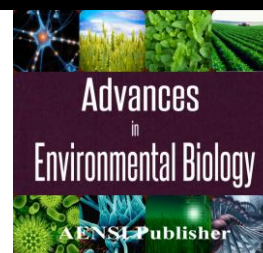




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Demographic Features of Turkish Literature Audiences and Applied Analysis of the Factors Affecting Their Reading Preferences

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ABSTRACT

The purpose of this study is to determine factors affecting reading preferences in parallel with the demographic features of Turkish literature audiences. The study lasted approximately for 7 months. (N=650) individuals attended the study in total. The universe of the study is Turkey while the sample of the study is composed of 8 different provinces. These provinces are İstanbul, Ankara, İzmir, Bursa, Kocaeli, Sakarya, Trabzon and Gaziantep. A questionnaire form whose reliability and validity had been ensured before and which was composed of 5 point Likert scale was used in the study. The questionnaire form was reformed in accordance with the topic of the study, it was subjected to validity and reliability test and it was carried into main practice through taking views of experts. Data acquired from the results of main practice was analyzed by using SPSS 18.0 packet program and the value of 0.924 was acquired as Cronbach's Alpha co-efficient. This value indicates that the measuring tool used in this study is quite reliable. The questionnaire is composed of two sections. In the first section, there are questions with regard to determine demographic features of the participants while in the second section, there are scaled questions composed of 120 items. 0.05 of significance level was taken into account among variables in terms of relations and differences. Methods such as different statistics anova, factor and hypothesis tests were applied in the analysis. Moreover, 4 different literary works were mentioned in the study so as to determine attitudes and behaviors of the participants towards literary works. Opinions of the participants were demanded about novels such as İntibah (Rebirth), Araba Sevdası (Ambition for Car), Mai ve Siyah (Blue and Black) and Çalıkuşu (The Wren). At the end of the study, it was found out that the participants followed academic publications more frequently, the use of computer and internet had an effect on reading e-book and up-to-date books were read more than those books written in a foreign or ancient language (Ottoman Turkish). Furthermore, it was determined that education and age variables of the participants had an effect on reading habits while gender, age and education variables had an effect in some reading factors.

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INTRODUCTION

Today, irresistible rise of information continues rapidly. New information is included into the world of information each day. The rapid development in technology also triggers this increase. Therefore, this situation obliges people and societies to change in every field constantly. The activity of reading, which can be thought as a tool for reaching information in order to keep pace with these changes and adapt them into life, gains importance constantly.

Reading is the process of perceiving published or written words through sense organs, making sense of these and comprehending them; a mental and intellectual act, entering into a communicational activity with published and written symbols, a receiving, interpreting and reacting process composed of some cognitional and intellectual acts [1]. This century is named as the information age and reaching information is so crucial. At this point, reading is one of the most important ways to reach information. People comprehend, understand and discover the events happening around them. They acquire the knowledge they will need throughout their lives.

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In other words, reading enriches an individual's world and makes him/her know people and helps an individual to gain personal and social identity as well as acquiring language skill which will be helpful throughout his/her life [2]. At the same time, reading is an act providing an individual different point of views [3]. Reading comprises the sub-structure of acquiring knowledge and basement of thinking critically and making comments [4].

One of the most comprehensive and attractive definition of reading was made by Manguel: "Reading the character written on a page is only one of the acts that reading masquerades. The zoologist reading animal trace in the forest; the weaver weaving complex patterns of the carpet; the artist reading more than one gamut combined in a page ... All of them perform the act of solving signs and making them comprehensible" [5].

Reading is an activity starting in childhood along with school and the continuity of this activity means the habit of reading [6]. Reading ability which comprises the base of whole education system and learning process reaches the desired purpose when it turns into a habit [7].

Reading habit is the milestone of life-long learning. Individuals increase their knowledge and skills acquired throughout their lives with a continuing reading activity. In this way, they get the opportunity to adapt these values to personal and social life [8].

Reading is a skill easing individuals to adapt with today's rapid changing agenda in every field, enabling intellectual and academic development [9], enabling individuals to learn independently, develop better relationships, gain self-confidence and interact with society [10]. Development of individual and societies is possible only with the consumption of information. Therefore, enabling the society and individual forming the society earn the habit of reading is very important in terms of social development [6].

It is easier with reading to be aware of social values and to adapt these values into daily life by internalizing them. The act of reading gives the chance to learn lots of things about life without experiencing them and learn both positive and negative vases without encountering with them [11]. Those societies who are aware of the change as a result of reading undertake significant roles about making right decisions, apply these decisions and create democratic structure [12]. Reading is not a technical skill acquired once, but it is a developmental process [13].

Developed and developing societies use different methods and techniques and develop different projects in order to earn individuals reading habit, increase their interests and enable them to show positive attitudes towards reading. The fact that Turkish education system and curriculum are heavily based on reading shows that it should be sensitively focused on reading ability and habit [7]. There are many reasons for people to read. Child Literature Association [14] specified one of these as follows:

- 1) It is a habit.
- 2) For passing time.
- 3) For comprehending actual events.
- 4) For instant personal satisfaction.
- 5) For meeting practical needs of daily life.
- 6) For continuing and developing professional or occupational interests.
- 7) For meeting needs of society.
- 8) For developing oneself.
- 9) For intellectual needs.
- 10) For meeting religious needs.

On the other hand, Hughes-Hassel and Lutz [15] specified that individuals possess the habit of reading books in some periods either in line with their own will or by staying under effect of other people. These reasons are:

- Liking,
- Resting mind,
- Tranquilizing,
- Passing time,
- Motivation,
- Enjoying,
- Identify the characters of the books with himself/herself
- Education

Reading topic and reading purpose differs according to the interest, cultural level, gender and profession of the individual. The accumulation of culture in the past of reader may be effective in his/her reading preferences. Habits and traditions play a role in reading preferences, as well [16].

We can specify the factors determining reading habit as follows [17]:

- Personal factors (motivation, etc.)
- Environmental factors (family, school, teacher, library, etc.)
- Socio-economic factors,
- Technologic developments.

