

A Study on Using the University Library and Reading Habits of Students: A Study on Tishk International University Students in Erbil, Iraq

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Abstract

The library uses habits of the students and their choices what to read change dramatically from student to student. Reading habits of newspapers are indicated very low in statistics, while reading habits of books were relatively much higher. In addition, the habits of library use are different, so the underlying reasons should be delved into. The aim of this study is to reveal the use of the university library and reading habits of Tishk International University Education Faculty students. 200 students who were randomly chosen from 530 students from different departments of the Faculty participated in this survey voluntarily. Descriptive and correlational research model was used in the study. In the analysis of the data, the questionnaire technique and the “chi-square test” was used. According to the results of the study; students’ use of the university library and reading habits were found to be high (strong habits). On the other hand, it was concluded that students’ newspaper reading habits were lower than those of reading books. Students who think that they have not read enough books, magazines and similar reading sources have cited the problem of not finding time as a reason and the lack of the printed media and publishing in the country. In addition, it is clear that students with a high frequency of library use have academic success and a strong reading habit. On the other hand, no significant relationship was found between the frequency of reading the books and the levels of income and the level of education of parents.

Keywords: using the library, reading habits, university libraries, faculty of education, teacher candidates

1. Introduction

Andrews (1903) defines habit in *The American Journal of Psychology* (1903) as follows: “habit, from the standpoint of psychology, as a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience”. Shen (2006) identifies reading habits, as how often, how much, and what the readers read. The habit of reading is the realization of reading activity continuously and regularly in a critical manner as a result of the individual’s perception of reading as a source of necessity and pleasure (Doğanay, 2001). According to Grabe and Stoller (1997), reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve language proficiency (Mart, 2015; Celik, 2019). In addition, the habit of using a library means that the individual uses the library for various purposes and at certain intervals. It can be concluded that these habits have vital contributions in the field of development of intelligence, achievement in education, language and communication skills, effective and social personality formation, critical thinking ability, and finally, it can be said that it contributes to socio-cultural development (Yılmaz, 2002). A general framework can be drawn for individual and social conditions that enable the acquisition and development of reading and library habits (Yılmaz, 2000). The main aim of the education is to educate individuals who are researching, studying, interpreting, criticizing, transforming the knowledge into practice and transfer it to others. Teachers with these qualifications are needed to educate individuals with the requirements of the modern age. The way to have this equipment is to be a good reader (Bozpolat, 2010). Teachers, especially parents, have great responsibilities in this regard. The realization of these tasks by teachers will make a great contribution to the social prevalence of habit of reading and using library. Therefore, it can be argued that the primary target group for the schools and especially for libraries is the teacher candidates who are educated in the faculties of the teachers or the faculties of education. It should not be forgotten that the teachers’ gaining the habits mentioned above depends primarily on a qualified education environment and on their own habit.

The first period of childhood, which is the time period when the foundations of personality are laid, is of great importance for the development and socialization of individuals (Anadolu University, 2005). Individual learning and experience, in interaction with the environment, mold the development of personality (Caspi, 2000; Kagan, 1998; Watson, 2000). Especially the pre-school period is a period in which people are prepared to read by various factors. The interaction of the children with the book by watching their surroundings with their curiosity and motives for discovery arise during this period. In this period, it is important to ensure that the child interacts with the books, and that his interest in the books is established (Çakmak & Yılmaz, 2009). Therefore, it can be said that the basis of acquaintance with reading and reading habits of the library was laid in early childhood (Mart, 2012a). In this article, the library using and reading habits of students of various faculties of Tishk International University, which has the largest education faculty in the city of Erbil, has been examined.

2. Reading and Reading Habits

Knowledge has been one of the basic needs of societies after eating, drinking and sheltering since the early days of humanity. Information which has been produced in great amount in time has become an indispensable element of power for people. In addition, knowledge has enabled people to develop and dominate the nature, which has led people to constantly crave for information and regulate behavior in this direction. The now-famous discourse, “knowledge is power”, was coined by the philosopher and statesman Francis Bacon in 1597 and his discourse continues to be important throughout human history (García, 2007). However, it is not a right approach to claim that all kinds of information can represent power. Reading activity is important for data and information to be reshaped, filtered and summarized and thus we convert it into a format that can be meaningful (Kurumgan & Çekerol, 2008). Since the concept of reading is rich in meaning, it can be defined in different ways. Reading in plain form, ‘perceiving printed or written words through our sensory organs, understanding and conceptualizing them’ (Özdemir, 1997). According to another definition, “Reading is a complex cognitive process which is realized by combining many functions like seeing, perceiving, vocalizing, comprehending, and constructing in the brain” (Balçı, 2009; Bamberger, 1990). According to Toit (2001), “Reading is as a process of thinking, recalling and relating concepts under the functioning of written words.” At the same time, reading is one of the criteria of being contemporary. According to Paris and Jacobs (1984) being a society composed of contemporary, creative, constructive and free-thinking, productive and critical individuals is only possible with individuals who are equipped with a sense of reading. The adaptation of the society to developments and changes is a result of the creation of reading consciousness. The famous German poet Goethe drew attention to critical reading by stating: “Learning to read is the most difficult of the arts. I dedicated eighty years of my life, but I still cannot say that I have fully learned to read” (Özdemir, 1997). Reading provides the intellectual development of the individual; develops understanding power; facilitates communication with others and forms the basis for critical thinking (Mart, 2012b). Hence, reading habit is defined as a concept beyond basic literacy. As in the meaning and definition of reading, the reading objectives differ according to socio-economic and cultural structures of societies. Onwubiko deals with reading objectives in four main topics (Ogunrombi & Adio, 1995):

These are:

