



A Comparative Review on Printed and E-book Reading Habits in High School Students*

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ABSTRACT

Humankind always has an effort to produce information and code (write) it in order to keep the information permanent. While information has been produced before the invention of computer was subjected to the process of reading on the basis of tactual materials (such as clay, rock, papyrus, and paper); whereas together with the spread of computers and internet, information has begun to be produced in the electronic environment and offered to readers in this environment. The purpose of this study was to investigate high school students' habit of reading printed and e-books comparatively within the context of certain variables. In line with this purpose, semi-structured interview technique which is among qualitative data collection techniques was used in the study. The target population of the study consisted of fourth-grade high school students having education in a city center of Central Anatolia in the 2019-2020 academic year. In this context, 51 students were included in the study survey. In order to collect the study data, face-to-face interviews were conducted with students using a semi-structured interview form that was developed by the researchers and the data acquired were recorded in both written and audial forms. At the end of the interviews, the data were analyzed via content analysis method, and various concepts and correlations were analyzed in line with the purpose of study. According to the results of the research, it was concluded that while most of high school students preferred to read from the printed book, they generally have a low-level book reading and also the readers.

Keywords: High school student, printed book, e-book, reading habit

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1. INTRODUCTION

The traditional reading or technology-based e-reading process, which takes place through printed materials, arises from the individual's need for self-knowledge, understanding and learning. Reading is a versatile learning tool that supports the cognitive and affective aspects of not only students in the education process, but also every individual in the communication cycle and should be preferred for a healthy interpersonal communication process (Sever, 1997). Since reading is a basic learning tool used to reach information, it is a basic skill area that should be supported in every step of the education-teaching process in general (Bullock, 1975; cited by Wellington & Osborne, 2001). Because reading is one of the most productive ways of learning that meets the lifelong learning needs of people. In order to realize an effective communication cycle between the author and the reader, the act of reading plays a decisive role in the process of perceiving the message produced orally or in writing, interpreting it in the mental world and giving feedback. Reading does not occur only through texts on printed materials. It is possible to talk about the existence of different reading styles today, where technology-based e-reading culture has become widespread. Moreover, literacy is not only limited to a communication process based on printed material, but has gained a new perspective with the forms of reading such as media, computer, multimedia, internet literacy, which are seen together with technological developments (Kellner, 2002; cited by Alver, 2005).

The possibilities offered by computer and internet technologies to people, the increasing prevalence of virtual world and electronic platforms; they have taken the production, transmission and sharing of knowledge to a new dimension. Electronic

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platforms designed to meet the reading needs of users with different expectations to access information; It offers a fast, easy and effective reading opportunity. However, these electronic information platforms are complex structures that require technological knowledge and skills. In e-reading environments with a technological infrastructure, it is important for the individual to constantly update their ability to access and produce information. Because, in order to access information and make transactions in electronic media, e-reading habit should be at the forefront along with having the culture of reading printed books. In this case, it can be said that the concept of "reading" is not just a fixed reception process performed on printed materials, but is included in a cycle of constant change as new systems emerge that meet the need to obtain and produce information about e-reading and writing (Leu, 2000; Sutherland-Smith, 2002). Recently, the traditional reading process has shifted from the effort of obtaining information through limited texts in the printed material; It has expanded to a different dimension that includes using the ability to receive and learn in an interactive environment through different texts at the same time (Selfe, 1999; cited by Pianfetti, 2001). This new reading experience has both affected the traditional reading process and brought the concept of "reading" to digital platforms. In the daily communication cycle, besides reading texts on printed materials and writing on printed materials; mobile phone, computer, e-reader etc. reads on technological devices and creates written messages through these device (Mazzoleni, 2012). In other words, it can be said that the concept of e-reading, in addition to the traditional reading concept, has evolved into electronic programs and digital platforms that provide high efficiency especially in the education-teaching process. Although these winds of change in the direction of e-reading are strong, it is difficult to judge that it can completely replace the printed/written natural material that is as old as human history and that the habit of reading printed books can turn into an e-reading habit in a short time.