Today, the deficiency of reading books in the world and especially in Turkey draws attention. This is the result of many different reasons. Income status of people, saving or not being able to save time for reading, not having the habit and culture of reading in the society, finding TV, internet and social networks more interesting and attractive than reading books, differences in using free times can be some examples. Actually, we can say that these and similar negativities and obstacles are just the excuses that people find in order not to read. In our country, a culture and habit of reading should be formed, reading habit should be earned in early ages and individuals should be directed to different alternatives (second-hand booksellers, libraries, etc.).

In a study conducted in the USA, it was determined that children's starting reading books in early years was effective in acquiring the habit of reading books [18]. According to Turkey Reading Culture Map made by the Ministry of Culture and Tourism in 2012 in our country, the most read material was determined as book with a percentage of 54% while 45,3% of the participants chose their books and randomly and read irregularly. Again with this study, it was found that participants read 7,2 books annually in average. 61,5% of the participants preferred the suggested books for reading, 84,2% of them did not follow a writer regularly while 90,16% of them did not prefer any publishing house [19].

It is seen that Turkey's situation is not good when compared with other countries in the world. It is a contradictory situation for developing country like our country to have almost the same rates with African countries. According to the study carried out by Turkish Statistics Association (TÜİK) about reading habits of Turkish people, Turkey is the 86th country within 173 countries in terms of reading habit. Another result of the study is that the rate of reading is 21% in Europe while it is only one in thousand in Turkey. The most book readers in the world are England and France with a percentage of 21 while they are followed by Japan with 14%, America with 12% and Spain with 9%. However, Turkey is almost at the end of the list with a percentage of 0,1. Moreover, book is in the 235th line among the list of needs in Turkey. When the reading and watching rates of Turkey are examined, it is seen that rate of reading magazines is 4%, rate of reading books is 4,5%, rate of reading gazettes is 22%, rate of listening to radio is 25% and rate of watching television is 94% [20].

The purpose of this study is to determine the factors affecting reading habits and reading preferences of the Turkish audiences.

General Information about Four Novels Mentioned In the Study:

İntibah (Rebirth): Namık Kemal sees the literature as a tool for awakening society and reaching to an abundance of people. He is realistic in description of place and events while he is romantic in description and analysis of nature and characters. His style is attentive, but his technique is weak [21]. İntibah must be seen as one of the first examples of entering into literary novel from folk story characters in many ways [22]. According to Ahmet Hamdi Tanpınar, our first novel is Namık Kemal's İntibah in real terms [23]. Namık Kemal wrote his novel during the period of expulsion in Cyprus Magosa Castle between 1873 and 1876. His purpose was to show that Ottoman Turkish was eligible for writing novels. Novel's main idea is "last regret does not mean anything" and that's why the writer named the novel as "Last Regret". However, Board of Education that supervised publications changed the name of novel as "İntibah: Sergüzeşt-i Ali Bey" (Rebirth: Adventure of Sir Ali) [21, 24]. General Summary: Sir Ali is the single son of a rich family, about twenty-one years old, clever, hardworking and a handsome young man. His father cares so much about his education. After he lost his father, he undergoes huge changes in his life. His mother starts to take Sir Ali to Çamlıca for sightseeing in order to forget his father's death. Sir Ali gets accustomed to these visits and starts to go there frequently. He meets Mehpeyker there and falls in love with her. His friends tell him that Mehpeyker is a whore but he does not want to believe his friends. However, as his mother learns about this situation, she purchases a very beautiful bondwoman named Dilaşub. Sir Ali gets married with Dilaşub. Mehpeyker learns about this and swears to take revenge from Sir Ali. First of all, she tells everybody that Dilaşub is whore and makes Sir Ali believe this. Sir Ali kicks Dilaşub out of the house. On the other hand, Mehpeyker purchases the bondwoman and tries to debauch her, but she can't. Mehpeyker's fire of revenge still continues. She hires a murderer for killing Sir Ali and they plan everything. However, Dilaşub hears everything. She masquerades as Sir Ali in order to save him. The murderer stab Dilaşub in the back thinking that she is Sir Ali. Sir Ali comes with the police, sees the corpse of Dilaşub and gets so upset. He also catches Mehpeyker and kills her. He dies six months after being jailed.

Araba Sevdası (Ambition for Car): Recaizade Mahmut Ekrem tries to earn a different aspect to our literature with a new joy and style. The second period of Reforms starts with him. Artists of this period possess the principle of "art is for art" [21]. Araba Sevdası was written in 1886 and published in 1895; it mocks with a European snob. The novel the period passing from romanticism to realism and it is accepted as the first realist novel in our literature. The writer criticizes false westernization in this novel [21, 25, 26]. General Summary: Sir Bihruz is a young prodigal and doesn't like working. He is fond of cars, expensive clothes and wandering in entertainment places. He adores showing off by speaking a little French. He is a real snob. He spends all his time with wandering with his beautiful car. One day, he falls in love one of the two women (the blond one) who are in a car in Çamlıca. This woman whose name is Periveş and seems to be rich is actually very poor. Sir Bihruz who looks for her everywhere but can't find her tells the situation to his friend Sir Keşfi. Keşfi who

enjoys lying says that Periveş has died. Bihruz gets so upset and depressed. He cries for days. Meanwhile, his fortune is running out and his debts are increasing. One day, he encounters with Periveş. Again he believes in Keşfi who says she is her sister and Bihruz asks her tomb and he gets ridiculed there. When he realizes the situation, he leaves hurriedly with others' mocking and laughs. Wealth of sciences

