

Full Length Research Paper

A study on reading habits of social studies and history teachers in Turkey

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The development of reading habits in the society is influenced by both the family and school environment. Teachers are the most effective element within the school environment. Social studies teachers at the primary education level and history teachers at the secondary education level can be said to be branch teachers who should have an "advanced" reading habits both in terms of their fields and their missions. As a result, this study was carried out in order to determine their attitudes towards reading and their reading habits. This study was conducted with 110 participants from 4 provinces. 50 were social studies teachers while 60 were history teachers in Central Anatolia and Marmara regions in 2014 to 2015 school year. In the study, a mixed method was used involving both quantitative and qualitative dimensions. As a result of the research, it was determined that the teachers of social studies and history had a reading habit at an "intermediate" level. Based on findings; regarding the willingness to read books between social studies teachers and history teachers, a meaningful difference was found in favor of social studies teachers in the sub-dimensions of adopting the influence and benefit of reading the book; and a significant difference was found in favor of female teachers in the subscales of adopting the effect and benefit of reading the willing to read books between female teachers and male teachers. In addition, teachers expressed that they read in order to learn more because of factors such as timelessness, but that the environment does not encourage them. Activities suggested by the teachers to improve reading did not really contribute to improve reading habits.

Key words: Social studies teachers, history teachers, reading habits, teacher qualities, reading activities.

INTRODUCTION

Reading, expressed in term of definitions such as making meaning from written symbols (Demirel, 1999); creating new meanings by integrating the information of the individuals with the preliminary information (Güneş, 2009) is a cognitive process. Reading which is also a source of learning and development of the individual; is the assurance of the future and the continuity of new generations. For reading to become a habit, an individual

as to perceive it as a pleasurable need and it has to be done regularly over a long period of time. Reading is a critical means to acquire knowledge; it should therefore be encouraged both in and out of the school (Leppänen et al., 2005).

For reading to become a habit, families, the environment, the school, and teachers have separate responsibilities. A study in America has proven that

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children's reading acquaintances at early ages are effective in acquiring reading habits (Duros and Papadopoulos, 2009). The attitude of the parents towards reading is the determinant of this process. The fact that parents play important roles in helping their children develop good reading habits, they can do this by helping the children like reading through various applications in the house, and the inclusion of bookstores and libraries visits in their day to day activities time-span are among the things parents can do to have their children acquire and develop reading habits in their transition from childhood to adulthood. The following could be realized to gain reading habit to children (MEB, 2015):

- (1) A specific time should be spared for our children especially in childhood and reading habit should be founded by reading stories and tales appropriate for their age and area of interest.
- (2) A library or a book corner could be built at home which could be accessible by the family members and the children.
- (3) It would not be realistic to expect children to have reading habit if the television is always on and nobody is reading anything...
- (4) Books should be chosen according to the interest area of the children and with children. When parents go for shopping or take a walk with their children they should not neglect to go to a bookstore or a book-magazine corner.
- (5) Libraries are important to gain reading habit. For this reason visits to local libraries and active usage of school library is very important and children should be motivated accordingly.
- (6) Books must be in the prize list of the parents. It would be better to assist and motivate the children to read rather than advising reading continuously.
- (7) Subscription to a magazine suitable for his/her age or motivating them to follow up a magazine regularly would be effective.

School life and teachers, are other factors that are effective in gaining reading habits (Garrett, 2002). Strengthening or establishing reading comprehension and habit started within the family can be included among the tasks of the teachers. Not only primary school teachers and Turkish teachers, but all teachers should be sensitive to this issue and should take responsibility for it as well. Teachers should be role models for students, especially at early ages to gain reading habit. Some activities and practices could be done at the school to develop reading habit. These are:

- (1) In-class activities including reading practices can be done.
- (2) Reading competitions can be organized and students who read much can be awarded.
- (3) Teacher can talk and discuss the book that his/her student reads.

(4) Classroom and school libraries could be developed, and they could be organized for effective usage of the students.

(5) School trips to book exhibitions could be organized.

In the lectures, the days when only the knowledge acquisition is taken into consideration are left behind, and an education-teaching policy which is important for the acquisition of skills and value is taken has become a basis. In gaining reading habits from early ages, teachers are expected to be the role models for their students and to offer supportive activities in reading lessons. At this point, it is possible to say that teachers are one of the most responsible ones in the development of reading habit. We can list social studies teachers at the primary education level and history teachers at the secondary education level among the teachers who should have the higher levels of reading habits according to their fields and missions.