1.1. Printed Book Reading Habit

According to the Turkish Language Association (TLA, 2011) habit; The state of being used to something is defined as habit, temper, ability, familiarity, procedure. Reading habit is the lifelong, stable and regular continuation of the reading behavior of individuals as a requirement of knowing and learning (Yılmaz, 2004). Reading is a conscious choice turned into behavior. Acquiring, maintaining and permanently transforming reading behavior into a habit is a process that requires serious discipline (Özdemir, 1983). According to Townsend (2002) the act of reading turned into a habit, emphasizing that the individual's self-confidence also reinforced and he emphasized that every stage of the education process is valuable in improving the reading skills of students at all levels. It is frequently mentioned in various studies that the foundations of reading interest and habits are laid in the family environment and that they are gained in the primary education period (Bekar, 2005; Ersoy, 2007; Gürcan, 1999; Hughes-Hassel etc., 2006; Keleş, 2006; Odabaş etc., 2008; Suna, 2006; Yılmaz, 2006). On the other hand, it is known that students who could not develop the reading culture, whose foundations were laid in the family, at the primary school level and who could not make reading skills a habit, exhibit similar behaviours at the high school level. The reader types are listed as follows according to the annual (progress and regular) reading rate of the American Library Association (ALA) which developed the most accepted measurement tool in the world for the classification of reading interest supported in the family environment during childhood and the level of reading habits gained in the primary education period:

1. The unreader type is someone who has not read a book in a year.
2. Low reader type: one who reads 1-5 books in a year.
3. Intermediate type: someone who reads 6-20 books in a year.
4. Advanced type reader: someone who reads 21 or more books in a year.

The habit of reading printed books; Parent education level, socio-economic environment, presence or absence of a library at home, reading/not reading books at home by parents, having/not having internet access at home, active/not having television at home, etc. may differ according to the variables. Dökmen (1994) lists some features that can be used in determining the habit of reading books as follows: (1) What types of publications does the reader read? (2) What genres, how often and how much does the reader read? (3) How much the reader can read in one sitting without a break? (4) What time of the year, month, week or day he prefers to read and what he likes to read? (5) How he obtains the books he reads (borrowing from the library, buying from the internet or bookstore, etc.), (6) Methods and strategies followed during reading, (7) Whether he performs different actions such as listening to music while reading a book. These features can be expanded to measure reading speed and reading comprehension skills to reach a wider reading table.

According to the "Turkey Reading Culture Survey" conducted by the Okuyay Platform (2019) with volunteer participants from all age groups, male and female: The rate of reading printed books in Turkey is 42.4%. In addition, it has been determined that 18.8% of the participants in the research have the potential to read, while the rate of those who have never read a book is 22.5%. In addition, when the similar research carried out by Okuyay Platform in 2008 is compared with the results of the research conducted in 2019: While the rate of those who read one or more books in the last three months was 30% in 2008, it was 64% in 2019 and this increase was found in women, men, all ages and professions. It was considered to include the participant from the group. When we look at the distribution of printed book reading rates, which changed between 2008 and 2019, among occupational groups: It was concluded that university graduates increased from 67% to 84%. from 21% to 39% for those living in rural areas; from 26% to 44% in workers; from 19% to 48% among housewives; from 38% to 73% for those living in metropolitan areas; According to the results of these two studies conducted by Okuyay Platform in 2008 and 2019, it

can be said that reading habits have increased significantly and the culture of reading printed books has become widespread among individuals of all ages and professions, male and female in just an 11-year period in Turkey.

1.2. E-Book Reading Habit

The rapid development of technology brings radical changes in social life; The habits of producing, storing, sharing and accessing information also keep up with this rapid change. Technological possibilities make it as easy as pressing a button to store libraries full of books in electronic environment and to access these books electronically. In this context, nowadays, people can easily access e-books (electronic books) thanks to technological products such as smart phones, tablets, computers and various e-book reading tools (Calibro Touch Lux, Amazon Kindle Paperwhite 2, Kobo Glo). E-reading has some conveniences compared to traditional printed book reading and can be preferred in this respect. It is easy to look up online dictionaries and browse other digital texts while reading digitally (Jung & Chih-Yen, 2010). Thanks to e-book reading, which is known as electronic reading, digital reading or screen reading, people can now take their libraries wherever they want. While reaching the printed book requires time and cost, reaching the e-book is more convenient in terms of time and cost. Despite this the production of printed books in the world is gradually decreasing. The reason for this decrease is the preference of e-books in terms of cost and easy access in the light of technological developments the unconscious destruction of forests due to the need for paper and the increase in the cost of paper day by day. Benoît Yvert, President of the French National Book Center, in his speech on October 20, 2007; He declared 2010 as the death year of the printed book and emphasized that the printed book will gradually decrease (Yvert, 2007). According to Güneş & Susar Kırmızı (2014) the act of reading printed books is gradually decreasing and is gradually being replaced by e-books.

