



Reading Habits of Secondary School Students

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Summary: In this study, the aim is to determine the reading habits of secondary school students. In the study designed according to the survey model, the overall status of students' reading habits and the differences shown according to the gender variable have been descriptively examined. The research was conducted on 561 students attending three schools selected by random sampling method during the 2014-2015 academic year. The data of the research were obtained using the Personal Information Form and the Reading Habit Survey developed by the researcher, and the data were analyzed using the SPSS 20.0 data analysis program. In the analysis of the data, frequency and percentage values were provided in general and according to the gender variable. It was found that high school students mostly read books in the genre of novels and stories, preferred adventure and emotional themed works, and identified the workload of courses as a factor hindering their reading. Additionally, it was determined that teachers were not able to guide students adequately in reading, students were mostly influenced by their peers in this regard, they spent a significant portion of the time they should allocate to reading on watching television and engaging in entertainment on the internet, and they did not utilize the library at the intended level.

Keywords: *Habit, Reading Habit, Reading, Secondary Education*

Introduction

Reading is one of the ways people acquire knowledge. It is the most effective and enduring of comprehension skills. Individuals reach conclusions through reading, fostering emotional and cognitive development by reviewing the results they achieve. As expressed by Sever (1997: 17), reading is the most effective tool for individuals to reach the vast world of knowledge, to comprehend events from a broad perspective, and to establish healthy communication with their surroundings.

Numerous definitions have been proposed regarding reading. According to Göğüş (1978: 60), Tazebay (1993: 3), and Demirel (1999: 59), reading involves recognizing letters and words and assigning meaning to them; according to Harris and Sipay (1990: 10), it involves comprehending and interpreting written text; according to Özbay (2014: 4), it is the activity of making sense of what is seen; according to Karatay (2010: 459), it is the effort of constructing meaning based on the simultaneous use of various sensory and cognitive elements such as vision, attention, focus, perception, memory, relation-making, analysis, and interpretation. Karatay emphasizes that reading is not merely an instantaneous comprehension activity but should be regarded as a sensory and cognitive process that includes both before and after. According to these definitions, reading can be said to be a complex language skill that involves the simultaneous use of physical and mental elements

Reading is a tool through which individuals can acquire knowledge and culture without constraints of time and space. It is a skill necessary for individuals to understand themselves, express themselves, gain self-confidence, participate in social life, and establish healthy communication (Güney, Aytan, Kaygana, & Şahin, 2014: 153). While fluent reading and vocabulary are important achievements in reading education, the ultimate goal is not merely the vocalization of the text. The fundamental principle of reading is to understand the text, to access the main idea and message intended. Students who do not comprehend what they read and fail to develop reading habits cannot be

expected to succeed in their lessons. According to research, the ability to comprehend what is read influences students' academic achievements by 61% (Yıldız, 2013: 1461), and there is a positive relationship between the number of books read and students' academic success (Güney et al., 2014: 159). The goal of acquiring reading skills in the Turkish Language Teaching Program (2006) is expressed as applying reading rules, understanding and analyzing the text, evaluating the text, enriching vocabulary, and developing reading habits to enhance an individual's knowledge and accumulation.

