

## The Perceptions of Students Studying in the Faculty of Education Towards Reading in Terms of Their Reading Motivations

Keziban Tekşan<sup>1</sup>  
Ordu University

### Abstract

The research was conducted with the aim of determining the levels of reading motivation of students who are studying in the department of teaching in terms of various variables and the factors that cause having low and high reading motivation. The research is based on the determination of the internal and external motivation sources that motivate or disincline students in reading who are studying in the department of teaching and the development of solutions accordingly. The research was conducted with mixed method. Within the mixed method, the explanatory sequential design was used. The first study group of the research consists of 238 first grade students who are studying in the different departments of the Faculty of Education in a state university in the academic year of 2018-2019. The second study group of the research consists of 18 students who wanted to participate in the second phase of the research and has low and high reading motivation. The data collection tools of the study include the Adult Reading Motivation Scale (ARMS) which was developed by Schutte and Malouff (2007) and interview form which consists of open-ended questions. In the analysis of the quantitative data, within the IBM SPSS statistical program, descriptive researches, independent samples t-test since the data demonstrate normal distribution and one-way ANOVA test were used. In the analysis of qualitative data, MAXQDA Analytics Pro 12 qualitative analysis program was used for coding the data, determining the themes, organizing the themes and defining and interpreting the findings. The obtained results are as follows: Reading motivation of female students are higher than male students. Students who have a bookcase in their home have a higher motivation than those who don't have. The department students study does not create a difference in reading motivation. Students who have high reading motivation define themselves as conscious readers and individuals who find pleasure in reading. Personal pleasure and the desire to improve are the leading factors that incline individuals to read. It is observed that taking someone as a model and being influenced by a peer are important for reading motivation. The leading reasons that decrease reading motivation are school, activities with friends and getting bored from reading. Students who have high reading motivation are considered to be individuals who acquired reading habit and are good readers since they read with the purposes of self-development, acquiring knowledge, homework and pleasure as well as curiosity. While the factors which excite students the most in reading are curiosity, interest and gripping narration, the elements that disturb the students are long descriptions and unobtrusive subjects. It is recommended that families and teachers should be role models and guidance should be given in book selection and appropriate reading environment should be established in increasing reading motivation. It is also recommended that students make readings with peer groups.

**Keywords:** Compulsory reading, curiosity, getting bored from reading, interest in reading, pleasure, reading motivation.

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<sup>1</sup> Keziban Tekşan, Assoc. Prof. Dr., Education Faculty, Turkish Education, Ordu University, **ORCID:** 0000-0002-5768-0022

**Correspondence:** kezibanteksan@gmail.com

## INTRODUCTION

Reading skills are necessary more than ever in order to catch up with the increasing fund of knowledge. Despite the technological developments, changing teaching aids and innovations, reading skill is still an important skill in accessing the knowledge, using knowledge efficiently, problem-solving and establishing efficient communication. Since all of the courses necessitate reading, reading skill becomes the basis of education life and individuals use this skill throughout their lives. Acquiring reading habit is considered as an important indication of being a developed society (Kırmızı, 2012). "Information societies access knowledge through reading in the shortest path. Reading is a simple yet lofty struggle of an individual which is made in order to innovate oneself, pushing one's limits and reaching to universality." (Ungan, 2008: 219). The main objective of education systems is to acquire the reading habit to the individuals. For this reason, several researches were conducted which mention the importance of motivation on the education of reading. Researches indicate that reading habit increases the achievement of an individual in education by 30% (Bamberger, 1990, p. 4).

Individuals who acquire reading habit constantly repeat reading activities and read all types of reading sources eagerly. In other words, reading is a basic need for these individuals and they use this skill throughout their lives (Bircan and Tekin, 1989; Odabaş, Odabaş and Polat, 2008). Acquiring a love of reading and reading habit are under the responsibility of the Turkish lesson and included in the Curriculum of Turkish Lesson. Being enthusiastic about reading books carries significant importance in acquiring reading habits for students. Researches indicate that there is a direct proportion between reading motivation and amount of reading, individuals who have higher reading motivations read more, a reader who has low reading motivation but strong cognitive skills could not make time for reading (Ülper and Çeliktürk; 2013; Yıldız, 2013). Motivation is one of the basic variables that direct human behaviors (Akyol, 2005). Since motivation defines values, beliefs and personal objectives which affect the reading processes, results and subjects, it plays a fundamental role in reading skill (Yıldız, 2013).

Motivation which is considered as one of the main reasons that lead students to reading is defined as "a force that pushes the individual to act in order to reach an objective, stimulates, strengthens, activates and leads the behavior of an individual" (Işıksaçan, 2013, p. 170) or a concept that explains the behaviors, persistence and condition of the individuals and the force that they exert towards reaching an objective (Pintrich, 2003). As it can be observed, constant interest and objective-oriented effort are necessary for motivation. "Ingratating something is not adequate for motivation. This interest should be constant as well or should be made sustainable. In addition to these, objective-oriented sustainable needs and demands should be associated with time and effort." (Aydemir and Öztürk, 2013, p. 67). If the causes that lead the individual to a behavior derive internally it is called as internal motivation and if these causes derive externally it is called as external motivation. Whether it derives internally or externally, motivation is a driving force which stimulates an individual just as a fuel that mobilizes an automobile (Yıldız, 2013).

Reading motivation is defined as values, beliefs and personal objectives which affect the reading processes, results and subjects (Guthrie and Wigfield, 2000, p. 405). In other words, it is the desire to read, making time for reading and making this constant by the individual. For this, motivation is required. Motivation is a factor that determines whether individuals prefer an activity or not (Yıldız, 2013). Researches indicate that individuals with high reading motivation read more and develop positive attitudes towards reading (Akbaba, 2006; Aydemir and Öztürk, 2013; Dündar and Akyol, 2014; Kurnaz and Yıldız, 2015; Ülper and Çeliktürk, 2013; Yıldız and Akyol, 2011).

Reading motivation is closely associated with reading comprehension and reading success (Jang, Conradi, McKenna and Jones, 2015). There are researches which indicate that reading habit improves with motivation and the negative opinions of students towards reading change through external motivation (Topçuoğlu Ünal and Sevimli, 2017, p. 564). Although reading motivation is affected by several sources, the most determinant ones are internal and external motivation. Internal motivation is performing the activity of reading by individuals with the reasons such as desiring on

their own, interest, curiosity and achieving a difficult task instead of any obligatory, supportive and deterrent effects. External motivation is performing the activity of reading by individuals with the reasons such as receiving a prize, not getting punished, meeting the expectations of the teacher/family, interacting with friends, being recognized as a good reader, orientating and competition.

As in all types of learning, individuals learn the subjects they are interested in and curious about easier and more efficiently. The same situation is relevant to reading. "Individuals who are internally motivated to reading, believe that they are good readers, continue to read difficult texts, make an effort to analyze the contradictions in the text and integrate their pre-knowledge with the text. If the internal motivation is not high, individuals limit the cognitive processes of reading or use it at a minimum." (Yıldız, 2010, p. 33). In addition to this, internal motivation cannot be provided in every situation and there are situations in which reading that originates from external motivation such as compliments, marks and rewards turn into internal reading motivation in time. An obtained result in a research of which it was aimed to turn a process which was supported with external motivation in developing reading habit into a permanent habit by improving with internal motivation supports this opinion. "At the beginning of the motivation process, students first read books obtrusively with the fear and excitement of the call from the teacher, but then the excitement and fear substituted with gladly and willingly reading. After the motivation process, it was observed that the negative opinions of students towards reading changed and their interests and desires increased with external motivation." (Topçuoğlu Ünal and Sevimli, 2017, p. 564). In this context, reading motivation is affected by both internal and external reasons and it is possible to state that this motivation sources differ according to the condition, subject and time. In short, it is important to provide motivation for an individual to read.