Reading habit in Turkey is the subject of many studies (McNinch ve Steelman, 1990; Yılmaz, 1992; Saracaloğlu, Bozkurt ve Serin, 2003; Gömleksiz, 2005; Kurulgan and Çekerol, 2008; Konan, 2013). Study samples were primary school, secondary school, high school and university students, preservice teachers and teachers in different fields and school administrative staff. However, no study was found on determining the reading habit of history teachers and only limited studies were found related with reading habit of social studies teachers.

For this reason, it was thought that it would be useful to determine the attitudes of social studies teachers and history teachers towards reading and to determine their reading habits and for this purpose, studies were conducted to examine the reading habits of social studies teachers and history teachers. Responses for following questions were sought for this purpose.

- (1) Is there any difference for branches in terms of attitudes of Social Studies and History Teachers for reading books?
- (2) Is there any gender difference in terms of attitudes of Social Studies and History Teachers for reading books?
- (3) Is there any difference in terms of vocational seniority in terms of attitudes of Social Studies and History Teachers for reading books?
- (4) What are the evaluations of Social Studies and History Teachers about reading books and reading habits?

METHODOLOGY

Research model

Quantitative and qualitative research methods have been used in the study. It is helpful to use quantitative and qualitative data to support each other in terms of enhancing the validity and reliability of the work (Creswell, 2003). The screening model was used in the analysis of the quantitative data of the study.

According to Karasar (2005), screening model is a research approach aimed at describing the past or present situation as it exists. Kaptan (1998), on the other hand, says that with screening model it is easy to collect information about teachers, administrators etc. and to examine their relation to the variables. This study is a study with descriptive quality in terms of researching social studies and history teachers' reading habits and attitudes towards reading books.

Descriptive analysis was used in the analysis of the qualitative data of the study. Through semi-structured interview form, 14 questions were answered and the answers given by social studies and history teachers to the questions were analyzed by means of descriptive analysis method. The answers of the teachers were examined one by one, and the obtained data were tabled and interpreted. At this stage of the study, the opinions of the investigator and the experts were compared, after receiving 3 experts' opinions (Table 1).

Research group

The research was conducted in 4 provinces in Central Anatolia and Marmara regions of Turkey in 2014 to 2015 academic year. The sample of the research consists of 110 social studies and history teachers who are working in these cities.

Data collection tools

The "Reading Attitude Scale" developed by Gömleksiz (2005) has been used in order to determine the attitudes of social studies and history teachers about their book reading habits and their attitudes towards reading books on a quantitative scale. The cronbach-alpha reliability coefficient of the scale have been determined as 0.88. The KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) value of the scale was calculated as 0.83 and the Bartlett test was calculated as 2202,200. Scale consists of 21 positive, 9 negative impeding, 30 attitude sentences. There are 6 sub-dimensions on the scale. 5-point likert scale was used. The options on the scale of the cinque likert type are 'Strongly Agree', 'Agree', 'Slightly Agree', 'Disagree' and 'Strongly Disagree'.

In the qualitative dimension, a 14-question semi-structured interview form was used to deeply understand the social studies and history teachers' views on reading habits and reading. Teachers who participated in the study through the interview form were instructed in a total of 14 questions, 9 structured and 5 open-ended questions. With the open-ended questions, researchers have the opportunity to obtain more detailed information on the subject (Yıldırım and Şimşek, 2005).

The interview form was prepared by the researcher, and has been examined by 3 experts for coverage. Then pilot test of the measuring instrument was carried out with 2 teachers; the results of the pilot study have been evaluated to determine whether the questions were clear, understandable and whether the answers given by the teachers to the questions reached the desired level by 3 experts. For the reliability of the study, using Miles and Huberman (1994) formula ($\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100$), it was calculated as 84%. Thus, the internal validity study has been concluded. In qualitative research, internal validity is related to how much the researcher' measuring tool or method is measuring the data he or she is measuring (Yıldırım and Şimşek, 2005).

Analysis of data

Statistical package for social sciences (SPSS) 23.0 package program was used in the statistical analysis of the research data. Positive items are scored as 5, 4, 3, 2, 1 starting from "Strongly

Table 1. Descriptive information on the research group.

