on the association between these variables.

The students from the Southern East Anatolia Region were more likely to describe themselves as frequent and enthusiastic readers, even though they had language barriers because most people's in the region mother tongue are Kurdish. Further work needs to be undertaken to investigate these students' reading habits especially their reasons to read.

Reading from electronic devices has become increasingly popular. Future research should therefore concentrate on the reading habits of students on electronic devices.

This study investigated the habitual reading of Turkish high school students. It may be beneficial to undertake further work to investigate the actual reading habits of young people.

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## APPENDICES

### Appendix 1 The planned sample

<b>The Marmara Region</b>						
<b>Central Istanbul</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Ataturk Fen Lisesi	Science	10	10	10	10	
Pertevniyal Anadolu Lisesi	Anatolian	10	10	10	10	
Istanbul Lisesi	General	10	10	10	10	
Istanbul Anadolu IHL	Religious school for boys	10	10	10	10	
Sultanahmet EML	Technical for boys		10		10	
Cagaloglu Anadolu KML	Technical for girls	10		10		
Total participants in Central Istanbul		50	50	50	25	200
<b>Silivri, Istanbul</b>						
Prof. Dr. Fuat Sezgin FL	Science	5	5	5	5	
Hasan-Sabriye Gumus Anadolu Lisesi	Anatolian	5	5	5	5	
Silivri Lisesi	General	5	5	5	5	
Selimpaşa Anadolu İHL	Religious	5	5	5	5	
Silivri Teknik ve EML	Technical for boys		5		5	
Şerife Baldöktü K. Tek.ML	Technical for girls	5		5		
Total participants in the district		25	25	25	25	100
Total participants in the region		75	75	75	75	300

<b>The Central Anatolia Region</b>						
<b>Central Ankara</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Ankara Fen Lisesi	Science	10	10	10	10	
Ankara Ataturk Anadolu L.	Anatolian	10	10	10	10	
Cankaya Lisesi	General	10	10	10	10	
Demetevler IHL	Religious	10	10	10	10	
Balgat Anadolu.Tek. Teknik EML	Technical for boys		10		10	
Ali Hasan Coskun Kiz Teknik ve Meslek Lisesi	Technical for girls	10		10		
Total participants in Central Ankara		50	50	50	50	200

<b>Haymana, Ankara</b>						
Nuri Bektas Anadolu Lisesi	Anatolian	6	6	6	6	
Haymana Lisesi	General	6	6	6	6	
Haymana Anadolu IHL	Religious	6	6	6	6	
Haymana Teknik ve Endüstri Meslek Lisesi	Technical	6	6	6	6	
Total participants in the district		24	24	24	24	96
Total participants in the region		74	74	74	74	296

<b>The Aegean Region</b>						
<b>Central Izmir</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Izmir Fen Lisesi	Science	10	10	10	10	
Ataturk Lisesi	Anatolian	10	10	10	10	
Konak Lisesi	General	10	10	10	10	
Konak İmam Hatip Lisesi	Religious	10	10	10	10	
Çınarlı An.Tek, An.M. Tek. Denizcilik Meslek ve EML	Technical for boys		10		10	
Göztepe Kız Teknik, Anadolu Meslek ve ML	Technical for girls	10		10		
Total participants in Central Izmir		50	50	50	50	200
<b>Odemiş, Izmir</b>						
Hulusi Uçacelik Anadolu L	Anatolian	6	6	6	6	
Odemiş Lisesi	General	6	6	6	6	
Odemiş Anadolu İH ve IHL	Religious	6	6	6	6	
Odemiş An. Tek, Teknik Lise ve Endüstri Meslek L.	Technical for boys		6		6	
Zubeyde Hanım An. Meslek ve Kız Meslek L.	Technical for girls	6		6		
Total participants in the district		24	24	24	24	96
Total participants in the region		74	74	74	74	296

<b>The Mediterranean Region</b>						
<b>Central Adana</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Adana Fen Lisesi	Science	10	10	10	10	
Borsa Anadolu Lisesi	Anatolian	10	10	10	10	
19 Mayıs Lisesi	General	10	10	10	10	
İmam Hatip Lisesi	Religious	10	10	10	10	

Adana Teknik ve Endustri Meslek Lisesi	Technical for boys		10		10	
Sabancı Kiz Teknik ve Meslek Lisesi	Technical for girls	10		10		
Total participants in Central Adana		50	50	50	50	200
<b>Pozanti, Adana</b>						
Zafer Sabancı Anadolu L.	Anatolian	8	8	8	8	
Turkan İrfan Akun Çok P.L	General	8	8	8	8	
İmam Hatip Lisesi	Religious	8	8	8	8	
Total participants in the district		24	24	24	24	96
Total participants in the region		74	74	74	74	296

