

Toplumumuzda Okuma Alışkanlığı ve Medya Takibini Etkileyen Faktörler

[Factors Affecting Reading Habit and Media Follow-Up in Turkey]

ÖZET

AMAC: Okuma alışkanlığı ülkemizde dünya standartlarının oldukça altındadır. Bu çalışmada Türkiye'nin üç ilinde toplumumuzun okuma alışkanlığı, medya takibi ve bunları etkileyen faktörlerin araştırılması amaçlanmıştır.

YÖNTEM: Bu kesitsel çalışmanın araştırma grubunu tıp fakültesi personeli ve öğrencileri ile ilköğretim okulları öğretmenleri ve öğrenci velileri oluşturmuştur. Toplam 750 kişinin kendilerinin doldurduğu soru formlarından veriler elde edilmiştir.

BULGULAR: Yaşları 16 ile 65 (31,75±10,19) yıl arasında değişen bireylerin %28,7'si öğrenci, %14,1'i ev hanımı, %7,9'u öğretim üyesi idi. Boş vakitlerini %25,6'sı TV izleyerek, %9,9'u bilgisayar kullanarak, %7,9'u okuyarak ve %16,7'si sinema/tiyatroya giderek değerlendirmekteydi. Grubun %41,7'si yılda 5 ve daha az kitap okurken, %10,7'si hiç kitap okumuyordu. %25,6'sı kendini geliştirmek için, %9,3'ü ise alışkanlık olarak kitap okuyordu. Okuyamama nedenleri %66,5 zamansızlık ve %10,8 ekonomik idi. Ekonomik durumu çok iyi olanların %61,4'ü yılda 6'dan fazla kitap okurken bu oran ekonomik durumu kötü olanlarda %22,2 idi ve fark anlamlı idi (p=0.000). Grubun %32,4'ü her gün gazete okuyor, %30,8'i ise her gün gazete alıyordu. İlköğretim mezunlarının %10,5'i her gün gazete alırken bu oran üniversite ve yüksek lisans mezunlarında %48,9 idi ve bu fark anlamlı idi (p:0.000). Ekonomik durumu çok iyi olanların %7'si gazete almaz iken bu oran ekonomik durumu kötü olanlarda %43,1 idi (p:0.000). Bireylerin %95,3'nün evinde televizyon vardı. İzlenen programlar sırasıyla en fazla haber programları (%35,7) ve dizilerdi (%34,5). Katılımcıların %16,6'sı hiç radyo dinlemez iken çoğunluğu sadece arabada veya evde iş yaparken dinlediğini ifade etmiştir.

SONUÇ: Çalışmamız, Türkiye'nin üç farklı ilinde yapılmış olması, toplumumuzun farklı kesiminden insanlarını kapsaması ve düşük okuma alışkanlığı ve medya takibini bir kez daha vurgulanması açısından önemlidir.

SUMMARY

AIM: Reading habit in our country is quite below the world standards. In this study, the aim was to investigate reading habit, and media follow-up of Turkey in three distinct provinces.

METHOD: The research group of this cross-sectional study was composed of staff and students of medical schools, teachers and parents of the students of primary schools in three provinces. Data were obtained from questionnaires self-filled by 750 people.

RESULTS: Of the people whose ages ranged from 16 to 65 (31.75±10.19) years, 28.7% were students, 14.1% were house-wives, and 7.9% were lecturers. They spent their leisure time mostly by watching TV (25.6%), playing video/internet games (9.9%), reading books (7.9%), and merely going to cinema/theater (16.7%). Of the group, 41.7% read ≤5 books per year, whereas 10.7% read no books at all. The reasons for not reading were lack of time (66.5%) and economical (10.8%). While 61.4% of those with very good economic status read >6 books per year, this rate was 22.2% among those with poor economic status, and the difference was significant (p=0.000). 32.4% were reading and 30.8% bought newspapers everyday. While 10.5% of primary school graduates bought newspapers every day, this rate was 48.9% among graduates of a university or a master degree (p=0.000). Seven percent of those with very good economic status bought no newspapers, whereas this rate was 43.1% among those with poor economic status (p=0.000).

