

# THE EFFECT OF COMPUTER AND THE INTERNET ON THE READING HABIT OF TEACHER CANDIDATES

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## Abstract

In this study, it is aimed to determine the effect of computer and internet on teacher candidates' reading habits. For this purpose, the convenient answers were sought to the following questions: Is there a relationship between the gender of the students and the reading printed newspaper or newspapers on the electronic media on a regular basis every day?, Is there a relationship between the gender of the students and reading the books such as novels, poetry, etc., beside the coursebooks and newspapers?, Is there an association between the reasons of having their own computers and not reading the printed daily newspapers?, Is there a relationship between the types of their computers and not reading the printed daily newspapers?, Is there a relationship between the types of computers of the students and reading the books like novels, poetry, etc., beside the coursebooks and newspapers?, Is there a relationship between the living spaces of the students (home, dormitory, hostels, etc) and the reasons for not reading daily printed newspapers?. This study was realized with 405 teacher candidates. According to the findings, the ratio of daily newspaper reading habit of male students is higher than the female students'. Female students read the books more often other than coursebooks and newspapers. Students who have their own computer and internet connection prefer to read internet news portals and TV instead of reading the printed newspapers. More than half of those who have their own computers regularly read printed or electronic newspaper every day. While all of the teacher candidates who have tablet state that they don't read daily printed newspapers since they do not have money to devote to a daily newspaper, only 40% of them read novels, poetry except coursebooks and newspapers. 36.23% of the students who have internet connection in their places, 33.33% of the students who don't have internet connection where they live state that they can watch the news available in the printed newspapers on TV. Additionally, because 37.68% of the students who have internet connection, and 11.11% of the students who don't have it state that they can read the news available in the newspapers on the news portals on the internet, they don't read printed daily newspapers.

## Keywords

Teacher training, Reading habit, Teacher candidates, Reading and computer, Reading and internet.

# ÖĞRETMEN ADAYLARININ OKUMA ALIŞKANLIKLARINA BİLGİSAYAR VE İNTERNETİN ETKİSİ

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## Özet

Bu çalışmada, öğretmen adaylarının okuma alışkanlıklarına bilgisayar ve internetin etkisini belirlemek amaçlanmıştır. Bu amaç doğrultusunda şu sorulara yanıt aranmıştır: Öğrencilerin cinsiyeti ile her gün düzenli olarak basılı ya da elektronik ortamda gazete okuması arasında ilişki var mıdır?, Öğrencilerin cinsiyeti ile ders kitabı ve gazete dışında roman, şiir vb. türlerinden kitap okuması arasında ilişki var mıdır?, Öğrencilerin kendine ait bilgisayarı olması ile kağıda basılı olarak satılan günlük gazeteleri okumama nedenleri arasında ilişki var mıdır?, Öğrencilerin bilgisayarının türü ile kağıda basılı olarak satılan günlük gazeteleri okumama nedenleri arasında ilişki var mıdır?, Öğrencilerin bilgisayarının türü ile ders kitabı ve gazete dışında roman, şiir vb. türlerinden kitap okuma arasında ilişki var mıdır?, Öğrencilerin yaşadıkları mekanda (ev, yurt, pansiyon vb.) internet bağlantısı olması ile kağıda basılı olarak satılan günlük gazeteleri okumama nedenleri arasında ilişki var mıdır?. Çalışmaya 405 öğretmen adayı katılmıştır. Elde edilen bulgulara göre, günlük gazete okuma alışkanlığı oranı, erkek öğrencilerde kız öğrencilere göre daha yüksektir. Buna karşılık, ders kitabı ve gazete dışında diğer türlerden kitapları okuyan kız öğrenci sayısı, erkek öğrencilerden fazladır. Kız öğrenciler, erkek öğrencilere göre, ders kitabı ve gazete dışındaki kitapları daha sık okumaktadır. Kendine ait bilgisayarı ve internet bağlantısı olan öğrenciler, basılı gazete okumak yerine internetteki haber portallarını ve tv'yi tercih etmektedir. Kendine ait bilgisayarı olanların yarısından fazlası, her gün düzenli olarak basılı ya da elektronik gazete okumamaktadır. Tablet sahibi öğretmen adaylarının tamamı, günlük gazete ayıracak parası olmadığı için, kağıda basılı olarak satılan günlük gazeteleri okumadığını belirtirken, sadece %40'ı ders kitabı ve gazete dışında roman, şiir vb. türlerinden kitap okumaktadır. Yaşadığı mekanda internet bağlantısı olan öğrencilerin %36.23'ü ile olmayan öğrencilerin %33.33'ü "gazeteden alacağı haberleri tv'den izleyebildiği"; internet bağlantısı olan öğrencilerin %37.68'i ile olmayan öğrencilerin %11.11'i "gazeteden alacağı haberleri internetteki haber portallarından okuyabildiği" için, kağıda basılı olarak satılan günlük gazeteleri okumamaktadır.

