Reading Motivations in the Digital Era: A Uses and Gratifications Study

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ABSTRACT: *Despite the fact that the presence of books dates back a lot earlier than television, radio and the internet in human life, it can be seen that the reason why we read and which motivations have an influence on our reading habits has been an area that much been neglected. In the analysis of individuals' reading motivations, like other communication tools, uses and gratifications approach forms the theoretical framework. Individuals' choice of media use depends significantly on personal, thus various, factors. The aim of this study is to reveal the reading motivations of undergraduates within the uses and gratifications approach framework along with considering the technological developments. The participants of this study constitute undergraduates studying at Selçuk University. In the study, quota sampling has been used and a survey has been conducted among 901 students. According to the results, four main factors of reading motivations stand out. These factors are relaxation/enjoy, learning and sharing, escaping and passing time, which accounts for 62.2 % of the variance in reading motivations. In the study, the results have been evaluated via measuring the correlation between these motivations and socio-demographic variables such as gender, age, major etc.*

KEYWORDS -*reading motivations, uses and gratifications, Turkey*

I. INTRODUCTION

The world is evolving into a new society structure, called as information society, in which life is formed by information itself. In this type of society, it is quite apparent that one of the social elements to sustain the relationship between information/individual and information/society will be the reading habits.

Reading habits is defined as "individual's conducting the task of reading as a result of perceiving it as a need and source of joy in a constant, regular and critical manner in his life time" (Yılmaz, 1993)[1]. It is, in a shorter sense, the regular act of reading and its becoming an essential part of the individual's daily life.

Kayalan, on the other hand, defines the reading habit as "carrying out the act of reading regularly doing with a desire and perception of it as a main tool for the purpose of understanding himself, the environment and the world (cited in Yıldız et al, 2015; 142)[2].

Taking all these definitions into consideration, for the reading activity to be defined as a reading habit, it can be seen that this activity should have a certain regularity, be carried out in accordance with different views and sources, be based on an active reading period as well as the readers' evaluation with a critical approach (Odabaş et al, 2008; 435)[3].

In this study, it is aimed to detect the reading habits and motivations of the students studying at Selçuk University.

II. LITERATURE REVIEW

1. Uses and Gratifications Approach

Mental and physical changes take place intensively during the periods of childhood and adolescence and these two periods are vital for the acquisition of a reading habit. The reading habit acquired during the childhood, becomes an actual habit as it is fed by several motivations in adolescent years. It is possible to analyze these motivations via the uses and gratifications approach.

The studies on communication started initially when the effects of communication tools on the audience were tested (Lewis, 2005; 344)[4]. It remained as the main paradigm in the communication studies for a long time. Uses and gratifications approach, appeared as the inital opposition, has led to the questioning the power of communication tools and has caused the research question to be "What do people do with the media?" (Lazarsfeld et al, 1948; Katz et al, 1974; Severin and Tankard, 1997)[5].

It can be seen that the uses and gratifications approach is based upon the belief that the audience has some several complicated needs that they try to meet via the media. This approach presumes that the audience is

at least as effective as the sender, which implies that the message is not what the sender intends, but the meaning assigned by the audience (Lull, 2001, 127; Fiske, 2003; 193- 194)[6]. Primarily focusing on the experiences of watching tv, the studies within the uses and gratifications approach framework have started to be applied intensively in the research studies of new media tools. Accordingly, gratifications towards the new media have been added to the approach (Ruggiero, 2000; Sundar and Limperos, 2013)[7].

It is clear that the number of studies carried out on reading books is significantly low despite the fact that there are quite many studies on the uses and gratifications of the classical and new media tools.

Within the uses and gratifications approach framework, the most significant study upon the reading motivations is "The Reading Motives Scale: A Uses and Gratifications Study of What Drives People to Read" conducted by Gerlich, Drumheller and Sollosy (2012)[8]. In accordance with the idea "The uses and gratifications paradigm has proven helpful in identifying a variety of motives regarding media use and viewing patterns that reflect the utility, selectivity and intentionality of audience activity" (Ebersole &Woods, 2007;24)[9], a reading motives scale was developed and tested. In 2011, an online survey was applied to 283 people aged above 18. In the study, 4 factors were found in terms of the reading motives. The factors were as follows: 1 - relaxation, 2 - escape, 3 -pass time, and 4 - sharing / learning. The first factor accounted for 24.4% of the variance, the second accounted for 15.1% of the variance, the third one accounted for 13.7% of the variance, and the last one accounted for 13.6% of the variance.

In the study carried out by Wigfield A et al (1996)[10], the internal and external factors of the reading motives of children were deeply analyzed. In addition to this, the studies "Reading motivation: A domain-specific approach to motivation" (1997)[11] by Allan Wigfield and "Relations of Children's Motivation for Reading to the Amount and Breadth of Their Reading" (1997)[11] by Allan Wigfield and John T. Guthrie are also considered as significant.