<b>The Black Sea Region</b>						
<b>Central Samsun</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Garip Zeycan Yıldırım FL	Science	10	10	10	10	
Atatürk Anadolu Lisesi	Anatolian	10	10	10	10	
Gazi Lisesi	General	10	10	10	10	
Anadolu İmam H. ve İHL	Religious	10	10	10	10	
Samsun An. Teknik, Teknik Lise ve Endustri Meslek L.	Technical for boys		10		10	
Sema-Cengiz Buberçi Kiz Teknik ve ML	Technical for girls	10		10		
Total participants in Central Samsun		50	50	50	50	200
<b>Havza, Samsun</b>						
Anadolu Lisesi	Anatolian	6	6	6	6	
Havza Lisesi	General	6	6	6	6	
Anadolu İmam Hatip Lisesi	Religious	6	6	6	6	
Teknik Lise ve Endustri Meslek Lisesi	Technical for boys		6		6	
Kiz Teknik ve Meslek Lisesi	Technical for girls	6		6		
Total participants in the district		24	24	24	24	96
Total participants in the region		74	74	74	74	296

<b>The Southern East Anatolia Region</b>						
<b>Central Diyarbakir</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Rekabet Kurumu Cumh. FL	Science	10	10	10	10	
85. Yıl Milli Egemenlik AL	Anatolian	10	10	10	10	
Yeni Diyarbakir Lisesi	General	10	10	10	10	
Imam Hatip Lisesi	Religious	10	10	10	10	
Diyarbakir An. Tek.Lis.An. Meslek Lis.Tek.Lis.ve EML	Technical for boys		10		10	
Muazzez Sumer An. Kiz Meslek ve Kiz M. L.	Technical for girls	10		10		
Total participants in Central Diyarbakir		50	50	50	50	200
<b>Bismil, Diyarbakir</b>						
Bismil Anadolu Lisesi	Anatolian	6	6	6	6	
Bismil Lisesi	General	6	6	6	6	
Bismil Mecit Celik IHL	Religious	6	6	6	6	
Anadolu Teknik ve Endustri Meslek Lisesi	Technical for boys		6		6	
Bismil Kiz Teknik ve Meslek Lisesi	Technical for girls	6		6		
Total participants in the district		24	24	24	24	96
Total participants in the region		74	74	74	74	296

<b>The Eastern Anatolia Region</b>						
<b>Central Malatya</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Malatya Fen Lisesi	Science	10	10	10	10	
Cumhuriyet Anadolu Lisesi	Anatolian	10	10	10	10	
Malatya Lisesi	General	10	10	10	10	
Malatya Imam Hatip Lisesi	Religious	10	10	10	10	
Hasan Akbudak IMKB Teknik ve Endustri ML	Technical for boys		10		10	
IMKB Teknik ve Kiz Meslek Lisesi	Technical for girls	10		10		
Total participants in Central Malatya		50	50	50	50	200
<b>Darende, Malatya</b>						
Mustafa Iclal Baser AL	Anatolian	6	6	6	6	
Darende Lisesi	General	6	6	6	6	
Anadolu Imam Hatip Lisesi	Religious	6	6	6	6	
Mesleki ve Teknik Egitim Merkezi	Technical	6	6	6	6	
Total participants in the district		24	24	24	24	96

Total participants in the province		74	74	74	74	296
<b>Central Erzurum</b>						
Ibrahim Hakki Fen Lisesi	Science	10	10	10	10	
Mehmet Akif Ersoy AL	Anatolian	10	10	10	10	
3 Temmuz Lisesi	General	10	10	10	10	
Yakutiye IHL ve And. IHL	Religious	10	10	10	10	
Kazım Karabekir Teknik ve Endüstri Meslek Lisesi	Technical for boys		10		10	
Rifki Salim Burcak Anadolu Kız ML ve KML	Technical for girls	10		10		
Total participants in Central Erzurum		50	50	50	50	200
<b>Horasan, Erzurum</b>						
Anadolu Lisesi	Anatolian	8	8	8	8	
Horasan Lisesi	General	8	8	8	8	
Mesleki ve Teknik Eğitim Merkezi	Technical	8	8	8	8	
Total participants in the district		24	24	24	24	96
Total participants in the province		74	74	74	74	296
Total participants in the region		148	148	148	148	592

	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
	Female	Male	Female	Male	
The number of participants	593	593	593	593	2372
The number of participating schools					83



## Appendix 2 The actual sample

<b>The Marmara Region</b>						
<b>Central Istanbul</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Ataturk Fen Lisesi	Science	10	10	10	10	40
Pertevniyal Anadolu Lisesi	Anatolian	10	10	10	10	40
Oguz Canpolat Lisesi	General	12	9	10	10	41
Istanbul Anadolu IHL	Religious school for boys		10		10	20
Eyup Anadolu IHL	Religious	10		10		20
Sultanahmet EML	Technical for boys		10		10	20
Cagaloglu Anadolu KML	Technical for girls	10		10		20
Total participants in Central Istanbul		52	49	50	50	201
<b>Silivri, Istanbul</b>						
Prof. Dr. Fuat Sezgin FL	Science	5	5	5	6	21
Hasan-Sabriye Gumus Anadolu Lisesi	Anatolian	6	6	5	5	22
Silivri Lisesi	General	5	5	6	5	21
Selimpaşa Anadolu İHL	Religious	5	6	5	5	21
Silivri Teknik ve EML	Technical for boys		5		5	10
Şerife Baldöktü K. Tek.ML	Technical for girls	5		5		10
Total participants in the district		26	27	26	26	105
Total participants in the region		78	76	76	76	306