## Anahtar Kelimeler

Öğretmen eğitimi, Okuma alışkanlığı, Öğretmen adayları, Okuma ve bilgisayar, Okuma ve internet.

## INTRODUCTION

Acquiring knowledge and skill, namely learning, lasts from birth to death. This process includes various different activities. Reading is one of the basic activities that is necessary to do for fulfilling the learning. Turkish Language Association (2012) has defined reading as looking at letter and signs which form a script, analyzing or vocalizing those. In the strict sense, reading means deciphering the code of a written text or decoding a diagrammatically coded pronouncement. In a broad sense, reading means interpreting a literary text (Arslan et al., 2009). Reading provides great contributions upon the language achievement, mental, social and cultural development of the individual. Development of high level skills such as communication, meeting the requirements of a modern society, making conscious decisions and maintaining to learn can be possible with reading (Coşkun, 2010). An individual whose reading skill has adequately improved can show success at speaking and writing skills because of having improved vocabulary knowledge (Temur, 2001). Reading is the leading of beneficial habits that should be acquired in terms of both providing personal development and meeting the expectations of the society adequately.

When reading has been fulfilled consistently and regularly, it turns into a habit. According to the general definitions determined by UNESCO, reading habit has been defined as the acquisition skill of this action wishfully after learning to read. Reading's being fulfilled with a critical point of view depending upon different views and sources and constantly is Odabaş et al.'s (2008) definition of the reading habit. According to Yılmaz (1993), reading habit is individual's fulfilling reading lifelong, constantly, regularly and critically as result of perceiving it as a source of requirement and delight. Having reading habit has also become crucial for the individuals to perceive themselves, their surrounding and the world correctly and for adaptation (EARGED, 2007). According to Özçelebi and Cebecioğlu (1990) reading habit is learned but hard to acquire. For acquisition, there should primarily be an atmosphere where this habit exists and it should be supported by other sources. Among those supports, there can be listed books or magazines compliance to reading, the social surrounding that has been lived in, educational and cultural level of the family, family members who read, teachers who guides them around reading and educational institutions that provide fund. Yılmaz (2004) has mentioned that individuals acquire the reading habit being affected from the parents during the childhood and from teachers and friends during adulthood.

In the literature, there have been studies carried out upon reading habits and preferences of the students. According to the results of the study carried out by Odabaş et al. with 153 female and 151 male university students studying at various different departments of Ankara University, 24% of the students have

mentioned that spend their at least half an hour at most one hour time on the computer. Nearly half of the students (49%) said that they have spent at least one hour of their time on the computer. The rate of students who spend more than two hours of their time on the computer according to individual preferences increases significantly to a level as 25%. Only nearly 37% of the students' spending only at most one hour of their time for reading reveals that they spare more time for leisure activities than reading. There has been determined in the study of Balcı (2003) carried out among the students of Ankara University that only two of the 803 students read books on their free time. Students mostly prefer popular sports such as football and basketball and spare the most time for activities such as going to the cinema, listening to music, using the computer or surfing the net (EARGED, 2007). In his study carried out with 110 students studying at Dumlupınar University, Arıcı (2008) has aimed to determine whether students like reading or not and the reasons of this. According to the findings obtained from the research, the young people who do not love reading have mentioned as reason that they find some of the books as boring and expensive, they have not acquired this habit in their childhood, they do not have free time and they find reading newspapers or magazines and television, movies and the Internet more entertaining.