2. Reading Habits

There are many criteria in the identification of a person's reading habit level. The most widely accepted criterion is, in general, the number of books read in a year. According to the criteria developed in accordance with the standards of American Library Association (ALA, 1978, p. 3) by Yılmaz (2012; 209)[12]:Reader with strong reading habits: a person who reads 2 books and more in 1 month; Intermediate reader: a person who reads 1 book a month; Weak reader: a person who reads 1 book or less in 2 months; People who do not have reading habits: those who have never read books for 1 year.

Reading, for the individual who will think that he needs to read individually when he believes his contribution to his personal, professional and social life, begins by meeting innate interests and needs. This process continues with comprehension of the gain of reading and eventually evolves into a regular friendship with the books (Bamberger, 1990; 44)[13]. However, the transformation of reading into a habit depends on many influences as well as interests and needs. These factors include cultural values, the economic condition, the education system, family, etc. (Özçelebi and Cebecioğlu, 1990; 43)[14].

Yılmaz et al (2009; 25)[15] states that three factors as childhood, youth and adulthood, and three groups of parents, teachers and friends are influential in an individual's interest in reading. Among the mentioned periods, the emphasis on obtaining this habit during the childhood is particularly emphasized by many experts. The biggest responsibility for the acquisition of reading habits in childhood actually belongs to the family. Children in early ages look up to those in their living spaces, such as parents and teachers, more generally family members or relatives. For this reason, those who read and encourage the children to read have important roles in creating a society with a high reading habit. For this reason, it is not convincing that families or relatives who do not read books encourage children to read (Aktaş and Gündüz, 2004; 21)[16]. The teacher is the most important person after his / her family to give a child or a young individual a reading habit. Teachers, who have a great motivation power on students, have a significant role in getting children to have reading habits as being role models (Gürcan, 1999, 42)[17].

In addition to the individual factors that affect the reading habit of the individual, there are also some social factors. Yılmaz et al (2009; 25-26)[15] evaluates social factors that affect reading habits in five categories: cultural, educational, economic, libraries and freedom of thought and censorship. Yılmaz defines cultural factors as a form. This form includes the reading habit, an element of the written culture, as the society's arrival from the oral culture stage at the written cultural stage, and then at the visual culture. Furthermore, he states that the reason why the reading habit level of Turkish society is not at a desired degree has been due to the fact that the oral culture stage lasted too long and it had to reach the visual culture stage without going through the written stage.

There are many factors that negatively affect the reading habit and making it permanent. Today, the most important of these factors are technological factors. The habit of watching television, the long hours spent on the internet and social media addiction are among these factors (Gerlich et al, 2012; 95)[8].

According to the several researches, it can be seen that the time spent watching by the individuals has a negative impact on their reading habits. One of the main dimensions of the negative impact of television on reading habits is the fact that television is based on visuality and creates a lifestyle that does not involve much reading. Another reason for the negative effect of television on reading habits is that it is very time consuming and a waste of time (Aksaçlıoğlu and Yılmaz, 2007; 10)[18].

Another factor that has an impact on reading habits and is more attractive and popular than television today is the computer. Instead of their main purpose to have an access to information, computers are highly used for playing games, surfing the Net and social media-related purposes, which leads to spending a lot of time on them. That is, it causes the speech and writing skills to decrease and the reading habit to disappear. Interactive media studies have shown that although computer games, in particular, improve three-dimensional comprehension, they also reduce other conceptual abilities, which directly affects the reading habit, as well (Kirkorian et al, 2008; 46)[19]. Besides, today, mobile phones are transformed into small computers and constantly staying connected to the internet has an effect on reading habits.

3. Reading Habits in Turkey

We can use two methods so as to be able to detect the level of reading habits in a society. The first is the results obtained by observing, interviewing or conducting surveys on the individual individually or collectively in order to measure their reading habits. Thus, the level of reading by individuals can be detected via comparing with previous studies or with standards established on reading habits. The other method is to determine the reading level of the society from a number of indicators that are directly related to the reading activity. For example, some criteria such as the number of books, magazines and newspapers printed in the country, the number of libraries, library usage rates are some of them (Odabaş et al, 2008; 439)[3].

As regards the determination of the level of reading habit in Turkey, several studies have been carried out in a way that covers a certain group of individuals having different social statuses in different age groups. These studies, which are carried out independently of each other, are often concentrated on specific groups. Hence, there is no comprehensive study covering different ethnic groups, statutes and age groups. The common opinion emerging from all these studies is that the reading habit in Turkey is not enough.