<b>The Central Anatolia Region</b>						
<b>Central Ankara</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Ankara Fen Lisesi	Science	10	10	10	12	42
Ankara Ataturk Anadolu L.	Anatolian	11	9	9	12	41
Kirami-Refia Alemdaroglu Lisesi	General	10	10	10	10	40
Tevfik Fikret Imam Hatip L.	Religious	10	10	10	10	40
Yenimahalle Teknik ve Endusri ML	Technical for boys		10		10	20
Ali Hasan Coskun Kiz Teknik ve Meslek Lisesi	Technical for girls	15		11		26
Total participants in Central Ankara		56	49	50	54	209

<b>Haymana, Ankara</b>						
Nuri Bektas Anadolu Lisesi	Anatolian	6	6	7	6	25
Haymana Lisesi	General	6	6	6	6	24
Haymana Anadolu IHL	Religious	6	6	5	7	24
Haymana Teknik ve Endüstri Meslek Lisesi	Technical	6	6	6	6	24
Total participants in the district		24	24	24	25	97
Total participants in the region		80	73	74	79	306

<b>The Aegean Region</b>						
<b>Central Izmir</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
Izmir Fen Lisesi	Science	10	10	11	9	40
Ataturk Lisesi	Anatolian	10	9	10	10	39
Karatas Lisesi	General	11	10	10	10	41
Izmir İHL ve AIHL	Religious	10	10	11	10	41
Çınarlı An.Tek, An.M. Tek. Denizcilik Meslek ve EML	Technical for boys		10		10	20
Göztepe Kız Teknik, Anadolu Meslek ve ML	Technical for girls	10		10		20
Total participants in Central Izmir		51	49	52	49	201
<b>Odemiş, Izmir</b>						
Hulusi Uçacelik Anadolu L	Anatolian	6	6	6	6	24
Prof.Dr. Muzaffer Kula Lisesi	General	6	6	6	6	24
Odemiş Anadolu İH ve İHL	Religious	6	6	5	7	24
Odemiş An. Tek, Teknik Lise ve Endüstri Meslek L.	Technical for boys		6		6	12
Zubeyde Hanım An. Meslek ve Kız Meslek L.	Technical for girls	6		6		12
Total participants in the district		24	24	23	25	96
Total participants in the region		75	73	75	74	297

<b>The Mediterranean Region</b>						
<b>Central Adana</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Adana Fen Lisesi	Science	10	10	10	10	40
Borsa Anadolu Lisesi	Anatolian	10	10	11	12	43
19 Mayıs Lisesi	General	11	11	10	10	42
Imam Hatip Lisesi	Religious	11	10	10	10	41

Adana Teknik ve Endustri Meslek Lisesi	Technical for boys		10		10	20
Sabancı Kiz Teknik ve Meslek Lisesi	Technical for girls	10		10		20
Total participants in Central Adana		52	51	51	52	206
<b>Pozanti, Adana</b>						
Zafer Sabancı Anadolu L.	Anatolian	8	8	9	8	33
Turkan İrfan Akun Çok P.L	General	9	8	8	8	33
İmam Hatip Lisesi	Religious	9	9	9	9	36
Total participants in the district		26	25	26	25	102
Total participants in the region		78	76	77	77	308

<b>The Black Sea Region</b>						
<b>Central Samsun</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Garip Zeycan Yıldırım FL	Science	10	11	9	12	42
Atatürk Anadolu Lisesi	Anatolian	11	10	10	10	41
Gazi Lisesi	General	10	10	10	10	40
Anadolu İmam H. ve İHL	Religious	9	11	9	10	39
Samsun An. Teknik, Teknik Lise ve Endustri Meslek L.	Technical for boys		10		9	19
Sema-Cengiz Buberçi Kiz Teknik ve ML	Technical for girls	10		10		20
Total participants in Central Samsun		50	52	48	51	201
<b>Havza, Samsun</b>						
Anadolu Lisesi	Anatolian	6	6	6	6	24
Havza Lisesi	General	6	6	5	7	24
Anadolu İmam Hatip Lisesi	Religious	6	6	7	6	25
Teknik Lise ve Endustri Meslek Lisesi	Technical for boys		6		7	13
Kiz Teknik ve Meslek Lisesi	Technical for girls	6		6		12
Total participants in the district		24	24	24	26	98
Total participants in the region		74	76	72	77	299

<b>The Southern East Anatolia Region</b>						
<b>Central Diyarbakir</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Rekabet Kurumu Cumh. FL	Science	10	10	10	10	40
85. Yıl Milli Egemenlik AL	Anatolian	8	10	10	13	41
Yeni Diyarbakir Lisesi	General	12	10	10	10	42
Imam Hatip Lisesi	Religious	10	13	12	10	45
Diyarbakir An. Tek.Lis.An. Meslek Lis.Tek.Lis.ve EML	Technical		10	5	5	20
Muazzez Sumer An. Kiz Meslek ve Kiz M. L.	Technical for girls	10		10		20
Total participants in Central Diyarbakir		50	53	57	48	208
<b>Bismil, Diyarbakir</b>						
Bismil Anadolu Lisesi	Anatolian	6	6	6	6	24
Bismil Lisesi	General	7	6	6	6	25
Bismil Mecit Celik IHL	Religious	6	6	6	6	24
Anadolu Teknik ve Endustri Meslek Lisesi	Technical for boys		6		6	12
Bismil Kiz Teknik ve Meslek Lisesi	Technical for girls	6		6		12
Total participants in the district		25	24	24	24	97
Total participants in the region		75	77	81	72	305