A society that includes individuals who have reading habit is the one that is thinking. The thinking society is the producing society. And the producing society is the developed one in terms of sociability, culture, economy and science. Family members and teachers share the leading role on acquisition of the reading habit which is the essential of a developed society. Parents at home and friends and teachers at school are the people whom children and the young take as role model. For this reason, it is really important for teachers to display an exemplary behavior and discourse to children about reading books and motive them to read books in accordance with their interests.

Acquisition reading habit of the teachers who are the basic part of the educational system will facilitate transferring this habit from generation to generation. It can be possible to create a modern society including learning, knowing, thinking, teaching, listening, criticizing and producing individuals and to keep this society alive for ages by transferring the reading habit from generation to generation. For this reason, to determine reading habits of the pre-service teachers and to reveal the effect of computers and the Internet which they use intensely upon reading habits are of vital importance.

### **Purpose of the Study**

In this study, there has been aimed to reveal reading habits and preferences of the pre-service teachers and determine the effects of variables such as gender, having computer and the Internet connection upon these habits and

preferences. In accordance with this purpose, answers to the questions below have been sought:

1. Is there a relationship between students' gender and their reading printed newspapers or newspapers in an electronic environment every day regularly?
2. Is there a relationship students' gender and their reading genres such as novel, poem, etc. except from the course book and newspaper?
3. Is there a relationship between students' having their own computers and the reasons of their not reading daily newspapers sold as printed to paper?
4. Is there a relationship between the type of the computer and the reasons of their not reading daily newspapers sold as printed to paper?
5. Is there a relationship between the type of the computer and students' reading books such as novel, poem, etc. except from the course books and newspapers?
6. Is there a relationship between students' having Internet connection at places where they live (home, dormitory, hostel, etc.) and the reasons of their not reading newspapers sold daily as printed to paper?

## METHOD

### Population and Sample

The study population included students studying at various different departments of Trakya University Faculty of Education in 2010-2011 academic years. Totally 405 students from the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades studying at different departments of the Faculty have voluntarily participated in the research. 284 (70.12%) of the students were female and 117 (28.89%) were male. 4 of the students who participated in the study did not mention their gender. Distribution of the students according to gender has been shown in Table 1.

*Table 1. Distribution of the students according to gender*

	n	%
Female	284	70.12
Male	117	28.89
Unanswered	4	0.99
N	405	

## Data Collection Analysis

The questionnaire including 15 questions and developed by the researcher has been used as the data collection tool. The first 8 of these questions are to take demographical knowledge of the students. And the other questions have been prepared to determine reading habits and preferences of the students.

Data acquired in the research were analysed using SPSS 17.0 software program. To evaluate the data frequency, percentage, arithmetic average techniques and chi square test were used.

## FINDINGS

There has been a relationship ( $\chi^2:8.06$  df:1,  $p<.01$ ) between the gender of students and their reading newspaper in an electronic environment or newspaper printed on paper every day regularly. 36.66% of female students and 52.21% of male students answered yes to the question of “*Do you read printed or electronic newspaper regularly every day?*”. Daily newspaper reading rate has been higher at male students than the female students.

Table 2. *Printed or electronic newspaper reading situation of the students regularly every day according to gender*

	Female		Male		Total	
	f	%f	f	%f	f	%f
Yes	103	36.66	59	52.21	162	41.12
No	178	63.34	54	47.79	232	58.88
Total	281	71.32	113	28.68	394	97.28
CHI-SQUARE      df      p      %fe<5      fe=0 8.06                  1      p<.01      0                  0						

There has been a relationship ( $\chi^2:20.17$  df:1,  $p<.01$ ) between the gender of students and their reading books on novel, poem, etc. genres except from the course books and newspapers. 92.83% of the female students and 76.58% of the male gave positive answers to the question of “*Do you read books on novel, poem, etc. genres except from the course book and newspaper?*”(Table 3). The number of female students reading books on the other genres rather than the course books and newspaper is higher than the number of male students.