Of the people, 95.3% had a television at home. The most watched programs were the series (34.5%), and news programs (35.7%), respectively. 16.6% of the group did not listen to radio at all and the rest were listening only while driving or doing housework.

CONCLUSION: Our study is important in terms of covering people from different sections of Turkish society and emphasizing the low reading habit and media follow-up once more.

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INTRODUCTION

Reading habit is that an individual voluntarily performs reading action life-long in a continuous, regular, and critical manner as a result of perceiving it as a requirement and source of pleasure. Three

periods are effective in acquiring reading habit and these are; childhood, adolescence, and adulthood. Three social institutions effective in acquiring reading habit are family, school, and environment. In identifying the level of reading habit, the most accepted measure throughout the world is the

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measure recommended by American Library Association. People with a number of books they read per year not exceeding 5 are characterized as scarcely reading reader type, those with a number ranging from 6 to 20 as moderately reading reader type, and people with a number exceeding 20 as heavily reading reader type (1). Almost all studies in our country show that majority of Turkish society reads very few books. Reading habit in our country is quite below the world standards. Rate of habit of regularly reading books in Turkey was detected as 1 per 1000, and it was found that 70% of young people were not reading (2)

Television has a very important place in daily life, and our people spend the majority of their leisure time in front of television. Ninety-five percent of the population watches television during leisure time, and 5% also reads books along with watching television. Television has made reading uncommon in Turkish society. Weekly duration of watching television in Turkey was determined to be 20.2 hours. Television decreases reading newspapers by 20%, and reading magazines and books by 22% (3). Television nearly stands as a rival of books and reading. According to a study published in 2009, Turkish people spent four hours in front of television on average everyday (4). This number corresponds to approximately 9 years of 75-year lifetime of a person. As watching TV would bring along conditions such as food consumption affected by advertisements, limited physical activity, epilepsy, and refractive error, it is a situation which should be dwelled on seriously. Also, despite the high rate of watching television, our country has a poor report card for the rate of reading books.

This study aimed to investigate reading habit and media follow-up of our society and affecting factors.

MATERIALS AND METHODS

The research population was faculty members, students, and faculty staff of medical schools, and teachers and parents of the students of primary schools in in Kırıkkale, Ankara, and Gaziantep between the dates January and July 2007. The research group was composed of totally 750 people (212 from Kırıkkale, 158 from Ankara, and 380 from Gaziantep). Of the group 295 (39.3%) were male and 455 (60.7%) were female.

Five primary schools from each province were selected randomly from the city lists of schools. Researchers went to the schools during the breaks to see the teachers and at the end of the school day to

meet the parents. All attendants who accepted to be in this research were given a self filled questionnaire consisting of 56 questions and were asked to answer the questions alone. There were questions on demographic characteristics (age, sex, occupation, educational background, marital status, economic status, and health insurance), reading habit, leisure time utilization, and media follow-up (newspapers, magazines, television, and radio) in the questionnaire.

The presented research was carried as a cross-sectional study, and data from the completed questionnaires were analyzed computerized SPSS (Statistical Package for Social Sciences) version 11.5 for Windows using descriptive analyses and chi-square tests. Limit of significance was considered as 0.05.

RESULTS

Total number of people included in the research was 750 (212 people from Kırıkkale, 158 from Ankara, and 380 from Gaziantep). Females were slightly more than males as mothers of the students were also included in the study. Distribution of characteristics of the research group by provinces is shown in Table 1. The mean age of the group was 31.75 ± 10.19 years (min: 16, max: 65, median 30 years). 28.7% were students, 14.1% were housewives, and 7.9% were lecturers. Of the corresponders, 13.6% were primary school graduates, 36.4% were university graduates and 26.9% could meet their daily wants very easily, while 6.4% were unable to meet their bare necessities.