<b>The Eastern Anatolia Region</b>						
<b>Central Malatya</b>						
School name	School Type	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
		Female	Male	Female	Male	
Malatya Fen Lisesi	Science	10	11	10	9	40
Cumhuriyet Anadolu Lisesi	Anatolian	9	11	9	10	39
Malatya Lisesi	General	10	10	10	10	40
Malatya Imam Hatip Lisesi	Religious	10	10	10	10	40
Hasan Akbudak IMKB Teknik ve Endustri ML	Technical for boys		10		10	20
IMKB Teknik ve Kiz Meslek Lisesi	Technical for girls	12		11		23
Total participants in Central Malatya		51	52	50	49	202
<b>Darende, Malatya</b>						
Mustafa Iclal Baser AL	Anatolian	5	7	7	6	25
Darende Lisesi	General	6	8	5	6	25
Anadolu Imam Hatip Lisesi	Religious	6	6	5	7	24
Mesleki ve Teknik Egitim Merkezi	Technical	5	6	7	7	25

Total participants in the district		22	27	24	26	99
Total participants in the province		73	79	74	75	301
<b>Central Erzurum</b>						
Ibrahim Hakki Fen Lisesi	Science	10	11	10	10	41
Mehmet Akif Ersoy AL	Anatolian	10	10	11	10	41
3 Temmuz Lisesi	General	10	10	10	11	41
Yakutiye IHL ve And. IHL	Religious	10	11	10	11	42
Kazim Karabekir Teknik ve Endustri Meslek Lisesi	Technical for boys		10		10	20
Rifki Salim Burcak Anadolu Kiz ML ve KML	Technical for girls	10		10		20
Total participants in Central Erzurum		50	52	51	52	205
<b>Horasan, Erzurum</b>						
Anadolu Lisesi	Anatolian	6	6	7	6	25
Horasan Lisesi	General	6	6	5	7	24
Imam Hatip Lisesi	Religious	12	12			24
Mesleki ve Teknik Egitim Merkezi	Technical		7		6	13
Kiz Teknik ve Meslek Lisesi	Technical for girls	6		6		12
Total participants in the district		30	31	18	19	98
Total participants in the province		80	83	69	71	303
Total participants in the region		153	162	143	146	604

	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		Total
	Female	Male	Female	Male	
The number of participants	613	613	598	601	2425
The number of participating schools					86

## Appendix 3 The questionnaire



### A Survey of the Reading Habits of Turkish High School Students

This questionnaire is part of a PhD study which is being carried out at Loughborough University in the UK. The aim of the questionnaire is to investigate the reading habits of Turkish high school students. Any information that you provide will be treated as confidential and you do not have to answer any questions you are not comfortable with. No names or personal details will be included in any reports produced by the researcher.

Filling in this questionnaire is voluntary and you have the right to withdraw from the study at any time, without giving a reason for doing so.

#### Personal Information:

What is your age? .....

What is your gender? (Please tick one)

Male ☐

Female ☐

Where do you live?

.....

What is the name of your school?

.....

What is your mother's occupation?

.....

What is your father's occupation?

.....

Do you have any brothers and sisters? If so, how many brothers and sisters do you have? (Excluding yourself).....

#### What is your parents' education level?

	Mother	Father
Not literate	<input type="checkbox"/>	<input type="checkbox"/>
Literate with no diploma	<input type="checkbox"/>	<input type="checkbox"/>
Primary school	<input type="checkbox"/>	<input type="checkbox"/>
Upper-Primary school	<input type="checkbox"/>	<input type="checkbox"/>
High school	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate	<input type="checkbox"/>	<input type="checkbox"/>
Postgraduate	<input type="checkbox"/>	<input type="checkbox"/>

**What kind of place do your parents live in?**

- Village ☐  
Town ☐  
City ☐  
In another country ☐

**Where is your primary school located?**

- Village ☐  
Town ☐  
City ☐  
In another country ☐

**Please give an indication of your family's monthly income**

- I don't know ☐  
250-500 TL ☐  
501-1000 TL ☐  
1001-1500 TL ☐  
1501-2000 TL ☐  
2001-3000 TL ☐  
3001-4000 TL ☐  
4001-5000 TL ☐  
More than 5000 TL ☐

**What do you like to do in your free time? (You can tick more than one)**

- |  |                          |                         |                          |
|--|--------------------------|-------------------------|--------------------------|
| Playing sports                               | <input type="checkbox"/> | Watching sports         | <input type="checkbox"/> |
| Reading                                      | <input type="checkbox"/> | Surfing on the Internet | <input type="checkbox"/> |
| Going to the cinema,<br>theatre, museum etc. | <input type="checkbox"/> | Gaming                  | <input type="checkbox"/> |
| Chatting with friends                        | <input type="checkbox"/> | Watching TV             | <input type="checkbox"/> |
| Resting                                      | <input type="checkbox"/> | Other                   | <input type="checkbox"/> |

If you ticked the 'other' option, please give more details

.....  
.....