Table 3. Students' reading books on different genres apart from the course book and newspaper according to gender

N=405	Female		Male		Total	
	f	%f	f	%f	f	%f
Yes	259	92.88	85	76.58	344	88.20
No	20	7.17	26	23.42	344	11.84
Total	279	71.54	111	28.46	344	96.30
CHI-SQUARE		df	p	%fe<5	fe=0	
20.17		1	p<.01	0	0	

There has been a relationship between ( $\chi^2$ :12.67 df:3,  $p<.01$ ) the gender of students and frequency of reading books on novel, poem genres excluding the course books and newspaper. 38.15% of the female students and 38.10% of the male students answered as once or twice a week to the question of "How often do you read books except from the course books and newspapers?" (Table 4). Female students read books except from the course books and newspapers more frequently than the male students.

Table 4. Students' reading a book frequency on different genres apart from the course book and newspapers according to gender

N=405	Female		Male		Total	
	f	%f	f	%f	f	%f
1-2 days in a week	28	11.24	21	25.00	49	14.71
Once in a week	31	12.45	12	14.29	43	12.91
Haftada 1-2 gün	95	38.15	32	38.10	127	38.14
Hergün	95	38.15	19	22.62	114	34.23
Toplam	281	71.32	113	28.68	394	97.28
CHI-SQUARE		df	p	%fe<5	fe=0	
12.67		3	p<.01	0	0	

There has been a relationship ( $\chi^2$ :12.90 df:5,  $p<.05$ ) between students' having their own computers and the reasons of them for not reading daily newspapers sold as printed to paper. 36.62% of the students who have their own computers and 12.00% of the ones who do not have their own computers have mentioned that "they can read the news from the news portals on the Internet to which they learn from the newspaper"; 8.45% of the ones that have their own computers and 32.00% of the ones who do not have their own computers have mentioned that "they get bored of reading newspapers"; and 33.80% of the ones who have their own computers and 40.00% of the ones who do not have their own computers have mentioned that "they can watch the news on TV to which they can learn from the newspaper" (Table 5).

Table 5. The reasons of the students for having their own computers and not reading printed newspaper

	Female		Male		Total	
	f	%f	f	%f	f	%f
N= 405						
I cannot afford to buy daily newspaper.	5	7.04	2	8.00	7	7.29
I can watch the news on TV instead of learning from the newspaper.	24	33.80	10	40.00	29	35.42
I can read the news from news portals on the net instead of reading from the newspaper.	26	36.62	3	12.00	2	30.21
Daily news comes to my I-phone or mobile phone as message.	1	1.41	1	4.00	2	2.08
I am not interested in current news.	9	12.68	1	4.00	10	10.42
I get bored of reading newspaper.	6	8.45	8	32.00	14	14.58
Total	71	71.32	25	28.68	96	23.70
CHI-SQUARE	df	p	%fe<5	fe=0		
12.90	5	p<.05	42	0		

There has been a relationship between ( $\chi^2:3.94$  df:1,  $p<.05$ ) students' having their own computers and their reading newspapers in an electronic environment or as printed every day regularly. 56.16% of the students who have their own computers and 67.31% of the ones who do not have their own computers haven't read newspaper on electronic environment or as printed "every day regularly" (Table 6).

Table 6. Regular newspaper reading of the students according to having their own computers

	Female		Male		Total	
	f	%f	f	%f	f	%f
N= 405						
Yes	128	43.84	34	32.69	162	40.91
No	164	56.16	70	67.31	234	59.09
Total	292	73.74	104	26.26	396	97.78
CHI-SQUARE	df	p	%fe<5	fe=0		
3.94	1	p<.05	0	0		

There has been a relationship ( $\chi^2:26.87$  df:10,  $p<.01$ ) between the type of the computer that students have and their reasons for not reading daily newspapers sold as printed to paper. 40.54% of the students who have desktop computer and 31.48% of the students who have laptop computers have mentioned that "they can watch the news on TV instead of reading from the newspaper"; 37.84% of the students who have desktop computer and 37.04% of the students who have notebook computer have mentioned that "they can read the news from the portals instead of reading from the newspapers"; and whole of the students who use



computer do not read daily newspapers sold as printed to paper because “they do not have adequate money to afford daily newspapers” (Table 7).