- (1) reading for pleasure, leisure and relaxation;*
- (2) reading for information;*
- (3) reading for knowledge (studying); and*
- (4) reading for any combination of the above.*

Reading, which is the basic way to acquire knowledge, becomes a habit, namely “the reading habit”, which is another concept. Reading, which is a multi-faceted communicative activity, should turn into a habit to be functional. The most important period in the acquisition of this habit is the periods of childhood and youth where physical and spiritual changes are experienced intensively. This habit which is rooted to childhood period is perceived as pleasure and requirement in time and becomes part of human character. In general, the education process is a period in which an intensive and systematic relationship with school and knowledge is established, and the best conditions for reading habits appear. Therefore, in order to gain reading habits, this process should be evaluated well and accurately by taking into consideration of childhood and youth period features. The most intense phase of the formal education in the university period is the period when young people perform the reading activity in the most intensive and compulsory way. This period is an advantageous process in terms of the conditions created for the enjoyment of pleasure, sensitivity and consciousness. However, it is a difficult process to acquire, develop and transform the reading habits (Özdemir, 1983). Teachers, writers and librarians play a big role in this process because they help in the education and habits of individuals by selecting or selecting the appropriate books for them. Reading habits can be defined as the process of realizing this action as

a continuous and orderly, critical/evaluative process as a result of the individual's perception of reading as a source of need and pleasure (Doğanay, 2001). Teaching the value of reading for children in early age education is just as important as teaching how to read. The aim of gaining a lifelong reading habit should be equivalent to the aim of gaining sufficient reading skills. In order to give children, the habit of reading, their reading skills need to be improved (Suna, 2006). Many criteria are used to determine the level of reading habit that a person has. The most widely accepted criterion is, in general, the number of books read in a year. Although there is no general agreement on this issue, the following criteria developed by Yılmaz (2004) by using the criteria of ALA (1978) of American Library Association (ALA) will be used in this study:

Reader who reads a lot (reads strong reading habits): He reads 21 books and more annually.

Intermediate reader: 8–20 people per year.

Low-reading reader: 1 to 5 books or less per year.

Reader (without reading habits): A person who has not read a book for 1 year. Reading is one of the basic language skills that must be possessed. Students who are inadequate in terms of reading skills and habits face important problems both in mother tongue and foreign language courses and in other subjects. A good reading education benefits students as such:

- It helps to read and understand the textbooks easily.
- It makes better use of source books.
- It gives the habit of criticism and evaluation.
- It enriches your vocabulary.
- It improves the power of written and oral expression.
- It helps to better understand grammar rules.
- It helps correct use of spelling and punctuation rules (Temizkan, 2007, p. 21).

At the country level, the number of publication and sales per year, the circulation of newspapers and magazines, and the habit of using public libraries can be accepted as indirect data that will determine our reading habits in the social sense. There are several studies in the literature on the habit of reading and using the library. In the majority of these studies, a positive attitude development related to reading habits and discovering books at an early age and reading books by the parents were found to be statistically significant and correlated (Saracaloğlu, Bozkurt, & Serin, 2003).

One of the most effective ways to gain reading habits is to provide easy access to libraries and resources. Students will be able to easily access the information they need to play an important role in gaining their reading habit (Selvi, 1998). In this case, the higher the usage of the library, the higher the reading habit. As the library use decreases, the reading habit level decreases.

Research on factors affecting reading attitudes and reading habits of university students by Saracaloğlu, Bozkurt and Serin (2003) was conducted on 278 students at Dokuz Eylül University Buca Faculty of Education. According to the research findings used in reading interest scale, reading habit questionnaire and individual information form, students' reading interests cause a meaningful difference according to gender and type of program that they subscribed during high school.

According to the statistics of 2001 America's Children: Key Indicators of Well-Being on children and families, 28% of 13-year-olds; 25% of 17-year-olds read daily. In addition, according to data from the American Library Association (ALA), 20% of library cards in the United States belong to those under 18 years old. Teachers and librarians play an important role in increasing the reading habits of young people with reading recommendations. Contrary to popular belief, many young people like to read books in their free time (Furi-Perry, 2003). However, in another study conducted in the United States on this issue, it is stated that there is a significant decrease in the rate of reading of Americans in recent years. The result of the research shows that individuals are now listening to audiobooks instead of reading books with the help of developing information technology (Long, 2005).

In a different study, according to the results of the questionnaire applied to the 4th classes in 46 Physical Education and Sports Teaching departments in 40 universities in 2001, it was seen that the students do not read. Among the reasons why students do not read books outside the courses, they indicate the attractiveness of the television, they also make excuses that the books are expensive, the course program is intensive, they do not like reading, there is no guidance, etc. (Semerci, 2002).

In another study conducted on university students by Esgin and Karadağ (2000), the students were asked,

“Where do you spend your free time mostly?” and 61% of the students replied “at home”, 16% “at teahouses, pastry, brewery”, 11% “at school”, 7% “at work”, 5% “in the library”. In the study, it was determined that the number of students reading regular newspapers was insufficient and did not follow periodicals. In the study, it was stated that the low rate of students who spent their free time in the library pointed out an important problem for the society and it was revealed that the indifference of the young people to use the library is often thought to be problematic.

Reading increases our vocabulary. The number of words used in daily conversations is limited. The meanings of unknown words are derived from either the word or the context. The vocabulary of the person who reads less or never reads will be inadequate, he/she will have difficulty in understanding and interpreting what they read and expressing their feelings and thoughts (Celik, 2018a; 2018b). Having a rich vocabulary and using the words effectively is one of the important criteria that determine cultural development of the individuals and their society.