State of Reading Books

The distribution of the leisure time utilization of the study group was as follows; 25.6% watching TV, 9.9% spending time with computer, 7.9% reading and 16.7% going to cinema/theater. Of the group, 41.7% read ≤ 5 books per year, whereas 10.7% read no books at all. They read books to improve themselves (25.6%), and as a habit (9.3%). Mostly classical novels (21.5%), religious books (10.9%), and adventure books (7.6%) were preferred. The reasons for not reading were such as; lack of time (66.5%), prefer watching TV (16.7%), economical constrains (10.8%). While 61.4% of those with very good economic status read ≥ 6 books per year, this rate was 22.2% among those with poor economic status, and the difference was significant ($p=0.000$). Majority of the group was reading less than 5 books a year (41.7%) and there was statistically significant difference in number of books read per year between

provinces ($p=0.001$) (Table 2). The percentage of people reading no books among three provinces was highest in Kırıkkale, whereas this was lowest in Gaziantep. While 44.8% of people living in Kırıkkale read books less than 5, 42.4% of those living in Gaziantep read 6-20 books per year. In all three provinces the greatest reason for reading books was the desire for self- development of the people and the reason for not reading was shortness of time.

A statistically significant difference was found when men and women were compared for reasons to read ($p=0.000$). While 28.8% of the women read books to improve themselves, this rate was 22.2% in men. Yet, 9.9% of the women read books as a hobby, whereas this rate was 3.1% in men. While 17.4% of men read books to comprehend the current events, this rate was 13.5% in women.

When men and women were compared for the reasons not to read, 71.9% of the women did not read because of lack of time, whereas this rate was 58.5% in men. While 12.5% of the women preferred watching television instead of reading books, this rate was 22.9% in men ($p=0.005$)

There was a statistically significant difference between men and women in terms of types of books preferred ($p=0.000$). While 28.6% of the women preferred classical novels, this rate was 13.1% in men. While 1.6% of the women preferred political books, this rate was 10.2% in men. Yet, 12.4% of the men preferred scientific/technologic books, whereas this rate was 5.8% in women.

The number of books read per year was differed significantly according to education, economic status, and occupation (Table 3) ($p=0.000$).

Table 1. Demographic characteristics of the research group by provinces

	Kırıkkale n:212 n	Ankara n:158 n	Gaziantep n:380 n	Total n	%*
Sex					
Male	91	56	148	295	39.3
Female	121	102	232	455	60.7
Age min-max (years)					
Median	29	28	31	30	
Occupation					
Student	55	67	93	215	28.7
Doctor/Health professional	32	42	4	78	10.3
Teacher	47	2	140	189	25.2
Lecturers	8	6	45	59	7.9
Housewife	43	5	58	106	14.1
Government officer	19	23	14	56	7.5
Unskilled Worker	7	5	12	24	3.2
Unemployed	1	8	14	23	3.1
Educational background					
Illiterate/ Primary school	38	9	57	104	13.9
High school	83	85	111	279	37.2
University	65	50	158	273	36.4
Master/doctorate	26	14	54	94	12.5
Economic status					
Easily meet daily needs	68	47	87	202	26.9
Able to meet daily needs	94	73	208	375	50
Able to meet bare necessities	30	28	57	115	15.3
Unable to meet even bare necessities	20	9	26	55	6.4