Field	n	Percentage
Social studies teacher	50	45.5
History teacher	60	54.5
Gender		
Male	57	51.8
Female	53	48.2
Professional seniority		
1-5 year	5	4.5
6-10 year	8	7.3
11-15 year	30	27.3
16 and over	67	60.9
Total	110	100

Agree" option and negative items are scored as 1, 2, 3, 4, 5 in reverse. The reason why positive and negative attitudes are evaluated with different scores is; in the Likert type attitude scales, the attitudes are calculated by summing the scores given to the items. The reliability coefficient for Cronbach Alpha of the scale was recalculated for the study, and the confidence coefficient found as 0.81. In this way the reliability of the scale has been re-tested and found to be a reliable scale.

In the analysis of the data, (*f*) frequency, (%) percent and (\bar{X}) arithmetic of the descriptive statistical methods were calculated. Teachers' attitudes towards reading books were compared according to their gender and area; and independent groups t test was used for this purpose. Mann-Whitney U test was used for non-parametric t test when significant difference was found as a result of the Levene statistic. One way analysis of variance (ANOVA) was conducted to examine whether the teachers' attitudes towards reading in terms of vocational seniority. The Tukey HSD multiple comparison test was applied to determine the difference between different groups in the situations where the differences were determined as a result of the analysis of variance. It has been tested at $\alpha = 0.05$ to determine whether there is a significant difference between the independent variables.

Qualitative data have been analyzed using descriptive analysis. The purpose of descriptive analysis is to form raw data in an understandable way according to the determined theme and to present it as a summary to the reader (Yıldırım and Şimşek, 2005) The interview form, which is used as a qualitative measurement tool in the study, is primarily ordered by numbering, the data are depicted and tabled, then the descriptions were interpreted. In order to ensure dependability of this work, two experts were consulted.

RESULTS

In this part of the research, quantitative and qualitative findings of social studies and history teachers' reading habits have been tabled and interpreted.

Quantitative results

Results of field comparison

The data obtained from attitudes scale regarding the

Table 2. Attitudes towards love, habit and necessity sub-dimensions.

Sub-dimension	Field						sd	t	P
	Social studies teachers			History teachers					
	n	\bar{X}	ss	n	\bar{X}	ss			
Love	50	4.171	0.49	60	4.178	0.54	108	-0.071*	0.943
Habit	50	4.230	0.41	60	4.162	0.62	108	0.653	515
Necessity	50	4.420	0.59	60	4.283	0.54	108	1.258*	0.211

*p<0.05.

Table 3. Attitudes towards request and impact sub-dimensions.

Sub- dimension	Field						sd	t	P
	Social studies teachers			History teachers					
	n	\bar{X}	ss	n	\bar{X}	ss			
Request	50	4.566	0.45	60	4.216	0.59	108	3.429*	0.001
Influence	50	4.665.	0.36	60	4.258	0.51	108	4.685*	0.000

*p<0.05.

Table 4. Attitudes toward usefulness lower-dimensions.

Sub- dimension	Field						sd	t	P	Homogeneity	
	Social studies teachers			History teachers						Levene	P
	n	\bar{X}	ss	n	\bar{X}	ss					
Benefit	50	4.857	0.18	60	4.427	0.58	108	5.384	0.000	42.968	0.000

*p<0.05

reading habits of the social and history teachers are analyzed in terms of "field", the results of the analysis are interpreted and have been presented as the tables of findings (Table 2).

When Table 2 was examined, it was seen that there was no meaningful difference between the average scores of the social studies teachers and the history teachers' "Reading Habits Attitude Scale" from the likes, habits and necessities subscales regarding the "field". Based on results table, it can be expressed that both social studies teachers and history teachers liked to read books, that they had the habit of reading books and that they need to read books.

As seen on Table 3, there is a significant difference in favor of social studies teachers among the average scores of social studies teachers and history teachers' "Reading Habit Attitude Scale" from the "wish" sub-dimension [$t_{(108)} = 3.429$; $p > 0.05$]. In addition, there is a significant difference in favor of social studies teachers between the points averaged from the "effect" sub-dimension in the same table [$t_{(108)} = 4.685$; $p > 0.05$]. Although teachers in both groups express their

willingness to read books and share the opinion that they are influenced by reading, it is not wrong to state that social studies teachers are more willing to read books than history teachers and that they are more influenced by reading.

As seen on Table 4, there is a significant difference in favor of social studies teachers among the average scores of social studies teachers and history teachers' "Reading Habit Attitude Scale" from the "benefit" sub-dimension [$t_{(108)} = 5.384$ $p > 0.05$]. However, the nonparametric Mann-Whitney U test has been applied since the results of the Levene statistic show that the items are non-parametric and as a result a significant difference is observed. The results of the Mann-Whitney U test on the benefit subscales of teachers were given in Table 5.