There are various criteria that determine the level of development of nations. The most important among them are the number of publications in that country and the ratio of individuals reading publications. In order to create a healthier society, the habit of reading for every individual in the society is becoming more important for university students because university students are the future intellectuals of a country (Turcan, 1999).

In another aspect, reading is not an activity that starts and ends at a certain stage or age of our lives. It also takes place in childhood, youth, middle age or old age. It gains the quality of being a vital act like eating, drinking, and breathing. When we reread a book in adulthood that we read in childhood, the taste we will receive will be different from the first one we read.

3. Social Elements Affecting the Reading Habits

There are many social factors affecting the reading habits of the individual. The main reasons are the home environment, the school environment, the teacher, the frequency or habit of using the library. According to Pandian (2000) reports the factors related to students' background, home, school and libraries have an impact on their reading habits.

3.1 Family

The family, the most important institution in the child's personality acquisition and socialization, is the first social environment in every respect.

The family has a great responsibility in acquiring the reading habit in childhood. According to Yavuzer (2003), “the relationships of children with their family members constitute the basis of the attitudes and behaviors that they adopt towards other individuals, objects and all life.”

According to Yilmaz (2004) from Sađlamtuñ (1991); the attitudes of the family towards reading habits can affect the child negatively as well as positively. What the families should do and their responsibilities to fulfil arise from this sensitivity. The relationships of children with their family members constitute the basis of the attitudes and behaviors that they adopt towards other individuals, objects and all life (Yavuzer, 2002). In addition, the level of education, occupation and economic level of parents is effective in acquiring these habits. The ages of 8–13 years have a vital value in the reading habits (Bamberger, 1990).

Dökmen (1994) evaluates the role of parents in the learning of children and young people within the framework of the principle of “learning from a model”. He advocates this opinion: “If we want children and young people to read in sufficient quantities and in the required quality, we need to prepare the environment for them to learn from the model. The first and most important environment for children to learn to read from the model is the family.”

In order for the child or the young to acquire reading habit, an example with a reading habit in the family is needed. In other words, a role model for reading plays a very important role for the child and the young to gain reading habit. In particular, parents who are encouraging children to look at picture books and reading stories aloud will help them acquire this habit (Yilmaz, 1993).

Ogunrombi and Adio (1995) reported that only a few of the families had a library in their studies on the factors affecting the students' reading habits. The authors emphasized the need to have a library at home to support children's education at school. Yilmaz (2004) in the study of children's reading and library habits to determine the level of parental sensitivity and the nature of the study, concluded that parents are not sensitive enough in this regard, which has negative effects on children's reading and library habits.

3.2 School

The most important place where an individual adopts or acquires reading habits is schools. Reading is one of the most important skills and habits that the child will gain in school. Reading is an important factor that enlarges the human world, improves its personality and connects it to others (Demirel, 1999). However, the researches done on both students and teachers show that there is not good education system to provide the students with reading habits. The structure of the education system, which does not lead the students to research, urges the students to memorize, puts exams in front of the students at every stage, is politicized and does not give a real importance to the reading habits in the curriculum. That shows the dimensions of this problem.

Although the child's acquaintance with the book or the habit of reading a book starts with the parents in the family, teachers/educators play a very important role in the continuation, development and strengthening of such a habit (Yağcı, 2007). They are teachers who, without a doubt, give reading habits to children and who constantly seek new and creative ways to encourage and develop them to be a good reader for life (Stanfield, 2006).

As it is understood, education process is an important period for gaining reading habits to the person. The vast majority of individuals who have acquired the habit of reading have acquired this habit during the education and training period. The most important actor of the education and training period is no doubt the teachers. The most important thing that teachers should consider is to determine the student's reading tendency and to improve it in this direction. The teacher should cooperate with the parents in order to bring children the pleasure and habit of reading. It is also the teacher's responsibility to raise awareness of the families about the selection of works that are appropriate for the age of the child and contribute to its development. Teachers 'reading habits and positive attitudes towards reading have a great effect on students' reading habits. On the other hand, the fact that teachers give students a habit of reading depends primarily on the fact that they have such a habit. According to what Yılmaz (2002), Kuhne (1995), Chumas (1991), Wales (1988) and Oldfield (1980) reported; It is pointed out that the teacher needs to improve and develop the habits of reading and using the library for his/her students, and he/she needs to be educated/trained in these habits both during his/her undergraduate education period and after he/she starts working.

Olson and Gillis (1983) in their study revealed that teachers do not have a positive attitude towards reading. Another study by McNinch and Steelman (1990) confirms this. Draper, Barksdale and Radencich (2000) draw attention to the existence of the problem in developed countries according to the research conducted on the reading habits of teachers. Thus, it can be concluded that teachers who are responsible for educating the future generations do not have reading habits.

Apart from being a model, it seems doubtful that a teacher who does not read and use a library can have an adequate and sound consciousness and attitude about the function and importance of these habits.

3.3 Library

The effect of libraries on reading and reading habits of individuals is great. Libraries are the places where information and documents are collected, arranged and put into service. School, public and children's libraries take on effective tasks in gaining reading habits and making them popular. Public libraries are the institutions that help the cultural, social and technical development of the region by providing free use to the people of all ages and of all professions at various ages (Ersoy, 1983, p. 1).

Jessa Shera, a librarianship theorist, states that she added a fifth of knowledge to the traditional needs of humanity, described as air, water, food, and shelter (Atılğan, 1991). The contribution of libraries, which is a source of information, in the culture and education of the society cannot be denied. The library is particularly important for those who cannot read in their own environment and who cannot provide reading resources for various reasons. One of the most effective ways to gain reading habits is to provide easy access to libraries and resources. When students are able to reach the information they need easily, it will play an important role in gaining reading habits (Selvi, 1998). In this case, the higher the use of the library, the higher the rate of reading habits; as the use of the library decreases, the reading habit decreases. Many individual and social factors play an important role in developing and improving the habits of reading and using libraries. The role of factors such as cultural structure, education system, media, family, teacher, librarian, and friend circle in the acquisition of these habits is important. Of these factors, the greatest responsibility is undoubtedly on the shoulders of teachers. The teacher is the person who will be a role model for students during their life. Teachers are lifelong learners of their profession, who keep their knowledge up to date and constantly improve themselves. Teachers are expected to spare special time for reading, so they should not be like those who read when they find time from other activities.