* Row percentages are given

Table 2. State of reading books of the research group by provinces

	Kırıkkale n:212		Ankara n:158		Gaziantep n:380		Total n	p
	n	%*	n	%*	n	%*		
State of reading books								0.001
Not reading at all	33	15.6	20	12.6	27	7.1	80	
≤5	95	44.8	63	39.9	156	41.0	314	
6-20	77	36.3	57	36.1	161	42.4	295	
≥21	7	3.3	18	11.4	36	9.5	61	
Reasons for reading								0.000
Custom/habit	12	5.6	15	9.5	43	11.3	70	
Sense of duty	17	8.0	8	5.0	20	5.3	45	
To spend time	22	10.4	28	17.7	29	7.6	79	
To comprehend current events	31	14.6	26	16.4	53	13.9	110	
For self improvement	61	28.8	39	24.7	92	24.2	192	
Reasons for not reading								0.000
Economic difficulty	22	10.4	14	8.9	32	8.4	68	
Lack of time	94	44.3	69	43.7	256	67.4	419	
No one reading in the neighborhood	12	5.7	5	3.2	12	3.1	29	
Prefer watching TV	46	21.7	35	22.1	24	6.3	105	
Don't like to read	4	18.9	1	0.6	4	1.0	9	
The period reading habit is acquired								0.153
Childhood	94	44.3	72	45.6	156	41.0	322	
Youth	89	42.0	53	33.5	171	45.0	313	
Adulthood	21	9.9	24	15.2	41	10.8	86	
Factors affecting reading								0.000
Family members	40	18.9	46	29.1	127	33.4	213	
School teachers	82	38.7	58	36.7	115	30.2	255	
University environment	18	8.5	5	3.2	48	12.6	71	
Friends	33	15.6	23	14.5	68	17.9	124	
Work environment	7	3.3	7	4.4	6	1.6	20	
All	24	11.3	11	6.7	2	0.5	37	
Types of books read								0.000
Classic novels	36	16.7	46	29.1	79	20.8	161	
Religious books	28	13.2	8	5.0	46	12.1	82	
Adventure	16	7.5	21	13.3	20	5.3	57	
Scientific	19	8.9	9	5.7	32	8.4	60	
Political	10	4.7	8	5.0	18	4.7	36	
Classical + political	11	5.2	4	2.5	46	12.1	61	
Religious + other	29	13.7	17	10.7	25	6.6	71	

* Column percentages are given.

Table 3. Relation between number of books read per year and sex, education, economic status, and occupation in the research group

Number of books read per year	≥21		6-20		≤5		Not reading at all		Total n	p
	n	%*	n	%*	n	%*	n	%*		
Sex										0.137
Male	32	10.9	116	39.5	114	38.8	32	10.8	295	
Female	29	6.4	178	39.2	199	43.8	48	10.6	455	
Educational background										0.000
Primary school	3	2.9	14	13.7	55	53.9	30	29.4	102	
High school	24	8.7	107	38.6	115	41.5	31	11.2	277	
University	23	8.4	122	44.7	111	40.7	17	6.2	277	
Master/doctorate	11	11.7	51	54.3	31	33.0	1	1.1	94	
Economic status										0.000
Very good	23	11.4	101	50.0	72	35.6	6	3.0	202	
Good	29	7.7	151	40.3	157	41.9	38	10.1	375	
Moderate	5	4.3	33	28.7	57	49.6	20	17.4	115	
Bad	4	7.4	8	14.8	27	50.0	15	27.8	54	
Occupation										0.000
Student	27	12.6	96	44.9	76	35.5	15	7.0	214	
Teacher	10	5.3	96	50.8	74	39.2	9	4.8	189	
Faculty member	7	11.9	33	55.9	19	32.2	0	0.0	59	
Housewife	3	2.8	16	15.1	63	59.4	24	22.6	106	
Total	61	8.1	294	39.2	313	41.7	80	10.7		

* Row percentages are given.

Media Follow-up

Sixty percent of the study group defined media as cinema, theater, TV, radio, and newspaper. While 30.8% of the group bought newspapers everyday, 30.4% bought only at weekends, and 17.8% bought no newspapers at all. Of the group 32.4% (n=243) was reading newspapers everyday. Only 21.5% of the study group regularly bought weekly/ monthly magazines for home and 15.2% of the group stated that they only regularly read magazines. While 10.5% of primary school graduates bought newspapers every day, this rate was 48.9% among graduates of a university or a master degree and the difference was significant (p=0.000) (Table 5). Seven percent of those with very good economic status bought no newspapers, whereas this rate was 43.1% among those with poor economic status (p=0.000) (Table 5).

When men and women were compared for reading newspapers, 36.1% of men were reading

newspapers everyday, whereas this rate was 27.9% in women and the difference was significant (p=0.015).

There was no significant difference between men and women in the duration of daily TV watching (p=0.010). The longest watching period seen in both groups ranged from 2 to 5 hours and the rates were 32.9% in women, and 32.1% in men. Of the people, 95.3% had a television at home. Only 5.9% of the group did not watch television at all. The most watched programs were the series (34.5%), and news programs (35.7%), respectively. There was a statistically significant difference between men and women in terms of the programs watched on television (p=0.000). Women watched the series with the highest rate (42.2%), and this rate was 28.6% in men. The most preferred programs by men were news programs (42.4%), while this rate was 35.7% in women. Although there were no women who preferred to watch sports programs, this rate was 9.3% in men.