Reading e-books enriches the mental aspect of today's young people, who are observed to be especially technologically advanced and offers options that can respond to their speed of comprehension and interpretation (Güneş, 2016; Jewitt, 2005; Dağtaş, 2013). During e-book reading; Conditions such as moving freely between the pages of the text, following different links on the text, enlarging the writing of the text with a command, coloring the pictures, animating the characters, adding music improve mental skills (Testart, Vaillant & Bettayeb, 2009). Lotta Larson (2010) from Kansas State University, found in a study that primary school students who read e-books develop their reading skills faster. According to Larson's other research, reading e-books motivates the reader more than reading printed books and positively supports the reader's interaction with the texts and the comprehension process (Larson, 2010; cited by Güneş & Susar Kırmızı, 2014). The fact that the printed book is weak compared to the e-book in terms of motivating the students to read is a thought-provoking subject that should be investigated on different groups. In other words, the studies of Larson and other scientists are limited and when these limitations are taken into account, their effects on printed and e-book reading processes, motivation to read and reading comprehension can be addressed on a new level with interdisciplinary studies.

When the literature on e-book reading habits is examined; It is understood that there are not many studies on e-book reading habits and most of the existing studies focus on teacher candidates. Some of these studies can be listed as follows: In the research titled (Ulu, 2017) metaphorical perceptions of teacher candidates regarding the concept of e-book, participants related to the keyword "e-book"; created metaphors in the categories of eye health, affordability, portability, information storage, virtual reading, multi-layered, information storage. In the master's thesis (Bal, 2015) named opinions of preservice teachers on e-book design and use, it was concluded that preservice teachers' views on e-books and its use were generally positive and that e-books could be useful in distance education environments. According to another research result titled examination of pre-service teachers' perceptions of e-books and interactive books through metaphor analysis (Özer & Yalın Kılıç, 2015); It has been the "easily portable" metaphor for e-books. In the same study, the metaphor of "addresses multiple senses" for the interactive book took the first place. According to the results of the study titled preferences of teachers to read from printed books and screens (Dağtaş, 2013); Most of the participants prefer to read from a printed book rather than e-reading. In addition, in the study titled evaluation of secondary school students' attitudes towards e-book reading (Susar Kırmızı & Güneş, 2015). It was found that 10th grade and 11th grade students developed positive attitudes towards reading e-books in their spare time and 11th grade students' attitudes towards e-book reading in 10 It was evaluated to be more positive than the first grade students. According to another study on the opinions of primary school 5th grade students on reading e-books (Öztürk & Can, 2013); Participants prefer to read story books the most, apart from the textbook and according to the participants, learning to read e-books ensures the permanence of the information. In addition, in the study titled e-book phenomenon and the situation in Turkey (Önder, 2010), it has been determined that e-books are mostly used in higher education and research libraries in Turkey and the industry that will produce and distribute e-books is not yet developed. Again, according to the study titled e-book and e-book publishing in the world (Önder, 2011), it was stated that e-book, production and distribution networks in the world are very developed.

Along with the opportunities of technology growing day by day, the choice to read e-books indicates an increasingly emerging trend. In this context, a study conducted by the Book Industry Study Group in the United States reveals that 47% of young readers read from the computer screen, 32% from Amazon Kindle (e-book), 21% from iPhone and iPod Touch, 9% from the mobile phone screen. A similar study has been conducted in France and it has been found that young people aged 15-24 spend 3.5 hours in front of the television or computer every day and allow only 10 minutes for a printed book (from BISG, cited by: Güneş, 2009).

It is known that publications such as books, newspapers and magazines, which used to be delivered to the reader in print, are now partially or completely printed in electronic media. In recent years, it has had a positive effect on the e-reading preference that e-book has become an alternative next to/replace the printed book for various reasons such as the increase in the paper, printing and labour costs and so on in Turkey. Also according to the "Turkish Reading Culture Research" carried out by the Okuyay Platform (2019), the ownership rate of e-book reading devices in Turkey has been 2%. According to the same research in Turkey, it is determined that the rate of reading from tablets, kindle (e-reading device), computers, mobile phones and other digital screens has been 42%. In addition to these, there is also a misconception that the habit of reading printed books is low in Turkey.

