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An Evaluation Of Book Reading Habits Of Students In Sport Management Department

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Key words: Love, 'Habit', 'Necessity', 'Eagerness', 'Impact' and 'Utility'.

Abstract

Total 250 students (141 males & 109 females) studying at Hitit University, Faculty of Sport Sciences, Department of Sports Management participated in the study voluntarily. Questionnaire method was used in the study. The data collection tool in the study consists of two parts; in the first part, "Personal Information Form", in the second part the "Attitude Scale towards Reading Habit" was used. Proper statistical analysis were applied. No significant difference in the reading habits and sub-dimensions between groups according to class and family income status. In the gender variable, the scores of men in the sub-dimensions of love, habit, impact and utility were found to be significantly higher than that of women.

Introduction:

Many definitions have been made on reading habits. Initially defined as deciphering writing codes in the beginning, reading was later considered as seeing words as a whole and placing them in the mind in the future, and today it is defined as improving language and mental skills (Gunes, 2015). Loan (2011), on the other hand, defines reading as the ability to recognise words or sentences, examine them and understand the information in them. Reading is an important educational tool and language skill that plays a role in the individual gaining knowledge, culture and critical consciousness in recognising himself, his environment and the world, it is also where different activities such as vision, perception, attention, remembering, interpretation, construction, synthesis and analysis take place together (Keles, 2006). There are some principles for reading to occur. These principles are listed as follows; reading is the process of establishing meaning, reading must be fluent, reading must be strategic and reading is an activity that requires motivation and reading is constantly evolving (Akyol, 2005). Reading is an important acquisition that individuals must acquire. Reading is a skill that allows the development of children to progress (Cunningham & Stanovich, 2003). It is seen that as individuals' reading skills improve, their self-esteem and academic achievement increase and they use other language skills more effectively (Townsend, 2002).

Today, the level is gradually increasing in all areas operating in the globalised world (Bahadır, 2019) and needs are also increasing (Sari *et al.*, 2011). It should be kept in

mind that individuals may be affected by many different social factors in their development (Sari & Deryahanoglu, 2019). Universally in this information age, reading is very important for people, especially students. Although reading has an important and wide influence in human life, learning to read is also a long and difficult road because reading is not just about learning and analysing letters (Topuzkanamis & Maltepe, 2010). Many factors affect people's reading habits. These factors can be divided into two categories as personal factors and environmental factors. Personal factors occur from an individual's emotional and mental state such as curiosity, passion, fear, love, age, habits, upbringing, interests and tendencies (Gurcan, 1999). Environmental factors affecting reading habits can be listed as family, school and teacher, library, books, programs and technological developments (Gokduman, 2019). As a result of the perception of the reading habit as a need, the individual will be able to perform the act of reading regularly and continuously throughout his life. It can be said that individuals who acquire the habit of reading can gain and apply problem-solving and thinking skills, which are considered the most important of the 21st century skills, more effectively. In this sense, acquiring the habit of reading can be considered as the main factor in the goal of becoming an individual in accordance with the requirements of the age.

Methodology:

We aim to examine the reading habits of the students studying at the Faculty of Sport Sciences Department of Sports Management in terms of various variables. The 250

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students, 141 males and 109 females, studying at the Department of Sports Management at Hitit University Faculty of Sport Sciences in the 2019-2020 academic year had participated. In accordance with this research, scanning model was applied to collect and evaluate the data. Also, the random sampling model and survey technique as a data collection method was used in the study.

In this study, the data collection tool consists of two sections. In the first part, "Personal Information Form" prepared by the researchers and "Attitude Scale Towards Reading" developed by Gomleksiz (2004) was used in the second section.

Personal Information Form: it includes questions about gender, type of education, class and family income.

Attitude Scale towards Reading: it was developed by Gomleksiz (2004) and it consists of 30 items, 21 of which are positive and 9 are negative. The scale consists of 6 dimensions: 'Love', 'Habit', 'Necessity', 'Eagerness', 'Impact' and 'Utility'. The answers given for each item on the attitude scale were scored as '5=highly agree', '4=agree', '3=partially agree', '2=disagree', '1=highly disagree'; while the positively expressed items were scored as 5, 4, 3, 2, 1 the items with negative expressions were scored as 1, 2, 3, 4, 5 in the opposite way.