Considering that more than 90% of Turkey's population is literate and only 4.5% have a habit of reading (Can, Türkyılmaz, & Karadeniz, 2010: 3), it can be said that in Turkey, reading remains limited to the skill of vocalizing a text and does not reach its expected goals such as comprehension and habit formation. Indeed, the International Association for the Evaluation of Educational Achievement (IEA) conducted the "Progress in International Reading Literacy Study (PIRLS)" in 35 countries, including Turkey, to examine the reading proficiency levels of primary school 4th grade (9-year-old) students and the development of these skills over time. Among the fourth-grade students in Turkey, they ranked 28th out of 35 countries. Turkey's score was 51 points lower than the international average (Güney et al., 2014: 154). Another study related to Turkey's reading habits was conducted within the scope of the Programme for International Student Assessment (PISA). In a study measuring the mathematical, scientific, and reading skills of students aged 15, it was examined whether students learned the fundamental information provided in school, and whether they could apply their knowledge both within and outside the school environment. In the research conducted every three years, Turkey ranked 28th among 30 OECD countries in the field of reading in 2002, and in the study conducted in 2012 involving 65 countries, Turkey ranked 42nd. 65% of the research conducted on students in grades 7-12 was carried out on 10th graders (MEB, 2012). According to TÜİK data, Turkey ranks 86th among world countries in book reading. In Turkey, approximately 6 hours are spent watching television daily, while 3 hours are allocated to internet usage, and an average of 1 minute is dedicated to reading books. Participants who claim to read books for 6 hours a year are seen to rank books 235th on their list of needs (Can et al., 2010: 3).

One effective way to achieve reading goals is to immerse oneself continuously and systematically in books, thus turning reading into a habit. Reading habit: is the perception of reading as a necessity to understand oneself and one's surroundings, and continuously and regularly performing this action willingly (Özbay, 2014: 37).

A good reader not only turns reading into a habit but also does not settle for merely vocalizing words while reading; they make predictions about the text, establish cause-and-effect relationships, mark important parts to remember, and relate what they read to their previous knowledge (Susar Kırmızı, 2008: 108). In order to reach the targeted number of readers in terms of quality and quantity and to become a reading society, individuals who acquire a reading habit should be nurtured. Therefore, instilling the habit of reading should begin at a young age along with developing reading skills. As Lüle Mert (2014: 961) expresses, since acquiring a reading habit is a lengthy process, it can be turned into a behavior by providing the student with a reading environment through teachers, surroundings, and family. It should be remembered that achieving this requires long-term effort. Students who fail to turn reading into a habit

cannot benefit from the gains of reading skills and encounter significant problems in their studies. Despite being so beneficial for students, it is observed that their attitudes towards reading (Çeçen and Deniz, 2015; Can, Deniz, and Çeçen, 2016) and their reading habits do not develop to a sufficient level due to reasons such as the advancement of technology, the increase in alternative entertainments, and the indifference of family, friends, and environment (Coşkun, Karakoç, and Zorbaz, 2007; Odabaş, Odabaş, and Polat, 2008; Acıyan, 2008; Konan, 2013; Yalman, Özkan, and Kutluca, 2013; Özkaya and Çetin, 2014; Lüle Mert, 2014; Uslu Üsten and Pilav, 2014; Deniz, 2016).

To instill a reading habit in students, it is important to determine their reading interests and preferences, ensure easy access to books, and identify the people and factors that influence them in reading. Dökmen (1994: 401) states that in order to determine an individual's reading habit, it is necessary to know what type of publications they read, how frequently and how much they read, when during the week or day they prefer to read, and the ways they access the books they read. In this regard, it is necessary to periodically assess students' reading habits and, based on the data obtained, both evaluate the current situation and provide guidance.

The aim of this research is to determine the book reading habits of high school students. For this purpose, the types of works students read, their preferred topics, the people and factors influencing their book reading, their habits of using the library, their status of following periodicals, and the number of books they read in a year have been investigated. In line with the problem of the research, answers to the following questions have been sought:

What genres and topics do secondary school students read? What are their reading rates? Who are the influential figures in their reading? What are the obstacles to their book reading? What is their library usage status? And to what extent do they allocate time to television, the internet, and computers?

How do the types and topics of books read by secondary school students, their reading rates, the influential figures in their reading, the obstacles to their book reading, their library usage status, and the time they allocate to television, the internet, and computers differ according to students' genders?

Method

Research Model

In this research, which examines the reading habits of high school students and the differences shown by these habits according to the gender variable, a survey model, aiming to present a situation as it exists, has been used (Karasar, 2012: 109).