In this research, a comparative analysis will be made on the printed and e-book reading habits of high school students, who are called digital natives and referred to as Z generation; in addition, the printed and e-book reading preferences of high school students, their reading frequencies of printed or e-books, the rate of their reading printed or e-books, the kind of books they read as printed or e-book, their opinions upon the reasons for not being able to read printed or e-books will be examined. As a result of the research, a generalization intended for the literary individuals in the entire age and profession group will be sought after based on the sample of high school students. It is also known that only the printed book or only e-book reading habits of various literate groups have been studied in the literature. However, this research will fill a significant gap in the context of reading habits and culture in Turkey. The reason is that there is not much research on the examination and comparison of printed and e-book reading habits of high school students and there is also a lack of research on two different reading preferences for divergent occupational groups.

1.3. Purpose of the Research

This research aims to determine the views and opinions of high school students regarding e-book and printed book-reading habits.

1.4. Research Problem

What are the opinions and thoughts of high school students on the e-book and printed book reading habits? In this context, the questions that are expected to be answered as a result of the research are as follows:

1. What are the preferences of high school students in terms of printed and e-book reading tools?
2. How often do high school students read printed and e-books?
3. What are the print and e-book reading rates of high school students in a year?
4. What kind of books do high school students read most as printed and e-books?
5. What are the reasons for the inability of high school students regarding reading printed and e-books?

2. METHODOLOGY

This section of the research covers the model of the research, working group, data collection tool used in the study, data collection and data analysis are given.

2.1. Model of the Research

This research is in the screening model since it is intended to determine the views and opinions of high school students about e-book and printed book-reading habits. Karasar (2000) defines this model as depicting a situation that has occurred in the past or is still present.

This study uses the semi-structured interview technique, which is one of the qualitative data collection methods. Qualitative research considered an umbrella term is defined as the research in which a qualitative process is followed for realistically and holistic manifesting of perceptions and events in the natural environment (Yıldırım & Simsek, 1999). There are three types of information collection methods commonly used in qualitative research: The interview, observation and document analysis (Merriam, 2013; Yıldırım & Simsek, 1999). Interviews are also sub-categorized as structured, semi-structured and unstructured interview techniques. In semi-structured interviews, although the questions are prepared in advance, it is preferred by the researchers, since it allows the questions to be rearranged and discussed during the interview (Ekiz, 2017). On the other hand, it is also preferred, since it provides the opportunity to discuss the views of individuals on knowledge, emotions and attitudes through interviews. In this study, the semi-structured interview technique is used due to the flexibility it provides to researchers.

2.2. Working Group

The study uses the limited population that is also called the target population of the study in the literature (Arseven, 1993; Karasar, 1999). The working population is determined as being attainable. Research is also carried out on the working population and the results are generalized only to this limited population (Karasar, 1999). The working population of the

current research consists of high school fourth-grade students who are studying in a provincial centre in Central Anatolia in the 2019-2020 academic year. The students who form the working group are volunteer participants and randomly selected by using “easy-access situation sampling” which is one of the purposive sampling methods. While the purpose sampling method is preferred for in-depth research, easily accessible case sampling is preferred in terms of providing speed and convenience for the research (Yıldırım & Şimşek, 1999). Concerning these, the demographic characteristics of the working group are given in Table 1.

Table 1.

Demographic Characteristics of the Students of Working Group

Demographic Characteristics		f
Gender	Female	32
	Male	19
The Case of Possession of E-Book Reading Tool	Female	7
	Male	44
The Case of Availability of Library at Home	Female	50
	Male	1
The Case of Reading an E-Book from Its Beginning to the End	Female	25
	Male	26

As it can be understood from Table 1, the students who form the working population consist of 51 people, 32 of them are female and 19 of them are male. The number of participants who have reported that they have an electronic book reading tool is 7, yet, the number of those who do not have such a tool is 44. And, about having a bookshelf at home, almost all of the participants have stated that they have a library in their homes. According to this, while 50 people have a library in their home, only one person is seen as having no library. While having a library at home in terms of reading habits and consciousness is seen as a pleasing situation, it can be considered as a concern that a society, which is extremely fast and effective in adapting to many new technological tools such as mobile phones and tablet computers, does not respond similarly to the electronic version of the book. On the other hand, there is also a halfway situation regarding reading an e-book from its beginning to the end. 25 of the participants have stated that they read a book as an e-book from its beginning to its end, while the remaining 26 students have stated that they did not have such an experience.