According to the study on time use in 2014-2015 conducted by Turkish Statistical Institute (TUIK), watching television ranked in the first place by 93,9% among the activities carried out in the previous month by the young people aged 15-24, followed by visiting relatives by 60,9%, visiting friends by 58,2% and spending time on social media websites by 56,4%. Reading books, however, ranked in the fifth place by 47,3% (TUIK, 2015)[20]. According to the another study "Why do we read less?" carried out by the General Directorate of Libraries in 1990, a survey conducted among 1551 people in every age group aged above 15 in 15 cities in order to detect their level of reading habits. The results showed that 40 percent of the participants never read a book and 30 percent read only one book in the previous month. The number of subjects who never went to the bookstore was 32%, and the number of people who never went to the library was about 39%. 60% of the participants said that their parents did not read books, and 51% said that there was no library at their houses (Özdemirci, 1990; 154-155)[21].

The Ministry of Culture and Tourism (Turkey) conducted a project called "Reading Culture Chart in Turkey" with the aim of determining the tendencies and profiles of the readers in Turkey, finding solutions for the elimination of the indirect or indirect problems in access to information and detecting the perception of libraries in the society. It was carried out among 6212 people in 26 cities representing the whole country. According to the results, in Turkey, the people who read regularly and selectively read an average of 14.5 books a year. The other figures per year are as follows: individuals aged 7-14 with an average of 12 books, women with an average of 7.3 books, men with an average of 7.1 books, single individuals with an average of 10.1 books, people who have spent most of their lives in the big cities with an average of 7.7 books, those who have internet connection at home with an average of 8.4 books and students with an average of 11.1 books (2011; 8)[22].

Several studies have been carried out on students in many universities with the aim of detecting the reading habits. The results have shown that the level of reading habits of students is not enough (Sağlamtunç, 1990, Odabaş, 2003, Odabaş et al., 2008, Esgin&Karadag, 2000, Filiz, 2004, Gömleksiz, 2004, Kolaç, 2007, Yılmaz et al., 2009, Yıldız et al., 2015, Saracaloğlu et al., 2010, Aksaçlıoğlu&Yılmaz, 2007, Semerci, 2002)[23].

A study, for example, was conducted among 104 fourth year undergraduate students studying at Hacettepe University, Faculty of Medicine and Bilkent University, Faculty of Fine Arts, Design and Architecture. It was carried out as a survey so as to detect the level of their reading habits and various features. Looking at its results, it was understood that students of both universities had poor reading habits. In addition, it was observed that students did not read regularly and they bought books that they would read. Students often stated that they could not read due to time insufficiency (Yılmaz et al., 2009, p. 22)[15].

Similar results were obtained in the questionnaire on 304 undergraduate students studying on social and physical sciences at Ankara University. The results showed that during their higher education, the students were improving their reading skills, whereas they still did not have adequate reading habits (Odabaş et al., 2008)[3].

Taking the studies on detecting the reading habits in Turkey and the indications directly related to reading, books and libraries into consideration, it can be observed that a significant part of the Turkish people do not have a reading culture with continuous, regular and critical features, accordingly they do not buy enough publications and have not been able to make a significant progress in the development of reading culture in the last ten years.

4. Information Technology and Reading Habits

Today, with the rapid development of information and communication technologies in an untraceable way and especially with the widespread use of internet, "e-concept" approaches have got its part in our lives. E-mail, e-shopping, e-banking, e-commerce, e-government, e-signature are examples of digital technology.

With these newly developed technologies, there has been a significant reduce in time and money spent on sharing information and in space for storing information. In contrast, efficiency and productivity have increased in the production of information (Atılgan, 2006; 4)[24].

These new information carriers, called as electronic information sources, have begun to replace the traditional information sources as they provide an easier access to the up-to-date information. They have had a profound development in a short time. As Lamb (2011, p. 13) states, social life has changed with technology and accordingly, books and reading habits have kept pace with this change (cited in Çelik, 2015, p. 275)[25].

The e-book concept that emerged as a result of these developments has also become widespread in a short time. In general, e-books are books that give readers access to the contents of any book on electronic reading devices (Hawkins, 2000, p. 15)[26].

When examined in more detail, four different views on the definition of the e-book were identified. a) An e-book is an electronic content that can be viewed on any device with a display or on a special piece of hardware. b) A software that provides text richer features is required for a text to be an e-book. c) An e-book is a combination of a software and a hardware. With this feature, e-books are different from digital books. d) An e-book is a hardware that allows an electronic text to be read. Handling these four different views and definitions in detail in the literature, Önder (2010; 22-33)[27] has presented his own definition of e-books which do not create a concept complexity and that covers all the features of e-book. That is, he states that an e-book "is an electronic book reader that can be displayed, accessed, broadcasted and used in any hardware device, such as a desktop computer, any handheld device with a screen, or a specially designed electronic book reader, obtained by digitizing one or several printed titles or produced entirely in electronic form (such as bookmarking, text marking, taking notes) with the rich text properties provided by the software as well as being an electronic format in which functions during traditional reading can also be performed".