**How would you describe yourself as a reader?**

- Enthusiastic (you read a lot, with pleasure) ☐
- Average (you read an ordinary amount) ☐
- Reluctant (you only read when you have to) ☐

**How often do you read outside school for at least 30 minutes?**

- Every day or almost every day ☐
- Once or twice a week ☐
- Once or twice a month ☐
- Never or almost never ☐

**Do you consider you read enough?**

- Yes ☐
- No, but I would like to read more ☐
- No and I don't want to read more ☐

**How would you describe your home with regard to the availability of books? (Excluding school books)**

- It is full of books and books are everywhere ☐
- There is a large number of books ☐
- It has quite a few books ☐
- It has just a few books ☐
- It has no books at all ☐

**To which information resources do you have access at home? (You can tick more than one)**

- Information books of your own ☐
- Fiction books of your own ☐
- Newspapers ☐
- Magazines ☐
- Encyclopaedias ☐
- Dictionaries ☐
- Atlases ☐
- Other ☐

If you ticked the 'other' option, please give more details

.....

.....



**To which of these below do you have access at home? (You can tick more than one)**

- A computer with Internet ☐
- A computer without Internet ☐
- A desk of your own ☐
- None of them ☐

**Please rate your agreement with the following statements (Please tick only one for each statement)**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Girls read more than boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading is boring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading is hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are no interesting books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading is a skill for life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like going to the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What do you like to read outside school? (You can tick more than one)**

- |                                      |                                       |  |
|--------------------------------------|---------------------------------------|--|
| Novels <input type="checkbox"/>      | Websites <input type="checkbox"/>     | Comics <input type="checkbox"/>        |
| Story books <input type="checkbox"/> | E-mails <input type="checkbox"/>      | Catalogue <input type="checkbox"/>     |
| Poems <input type="checkbox"/>       | Travel books <input type="checkbox"/> | Encyclopaedia <input type="checkbox"/> |
| Magazines <input type="checkbox"/>   | Cookery <input type="checkbox"/>      | Other <input type="checkbox"/>         |
| Newspapers <input type="checkbox"/>  | Biography <input type="checkbox"/>    |  |

If you ticked the 'other' option, please give more details

.....

**What is your preferred type of fiction? (You can tick more than one)**

- |   |  |
|---|--|
| I don't read fiction <input type="checkbox"/>   | Fantasy <input type="checkbox"/>         |
| Horror <input type="checkbox"/>                 | Adventure <input type="checkbox"/>       |
| Crime-detective <input type="checkbox"/>        | Comedy <input type="checkbox"/>          |
| Romance <input type="checkbox"/>                | War-spy stories <input type="checkbox"/> |
| Science fiction <input type="checkbox"/>        | Other <input type="checkbox"/>           |
| Animal related stories <input type="checkbox"/> |  |

If you ticked the 'other' option, please give more details

.....

.....

**Where do you like to read in your free time?(You can tick more than one)**

Bedroom	<input type="checkbox"/>	Sitting room	<input type="checkbox"/>
Toilet-bathroom	<input type="checkbox"/>	Garden	<input type="checkbox"/>
Classroom	<input type="checkbox"/>	School library	<input type="checkbox"/>
Whilst travelling	<input type="checkbox"/>	Other	<input type="checkbox"/>
Public library	<input type="checkbox"/>		

If you ticked the 'other' option, please give more details

.....

**For what period of time do you read daily on average for leisure?**

I don't read	<input type="checkbox"/>	2-3 hours	<input type="checkbox"/>
Up to 1 hour	<input type="checkbox"/>	4 hours	<input type="checkbox"/>
1-2 hours	<input type="checkbox"/>	More than 4 hours	<input type="checkbox"/>

**How many books do you read in a month for leisure?**

Less than one	<input type="checkbox"/>
1-2 books	<input type="checkbox"/>
2-5 books	<input type="checkbox"/>
6-10 books	<input type="checkbox"/>
More than 10 books	<input type="checkbox"/>

**What is the title of the last book you read?**

.....

**Who selects the books you read?(You can tick more than one)**

Me	<input type="checkbox"/>
My mother	<input type="checkbox"/>
My father	<input type="checkbox"/>
Other family members	<input type="checkbox"/>
My teachers	<input type="checkbox"/>
Librarians	<input type="checkbox"/>
My friends	<input type="checkbox"/>
Other	<input type="checkbox"/>

If you ticked the 'other' option, please give more details

.....

.....

**How often do you go to a library?**

- Every day or almost every day ☐
- Once or twice a week ☐
- Once or twice a month ☐
- Never or almost never ☐

**What kind of library do you most often go to?**

- School library ☐
- Public library ☐
- University library ☐

**For what purposes do you most often go to a library?(You can tick more than one)**

- Borrowing books ☐
- Reading ☐
- Studying ☐
- Meeting with friends ☐
- Other ☐

If you ticked the 'other' option, please give more details

.....

.....

**What is the title of the last book you borrowed from a library?**

.....

.....

**What is your reason for choosing a book? (Please rank them in order of preference– 1 being the most common reason, 9 being the least common reason) (Please only rank the ones that suit you)**

- You have seen it on a film or TV ☐
- You have seen a film or TV adaptation of the book ☐
- You have read a review ☐
- Its appearance (size, cover, design etc.) ☐
- You have prior knowledge of book or author ☐
- The blurb ☐
- Its price ☐
- Personal recommendation ☐
- Genre of book ☐

**From whom do you get recommendations for books to read? (Please rank them in order of preference – 1 being the most common person, 8 being the least common person) (Please only rank the ones that suit you)**

No one	<input type="checkbox"/>
Mother	<input type="checkbox"/>
Father	<input type="checkbox"/>
Brother	<input type="checkbox"/>
Sister	<input type="checkbox"/>
Teachers	<input type="checkbox"/>
Friends	<input type="checkbox"/>
Other	<input type="checkbox"/>

If you ticked the 'other' option, please give more details

.....