Population and Sample

Population is the entirety of the elements from which the research aims to generalize (Karasar, 2012: 109). The population of this study consists of high school students in the city center of Diyarbakır during the 2014-2015 academic year. Since the research cannot be conducted on all students, a random sample consisting of three schools offering

education in different programs and different socioeconomic statuses has been selected, along with 561 students enrolled in these schools. The study was conducted on these students. Information about the students participating in the research is shown in Table 1.

Table 1

Information Regarding the Study Group

Type of School		9th Grade		10th Grade		11th Grade		12th Grade		Total	
		Female	Male	Female	Male	Male	Female	Male	Female	Male	
Science High School	n	32	25	26	24	14	11	24	14	96	74
	%	19	15	15	14	8	7	14	8	56	44
Anatolian High School	n	35	33	19	15	33	21	31	20	118	89
	%	17	16	9	7	16	10	15	10	57	43
Vocational High School	n	18	30	16	38	26	21	15	20	75	109
	%	10	16	9	21	14	11	8	11	41	59
Total	n	85	88	61	77	73	53	70	54	289	272
	%	15	16	11	14	13	9	12	10	51	49

Data Collection

The data for the study were obtained using the "Personal Information Form" and the "Reading Habits Questionnaire" developed by the researchers. The personal information form includes gender, type of school, and grade information, while the reading habits questionnaire includes questions aimed at determining reading habits.

While creating the questionnaire items, previous studies by Dökmen (1994), Acıyan (2008), Özkaya and Didem (2014), and Uslu Üstten and Pilav (2014) were utilized. The opinions of 3 measurement and evaluation experts and 4 language and literature teachers were obtained regarding the questionnaire consisting of 33 items, and based on these opinions, the questionnaire was reduced to 22 items to ensure content validity. Subsequently, a pilot study was conducted with a different group of students from the research sample to determine whether these items were understood correctly and to establish the duration of implementation. The questionnaire items were understood correctly by the students, served the purpose of the research, and it was observed that the questions could be answered within 30 minutes, so the implementation phase was initiated.

Data Analysis

The data collected in line with the objectives of the study were analyzed using the SPSS 20.0 data analysis program. The reading habits of secondary school students were determined by calculating the arithmetic means and frequencies of the responses given by the students to the questionnaire items.

Findings

In this section, the general status of High school students' reading habits, as well as the differences shown according to school type and gender variables, are separately discussed and presented in table form based on the data obtained from the research.

Analysis of Secondary School Students' Reading Habits by Book Genre

The findings regarding the book genre preferred by students are shown in Table 2.

Table 2

Analysis of Book Genres Read by Secondary School Students and Gender

		Book Genre					
		Novel	Story	Poet	Essay	Article	Total
Total	n	442	66	33	5	15	561
	%	79	12	5	1	3	100
Female	n	246	25	10	2	6	289
	%	84	9	4	1	2	100
Male	n	196	41	23	3	9	272
	%	72	15	9	1	3	100

As seen in Table 2, it is observed that 442 (79%) of High school students read books predominantly in the genre of novels. Secondly, it is determined that 66 (12%) of the students read works in the genre of stories revolving around events. While 33 (5%) students prioritize works in the genre of poetry expressing enthusiasm and excitement, instructional texts are preferred by 20 (4%) students.

When the genres students read are examined in terms of gender, it is observed that novels are preferred more by female students compared to male students. Out of the 289 female students participating in the research, 246 (84%) are interested in novels, while out of the 272 male students, 196 (72%) are interested in novels. 41 (15%) boys and 25 (9%) girls were seen to read stories more. Although literary works in the form of poetry are not widely read by both male and female students, males (9%) prefer poetry more than females (4%). There is no difference between girls and boys in terms of preference for instructional texts, as these types of works are rarely chosen.

Analysis of High School Students' Reading Habits by Book Subject

The research data regarding the preferred book subjects of students is presented in Table 3.

As seen in Table 3, students mostly prefer adventure (43%) themed works. Following that, emotional (34%), science fiction (11%), and detective (7%) themed works are preferred, while humorous works are the least favored (5%).

