

Effects of Teacher Candidates' Social Media Use on Reading Cultures in Turkey

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ABSTRACT

With rapidly developing technology, the most common social area of our lives has become social media. While social media brings with it new notions, it also affects the culture we have. One of them is the culture of reading. Reading culture includes making the act of reading a philosophy of life. The act of reading requires education. The most common place where we receive this education is in schools. Teachers, one of the basic elements of schools, play an important role in the transformation of reading into a reading culture. For this purpose, this research aims to determine the effect of teacher candidates' social media use on their reading culture. The study consists of two parts. In the first part, reading culture was examined according to the variables of gender, class level, region of residence, number of siblings, economic status of the family, education level of parents, and number of annual book readings. In the second part, the reading cultures of teacher candidates were examined according to the variables of daily online time, duration of social media use, age of having a social media account, and purposes of using social media. The study was created by scanning method. Türkel et al. (2017) developed the scale applied. The obtained data were analyzed in SPSS 24. Mann-Whitney U Test was used for pairwise comparisons and the Kruskal-Wallis H test for multiple comparisons. In conclusion, there was a significant difference in favor of women in terms of teacher candidates' reading cultures and gender variables. In terms of grade level, a significant difference was found in favor of 3rd and 4th-grade levels. There is no significant difference in reading culture in terms of other variables. However, when we ignore the student with a master's education level, the reading culture score of the teacher candidates with illiterate parents in the education level of the parents was higher. Again, in terms of daily use of social media, the reading culture scores of the candidates who used one hour or less were higher. The social media factor is important in terms of transferring and enriching the reading culture.

Key words: Literacy, Reading, Reading Culture, Social Media, Internet

INTRODUCTION

Reading is looking at the letters and signs that make up a text and analyzing or vocalizing them, to learn what a written text wants to convey (TDK Dictionary, 2023). Looking at the literature, reading is: the "meaning-making process" (Akyol, 2008), "an active process in which meanings are created" (Güneş, 2009), "receiving the message and grasping the meaning" (Tazebay, 1995), "an article, words, sentences, punctuation marks and other the process of seeing, perceiving and comprehending with its elements" (Kavcar et al., 1998), "perceiving printed or written words through our sense organs, understanding and interpreting them through our senses" (Özdemir, 2007) is defined in different ways (Türkel et al., 2017). As can be understood from the definitions, reading is a multifaceted and complex action. An individual must read to understand both himself and others. From this point of view, the habit of reading is not only a deciphering task but also an individual's understanding of

his environment. In this context, reading is an action far beyond being informed and is one of the activities that take place at the highest level (Batur et al., 2010). This versatile activity requires a certain amount of training.

Reading is a lifelong process that is generally learned at school. Teachers, who are the most important elements of the education system, should encourage students to read in new and creative ways and make them good readers for life (Stanfield, 2006). One of the most important factors determining students' reading attitudes and habits is teachers. The attitudes, values, and cultures of teachers and teacher candidates about reading are very important.

Reading is important not only in the educational process, but also in many areas such as the individual's ability to realize himself in life, achieve success, express himself, establish successful communication, and socialize (Ürün Karahan, 2016). Reading continues at every stage of life. Those who learn to read inevitably read all the texts they perceive around them. In today's world, people, who spend long

hours online, read actively. While the scope of the concept of literacy is expanding, the meaning of reading has started to gain importance with technological developments.

Being a society consisting of individuals who are contemporary, creative, constructive, and free-thinking, productive, and critical is only possible with individuals who have a reading consciousness (Kurulgan & Çekerol, 2008). One of the general aims of Turkish teaching is to give the individual the power and habit to fully and accurately understand what he reads. For this reason, not only individuals who can read and write but also individuals who acquire the culture of reading are needed (Türkel et al., 2017). Knowing what the reading culture is and transferring this culture is important in terms of the development levels of societies.