Findings related to the Mann-Whitney U test in Table 5 indicate that there is a meaningful difference in favor of social studies teachers in terms of benefits (U=838.500 $p < 0,05$). According to this, it can be said that social studies teachers (SO= 68.73) are more inclined to read books than history teachers (SO= 44.48).

Table 5. Mann-Whitney U test results regarding benefit sub-dimensions.

Groups	n	Queues average	Queues total	M-Whitney U	Z	P
Social studies teachers	50	68.73	3436.50	838.500	-4.228	.000
History teachers	60	44.48	2668.50			

Table 6. Attitudes towards love, habit, wish and benefit sub-dimensions.

Sub-dimension	Gender						sd	t	P
	Male			Female					
	n	\bar{X}	ss	n	\bar{X}	ss			
Love	57	4.115	0.51	53	4.239	0.52	108	1.258*	0.211
Habit	57	4.144	0.50	53	4.245	0.57	108	-0.979*	0.330
Request	57	4.269	0.53	53	4.490	0.56	108	-2.111*	0.037
Benefit	57	4.543	0.51	53	4.707	0.46	108	-1.742*	0.084

* $p < 0.05$.

Results related to gender comparison

The data obtained from the attitude scale on the reading habits of social studies and history teachers are analyzed in terms of "gender", the results of the analysis are interpreted and the following findings are shown in tables.

When Table 6 is examined, it is seen that there is no meaningful difference between the average scores of social studies teachers and history teachers' "Reading Habits Attitude Scale" in their likes, habits and benefits subscales. Based on the findings, it is possible to say that both male and female teachers have adopted the idea that they like to read books, they have the habit of reading books and that reading books is beneficial.

In addition, there is a significant difference in favor of female teachers among the scales of the "wish" subscale of attitude scale of male and female teachers in the same table [$t_{(108)} = -2.111$ $p > 0.05$]. Although teachers in both groups suggest that they are willing to read books, it can be said that female teachers are much more willing to read books than male teachers.

As seen in Table 7, there is a significant difference in favor of female teachers among the mean scores of "necessity" subscale of "Reading Habit Attitude Scale" of male and female groups [$t_{(108)} = -1.232$; $p > 0.05$]. In addition, there is a significant difference in favor of female teachers between the mean scores of the "influence" subscale of male and female groups in the same table [$t_{(108)} = -1.843$; $p > 0.05$]. However, the nonparametric Mann-Whitney U test has been applied since the results of the Levene statistic show that the items are non-parametric and as a result a significant difference is observed. The results of the Mann-Whitney U test on the benefit subscales of teachers were given in Table 8.

When the "necessity" subscale of the Mann-Whitney U test in Table 8 is examined, there is no significant

difference between the average scores of male and female teachers regarding the necessity of reading a book. As a result, it can be said that both male and female teachers see reading as being important on the same level. In the "effect" sub-dimension of the same table, the relevant data show that there is a significant difference for female teachers ($U = 1137.000$ $p < 0.05$). According to findings, it is possible to say that female teachers ($SO = 62.55$) adopted the influences of reading a book more than male teachers ($SO = 48.95$).

Findings related to vocational seniority comparisons

In this part of the research "Is there any difference related to professional seniority in terms of liking to read books among social studies and history teachers, book reading habits, reading books, being willing to read books, attitudes to adopt the influence and benefit of reading books?" hypothesis' findings have been presented and interpreted.

In Table 9, answers given by the teachers to the questions about the "liking" sub-dimension of the "Reading Habit Attitude Scale" were presented according to the seniority groups. One-way ANOVA test was conducted to examine whether there is a difference related to professional seniority in terms of attitudes; love towards reading, having a reading habit and adopting the effects and benefits of reading among teachers of social studies and history, Tukey HSD multiple comparison test was applied to determine the groups in which the difference occurred when differences were determined in attitudes as a result of analysis of variance. Datas and interpretations of the analysis are presented in Table 10.

Table 9 and Table 10 show a significant difference between the first group and the third group when the

Table 7. Attitudes towards Influence and necessity sub-dimensions.

Sub-dimension	Gender						sd	t	P	Homogeneity	
	Male			Female						Levene	P
	n	\bar{X}	ss	n	\bar{X}	ss					
Necessity	57	4.280	0.51	53	4.415	0.61	108	-1.232*	0.220	4.338	0.040
Influence	57	4.359	0.44	53	4.533	0.53	108	-1.843*	0.068	5.552	0.020

*p<0.05.