The SPSS 21.0 package program was used to analyse the obtained data and whether the data showed normal distribution was analysed with the Shapiro-Wilk test and it was determined that they did not show normal distribution. Besides descriptive statistics, the Mann-Whitney U test was used for paired comparisons and Kruskal Wallis Test was used for multiple comparisons. Analysis of the data was evaluated at a 95% confidence interval and $p < 0.05$ significance level.

Results:

In demographic characteristics of the participants, male ($n=141$) and First-Year participants ($n=92$) and normal education ($n=142$) were found to be in the majority. It was determined that the participants who stated that their family's monthly income was 0-2499 TL ($n=126$) were more than the other participants.

Table-1: Frequency and Percentage Distribution of the Participants According to their Demographic Information

Gender	n	%	Gender	n	%
Male	141	56.4	Female	109	43.6
Undergrad.Year	n	%	Year	n	%
1	92	36.8	2	35	14.0
3	61	24.4	4	62	24.8
Family Income*	n	%	Income	n	%
0-2499 TL	126	50.4	2500-3999 TL	76	30.4
4000-6000 TL	33	13.2	+6000 TL	15	6.0
Education	n	%	Education	n	%
Normal Education	142	56.8	Secondary Edu.	108	43.2

*Monthly

Table-2: Mann-Whitney U-Test results of the participants' sub-dimensions of the reading scale differentiation by gender

Gender	n	Mean Ranks	Gender	n	Mean Ranks
Love		(U-5728.00; $P < 0.00$)			
Male	141	139.38	Female	109	107.55
Habit		(U-5081.00; $P < 0.00$)			
Male	141	143.96	Female	109	101.61
Necessity		(U-7510.50; $P > 0.75$)			
Male	141	126.73	Female	109	123.90
Eagerness		(U-6493.00; $P < 0.03$)			
Male	141	133.95	Female	109	114.57
Impact		(U-6314.00; $P < 0.01$)			
Male	141	135.22	Female	109	112.93
Utility		(U-5989.50; $P < 0.00$)			
Male	141	137.52	Female	109	109.95

Table-3: Kruskal-Wallis : Differentiation of Participants' Book Reading Habit Scale Sub-Dimensions According to the Participants' Undergraduate (UG) Year at the University

UG Year	n	Mean Rank	UG Year	n	Mean Rank
Love		(X2-6.958; sd-3; $P > 0.73$)			
1	92	133.84	2	35	143.84
3	61	118.04	4	62	110.10
Habit		(X2-5.322; sd-3; $P > 0.150$)			
1	92	124.76	2	35	148.63
3	61	125.44	4	62	113.60
Necessity		(X2-.385; sd-3; $P > 0.943$)			
1	92	123.39	2	35	121.57
3	61	129.15	4	62	127.27
Eagerness		(X2-4.006; sd-3; $P > 0.261$)			
1	92	128.23	2	35	144.67
3	61	119.05	4	62	116.97
Impact		(X2-.887; sd-3; $P > 0.829$)			
1	92	121.28	2	35	134.49
3	61	126.86	4	62	125.35
Utility		(X2-3.493; sd-3; $P > 0.322$)			
1	92	114.54	2	35	132.96
3	61	133.15	4	62	130.03

Table-4: Kruskal-Wallis Test Results of the Differentiation of the Sub-Dimensions of the Participants' Reading Habits Scale as per the Family Income Status

Love					
0-2499	126	122.22	2500-3999	76	126.07
4000-6000	33	144.83	+6000	15	107.67
Habit					
0-2499	126	124.70	2500-3999	76	126.61
4000-6000	33	134.59	+6000	15	106.60
Necessity					
0-2499	126	126.02	2500-3999	76	122.18
4000-6000	33	131.30	+6000	15	125.20
Eagerness					
0-2499	126	120.35	2500-3999	76	129.11
4000-6000	33	144.29	+6000	15	109.20
Impact					
0-2499	126	122.79	2500-3999	76	126.32
4000-6000	33	138.52	6000	15	115.43
Utility					
0-2499	126	119.88	2500-3999	76	129.93
4000-6000	33	144.12	+6000	15	109.33

ORIGINAL ARTICLE

Table-2 as per Mann-Whitney U test conducted to test whether the scale and sub-dimensions of the participants' reading habits were not statistically significant in difference by gender in the necessity sub-dimension ($U=7510.50$; $p>0.75$).

Table-3 as per the result of the Kruskal-Wallis test conducted to test whether the difference between the participants' reading habits scale and its sub-dimensions according to the class variable is statistically significant, it was determined that the class variable did not make a significant difference ($p>0.05$).