Reading motivation carries greater importance for teachers and university students who are studying in the relevant departments of teaching. Teachers are role models in leading students to reading books. "Teachers, who should encourage students to read books and more importantly should be suitable role models to the students, are the most effective individuals who would provide students to acquire reading habit in a period when the mental processes of individuals develop rapidly. A mother who is not a good reader is only a bad example for her children. However, a teacher who is not a good reader is a bad example for hundreds, even thousands of students and negatively affect their future." (Ungan, 2008, p. 221). For this reason, university students who are studying in the relevant departments of teaching should possess reading motivation. However, researches indicate that the reading habits of teachers and university students are at an unsatisfactory level. Yılmaz (2007, p. 139) determined that the percentage of teachers who do not read at all and possess weak reading habit is 68.5%. In their research, Arı and Demir (2013) reached a conclusion that "more than half of the prospective teachers correspond to the reader population which is defined as less reader type. In a research which was conducted by Odabaş et al. (2008), it was stated that a large part of university students possesses a low reading culture and there were students who did not read any books for one year.

The low level of university students' reading habit who are studying in the relevant departments of teaching may be an indication of a low level of reading motivation. It is necessary for the teachers of the future to have high reading motivation, and therefore reading habit, in order to provide for students to develop a positive attitude towards reading. If the internal or external motivation sources that motivate or disincline the teachers towards reading can be determined, solutions can be developed accordingly. It is considered that the research would contribute to the literature on this aspect. The research was conducted in order to determine the reading motivation levels of students who are studying in the departments of teaching and the factors that cause students to have low and high reading motivation. The answers for the following questions were sought in accordance with the aim of the research:

1. Do the gender, department and having bookcase affect the reading motivation level of students who are studying in the department of teaching?

2. What are the factors that decrease the reading motivation of students who have low reading motivation and studying in the department of teaching?
3. What are the factors that increase the reading motivation of students who have high reading motivation and studying in the department of teaching?

## RESEARCH DESIGN

It was decided to conduct the research with mixed method since it provides the opportunity to examine more comprehensively. Mixed method is defined as the approach of using two or more analysis or data collection paths in the same research (Greene, Krayder and Mayer, 2005). Since multiple methods (mixed method) reveal various aspects of an incident, it is frequently used in educational researches (Silverman, 2000). It was considered suitable to use explanatory sequential design within this method. This research design starts with the collection and analysis of quantitative data which correspond to the research question with primary priority. Then the second stage is the collection and interpretation of the qualitative data. The second stage in which the qualitative stage is conducted is performed by monitoring the results of the first stage (Creswell and Plano Clark, 2007). In this research, qualitative data were collected and interpreted based on the data that were obtained in the quantitative stage.

### Study Group

The research was conducted with the first-grade students who are studying in the different departments of the Faculty of Education in a state university in the academic year of 2018-2019. These departments were determined as Turkish Teaching (n=48), Elementary School Teaching (n=45), Pre-School Teaching (n=43), Psychological Counseling and Guidance (n=55) and Elementary Mathematics Teaching (n=47). There are 238 students as 168 females and 70 males in the departments that were included within the context of the research.

The research was conducted two-staged and with two study groups. The first study group in the first stage of the research consists of 238 students (Male=70, Female=168) who are studying in the five departments. 18 students were chosen to the second study group who wanted to participate in the second stage of the research and were in the groups of low and high reading motivation. Therefore, the second study group consisted of 10 students who have high reading motivation and 8 students who have low reading motivation. The reason for choosing students who are in low and high groups is to examine the differences between marginal groups.

**Table 1. Reading motivation scale descriptive statistics**

|                          | N   | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------------|-----|---------|---------|-------|----------------|
| Reading Motivation Scale | 238 | 21.00   | 92.00   | 61.18 | 14.35          |

The groups were separated into three and the total score obtained from the scale minus standard deviation and the lowest score interval that can be obtained from the scale determined the low group, the average score minus standard deviation and average score plus standard deviation interval determined the average group and the average score plus standard deviation and the maximum score that can be obtained from the research interval determined the high group.

Accordingly, separation groups were determined as 19-46.82 (Low), 46.83-75.53 (Average), 75.54-95 (High).

Participants who were in the high reading motivation group were coded as PH1, PH2, PH3... and the participants who were in the low reading motivation group were coded as PL1, PL2, PL3...

### **Data Collection Tools**

**Reading Motivation Scale:** In this research, Adult Reading Motivation Scale (ARMS) was used which was developed by Schutte and Malouff (2007), adapted to Turkish and of which validity and reliability analyses were conducted. The scale consists of 4 factors and 21 items. The adaptation process of the scale was conducted under three main stages as linguistic equivalence studies, validity (structural validity) analyses and reliability analyses. After the linguistic equivalence studies, a study group which is similar to the group of which the original scale was developed with was determined for the adaptation studies. The study group consists of a total of 250 individuals as 201 university students, 11 teachers and 49 other occupational groups (lawyer, medical doctor, nurse, etc.). Confirmatory Factor Analysis (CFA) was used in testing the structural validity of the scale. As a result of the analysis that was conducted with the AMOS program, a scale with 19 items was obtained of which has acceptable fit indexes. In order to determine the reliability level of the scale, "test-retest" method was used and the Cronbach Alpha internal consistency coefficient was calculated. The Cronbach Alpha value for the scale was .86 while it was .90 for the whole scale in this study (Yıldız, Yıldırım, Ateş and Çetinkaya, 2013).

**Interview Questions:** There are six questions in the interview form which consists of open-ended questions. These questions were created by scanning the resources related to the field. These questions focused on determining how reading is defined, what the elements that lead or disincline to reading are and what the elements to be a good reader are. The opinions of four experts, three of them in the field of Turkish teaching and one of them in the field of assessment and evaluation, were taken for the validity of the interview form. Necessary regulations were performed on the form as a result of the expert opinions.

### **Data Collection**

In the process of collecting qualitative and quantitative data, the data were collected on a volunteer basis. In the process of collecting the quantitative data, a suitable period of time was determined by considering the syllabi and students were required to fill reading motivation scale. While filling out the scales, a time limit was not set and it was waited for all of the students to finish. After the analysis of the quantitative data was conducted, the reading motivation levels of students were separated into three groups and among these three groups, interviews were conducted with students who had the lowest and highest score averages in order to determine the opinions of students who are at marginal points. The assembly halls of the faculty were used in order to conduct the interviews clearly. Both the verbal and written opinions of students were taken in accordance with the open-ended questions.