Culture is the sum of all the material and spiritual values created in the historical and social development process and the tools used in creating and transmitting them to the next generations, showing the extent of human dominance over their natural and social environment (TDK Dictionary, 2023). Reading culture is also an act of reading that is socially accepted and settled to be transferred to the next generations. Acquiring a reading culture is a process related to the individual's meeting with written and visual culture products that reveal her latent powers, knitted with aesthetic sensitivity, in other words, internalizing the act of reading as a philosophy of life (Samur, 2016). Reading culture starts to settle in the family first and then at school from an early age. After the family, the most important cultural transmitters are schools and therefore teachers. In this sense, it is very important for teachers to have a reading culture and to transfer this culture to students.

Reading culture, which we can define as the act of reading turning into a lifestyle, is affected by many variables. Social media usage is one of them. Social media can be defined as the area where individuals follow, interact, and share different accounts on the internet (Şimşek, 2023). According to Global Digital Data, social media includes applications (such as, Tiktok, Instagram, Facebook Telegram, Snapchat, etc., WEB3, 2022). Today, we live in a world where everyone can easily connect to the internet, free Wi-Fi areas and smart mobile phones are a necessity. One of the most important areas of socialization in the new world is social media, which is open to use 24 hours a day, 7 days a week. Therefore, the duration of social media usage is increasing day by day. According to the latest research (Global, 2022), social media is a platform where we spend almost one-eighth of our twenty-four hours (Şimşek, 2023). Our main problem is to reveal the effect of social media, which is spending so much time on reading.

LITERATURE REVIEW

When the literature is examined, it is seen that there are studies on gaining reading habits, reading attitudes, reading skills, etc. (Arı & Demir, 2013; Batur et al., 2010; Clark & Foster, 2005; Çoban et al., 2018; Sadioğlu & Bilgin, 2008; Koçak et al., 2016; Zengin, 2003; etc.). There are also studies on social media and education. Kesim (2022) discussed the use of social media in schools as a communication tool within the framework of school culture. Again, Geçgel et al.

(2020) examined the relationship between teacher candidates' reading motivations and social media-specific epistemological beliefs. There are also studies on the effect of social media on educational activities (Çalışkan & Mencik, 2015; Feyzioğlu, 2016; Gülbahar et al., 2010; Şimşek, 2023; etc.). When these studies are examined, it is seen that reading attitudes and habits are generally positive in favor of women. In other variables, it is seen that there is no significant difference in general. Şahenk Erkan et al. (2015), in their study on digital reading, determined the significance of pre-service teachers' written and digital reading habits in different dimensions according to the variables of gender, department, age, having a library, and having a computer. It is also among the findings that the habit of reading books comes after habits such as watching television and using a computer. However, no study has been found on the effect of social media on reading culture. Therefore, our study is original as a subject. Examining the effects of social media on reading culture is important in terms of ensuring that this culture is transferred to future generations.

METHOD

The habits of teachers, who have an important place in conveying the culture of reading to students, will determine what kind of teacher they will be in the future. A teacher candidate who has a reading culture will turn into a teacher who can transfer reading culture in the future. Our primary aim is to examine the impact of teacher candidates', who are included in an inevitable field such as social media, on their reading culture. Therefore, in the first part, reading culture was examined in terms of different variables to reveal the effect of teacher candidates' social media use on their reading culture. Accordingly, the following research questions were created:

1. How is the reading culture according to the gender variable?
2. How is the reading culture according to the grade level variable?
3. How is the reading culture according to the variable of the region he lives in?
4. How is the reading culture according to the number of siblings variable?
5. How is the reading culture according to the mother's education level variable?
6. How is the reading culture according to the father's educational status variable?
7. How is the reading culture according to the variable of the number of books read?

In the second part, reading culture was examined in terms of variables related to social media use. Accordingly, the following research questions were created:

1. How is the reading culture according to the daily online variable?
2. How is the reading culture according to the variable of daily time they spend on social media?
3. How is the reading culture according to the age variable of having a social media account?

4. How is the reading culture according to the variable of the purpose of using social media?

The general screening method was used in this study. General screening models are screening arrangements made on the whole universe or a group to be taken from it to make a general judgment about the universe in a universe consisting of many elements (Karasar, 1991).