Table 8. Mann-Whitney U test results regarding benefit sub-dimensions.

Sub-dimension	Groups	n	Queues average	Queues total	M-Whitney U	Z	P
Necessity	Male	57	50.81	2896.00	1243.000	-1.653	0.098
	Female	53	60.55	3209.00			
Influence	Male	57	48.95	2790.00	1137.000	2.292	0.022
	Female	53	62.55	3315.00			

Table 9. Teachers' love sub-dimensions.

Group	Group name	n	\bar{X}	ss
1	1-5 year	5	4.62	0.46
2	6-10 year	8	4.16	0.51
3	11-15 year	30	3.97	0.57
4	16 Years and over	67	4.23	0.46
-	Total	110	4.17	0.52.

Table 10. One-way analysis of variance (ANOVA) results for love sub-dimension.

Source of variance	Sum of squares	sd	Squares average	F	P	difference
Between groups	2.511	3	837	3.283	0.024	1-3
Groups	27.026	106	255	-	-	-
Total	29.537	109	-	-	-	-

attitudes of the social studies and history teachers on the "love" sub-dimension of the "Reading Habits Attitude Scale" were examined in terms of occupational seniority ($F(3-106)= 3.283$; $p<0.05$). The Turkey High Speed Data (HSD) multiple comparison test was conducted to show in which groups there are significant differences. According to the results of the test, the teachers in the 1st group reported 'Strongly Agree' ($\bar{X}= 4.62$) while the teachers in the 3rd group reported 'Agree' ($\bar{X}= 3.97$). Thus, a significant difference has been found in favor of the 1st group regarding the attitude of love towards reading books among the groups. According to this result, teachers who have 1 to 5 years of professional

experience in the 1st group are more interested in reading books than teachers who have 11 to 15 years of experience in the 3rd group.

When Table 11 is examined, when the attitudes of "Reading Habits Attitude Scale" of social studies and history teachers on "habit, necessity, desire, effect, benefit" sub-dimensions are examined in occupational seniority dimension, no significant difference was found between the groups. Teachers in all seniority groups participating in the study have been responded with 'strongly agree' level with questions about the sub-dimensions of "habit, necessity, desire, effect, benefit" As a result, even if they have different professional experience; it can be said that they have a habit of

Table 11. ANOVA for habit, necessity, request, effect, benefit sub-dimensions.

Sub-dimension	Source of variance	Sum of squares	sd	Squares average	F	P	Difference
Habit	Between groups	1.059	3	0.353	1.226	0.304	No
	Groups	30.523	106	0.288	-	-	-
	Total	31.582	109	-	-	-	-
Necessity	Between groups	1.780	3	0.593	1.876	0.138	No
	Groups	33.468	106	0.316	-	-	-
	Total	35.248	109	-	-	-	-
Request	Between groups	676	3	0.225	0.716	.545	No
	Groups	33.348	106	0.315	-	-	-
	Total	34.024	109	-	-	-	-
Influence	Between groups	.354	3	0.118	0.475	0.701	No
	Groups	26.353	106	0.249	-	-	-
	Total	26.707	109	0	-	-	-
Benefit	Between groups	.281	3	0.094	0.373	0.773	No
	Groups	26.656	106	0.251	-	-	-
	Total	26.937	109	-	-	-	-

Table 12. Data relevant to teachers' reading rate.

Categories	Gender					
	Male		Female		Total	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Once a week	12	21	11	21	23	21
Monthly	41	72	37	70	78	71
Yearly	4	7	5	9	9	8
Total	57	100	53	100	110	100

reading books, that they think it is necessary to read a book, they are willing to read, they adopt the influence of reading the book, and have the opinion that reading a book is beneficial.

Quantitative findings

In this section, social studies and history teachers were included in the evaluation of reading and reading habits. When Table 12 is examined, it can be said that social studies and history teachers have moderate reading habits. Only 21% of participants have good level reading habits.

When Table 13 is examined, it is seen that 60% of social studies and history teachers have "no time" as a reason of not reading the book. This is followed by "enough reading" by 20%. It is seen in Table 14 that to

the "Why are you reading books?" question, 43% of social studies and history teachers answers "Love and Enjoy" and 42% of them answers "Read to Learn".

When Table 15 is examined, it is seen that the teachers of social studies and history prefer to read especially "novels" (75%). In addition, it is possible to say that male teachers tend to read more types of books than female teachers based on the findings obtained. Table 16 shows that 85% of the social studies and history teachers have taken into account the book's subject, 18% consider the author and 13% got to know about the book through friend suggestions, and that these factors predominantly affect book choices.