### **Data Analysis**

In the analysis of the data, within the IBM SPSS 24.0 statistical program, descriptive researches, independent samples t-test since the data demonstrate normal distribution and one-way ANOVA test were used. Skewness and kurtosis coefficients of reading motivation scores are seen to be distributed between -2 and +2 (*Skewness* =  $-.365$ , *Kurtosis* =  $.001$ ). When the skewness and kurtosis coefficient approaches zero, the distribution is normal (Tabachnick and Fidell, 2007; Field, 2005). In the literature, the skewness and kurtosis coefficients of - 2 to +2 are considered sufficient for the assumption of normality of distribution (George and Mallery, 2003).

In the analysis of qualitative data, MAXQDA Analytics Pro 12 qualitative analysis program was used for coding the data, determining the themes, organizing the themes and defining and interpreting the findings. For the reliability of the coding, the coding was performed twice by the researcher and the internal consistency was examined. For this, the following formula of Miles and Huberman (1994) was used:  $\text{Reliability} = \frac{\text{Consensus}}{(\text{Consensus} + \text{Disagreement})} \times 100$ . In this coding check which provides the internal consistency, the obtained result is expected to be at least 70% (Miles and Huberman, 1994). The reliability coefficient was determined as 94% after the recoding that was performed by the researcher.

## FINDINGS

### Findings on the Gender, Department and Bookcase Status Variables

**Table 2. Findings on the gender variable**

|                                | Gender | <i>N</i> | <i>M</i> | <i>SD</i> | <i>df</i> | <i>t</i> | <i>p</i> |
|--------------------------------|--------|----------|----------|-----------|-----------|----------|----------|
| RMS (Reading Motivation Scale) | Female | 168      | 62.94    | 13.30     | 236       | 2.776    | .006*    |
|                                | Male   | 70       | 56.94    | 15.92     | 236       |          |          |
|                                | Total  | 238      |          |           |           |          |          |

\* $p < .050$

When Table 2 is examined, it can be observed that there is a significant difference ( $t(236) = 2.776, p < .05; d = .39$ ) in favor of female students for motivation. It can be said that reading motivation is higher in female students ( $M = 62.94, SE = 1.02$ ) than in male students ( $M = 56.94, SE = 1.90$ ).

**Table 3. Findings on the variable of having a bookcase**

|                                | Gender      | <i>N</i> | <i>M</i> | <i>SD</i> | <i>df</i> | <i>t</i> | <i>p</i> |
|--------------------------------|-------------|----------|----------|-----------|-----------|----------|----------|
| RMS (Reading Motivation Scale) | Possessed   | 114      | 67.31    | 12.42     | 236       | 6.919    | .000*    |
|                                | Unpossessed | 124      | 55.54    | 13.72     | 236       |          |          |
|                                | Total       | 238      |          |           |           |          |          |

\* $p < .050$

When Table 3 is examined, it can be observed that there is a significant difference ( $t(236) = 6.919, p < .05; d = .85$ ) in the reading motivations of students between students who have a bookcase and don't have a bookcase. Accordingly, it can be stated that the reading motivations of students who have bookcases in their home ( $M = 67.31, SE = 1.16$ ) are higher than those do not have ( $M = 55.54, SE = 1.23$ ).

**Table 4. Findings on the variable of the department**

|                | Sum of Squares | <i>df</i> | Mean Square | <i>F</i> | <i>p</i> |
|----------------|----------------|-----------|-------------|----------|----------|
| Between Groups | 1123.276       | 4         | 280.819     | 1.371    | .245     |
| Within Groups  | 47717.955      | 233       | 204.798     |          |          |
| Total          | 48841.231      | 237       |             |          |          |

In Table 4, it can be observed that there isn't a significant difference ( $F(4, 233) = 1.13, p > .05$ ) according to the departments that students study on reading motivation.

### Findings on the Factors that Increase and Decrease the Reading Motivation

**Table 5. Findings on the definition of reading.**

|            | Theme                    | Code                                    | Number of Students                |
|------------|--------------------------|---|-----------------------------------|
| High Group | Definition of the Reader | Conscious Reader                        | 4 (PH4, PH5, PH6, PH10)           |
|            |                          | Selective Reader                        | 2 (PH1, PH5)                      |
|            |                          | Prepared reader                         | 1 (PH1)                           |
|            |                          | Interested Reader                       | 1 (PH7)                           |
|            |                          | The reader who enjoys reading           | 6 (PH2, PH4, PH7, PH8, PH9, PH10) |
|            |                          | Good reader, but should improve oneself | 1 (PH3)                           |
| Low Group  | Definition of the Reader | Disinterested reader                    | 2 (PL3, PL6)                      |
|            |                          | The reader who doesn't like reading     | 1 (PL3)                           |
|            |                          | Insufficient reader                     | 1 (PL8)                           |
|            |                          | Interested reader                       | 1 (PL1)                           |
|            |                          | The reader who gets bored from reading  | 3 (PL2, PL5, PL7)                 |
|            |                          | Selective reader                        | 2 (PL4, PL7)                      |

When Table 5 is examined, it can be observed that the definition of the reader is stated as *reader who enjoys reading (6)* and *conscious reader (4)* in the group which has high reading motivation and *reader who gets bored from reading (3)*, *disinterested reader (2)* and *selective reader (2)* in the group which has low reading motivation.

Sample sentences of the definitions that were chosen by the group in high motivation group are presented below:

Conscious reader: *I have always considered reading as my own responsibility and did not read for someone else, I am a person who likes studying and reading and I definitely spare time for books when I have the time and the chance, I read at least 20 pages before I go to sleep (PH4). I am a reader who is open to new genres and subjects, selective, pursues the writer-reader relationship and follower of this relationship and adapts the philosophy of regular reading (PH5).*

Selective reader: *I can say that I am a reader who read only the books I like and perform a mental preparation to a book before reading it (PH1).*

Prepared Reader: *I can state that I am a reader who performs a mental preparation to a book before reading it (PH1).*

Interested reader: *I love reading books, thus, in this way, I feel that I can keep away from bad habits (PH7).*

The reader who enjoys reading: *Waking up to read books is a splendid joy for me, I mean I would prefer reading over sleeping less (PH7). I have always considered reading as my own responsibility and did not read for someone else, I am a person who likes studying and reading and I definitely spare time for books when I have the time and the chance, I read at least 20 pages before I go to sleep (PH4).*

Good reader, but should improve oneself: *I consider myself a good reader, however, I should improve myself and should make readings on different fields (PH3).*

Sample statements of the definitions that were chosen by the group which has low reading motivation are presented below:

Disinterested reader: *I don't consider myself as a good reader, I have no interest in reading (PL3).*

The reader who doesn't like reading: *I don't usually read books, I don't like reading (PL3):*

Insufficient reader: *I don't think I read enough, I should improve it (PL8).*

Interested reader: *I have high reading motivation, I like reading I mean I am interested in reading (PL1).*

The reader who gets bored from reading: *I am not a good reader, I get quite bored when I read (PL2).*