Table 7. The reasons of the students for not reading printed newspaper and the type of the computer they have

	PC		Laptop		Tablet		Total	
	f	%f	f	%f	f	%f	f	%f
I cannot afford to buy daily newspaper.	4	10.81	2	3.70	2	100	8	7.29
I can watch the news on TV instead of learning from the newspaper.	15	40.54	17	31.48	0	0.00	32	35.42
I can read the news from news portals on the net instead of reading from the newspaper.	14	37.84	20	37.04	0	0.00	34	30.21
Daily news comes to my I-phone or mobile phone as message.	0	0.00	1	1.85	0	0.00	1	2.08
I am not interested in current news.	2	5.40	8	14.81	0	0.00	10	10.42
I get bored of reading newspaper.	2	5.40	6	11.11	0	0.00	8	14.58
Total	37	39.79	54	58.06	2	2.15	93	23.70
CHI-SQUARE		df		p	%fe<5		fe=0	
26.87		10		p<.01	72		0	

There has been a relationship ( $\chi^2$ :20.59 df:2,  $p<.01$ ) between the type of the computer and reading books on novel, poem, etc. genres except from the course books and newspapers. 89.09% of the students who have desktop computer and 88.04% of the students who have notebook computers and 40.00% of the students who have tablet computers have read books on novel, poem genres except from the course book or newspaper (Table 8).

Table 8. The situations of students for their reading book on different genres apart from the course book and newspaper and the type of computer they have

	PC		Laptop		Tablet		Total	
	f	%f	f	f	f	%f	f	%f
N= 405								
Yes	147	89.09	162	88.04	4	40.00	313	87.19
No	18	10.91	22	11.96	6	60.00	46	12.81
Total	165	45.96	184	51.25	10	2.79	359	88.64
CHI-SQUARE		df		p	%fe<5		fe=0	
20.59		2		p<.01	0		0	

There has been a relationship ( $\chi^2:13.92$  df:5,  $p<.05$ ) between having Internet connection at the place where students live and their reasons for not reading daily newspapers sold as printed to paper. 36.23% of the students who have Internet connection at the place they live and 33.33% of the students who do not have Internet connection have mentioned that they do not read daily newspapers sold as printed to paper because “they can watch the news on TV instead of reading at newspaper”; 37.68% of the students who have Internet connection and 11.11% of the ones who do not have mentioned that they do not read because “they can read news on portals on the Internet instead of learning from the newspaper”. 7.29% of the students do not read daily newspapers sold as printed to paper because “they cannot afford to buy a newspaper”, 10.42% do not read because “they are not interested in current issues.”; and 14.58% do not read because “they get bored of reading newspaper” (Table 9).

Table 9. The reasons of the students for not reading printed newspaper according to their having Internet connection

	Yes		No		Total	
	f	%f	f	%f	f	%f
N= 405						
I cannot afford to buy daily newspaper.	6	8.70	1	3.70	7	7.29
I can watch the news on TV instead of learning from the newspaper.	25	36.23	9	33.33	34	35.42
I can read the news from news portals on the net instead of reading from the newspaper.	26	37.68	3	11.11	29	30.21
Daily news comes to my I-phone or mobile phone as message.	1	1.45	1	3.70	2	2.08
I am not interested in current news.	5	7.25	5	18.52	10	10.42
I get bored of reading newspaper.	6	8.70	8	26.93	14	14.58
Total	69	71.88	2	28.12	96	23.70
			7			
CHI-SQUARE	df	p	%fe<5	fe=0		
13.92	5	p<.05	42	0		

### CONCLUSION AND DISCUSSION

According to the findings obtained in the research, the rate of male students who read printed newspapers or the ones in the electronic environment every day regularly is higher than the rate of female students. On the other hand, the number of female students who read books on rather than the course books and newspapers is more than the number of male students. Moreover, the female students who read books apart from the course books and newspapers

read more frequently than the male students. There has been information in the literature that supports those findings. In the research carried out by Gömleksiz (2004), there has been determined that female students in the Faculty of Education have more positive reading attitudes than the male students and there has been mentioned that female students have more adapted efficiency and usefulness of the reading habit. In the study carried out by Batur et al. (2010) with 420 students studying at Uşak University Faculty of Education, there has been deduced that reading a book habit of the female students better than the habits of the male students. In the study carried out by Koca et al. (2011) with 100 students studying at Atatürk University Physical Education and Sports Vocational High School and Faculty of Education Sports Department, there has been determined that female students spare more time for reading than the male students, read more books and like reading books more than the male students.