Mai ve Siyah (Blue and Black): A realist-naturalist style showing desire to start from Balzac, Stendhal, Flaubert and reach Zola was seen in Halit Ziya with its best examples and this style affected other narrators of the era [22]. The novel which was first distributed in 1896-1897 in the magazine of Serfet-i Fünun (Wealth of Sciences) then published many times as a book. It is the masterpiece of Halit Ziya Uşaklıgil and it's the first mature example of novel world. It mentions an art environment developing around school, publish house, second-hand book store, Sublime Porte. In the novel, it is mentioned about the need for a new style in literature. This work is as the manifesto of Serfet-i Fünun community [27, 28]. **General Summary:** Ahmet Cemil studies in university and as his father died, he has to look after his mother and sister. He translates detective stories in the evenings but he is not satisfied with these. He has to work for making his living. Moreover, he gives private lessons for the children of rich families. Their caprices and spoiled behaviors dissatisfy him but he has to do it. His friends suggest him to apply for Mir'at-ı Şuun gazette; they are looking for a novel translator. Ahmet Cemil starts working and his condition gets better. At the same time, he passes his exams and finishes his school. His main purpose is being famous in literature. For this, he works on a manuscript in his free times and dreams about sweet things. Lead writer of the gazette Ali Şekip and his school friend Hüseyin Nazmi are the people he likes most. Ahmet Cemil has seen Hüseyin Nazmi's sister Lamia just once but has fallen in love with her. One day, owner of the gazette dies. The gazette is taken over by his son Sir Vehbi. He gets married with Ahmet Cemil's sister. Sir Vehbi who is a rude and selfish person usually beats his wife. What is more, he kicks in her stomach when she is pregnant. The woman gets sick and suffers a miscarriage. Ahmet Cemil can't help and brings his sister back to home. He looks after her with great care but poor woman dies after some time. Sir Vehbi fires Ahmet Cemil from the gazette. Hüseyin Nazmi who is a son of rich family is in preparation of going to Europe by getting a good position in the Ministry of Foreign Affairs. He gives the good news to his friend in a café where they always sit together. Furthermore, he says that his sister Lamia has got engaged with a military officer. Ahmet Cemil who loves Lamia secretly gets upset after hearing this news; because he plans to get married with her. He just waits for the correct time. All of these painful events devastate Ahmet Cemil. During his miserable time, he throws his precious work into the fire and burns it. He applies some places and got the position of district governor in a remote place and they leave İstanbul with his mother.

Çalıkuşu (The Wren): Reşat Nuri Güntekin is a realist writer with his general attitude [29]. His most important manuscript is Çalıkuşu in terms of its effect on the reader. Almost at the end of the War of Independence, it was started to be distributed in Vakit gazette (1922) and it drew attention of lots of people from every class [30, 31]. Main characters of Güntekin's manuscripts are generally idealized (realized) individuals (Feride, etc.) and the people around these individuals are generally those depicted as a result of observation from real life [30]. At first, the manuscript seems to be a romance novel. The pressure of community contradicts with feelings and thoughts of Feride who is the main character of the novel. Therefore, it is given place to disagreements with some people and community depending on Feride. As a result, the conflict of an individual with another individual and the conflict of an individual with the community is the main topic of the novel [32]. That's why the main purpose of the novel is "out of Feride type". [33]. **General Summary:** Feride is a daughter of military officer in İstanbul. She loses her mother and father at an early age and goes to boarding school with the help of her aunt. They call her Çalıkuşu (the Wren); because she is so naughty. She visits her aunt in summers. In the meantime, a love starts with her aunt's son, Kamuran. She learns that Kamuran has a relationship with another girl just before their marriage. She leaves everything and runs away to remote places. She starts to teach in different places of Anatolia. She encounters with the old doctor Sir Hayrullah again in Kuşadası that she had met during her duties. During her sickness, the doctor welcomes her in his house and looks after her very well. After their friendship causes some gossips, they make a marriage of convenience. Sir Hayrullah reads Feride's diary and hides it. He gives an envelope to Feride to be given to Kamuran after he dies. After Sir Hayrullah dies, Feride takes the envelope to her aunt. Kamuran who is accidentally there takes envelope and learns about everything. He gets married with Feride with a passion not to get separated again.

MATERIAL AND METHOD

The measuring tool used in this study is the enhanced version of the questionnaire used by Korkmaz, M., et al., in 2013 "Presentation of Turkish Literature Classic Works to Today's Television Audience and Analysis of Audience Perception" published in Turkish Studies Magazine, V 8/4 pp.1033-1049. Moreover, it was formed a new measuring tool by combining the measuring tool used by Karataş, Ö., et. al., in the study named "Examining Reading Habits of Female Students Studying in Physical Training and Sports Associate Degree (Firat University Sample)" UHBAB Magazine, Number: 11, Volume: 4, number of pages. 161-181. The measuring tool with a five Likert scale and composing of 138 new items was subjected to pre-test first and then

applied with 156 individuals. At the end of the application, Cronbach's Alpha co-efficient was acquired as 0,781. Then 18 questions which affected negatively the reliability value of the study were removed and the questionnaire was re-organized. In the questionnaire, the opinions of 2 Turkish Language and Literature expert academicians, 1 Assessment and Evaluation Expert Statistician, 2 Education scientists were taken and the main study got started.

Purpose of the study:

Finding out the factors determining habits and preferences of Turkish literature audience. In the first chapter of questionnaire, questions regarding demographic and descriptive features of the participants were asked while in the second chapter, questions regarding their reading habits were asked. Non-parametric and parametric tests were conducted on the collected data. All of the participants attending the study were chosen randomly. Questionnaire forms were given by hand or sent via mail and –e-mail. Total number of questionnaire sent is 1500. The number of questionnaire coming back is 871. Only 650 of these forms were found eligible for analysis. The study was completed in about 7 months. The universe of the study is Turkey while

The universe of the study is Turkey while the sample of the study is composed of 8 different provinces. These provinces are İstanbul, Ankara, İzmir, Bursa, Kocaeli, Sakarya, Trabzon and Gaziantep.

Collecting Data:

In the first chapter of questionnaire, questions regarding demographic and descriptive features of the participants were asked while in the second chapter, questions regarding their reading habits were asked. Non-parametric and parametric statistical tests were conducted on the collected data.

Analyzing Data:

Within the scope of analysis, it was benefited from descriptive statistics, reliability analysis and ANOVA analyses. In the analysis of the data acquired from study, PASW 18.0 package program was used. 0.05 of significance level was taken into account in relationships and differences among the variables.