What is the effect of social media, where we spend a long time, reading culture, constitutes our main problem. To this end; it is aimed to determine the effect of reading culture and social media usage on teacher candidates, to whom we will entrust our future, with a valid and reliable measurement tool. Since Turkish lessons are important in terms of creating and transferring reading culture, the study was conducted with Turkish teachers. The faculties of education constitute the research universe. Dokuz Eylül University, Buca Faculty of Education was chosen as the study universe. The sample of the study consists of a total of 169 Turkish teacher candidates, 96 females, and 73 males, studying in the fall semester of the 2022-2023 academic year. Türkel et al. (2017) with a reading culture scale consisting of 30 items. This scale is a five-interval Likert-type scale.

The method used while developing this scale was described by Türkel et al. (2017) summarized it as follows:

In this study, a scale was developed that can be used to determine reading culture. A pool of 51 items was created in line with the literature review, student opinions and expert opinions. The draft scale was applied to the study group consisting of 385 teacher candidates. Items with a factor load over.30 from the data obtained as a result of the application were accepted as work and selected for the continuation of the analysis. The final version of the scale included 30 items. A scale structure consisting of four sub-dimensions emerged in line with the results of principal component analysis using the Varimax vertical rotation technique. The Cronbach Alpha reliability coefficient of the scale as a whole was calculated as.90. The Cronbach Alpha reliability coefficients for the four sub-dimensions of the scale were found as.86.,.86.,.72, and.78, respectively. According to the findings, it was revealed that the scale is a reliable scale both as a whole and in terms of its sub-dimensions. In addition, the content validity of the scale was ensured by scanning the literature and taking expert opinion, and the construct validity was provided by statistical analysis. As a result of the analysis for the construct validity, the KMO value of the scale was found.89, and the Bartlett Sphericity test ($X^2 = 4221.390$, $p=.000$). Accordingly, the result of the Barlett test is significant at the 0.05 level. Accordingly, it was found that the scale also provided construct validity.

The data of this research were analyzed in SPSS 24. Mann-Whitney U Test was used for pairwise comparisons and the Kruskal-Wallis H test for multiple comparisons. The application was made to the students who volunteered. It is aimed to discuss the results of the study by supporting the related studies in the literature.

RESULTS AND DISCUSSION

This study, which examines the effect of social media on reading culture, consists of two parts; the effect of personal information on reading culture and the effect of being online variable on reading culture. These titles are divided into sub-titles and the findings are included.

Effect of Personal Information on Reading Culture

In this section, the reading cultures of the pre-service teachers were examined according to the variables of gender, class level, region of residence, number of siblings, mother's education level, father's education level, and the number of books they read.

Reading culture in terms of gender variable

The scale for the reading culture status of teacher candidates was applied to men and women at the rates shown in Table 1.

When Table 1 is examined, it is seen that there is a significant difference in favor of female teacher candidates for reading culture. It is important in many ways that female teacher candidates have a higher rate of having a reading culture. For example, the fact that the woman who plays an important role in the family, the cornerstone of society, has a reading culture in the role of mother can be considered positive in terms of bringing reading culture to future generations.

Reading culture in terms of grade level variable

The faculties that train teachers in Turkey are four years old. The effect of class level on teacher candidates' reading cultures is shown in Table 2.

When Table 2 is examined, it is seen that there is a significant difference in favor of the 3rd and 4th grades. This finding shows that as the level of education increases, the culture of reading increases. Although there may be different factors, it can be concluded that the teacher education received by the faculty has a positive effect on the reading culture.

Table 1. Reading culture Mann-Whitney U test results by gender variable

Gender	N	Mean Rank	Asymp. Sig. (2-tailed)
Female	96	92.74	0.018
Male	73	74.82	
Total	169		

Table 2. Reading culture by grade level variable Kruskal-Wallis H test results

Grade Level	N	Mean Rank	Asymp. Sig. (2-tailed)
1	41	74.39	0.002
2	42	68.60	
3	39	89.42	
4	47	105.24	
Total	169		

Reading culture in terms of living region variable

In the sample of the study, there are teacher candidates from all regions of Turkey. The distribution of teacher candidates according to these regions, which have geographical and cultural differences, is shown in Table 3.