As the class book shelves are far from meeting the needs of students, a school library is required in every school. In the selection of the books to be provided to the school libraries, in addition to the books supporting the students' lessons, special care should be given to the selection of books suitable to the students' levels, interests and needs, and the teacher-librarian cooperation should be considered in the selection of publications. In addition, the ability of the teacher to teach students the skills of reading and using library will enable them to continue these skills after their graduation.

School and public libraries are the primary sources of students' reading resources (Suna, 2006, p. 27). There is a natural relationship between public libraries and family literacy. The possibilities of accessing the book and the characteristics of these books have a significant impact in gaining reading pleasure and habit. In order to convert reading education to a reading habit, the presence of a library in the vicinity of the child, primarily at home, in the classroom, in the school and in a neighborhood that is easily accessible, will have a positive effect on the child to gain reading habit. For this reason, the collections of public, school and university libraries should be enriched and kept up to date.

Librarians have a long historical process from literature review to book sharing and family literacy programs that include traditional services and activities. One of the best examples of family literacy activities is the family literacy project conducted by Bell Atlantic and the American Library Association. The aim of this project is to contribute to the development of reading habits of all family members by increasing the literacy levels of adults and helping them to develop reading tools for children (Monsour, 1991). It is the responsibility of libraries and librarians to meet the need for reading books and to bring them together with qualified books, to increase the interest in the book and to create the habit of using the library to increase the interest in the book, and increase the interest in the development of science (Yağcı, 2007). Universities are considered as institutions that train the manpower necessary to achieve their objectives related to the economic, social and cultural development of the countries. The ability of universities to perform the functions undertaken in accordance with the determined objectives requires the presence of a strong library of all kinds of printed or electronic publications needed for education and research activities. The level of development of a university library is largely proportional to the level of development of the university. University libraries form a whole with the university they are part of. Therefore, university libraries are important units that help individuals to get into reading habits and make their reading habits which started in schools and public libraries continue in academic life. Individuals learn to overcome every difficulty with the reading habits they gain through this support.

The habit of using the library means that the individual uses a library continuously and regularly to meet his or her mental needs. The concepts of continuity and regularity in the habit of using the library are generally evaluated based on the number of visits to the library. In this study, which is used for the habit of using the library by using the frequencies of the American Library Association (ALA), the following levels were determined in the same way as the reading habits (Yılmaz, 2004):

Poor habit: 1–5 times a year to the library

Moderate habit: 6–11 times a year to the library

Strong habit: 12 times a year and more to the library

McQuillan's (1997) reports from the work of various authors: "good libraries allow students to read more books and achieve higher success in exams. Moreover, students can read the books they have acquired with great pleasure in a comfortable environment provided by the library".

The results of Ogunrombi and Adio (1995) in their study on the factors affecting the reading habits of students are that "libraries in schools are not functional". The authors stated that there are not enough librarian or librarian teachers in school libraries.

In order to ensure effective library use, the quality of service in libraries must be improved. The helpful and friendly library staff, a rich and up-to-date collection, convenient working conditions, the opportunity to borrow, and the extended hours of the library are factors that increase the habit of using the library.

4. Methodology

4.1 Purpose of the Research

The main aim of the research is to reveal the status of Tishk International University Education Faculty students in terms of their use of university library and their reading habits and habits of using university library.

In this study, the following cases of Tishk International University Education Faculty students are discussed.

1) The relationship between the frequency of students' use of Tishk International University Library and their

academic achievement,

- 2) The frequency of using Tishk International University Library and the reasons for choosing a department,
- 3) The frequency of using Tishk International University Library and the frequency of library use during high school years,
- 4) The frequency of using Tishk International University Library and how much they were informed about the library,
- 5) Students' views on the general situation of Tishk International University Library
- 6) The relationship between reading habits and academic achievements
- 7) Book reading frequencies and income levels,
- 8) Education levels of parents (mother and father) and book reading frequency
- 9) Book reading frequencies and reasons for choosing this department
- 10) Book reading frequency and frequency of library use in high school years,
- 11) Book reading frequencies and frequency of using Tishk International University Library,
- 12) The relationships between the ways of procuring reading books and income levels are examined.

4.2 Research Model

“Descriptive” and “Relational” research model were used in accordance with the research objectives. Descriptive research is the research that aims to identify any situation in a subject. Relational research model examines the relationships between the variables and the level of these relationships (Erdoğan, 1998). The purpose of these research models is to define the problems in hand, the situations related to this problem, variables and the relationships between variables (Kurtuluş, 1998).

4.3 Population and Sample

The population of the research consists of Tishk International University Education Faculty students. The study was done on 200 students attending the Tishk International University Education Faculty in the 2018–2019 academic year.

When the numerical distribution of age from the general characteristics of the participants is examined (Table 1), 60% of the students are between the ages of 17–19, 32% of them are between 20–22 years of age, 6% of them are between 23–25 and 25% of them are 25 age and above.

However, when we look at the marital status of the students (Table 1), 88% of the respondents were single and 12% were married.

Students' academic achievement average of 10% 4.00–3.50; 21% 3.49–3.00; 44% is 2.99–2.50; 24% is 2.49–2.00 and 1% is below 0.99.