Despite the digital reading technology that has begun to develop with the 2000s, the habit of reading printed books still maintains its dominant position. According to research conducted by the independent research firm PEW in the USA in 2016, the percentage of readers of printed books in the past twelve months was 65%, while the rate of reading e-books was 28% (Perrin, 2016; 2)[28].

Similar results were obtained in different surveys conducted in Turkey (Tosun, 2014, Çelik, 2015)[29]. For example, according to the results of research conducted by Tosun on university students in 2014, 79.1% of the students do not read e-books. According to the participants, the main reasons for this were "to protect my eye" (25.6%) and "I understand better when I read the printed book" (25.2%) (Tosun, 2014; 21)[29].

Despite this, e-books seem to bring many advantages. Features such as paper saving, ease of carrying, ease of carrying many books in the same environment and with less space, easy to change fonts and note-taking features are the most important advantages (Snowhill, 2001, McFall, 2005)[30]. Moreover, according to the study by Biancarosa and Griffiths (2012; 143)[31], these tools, developed by the development of digital technology, help the development of reading skills and increase the vocabulary.

III. METHODOLOGY OF STUDY

This research has been designed as an exploratory and descriptive study. The main objective of the study is to determine the motivation of university students to read books. Reading books is an activity that, unlike other mass media, requires actively thinking and paying attention. Individuals choose the book they will read according to their personal interests or needs and perform an active reading activity. Compared to watching television, listening to radio, or spending time on social networking sites (SNS's), reading books is, therefore, much more intentional and requires to focus. In addition, the reading activity differs according to various independent variables, such as gender, age, field of study, level of reading.

Two basic research questions of this study have been formulated as follows;

RQ1: What are the motivations for students to read books?
RQ2: What are the differences in reading motivations according to the independent variables?

1. Sample

The sample of the research was selected from Selçuk University students. Selcuk University, with its 85,000 students studying in 17 faculties and many vocational schools, is one of Turkey's largest universities. Quota sample type was used in the sampling selection. In the study, the sample size was determined to be 1054, which corresponds to 95% confidence level for the population as well as ± 3% error margin. First of all, 17 different faculties of Selçuk University were listed according to the numbers of male and female students. Each faculty had its percentage out of 1000 students according to the total number of students, and the total and gender quotas for each faculty were determined. Questionnaires were applied by interviewing 947 students in the study. Forty-six of the questionnaires were excluded from analysis due to incomplete information, and the analysis was studied over a total of 901 participants. 449 participants (49.8%) were female and 452 (50.2%) were male participants. The participants' ages ranged from 18 to 26 and their average was 21.5 ± 1.88. A questionnaire was applied to the students according to their ratios within the total of 17 faculties in Selçuk University. 35.1% of the participants study in Science, 15.1% in Health Sciences and 49.8% in Social Sciences.

2. Measures

In order to find answers to the research questions of the researcher, a questionnaire consisting of 3 parts was prepared and it was applied to the selected sample group. The first part of the questionnaire consisted of questions about students' reading habits. The questionnaire included questions, such as how often they read books, the number of books they read in the last year, how long they spend reading books, how their majors affect their reading habits, what kind of books they read, and whether they read e-books. The second part of the questionnaire consisted of 29 items related to their reading motivations. The scale of 25 items used by Gerlich, Drumheller and Sollosy (2012)[8] was taken as the basis for the preparation of the scale. In addition to the 25 items in this study, 4 additional items specific to the Turkish people were added. During the factor analysis, we realized that 7 of these items loaded more than one factor and had a low loading value. In the final analysis, 7 items were excluded and reading motivations were obtained with 4 factors over 22 items. The factors were the same as those of Gerlich, Drumheller and Sollosy (2012)[8], but the ranks of the factors were changed. In their study, escape was the second factor and learning / sharing was the fourth factor. However, in our study, escape was the third factor and learning / sharing was the fourth factor. In the last part of the questionnaire used in our study, there were socio-demographic variables such as gender, age, field of study.

3. Procedure

The questionnaires were administered at the beginning of classes after receiving informed consent from the faculty members and students in the classes in the different departments in the selected faculties. The experienced graduate students implemented the questionnaire. The participants were told about the questionnaire and how to fill in it, and asked to give answers in an independent manner. Personal attributes such as name and surname of the participants were not required in order to provide anonymity in the questionnaires.