When Table 3 is examined, it is seen that the number of teacher candidates living in the Aegean Region is quite high compared to those living in other regions. The fact that the university from which the teacher candidates' were selected, which constitutes the sample of the study, is in the Aegean Region may be effective in this. In terms of reading culture, it is seen that there is no significant difference between regions.

Reading culture in terms of number of siblings variable

Table 4 shows the effect of the number of siblings the teacher candidates have on their reading culture.

Table 4 shows the effect of the number of siblings the teacher candidates have on their reading culture. As a result of the statistical analysis, it was determined that the reading cultures of the candidates did not differ significantly according to the number of siblings they had. The number of siblings did not affect the reading culture. Findings about reading culture are similar.

Reading culture in terms of family economic status variable

The effect of teacher candidates' family economic status on their reading culture is shown in Table 5.

The analysis made to determine whether the reading culture of teacher candidates varies according to the family's economic situation is given in Table 5. According to the table, it was concluded that the economic status of the teacher candidates' families did not significantly affect their reading culture. This shows that the reading culture is independent of the economic situation.

Reading culture in terms of mother educational status variable

One of the most important factors that ensure the acculturation of children in the family is the mother. Table 6 shows the effect of teacher candidates' mother's education status on their reading culture.

When Table 6, which analyzes whether the reading cultures of the teacher candidates' differ according to their mothers' educational status, is examined, it was determined that the different education levels of the mothers did not make a significant difference in the reading cultures of the teacher candidates. The remarkable result is the finding that teacher candidates with illiterate mothers have a higher reading culture than other levels, except for the postgraduate education level. This situation strengthens the view that even if the mother is illiterate, she encourages her children to read and helps them acquire a reading culture.

Reading culture in terms of father educational status variable

The culture of reading begins in the family, and the father, whom children take as a role model, is very important. Table 7 shows the effect of teacher candidates' father's education status on their reading culture.

Table 7 shows whether the teacher candidates' reading cultures differ according to their fathers' educational status.

Table 3. Reading culture Kruskal-Wallis H test results according to the variable of living region

Living Area	N	Mean Rank	Asymp. Sig. (2-tailed)
Marmara	22	68.30	0.257
Ege	87	89.65	
Karadeniz	3	76.17	
Akdeniz	21	90.67	
İç Anadolu	21	94.19	
Doğu Anadolu	5	52.60	
Güneydoğu	10	68.95	
Total	169		

Table 4. Kruskal-Wallis H test results according to number of siblings variable

Number of siblings	N	Mean Rank	Asymp. Sig. (2-tailed)
1	74	84.03	0.947
2	53	86.83	
3 and over	42	84.40	
Total	169		

Table 5. Kruskal-Wallis H test results according to family economic status variable

Economical situation	N	Mean Rank	Asymp. Sig. (2-tailed)
4 thousand and below	19	84.95	0.978
4-6 thousand	55	83.49	
6-9 thousand	43	84.02	
9 thousand and above	52	87.42	
Total	169		

Table 6. Kruskal-Wallis H test results according to the variable of mother's educational status

Mother Education Status	N	Mean Rank	Asymp. Sig. (2-tailed)
Illiterate	16	93.81	0.788
Primary school	74	88.59	
Middle school	28	81.07	
High school	36	77.79	
University	14	80.11	
Degree	1	116.00	
Total	169		

When Table 7 is examined, it has been determined that the different education levels of the fathers of the teacher candidates do not make a significant difference in their reading culture. This result is similar to maternal education status, except for those who have a father with postgraduate education although not at a significant level, teacher candidates with illiterate fathers have a higher reading culture score. This result suggests that fathers, like mothers, encourage their children to acquire a reading culture.

Reading culture in terms of the variable of the number of books they read

The number of books read annually is important data for the reading culture. Table 8 shows the effect of the number of books that teacher candidates read annually on their reading culture.

When Table 8 is examined, it is seen that there is no significant difference between the annual number of books read by teacher candidates and their reading culture. This result is noteworthy in that it shows that the number of books read does not affect the reading culture. However, it is an expected result that those who read thirty or more books annually have the highest reading culture value, and those who read 1-10 books annually have the lowest level of reading culture.