When their employment is examined (Table 1), 8% of the students stated that they work in a job and 92% of them did not work. On the other hand, when the monthly income level of the students' families is examined, it is seen that 25% of the families have an income of 5,000 USD and above, 57% of which is between 3000–5000 USD and 18% has an income below 2500 USD.

When the educational status of their parents is examined (Table 1), the mothers' education level:

- 60% primary school,
- 32% secondary school,
- 5% university,
- 3% master and higher.

The educational status of the fathers:

- 29% primary school,
- 47% secondary school,
- 17% university graduate with

- 7% master degree or higher. Based on these data, it can be concluded that “fathers are more educated than mothers.”

In terms of the reasons for choosing the department, it is seen that 100% of the students were placed in this section as a result of the Wezaret Exam (Central University English Placement Test, Table 1). In addition, 92% of the students attend this department with great pleasure and they say that it was their own choice to attend this department. It is seen that 8% of them have come to this department coincidentally.

Table 1. Participant features

	Frequency	%		Frequency	%
Age			Educational status of mothers		
17–19	120	60.0	Primary	120	60.0
20–22	64	32.0	Secondary	64	32.0
23–25	12	6.0	University	10	5.0
26 and over	4	2.0	Higher	6	3.0
Academic success			Educational status of fathers		
4.00–3.50	20	10.0	Primary	58	29.0
3.49–3.00	42	21.0	Secondary	94	47.0
2.99–2.50	88	44.0	University	34	17.0
2.49–2.00	48	24.0	Higher	14	7.0
1.99–1.50	-	-			
1.49–1.00	-	-			
Under 0.99	2	1.0			
Marital Status			How they entered university		
Single	176	88.0	With an exam	200	100.0
Married	24	12.0	Without an exam	0	0.0
Employment			Why they chose department		
Employed	16	8.0	Keen on it	184	92.0
Unemployed	184	92.0	Coincidentally	16	8.0
Income					
5000 USD and over	50	25.0			
Between 3000–5000 USD	114	57.0			
2500 USD and under	36	18.0			

Note. N = 100.

4.4 Hypothesis of Research

In the research, the following hypotheses were tested in determining the general framework of the students' book reading frequency, the habits of using Tishk International University Library and the university library, and the ways of acquiring books:

Hypothesis 1: There is a significant relationship between students' reading frequency and academic achievement.

Hypothesis 2: There is a significant relationship between students' reading frequency and income levels.

Hypothesis 3: There is a significant relationship between the frequency of students' reading and the educational level of parents (mother and father).

Hypothesis 4: There is a significant relationship between students' reading frequency and the reasons for choosing this department.

Hypothesis 5: There is a significant relationship between the frequency of reading books and the frequency of using Tishk International University Library.

Hypothesis 6: There is a significant relationship between the frequency of students' use of Tishk International University Library and their academic achievement.

Hypothesis 7: There is a significant relationship between the frequency of students' use of Tishk International University Library and their choice of department.

Hypothesis 8: There is a significant relationship between the way students acquire the books they read and their income levels.

Hypothesis 9: There is a significant relationship between the frequency of using Tishk International University Library and the frequency of library use in high school years.

Hypothesis 10: There is a significant correlation between the frequency of book reading and the frequency of library use in high school years.

Hypothesis 11: There is a significant relationship between the frequency of using Tishk International University Library and their knowledge about using library.

Hypothesis 12: There is a significant relationship between the frequency of students' use of Tishk International University Library and their opinions about the general situation of Tishk International University Library.

4.5 Data Collection Tool

The survey technique was used as the most appropriate data collection tool in terms of the descriptive and relational data of the research model. In the questionnaire, a total of twenty-four questions were asked about questions about personal information and students' reading habits and using university library habits. The purpose of the questionnaire was explained and explanations were made for answering the questionnaire. In addition, directives that could affect the reliability of the questionnaire were avoided.

In order to test the comprehensibility of the statements used in the questionnaire, a pilot study was conducted on 40 students and necessary corrections were made to the questionnaire and finalized. The average time to fill the questionnaire was 10–15 minutes. A total of 200 questionnaires were distributed and all of these surveys were carefully evaluated.

4.6 Analysis of Data

SPSS 14.0 for Windows (SPSS 14.0) was used to analyze the data obtained from the questionnaire forms. The frequency and percentage (%) were used in the descriptive analysis. Chi-square test was used to determine the differences between the variables.

5. Results and Discussion

5.1 Findings Related to Reading Habits of Students

The findings of the reading habits of Tishk International University Education Faculty students have been interpreted by comparing the frequency of reading habits that should be targeted in the national education system by "reading 2 or more books per month" (defined as "strong reading habit" 12 times or more a year).

In Table 2, a large proportion of students (66%) have a strong reading habit. The percentage of students with intermediate reading habits is 26%. On the other hand, a group of students of 8% have never read a book. The proportion of students with a strong reading habit (92%) is quite high. Based on these results, it can be said that there is a high level of reading habits among students.

The last time when they read the book, they answered: 44% of students one week ago, 41% one month ago, 14% 3–4 months ago, 1% more than one year ago. As seen in Table 2; 85% of the students stated that they read a book a week ago and a month ago. These data confirm our opinion that there is a high habit of reading among students (Table 2).

In Table 2, the ways to obtain the books they read are as follows:

69% of the students bought and 19% of them borrowed from the university library. 5% of them borrowed from Erbil Public Library, 6% of them borrowed from their friends and 3% of them stated that they obtained in other ways (buy, buy second hand books from bookstores etc.). With these data, it can be said that approximately 7 out of 10 students have acquired the books by buying them.