Implementation and Analyses:

Reliability Analysis:

Table 1: Reliability Statistics.

Cronbach's Alpha	Number of items
,924	120

We can say that 120 items have very high reliability level due to the fact that Alpha = 0,924 as a result of reliability analysis.

Table 2: Demographic characteristics.

		Count	Column N %
1. AGE	18-30	296	54.5%
	31-40	126	19.4%
	41-50	101	15.5%
	51-60	77	11.8%
	61+	50	7.7%
2. EDUCATION	Literate – primary	301	46.5%
	High school	117	18.1%
	Associate degree	89	13.7%
	Bachelor's degree	110	17.0%
	Master's degree	31	4.8%
3. INCOME	500-1000	295	45.4%
	1001-1500	99	15.2%
	1501-2000	94	14.5%
	2001-2500	105	16.2%
	2501-3000+	57	8.8%
4. MARITAL STATUS	Married	423	65.1%
	Single	227	34.9%
5. GENDER	Male	228	35.4%
	Female	416	64.6%
6. REGION YOU'RE LIVING	Metropolis	285	43.8%
	City	115	17.7%
	District	97	14.9%
	Town	117	18.0%
	Village	36	5.5%

Demographic Statistics:

- When the age range of participants were examined, it was seen that 18-30 aged participants were 45.5%, 31-40 aged participants were 19.4%, 41-50 aged participants were 15.5%, 51-60 aged participants were 11.8%, 61+ aged participants were 7.7%.
- When the educational status of participants was examined, it was seen that the rate of literate and primary school was 46.5%, the rate of graduates of high school was 18.1%, the rate of graduates of associate degree was 13.7%, the rate of graduates of bachelor's degree was 17% the rate of graduates of master's degree was 4.8%.
- When the income of participants were examined; 500-1000 income rate was 45.4%, 1001-1500 income rate was 15.2%, 1501-2000 income rate was 14.5%, 2001-2500 income rate was 16.2%, 2501-3000+ income rate was 8.8%.
- 65.1% of them were married and 34.9% were single.
- 35.4% of them were male, 64.6% were female.
- 43.8% were living in metropolis, 17.7% in cities, 14.9% in districts, 18% in towns, 5.5% in villages.

*Analyses:**H1: The education of participants affected the type of vehicle they preferred in their travel:*

When it is observed if the travel preferences varied depending on the educational status of the participants, it is seen that education does not affect travel preferences due to the fact that the hypothesis is accepted.

Table 3: Anova test of travel preferences varied depending on the educational status of the participants.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6,081	4	1,520	1,942	,102
Within Groups	503,320	643	,783		
Total	509,401	647			

Table 4: Crostabb analysis of travel preferences varied depending on the educational status of the participants.

		EDUCATION				
		Literate- primary school	High school	Associate degree	Bachelor's degree	Master's degree
		%	%	%	%	%
10.WITH WHICH VEHICLE DID YOU PERFORM YOUR TRAVEL?	Bus	31.9%	20.5%	13.5%	17.3%	19.4%
	Own vehicle	25.6%	39.3%	36.0%	31.8%	19.4%
	Plane	37.9%	29.9%	50.5%	48.2%	61.2%
	Railway	3.8%	10.3%	.0 %	2.7%	.0%
	Seaway or other	1.0%	.0%	.0%	.0%	.0%

H2: Social statuses of the participants concentrate on retired people and students:

When the social statuses of the participants were observed, it can be said that the concentration of retired people and students is high due to the fact that sig value is smaller than 0.05.

Table 5: One-Sample test according to the social status of the participants.

	One-Sample Test					
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
24. ŞU ANDA SOSYAL STATÜNÜZ NEDİR?	40,891	649	,000	2,26769	Lower 2,1588	Upper 2,3766

Table 6: Percentage analysis according to the social status of the participants.

	Column N %
24. WHAT IS YOUR SOCIAL STATUS NOW?	45.1%
Student	17.4%
Retired	13.8%
Housewife	13.1%
Civil Servant	10.6%
Private Sector	.0%
Worker	.0%
Not working	.0%

H3: Reading types of participants concentrate on academic publications:

When the reading types of participants were observed, it can be said that it is concentrated on academic publications due to the fact that sig value was smaller than 0.05.

Table 7: One-Sample test according to the academic publications of the participants.**One-Sample Test**

	Test Value = 1					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
16. OKUDUĞUNUZ ve TAKIP ETTİĞİNİZ YAYINLAR GENELDE NE TÜR YAYINLARDIR?	22,989	649	,000	1,27385	1,1650	1,3827

Table 8: Percentage analysis according to the academic publications of the participants.

		Column N %
24. GENERALLY, WHAT KIND OF PUBLICATIONS DO YOU READ OR FOLLOW?	Academic	44.8%
	Up-to-date	17.4%
	Finance	14.2%
	Political	13.1%
	Literature and Classics	10.6%

H4: Use of computer and internet affects habit of reading online books:

According to use of internet of the participants, when their reading habits of online books are examined whether varied or not, it is seen that use of internet affects reading online books due to the fact that hypothesis is rejected.

Table 9: Anova test of the reading habits of online books according to the use of internet of the participants.**ANOVA****10. SEYAHATİNİZİ HANGİ TAŞIT İLE GERÇEKLEŞTİRİRSİNİZ?**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13,569	1	13,569	17,621	,000
Within Groups	499,009	648	,770		
Total	512,578	649			

Table 10: Crostabb analysis of the reading habits of online books according to the use of internet of the participants.

		7. CAN YOU USE COMPUTER AND DO YOU HAVE THE ABILITY TO USE INTERNET?	
		Yes	No
		Column N %	Column N %
14. DO YOU FOLLOW ONLINE PUBLICATIONS AND READ THEM?	Yes	81.2%	13.4%
	No	18.8%	86.6%

H5: Education does not affect living area:

When it is examined whether the living areas of the participants differ according to their education, it is seen that education affects living area due to the fact that hypothesis is rejected.