IV. FINDINGS

1.The Reading Habits of the Participants

20.3% of the participants interviewed stated that they read books every day, 28.4% every few days and 15.1% read books once a week. The rate was 17% for those who read once a month and 19,2% for those who read less frequently. Unlike this research on Selçuk University students, the reading habit level of the Turkish society was found to be quite weak in the report "Why do we read less?" prepared by the General Directorate of Libraries in 1990. For example, when asked about the number of books read in the last month, 40% of participants stated that they had not read at all, and 30% had read only one book (Özdemirci, 1990; 154-155[21]). Similar results were obtained in the research conducted on the students of Bilkent University and Hacettepe University in 2008. According to the study data, 48.1% of Bilkent University students read 1 book or less in 2 months; the largest group of students of Hacettepe University, which is nearly half with 48.1% never read. In addition, at Hacettepe University, there were no students who read 2 or more books per month, which are considered as effective readers, and the rate of students who read 1 book per month was 5,8% (Yılmaz et al, 2009; 32-33[15]). As it can be seen, this study on students of Selçuk University has resulted in the opposite of the results obtained from the researches carried out on different groups in different dates.

The proportion of those who read books every day seems to be close to each other according to sex (53.6% female, 46.4% male). Therefore, there is no significant difference in terms of the frequency of reading the book by sex. On the other hand, there is a meaningful relationship between the academic field and the frequency of reading books (Chi-Square) = 15,52; df = 8; p = 0,049). It can be seen that students majoring on

social sciences are more likely to read books than students in other fields, especially those in health sciences. It has been founded that 61.3% of the participants read 1 or more books a month and 67.4% have been reading a book recently. The number of books read in the last year ranges from 1 to 50. Participants read an average of 10.1 ± 8.84 books. These findings related to academic field-reading habits are similar to the findings of Odabaş's study (Odabaş et al., 2008; 447)[3] on the undergraduate students of Ankara University. Also, when the number of books ready by the participants were categorized, it was found that 47.6% of the students interviewed were poor readers, 42.8% were moderate readers and 9.5% were high readers.

Considering the relationship between the area of study and reading habits, 40.1% of participants stated that their area of study supported reading habits, 23.6% said that it hindered it, and 36.3% said that it did not have any effect on their reading. 59.9% of the participants studying on the social sciences stated that their area of study supported their reading habits, 36% of those who study on health sciences stated that their area of study did not let them read much and 42.7% of those who study on science stated that it did not have any influence on their reading habits.

The periods, occasionally (58.3%) and before bedtime (24.0%), were found to be the times when the participants read more. Additionally, 70.2% of the participants allocated 1 hour or less to read.

Fiction (66.7%) and academic books (12.6%) are the most popular book types among the participants. As reasons for reading books, the participants gave their answers as "because I enjoy it" (42.0%), "because I get information from it" (38.7%) and "due to personal development" (32.3%).

Half of the participants (49.8%) stated that they did not read enough books. Especially more men (54.6%) expressed that they did not read enough books than women did (45.4%). The intensive curriculum (61.5%) and the use of computers and internet (44.7%) were the main reasons for preventing reading. Besides, the majority of the participants (80.5%) thought that using computers and mobile phones and watching tv reduced the reading habit.

Similar results were obtained in the study conducted on the senior students of the Department of Turkish Language and Literature in the Faculty of Letters of Hacettepe University in 2006. According to the study, most students enjoyed reading literary works. It was realized that most of the students believed they should have a strong reading habit, especially in terms of their profession, but they thought that they could not read enough books due to the "intensive curriculum" and "time problem" (Ersoy, 2007, p. 24-26)[32].

Despite the fact that they make it easier to read books, e-books have not become popular enough among students yet. Only 23.4% of participants said they read e-books. E-books give the opportunity to include many books at the same time (53,1%) and they are easy to carry (33,2%), which are the reasons why the participants preferred to read e-books. The reasons for not reading e-books were as follows: enjoying the sense of touching the book (41.0%), finding it unhealthy in terms of eyes (20.4%) and the printed books were more comprehensible (17%). 93.7% of the participants stated that they would prefer to read the printed version of the same book if both forms were available. In the research conducted by Tosun on the habit of reading e-books for students in 2014, only 20,9% of the participants stated that they read e-books and the rest used similar expressions as reasons for not reading e-books (Tosun, 2014; 23)[29].

2.Motivations for Reading Books

The 22-item scale related to students' motivations for reading was subjected to factor analysis. According to the results of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy test, the sample is sufficient for factor analysis (, 916) and the Barlett's Test of Sphericity demonstrates that there is a sufficient level of correlation between the statements (p= ,000). The table below shows the four factors that indicate students' motivation for reading books. The results of exploratory factor analysis (EFA) on 22 items reveal the 4-factor solutions. This 4-factor solutions account for a total of 62.2% of the variation in the young people's reading motivations.