Table 3

Analysis of the subjects read by secondary school students according to gender.

		Book Subject					Total
		Emotional	Adventure	Humor	Detective	Science Fiction	
Total	n	190	241	30	41	59	561
	%	34	43	5	7	11	100
Female	n	134	99	17	19	20	289
	%	47	33	5	7	8	100
Male	n	56	142	13	22	39	272
	%	21	52	5	8	14	100

When examining the preferred themes by gender, it is observed that female students (47%) show more interest in emotional-themed works compared to males (21%). Out of the 289 female students participating in the study, 134 of them express a preference for emotional-themed works, while 56 out of 272 male students do the same. While 142 male students (52%) prefer adventure-themed works the most, only 99 girls (33%) opt for works on this subject. Men (%14) are more interested in science fiction than women (%8), while the difference between girls and boys in humor (%5-%5) and detective fiction (%7-%8) is negligible.

Analysis of Secondary School Students' Reading Habits Based on Factors Influencing Their Book Reading

The data regarding the factors influencing students' book reading habits are shown in Table 4.

In Table 4, it is observed that friends have the most influence on high school students' book reading habits (40%). Following friends, their families (34%), teachers (20%), and the media (6%) are influential.

When examining the factors influencing book reading habits based on students' genders, it is seen that friends have the most influence on girls' book reading habits (48%), while for boys, it is their families (37%). Girls, following friends, are influenced by their families (30%), then their teachers (18%), and the media (4%). On the other hand, boys It is noteworthy that teachers rank last in terms of influence on book reading habits, and the influence of the media is minimal.

Analysis of Secondary School Students' Reading Habits Based on the Number of Books They Read Annually

The data regarding the number of books students read annually is presented in Table 5.

Table 4*Analysis of Factors Influencing Book Reading Habits among Secondary School Students by Gender*

		Factor Influencing Book Reading				
		Friend	Family	Teacher	Media	Total
Total	n	230	187	110	34	561
	%	40	34	20	6	100
Female	n	141	84	51	13	289
	%	48	30	18	4	100
Male	n	89	103	59	21	272
	%	33	37	21	9	100

Table 5*The analysis of the number of books read by secondary school students according to gender is shown in Table 5.*

		Annual Number of Books Read					Total
		None	1-5	6-12	13-24	25 and above	
Total	n	27	207	176	98	53	561
	%	5	37	31	18	9	100
Female	n	2	93	108	56	30	289
	%	,7	32	38	20	10,3	100
Male	n	25	114	68	42	23	272
	%	9	42	25	16	8	100

As seen in Table 5, out of the 561 students participating in the study, it is understood that 207 of them (37%) read 1-5 books in a year, 176 (31%) read 6-12, 98 (18%) read 13-24, and 53 (9%) read 25 or more books, while 27 (5%) did not read any books.

When the number of books read in a year is examined according to gender, it is observed that female students read more than male students.

Out of the 289 female students participating in the study, 108 (38%) read between 6-12 books, while out of the 272 male students, 114 (42%) read between 1-5 books. Among the females, 93 (32%) read between 1-5, 56 (20%) read between 13-24, and 30 (10.3%) read 25 or more books. Among the males, 68 (25%) read between 6-12, 42 (16%) read between 13-24, and 23 (8%) read 25 or more books. While the rate of not reading at all is negligible among girls (0.7%), this rate is approximately twelve times higher in boys (9%).

Research Results on the Factors Preventing Secondary School Students from Reading Books

The analysis of the factors secondary school students' book reading by gender is shown in Table 6.