According to another finding of this students, a very important part of the students whether they have computers or not, do not read printed or electronic newspaper “regularly”. As is known to all, an action is called habit when it has been performed regularly and voluntarily. Having reading habit requires performing this action voluntarily and regularly. According to this finding, there can be deduced that having computer negatively effects the habit of newspaper reading.

When the reasons for not reading printed to paper daily newspaper have been asked to the students who have computer and Internet connection, they have mentioned that they prefer news portals on the net and television to follow daily news. Because the news portals on the Internet have been updated at short intervals, national and international news have been announced to readers in a shorter time than printed to paper newspapers. Having both computer and Internet connection facilitates access to news portals. Televisions can also broadcast the news in a short time to audiences from the whole corners of the world owing to the advanced informational technologies. For this reason, it is natural for students to prefer news portals and televisions as news source instead of reading a daily newspaper. Another result that can be deduced from this finding is that students answer considering the newspaper as the daily news following means. A study that is compatible with these findings is the research carried out by Ayhan and Balcı (2009) with university students in Kyrgyzstan. According to the result of the study, the Internet has a partly negative effect upon reading newspaper and magazines and watching television. Another study carried out with the young about reading newspaper has been performed with 220 students studying at different faculties and vocational high schools of Selçuk University in May 2007. The mostly followed media organs by the students are 49.3% television, 21.5% Internet and 15.6% newspaper, respectively. 35.1% of the answers given to the section where frequency of

reading newspaper has been asked are as I read every day regularly, 28.8% as I read 2-3 times in a week, 10.2% as I read once a week. Students have mentioned with at most 23.4% that they visit newspaper and news portals on the Internet (Toruk, 2008).

Some of the students (10.42%) in this study have mentioned that they are not interested in current news whether they have Internet connection or not at the place they live in. It is not adequate for teachers to only improve themselves on their field. The teacher should also follow the latest improvements, have opinion, make analysis and set a good example to students. For this reason, it is necessary to decrease the rate of students who are not interested in current news and the world as soon as possible. For that purpose, training about both gaining the reading habit and following printed and electronic news sources at early ages will be favorable. Moreover, Computer I and II course content teaching at Faculty of education should be provided to include more practices and examples on “Areas of Internet Usage, Proper and Efficient Use”.

In this study, whole of the pre-service teachers who have tablet computer have mentioned that “they do not read daily newspapers printed to paper because *“they cannot afford to buy daily newspapers”*”. Moreover, the reading rate of the students on different genres apart from the course books and newspapers is lower than the reading rate of the students who have desktop and laptop computers. According to this finding, as the model of the computer becomes more portable, the rate of reading printed sources such as printed newspaper, novel and poetry decreases. Printed source reading rate can be decreased because of having a great number of and various different written sources (z-book, e-book, etc.) on the Internet and e-book readers which can easily be downloaded to mobile means of communication. However, it is meaningful to make inadequate money excuses in order not to read daily newspaper.

The role which teachers play about getting their students adopt reading habit is definitely very important. It is compulsory for teachers not to limit reading only with course books, obtain printed books that will help students know the world and life at all points, will make them consider, will encourage them to dream and will make them happy and to support their students about reading. The teachers who get into the habit of regular reading and have the skill of guiding to their students and parents about this will lay the foundations of a reading culture that will be conveyed to other generations.

### **SUGGESTIONS**

As the continuation of this study, there can be offered those suggestions to the researchers and implementers:

1. This study can be extended including associate degree and undergraduate students who have higher education.

2. Effect of the computers and the Internet upon the reading habit can be compared in terms of associate degree and postgraduate students who have higher education.
3. Effect of the computer and The Internet upon the reading habit of the pre-service teachers can be researched in terms of various different endogenous variables.
4. Effect of the computer and the Internet upon the reading habit of the pre-service teachers can be researched in terms of different demographical properties of the students.
5. The relation between the effect of computer and the Internet upon the reading habit of the pre-service teachers and attitude towards computer using can be compared.
6. The relation between the effect of computer and the Internet upon the reading habit of the pre-service teachers and attitude towards Internet using can be compared.
7. The relationship between the effect of computer and the Internet upon the reading habit of the pre-service teachers and information literacy can be researched.
8. There can also be carried out studies to determine the effect of the reading habit of pre-service teachers upon academic success.
9. There can be carried out studies to determine the effect of reading habits of university students upon the academic success.
10. The reasons and preferences of university students for reading printed book and e-book can be researched.
11. Reading habits of the students studying at equivalent higher educational institutions in abroad and students studying in our country and the effect of informational technologies upon this habit can be analyzed comparatively.

