

Investigation of the Book Reading Habits of Physical Education Teachers

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Abstract: The information we have in it is undoubtedly; increasing the number of people who are questioning, analyzing research skills. Particularly on a regular basis, acquiring reading habits develops in many ways. It is therefore important to make reading in people a habit and to direct people to read. The aim of this study is to reveal the habits of reading physical education teachers. In the study, physical education teachers tried to determine what the habits of reading books are. The open-ended questions developed by the researcher as data collection tool in the research were presented to physical education teachers. The data obtained from 30 physical education teachers working in schools affiliated to the Gaziantep Provincial Directorate of National Education in the academic year of 2017-2018 were analyzed by content analysis method using the interview method which is one of the qualitative research methods in the research. As a result of the research, physical education teachers, they have given people a positive perspective and benefited from many directions. Teachers involved in the research; because of the intensity of work and the intensity in the family, they cannot afford to have enough time to read the book, but they still try to read books regularly as they arrive from their hands. Besides, the teachers who participated in the research said that they prefer sports books, personal development books and novels. In addition, the research group reached the conclusion that reading books increased people's vocabulary knowledge, developed the world of imagination, gave them communication skills, gave them positive thinking skills and gave them the ability to tell meaning.

Keywords: Physical education teacher, Reading book, Habit.

INTRODUCTION

Individuals in a society have to keep up with current developments by changing and renewing themselves, depending on scientific and technological changes. Therefore, it is necessary to evaluate free time in a more effective and efficient manner [1]. The importance of lifelong learning is increasing in the world where knowledge accumulation increases rapidly and science and technology necessitate constant changes in human life. To gain the ability to learn lifelong one must have reading habit [2]. Learning relies heavily on reading [3]. Reading is a way of establishing a connection between different educational levels and the differences between them [4]. Reading is one of the basic characteristics of man is a magic process [5]. It is a vivid process with the continuity of learning to read well and to read for different purposes. Each page the child reads gives him the opportunity to read [6]. Reading, learning and deepening the horizons by developing the new words, by acquiring insights, by creating dreams [5]. One of the most important conditions of being a democratic and contemporary society is that individuals should get a reading culture and interact with qualified books [7]. Reading is an effective learning tool that should be applied not only to students but also to everyone to open up to a wide

knowledge universe, to develop thought and sensitivity and to have a healthy communication with the society. Reading helps in the waking up and development of positive interests and influences in man and contributes to self-education. Human society first shaped itself with the help of verbal expression and became very late literate in historical process [8]. The most important tool that improves the personality of the individual, enriches his / her thought, and therefore provides him / her a better place in the society is the reading habit. The basis of reading habits is laid in the family and the continuation of the education system is provided to the student [9]. It is known that these knowledge and skills gained in the school environment positively affect the professional life [10]. Reading is more related to society than to an individual activity. While studying in civilized societies is considered as a requirement of progress, there is a danger of a generation not reading in underdeveloped societies[11].

Today, the means, methods and means of reaching the source of information is quite high. One of these tools is prepared with great efforts to read and read. Reading books is an important action that contributes to the individual throughout his or her life. This study was conducted to examine the reading habits

of physical education teachers. For this purpose, answers to the following questions were sought.

Physical education teachers;

- What are the views of reading books in general?
- What is the frequency of reading books?
- What are the factors that prevent them from reading books?
- What are the benefits of reading books?
- Which types of books have he read?

METHODS

A case study pattern, one of the qualitative research methods, was used in the study. According to quantitative research, qualitative research is a method that provides flexible movement to the researcher and

provides different approaches in data collection method, analysis and design of research [12]. The case study is a research design that examines the researched phenomenon within the framework of its life frame, where the boundaries between the phenomenon and the environment are not clear and there is more than one evidence or data source [13,14].

Research Group

The open-ended questionnaire, which was prepared for the purpose of studying the reading habits of physical education teachers, was applied to 30 physical education teachers who work in official schools of Gaziantep Provincial Directorate of National Education. The data related to the research group are given in Table 1.

Table-1: Research Group (N = 30) Personal Features

| Variables | Groups | n | % |
|------------|---------------|----|------|
| Duty Times | 1 – 5 Year | 8 | 26.6 |
| | 6 – 10 Year | 7 | 23.4 |
| | 11 – 15 Year | 4 | 13.4 |
| | 16 – 20 Year | 6 | 20 |
| | 21 – 30 Year | 5 | 16.6 |
| Gender | Male | 18 | 60 |
| | Female | 12 | 40 |
| Education | Undergraduate | 24 | 80 |
| | Master Degree | 6 | 20 |

Table 1 presents some personal characteristics belonging to the research group. When we look at the tenure of the teachers participating in the research, 8 (% 26.6) teacher 1–5 yearly, 7 (% 23.4) teacher 6–10 yearly, 4 (% 13.4) teacher 11–15 yearly, 6 (% 20) teacher 16–20 yearly, 5 (% 16.6) teacher 21-30 it is observed that he served between 5-10 years. Looking at gender; 18 (% 60) male teacher, 12 (% 40) of the teachers are women. Examining the educational status; 24 (% 80) teacher is undergraduate, 6 (% 20) it is seen that the teacher has master degree education.