Table 6

Factors that prevent secondary school students from reading books and their analysis by gender

		Factors Hindering Book Reading							Total
		Course Load	Lack of Habit	Insufficiency of Time	Internet-Computer	Book Prices	Television	Family assistance	
Total	n	332	94	67	28	12	12	16	561
	%	59	17	12	5	2	2	3	100
Female	n	192	47	24	12	3	3	8	289
	%	67	16	8	4	1	1	3	100
Male	n	140	47	43	16	9	9	8	272
	%	51	17	16	6	4	4	2	100

As seen in Table 6, students perceive the biggest obstacle to reading books as the intensity of their coursework. Out of the 561 students participating in the study, 332 (59%) mentioned not being able to allocate time for reading due to the intensity of their coursework, 94 (17%) cited the lack of reading habits, 67 (12%) mentioned insufficient time, 28 (5%) pointed to the internet and computer, 16 (3%) mentioned helping their families, 12 (2%) cited book prices, and another 12 (2%) mentioned watching television as barriers to reading books.

Although there is a difference in terms of ratio between girls (67%) and boys (51%), the biggest obstacle to reading books is perceived to be the intensity of coursework for both genders. Secondly, the lack of reading habit (16%) is an equally influential factor. Thirdly, although there is a difference in proportion, both boys (16%) and girls (8%) see time constraints as a hindrance to reading. Factors such as the internet, television, book prices, and helping the family have very little impact on both girls and boys.

Research Results on Secondary School Students' Library Use

The data regarding students' use of libraries is shown in Table 7.

In Table 7, it's observed that 256 students (45%) did not use the library, while 35 students (7%) used it only 1-2 times during the semester. 146 students (26%) go to the library 2-3 times a week, while 124 students (22%) go 2-3 times a month. Based on this data, it has been determined that 291 out of 561 students (52%) participating in the study have not been to the library for a long time. This situation indicates that students complete their education without conducting any research, borrowing books from the library, relying solely on their textbooks.

When the library usage status of the students is examined according to their gender, 135 of the boys (50%) and 121 of the girls (42%) say that they never use the library, 82 of the girls (28%) say that they do not use the library at all,

74 of them (25%) say that they use the library 2-3 times a month; It was determined that 64 (23%) of the men used the library 2-3 times a week and 50 (18%) used the library 2-3 times a month.

Table 7

Students' Library Use and Analysis by Gender

		Library Usage				Total
		None	2-3 times a Week	2-3 times a Month	1-2 times a Semester	
Total	n	256	146	124	35	561
	%	45	26	22	7	100
Female	n	121	82	74	12	289
	%	42	28	25	5	100
Male	n	135	64	50	23	272
	%	50	23	18	9	100

Discussion

In this section, the findings obtained in the research will be compared with the results of previous studies on the same topic, and efforts will be made to identify differences along with their reasons.

The first result obtained from the research is that high school students mostly read books in the genre of novels. Following novels, students prefer stories revolving around events, while giving less attention to poetry and reading instructional texts very rarely.

The fact that students mostly read novels and stories supports previous research conducted on this topic.

Studies conducted by Bayram (1990), Mavi (1995), Gönen, Öncü, and Isitan (2004), Bekar (2005), Karakoç (2005), Ayyıldız, Bozkurt, and Canlı (2006), Acıyan (2008), and Özkaya and Çetin (2014) indicate that primary, secondary, and university students mostly read novels and storybooks. In a study conducted by Temizyürek, Çolakoğlu, and Coşkun (2013), it was also found that 9th-grade students mostly read novels.

In the study, it was observed that female students preferred novels more than male students did, while male students read stories more than female students did. Girls enjoy following multiple events simultaneously and longer subjects at the same time, while boys prefer reading shorter events. Although both male and female students don't read poetry much, the fact that girls prefer it more than boys can be explained by the idea that girls are more inclined to read poetry, which is the language of emotions. There is no difference between male and female students in reading

instructional texts. This situation indicates that students prefer learning through reading very little. This result of the study parallels the research conducted by Temizyürek et al. (2013). Temizyürek et al. (2013) found that 91% of female students and 56.4% of male students preferred reading novels, while 4.2% of female students and 18.7% of male students preferred reading short stories.