Time Spent in Daily Social Media in Terms of Variable

Table 9 shows the effect of teacher candidates' daily use of social media on reading culture. Examining Table 9, where the analysis of teacher candidates' reading cultures varies according to their daily use of social media, it has been determined that there is no significant difference in the effect of daily social media use times on reading culture. However, teacher candidates who spend 1 hour or less on social media have a higher reading culture than those who spend 5 hours or more.

Legal age of having a social media account

The legal age to have a social media account is 16. However, unofficially, children under this age can also have social media accounts. Table 10 shows the effect of teacher candidates' age of having a social media account on their reading culture.

When Table 10 is examined, it is seen that the age of teacher candidates having a social media account does not have a significant effect on their reading culture. However, when the results are examined in detail, it is seen that the teacher candidates who have a social media account at the age of 16 and above have a higher level of reading culture.

Purpose of using social media

Although the purpose of using social media varies from person to person, it can be gathered under the main headings of entertainment, getting information, studying, and communication. Table 11 shows the reading cultures of the teacher candidates' use of social media.

Table 7. Kruskal-Wallis H test results according to the variable of father's educational status

Father Education Status	N	Mean Rank	Asymp. Sig. (2-tailed)
Illiterate	5	95.70	0.901
Primary school	56	88.32	
Middle school	33	85.85	
High school	47	82.84	
University	27	77.70	
Degree	1	116.00	
Total	169		

Table 8. Kruskal-Wallis H test results according to the variable of number of books read annually

Number of Books	N	Mean Rank	Asymp. Sig. (2-tailed)
1-10	69	76.74	0.079
10-20	49	87.82	
20-30	35	85.27	
30 and over	16	111.41	
Total	169		

Table 9. Kruskal-Wallis H test results according to the variable of daily social media usage time

Daily Social Media Usage Time	N	Mean Rank	Asymp. Sig. (2-tailed)
1 hour or less	20	92.23	0.063
1-3 hour	75	90.21	
3-5 hour	47	86.81	
5 hours or more	27	62.04	
Total	169		

Table 10. Kruskal-Wallis H test results by age of having a social media account

Age of Owning a Social Media Account	N	Mean Rank	Asymp. Sig. (2-tailed)
7 years and under	8	91.75	0.729
7-10 age	16	86.78	
10-13 age	41	78.27	
13-16 age	62	83.04	
16 and over	42	92.50	
Total	169		

When Table 11, which provides the analysis of whether the reading cultures of the teacher candidates differ according to the purpose of using social media, is examined, it has

Table 11. Purpose of using social media variable kruskal-Wallis H test results

Purpose of Using Social Media	N	Mean Rank	Asymp. Sig. (2-tailed)
Fun	84	82.60	0.745
Debriefing	34	91.26	
Study	4	100.88	
Communication	47	83.41	
Total	169		

been determined that the purposes of using social media do not make a significant difference in their reading culture. When the table is examined in detail, it is seen that teacher candidates use social media mostly for entertainment purposes. Teacher candidates who use it for information purposes are also in the majority. It is seen that they prefer social media at least for study purposes.

DISCUSSION AND CONCLUSION

In this study, in which the effect of teacher candidates' social media use was examined on their reading culture in terms of various variables, it was determined that reading culture differs according to various variables. On the culture of reading in 2011, "T. C. Ministry of Culture and Tourism, Turkey Reading Culture Map Project", it is seen that the variables discussed in the interviews with 6212 people in 26 provinces that represent Turkey are similar to our study (http://www.kygm.gov.tr/Eklenti/55_admin-ozetipdf.pdf?0). In the study, the relationship of reading habits of people living in Turkey with variables such as age, gender, marital status, occupation, education level, geographical location, income status, education level of parents, and library usage rate were examined. In terms of gender variables, a similar result was obtained with the present study, and the reading rate of women was higher. Again, Şahenk Erkan et al. (2015) found that women's reading achievements and written reading habits were higher than men's. Similarly, in the studies conducted by Arslan (2013) and Clark and Foster (2005), similar results were found with our study in terms of gender variables.