Preparation and Application of Open-ended Questionnaire

In order to form the interview form to be used in the study, first of all, they were asked to write an essay about what they think about reading habits with 100 physical education teachers face to face. As a result of the information obtained from the collected compositions and related literature, a draft form of the interview form was obtained. One of the logical ways to test the validity of the measurement tool prepared for the research is to consult expert opinion [15]. The interview form was submitted to the opinions of the experts in the field and the necessary arrangements were made in line with the opinions taken and finalized the interview form consisting of 3 personal characteristics and 5 open-ended questions. Prepared questions are as follows;

Physical education teachers;

- What are the views of reading books in general?
- What is the frequency of reading books?
- What are the factors that prevent them from reading books?
- What are the benefits of reading books?
- Which types of books have he read?

The final form of the interview form was applied to 30 physical education teachers in Gaziantep. During the application, the aim of the research was explained to the participants and information was given about the importance of the answers. As a result of the answers of the participants to the measurement tool, multiple expressions were collected under common themes.

Data Analysis

The data obtained from the interview form used in the research were analyzed by the content analysis method used in qualitative research. In qualitative research, content analysis is used to analyze the themes that are not significant in the theoretical sense and to create and analyze the sub-themes [14]. The data obtained were recorded and grouped and coded separately. These groupings and coding were presented to the field experts and the final cases were prepared according to the evaluation of the experts. With the analysis of the content, themes were

determined for each question and tables were created by calculating the frequency and percentage of the given themes. Descriptive analysis was used to evaluate the data. Finally, reports were made and findings were presented.

FINDINGS AND COMMENT

In this section, the findings obtained as a result of interviews with teachers in order to determine the reading habits of physical education teachers working in official schools attached to the Ministry of National Education are included.

Table-2: The distribution of the opinions of the research group on reading books.

| Subjects | n | % |
|--------------------------------------|----|------|
| Positive perspective | 12 | 27.3 |
| Improving our problem solving skills | 9 | 20.4 |
| Developing our positive side | 8 | 18.1 |
| Improving our communication power | 5 | 11.4 |
| Improving our personality | 5 | 11.4 |
| Developing our horizon | 5 | 11.4 |
| Total | 44 | 100 |

Table 2 presents the distribution of the opinions of the research group on reading books. Considering the general opinions of the participants about reading books, 6 themes emerged. Participants showed more than one theme. According to the percentage of these themes; giving a positive outlook

(%27.3), develop our problem solving skills (%20.4), developing our positive direction (%18.1), improving our communication power (%11.4), developing our personality (%11.4), developing our horizons (%11.4) subjects have come to the fore.

Table-3: The distribution of the opinions of the research group on the frequency of reading books

| Subjects | n | % |
|--------------------------------|----|------|
| Read a book once a month | 10 | 33.4 |
| Read books occasionally | 9 | 30 |
| I read a book once a week | 6 | 20 |
| I read a book every two months | 5 | 16.6 |
| Total | 30 | 100 |

Table 3. presents the distribution of views of the research group on the frequency of reading books. 4 themes emerged in the distribution of participants' views on the frequency of reading books. According to

this; 10 teachers (%33.4) read a book once a month, 9 teachers (%30) read books occasionally, 6 teachers (%20) I read a book once a week, 5 teachers (%16.6) I stated that they read a book every two months.

Table-4: The distribution of opinions of the research group about the factors that prevent them from reading books

| Subjects | N | % |
|---------------------|----|------|
| Workload | 19 | 44.2 |
| Family and children | 11 | 25.5 |
| Technological tools | 8 | 18.6 |
| Tiredness | 5 | 11.7 |
| Total | 43 | 100 |

Table 4 presents the distribution of the views of the research group about the factors that prevent them from reading books. 4 themes emerged from the participants' views on the factors that prevent them from reading books. Participants showed more than one theme. According to the percentage ranking among these themes; workload (% 44.2), family and children (%25.5), technological tools (%18.6), tiredness (%11.7) themes have come to the fore.