.....

**How often are you encouraged to read by the following family members?**

	Never	Sometimes	Often
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you ticked the 'other family members' option, please specify who they are

.....

.....

**How often do you see your family members reading?**

	Never	Sometimes	Often
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandmother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandfather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**I read because ... (You can tick more than one)**

- |  |                          |
|--|--------------------------|
| It helps me get better grades in tests and exams | <input type="checkbox"/> |
| It helps me improve my language skills           | <input type="checkbox"/> |
| It helps me learn new things                     | <input type="checkbox"/> |
| It is my hobby                                   | <input type="checkbox"/> |
| It is fun  | <input type="checkbox"/> |
| It is relaxing                                   | <input type="checkbox"/> |
| It helps in my homework and projects             | <input type="checkbox"/> |
| It helps me get a job                            | <input type="checkbox"/> |
| My parents or teachers ask me to read            | <input type="checkbox"/> |
| I have to  | <input type="checkbox"/> |

**How do you most often obtain the books you read? (You can tick more than one)**

- |                               |                          |
|-------------------------------|--------------------------|
| I buy them                    | <input type="checkbox"/> |
| Someone else buys them for me | <input type="checkbox"/> |
| I borrow them from a library  | <input type="checkbox"/> |
| I borrow them from my friends | <input type="checkbox"/> |
| Other                         | <input type="checkbox"/> |

If you ticked the 'other' option, please give more details

.....

.....

**How many books do you buy each year?**

- |                    |                          |
|--------------------|--------------------------|
| I do not buy books | <input type="checkbox"/> |
| 1-5                | <input type="checkbox"/> |
| 6-10               | <input type="checkbox"/> |
| 11-15              | <input type="checkbox"/> |
| 16-20              | <input type="checkbox"/> |
| More than 20       | <input type="checkbox"/> |

**What is the title of the last book you bought?**

.....

.....

**Please give the titles of your favourite books (up to five)**

.....

.....

.....

.....

.....

**Please give the names of your favourite authors(up to five)**

.....

.....

.....

.....

.....

**How often do you read a newspaper?**

- Every day ☐
- Only at weekends ☐
- 2-3 times a week ☐
- Never ☐

**Which newspapers do you most often read?(You can tick more than one)**

- Hurriyet* ☐
- Zaman* ☐
- Posta* ☐
- Sabah* ☐
- Haberturk* ☐
- PasFotoMac* ☐
- Fanatik* ☐
- Other ☐

If you ticked the 'other' option, please give more details

.....

.....

**Which type of magazines do you prefer to read? (You can tick more than one)**

- |                         |                          |
|-------------------------|--------------------------|
| Computer and Technology | <input type="checkbox"/> |
| Sports and Outdoor      | <input type="checkbox"/> |
| Science and Nature      | <input type="checkbox"/> |
| Art and Design          | <input type="checkbox"/> |
| Business and Finance    | <input type="checkbox"/> |
| Entertainment           | <input type="checkbox"/> |
| Family                  | <input type="checkbox"/> |
| Food and Drink          | <input type="checkbox"/> |
| Fashion and Beauty      | <input type="checkbox"/> |
| Health and Fitness      | <input type="checkbox"/> |
| Music                   | <input type="checkbox"/> |
| Travel                  | <input type="checkbox"/> |
| Home and Garden         | <input type="checkbox"/> |
| Other                   | <input type="checkbox"/> |

If you ticked the 'other' option, please give more details

.....

.....

**What do you do with the books after you have read them?(You can tick more than one)**

- |                                   |                          |
|-----------------------------------|--------------------------|
| I give them to my friends to read | <input type="checkbox"/> |
| I sell them                       | <input type="checkbox"/> |
| I donate them to a library        | <input type="checkbox"/> |
| I throw them away                 | <input type="checkbox"/> |
| I keep them at home for later use | <input type="checkbox"/> |
| Other                             | <input type="checkbox"/> |

If you ticked the 'other' option, please give more details

.....

.....

**Do you know about the '100 Basic Literary Works' reading campaign?**

Yes ☐ No ☐

**Have you read any books on the list?**

Yes ☐ No ☐

**If you answered to question 40 “Yes”, how many of the books have you read on the list?**

1 – 10	<input type="checkbox"/>	51 - 75	<input type="checkbox"/>
11 - 20	<input type="checkbox"/>	76 - 99	<input type="checkbox"/>
21 - 30	<input type="checkbox"/>	All 100	<input type="checkbox"/>
31 - 50	<input type="checkbox"/>		

**Do you have any other comments relating to this questionnaire? Please use the space below to give more details.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you very much for taking the time to fill in this questionnaire. If you have any questions relating to the questionnaire or the research, please contact the researcher at:

VeliKutay  
e-mail: [V.Kutay@lboro.ac.uk](mailto:V.Kutay@lboro.ac.uk)

or his supervisors at:

**Dr Mark Hepworth**  
**Email:**[M.Hepworth@lboro.ac.uk](mailto:M.Hepworth@lboro.ac.uk)

**Dr Sally Maynard**  
**Email:**[S.E.Maynard@lboro.ac.uk](mailto:S.E.Maynard@lboro.ac.uk)



## **Appendix 4 Interview Schedule**

### **Students:**

**Opening:** The researcher introduces himself.

**The aim of the interview:** This interview is part of a PhD study which is being carried out at Loughborough University in the UK. The aim of the interview is to investigate the reading habits of Turkish high school students and the thoughts of students about reading activities in school and reading campaigns. Any information that you provide will be treated as confidential and you do not have to answer any questions you are not comfortable with. No names or personal details will be included in any reports produced by the researcher.

**Duration:** 20-25 minutes

**Personal Information** (school name, grade number)

### **Interview Questions:**

Who encourages you to read books and other reading materials?

Why do you think people put an emphasis on reading?

Are there any factors which discourage you from reading?

What are the techniques your teachers use to encourage you to read?

Do you consider these techniques are effective and are you happy with these techniques? If your answer is no what would encourage you to read more?

Are you satisfied with the books on the 100 Basic Literary Works list? Please explain your answer.

If you made this list, would you add new titles to the list? Which titles would you add to the list? Which titles would you remove from the list?

Are you happy with the activities in the campaign? Can you tell me the activities that you like or you do not like?

What do you think about when someone mentions 'reading'? What is the first thing that comes into mind?

Do you think reading only means reading books? Do you think reading other materials (magazines, newspapers, internet articles, song lyrics, e-mails etc.) is also beneficial?

**Closing:** Thank you for taking your time.

**Teachers:**

**Opening:** The researcher introduces himself.

**The aim of the interview:** This interview is part of a PhD study which is being carried out at Loughborough University in the UK. The aim of the interview is to investigate the thoughts of Turkish Language and Literature about the reading habits of their students and to investigate which techniques teachers use to encourage their students to read and teachers' thoughts about reading campaigns. Any information that you provide will be treated as confidential and you do not have to answer any questions you are not comfortable with. No names or personal details will be included in any reports produced by the researcher.

**Duration:** 20-25 minutes

**Personal Information** (school name, years of teaching experience)

**Interview Questions:**

What is the role of teachers with regard to their students' reading habits?

Who do you think is the most important person in a student's life with regard to their reading habits?

Do you think your students read enough? If your answer is no, why do you think they do not read enough?

Do you use techniques to encourage your students to read? If so, which techniques do you use?

Do you consider your techniques are successful? If your answer is yes, how do you examine this? If your answer is no, are there other techniques you would like to use?

What is the role of teachers in the application of the '100 Basic Literary Works' reading campaign?

Do you consider this campaign is successful in terms of its preparation, application and results? Why?

Do you think reading only means reading books? Do you think reading other materials (magazines, newspapers, internet articles, song lyrics, e-mails etc.) is also beneficial?

How do you guide your students regarding this issue?

**Closing:** Thank you for taking your time.

**Local directors of reading campaigns in local education offices:**

**Opening:** The researcher introduces himself.

**The aim of the interview:** This interview is part of a PhD study which is being carried out at Loughborough University in the UK. The aim of the interview is to investigate the thoughts of local education directors about the reading habits of Turkish high school students in their area and to investigate the endeavours to encourage students to read in their area and the directors' thoughts about reading campaigns and their coordination. Any information that you provide will be treated as confidential and you do not have to answer any questions you are not comfortable with. No names or personal details will be included in any reports produced by the researcher.

**Duration:** 20-25 minutes

**Personal Information** (interviewee name, position and province name)

**Interview Questions:**

What is your role with regard to the reading habits of students in your area?

Who do you think is the most important person in a student's life with regard to their reading habits?

Do you assess the reading habits of students in your area? If your answer is "Yes", how do you do that?

Do you think students in your area read enough? If your answer is "No", what is the reason for that?

Can you please tell me about the endeavours to encourage students to read?

Do you do anything to encourage students to read that is only carried out in your area? Please tell me what they are.

How do you coordinate the reading campaigns that you are responsible for?

Do you consider the '100 Basic Literary Works' reading campaign is successful in terms of its preparation, application and results? Why?

**Closing:** Thank you for taking your time.

## Appendix 5 The approval letter from the Ministry in Turkish

T.C.  
MİLLÎ EĞİTİM BAKANLIĞI  
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü



Sayı : B.08.0.YET.0.00.00.00.605.99- 113  
Konu : Araştırma İzni

04/01/2012

### ORTAÖĞRETİM GENEL MÜDÜRLÜĞÜNE

İlgi : a) 27.12.2011 tarih ve B.08.0.OGM.07.06.150.02/10140 sayılı yazı,  
b) 28.02.2007 tarih ve B.08.0.EGD.0.33.05.311-311/1084 sayılı Makam Onayı ile Uygulamaya Konulan "Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.