Zengin (2003) stated that the high reading attitudes of female teacher candidates stemmed from the Turkish family structure and the value judgments of the society, where men spent their free time outside in high school, and women were dependent on the house. When women's life is evaluated, not only in high school, but throughout their lives, there are some reasons makes it meaningful in favor of women such as the fact that, women's nightlife is more limited, they prefer to stay at home rather than participate in social and work life, they are more inclined to improve themselves and they prefer to read a book rather than a different activity.

Considering the grade level variable of the teacher candidates; there is a significant difference in favor of the 3rd and 4th-grade levels on the reading culture of the Turkish department teacher candidates. It is thought that reading cultures, which were low at the 1st and 2nd grade levels, may have increased with the education they received. In parallel

with this result; Şahenk Erkan et al. (2015) found a significant result in favor of teacher candidates between the ages of 18-20 in their research on reading habits. The 3rd grade teacher candidates who participated in the research think that it is important to spend time reading compared to 4th graders, that they can set an example for other people by reading, that life would not have meaning without reading, and that they read a lot and read fast enough to surprise their friends. Şahin (2019), on the other hand, stated that the grade level does not have a significant effect on reading motivations in his study with Turkish teacher candidates. Koçak et al. (2016) similarly stated that there is no significant difference between teachers' candidates' grade levels and their attitudes towards reading, but when looking at the ranking, they have detected that teacher candidates in the 1st grade have the highest scores on reading, and the 4th grade students have the lowest scores. Since the sample in this study consisted of Turkish teachers, it is likely that the score of having a reading culture increased with the education received. It was determined that there was no significant difference in the effect of teacher candidates on reading culture according to the region they live in. In the research of the Ministry of Culture (2011), the high number of books read in the Eastern Anatolia Region is quite remarkable. It is seen that the number of books owned is mostly by those living in the Black Sea Region. However, in our study, there was no significant difference between regions in terms of reading culture.

It was found that there was no significant difference in the effect of the number of siblings of the teacher candidates on the reading culture. Parallel to this result, Batur et al. (2010) stated in their study that when the number of siblings is taken into account, being one sibling or multiple siblings does not make a difference in the reading habits of the students. In line with these views, Çoban, et al., (2018) in their study with teacher candidates state that reading has a widespread effect by gaining the quality of behavior in the families of those who have three or more siblings. Özel (2018) found in his study with social studies teacher candidates that the perceptions of teacher candidates with fewer siblings on media literacy were higher than those who had more siblings.

It was determined that there was no significant difference in the effect of teacher candidates on the reading culture according to the family economic status variable. This shows that the reading culture is independent of the economic situation. Libraries are common in every region of Turkey. A study by the Ministry of Culture (2011) there is a finding that 56.5% of the people living in Turkey benefit from libraries. There is a center and 11 unit libraries in the university of the teacher candidates who constitute the sample of the study. One of the unit libraries is located on the campus of the faculty of education. The central library is also open 24 hours a day, seven days a week. This situation makes it possible to reach the book, read the book, and buy different books regardless of the economic situation.

It was seen that there was no significant difference in the effect of teacher candidates on reading culture according to the mother's educational status variable. However, the reading culture of the teacher candidates with illiterate

mothers was higher than the other mothers, except for the teacher candidates with mothers with a master's degree. The same findings were obtained for teacher candidates' father education status. This situation makes us think that parents can transfer their interest in reading skills to their children, although they are illiterate. As a similar result, Batur et al. (2010) found that there was no significant difference between the reading habits of students and the education level of their parents. Sadioğlu and Bilgin (2008), on the other hand, did not find a significant relationship between children's critical reading levels and their parents' educational status. Among the teacher candidates whose fathers were educated in the research, it was determined that the participants whose fathers were primary and secondary school graduates read more books than the participants whose fathers were university graduates, and their friends were surprised by this situation. Participants whose fathers are secondary school graduates stated that they read faster than participants whose fathers are a primary school or university graduates.

It has been understood that the attitudes of teacher candidates towards reading books do not differ statistically according to family income, place of residence and educational status of parents. Research results of Batur et al. (2010), Kurulgan & Çekerol (2008), and Arı & Demir (2013) are similar to those of the current research.