As per table-4, Kruskal-Wallis test to know whether the difference between the participants' reading habits scale and its sub-dimensions according to the family income variable is significant, it was determined that the family income did not make a significant difference ($p>0.05$).

Discussion and Conclusion:

This study aimed to evaluate the reading habits of university students. In the study, it was intended to determine whether there is a difference between the sub-dimensions of the book reading habits of the students of Hitit University Faculty of Sport Sciences Department of Sport Management, their gender, undergraduate year and family income status.

A total of 56.4% of the students participating in the study were male and 43.6% were female. In addition, 56.8% of the students were studying in sport management formal education and 43.2% in the secondary (evening) education program. When the undergraduate year distribution of students were examined, it was observed that first-year students showed the highest participation with a rate of 36.8%. Followed by 4th-year students with 24.8%, 3rd-year students with 24.4% and 2nd-year students with 14.0%. In addition, when the family income of the students in the study was concluded, it was determined that 50.4% of them were between the 0-2499 TL income range and half of the participants in the study had a family income of minimum wage or less.

In the study, according to the gender variable of the book reading habit scale and its sub-dimensions, significant differences was found between the love sub-dimension, habit sub-dimension, eagerness sub-dimension, impact sub-dimension, utility sub-dimension. Statistically significant results were found in favour of men among the averages. In similar studies (Gomleksiz, 2004b; Ozbay *et al.*, 2008; Yalinkilic, 2007;) concluded that female students value reading more and read more. Arslan *et al.* (2009) reported a significant difference in favour of women in the sub-dimension of the love scale sub-dimension; no significant difference was found in habit, desire, impact and utility sub-dimensions. In the study of Mavi & Cetin (2009), which examined the sub-dimensions of love, habit, impact and utility according to the gender variable, they found that women had a higher habit of reading books, in contrast to our study. According to the results of our study, unlike it's stated in the literature, men read more. It can be

suggested that this is because female students have higher academic achievements and they spend more time on university courses.

When the book reading habits scale and its sub-dimensions of the students of the Department of Sports Management were examined, it was determined that there was no significant difference. Our study strengthens the result of Turegun & Kaya (2019). In a similar study conducted by Akcakaya *et al.* (2012) did not find a significant difference in the habits of nursing students' reading books in the sub-dimensions of love, habit, desire and impact according to the undergraduate year they are in, this result is similar to the result of our study.

In another result of our research, it was determined that the scale and sub-dimensions of the participants' reading habits did not make a significant difference according to the results of the family income variable. Can *et al.* (2010) also couldn't obtain a significant result in the sub-dimensions of the reading habit of adolescent students according to the family income variable and the family income of most of the participants was between 0-2499 TL were similar to the study we conducted. In a similar study conducted by Coban *et al.* (2018), it was observed that the income levels of the students' families were generally low, 42.8% of the students, which constituted the majority, had an income level at the minimum wage and the ratio of students' families with an income above the minimum wage was 38.8%. Considering these ratios, it could be concluded that they are similar to the study we conducted. It is not an acceptable justification to say that the low economic income level of the family is the main factor in gaining reading habit. Because although the number of books is limited in schools and city settlements it is thought that a library, at a level that can meet the needs of those who want to gain the reading habit, exists.

According to the results of the research, although reading habits were found to be significantly higher in men among the genders, in order to make university students gain reading habits, it is necessary to direct them to written materials in the extracurricular process. The fact university students do not spare enough time to read books and lead a more comfortable life throughout their education life and social life can be seen as the most important obstacle to gaining reading habits. Reading habit is a habit that should be acquired from a young age. In this process, primary school teachers play a large role. It can be concluded that enabling students to gain reading habits from the beginning of their education life will have positive effects on their success in the future. In addition, starting from the preschool period, students can be led to acquire the habit of reading by being encouraged to read books. Because the reading skills and diversity acquired at early ages have an important effect on the mental health and social development of people. Considering that attitudes and

behaviours occur late and are difficult to change, organising activities related to reading habits from younger age groups for the development of individuals will be greatly beneficial in ensuring participation in activities (Arslan *et al.*, 2009).

Although we have a habit of reading books thanks to developing technology, this rate has decreased considerably recently. It is an inevitable consequence that there will be a decrease in reading habits thanks to the technology used to access resources due to internet use in the modern era. The number of books related to the fields of departments that the students are in should be increased, it is necessary to ensure more effective use of university libraries and to create appealing reading areas. It can be said that it has become necessary to organise the activities to be held at the university in a way that will direct students to read and research.

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