2.3. Data Collection Tool

A semi-structured interview form developed by the researchers is used to collect the research data. So as to obtain in-depth information from participants, the preferred semi-structured interview form is developed for high school students as a result of a wide literature review. Depending on the relevant literature research, firstly, a question pool is created and then, a semi-structured interview form is formed. For the content validity of the form, opinions are taken from 7 faculty members, including 3 of them from the Department of Classroom Teaching, 2 of them from the Department of Turkish Education and 2 of them from the Department of Computer and Teaching Technology Education. The necessary corrections are made as a result of the feedback received from the experts. Finally, two trial interviews are conducted to check the clarity of the questions and the form is finally formed. In the preparation of the interview questions developed by the researchers, it is paid attention to the features such as the type and number of the study suitable for its purpose, open, understandable, unbiased, open-ended, descriptive and single-purpose questions (Karasar, 1999; Merriam, 2013). The interview form, developed within the framework of these criteria, contains questions about “preferences for reading books, how much the habit of reading books and printed books is in a year, the reasons for not being able to read enough e-books or printed books”.

The interviews are held face-to-face by the second author of the article. The necessary measures are taken to make the participants feel comfortable, safe and free and the necessary techniques and equipment are prepared in advance within the meeting place. In this way, it is intended to avoid problems that can be caused by both the participants and the place. Since they are conceptualized with different names such as “screen reading, reading from the screen, e-reading, electronic reading, digital reading, hyper-reading” at the beginning of the application process, explanations about e-reading as well as general descriptions concerning the purpose of the study and the method to be followed are also provided in order to avoid the confusion of meaning. During the interview which lasted approximately 20 to 30 minutes, the demographic information of the participants is obtained with short questions. The answers provided are recorded by the researcher with both of audio device and in writing. This is considered the most ideal method for interview-type research (Yıldırım & Şimşek, 1999). In addition, during the interview, the researcher has paid special attention not to be directive, not to move away from the objective and to give the participants an equal voice and time (Krueger & Casey, 2000; Yıldırım & Şimşek, 2005; cited by Yılmaz & Altinkurt, 2011).

2.4. Data Collection

Prior to the research, the necessary ethics committee approval is obtained from Kırıkkale University Social and Human Sciences Research Ethics Committee with the date of 09.06.2020 and session number 03. Before the data collection process, the required ethical principles are adhered to by providing the participants with the notification of the “Pre-Accession

Informed Volunteer Form". The interviews are conducted through online and simultaneously programs that allow face-to-face meetings. The answers provided are recorded by the researcher using both a voice recorder and note-taking techniques. This is accepted as the most ideal method in interview type research (Yıldırım & Şimşek, 1999). Then, the obtained records are analysed by two experts. After analysis, 28 pages of data are obtained. One of the most important features sought in scientific research is reliability. In this context, so as to ensure the reliability of the data, the records kept and the transcript of the record are reviewed by another expert and the two records obtained are compared. Then, the data is processed by making them thematised and the findings are interpreted with direct citation techniques. Within the framework of ethical principles, the identities of the participants are kept confidential, codes such as P1 (Participant 1), P2 (Participant 2) are provided and these codes are given with direct quotations.

In scientific search, validity and reliability are considered as the most important factor in determining the quality of the study. Lincoln and Guba (1985) stated that there are four ways to ensure validity and reliability in qualitative research. These are described by the concepts of credibility instead of internal validity, transportability instead of external validity, consistency instead of internal reliability and verifying instead of external reliability (cited by Yıldırım & Şimşek, 1999). In this context, what is provided to ensure the validity and reliability of the current research can be summarized briefly as follows: Data is analysed by three different experts in order to increase credibility (internal validity). The stages of the research process are detailed to participants to ensure availability (external validity). Data collection tools and analysis processes are explained in detail to increase consistency (internal reliability). For acknowledgment (external reliability), all data obtained during the study, interview documents and coding are recorded by researchers in the computer environment.

2.5. Analysis of Data

The content analysis method, which is frequently used in qualitative research, is used in the evaluation of the obtained data. According to Yıldırım and Şimşek (1999), the main objective of content analysis is to reach concepts and relationships that can explain the data collected. The process is also to combine similar data within the framework of specific concepts and themes and organize them so that the reader can understand. Accordingly, the data is analysed in four stages: 1. Coding the data, 2. Determining the themes of the coded data, 3. Editing the codes and themes, 4. Identification and interpretation of findings. In this study, the data coded and thematised are supplied with the frequency values. Besides, the opinions of students are directly conveyed by using the direct citation technique to both illustrate, explain and support the quantitative findings. As an ethical requirement, the identities of the participants are not specified with direct quotations and instead of names, they are shown as P1, P2 according to the order of the interview of participants.