The first question in Table 17 relates to regular newspaper reading. While 47% of social studies and history teachers said that they regularly buy newspapers, 33% of them do not buy newspapers regularly, and 20%

Table 13. Teachers data of reasons for not reading a book.

Categories	Gender					
	Male		Female		Total	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Enough reading	10	18	12	22	22	20
No time	36	63	30	57	66	60
Books/magazines are very expensive	2	3	0	0	2	2
Not among my priorities	9	16	11	21	20	18
Total	57	100	53	100	110	100

Table 14. Teachers data of reasons for reading a book.

Categories	Gender					
	Male		Female		Total	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Read to learn	26	46	20	38	46	42
Read to spend time	4	7	4	7	8	7
Read for exams	0	0	2	4	2	2
Love and enjoy to read	20	35	27	51	47	43
Other						
Read to improve myself	5	9	0	0	5	4
Read for comfort	2	3	0	0	2	2
Total	57	100	53	100	110	100

reported that they regularly follow newspapers on the internet. The following are the newspapers read by the teachers who regularly buy newspapers: Hurriyet, Radikal, Sabah, Yeni Safak, Birgün, Cumhuriyet, Haberturk.

In the same table, in relation to the questions related to the regular purchase of magazines, 54% of social studies and history teachers are shown to buy magazines regularly and 46% do not buy magazines regularly. The magazines

preferred by teachers are History magazines, Atlas, Toplum ve Bilim, National Geographic, Bilim ve Teknik, Birikim, Ot, Gezi, Evim magazines.

Table 18 contains answers to social studies and history teachers' to questions about the necessity of reading. Teachers themselves in the name of realization (31 people) argue that reading is necessary. There are also teachers (25 people) who think that reading is necessary to keep up with current events.

Table 19 contains social studies and history teachers' views on how reading habits can be obtained. Teachers think that reading habits can be gained in the early ages (81 people); with setting examples within family, school and surrounding (67 people) areas.

Table 20 contains social studies and history teachers' views about acquiring reading habits. Teachers say that; life recognizing and comprehension (74 people), looking at events

Table 15. Data on the types of literature teachers read.

Categories	Gender				
	Male	Female	Total		
			Frequency (f)	Percentage (%)	
Novel	34	49	83	75	
Paper	20	14	34	31	
Poem	14	4	18	16	
Textbook	1	14	15	14	
Story	9	5	14	13	
	Research-history	12	5	17	15
Other	All	5	2	7	6
	Diary	2	0	2	2
	Personal growth	1	0	1	1

Table 16. Datas relating to the factors affecting the teachers' book preferences.

Categories	Gender				
	Male	Female	Total		
			Frequency (f)	Percentage (%)	
Subject	50	43	93	85	
Author	13	7	20	18	
Friend	6	8	14	13	
Suggestion	2	7	9	8	
Promotions	4	0	4	4	
Price	0	3	3	3	
Name	7	5	12	11	
Other	All	7	5	12	11
	No Factor	3	0	3	3
	Necessity	2	0	2	2

from a broad perspective (62 people), being cultured (61 people), and acquiring experience counts as a characteristic of reading habits.

Looking at Table 21, it appears that the obstacles to the acquisition of reading habits are questioned. Social studies and history teachers suggest that especially lack of time (82 people) and the education system (81 people) hinder the acquisition of reading habits. These views are followed by thoughts on the negative effects of technology misuse (71 people) and television (70 people). It was emphasized that the absence of an example within the family and school environment (70 people) also negatively affects the acquisition of reading habit.

In Table 22, it is seen that social studies and history teachers are questioned whether they are encouraging reading in their classes. It is emphasized that most of the performance duties as literacy incentive activities are being given to support reading (35 people). I read books about the topic and discuss them in the class (19 people), I bring materials to class; book related to the

subject, magazines etc. (18 people), introduce the books I read to the students (17 people) and suggest books about the lessons (16 people) are among the expressions of the teachers.

DISCUSSION

Although reading is included in the foundations of education and seen as the first victory in life for the individual, the development and support of this skill is lacking and not sufficiently taken into consideration.

In the study of the attitudes and evaluations of the social studies and history teachers regarding the book reading, which are supposed to support the development of reading habits and contribute to the consolidation of this skill; it seems that both social studies teachers and history teachers like to read books and that they had the habit of reading books and for them it was necessary to read books. However, on the basis of the findings of comparison made on the "request", "effect" and "benefit"

Table 17. Data on questions that teachers gave short responses to.