Table 11: Anova test of living areas depending on the educational status of the participants.**ANOVA****6. YAŞADIĞINIZ BÖLGE**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	198,126	4	49,532	34,015	,000
Within Groups	936,318	643	1,456		
Total	1134,444	647			

H6: Level of education does not affect reading habit:

When it is observed whether reading habits differ according the education level of the participants, it is seen that education level affects reading habits due to the fact that hypothesis is rejected. Level of education and

reading shows parallelism with each other; that is, as the level of education level increases, reading habit increases, as well.

Table 12: Crostabb analysis of living areas depending on the educational status of the participants.

		2. EDUCATION				
		Literate- primary school	High school	Associate degree	Bachelor's degree	Master's degree
		Column N %	Column N %	Column N %	Column N %	Column N %
6. THE REGION YOU'RE LIVING	Metropolis	61.8%	32.5%	27.0%	22.7%	32.3%
	City	17.3%	34.2%	6.7%	10.0%	19.4%
	District	8.0%	23.1%	22.5%	18.2%	19.4%
	Town	10.0%	10.3%	27.0 %	38.2%	29.0%
	Village	3.0%	.0%	16.9%	10.9%	.0%

Table 13: Anova test of reading habits depending on the educational level of the participants.

ANOVA

8. OKUMA ALIŞKANLIĞINIZ VAR MI?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,012	4	,753	3,621	,006
Within Groups	133,704	643	,208		
Total	136,716	647			

Table 14: Crostabb analysis of reading habits depending on the educational level of the participants.

		2. EDUCATION				
		Literate- primary school	High school	Associate degree	Bachelor's degree	Master's degree
		%	%	%	%	%
8. DO YOU HAVE THE HABIT OF READING?	No	64.1%	66.7%	23.6%	19.1%	22.6%
	Yes	35.9%	33.3%	76.4%	80.9%	77.4%

H7: Age does not affect reading habits:

When it is observed whether reading habit differs according to age, it is seen that age affects reading habit due to the fact that hypothesis is rejected. Age rate of the novel readers is high.

Table 15: Anova test of the preferred type of publication depending on the age of the participants.

ANOVA

16. OKUDUĞUNUZ ve TAKİP ETTİĞİNİZ YAYINLAR GENELDE NE TÜR YAYINLARDIR?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	213,546	4	53,387	31,833	,000
Within Groups	1081,709	645	1,677		
Total	1295,255	649			

Table 16: Crostabb analysis of the preferred type of publication depending on the age of the participants.

		1. AGE				
		18-30	31-40	41-50	51-60	61+
		%	%	%	%	%
16. GENERALLY, WHAT KIND OF PUBLICATIONS DO YOU READ AND FOLLOW?	Academic	67.6%	31.0%	17.8%	15.6%	44.0%
	Up-to-date	8.4%	44.4%	17.8%	10.4%	12.0%
	Finance	11.5%	6.3%	22.8%	23.4%	18.0%
	Political	4.7%	13.5%	20.8%	39.0%	6.0%
	Literature and Classics	7.8%	4.8%	20.8%	11.7%	20.0%

H8: Age is not an effective factor in the change of psychology by reading book:

When it is observed whether psychology differs according to age or not, it is seen that age affects psychology due to the fact that hypothesis is rejected.

Table 17: Anova test of the psychological and social influence depending on the age of the participants.**ANOVA****17. OKUDUĞUNUZ YAYINLAR SİZİ SOSYAL VE PSİKOLOJİK OLARAK ETKİLER Mİ?**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,278	4	,820	14,681	,000
Within Groups	36,008	645	,056		
Total	39,286	649			

Table 18: Crostabb analysis of the psychological and social influence depending on the age of the participants.

		1. AGE				
		18-30	31-40	41-50	51-60	61+
		%	%	%	%	%
17. DO THE BOOKS YOU READ AFFECT YOU SOCIALLY AND PHYSIOLOGICALLY?	Yes	94.9%	92.9%	97.0%	100.0%	70.0%
	No	5.1%	7.1%	3.0%	.0%	30.0%

H9: Books written in foreign language are generally not read:

Table 19: Percentage analysis according to item 27 of the participants.

	Column N %
27. DO YOU READ PUBLICATIONS WRITTEN IN FOREIGN LANGUAGE?	32.3%
	67.7%

It is seen that most of the participants does not read books written in foreign languages.

H10: Old books are generally not read:

Table 20: Percentage analysis according to item 35 of the participants.

	Column N %
35. WHICH OF THE FOLLOWING NOVELS DID YOU READ?	,5%
ÇALI KUŞU	,3%
ARABA SEVDASI	,2%
İNTİBAH	,1%
MAİ VE SİYAH	65,5%
None	

Table 21: Results Of The Questions Asked To The Audience.

	Absolutely I agree	Relatively I agree	Slightly I agree	Merely I agree	I don't agree at all
1- Reading is a necessity.	26%	37%	26%	8%	3%
2- Those who don't read are unaware of the world and agenda.	25%	31%	29%	10%	5%
3- Reading is an indication of development.	26%	28%	24%	15%	7%
4- Reading is viewing life differently?	17%	21%	30%	19%	13%
5- The person reading books develops and enhances himself/herself.	24%	28%	26%	14%	9%
6- Reading is being popular.	12%	19%	26%	18%	25%
7- Reading is behaving more conscious.	15%	17%	20%	22%	26%
8- Reading is not related with age, gender, status and culture.	40%	10%	5%	26%	20%
9- The person reading books has more knowledge.	38%	14%	33%	13%	2%
10- The habit of reading is more widespread in developed societies.	18%	31%	14%	10%	26%
11- The person reading books possesses the highest self-confidence.	17%	25%	29%	14%	16%
12- The person reading books stays out of badness.	31%	19%	21%	23%	6%
13- Reading develops human intelligence.	21%	28%	30%	16%	5%
14- Reading fends off from bad habits.	25%	32%	25%	11%	7%
15- The person reading books does not make mistakes.	43%	19%	24%	11%	3%
16- The person reading books is conscious, helpful both for society and himself/herself.	40%	25%	19%	14%	2%
17- I can't help and live without reading.	30%	28%	29%	9%	3%
18- I am staying away from stress by reading.	34%	33%	17%	13%	4%
19- Reading relieves me spiritually.	22%	15%	37%	11%	15%
20- I can think well while I'm reading.	4%	16%	28%	47%	5%
21- Reading makes me think more healthily.	43%	57%	1%	0%	0%
22- Reading increases my self-confidence.	42%	29%	29%	0%	0%