When we look at the daily newspaper reading frequency in Table 2, we obtained the following data:

It is seen that 55% of the students read occasionally, 18% of them regularly every day and 27% of them do not read any newspapers. Based on these data, it can be said that students' newspaper reading habits are lower than their book reading habits. In addition, limited press coverage in Iraq can be accepted as a factor.

Although 52% of the students think that reading habits are sufficient, 48% of them do not agree with this view (Table 2). 77% of the students who stated that they did not read enough books and magazines stated that they could not find enough time for the course load and different reasons. 6% stated that books and magazines were expensive, and 11% stated that reading books and magazines was not a priority for them. 6% show different reasons.

As mentioned before, students have a high reading habit. However, it is observed that this ratio has decreased in reading newspapers and magazines. For this reason, students who cannot read enough books and magazines can be advised to refer to the "time planning/time management" method in order to solve the problem that they

cannot find time when they have stated as a reason.

In Table 2, there is the question “Do you participate in the activities with your friends (book fair, exhibitions, bookstores, etc.)?” As the answer to the question, 41% of the students stated that they rarely participated, 35% participated, and 24% did not participate. Another question: “Do you discuss the books you read with your friends?” They answered such that: 57% of the students rarely discussed, 32% discussed, 11% did not discuss at all.

Table 2. Reading habits of students

	Frequency	%		Frequency	%
Frequency of reading books			Do you read books or magazines adequately?		
2 books or more a month	44	22.0	yes	104	52.0
1 book a month	88	44.0	no	96	48.0
1 book or less in 2 months	52	26.0			
I never read	16	8.0			
When did you read last time			Reasons for not reading		
One week ago	88	44.0	Not finding time	154	77.0
One month ago	82	41.0	High price factor	12	6.0
3–4 months ago	28	14.0	Not a priority	22	11.0
1 year ago	1	1.0	Other	12	6.0
More than one year	-	-			
The ways to obtain books			Participating in the activities		
Purchasing	138	69.0	Yes	82	41.0
Borrow from university library	38	19.0	No	70	35.0
Borrow from public library	10	5.0	Rarely	44	24.0
Borrow from friend	6	3.0			
Get as a present	-	-			
Other	8	4.0			
Frequency of reading daily newspapers			Debate on the book		
Every day	110	55.0	Yes	114	57.0
Sometimes	36	18.0	No	64	32.0
Never	54	27.0	Rarely	22	11.0

5.2 Findings Regarding Students' Using Habits

The findings of Tishk International University Education Faculty students' library use habits are compared with the ALA standards. According to ALA standards, 88% of students have the “strong” habit of using library. Only 12% of students are in the “weak” area of use. Based on these data, it can be said that the vast majority of students are good library users.

When looking at the reasons for using the university library in Table 3, 64% of the students went to investigate homework, 27% went for studying, 7% went to borrow, and 2% were interested in cultural issues such as novels, poetry, analysis and research. The majority (64%) of the students go to the library to investigate homework. Undoubtedly, going to the library for research purposes is of great importance in creating permanent habits of using.

As it can be seen from Table 3, 51% of the students' state that they are conscious about the use of libraries. It is important to inform students about the use of the library in the respect that they will gain these habits both for themselves and for their future students. However, about using the library, 82% of the students reported to be informed that 18% of them reported to be partially informed.

When the use of libraries in high school years is investigated, it is observed that 33% of the students rarely used it, 29% of them used it frequently and 38% of them did not use it (Table 3). Considering the frequency of using university library (88%), it can be said that they made significant progress in the process from high school to university years.

73% of the students participated in the idea that the lessons they took improved the habit of using the library. 21% stated that the courses they took had partly developed the habit of using the library and 6% did not agree with this view. A large proportion (73%) of the students in Table 3 indicates that the courses they take contribute positively to the habit of using the library. From this point of view, it can be said that the lessons taken by the

students in the development of the library from the high school to the university years made a great contribution to the use of the library.

In Table 3, when the level of satisfaction with the general situation of Tishk International University Library (building, equipment, services, etc.) is considered, 63% see it as very good, and 36% see it as good and it is seen that it is rated as medium by 1%. In the light of these data, it can be said that Tishk International University Library is sufficient for building, equipment and services.

Table 3. The habits of students' use of library

	Frequency	%		Frequency	%
The frequency of using university library			The frequency of using library during high school years		
Once in two months	42	21.0	Often	58	29.0
Once a month	132	66.0	Rarely	66	33.0
Twice a month or more	26	13.0	Never	76	38.0
Never	-	-			
The purpose of using the university library			Do the courses you get improve your habit of using the library?		
Borrow some source books	14	7.0	Yes	79	73.0
Study	54	27.0	No	6	21.0
Search for assignment	128	64.0	Partially	15	6.0
Be informed about cultural topics					
Read books, magazines etc.	4	2.0			
Being informed about using the library			T.I. University Library General condition (building, services, content)		
Yes	164	82.0	Very good	126	63.0
No	36	18.0	Good	72	36.0
Partially	-	-	Average	2	1.0
			Bad	-	-

Note. N =100.

5.3 Findings on the Differentiation Status of Variables

“Chi-Square” method was used to investigate whether there was a significant difference in the answers given to the questions in the questionnaire about students' reading and library use habits of Tishk International University Education Faculty students. The following results were obtained in the evaluation of the chi-square test performed by the students with various variables and other questions:

Ho: There is no relationship

HI: There are relationship hypotheses are established.

When the meaning level is considered to be 0.05. Ho is accepted if the calculated value is greater than 0.05. In other words, there is no relationship between variables; otherwise there may be a relationship between variables.

The chi-square test and the chi-square values of the hypotheses used to test the research hypotheses are examined in Table 4.