It was found that there was no significant difference in the effect of pre-service teachers on reading culture according to the variable of the number of books they read per year. Şahin (2019) in his study, examine the reading motivations of Turkish teacher candidates, confirm that as the number of books read teacher candidates in terms of self, competence and other dimensions increases, their motivation to read will also increase; In the recognition dimension, it was determined that as the number of books read increases, the motivation to read will decrease. However, although the findings we obtained are not at a significant level, the fact that the teacher candidates who read thirty or more books a year have the highest reading culture value and those who read 1-10 books per year at the lowest level show that the number of books read annually is effective on the reading culture.

It was concluded that the teachers expressed the concept of social media in different ways and the teachers mostly stated the concept of social media as a "communication network, sharing platform of daily lives and virtual world". Other expressions used by the teachers in the way they define the concept of social media are "communication platform between people, communication, communication channel, interaction medium of people, content sharing and follow-up network, means of self-expression of the individual, expression platform of the person or institution, online network, useful or network, making use of free time, following the agenda, information collected in a channel." (Kesim, 2022).

It was determined that there was no significant difference in the effect of teacher candidates on reading culture according to the variable of daily being online. In the study by the Ministry of Culture (2011), those who have an internet connection at home read an average of 8.4 books per year. Şahenk Erkan et al., (2015) compared the difference between teacher candidates' having a computer or not and

their reading habits and found a significant difference in favor of teacher candidates who have a computer at home in the F3 (digital reading) dimension. Teachers who have a computer at home can work with a computer more than others, so it can be considered normal that their digital reading habits are higher than those who do not have a computer at home. This result explains that the time online does not make a significant difference in the reading culture.

According to the analysis of teacher candidates' reading cultures varies regarding their daily social media usage times, it was found that daily social media usage times did not make a significant difference on the effect of reading culture. However, teacher candidates who spend 1 hour or less on social media have a higher reading culture than those who spend 5 hours or more. In a study conducted by Şahin (2019) examine the reading motivations of Turkish teacher candidates, teacher candidates who spend 2-3 hours on the Internet see themselves as good readers compared to teacher candidates who spend 4-6 hours on the Internet, and state that they have completed all the readings necessary for their needs. It is seen that the age of teacher candidates who have a social media account does not have a significant effect on their reading culture. However, when the results are examined in detail, it is seen that the teacher candidates who have a social media account at the age of 16 and above have a higher level of reading culture. Kurnaz and Yıldız (2015), in their study with secondary school students, found that students who use reading motivation for homework and information, of purposes of internet use; game-entertainment, movies, and social media users are higher than those who use it, but this difference is not statistically significant. Gecgel et al., (2020) stated in their study that the daily time spent in front of the computer affects the reading motivation, especially the 2-3 hours a day spent on the computer negatively affects the reading motivation. Contrary to the results of our study, these studies also show that the time spent on social media affects reading.

When the analysis of teacher candidates' reading cultures varies according to the purpose of using social media, it was determined that the purpose of using social media did not make a significant difference in their reading culture. When the table is examined in detail, it is seen that teacher candidates use social media mostly for entertainment purposes. Teacher candidates who use it for information purposes are also in the majority. It is seen that teacher candidates prefer social media at least for study purposes. In the study of Kesim (2022), teachers' use of school social media tools was determined in four categories: "meta-communication, advertising and promotion, solidarity and usefulness". While the purpose of using social media tools in schools, which is frequently expressed by the teachers in the study, is "sharing information and news", this is followed by "announcement of events and promotion of the school." (Kesim, 2022). Geçgel et al. (2020), in their study with teacher candidates, related to the number of books read monthly and the attitude towards social media; It has been determined that students who read fewer books have an attitude of interest in social media, and students who read more books have an attitude of indulgence in social media.

The following suggestions can be made regarding the relationship between reading culture and social media, which takes up the most time in our age: Samples can be developed by making applications in more different and widespread sample groups. Comparisons can be made between different departments of different universities. The results obtained by conducting extensive studies on reading culture can be used to spread and maintain the reading culture in society. Thus, a social benefit can be achieved by considering the effect of social media on reading culture more comprehensively.

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