Table 4. State of Media Follow-up of the Research Group

	Kırıkkale n:212		Ankara n:158		Gaziantep n:380		Total		p value
	n	%*	n	%*	n	%*	n	%**	
State of reading newspapers									
	0.000								
Not reading at all	10	4.7	7	4.4	47	12.4	64	8.7	
Occasionally	111	52.3	67	42.4	150	39.5	328	44.4	
Only at the weekends	33	15.6	25	15.8	46	12.1	104	14.1	
Everyday	51	24	56	35.4	136	35.8	243	32.9	
Duration of watching TV									
	0.004								
Never watch TV	6	2.8	10	6.3	28	7.4	44	6.0	
<2 hours a day	110	51.9	68	43.0	225	59.2	403	54.9	
2-5 hours a day	72	33.9	65	41.1	102	26.8	239	32.6	
≥6 hours a day	12	5.6	8	5.0	9	2.4	29	4.0	
TV is on all day	6	2.8	4	2.5	9	2.4	19	2.6	
The most watched TV programme									
	0.002								
Series	71	33.5	65	41.1	123	32.4	259	37.0	
News	70	33.0	53	33.5	145	38.2	268	35.7	
Movies	12	5.7	12	7.6	1	0.3	25	3.3	
Documentary	4	1.9	4	2.5	11	2.9	29	3.9	
Listening to radio									
	0.263								
Never listen radio	39	18.4	19	12.0	65	17.1	123	6.6	
Only listen in the car	75	35.4	49	31.0	137	36.0	261	35.3	
Listen while doing housework	72	33.9	62	39.2	137	36.0	271	36.6	
Listen whole day	20	9.4	25	15.8	40	10.5	85	11.5	

*Column percentages are given.

**Row percentages are given

Radio listening was not so common among the study group while, 16.6% did not listen to radio at all and only 11.5% listen continuously. A statistically significant difference was found between men and women in terms of listening to radio. While 42.1% of women (28.2% in men) preferred to listen to radio while doing housework, 40.5% of men (31.8% in women) were listening to radio only while driving ($p=0.000$).

There was a statistically significant difference between buying newspaper daily and education,

sex, occupation, and economic status ($p=0.000$) (Table 5).

Confronting with violence via media seems very common for our study group as; 66.2% (475) mentioned that, they had seen or heard violence-related news/advertisement/ documentary on TV or radio and 69.4% (506) in newspapers in recent month.

Table 5. Relation between buying newspapers and sex, occupation, economic status, and educational background in the research group

	Everyday		3-4/week		Weekends		Never		p value
	n	%*	n	%*	n	%*	n	%*	
Sex									0.015
Male	106	36.1	58	19.8	73	24.9	56	19.1	
Female	125	27.9	92	20.5	155	34.6	76	17.0	
Educational background									0.000
Primary school n=102	10	10.5	9	9.5	27	28.4	49	51.6	
High school n=277	87	31.4	72	26.0	75	27.1	43	15.5	
University n=277	87	32.2	54	19.8	101	37.0	30	11.0	
Master/ doctorate n=94	49	46.0	15	16.0	25	26.6	8	8.5	
Economic status									0.000
Very good n=202	88	43.8	42	20.9	57	28.4	14	7.0	
Good n=375	121	32.4	85	22.7	103	27.5	65	17.4	
Moderate n=115	18	15.9	18	15.9	47	41.6	30	26.5	
Bad n=54	4	7.8	4	7.8	21	41.2	22	43.1	
Occupation									0.000
Student n=214	77	36.0	61	28.5	44	20.6	32	15.0	
Teacher n=189	68	36.0	36	19.0	70	37.0	15	7.9	
Faculty member n=59	36	61.0	4	6.8	14	23.7	5	8.5	
Housewife n=106	14	14.1	10	10.1	34	34.3	41	41.4	
Total	231	30.8	150	20.0	228	30.4	132	17.6	

* Row percentages are given.