TABLE 1: Factor Loadings of Reading Motivations Items

		Mean	SD	Factor Loadings			
				Fac1	Fac2	Fac3	Fac4
#	**Relaxation/enjoy**						
1	I read books because it makes me relax	4.13	.894	.856			
3	I read books because it is a pleasant rest.	3.99	.947	.835			
15	I read books because it is enjoyable.	3.87	1.001	.801			
23	I read books because it is exciting.	3.65	1.034	.797			
14	I read books because it entertains me.	3.79	.972	.779			
2	I read books because it allows me to unwind.	3.91	.957	.776			
24	I read books because it peps me up.	3.72	1.033	.766			
16	I read books because it amuses me.	3.92	.939	.757			
4	I read books to keep me company.	3.52	1.115	.646			
21	I read books because it is thrilling.	3.38	1.090	.643			
25	I read books because I just like to.	3.59	1.091	.618			
29	I read books because it makes life more meaningful.	3.92	1.018	.548			

	Sharing/Learning						
18	I read books so that I can share stories with other family members or friends.	3.59	1.074		.856		
17	I read books so that I can talk to others about the stories.	3.77	1.042		.804		
19	I read books because it helps me learn things about myself and others.	4.07	.898		.748		
20	I read books so that I can learn how to do things which I have not done before.	3.86	.963		.682		
	Escape						
26	I read books so that I can get away from the rest of the family or others.	2.37	1.229			.866	
27	I read books so that I can get away from what I am doing.	2.48	1.244			.825	
28	I read books so that I can forget about work, school or other things.	2.33	1.242			.701	
	Pass time						
13	I read books because it gives me something to do to occupy my time.	3.39	1.111				.857
12	I read books because it passes the time, particularly when I am bored.	3.50	1.126				.830
11	I read books when I have nothing better to do.	2.89	1.221				.694
	Eigenvalue			8,11	2,61	1,54	1,43
	Variance explained (%)			36,9	11,8	7,0	6,5
	Cronbach Alpha		,893	,928	,807	,764	,724

The first factor for students' motivation for reading is called 'relaxation / enjoy'. This is the factor that young people find as the most significant motivation for reading books. This factor includes 12 expressions on the scale developed about motivation for reading. Under this factor, the relaxing and enjoyable features of reading books are evaluated together. As the reasons why the participants read books; because they think that reading books is relaxing, it is a pleasant way to rest, it is enjoyable, it is exciting, it is fun, and it makes it possible to spend good time. These statements were found to have high mean values. Therefore, the participants are similar in the direction of participation. In addition, the statement with the highest average value (4,13) of the 'I read books because it makes me relax' shows that the students feel relaxed when they read books.

The first factor accounts for the 36,9% of the variance associated with reading motivations with 8,11 eigenvalue. The Cronbach's Alpha value, which indicates the reliability of the factor structure, is also very high (,928). When we look at the relationship between the relaxation / enjoy factor and the socio-demographic variables, it is seen that women are more concerned with this factor than males (t = 6,89; df = 899; p =, 001). In addition, those between the ages of 18-20 give more importance to the relaxation / enjoy factor than those between the ages 23-26 (F = 4.25; df = 2; p =, 015).

When compared to academic areas in which students are educated, students who study in the field of health sciences are most concerned with this factor. While students studying social sciences are in the second place following the former, Science students give the least importance to this factor (F = 4.47, df = 2; p =, 012). There is also a significant relationship between the relaxation / enjoy factor and the reading level of the students (F = 80,89; df = 2; p =, 000). Higher readers are much more concerned with this factor than medium-poor readers. Likewise, medium-level readers also give more importance to it than low-level ones. In other words, as the reading habit level increases, the importance given to the relaxation / enjoyment factor increases, as well. Lastly, it has been found that the buyers are more concerned with the relaxation / enjoy factor than the borrowers (t = 4.45; df = 899; p =, 001).

Sharing / Learning is the second factor. This item's means are relatively higher and indicate a greater agreement with the items. While the first two expressions in the factor are related to sharing, the next two expressions are related to learning. Learning something from what they have read and sharing it with others seems to be an important motivation for reading. The greater agreement is on the item, 'I read books because reading books helps me learn something about myself and others'. Participants also aim to share what they learn as well as learning by reading books. In other words, reading books is seen as a tool for social interaction with family members and friends through what they have learned via reading. Reading books is considered an important tool to interact, no matter where the social interaction is to be established (in person or through a social media). The factor accounts for 11.8% of the total variation.

When the relationships between sex, age and academic field and the second factor are examined, it is seen that women are more concerned with this factor than men, as it is in the first factor (t = 3.53; df = 899; p = 001). While there is no significant difference between the age groups (F = 0,935; df = 2; p =, 237), the students in the social sciences area give the most importance while the least importance is given by the science students (F = 8.46; df = 2; p = 001). Students studying in the social sciences must read more books in accordance with

the academic field they are studying. It is also the reason why it is important to share what they have learned from what they have read. When examined from the point of view of reading habit level, the importance given to the sharing / learning factor increases in parallel with the level of reading as in the previous factor (F = 39,06; df = 2; p =, 000). As in the first factor, those who prefer to buy books are more concerned with the learning / sharing factor (t = 3.65; df = 899; p =, 001).