Questions	Categories	Gender					
		Male		Female		Total	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Do you buy newspapers regularly?	Yes	37	65	15	28	52	47
	No	11	19	25	47	36	33
	Prefer internet	9	16	13	25	22	20
Do you buy magazine regularly?	Yes	24	42	35	66	59	54
	No	33	58	18	34	51	46
Do you think is it necessary to read?	Yes	57	100	53	100	110	100
	No	0	0	0	0	0	0
Do you apply reading promoting practises in your lessons?	Yes	55	96	53	100	108	98

Table 18. Teachers' assessment of why reading books is necessary.

Categories	Gender		
	Male	Female	Total
It is necessary for self-development	17	14	31
It is necessary to follow current events	12	13	25
It is necessary to learn for life	10	7	17
It is necessary to build knowledge	9	8	17
It is necessary to satisfy the impulse of curiosity	12	5	17
It is necessary to know culture and society	3	10	13
It is necessary to enjoy life	4	7	11
It is necessary to break the routine of education	9	2	11
It is necessary to calm down and rest	5	2	7
It is necessary to satisfy intellectual hunger	7	0	7
It is necessary to develop thinking and interpreting skills	5	2	7

sub-dimensions; social studies teachers are more willing to read books than history teachers, and of that they have adopted the influence and benefit

reading books.

As a result of gender comparison in the survey, female teachers seems to be more willing to read

books, think that reading books is necessary and adopted the beneficial effects of reading; it can be said that both male and female teachers have a

Table 19. Teachers' assessment of how to acquire reading habits.

Categories	Gender		
	Male	Female	Total
Starting to reading at a young age	42	39	81
Family, school and surrounding area as an example	35	32	67
With suggestions about the importance of reading	13	16	29
Taking the time	21	8	29
Motivated by prizes	13	9	29
In case of need	5	7	12
Planned study	7	2	9
Through topics of interest	5	2	7
Needs willing and wonder. Can't be obtained later	1	5	6
Can be obtained later, with persistency	2	0	2

Table 20. Teachers' evaluations on the benefits of reading habits.

Categories	Gender		
	Male	Female	Total
Gives life recognition and meaning	47	27	74
Allows to view at events from a broad perspective	30	32	62
The way to be cultured	37	24	61
Gives experience	42	17	59
Increases vocabulary, improves communication skills	15	21	36
Improves the imagination	9	27	36
Ensures respect for different opinions	12	9	21
Makes happy	10	4	14
Provides intellectual accumulation	7	1	8
Interpretation and thinking provides skill development	5	2	7
Provides a calm, peaceful life	5	2	7

Table 21. Teachers' evaluations of causes that prevent reading habits.

Categories	Gender		
	Male	Female	Total
No time	39	43	82
Education system	39	42	81
Misuse of technology (smart phone, computer, web, pad ...)	34	37	71
Television	34	36	70
Family-school environment	33	37	70
Economic concerns	35	22	57
Responsibilities of life	17	35	52
Incorrect examples	22	26	48
Laziness-reluctance	19	29	48
Prejudices	9	14	23
Unconsciousness	7	11	18
Force	5	10	15

habit of reading books, and that they think it is necessary and useful to read the book, based on the findings. In the

Table 22. Practices to promote reading applies to teachers in classes.

Categories	Gender		
	Male	Female	Total
Identify reading performance assignments in a supportive way	20	15	35
Read books about the subject and discuss it	14	5	19
Bring books, magazines and other materials related to the topic to the class	13	5	18
Introduce the books I read to the students	7	10	17
Offer books about the course	12	4	16
Following the "reading time" application	3	9	12
Talk to students about the need to read books	0	5	5
Give extra notes to students who read	1	4	5
Make students read the topics and highlight the important lines	0	3	3
Give books to readers	0	2	2
Encourage them to read through project work. (We are reading, what about you!)	0	2	2
Share interesting sections with the students from the books I read and create curiosity about the book	2	0	2
Read the activities in the course book in detail	1	0	1

study conducted by Aslantürk (2008), the fact that female teachers are slightly more interested in reading male teachers can be important for the support of research results.