Selective reader: *I like reading books that draw my attention (PL4).*

**Table 6. Opinions on the factors that lead to reading**

| Theme                           |                                | Main Code              | Code                                       | Frequency                                  |                             |                            |                      |
|---------------------------------|--------------------------------|------------------------|--|--|-----------------------------|----------------------------|----------------------|
| High Group                      | Factors that Lead to Reading   | Family Influence       | Taking as Model                            | 4 (PH1,PH2,PH5,PH8,PH10)                   |                             |                            |                      |
|                                 |                                |                        | Motivation by the Family                   | 3 (PH4,PH6,PH9)                            |                             |                            |                      |
|                                 |                                |                        | None                                       | 2 (PH3,PH7)                                |                             |                            |                      |
|                                 |                                | Peer Influence         | Desire to discuss on and talk about a book |  | 2 (PH3,PH8)                 |                            |                      |
|                                 |                                |                        |  | Taking a peer as a model                   | 3 (PH4,PH5,PH6)             |                            |                      |
|                                 |                                |                        |  | Collaborative reading                      | 1 (PH1)                     |                            |                      |
|                                 |                                | School Influence       | None                                       | Recommendation from a friend               | 1 (PH2)                     |                            |                      |
|                                 |                                |                        |  |  | 3 (PH7,PH9,PH10)            |                            |                      |
|                                 |                                |                        |  | Social activities on reading               | 1 (PH8)                     |                            |                      |
|                                 |                                |                        |  | Benefits of physical factors               | 3 (PH7,PH9,PH10)            |                            |                      |
|                                 |                                |                        |  | Reading for lessons                        | 1 (PH6)                     |                            |                      |
|                                 |                                |                        |  | Taking teacher as model                    | 1 (PH4)                     |                            |                      |
|                                 |                                |                        |  | Guidance to reading                        | 3 (PH2,PH7,PH9)             |                            |                      |
|                                 |                                |                        |  | None                                       | 3 (PH1,PH3,PH5)             |                            |                      |
|                                 |                                |                        |  | Personal factors                           | Desire of self-development  |                            | 4 (PH1,PH3,PH5,PH10) |
|                                 |                                | Personal pleasure      | 5 (PH4,PH6,PH7,PH8,PH9)                    |  |                             |                            |                      |
|                                 |                                | Sharing the loneliness | 1 (PH2)                                    |  |                             |                            |                      |
|                                 |                                | Low Group              | Factors that Lead to Reading               | Family Influence                           | Code                        | Frequency                  |                      |
| Motivation by the family        | 2 (PL1,PL4)                    |                        |  |  |                             |                            |                      |
| Taking as model                 | 1 (PL5)                        |                        |  |  |                             |                            |                      |
| Peer Influence                  | None                           |                        |  |  | 5 (PL2,PL3,PL6,PL7,PL8)     |                            |                      |
|                                 |                                |                        |  | Desire to discuss on and talk about a book | 1 (PL3)                     |                            |                      |
|                                 |                                |                        |  | Taking a peer as a model                   | 3 (PL4,PL5,PL8)             |                            |                      |
| School Influence                | Acquiring book collaboratively |                        |  |  | 1 (PL1)                     |                            |                      |
|                                 |                                |                        |  |  | 3 (PL2,PL6,PL7)             |                            |                      |
|                                 |                                |                        |  | Reading hours                              | 2 (PL1,PL3)                 |                            |                      |
|                                 |                                |                        |  | None                                       | 4 (PL2,PL4,PL5,PL6,PL7,PL8) |                            |                      |
|                                 |                                |                        |  | Personal factors                           | Personal pleasure           |                            | 2 (PL1,PL8)          |
|                                 |                                |                        |  |  |                             | Desire of self-development | 3 (PL4,PL5,PL7)      |
| Being interested in the subject | 2 (PL2,PL3)                    |                        |  |  |                             |                            |                      |
|                                 | None                           |                        |  | 1 (PL6)                                    |                             |                            |                      |

When Table 6 is examined, it can be observed that the codes which lead the group in high reading motivation are; taking as model (4) in terms of family influence, taking peer as model (3) and desire to discuss on and talk about a book (2) in terms of peer influence, benefits of physical factors (3) and guidance to reading (3) in terms of school influence and personal pleasure (5) and desire of self-development in terms of personal factors.

It can be observed that the codes which lead the group in low reading motivation are; motivation by the family (2) in terms of family influence, taking peer as model (3) in terms of peer influence, reading hours (2) in terms of school influence and desire of self-development (3) in terms of personal factors.

Directly cited sample sentences on the codes that were stated by the students in high reading motivation group are given below:

### **Family Influence:**

Taking as a model: *My father is an educator, he had a great influence on me. When I was a kid, my parents read lots of books so I acquired the habit (PH5). I love reading books when my mother reads books beside me (PH1).*

Motivation by the family: *Since the 2<sup>nd</sup> grade, my father made me read books out loud in order to correct my reading (PH6). My family always encouraged me to read (PH9).*

### **Peer Influence:**

Desire to discuss on and talk about a book: *We discuss on science-fiction books with my friends (PH8).*

Taking a peer as a model: *Most of my friends are conscious readers. This situation revealed a positive effect on me (PH5). All of my friends were reading books. Then they gave me and I started reading as well (PH6).*

Collaborative reading: *I like reading books together with people (PH1).*

Recommendation from a friend: *Recommending or giving the books that my friends read and liked to me encouraged me to read (PH2).*

### **School Influence:**

Social activities on reading: *Book reading competitions were held in my school and I always got the first place (PH8).*

Benefits of physical factors: *My teachers always emphasized the importance of reading and my school supported this with its library (PH9).*

Reading for lessons: *I first started reading in order to better understand my lessons but then reading taught me to discover new worlds (PH6).*

Taking the teacher as a model: *I don't take some of my teachers as a model. I mean they should be examples for us with the things they are doing (PH4).*

Leading to books: *When I was in 8<sup>th</sup> grade my teacher in my study center suggested me to read books while I was preparing for my SBS (Placement Test) exam. I bought a book about Greek Mythology and thus, it started. Besides, when I was in 3<sup>rd</sup> grade my teacher prepared exams on the books that we read. Since it was the books that I read, I always got high marks (PH7).*

### **Personal Factors:**

The desire of self-development: *I liked reading since I was a kid and I am always inclined to acquire new information (PH3). I can say that the desire to develop myself lead me to read (PH10).*

Personal pleasure: *When I read, I enter a new world and I feel better (PH9). My personal interest and pleasure lead me to read (PH7).*

Sharing the loneliness: *I liked spending time on my own and being lonely and then I started to share my loneliness with a book (PH2).*

Directly cited sample sentences on the codes that were stated by the students in the low reading motivation group are given below:

**Family Influence:**

Motivation by the family: *My family encouraged me to read by stating that reading is necessary and important (PL1).*

Taking as a model: *My elder brother was constantly reading books because he was in university and I was in 5<sup>th</sup> grade back then. I was quite curious about the books he was reading (PL5).*

**Peer Influence:**

Desire to discuss on and talk about a book: *Praising books, talking about books (PL3).*

Taking a peer as a model: *Popular novels that my friends read encouraged me to read (PL4).*

Acquiring book collaboratively: *Buying books with my friends encouraged me to read (PL1).*

**School Influence:**

Reading hours: *Reading hours in my school encouraged me to read (PL1).*

**Personal Factors:**

Personal Pleasure: *I read books because I love reading. Gripping romance books lead me to read (PL1).*

The desire of self-development: *As I said, books make me feel rich (PL5).*

Being interested in the subject: *I am inclined to reading if a book draws my attention (PL3).*