DISCUSSION

Habit of reading books in our country is quite lower than Western countries. Low rates in great majority of the society were pointed out in research on individuals from every sector. When looked at the report carnet for reading habit of Turkey, it was seen that the rate of habit of reading books regularly was 0.1% and that 70% of young people did not read at all (2). The study published in 2001 by Istanbul Chamber of Commerce (ICOC) reported that 55.3% of educators, 55.2% of health professionals, and 31.8% of housewives had reading habit (5). When studies on habits of reading books of our educators were assessed, it was seen that 33.4% of the teachers read books regularly, 63.3% read book occasionally, and 3.3% read no books at all. In a study that assessed the faculty members of one of Turkey's greatest universities, it was seen that 21.9% of 1915 faculty members read no books other than academic

publications, 56.2% read 1-2 books, 17.5% read 3-5 books, and 4.5% read 6-10 books per month (6).

Studies on university students also pointed out that habit of reading books was low. One investigation showed that 26% of the students read books other than textbooks, and only 5% utilized their leisure time at libraries (7). Yet, a research on university students in the capital, Ankara, in 2003 identified that only two of 803 students read books at leisure times (8).

In the present study, as a result of assessment of people from diverse sectors in three different provinces, the rate of those reading books at leisure times was found to be just 23%. While 10.7% of the study group read no books at all, only 8.1% was heavily reading (≥ 21 books per year) reader type. Among all, 55.9% of lecturers, 50.8% of teachers, 44.9% of students, and 15.1% of housewives stated that they read 6-20 books a year. There was no significant difference between the provinces and it

was seen that the results of the present study were not different than other studies carried out in Turkey. It cannot be denied how important reading is in the development of societies and individuals, and moreover the role of the educators in providing this habit to be acquired in the society. However, the present research shows that habit of reading books was quite poor even in teachers, faculty members, and university students who would guide the society.

At periods of economic crisis, books are among the products given up most immediately. Of the families who decided to cut their budgets, 11.4% give up buying books and newspapers at first (5). Reducing the prizes of books, magazines, and newspapers could be thought to contribute to increasing reading habit in the society. However, given that only 9.1% in the present study stated that they could not read books for economic reasons, it should be considered that economic conditions are not of first priority, and should be considered to investigate and adjust other factors as reasons for not reading.

Television is one of the main reasons negatively affecting reading habits. Television creates a new lifestyle based on visuality that usually excludes reading and necessitates less thinking. According to a study by Child Foundation in September 2006, 95% of adult population merely watches television, and 5% reads books as well as watching television. Yet, 16.7% of our research group stated that they preferred watching television over reading books. One study on high school and university students in Istanbul indicated that the students read inadequately, and television was the reason for not reading (2).

Media can be accepted as a term used in the meaning of communication medium. Dispersion of events, facts, thoughts and views, entertainments, advertisements, and other information is through newspapers, magazines, television (TV), radio, billboards, movies, web pages on the internet, and such broadcast media. Although it is such a large medium, media was mainly defined as TV/radio + newspapers/magazines (60%). This means that, still people has to be trained on what media is, what are the main goals of the media patrons and how to protect themselves from the shots of the mass-media. People try to spend their increasing leisure times with entertainment. Young people and children in USA were demonstrated to spend averagely 3-5 hours a day encountering various media products like TV,

radio, video games, and internet (9). A study in Turkey in 2002, showed that mean age of starting watching TV was 2.7 ± 1.6 years, and 62% of children watched TV for at least 2 hours a day and 8.3% watched for more than 4 hours (10).