The third factor, called escape, corresponds to the desire of the people to be alone. Escape motivation is one of the most important motivations for monitoring mass media. Reading books for those who are tired from the troubles they have experienced in everyday life and relationships is seen as an important means when they stay alone in their quiescence time. That is to say, participants read books to keep their family and friends away from themselves, to get away from their work and to forget all kinds of things such as work, school etc. This factor is considered to be an important motivation for reading books although it can be seen that the 3 factors under this factor have a lower average value than others. This factor accounts for 7% of the variation in reading motivations.
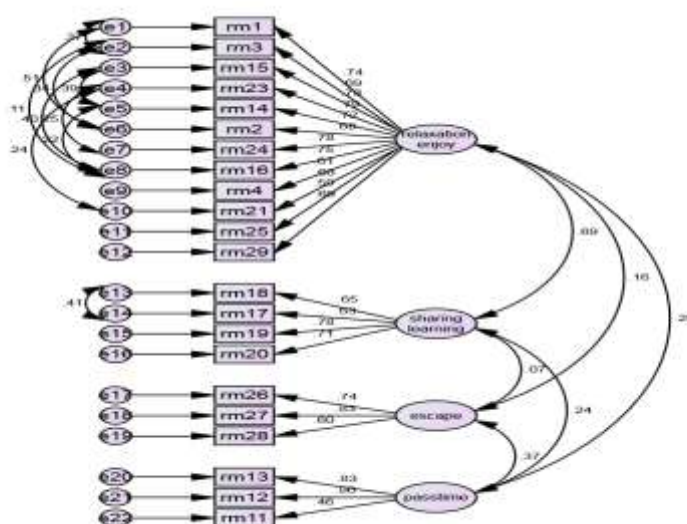
While there is no significant relationship between the third factor and gender (t=-1,28; df=899; p= ,203), academic field (F=1,95; df=2; p= ,142), and purchase or borrowing preference (t=-1,40; df=899; p= ,161), it is seen that as the age increases, the importance given to the escape factor increases (F = 3,12; df = 2; p =, 037). The relationship between the escape factor and the reading habit level is different from the previous factors. Students with low reading habits give more importance to the escape factor than medium and high level readers (F=5,18; df=2; p= ,006).

The final factor is called 'pass time' and corresponds to 6.5% of the variation in reading motivations. Under this factor, there are the items "passing time", "occupying time in a good way" and "reading when there is nothing better to do.

While there is no significant relationship between the pass time factor and the gender (t=0,712; df=899; p= ,476), age (F=1,44; df=2; p= ,237), and reading level (F=1,78; df=2; p= ,169), students studying health sciences give more importance to this factor than the others (F=4,43; df=2; p= ,012). In addition, those who prefer to read borrowed books are more likely to pay more attention to the pass time factor (t=-3,25; df=899; p= ,001).

3. Confirming the Factors of Reading Motivations

Confirmatory factor analysis (CFA) was conducted to see the effects of these four sub-dimensions that emerged and organized as a result of Exploratory Factor Analysis (EFA) on reading motivations. As a result of the Confirmatory factor analysis, the relationship between the factors and the factors and the items is shown below.

First of all, in terms of reading motivation, it was observed that there was a harmony between the model that was pre-constructed and the collected data. On the other hand, in order to make the model better, the goodness of fit indices have been examined and adjusted accordingly. The model has been re-specified many times and some items have been removed and model fit values have been examined. The following table summarizes the goodness of fit indices resulting from the most recent analyzes.

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	60	657.067	193	**.000**	**2.988**
Saturated model	253	.000	0		
Independence model	22	10441.279	231	.000	45.200

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.068	**.938**	**.919**	.716
Saturated model	.000	1.000		
Independence model	.358	.270	.200	.246

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	**.937**	.925	.955	.946	**.955**
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	**.052**	.047	.056	.255
Independence model	.222	.218	.225	.000

When the values of the model were examined, the value of chi-square / sd was found as 2,988. This value is less than 3 and shows good fit (Hu and Bentley, 1998). The values, GFI=.938, AGFI= .919 ve CFI= .955, were also obtained. All these three values are over .90. Finally, the value RMSEA= .052 shows that the fit indices of the model are good. However, the standardized regression weight values between the expressions and the factors were found to be over 0.50. These results show that the factor structure obtained by exploratory factor analysis is usable and that there is a correlation between it and the items under the factors.