**Table 7. Opinions on the reasons that decrease the reading motivation**

|                | Theme  | Main Code        | Code                                 | Frequency                                    |                              |               |
|----------------|--|------------------|--------------------------------------|--|------------------------------|---------------|
| High Group     | Reasons that Decrease the Reading Motivation | Family Influence | Environmental negativity             | 1 (PH3)                                      |                              |               |
|                |  |                  | None                                 | 9 (PH1,PH2,PH4,PH5,PH6,PH7,PH8,PH9,PH10)     |                              |               |
|                |  | Peer Influence   | None                                 | Other activities that are made together      | 3 (PH3,PH7,PH10)             |               |
|                |  |                  |                                      | Negative reaction                            | 1 (PH4)                      |               |
|                |  |                  |                                      | Negative criticism                           | 2 (PH2,PH5)                  |               |
|                |  |                  |                                      | None   | 4 (PH1,PH6,PH8,PH9)          |               |
|                |  | School Influence | None                                 | Excessive homework                           | 5 (PH2,PH4,PH7,PH8,PH9)      |               |
|                |  |                  |                                      | Physical Inadequacies                        | 1 (PH3)                      |               |
|                |  |                  |                                      | Giving reading as homework                   | 1 (PH1)                      |               |
|                |  |                  |                                      | None   | 3 (PH5,PH6,PH10)             |               |
|                |  |                  |                                      | Personal Factors                             | None                         | Getting Bored |
|                |  | None             | 8 (PH2,PH4,PH5,PH6,PH7,PH8,PH9,PH10) |  |                              |               |
|                |  | Low Group        | Reasons that                         | Family Influence                             | Disinterestedness in reading | 2 (PL4,PL7)   |
|                |  |                  |                                      |  | Limitation of book selection | 1 (PL5)       |
| None           | 5 (PL1,PL2,PL3,PL6,PL8)                      |                  |                                      |  |                              |               |
| Peer Influence | None   |                  |                                      | Other activities that are performed together | 2 (PL4,PL7)                  |               |
|                |  |                  |                                      | Friends who don't read                       | 2 (PL6,PL8)                  |               |
| None           | None   |                  |                                      | None   | 4 (PL1,PL2,PL3,PL5)          |               |

|       |                             |                  |                                   |                     |
|-------|-----------------------------|------------------|-----------------------------------|---------------------|
| Group | Decrease Reading Motivation | School Influence | Obligatory reading                | 4 (PL1,PL2,PL4,PL6) |
|       |                             |                  | Lesson intensity                  | 2 (PL7,PL8)         |
|       |                             |                  | Physical inadequacies             | 1 (PL6)             |
|       |                             |                  | None                              | 2 (PL3,PL5)         |
|       | Personal Factors            |                  | Getting Bored                     | 4 (PL1,PL2,PL6,PL7) |
|       |                             |                  | Pushing reading to the background | 2 (PL3,PL4)         |
|       |                             |                  | Disinterestedness                 | 1 (PL3)             |
|       |                             |                  | None                              | 2 (PL5,PL8)         |
|       |                             |                  |                                   |                     |
|       |                             |                  |                                   |                     |

When Table 7 is examined, it can be observed that the codes which decreased the reading motivation of the group which has high reading motivation are; *environmental negativity* (1) in terms of family influence, *other activities that are performed together* (3) in terms of peer influence, *excessive homework* (5) in terms of school influence and *getting bored* (2) in terms of personal factors.

It can be observed that the codes which decreased the reading motivation of the group which has low reading motivation are; *disinterestedness in reading* (2) and *limitation on book selection* (1) in terms of family influence, *other activities that are performed together* (2) and *friends who don't read* (2) in terms of peer influence, *obligatory reading* (4) and *lesson intensity* (2) in terms of school influence and *getting bored* (4) and *pushing reading to the background* (2) in terms of personal factors.

Directly cited sample sentences on the codes that were stated by the students in high reading motivation group are given below:

#### **Family Influence:**

Environmental negativity: *I can say that since there is a noisy family environment, I was disinclined from reading (PH3).*

#### **Peer Influence:**

Other activities that are performed together. *Since students in our department are social, sometimes time management becomes difficult (PH7).*

Negative reaction: *Studying selfishly and having unreasonable ambition demoralizes me (PH4).*

Negative criticism: *Negative comments on the books I read disinclined me from reading (PH2).*

#### **School Influence:**

Excessive homework: *Having lots of responsibilities about the school prevents me to spare time for reading (PH9). Sometimes, I can't find time to read due to the excessive amount of homework and responsibilities (PH2).*

Physical Inadequacies: *There weren't efficient libraries and culture in the schools I have studied (PH3).*

Giving reading as homework: *I don't enjoy reading when it is homework. I take pleasure in reading a book that is my homework when I want to read it (PH1).*

#### **Personal Factors:**

Getting bored: *Because I get bored sometimes (PH3).*

Directly cited sample sentences on the codes that were stated by the students in the low reading motivation group are given below:

**Family Influence:**

Disinterestedness in reading: *There is nobody in my family that read books (PL7).*

Limitation on book selection: *Because my father says 'Why are you always reading communist books' and I got scolded several times (PL5).*

**Peer Influence:**

Other activities that are performed together: *Spending a lot of time with friends prevents reading (PL4).*

Friends who don't read: *Most of my friends don't like reading (PL6).*

**School Influence:**

Obligatory reading: *I had to read the books that our teachers made us to read and wanted us to buy for the lessons. Reading books that I am not interested in to summarize them (PL4). When our teacher makes us read a certain book, my desire to read decreases (PL1).*

Lesson intensity: *The intensity of the lessons prevents me to spare time for reading (PL8).*

Physical inadequacies: *Acquiring information apart from the field and talent, homework and crowded library (PL6).*

**Personal Factors:**

Getting Bored: *Since I am a person who gets bored easily, I get bored when I am reading (PL6).*

Pushing reading to the background: *I prefer spending time with my friends in my spare time (PL4).*

Disinterestedness: *I am not interested in reading books, my priorities are different; social media, traveling, etc. (PL3).*

**Table 8. Opinions on the purpose of reading**

|            | Theme              | Code                             | Number of Students       |
|------------|--------------------|----------------------------------|--------------------------|
| High group | Purpose of reading | Curiosity                        | 5 (PH2,PH3,PH5,PH8,PH10) |
|            |                    | Pleasure                         | 5 (PH2,PH5,PH7,PH8,PH9)  |
|            |                    | Self-development                 | 4 (PH1,PH4,PH7,PH10)     |
|            |                    | Acquiring homework and knowledge | 4 (PH2,PH6,PH8,PH10)     |
|            | Theme              | Code                             | Number of Students       |
| Low Group  | Purpose of reading | Curiosity                        | 5 (PL1,PL4,PL5,PL7,PL8)  |
|            |                    | Homework                         | 5 (PL2,PL3,PL4,PL6,PL7)  |
|            |                    | Acquiring knowledge              | 2 (PL6,PL8)              |

When Table 8 is examined, it can be observed that the codes on the theme of the purpose of reading which was created by the group in high reading motivation are as follows: *curiosity (5), pleasure (5), self-development (4), acquiring homework and knowledge (4).*

The codes on the theme of the purpose of reading which was created by the group in low reading motivation are as follows: *Curiosity (5), Homework (5), Acquiring knowledge (2).*

Directly cited sample sentences on the codes that were stated by the students in high reading motivation group are given below:

Curiosity: *When I am curious about the subject of a book, I buy it and I read it (PH2). I may read due to reasons such as curiosity, learning, acquiring knowledge and homework (PH8).*

Pleasure: *I usually read in order to relax, meditate and to become peaceful (PH9). I read in order to have a good time (PH2).*

Self-Development: *I read books in order to improve, enrich myself and to be cultured. I read in order to leave my trace after seeing all the steps (PH4). I usually like reading books which contribute to me. I keep a sentence that I underline in my mind for days and even weeks (PH1).*

Acquiring homework and knowledge: *I may read due to reasons such as curiosity, learning, acquiring knowledge and homework (PH8). When I first started, it was homework. Then I started to buy books by their cover. Later on, I tried to acquire knowledge by reading history books (PH6).*

Directly cited sample sentences on the codes that were stated by the students in the low reading motivation group are given below:

Curiosity: *curiosity, curiosity, curiosity... Books are the only things that feed my curiosity (PL5). Interesting and gripping books encourage me to read by arousing my curiosity (PL1).*

Homework: *Homework, obligation (PL3). I usually read due to homework and in order to acquire knowledge (PL6).*

Acquiring knowledge: *I read due to curiosity and with the purpose of learning (PL8).*

**Table 9. Opinions on the things that excite and disturb reading**

|            | Theme  | Main Code           | Code                                    | Frequency            |
|------------|--|---------------------|---|----------------------|
| High Group | The things that excite and disturb about reading | Things that excite  | Element of curiosity                    | 4 (PH4,PH6,PH9,PH10) |
|            |  |                     | Acknowledging different lives and ideas | 2 (PH5,PH7)          |
|            |  |                     | Liking the content                      | 3 (PH2,PH3,PH8)      |
|            |  |                     | Finding a piece from yourself           | 1 (PH1)              |
|            |  | Things that disturb | Long descriptions                       | 3 (PH2,PH6,PH7)      |
|            |  |                     | Excessive duration of reading time      | 1 (PH1)              |
|            |  |                     | Low artistic value                      | 1 (PH5)              |
|            |  |                     | Stableness                              | 1 (PH10)             |
|            |  |                     | Usage of foreign words                  | 1 (PH9)              |
|            |  |                     | Disliking the content                   | 1 (PH8)              |
|            |  |                     | None                                    | 2 (PH3,PH4)          |
|            |  |                     |   |                      |
|            |  |                     |   |                      |
|            |  |                     |   |                      |
|            |  |                     |   |                      |
| Low Group  | The things that excite and disturb about reading | Things that excite  | Element of curiosity                    | 2 (PL5,PL6)          |
|            |  |                     | Gripping narration                      | 3 (PL1,PL2,PL8)      |
|            |  |                     | Acknowledging different lives and ideas | 1 (PL4)              |
|            |  |                     | The physical features of the book       | 1 (PL7)              |
|            |  |                     | None                                    | 1 (PL3)              |
|            |  | Things that disturb | Unobtrusive subject                     | 2 (PL6,PL7)          |
|            |  |                     | Focusing on details                     | 1 (PL2)              |
|            |  |                     | Sparing time for reading                | 1 (PL3)              |
|            |  |                     | None                                    | 4 (PL1,PL4,PL5,PL8)  |
|            |  |                     |   |                      |

When Table 9 is examined, it can be observed that the things which excite the students in high reading motivation group are respectively, *the element of curiosity (4)* and *liking the content (3)*, the thing that disturbs the students the most is *long descriptions (3)*.

It can be observed that the things which excite the students in high reading motivation group the most are; *gripping narration (3)* and *the element of curiosity (2)* and the thing that disturbs the students the most is *unobtrusive subject (3)*.

Directly cited sample sentences on the codes that were stated by the students in high reading motivation group are given below:

**Things that Excite:**

The element of curiosity: *The curiosity towards the plot and the ending (PH9). I am always curious about the ending of stories, I get excited especially when I buy a new book (PH4).*

Acknowledging different lives and ideas: *Being a guest to another life, entering into the world of thought of a person (PH5).*

Liking the content: *The plot of the book and the tongue of the writer always excites me (PH2).*

Finding a piece from yourself: *I choose books according to my mood and I rejoice when I find things that are related to me in some ways in the book that I chose (PH1).*

**Things that Disturb:**

Long descriptions: *Excessive descriptions, unnecessary word usage in a book make it difficult to finish it and disturb the reader (PH2).*

The long duration of reading time: *As my duration of reading increases, the efficiency I obtain decreases and of course extending the duration is my choice (PH1).*

Low artistic value: *Cheap books that are weak in a literary tense (PH5).*

Stableness: *... slow course of events disturbs me (PH10).*

Usage of foreign words: *The thing that disturbs me is the usage of foreign words (PH9).*

Disliking the content: *... reading dramatic novels (PH8).*

Directly cited sample sentences on the codes that were stated by the students in low reading motivation are given below:

**Things that Excite:**

The element of curiosity: *I swear every time I see a new book cover, I die from curiosity. For this reason, sometimes I start reading several books at the same time (PL5).*

Gripping narration: *Reading texts in which incidents progress rapidly (PL2).*

Acknowledging new lives and ideas: *Interesting subjects and different ideas excite me (PL4).*

The physical features of the book: *The cover of the books (PL7).*

**Things that Disturb:**

Unobtrusive subjects: *Boring subjects and being unobtrusive (PL6).*

Focusing on details: *Giving excessive details in books (PL2).*

Sparing time for reading: *Sparing time for reading disturb me (PL3).*

**Table 10. Opinions on the suggestions for being a good reader**

|                                     | Theme                               | Main Code          | Code  | Frequency                           |                             |                 |
|-------------------------------------|-------------------------------------|--------------------|---|-------------------------------------|-----------------------------|-----------------|
| High Group                          | Suggestions for being a good reader | In terms of Family | Creating a reading environment and taking as a role model | 8 (PH1,PH2,PH3,PH4,PH5,PH6,PH7,PH8) |                             |                 |
|                                     |                                     |                    | Providing financial support                               | 2 (PH2,PH9)                         |                             |                 |
|                                     |                                     |                    | None  | 1 (PH10)                            |                             |                 |
|                                     |                                     | In terms of Peers  | Reading collaboratively and making evaluations            | 7 (PH1,PH2,PH3,PH4,PH6,PH9,PH10)    |                             |                 |
|                                     |                                     |                    | Suggesting books  | 1 (PH8)                             |                             |                 |
|                                     |                                     |                    | None  | 2 (PH5,PH7)                         |                             |                 |
|                                     |                                     | In terms of School | Organizing reading activities and suggesting proper books | 5 (PH2,PH4,PH5,PH6,PH7)             |                             |                 |
|                                     |                                     |                    | Improving the physical environments                       | 4 (PH3,PH9,PH9,PH10)                |                             |                 |
|                                     |                                     |                    | Not obliging reading and not giving reading as homework   | 2 (PH1,PH6)                         |                             |                 |
|                                     |                                     |                    | Personally  | Sparing more time                   | 6 (PH1,PH2,PH3,PH4,PH6,PH9) |                 |
|                                     |                                     |                    |   | Purposeful reading                  | 2 (PH7,PH8)                 |                 |
|                                     |                                     | None               |   | 2 (PH5,PH10)                        |                             |                 |
|                                     |                                     | Low Group          | Suggestions for Being a Good Reader                       | In terms of Family                  | Determining a reading hour  | 3 (PL3,PL6,PL7) |
|                                     |                                     |                    |   |                                     | Motivation by the family    | 2 (PL1,PL2)     |
| Taking as a role model              | 1 (PL5)                             |                    |   |                                     |                             |                 |
| Enriching the physical environments | 1 (PL8)                             |                    |   |                                     |                             |                 |
| None                                | 1 (PL4)                             |                    |   |                                     |                             |                 |
| In terms of Peers                   | Motivating to reading               |                    |   | 3 (PL1,PL5,PL8)                     |                             |                 |
|                                     | Suggesting books                    |                    |   | 2 (PL2,PL4)                         |                             |                 |
|                                     | Collaborative reading               |                    |   | 1 (PL6)                             |                             |                 |
|                                     | None                                |                    |   | 2 (PL3,PL7)                         |                             |                 |
| In terms of School                  | Organizing reading hours            |                    |   | 3 (PL1,PL3,PL6)                     |                             |                 |
|                                     | Enriching the physical environments |                    |   | 2 (PL4,PL8)                         |                             |                 |
|                                     | Suggesting proper books             |                    |   | 2 (PL2,PL4)                         |                             |                 |
|                                     | Organizing reading activities       |                    |   | 1 (PL7)                             |                             |                 |
|                                     | None                                |                    |   | 1 (PL5)                             |                             |                 |
|                                     | Personally                          |                    |   | Proper book selection               | 3 (PL2,PL5,PL6)             |                 |
| Making different readings           |                                     |                    |   | 1 (PL1)                             |                             |                 |
| None                                |                                     |                    |   | 4 (PL3,PL4,PL7,PL8)                 |                             |                 |