In comparison of occupational seniority, only a difference in the "love" lower-dimension among the groups has been found. As a result of the deepened analyzes in this direction, a significant difference was found in favor of the 1st group between the 1st group having 1 to 5 years of experience and the 3rd group having 11 to 15 years of experience. Depending on this result, it would not be wrong to say that new teachers in the profession are more likely to read books than senior teachers. According to Yılmaz (2002), it has been seen that the younger teachers read more books and the reading habits level decreases as the age increases.

In the study, social studies and history teachers were found to have moderate reading habits. Participants with good reading habits were about 21%. A study by Aypay (2011) stated that three out of four teachers regularly and frequently spend time reading books. It can be seen that the results of the studies done by Aslantürk (2008), Oğuz et al. (2011) also show that teachers have moderate reading habits. In the research conducted by Yılmaz (2002), the reading habits of the teachers were not found adequate. According to the Vakfı (2006), 33.4% of teachers are reading regularly, 63.3% read books now and then, and 3.3% never read. Obviously, 70% of the teachers do not have reading habits or are their habits are weak and not enough for them to be role models in this respect (Ungan, 2008). In the light of these indicators, it is useful to take into consideration to encourage teachers' reading habits as an important issue. It has been determined that "no time" is the reason why teachers propose that they do not read. In the study conducted by Konan and Oğuz (2009), the most

important factor preventing the teachers from reading adequately was 'no time' with 55.5%. Yılmaz (2002) study also reached the conclusion that the inability of finding time prevents reading habit. However, whether the answer of this question represents the truth or constitutes a pretext as an excuse is unknown.

It has been seen that teachers mostly preferred to read novels (75%) while stating that they are reading to "learn". The similarity of the research result is striking as a result of the fact that the most read literacy types are novels (34%) in the "Turkey's Reading Culture Map" research (Kültür ve Turizm Bakanlığı, 2011).

It has been seen that teachers regularly read newspapers and magazines; while male teachers seen to be regularly reading newspapers, female teachers mostly read magazines regularly. Result obtained from teachers' answers is that reading is necessary in order for the person to be able to self-actualize and follow current events. It is important that social studies and history teachers have these skills when the aim is development of reading, thinking and research skills.

In the social studies course, it is expected that teachers should follow up the periodic and scientific publications in order to support their professional development and contribute to their fields; history lessons are also required to apply reading strategies in addition to these and in order to make history lessons relate to different lessons and environment, and to make students' learning more concrete, the attention should be attracted to 'papers, essays, magazines, newspapers ... etc.

Reading strategies have an important place in the name of the acquisition of field content and achievements for students. In addition, most of the students' success in social studies and history lessons are related to the success of the students' success in reading. All of this is possible through the teachers who are reading,

researching and sharing these experiences with their students and their practices in their classes. At this point, 98% of the teachers stated that they are encouraging to read in their classes; and they are more likely to use the performance assignments for this purpose. The answers of the teachers have shown the result that different and effective applications are not frequently performed. The study by Burgess et al. (2011) suggests that teachers with higher reading habits are more successful in teaching practice, which can be considered as a clue that teachers' improved reading level can also affect their profession positively. It is beneficial for people from each group to read, to keep up their reading habits and to keep the reading conscious of the community awake. At this point, various examples around the world are attracting attention. "Keep Reading" in the United States and "Continue Reading" in the UK are some of these campaigns (Arıcı, 2008).

In Turkey, during the 2004 to 2005 school year, the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) started the "Read 100 Basic Works" reading campaign in all high schools. 100 books compiled from Turkish and world literatures were identified and teachers were given responsibility to instruct students to read these books. Uncontrolled and unsystematic development of the campaign, launched for a constructive purpose prevented the achievement of the desired and targeted goal. It is noteworthy that even the teachers who are important participants of this campaign did not read the whole set of books (Çocuk, 2009). As a result, while the share of teachers in the development of reading habit cannot be denied; social studies and history teachers need to be a bit more focused on their own development in this sense and be exposed to the need to increase their proficiency in reading. From study findings; the importance of the development of reading habits and reading cultures has been reached as a result that should be taken into account as a matter to be emphasized at every level of education. At this point;

- (1) The planning and implementation of teacher candidates' work to support their reading habits,
- (2) Including activities such as seminars, writers' speeches, book promotion days to encourage teachers and students to read in schools,
- (3) Providing examples of activities to support reading habits in accordance with the field in the trainings phrase of the teachers (arrangement of reading dates ...),
- (4) Developing practices that will encourage teachers to read (gifting book sets at the beginning of the year for each teaching area ...),
- (5) Students and teachers who read the most will be awarded by organizing competitions and events that encourage reading is suggested.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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