1416 sayılı kanuna göre resmi-burslu statüde Bakanlığımız hesabına Giresun Üniversitesi adına Gençlik ve Çocuk Edebiyatı dalında İngiltere’de Doktora öğrenimi gören Veli Kutay’ın "Türkiye’deki Lise Öğrencilerinin Okuma Alışkanlıklarının Araştırılması ve Bu Öğrencileri Okumaya Teşvik Etmek İçin Yapılan Çalışmaların Değerlendirilmesi " konulu araştırmasını Ankara, İstanbul, İzmir, Adana, Samsun, Erzurum, Diyarbakır ve Malatya illerindeki Bakanlığımıza bağlı ortaöğretim kurumlarında öğrenim gören öğrencilere, öğretmenlere ve kitap okuma kampanyalarından sorumlu personele uygulama izni talebi incelenmiştir.

Loughborough Üniversitesi tarafından kabul edilerek onaylı bir örneği Bakanlığımızda muhafaza edilen 5 sayfa 58 sorudan oluşan veri toplama araçlarının uygulanmasında, gönüllülük esas olmak kaydıyla, bir sakınca görülmemektedir.

İlgi (c) Yönergenin 5. Maddesinin (o) bendi uyarınca teslim tutanağının imzalanarak araştırmanın bitiminde sonuç raporunun iki örneğinin Bakanlığımıza gönderilmesi gerekmektedir.

Bilgilerinizi ve gereğini rica ederim.

Doç. Dr. İlhan VARANK  
Grup Başkanı

EK :  
Veri Toplama Aracı (1 Adet-5 Sayfa)



Tel : (0 312) 296 96 95  
Faks : (0 312) 213 67 18  
İnt.adresi : http://egitek.meb.gov.tr  
Eğitim Portalı : http://www.egitim.gov.tr  
06500 Teknikokullar ANKARA



## **Appendix 6 The English translation of approval letter from the Ministry**

Turkish Republic

The Ministry of National Education

The General Directorate of Innovation and Educational Technologies

Number: B.08.0.YET.0.00.00.00.605.99-113

Topic: Approval for Research Study

To The General Directorate of Secondary Education

The permission request of Veli Kutay who has got a scholarship from the Ministry to do PhD in the UK on the field of Youth and Children's Literature on the behalf of Giresun University related to his research study on the topic of 'A Survey of the Reading Habits of Turkish High School Students and an Examination of the Efforts to Encourage Them to Read' which will be conducted in high schools in Ankara, Istanbul, Izmir, Adana, Samsun, Erzurum, Diyarbakir and Malatya has been investigated.

This is to confirm that the study gained approval from the Directorate on the condition that participating should be voluntary.

Two copies of report of study results need to be sent to the Ministry after the study complete.

Please take necessary action.

Associate Professor Ilhan VARANK

Signature

## Appendix 7 The parent's permission letter



Date:

Dear Parents/Guardians

I am studying for a PhD in the Department of Information Science at Loughborough University in the UK and have a scholarship granted by the Ministry of National Education of Turkey. As a part of the PhD, I am conducting a research into the reading habits of Turkish high school students. As part of the study, I would like to interview your child to find out their opinions about reading in general, the national and other reading campaigns and the techniques to encourage them to read.

Your child's participation in this study is completely voluntary. If you give your permission, your child will also be asked whether they are willing to be interviewed. Your decision regarding this permission has no effect on your future relationship with the school or your child's status or grades there.

The information that is obtained during this research study will be kept strictly confidential and will not become a part of your child's school record. Any sharing or publication of the research results will not identify any of the participants by name.

In the space at the bottom of this letter, please indicate whether you give permission for your child to participate in this study and return the permission slip below with your child to the school the day after you receive it.

If you have any questions about this study, please contact me using the information below.  
Yours faithfully,

Mr Veli Kutay, Department of Information Science, Loughborough University, Leics LE11 3TU, UK. Tel: 01509 223052, Mobile phone no: 0555 565 84 12  
Email: V.Kutay@lboro.ac.uk

Dr Mark Hepworth, Department of Information Science, Loughborough University, Leics LE11 3TU, UK. Tel: 01509 223039.  
Email: [m.hepworth@lboro.ac.uk](mailto:m.hepworth@lboro.ac.uk).

Dr Sally Maynard, Department of Information Science, Loughborough University, Leics LE11 3TU, UK. Tel: 01509 222178  
Email : [S.E.Maynard@lboro.ac.uk](mailto:S.E.Maynard@lboro.ac.uk)

✂

I do/do not (delete as necessary) give permission for my child

.....  
(name of child) to participate in the research study described above.

\_\_\_\_\_  
Parent's name

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

## Appendix 8 The informed consent form



### A Survey of the Reading Habits of Turkish High School Students

#### INFORMED CONSENT FORM

I confirm that the purpose and the details of the project have been explained to me and I have been informed that all procedures have been approved by the Ethical Advisory Committee of Loughborough University.

I have read and understood the information sheet and this consent form.

I have had an opportunity to ask questions about my participation.

I understand that I am under no obligation to take part in the study.

I understand that I have the right to withdraw from this study at any stage for any reason, and that I will not be required to explain my reasons for withdrawing.

I understand that all the information I provide will be treated in strict confidence and will be kept anonymous and confidential to the researchers unless (under the statutory obligations of the agencies which the researchers are working with), it is judged that confidentiality will have to be breached for the safety of the participant or others.

I agree to participate in this study.

Your name

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Your signature

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Signature of investigator

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Date

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