In Turkey, rate of reading magazines is given as 4%, reading newspapers as 22%, listening to radio as 24%, and watching television as 95% (3). Several investigations revealed that rate of reading newspapers among students was too low, 3% bought no newspapers at all, and 2% read no section in the newspaper. The present study found that 16.1% of the research group bought no newspapers, and 4.7% read no newspapers at all. Only 28.1% of the students and only 30.8% of the faculty members stated that they bought newspapers everyday. These numbers indicate that rate of habit of reading newspapers is quite low in our country. Insufficient knowledge of our people on media literacy is possibly because there are no planned and comprehensive studies on developing media literacy in our country. There should be projects to help children, young people and their parents become more aware of the impact of media not only their daily life but on their own self-esteem as well. Len Masterman defines "Media Education" as a serious and significant endeavor which empowers individuals, especially minorities, and strengthens society's democratic structures. Eighteen Basic Principles of Media Awareness Education prepared by Len Masterman is given in Table 6 (11). Recently, "Media Literacy Project" developed with a cooperation of Radio and Television Supreme Council (RTSC) and Ministry of National Education (MNE) seems to close an important gap in this issue. Within the frame of this project, it has been announced that, starting from 2009, elective "media literacy lessons" will be given to grades 6, 7, and 8 in all primary schools country-wide (12). We expect that such a project will both allow particularly children and young people who will generate the adults of tomorrow and the whole society utilize media follow-up consciously, and minimize the harmful effects of media. Especially with media literacy lessons, children will be prevented from encountering and adopting violence, and perceiving violence as a part of life. On the other hand the most important group to be trained should be the parents of the students and teachers as well as lecturers who would direct their children and/or students for reading and following-up media.

Computer and television stand as a rival to books and reading in the daily life. Although it involves a small group, the present study is important in terms of

emphasizing at how low levels reading habit and media follow-up are in our society, once more. To increase community reading habit, awareness should be started at the family basis. For this purpose, each family could make a media plan for the child, bring limitations to interactions with media, set up domestic rules, and prevent uncontrolled access by removing media organs such as radio, TV, video games, and

computer from the child's room. Certainly, above all, families can improve their children's reading habits and keep them away from television and computers by planning activities which would attract their attention such as; reading together, playing family games, night conversations, weekend sportive activities.

Table 6: Media Awareness Education: Eighteen Basic Principles

1. The central unifying concept of Media Education is that of representation. The media mediate. They do not reflect but re-present the world. The media, that is, are symbolic sign systems that must be decoded. Without this principle no media education is possible. From it, all else flows.
2. Media Education is a lifelong process. High student motivation, therefore, must become a primary objective.
3. Media Education aims to foster not simply critical intelligence, but critical autonomy.
4. Media Education is investigative. It does not seek to impose specific cultural or political values.
5. Media Education is topical and opportunistic. It seeks to illuminate the life-situations of learners. In doing so it may place the "here-and-now" in the context of wider historic and ideological issues.
6. Content, in Media Education, is a means to an end. That end is the development of transferable analytical tools rather than an alternative content.
7. The effectiveness of Media Education can be evaluated by just two criteria:
 - (a) the ability of students to apply their critical thinking to new situations, and
 - (b) the amount of commitment and motivation displayed by students.
8. Ideally, evaluation in Media Education means student self-evaluation, both formative and summative.
9. Indeed, Media Education attempts to change the relationship between teacher and taught by offering both objects for reflection and dialogue.
10. Media Education carries out its investigations via dialogue rather than just discussion.
11. Media Education is essentially active and participatory, fostering the development of more open and democratic pedagogies. It encourages students to take more responsibility for and control over their own learning, to engage in joint planning of the syllabus, and to take longer-term perspectives on their own learning.
12. Media Education is much more about new ways of working in the classroom than it is about the introduction of a new subject area.
13. Media Education involves collaborative learning. It is group focused. It assumes that individual learning is enhanced not through competition but through access to the insights and resources of the whole group.
14. Media Education consists of both practical criticism and critical practice. It affirms the primacy of cultural criticism over cultural reproduction.
15. Media Education is a holistic process. Ideally it means forging relationships with parents, media professionals and teacher-colleagues.
16. Media Education is committed to the principle of continuous change. It must develop in tandem with a continuously changing reality.
17. Underlying Media Education is a distinctive epistemology: Existing knowledge is not simply transmitted by teachers or "discovered" by students. It is not an end but a beginning. It is the subject of critical investigations and dialogue out of which new knowledge is actively created by students and teachers.

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