It has been revealed that adolescents read books to escape from events and people (cited from Hughes-Hassel and Rodge, 2007, as cited in Temizyürek et al., 2013: 15). As Özbay (2014: 75) expressed, it is not surprising that the preference rate for fictional works is higher compared to poetry or other genres. Because narrative texts are easier to follow and remember compared to expository texts. The fact that novels and stories are composed of events, keep the sense of curiosity alive, and appeal to the developmental characteristics of high school students may explain why these types of works are preferred above all.

Another result of the study pertains to the topics of the books read by secondary school students. High school students show the most interest in adventure, followed by emotional, science fiction, and detective-themed works, while showing very little interest in humorous works.

When the preferred topic is examined according to the students' genders, it is determined that girls show more interest in emotional-themed works compared to boys. Male students are most interested in adventure-themed works, while girls read adventure-themed works in the second place. While boys are more interested in science fiction than girls, the difference between girls and boys in terms of humor and detective genres is minimal.

The findings are consistent with the results of the study conducted by Temizyürek et al. (2013) but differ from those of the study conducted by Uslu Üstten and Pilav (2014). Temizyürek vd. (2013) In their research on 9th-grade students, they found that female students showed more interest in emotionally themed books compared to male students.

In adventure-themed books, however, it was found that male students were more interested than female students. In the study conducted by Uslu Üstten and Pilav (2014: 774), it was determined that both male and female students mostly read adventure-themed works. According to Yavuzer (2005: 189), Güngördü (2006: 49), and Temizyürek et al. (2013), as children grow older, the difference in interests between boys and girls becomes clearer. During this period, female students, due to their nature, tend to be imaginative and romantic, hence they read emotional stories, while male students, with an increasing desire for adventure, prefer to read plenty of adventure-themed books. Due to the influence of advancing technology and media, it can be said that gender-based differences among students have decreased, and students have become more homogeneous, which may explain the difference observed in the study conducted by Uslu Üstten and Pilav (2014: 774).

As Temizyürek and others (2013: 15) expressed, the fact that students show very little preference for humorous content books is noteworthy. Considering the personality and social development of high school students, it would be expected

that they read humorous content books that would activate their mental processes, encourage critical thinking, and also provide entertainment. However, a different result has been encountered.

Another finding of the research concerns the influential figure in students' reading habits. Both generally and in terms of gender, the greatest influence on high school students' reading habits comes from their friends and families. Teachers come after friends and family, and it is observed that the media, which influences students in many ways, does not have a guiding effect on reading habits. This result differs from the research conducted by Tosunoğlu (2002) and Temizyürek et al. (2013). Tosunoğlu (2002) and Temizyürek et al. (2013) state that the factors determining students' interest in reading are respectively the students' own desire, their teachers, and their families.

The insufficient effectiveness of teachers in instilling reading habits in high school students may stem from teachers not dedicating enough attention to this issue, not sharing their own reading experiences, or seeing the cultivation of reading habits as the duty of language and literature teachers. The research results indicate that the influence of teachers on students regarding reading is negligible.

It is observed that the most influential factors on high school students are friends and family. Therefore, in increasing students' reading habits, the factors of friends and family should be taken into consideration. Conducting reading activities in the form of group work and creating a collaborative learning environment are important. Secondly, families should create environments that serve as models for learning for students of this age. As expressed by Temizyürek et al. (2013: 16) and Dökmen (1994: 20), parents should set an example by reading themselves rather than just telling their children to "Read!".

When examining the individuals and factors that influence high school students' reading habits based on their genders, it is observed that female students are mostly influenced by their friends, while male students are influenced by their families. Girls; subsequently influenced by family, teachers, and media, while boys; influenced by friends, teachers, and media. This result is similar to the research conducted by Temizyürek et al. (2013) and Uslu Üstten and Pilav (2014: 774), supporting the findings of these studies.

High school students were determined to read from high to low, ranging from 1-5, 6-12, 13-24, or more books in a year, or not reading at all. This result is similar to the study conducted by Can et al. (2010: 13). Although more than half of the students in the research claimed to enjoy reading, it was found that 62.6% of them read rarely or occasionally.