23- I get rid of daily stress by reading.	41%	59%	0%	0%	0%
24- I get rid of stress and problems in daily life by reading.	9%	91%	0%	0%	0%
25- I stay away from bad thoughts by reading.	14%	86%	0%	0%	0%
26- I stay on my own when I read.	43%	57%	0%	0%	0%
27- I award myself by reading.	46%	54%	0%	0%	0%
28- I feel like I'm resting when I read.	23%	77%	0%	0%	0%
29- It makes me happy to be together with other readers.	56%	44%	0%	0%	0%
30- Academic studies require travelling.	17%	43%	39%	1%	0%
31- It makes me happy to be with the people I don't know because of my studies.	57%	43%	0%	0%	0%
32- Reading is fully experiencing new excitements.	39%	60%	0%	0%	0%
33- I am developing myself and gaining new qualifications by reading.	10%	19%	28%	21%	22%
34- Reading is competitiveness.	7%	41%	48%	3%	1%
35- Reading leads me to success due to the fact that at the end, there is ambition to be successful.	21%	78%	1%	0%	0%
36- Dealing with training activities makes me happy.	17%	26%	38%	19%	0%
37- I develop my personal skills by reading.	90%	10%	0%	0%	0%
38- I always benefit from the opportunities that libraries and publishing house.	29%	13%	18%	29%	11%
39- I am ambitious for reading and I like challenging about this issue.	44%	22%	14%	13%	7%
40- My purposes are apparent; because I determine what I did and what to do by reading and searching.	53%	16%	13%	11%	6%
41- Reading and having knowledge makes me attractive and charismatics.	49%	19%	13%	10%	9%
42- Reading is getting acquainted with different cultures.	45%	18%	13%	16%	9%
43- I transfer my culture to different cultures by reading and possessing knowledge.	46%	15%	13%	20%	7%
44- Reading and learning is an international endeavor.	48%	17%	13%	12%	10%
45- Education level is the real identity and face of a country.	48%	17%	12%	16%	7%
46- Individuals possessing different cultures come together with training activities and share cultural values with each other.	48%	18%	11%	14%	8%
47- I don't think that training activities possess a cultural value.	50%	21%	13%	10%	6%
48- Protecting my identity shaped with the knowledge I read and acquired creates responsibility to me.	54%	16%	8%	14%	8%
49- I should be successful and gain; because my success and gain is to earn my own future through reading and getting knowledge.	36%	22%	14%	22%	6%
50- I don't think that Turkish educational structure is successful in international arena.	36%	16%	18%	22%	9%
51- Turkish educators are more successful in many areas when compared with other countries.	33%	20%	17%	19%	10%
52- I always follow scientific studies regarding education.	33%	14%	23%	20%	10%
53- Studies and researches regarding education always attract my attention.	41%	18%	15%	14%	13%
54- I am a good researcher.	32%	18%	21%	14%	16%
55- I am of the opinion that educated and conscious people are more helpful for the society.	36%	14%	12%	18%	19%
56- I think there is a relationship between education and reading habit.	42%	26%	15%	11%	6%
57- I always read; because I am aware of the importance of reading.	43%	25%	13%	11%	8%
58- I have been reading for a long time; because I have knowledge about reading culture.	26%	27%	19%	13%	15%
59- I get rid of stress and feel more energetic and comfortable by reading.	26%	21%	21%	24%	8%
60- I determine my future purposes better by reading.	33%	24%	19%	21%	2%
61- Reading fends me off from bad habits.	33%	16%	23%	21%	7%
62- I think individuals who are educated and reading books will stay away from the phenomenon of "cigarette, alcohol" bad habits.	31%	20%	15%	20%	14%
63- Reading is knowing and understanding. You need to put into practice that you understand and know.	38%	24%	17%	17%	5%
64- I think those who possess the habit of reading are intelligent and brilliant.	37%	23%	14%	19%	8%
65- Just those who know, think of and care about himself/herself read.	31%	27%	16%	17%	8%
66- Reading is a science. Just those who know this science well understand and apply it.	39%	18%	16%	20%	8%
67- Novel is a flight of imagination.	34%	20%	20%	17%	9%
68- I found myself within the novel.	26%	19%	26%	21%	8%
69- Lack of mother and father makes an individual stronger in life.	43%	16%	18%	18%	6%
70- If an individual is self-sufficient and possesses some abilities, then he/she does not need his/her relatives and environment.	30%	28%	16%	20%	6%
71- One should always be educated; because education increases self-confidence.	31%	21%	20%	21%	8%
72- There is real love. Love just exists in novels.	30%	20%	21%	21%	7%
73- There is a parallel relationship between money and real life.	32%	18%	20%	15%	14%
74- Feride ran away because of the trust she lost, not her love..	30%	21%	22%	15%	12%
75- The love between Feride and Kamuran comes from dependence, not affection.	32%	21%	19%	11%	17%
76- The writer interpreted the stories according to him and exaggerated them.	29%	17%	21%	18%	15%
77- Series and scenario version of the novel had a more effective impact on me.	42%	18%	13%	18%	9%
78- The novel is influent and effective.	43%	16%	19%	16%	7%
79- The style and scales used within the novel were developed in accordance with the topic mentioned in the novel. This made me feel myself within the story.	32%	25%	17%	14%	12%
80- Kamuran was unfair to Feride and he betrayed her love.	34%	21%	20%	21%	4%