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## GENİŞ ÖZET

Okuma, bireylerin zihinsel ve sosyal gelişimi için önemli etkenlerden biridir. Öğretmenler ise okuma alışkanlığı kazanılmasında etkili birer rol modelidir. Okul çatısı altında özellikle öğretmenlerin okuma konusunda çocuklara örnek olacak davranış ve söylemlerde bulunması, öğrencileri yaş ve ilgi alanlarına uygun kitapları okumaya yönlendirmesi, oldukça önemlidir. Öğretmenlerin okuma ve okuma alışkanlığı kazandırma konusunda üstlendiği rol küçümsenmeyecek kadar önemlidir. Öğretmenlerin okumayı sadece ders kitaplarıyla sınırlandırmayıp, öğrencilerin yaşamı ve dünyayı her yönüyle tanımalarına yardımcı olacak, onları düşündürcek ve hayal ettirecek, aynı zamanda mutluluk verecek kitapları edinmeleri ve okumaları konusunda öğrencilere destek vermeleri, bir zorunluluktur. Düzenli okuma alışkanlığı edinmiş, öğrencisine ve ebeveynlere bu konuda yön verme becerisine sahip öğretmenler, nesiller boyu taşınacak bir okuma kültürünün temellerini atacaktır. Ancak, günümüzün teknolojik gelişmeleri, bireylerin okuma alışkanlıklarında değişime neden olabilir. Bu çalışmada, öğretmen adaylarının okuma alışkanlıklarına bilgisayar ve internetin etkisini belirlemek amaçlanmıştır. Bu amaç doğrultusunda şu sorulara yanıt aranmıştır: Öğrencilerin cinsiyeti ile her gün düzenli olarak basılı ya da elektronik ortamda gazete okuması arasında ilişki var mıdır?, Öğrencilerin cinsiyeti ile ders kitabı ve gazete dışında roman, şiir vb. türlerinden kitap okuması arasında ilişki var mıdır?, Öğrencilerin kendine ait bilgisayarı olması ile kağıda basılı olarak satılan günlük gazeteleri okumama nedenleri arasında ilişki var mıdır?, Öğrencilerin bilgisayarının türü ile kağıda basılı olarak satılan günlük gazeteleri okumama nedenleri arasında ilişki var mıdır?, Öğrencilerin bilgisayarının türü ile ders kitabı ve gazete dışında roman, şiir vb. türlerinden kitap okuma arasında ilişki var mıdır?, Öğrencilerin yaşadıkları mekanda (ev, yurt, pansiyon vb.) internet bağlantısı olması ile kağıda basılı olarak satılan günlük gazeteleri okumama nedenleri arasında ilişki var mıdır?. Çalışmaya 405 öğretmen adayı katılmıştır.

Araştırmadan elde edilen bulgulara göre, basılı ya da elektronik ortamda yer alan gazeteleri her gün düzenli olarak okuyan erkek öğrenci oranı, kız öğrenci oranından yüksektir. Buna karşılık, ders kitabı ve gazete dışındaki kitapları okuyan kız öğrenci sayısı erkek öğrencilerden fazladır. Ayrıca, ders kitabı ve gazete dışındaki kitapları kız öğrenciler erkek öğrencilere göre daha sık okumaktadır.

Bu araştırmanın diğer bir bulgusuna göre, bilgisayar sahibi olsun ya da olmasın, öğrencilerin önemli bir kısmı “düzenli olarak” basılı ya da elektronik gazete okumamaktadır. Bilindiği gibi bir eylem, düzenli ve isteyerek yapıldığında alışkanlık adını alır. Okuma alışkanlığı edinmiş olmak, okuma eylemini düzenli ve isteyerek yapmayı gerektirir. Bu bulguya göre, bilgisayar sahibi olmak, gazete okuma alışkanlığını olumsuz yönde etkilemektedir sonucuna varılabilir.