4. The Relationship Between the Reading Level and the Factors

In order to determine the factors affecting the number of books read by students, linear regression analysis of factor solutions determined by exploratory factor analysis was applied. The results are shown below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,404[a]	,163	,159	8,108

a. Predictors: (Constant), Fac_4, Fac_3, Fac_2, Fac_1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1,662	2,130		-,780	,435
	Fac_1_Relaxation/enjoy	,292	,032	,330	9,038	,000
	Fac_2_Sharing/Learning	,100	,032	,113	3,111	,002
	Fac_3_Escape	-,089	,028	-,101	-3,169	,002
	Fac_4_Pass time	-,068	,028	-,077	-2,391	,017

a. Dependent Variable: # of book read per year

The results of the regression analysis show that these four factors account for 16.9% of the variation in the number of books read (F = 43,6; df = 4; p =, 001). It has a statistically significant effect on the number of books read in all four factors. The first two factors, relaxation / enjoy and sharing / learning, increase the number of book readings while the other two factors, escape and pass time, reduce the number of books read. When Beta values were examined, it was realized that the factor that increased the number of books read was relaxation / enjoy. In other words, it can be seen that Turkish university students read more when they read books through the motivation of relaxation / enjoy.

V. DISCUSSION AND CONCLUSION

The scale that we have used by adapting from previous studies on the motivation of the students to read books shows the various satisfaction that the students have obtained from reading. The four factors discovered in the study (relaxation / enjoyment, sharing / learning, escape, pass time) provide important clues as to why students read books. These four factors account for 62.2% of the reading motivations of the students. In particular, the relaxation / enjoy factor, which is the first among these factors, is the most important factor in reading books of Turkish students through accounting for the most variance. In addition, the reliability value of

the factor is higher than the reliability value of all the factors, thus ensuring the most important contribution to the reliability in the scale.

Moreover, although all four factors are indicative of motivations for reading, the relaxation / enjoy factor stands out as the most distinctive feature in reading for our sample. Therefore, it is important to emphasize the relaxation and enjoy features of reading while trying to increase the number of books and the level of reading habits. Although the other three factors (sharing / learning, escape and pass time) also play a role, the relaxation / enjoy factor has been found as the main motive.

Significant results were obtained when the motives of book reading obtained in the study were taken as variables and the relations between gender, age, academic field of study and reading level variables were analyzed. There is a significant correlation between gender and relaxation / enjoy and sharing / learning factors. Female students are more concerned with these two factors. A significant correlation for age has been seen in the factors of relaxation / enjoy and escape. Relaxation / enjoy factor is more prevalent among people aged between 18 and 20 than other age groups, while the importance given to the escape factor increases with age. In terms of the academic fields, some important results have been found showing that there is still an importance given to different motivations. Those who study on health sciences give more importance to relaxation / enjoy and pass time factors, and those who study on social sciences place more importance on sharing / learning factor. Taking the factors in terms of buying or borrowing preferences, it has been realized that those who prefer to read books by purchasing prefer relaxation / enjoy and learning / sharing factors, while those who prefer to read books by borrowing pay more attention to the pass time factor.

Similarly, the relationships between the factors and the reading levels of our sample have led to interesting results. The factors that readers with poor, middle and high level of reading differ from each other. While high reading level readers give more importance to the relaxation / enjoy factor than readers at the other level, students with poor reading level give more importance to the escape factor, which can be used as a key clue for publishers to set their target audience for increasing book sales.

The regression analysis, in which the number of books the students read per year was taken as constant and the factors as independent variables, shows that all four factors are significant predictors of the number of books read. The regression equation shows that the first two factors, relaxation / enjoy and learning / sharing factors, increase the number of books read while escape and pass time factors reduce it. Relaxation / enjoy and learning / sharing factors correspond to the idea of reading books as a more active activity. It is also seen as a need. Therefore, those who care about these factors read more books. On the other hand, the escape and pass time factors correspond to a rather passive reading act, which causes the number of books reads to fall. Another result supporting this finding is that 80.5% of the students in the survey stated that they used their cell phones, computers, and watch television and these habits had a reducing effect on their reading habits.

At a time when digital technology has been developing rapidly and the importance given on e-books has been increasing, 23.4% of the students in our sample have been found to read e-books. According to the findings, the most significant reasons for not reading e-books are that they like to touch a printed book, they can understand the printed texts better and it is more entertaining to read a printed book. Additionally, when asked to make a choice between the printed and e-book version of the same book, only 6.3% of the participants said that they would prefer e-books. The relationship between printed and e-book preferences and factors shows an interesting result. While there is no significant relationship between the other factors, it has been realized that those who prefer e-books place more importance on the escape factor than those who prefer printed ones (t = 4,56; df = 899; p =, 001). The escape factor, which corresponds to an inactive reading act, is an important reading motivation for e-book readers. Hence, publishers are advised to keep this factor in mind in order to increase the rate of reading e-books.

One of the most important conclusions of this study is that all four factors of reading motivations scale are important predictors of reading books. The results are quite similar to those of previous studies. This study, which is very similar to the four-factor structure in the motivations for reading which emerged in the studies of Gerlich, Drumheller and Sollosy (2012), has been applied to the Turkish students.

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