Table 4. Results of chi-square analysis

Hypotheses	X ²	P Value	Accept or Reject
H1 There is a significant relationship between students' reading frequency and academic achievement.	53.465	0.001	Accept
H2 There is a significant relationship between students' reading frequency and income levels.	14.873	0.112	Reject
H3 There is a significant relationship between the frequency of students' reading and the educational level of parents (mother and father).	12.263	0.195	Reject
H4 There is a significant relationship between students' reading frequency and the reasons for choosing this department.	15.301	0.094	Reject
H5 There is a significant relationship between the frequency of reading books and the frequency of using Tishk International University Library	32.301	0.0001	Accept
H6 There is a significant relationship between the frequency of students' use of Tishk International University Library and their academic achievement.	25.413	0.0001	Accept
H7 There is a significant relationship between the frequency of students' use of Tishk International University Library and their choice of department.	22.634	0.005	Reject
H8 There is a significant relationship between the way students acquire the books they read and their income levels.	16.654	0.163	Reject
H9 There is a significant relationship between the frequency of using Tishk International University Library and the frequency of library use in high school years.	4.244	0.310	Reject
H10 There is a significant correlation between the frequency of book reading and the frequency of library use in high school years.	8.454	0.189	Reject
H11 There is a significant relationship between the frequency of using Tishk International University Library and their knowledge about using library.	8.209	0.172	Reject
H12 There is a significant relationship between the frequency of students' use of Tishk International University Library and their opinions about the general situation of Tishk International University Library.	4.322	0.364	Reject

Table 5. Students' book reading frequency and academic success contingency table

	Academic Achievement					Total
	4.00–3.50	3.49–3.00	2.99–2.50	2.49–2.00	0.99 and under	
Frequency of reading books	1 book or less in 2 months	6	26	15	2	49
	1 book in one month	7	12	52	14	85
	2 books or more a month	13	24	10	2	49
	Never read books			17		17
Total	20	42	88	48	2	200

H1: There is a significant relationship between students' reading frequency and academic achievement. The chi-square analysis of the hypothesis is $P = 0.001 < 0.05$. H1 hypothesis is therefore accepted. Since the P value is 0.001, it can be said that the relationship is strong. As can be seen in Table 5, it has been found that the majority of students who read one book a month and more books (strong habit) have academic success in the range of 2.50–4.00. Based on these data, it can be said that students with strong reading habits have high academic achievements.

H2: "There is a significant relationship between students' reading frequency and income levels". In the chi-square analysis of hypothesis, $P = 0.112 > 0.05$. Hence the H2 hypothesis is rejected. It is concluded that there is no significant relationship between students' reading frequency and income levels.

H3: "There is a significant relationship between the frequency of students' reading and the educational level of parents (mother and father)." The hypothesis has been tested separately for both parents. According to this, the chi-square analysis of the hypothesis related to the book reading frequency and the mother's education level was found to be $P = 0.195 > 0.05$. For this reason, the hypothesis was rejected and it was concluded that there was no significant relationship between the frequency of reading the students and the mother's education level. The other hypothesis was found to be $P = 0.051 > 0.05$ in the chi-square analysis of the hypothesis that there is a relationship between the frequency of reading books and the education level of the father. The hypothesis was therefore rejected. Based on these data, it can be concluded that there is no statistically significant relationship between students' book reading frequency and father's education level.

H4: $P = 0.094 > 0.05$ was found in the chi-square analysis of hypothesis. H4 hypothesis is therefore rejected. It can be concluded that there is no meaningful relationship between the frequency of book reading and the reasons

for choosing this department.

H5: $P = 0.0001 < 0.05$ in the chi-square analysis of the hypothesis that there is a significant relationship between the frequency of book reading and the frequency of use of Tishk International University Library. H5 hypothesis is therefore accepted. As can be seen in Table 6, it was found that the majority of students who read one book and more books per month (strong habits) had the frequency of using a library once a month and more (strong habit). Based on these data, it can be said that the students who have strong reading habits have a high frequency of using libraries.

Table 6. Students' book reading frequency and the contingency table for the frequency of using Tishk international university library

Frequency of Reading Books	Frequency of Using Tishk International University Library			Total
	Once in two months or less	Once a month	Twice a month or more	
1 book or less in 2 months	15	35	2	52
1 book in one month	12	64	12	88
2 books or more a month	6	31	7	44
Never read books	9	2	5	16
Total	42	132	26	200

H6: "There is a significant relationship between the students' academic success and the frequency of using Tishk International University Library" hypothesis $P = 0.0001 < 0.05$ in the chi-square analysis. H6 hypothesis is therefore accepted. As can be seen in Table 7, it has been found that the majority of students who use the library "once a month and more" (strong habits) have academic success in the "2.50–4.00" range. Based on these data, it can be said that the students who have the habit of using strong library have high academic achievements.

Table 7. Contingency table for the frequency of using Tishk International University library and academic success

	Academic Success	Total					
		4.00–3.50	3.49–3.00	2.99–2.50	2.49–2.00	0.99/under	
The frequency of using university library	Once or less in two months	5	16	10	11	42	
	Once a month	5	21	71	32	129	
	Twice or more a month	10	5	7	5	2	29
Total		20	42	88	48	2	200

H7: "There is a significant relationship between the frequency of students' use of Tishk International University Library and the reasons for choosing a department." In the hypothesis, the chi-square analysis revealed $P = 0.005 > 0.05$. Therefore, the hypothesis is rejected. Therefore, it can be concluded that there is no significant relationship between the frequency of using the Tishk International University Library and the reasons for choosing a department.

H8: "There is a meaningful relationship between the way students acquire the books they read and their income levels." In the hypothesis, the chi-square analysis revealed $P = 0.163 > 0.05$. H8 hypothesis is therefore rejected. Based on these data, it can be concluded that there is no significant relationship between the way students acquire the books they read and their income levels.