Bilgisayar ve internet bağlantısı sahibi öğrencilere, kağıda basılı günlük gazete okumama nedeni sorulduğunda ise, günlük haberleri takip etmek için internetteki haber portallarını ve tv'yi tercih ettiklerini belirtmişlerdir. İnternetteki haber portalları kısa süreli aralıklarla güncellendiğinden, ülke ve dünya haberleri okuyuculara, kağıda basılı gazetelere göre çok daha kısa sürede ulaştırılabilmektedir. Hem bilgisayar hem internet bağlantısı sahibi olma durumu, haber portallarına erişimi kolaylaştırmaktadır. Televizyonlar da haberleri, gelişmiş bilişim teknolojileri sayesinde dünyanın dört bir yanından izleyenlere kısa sürede verebilmektedir. Bu nedenle, öğrencilerin günlük gazete okumak yerine haber portallarını ve tv'yi haber kaynağı olarak tercih etmeleri doğaldır. Bu bulgudan çıkarılabilecek bir başka sonuç da, öğrencilerin gazeteyi günlük haber takip etme aracı olarak düşünüp cevap verdikleridir.

Yine bu çalışmada yer alan öğrencilerin bir kısmı (%10.42), yaşadığı mekanda internet bağlantısı olsun ya da olmasın, güncel haberlerle ilgilenmediğini belirtmiştir. Bir öğretmenin yalnızca alanında kendini yetiştirmesi yeterli değildir. Öğretmen aynı zamanda günceli izlemeli, fikir sahibi olmalı, analiz yapabilmeli ve bu konuda öğrencilerine örnek olmalıdır. Bu nedenle, güncel haberlerle ve dünya ile ilgilenmeyen öğrenci oranının bir an önce en aza indirgenmesi şarttır. Bu amaçla hem okuma alışkanlığı kazanma hem basılı ya da elektronik haber kaynaklarını takip etme konularında erken yaşlardan itibaren eğitim verilmesi uygun olacaktır. Buna ilave olarak, Eğitim Fakülteleri'nde okutulan Bilgisayar I ve II ders içeriklerinde "İnternetin Kullanım Alanları, Doğru ve Etkin Kullanımı" konusunda uygulama ve örneklerle daha geniş yer verilmesi sağlanmalıdır.

Bu çalışmada tablet sahibi öğretmen adaylarının tamamı "günlük gazeteye ayıracak parası olmadığı" için kağıda basılı olarak satılan günlük gazeteleri okumadığını belirtmiştir. Yine tablet sahibi öğrencilerin ders kitabı ve gazete dışında roman, şiir vb. türlerinden kitap okuma oranı, masaüstü ve dizüstü bilgisayar sahibi öğrencilerin okuma oranlarından düşüktür. Bu bulguya göre, internete bağlanılan bilgisayar modeli daha taşınabilir hale geldikçe, basılı gazete, roman, şiir gibi basılı kaynakları okuma oranı düşmektedir. İnternet ortamında çok sayıda ve çeşitli (z-kitap, e-kitap vb.) yazılı kaynak bulunmasının yanı sıra, mobil iletişim araçlarına yüklenebilen e-kitap okuyucular nedeniyle basılı kaynak okuma oranı düşmüş olabilir. Ancak yine de günlük gazete okumamak için yetersiz para mazereti sunmak, manidardır. Öğretmenlerin, öğrencilerine okuma alışkanlığı kazandırma konusunda üstlendiği rol küçümsemeyecek kadar önemlidir. Öğretmenlerin okumayı sadece ders kitaplarıyla sınırlandırmayıp, öğrencilerin yaşamı ve dünyayı her yönüyle tanımalarına yardımcı olacak, onları düşündürcek, hayal etmeye sevk edecek, aynı zamanda mutluluk verecek basılı kaynakları edinmeleri ve okumaları konusunda öğrencilere destek vermeleri, bir zorunluluktur. Düzenli okuma alışkanlığı edinmiş, öğrencisine ve ebeveynlere bu konuda yön verme becerisine sahip öğretmenler, nesiller boyu taşınacak bir okuma kültürünün temellerini atacaktır.



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