When Table 10 is examined, it can be observed that the codes of the suggestions for being a good reader theme of the students who are in the high reading motivation group are; *creating a reading environment and taking as a role model (8)* and *providing financial support (2)* in terms of family, *collaborative reading and making evaluations (7)* in terms of peers, *organizing reading activities and suggesting proper books (5)*, *improving physical environments (4)* and *not obliging*

*reading and not giving reading as homework (2)* in terms of school and *sparing more time for reading (6)* and *reading purposefully (2)* in terms of personal suggestions.

It can be observed that the codes of the suggestions for being a good reader theme of the students who are in the low reading motivation group are; *determining reading hours (3)* and *motivation by the family (2)* in terms of family, *motivating reading collaboratively (3)* and *suggesting books (2)* in terms of peers, *organizing reading hours (3)*, *enriching physical environments (2)* and *suggesting proper books (2)* and *proper book selection (3)* in terms of personal suggestions.

Directly cited sample sentences on the codes that were stated by the students in high reading motivation are given below:

**In terms of Family:**

Creating a reading environment and taking as a role model: *All the family members should be role models for their children/siblings. Children can sustain order in this way (PH6). A room should be a library. There should be reading hours as a family (PH4).*

Providing financial support: *My parents can help me to enrich my library and encourage me to read (PH9).*

**In terms of Peers:**

Collaborative reading and making evaluations: *One or two books can be read each month as friends. Different opinions about the book should be shared by coming together. This should be organized every month (PH6). We should organize reading book hours or days with my friends. We should discuss the books we read and we should do things to encourage reading (PH2).*

Suggesting books: *We can present good book suggestions in order to encourage each other to read books (PH8).*

**In terms of School:**

Organizing reading activities and suggesting proper books: *The school should encourage reading. Should organize competitions, activities, etc. (PH5). Schools can be more active in reading and suggesting books, weekly reading activities should be organized more (PH2).*

Improving physical environments: *Our library can be improved, a bigger library can be provided (PH9). More interesting and newer books and a better library environment (PH3).*

Not obliging reading and not giving reading as homework: *I believe that reading habit should not be given as homework (PH1).*

**Personally:**

Sparing more time: *I believe that I should spare time for reading not only in evenings but also in the daytime (PH1). The first thing everyone says is that I don't have time to read books. Everyone can spare time for reading if they want to (PH6).*

Purposeful reading: *An individual should have an objective, should set an objective. A purpose of an individual is to be beneficial (PH7).*

Directly cited sample sentences on the codes that were stated by the students in low reading motivation are given below:

**In terms of Family:**

Determining reading hours: *A family should acquire the reading habit, organize certain reading hours (PL6).*

Motivation by the family: *By constantly informing about the benefits of reading (PL2).*

Taking as a role model: *Instead of constantly saying read a book, read a book, I would sit next to my child and read together (PL5).*

Enriching physical environments: *Interesting books should be provided in places where children usually spend time (PL8).*

**In terms of Peers:**

Motivating to reading: *I can draw the attention of my friends by telling the books I read and can lead them to read by trading books with them (PL1).*

Suggesting books: *By suggesting the books that I liked to my friends (PL2).*

Collaborative reading: *We can organize collaborative reading activities (PL6).*

**In terms of School:**

Organizing reading hours: *Appropriate hours for reading can be organized in order to ingratiate reading and teaching to read (PL1).*

Enriching physical environments: *A library should grab attention and should appeal to everyone (PL8).*

Suggesting proper books: *By suggesting books that are appropriate to the personal characteristics of students (PL2).*

Organizing reading activities: *Organizing activities with giving information on boards (PL7).*

**Personally:**

Proper book selection: *As a person who doesn't have the reading habit, I can start with reading books that draw my attention (PL6).*

Making different readings: *I can read different genres and texts (PL1).*

**CONCLUSION AND DISCUSSION**

**Results on the Variables of Gender, Department and Status of Having Bookcase**

According to the results of the research, the reading motivations of students differ in accordance with their gender. In the research, it was determined that female students have higher reading motivation than male students. Researches in the literature support this result (Arı and Demir, 2013; Aslantürk and Saracaloğlu, 2010; Ürün Karahan, 2015). As female university students have higher reading motivations, there are researches which indicate that the reading motivations of female students are higher than male students in different grades (İleri, 2011; Yıldız, 2010). In accordance with this, it can be stated that female students have higher reading motivation and like reading more than male students. Shafi and Loan (2010) concluded that females get more pleasure in reading than males, Fatiloro, Adesola, Hameed and Adewumi (2017) concluded that females spare more time to reading than males. Students with higher reading motivation spare more time to reading and this situation improves the reading skills of students in time (Schaffner, Schiefele and Ulferts, 2013).

According to the results that were obtained from the research, there is a difference between the students who have a bookcase in their home and don't have a bookcase in terms of reading motivation. Students who have bookcase have higher reading motivation than those who don't have a bookcase. In a research that was conducted on the reading habit of first-grade university students (Gündüz, 2015, p. 63), it was determined that the students who have 26 or more books have higher reading habit than students who have 25 or fewer books. Students who have a bookshelf in their home should be expected to have a high reading motivation as a result.

According to the results of the research, the reading motivations of students do not differ in accordance with the department they study. This result contradicts with the result that was obtained from the research titled "Reading habits profile of faculty of education students". In the aforementioned research, the reading habits of students in the departments of History, Turkish Language and Literature and Religious Culture Teaching were determined higher than the students in other departments (Yıldız, Ceran and Sevmez, 2015). In another research that was conducted on the reading habits of university students (Yılmaz, Köse and Korkut, 2009), students stated that the departments they study negatively affect their reading habits in general. The overall expectation is that the reading motivation of students in verbal departments should be higher and they should have acquired reading habit by then. However, when it comes to teaching, there shouldn't be such difference and all of the prospective teachers should have high reading motivation for gaining knowledge to transfer that knowledge. The lack of significant difference can be interpreted as the study group consists of prospective teachers and teachers already need reading to teach.