10 themes emerged from the participants' views on the benefits of reading books. Participants showed more than one theme. According to the percentage ranking among these themes; dream is developing our world (%17.9), giving a positive perspective (%12.9), improving our vocabulary (%11.6), contribute to realizing ourselves (%10.3), improve our understanding and expression skills (%10.3), improving our communication skills (%10.3), physically and spiritually resting (%6.4), contribute to us to use Turkish more effectively (%5.1), improving our diction (%5.1) themes have come to the fore.

Table 5 presents the distribution of opinions of the research group about the benefits of reading books.

Table-5: The distribution of the opinions of the research group on the benefits of reading books

| Subjects | N | % |
|--|----|------|
| Dream is developing our world | 14 | 17.9 |
| Giving a positive perspective | 10 | 12.9 |
| Improving our vocabulary | 9 | 11.6 |
| Contribute to realizing ourselves | 8 | 10.3 |
| Improve our understanding and expression skills | 8 | 10.3 |
| Improving our communication skills | 8 | 10.3 |
| Developing our thinking skills | 8 | 10.3 |
| Physically and spiritually resting | 5 | 6.4 |
| Contribute to us to use Turkish more effectively | 4 | 5.1 |
| Improving our diction | 4 | 5.1 |
| Total | 78 | 100 |

Table-6: Distribution of the opinions of the research group on the type of books they have studied

| Subjects | N | % |
|--------------------|----|------|
| Detective | 11 | 18.4 |
| Personal evolution | 10 | 16.7 |
| Sport | 9 | 15 |
| History | 8 | 13.4 |
| Novel | 7 | 11.6 |
| Science | 6 | 10 |
| Adventure | 5 | 8.3 |
| Political | 4 | 6.6 |
| Total | 60 | 100 |

Table 6 presents the distribution of opinions of the research group on the type of books they have studied. 8 themes emerged from the participants' views on the type of books they had read. Participants showed more than one theme. Among these themes according to percentage ranking; detective (%18.4), Personal evolution (%16.7), Sport (%15), History (%13.4), Novel (%11.6), Science (%10), Adventure (%8.3), Political (%6.6) themes have come to the fore.

DISCUSSION AND CONCLUSION

In this part of the research, the results obtained as a result of interviews with physical education teachers about reading habits in official schools attached to the Ministry of National Education are given.

When the opinions of the research group about the thoughts about reading the books are analyzed, they stated that reading the book gives a positive perspective. In addition, the research group stated that reading books improves their problem solving skills, improves their positive aspects, develops communication characteristics and contributes to the development of individuals' personalities. Therefore, it can be said that reading books with these ideas in the research group contributed positively to the development of many characteristics of people.

Considering the frequency of reading books; 10 teachers read 1 book per month, 9 teachers read books from time to time, 6 teachers read 1 book per week, It was seen that 5 teachers read 1 book in two months.

From this point of view, we can say that the research group regularly read books.

When we look at the factors that prevent the research group from reading books; they stated that they could not allocate time to read books on a regular basis due to the high density of work. Some of the teachers stated that they spent time with their families and children, that they were addicted to technological tools and that they were tired of reading books. From this point of view, it can be said that people do not regularly read books because the daily works are intense, technology takes an extreme place in our lives. Akagündüz vd [16] in his work in the beginning of the obstacles to reading books; The intensity of the computer, television and school. Kuş and Türkyılmaz [17], According to the teacher and Turkish teacher candidates, the work intensity is among the reasons for less reading. In addition, the students of Hacettepe and Bilkent University stated that the use of computers and watching TV decreased their reading habits [18].

When we look at the opinions of the research group on the benefits of reading books; It is seen that it develops imaginary worlds, gives a positive perspective, improves vocabulary knowledge and contributes to their realization. In addition, teachers participating in the research with reading books; stated that their skills of understanding and expression have improved, their communication skills have improved, their thinking skills have improved and they have used Turkish more effectively. When the type of books that the research group had studied; police, personal

development, sports, history, novels, science, adventure and political books are seen to read. Arı and Demir's [8], the most widely read type of book by students; books on love, love, adventure, science and personal development. Durualp at all [19], in his study, the most preferred book type for reading is story and novel. Considering the studies performed in the literature; According to the criteria set by the American librarians' association, more than half of the teacher candidates correspond to the reader group, who reads less. It is less than 20%. According to this result, it can be concluded that the reading habits of prospective teachers are not sufficient. This jurisdiction is supported by various researches [20-28].

As a result, physical education teachers are interested in reading books; people in the positive outlook and benefit from many aspects stated. Teachers participating in the research; they stated that they could not devote enough time to read books because of the intensity of work and the intensity in the family, but still they tried to read books on a regular basis. Besides, the teachers who participated in the research said that they prefer sports books, personal development books and detective novels. In addition, it was concluded that reading a book increases the vocabulary of the people, develops the world of imagination, provides communication skills, provides positive thinking skills and gives the ability to explain.

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