H9: "There is a significant relationship between the frequency of students' use of Tishk International University Library and the frequency of library use in high school years." In the hypothesis chi-square analysis, $P = 0.310 > 0.05$. H9 hypothesis is rejected. There is no significant relationship between the frequency of using Tishk International University Library and the frequency of using library at high school years.

H10: "There is a significant relationship between the frequency of book reading and the frequency of library use in high school years." In the chi-square analysis for hypothesis, hypothesis H10 is rejected because $P = 0.189 > 0.05$. In this case, it can be concluded that there is no significant relationship between the frequency of book reading and the frequency of using library in high school years.

H11: "There is a significant relationship between students' use of Tishk International University Library and

their level of knowledge about using libraries.” The chi-square analysis of the hypothesis revealed that $P = 0.172 > 0.05$. Therefore, the hypothesis H11 was rejected and it was determined that there was no significant relationship between the frequency of using Tishk International University Library and their knowledge about using library.

H12: “There is a significant relationship between students’ use of Tishk International University Library and their views on the general situation of Tishk International University Library.” In the chi-square analysis of the hypothesis, $P = 0.364 > 0.05$. Therefore, it can be concluded that there is no significant relationship between the frequency of using Tishk International University Library and the views of Tishk International University Library on the general situation of the library.

6. Conclusion and Recommendations

The results of the research findings of Tishk International University Education Faculty students on reading and library habits are listed below:

6.1 Reading Habits

The majority of students (92%) have the habit of reading 2 or more (12 times or more per year) of books. According to ALA standards, this ratio corresponds to the “strong reading habit”. A large proportion of students (85%) stated that they read a book a week ago and a month ago. This result supports the previous finding (strong reading habits). About 7 out of 10 students (69%) stated that they had got their books by buying them. In other words, students can create their own libraries by allocating part of their allowances to purchase books and identifying information sources according to their interests. In addition, borrowing books from the university library is the second (17%).

Students’ reading habits of newspapers (18%) are lower than their reading habits of books (92%). More than half of the students (52%) think that they read enough books and magazines. On the other hand, those who think that they do not read enough books and magazines (48%) argue that “time cannot be found”.

One third of the students (35%) attend the activities related to the book (book fair, exhibitions, bookstores, etc.) with their friends. Approximately one third of the students (32%) discuss the books they have read with their friends.

In a number of neutral investigations on the subject, it was stated that university graduates and university students did not have sufficient reading habits. On the other hand, the reading habits of Tishk International University Education Faculty students were found to be high. The presence of these individuals in the education sector as teacher candidates in various branches with strong reading habits is pleasing for their being a good model for their environment and especially for prospective students.

6.2 Conclusions on the Habit of Using a Library

According to ALA standards, nearly all of the students (88%) have the “strong “habit of using library”. The majority of students (64%) go to the library to investigate homework. As is known, creating opportunities for scientific research is one of the primary objectives of university libraries. In addition, in modern educational institutions, the function of preparing research papers is among the basic tasks of the students. Therefore, it can be said that the majority of the students participating in the survey have the habit of using library permanently.

More than half of the students (51%) have knowledge about library use. This ratio can give information about the efficient functioning of the project “Our Library is our second home” organized by Tishk International University Library volunteers. Considering the frequency of using university library (88%), it can be said that they made significant progress in the process from high school years (29%) until the university years. Students have a positive contribution to the habit of using the library (73%). Nearly all of the students (99%) have high level of satisfaction with the general situation of Tishk International University Library (building, hardware, services, etc.).

The research conducted by Adikata and Anwar (2006) on the effect of faculty members on students’ motivation in the use of libraries emphasizes the importance of the role of librarians in this field.

6.3 Conclusions on the Differentiation Status of Variables

According to the results reached in this study, students with strong reading habits have high academic achievements, and there is no relationship between students’ reading frequency and income levels. Moreover, there is no change in the frequency of reading the books according to the education level of mother and father. The results also indicate that there is no correlation between students’ reading frequency and income levels. Also, students with strong reading habits have a high frequency of using libraries. We also concluded that there is no

relationship between the frequency of students' use of Tishk International University Library and their choice of department. It also should be highlighted that there is no correlation between the income level of the students and the way they acquire the books they read.

As for library use and past experiences, it is shown that there is no significant relationship between the frequency of using the library in the high school years and the frequency of using Tishk International University Library and the frequency of reading books and magazines etc. In addition, there is no significant relationship between the level of students' knowledge about using the library and the frequency of using Tishk International University Library. Finally, there is no significant relationship between students' opinions about the general situation of Tishk International University Library and the frequency of using Tishk International University Library.

According to the results, it is seen that Tishk International University Education Faculty students have high level of reading and library usage habits, but students do not follow daily newspapers as they read books. The high level of satisfaction of the students in the general situation of Tishk International University Library can be considered as an indicator that the library is working effectively and efficiently in line with user requirements.

6.4 Recommendations

The following recommendations are listed based on the results:

Firstly, in order to further strengthen the reading habits, a practical course should be provided for the undergraduate programs of Tishk International University Education Faculty students. Next, students should be provided with access to sources more easily in order to improve their reading habits. For this purpose, university libraries as well as faculty libraries should be created, enriched and made more attractive for students. Students should also be encouraged to read daily newspapers, especially in lessons with relevant content.

According to the results of the research, students complain about not having enough time to read. In order to solve this problem, a course on time management should be included in the training program or the content of a course that may be related (such as the Quality Assurance and Standards course) to curriculum. Lastly, creating a "Book Reading Club" could work efficiently and it should be ensured that it works effectively and efficiently.

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