### **Conclusions on the Factors that Increase and Decline the Reading Motivation**

According to the results that were obtained from the interviews with university students, students with high reading motivation define themselves as readers who enjoy reading and are conscious. Similarly, in a research in which the reasons for reading books of students in the undergraduate program of Primary School Teaching are examined (Babayiğit, 2017), students stated that they feel happy and relaxed when they read books. University students with low reading motivation define themselves as readers who get bored from reading and disinterested readers. In the research of Arıcı (2008), students stated the reasons why they don't like reading as they get bored from reading and like other activities more.

It can be observed that taking a role model is an important factor in reading motivation. According to the results of the research, students in both high reading motivation group and low reading motivation group stated that taking as a role model is the leading factor that leads them to read. In a research in which the reasons for reading books of students in the undergraduate program of Primary School Teaching are examined (Babayiğit, 2017), students stated that their families played an important role in acquiring the reading habit. This result supports the result of this research. In the research of Sağlam et al. (2008), the family was considered as a role model. The duty of being a role model for their children and motivating them by the parents carry great importance in reading motivation "Parents who desire their children to be good readers should get into the habit of reading before anything else (Dökmen, 1994, p. 95). Similarly, taking peers as role models is an important factor in reading motivation. Students who have both high reading motivation and low reading motivation are influenced by their peers and take them as role models. "Sharing books with friends has a motivating influence (Ülper, 2011, p. 951). Another factor that influences reading motivation is school. Schools influence reading motivation in leading students to reading, organizing reading activities and providing physical environments. "Reading habit is a skill which is acquired in the basic formal education system. If students who are the members of an education system could not acquire this skill, it is quite difficult for them to acquire this skill in their adulthood." (Temizkan, 2009, p. 54).

The leading personal factors that lead university students to read are personal pleasure and the desire of self-development. In the research of Babayiğit (2017), prospective teachers stated that reading books are quite beneficial for their self-development.

It can be observed that the leading reason which decreases the reading motivation of university students is school. University students who have high reading motivation and low reading motivation indicated the excessive homework and obligatory reading as the reasons that decline reading motivation. The researches in the literature also indicate that the leading factor which prevents the acquisition of reading habit is the intensity of lessons (Akbaba, 2017; Aslantürk and Saracoğlu 2010; Kolaç, 2007; Kuş and Türkyılmaz, 2010; Yalman, Özkan and Kutluca, 2013).

Other activities that are performed with friends is another factor that decreases the reading motivation of university students. In the conducted researches (Aslantürk and Saracoğlu 2010; Kuş and Türkyılmaz, 2010; Odabaş et al., 2008; Sağlam et al., 2008; Yalman, Özkan and Kuluca, 2013), it was observed that spending time with friends, internet and watching television prevent students from reading. Getting bored from reading is another factor that decreases the reading motivation. In the research of Arıcı (2008, p. 139), it was suggested that “There is/are definitely book/books that everyone would read with pleasure. In order to ingratiate reading, individuals should be made to experience the feeling of reading and liking a book of which they are interested in (Eryaman, 2008). Students should be introduced to the books that they would like in order for this to take place.” by stating that one of the reasons which students dislike about reading books is getting bored from reading. Within this context, it is quite important to present qualified books that would attract the attention of readers. “Book selection should be performed with the guidance of a counselor in order to acquire the reading habit to a child. After a certain period of time, individuals should choose the materials that they want to read without the need of a counselor but also without releasing the supervision.” (Okur, 2013, p. 15)

According to the results of the research, the purpose of reading books is common both for university students with high reading motivation and low reading motivation. Both of the groups stated that they read because they are curious. In the researches in the literature (Arıcı, 2008; Babayığit, 2017), it was stated that students read because they are curious. Supporting the sense of wonder of readers may increase the interest in reading in the process of increasing the reading motivation and developing the reading habit. In the research of Ülper (2011), it was stated that in the case of providing the opportunity to choose the books that are appropriate to their interests, most of the students would be motivated to read and it was also stated that “Providing the opportunity for students to choose books in accordance with their interests, in other words, not imposing a certain book seems extremely important for students in each grade.” (Ülper, 2011, p. 952). It is considered that university students who have high reading motivation are good readers who acquired reading habit since they read for pleasure, self-development, homework and acquiring knowledge as well as curiosity. Reading with different purposes requires reading texts in different genres and this is an indication that the individual acquired the reading habit.

The results of the research indicate that students also read with the purposes of doing homework and acquiring knowledge. This is a natural conclusion and the conducted researches also support this result (Ülper and Çeliktürk, 2013). Although students stated that leading reasons that prevent them from reading as homework and obligatory readings, as also mentioned above, it can be observed that they perform readings with this purpose. In a research which was conducted with the purpose of getting students to adopt the habit of reading and in which the reading hours were left to the responsibility and desire of students, students organized the reading plan and then the teacher monitored the students in accordance with that plan (Topçuoğlu, Ünal and Sevimli, 2017), students first read books obtrusively with the fear and excitement of the call from the teacher, but then the excitement and fear substituted with gladly and willingly reading.

While the most exciting factors that lead university students to read are curiosity, interest and gripping narration as directly proportionate to the purpose of reading, the leading factors that disturb the students were long descriptions and unobtrusive subjects. In the research of Ülper (2013), it was concluded that according to the students, the most exciting factor about reading is “Learning new things”. It is worth noting that students with high reading motivation are disturbed by long

descriptions. Because it is necessary for individuals with high reading motivation to read texts of different genres (Temizkan, 2009).

University students believe that families play a significant role in creating a reading environment and being a role model in order to become a good reader. Several researches support this opinion (Arıcı, 2008; Okur, 2013; Ülper, 2011). Students also believe that reading books together with friends and making evaluations on the books are influential in order to become a good reader. "It is important to discuss the books, create reading environments and to make reading functional." (Arıcı, 2008, p. 96). Prospective teachers stated that it is necessary for schools to provide physical environments to students, organize reading activities and suggest proper books in order to become a good reader. The researches in the literature emphasize the role of the family, teacher and school in acquiring the habit of reading (Güneş, 2007; Okur, 2013; Temizkan, 2009). Several researches indicate that personal characteristics, teachers and schools are key factors that affect the reading skills and academic achievement of students (Chiu and Chow, 2015; Law, 2011; Stanovich, 2009). It can be observed that family, peers and school have great importance as well as the personal characteristics in increasing the reading motivation.

Following suggestions were presented based on the results of the research:

1. Families bear great responsibility for increasing reading motivation. Families should be examples for their children, create reading environments and motivate them.
2. In order to increase the reading motivation, students should read books with their peers, should make evaluations on the books and participate in activities which include sharing and suggesting books.
3. Students should be guided in choosing and accessing qualified books that they are interested in and are in need of.
4. Researches should be conducted that would encourage students to read by organizing reading activities, providing libraries that appeal to the interest and needs of students and establishing reading halls.

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