81- We can see that it I encountered with the stories in Çalıkuşu today as well.	38%	19%	18%	19%	6%
82- Financial opportunities do not affect one's qualification and development.	36%	13%	18%	18%	16%
83- Education is not parallel with money and financial opportunities.	38%	25%	18%	9%	10%
84- Deficient knowledge and education cause an individual to get simple.	41%	23%	13%	9%	15%
85- The difference between real and dream can be jut understood with knowledge and experience.	41%	24%	12%	8%	15%
86- Financial opportunities of the individuals who lack of knowledge and skill cause them become showy and selfish.	38%	24%	13%	17%	8%
87- Sometimes, even a small toy causes someone become happy and finds himself in difference.	49%	16%	14%	13%	7%
88- You always have to stay robust against life with your opportunities and possibilities.	38%	17%	18%	12%	15%
89- The topic mentioned within the novel is a flight of imagination.	24%	17%	23%	31%	5%
90- Events and the content were exaggerated by the narrator in the novel.	49%	18%	17%	13%	3%
91- I could not find persuasiveness in the novel.	37%	20%	18%	18%	7%
92- The content of the novel did not affect me so much.	32%	18%	21%	23%	6%
93- I can understand the importance of having learned a language in the past better now.	37%	17%	18%	18%	10%
94- You should always know the value of your opportunities in hand and evaluate these in the best way.	36%	19%	17%	14%	15%
95- You should not be quick to fall in love; because real love can only be acquired with effort.	30%	17%	22%	18%	14%
96- The difference between real and imagination can just be found out with knowledge and experience.	40%	15%	18%	12%	15%
97- Love can only be acquired with effort.	32%	16%	19%	17%	17%
98- Dreaming causes the vanishing of reality.	36%	19%	18%	22%	6%
99- The relationship between women and men is just about sexuality.	52%	18%	14%	11%	5%
100- Sharing and friendships cannot be measured with money and materialism.	32%	22%	17%	17%	12%
101- Being intelligent and hardworking is not an obstacle for making mistakes.	30%	23%	19%	22%	5%
102- Mistakes can only be compensated with experiences.	42%	20%	17%	15%	7%
103- Realities can only be realized by searching and examining.	33%	16%	20%	18%	14%
104- You should never be prejudiced about the issues you don't know; because the life may not always be as we desire.	36%	20%	17%	12%	14%
105- Feelings should never prevent wisdom and logic.	42%	16%	16%	12%	15%
106- An individual should be aware of the value of a thing before losing it.	38%	17%	16%	13%	16%
107- Novel presents suggestions in terms of future for each readers and it enlightens realities about life.	40%	23%	15%	12%	10%
108- It is clearly specified in the novel that real love and affection can only be acquired with endeavor and effort.	50%	17%	17%	10%	7%
109- Unreachable dreams only cause a person to get upset.	28%	19%	19%	20%	14%
110- Sometimes a person should create his/her own opportunities.	29%	19%	21%	24%	7%
111- Our desires may not be realized all the time. However, this does not mean that it will not happen.	46%	19%	18%	13%	4%
112- Self-confidence contributes to shaping the future of an individual.	35%	19%	20%	18%	8%
113- Luck and fate are self-directed.	39%	18%	16%	20%	7%
114- Sometimes, conditions are formed on their own even though we don't want.	46%	17%	14%	16%	7%
115- Difficulties contribute to the development of an individual and staying strong in the life.	44%	20%	18%	14%	5%
116- Impossibilities and problems contribute to the development of an individual and to take robust steps.	38%	19%	18%	17%	8%
117- It isn't meaningful to live without dreaming.	44%	21%	18%	10%	7%
118- One thing which is unimportant for someone may be important for you. It is in parallel with an individual's point of view.	34%	21%	17%	15%	12%
119- The topic mentioned in the novel poses parallelism with the events happening in real life.	40%	23%	14%	16%	8%
120- Each thing we want may not be realized every time we desire. This should not mean it will not happen or impossible to success.	40%	24%	15%	11%	10%

H11: Reading factors according to the age of participants:

When the reading factors were examined according to the ages of participants, it was seen that all sig. values were found to be smaller than 0,05. Therefore, it was observed that age of the participant affected all factors.

H12: Reading factors according to the education of participants:

When the reading factors of the participants were examined, it was found that all sig. values were smaller than 0.05 except from 6th, 7th, 8th and 9th factors. Therefore, it was found that education of the participants affected these factors except from the factors specified above. Education of the participants did not affect 6th, 7th, 8th and 9th factors.

Table 22: Anova test of reading factors according to the age of participants.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
OKUMANIZA,NEDEN OLAN FAKTÖRLER	Between Groups	1,717	4	,429	2,439	,046
	Within Groups	113,552	645	,176		
	Total	115,269	649			
OKUMA ve STRES İLİŞKİSİ	Between Groups	2,664	4	,666	7,752	,000
	Within Groups	55,420	645	,086		
	Total	58,085	649			
OKUMAYA KATILIM GÜDÜLERİ	Between Groups	2,527	4	,632	7,146	,000
	Within Groups	57,030	645	,088		
	Total	59,557	649			
OKUMAK VE KÜLTÜREL AKTİVİTELER	Between Groups	10,452	4	2,613	3,491	,008
	Within Groups	482,733	645	,748		
	Total	493,185	649			
EĞİTİM AKTİVİTELERİ VE BAŞARI İLİŞKİSİ	Between Groups	35,751	4	8,938	13,183	,000
	Within Groups	437,277	645	,678		
	Total	473,028	649			
ÇALIKUŞU ROMANINA İLİŞKİN DÜŞÜNCELER	Between Groups	8,347	4	2,087	3,118	,015
	Within Groups	431,644	645	,669		
	Total	439,991	649			
ARABA SEVDASI ROMANINA İLİŞKİN DÜŞÜNCELER	Between Groups	15,918	4	3,980	7,192	,000
	Within Groups	356,893	645	,553		
	Total	372,811	649			
İNTİBAH ROMANINA İLİŞKİN DÜŞÜNCELER	Between Groups	11,627	4	2,907	4,467	,001
	Within Groups	419,727	645	,651		
	Total	431,353	649			
MAİ VE SİYAH ROMANI HAKKINDAKİ DÜŞÜNCELER	Between Groups	26,153	4	6,538	10,903	,000
	Within Groups	386,768	645	,600		
	Total	412,921	649			