When annual reading rates were examined by gender, it was observed that female students read more books than male students. Araştırmanın bu sonucu daha önce yapılan araştırmaları desteklemektedir. This result supports previous research. Studies conducted by Gönen et al. (2004), Gömlüksiz (2005), Karakoç (2005), Yalınkılıç (2007), Odabaş et

al. (2008), Özbay, Bağcı, and Uyar (2008), Başaran and Ateş (2009), Demir (2009), Can et al. (2010), Mete (2012), and Temizyürek et al. (2013) have shown that female students tend to enjoy reading more and read more books than male students.

According to another result of the study, high school students perceive the biggest obstacle to reading books as the intensity of their coursework. More than half of the students express that they cannot allocate time for reading books due to the intensity of their coursework, while 17% cite the lack of reading habits, 12% cite time constraints, 5% mention the Internet, 2% mention helping their families, and another 2% mention the cost of books and watching television as barriers. The fact that the most commonly cited barrier to reading is the intensity of coursework indicates a lack of integration between reading and studying in the education system.

When the factors that students perceive as barriers to reading are evaluated based on gender, although there is a difference in proportion between girls and boys, it is observed that the greatest barrier is the intensity of coursework. Girls and boys equally agree that the lack of reading habits is a barrier to reading. However, boys see time constraints as a more significant obstacle compared to girls. Other factors are similar between them. Karakoç (2005) and Temizyürek et al. (2013) have reached similar conclusions in their research.

Another result of the study is that nearly half of the students do not use the library. This result is similar to the research conducted by Can et al. (2010: 8). In this study on the reading habits of adolescent students, it was also determined that students' library usage habits are weak.

When evaluated according to gender, it is observed that 50% of male students and 42% of female students never go to the library. Although girls (28%) use the library more than boys (23%), it is important to emphasize the high rate of students who do not benefit from libraries and take necessary measures. Since it may not be possible for students to obtain every book they want to read, it is important to ensure that libraries are used effectively. As Temizyürek et al. (2013: 18) stated, library habits are important for students to develop a love for reading, acquire reading habits, and develop positive attitudes towards reading. Therefore, students should make effective use of libraries to turn their reading skills into habits. In cases where families and environments are not sufficiently involved, this responsibility primarily falls on language and literature teachers, and then on all administrators and educators.

Conclusion

It is an expected outcome for students to read mostly novels and short stories. Fictional texts are easier to read because they are engaging. They are not as mentally taxing as informative texts. The fact that high-quality fictional texts also require reflection and can be instructive cannot be denied. However, since it is not known whether being engaging or thought-provoking is more effective in readers' preferences, further research is needed in this regard.

The preference for adventure and emotional-themed works as subjects is natural, with boys favoring adventure and girls favoring emotionally themed books. What matters is that these works are of high quality in terms of language, expression, content, and genre characteristics, contributing to students' cognitive and affective development. Therefore, in language and literature classes, examinations and critiques should be conducted on books to ensure the development of aesthetic taste and to enable more informed choices about the works to be read.

Students perceive the intensity of their coursework as the primary obstacle to reading. In a healthy education system, studying and reading should complement each other as activities. Perceiving them as conflicting factors indicates a significant problem that needs to be addressed.

Additionally, it has been determined that students are most influenced in their reading habits by their peers. This is significant in terms of peer influence on reading. Thus, it is understood that peer interaction can be utilized in fostering reading habits.

It has been found that students allocate a significant portion of their time that could be spent on reading to watching television and engaging in entertainment on the Internet, and they do not utilize the library to the intended extent. From this, it can be inferred that reading habits may not have developed sufficiently or that using technological products is more appealing. Considering that it is difficult to overcome the use of technology, and this may not be realistic or even accurate, it can be said that integrating and supporting reading habits with technology would be appropriate.

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