Table 23: Anova test of reading factors according to the education of participants.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
OKUMANIZA,NEDEN OLAN FAKTÖRLER	Between Groups	4,264	4	1,066	6,178	,000
	Within Groups	110,940	643	,173		
	Total	115,204	647			
OKUMA ve STRES İLİŞKİSİ	Between Groups	1,094	4	,274	3,090	,016
	Within Groups	56,920	643	,089		
	Total	58,014	647			
OKUMAYA KATILIM GÜDÜLERİ	Between Groups	4,268	4	1,067	12,420	,000
	Within Groups	55,246	643	,086		
	Total	59,514	647			
OKUMAK VE KÜLTÜREL AKTİVİTELER	Between Groups	8,212	4	2,053	2,722	,029
	Within Groups	484,969	643	,754		
	Total	493,181	647			
EĞİTİM AKTİVİTELERİ VE BAŞARI İLİŞKİSİ	Between Groups	7,679	4	1,920	2,657	,032
	Within Groups	464,610	643	,723		
	Total	472,288	647			
ÇALIKUŞU ROMANINA İLİŞKİN DÜŞÜNCELER	Between Groups	4,614	4	1,153	1,704	,147
	Within Groups	435,258	643	,677		
	Total	439,872	647			
ARABA SEVDASI ROMANINA İLİŞKİN DÜŞÜNCELER	Between Groups	5,058	4	1,265	2,222	,065
	Within Groups	365,994	643	,569		
	Total	371,052	647			
İNTİBAH ROMANINA İLİŞKİN DÜŞÜNCELER	Between Groups	3,380	4	,845	1,274	,279
	Within Groups	426,633	643	,664		
	Total	430,013	647			
MAİ VE SİYAH ROMANI HAKKINDAKİ DÜŞÜNCELER	Between Groups	3,400	4	,850	1,339	,254
	Within Groups	408,193	643	,635		
	Total	411,593	647			

H13: Reading factors according to the gender of participants:

When the reading factors of participants were examined according to their education, it was seen that all sig. values were smaller than 0.05 except from first one. Therefore, it was determined that gender of the participants had effect on all factors except from the first one.

Table 24: Anova test of reading factors according to the gender of participants.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
OKUMANIZA NEDEN OLAN FAKTÖRLER	Between Groups	,483	1	,483	2,709	,100
	Within Groups	114,503	642	,178		
	Total	114,986	643			
OKUMA ve STRES İLİŞKİSİ	Between Groups	,788	1	,788	8,858	,003
	Within Groups	57,102	642	,089		
	Total	57,890	643			
OKUMAYA KATILIM GÜDÜLERİ	Between Groups	,615	1	,615	6,802	,009
	Within Groups	58,076	642	,090		
	Total	58,691	643			
OKUMAK VE KÜLTÜREL AKTİVİTELER	Between Groups	7,674	1	7,674	10,480	,001
	Within Groups	470,106	642	,732		
	Total	477,780	643			
EĞİTİM AKTİVİTELERİ VE BAŞARI İLİŞKİSİ	Between Groups	17,053	1	17,053	24,166	,000
	Within Groups	453,039	642	,706		
	Total	470,092	643			
ÇALIKUŞU ROMANINA İLİŞKİN DÜŞÜNCELER	Between Groups	9,841	1	9,841	14,735	,000
	Within Groups	428,754	642	,668		
	Total	438,595	643			
ARABA SEVDASI ROMANINA İLİŞKİN DÜŞÜNCELER	Between Groups	7,036	1	7,036	12,433	,000
	Within Groups	363,327	642	,566		
	Total	370,363	643			
İNTİBAH ROMANINA İLİŞKİN DÜŞÜNCELER	Between Groups	7,882	1	7,882	12,327	,000
	Within Groups	410,492	642	,639		
	Total	418,373	643			
MAİ VE SİYAH ROMANI HAKKINDAKİ DÜŞÜNCELER	Between Groups	3,248	1	3,248	5,224	,023
	Within Groups	399,140	642	,622		
	Total	402,388	643			

Conclusion and Evaluation:

- When it is evaluated in terms of demographics, it can be seen that the participants are mostly between the age range of 18 and 30, their education level is literate/primary school graduates, have low income and are living in metropolis.
- Education of the participants affects their travel preferences.
- Social statuses of the participants are composed of retired individuals and students.
- Reading types of the participants concentrate on academic publications. The fact that reading is concentrated in this area may be thought as the result of participants' mostly being student.
- Computer and internet using habits affect reading online books. Today, it can be said that computer and internet are one of the most effectively developing areas within mass communication tools. Individuals spend most of their time on computer and internet and they prefer providing all of their needs via internet. It can be said that the cost of electronically published books is lower than those published in publishing houses; therefore this may be a factor as well. Today, e-system is used in every field and various opportunities are provided for the use of people electronically. One of these is e-book. Those individuals who have a sufficient computer literacy may prefer reading book on internet.
- Education of the participants affects their living area. It has been found that primary and high school graduates mostly live in metropolises.
- Education of the participants affects reading habits. Education level and reading shows parallelism with each other; that is, as the level of education increases, reading habit increases, as well.
- Age of the participants affects their reading habits. While age rates of the participants reading academic publications are low, age rates of the participants reading literature and classic publications are high.

- Age is an effective factor in being impressed by the book read physiologically. In our study, while all age groups are affected socially and physiologically from the books they read, the highest rate is for 41-60 age range.
- Books written in foreign languages are generally not read.
- Books written in old language (mostly including Ottoman Turkish words) and old books are merely read.
- Ages of the participants affect reading factors.
- Education of the participants affects some of the reading factors.
- Genders of the participants affect some of the reading factors.
- Participants generally do not read old books. In a study carried out by Children Association (2006), it was determined that the most frequently read novel in high school level was Çalıkuşu. However, in our study, it is in the first line among the least read books with a percentage of 5%.

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