3. FINDINGS

In this part of the study, the opinions of the high school students attending the study upon their print and e-book reading habits are reviewed in accordance with the pre-determined sub-problems and they are listed respectively. In this respect, firstly, the direction of the preferences of high school students regarding their reading habits is tried to be determined. The question posed in this context is in the forms that "Which do you prefer concerning reading? Explain with your justification?" According to these, the results obtained are given in Table 2.

Table 2.
Opinions of High School Students on Their Preferences For Reading Books

	Printed Book (f)	E-Book (f)
Girl	30	2
Boy	19	0
Total	49	2

When Table 2 is examined, almost all of the participants (n = 49) preferred printed books, while very few (n = 2) stated that they preferred e-books. In other words, it can be said that the majority of the participants prefer the printed book. In relation to this regard, some of the views of the participants are given below.

K2: I do not use electronic books on the grounds that they do not give the feeling of the printed book in any way.

K3: I do not use electronic books due to financial inadequacies.

K4: I like to underline it, put it in my library and go back and look at that book

K7: Touching and feeling the book gives me a different pleasure. I'm in favor of some things remaining unchanged.

The tradition of reading books is one of them.

K9: I don't mind reading e-books. I prefer to pick up the book and the feel its scent.

Within the scope of the research, the habits of high school students regarding the frequency of reading e-books and printed books were also compared. Investigated as the question posed in this direction was "How often do you read an e-book and a printed book?" The results obtained accordingly are given in Table 3.

Table 3.

High School Students' Views on Book Reading Skills

	Printed Book		E-Book	
	Girl (f)	Boy (f)	Girl (f)	Boy (f)
I read everyday	2	0	1	0
I read every few days	11	6	2	0
I read on weekends	4	2	0	1
Only on holidays	1	2	6	2
Before going to bed at night	4	1	0	1
Whenever possible	10	7	7	5
I never read	0	1	16	10
Total	32	19	32	19

When table 3 is examined, it is seen that the participants gave seven different answers. Accordingly, the majority of female students ($n = 11$) concentrated between every few days and options ($n = 10$) whenever they found the opportunity. Then the week I read at the end of the day and at night before going to bed ($n = 4$), I read regularly every day ($n = 2$), I only read on holidays ($n = 1$) shows the distribution. The situation is not much different for male students. The most intense distribution ($n = 7$) and I read every few days ($n = 6$) options. Then on weekends and only I read during holidays ($n = 2$), before going to bed at night and never read ($n = 1$). To sum up, printed frequency of reading books is very similar between male and female students. The reading frequency of the participants is once every few days or whenever possible.

The habits of students regarding e-book reading boredom are also seen to be close to each other. Accordingly, both girls ($n = 16$) and the majority of male ($n = 10$) students focused on the option of never reading. Then girls ($n = 7$) and men ($n = 5$) gave the answer whenever they had the opportunity. Again, some of the girls ($n = 6$) and boys ($n = 2$) were only on vacation. They stated that they read. There is an extremely limited number of female students ($n = 1$) who regularly read e-books every day, while male students not available. While there are female students ($n = 2$) who say they read every few days, there are no male students. Briefly, the girl and the options of male students about the frequency of reading e-books are seen as negative.

In this regard, some of his views on participation are given below.

K1: Actually, we should allocate special times to read books. But from homework and exams this is always possible it is not happening. I still try to read a certain amount before going to bed.

K3: Even if I don't have time, I take time to read before going to bed at night. So rested I feel myself.

K22: I especially need to evaluate this year, I am preparing for the exam and I have enough time to read a book. I cannot find.

K19: I would like to read more, but I cannot find time to study.

Another question to be answered within the scope of the research was to determine the reading rates of high school students in a year. The question posed in this direction is "How do you evaluate the habit of reading printed or e-books in a year?" has been. The results obtained accordingly are given in table 4.

Table 4.

High School Students' Views on the Rate of Reading Books in a Year

	Printed Book		E-Book	
	Girl (f)	Boy (f)	Girl (f)	Boy (f)
I read 21 or more books	3	3	0	0
I read 6-20 books	16	10	0	3
I read 1-5 books	13	5	12	7
I don't read any book	0	1	20	9
Total	32	19	32	19

The data on the rate of reading books in one year of high school students in the study are summarized in table 4. Accordingly, girl students read 6-20 printed books at most in a year ($n = 16$), while those who read 1-5 books ranked second in the distribution takes ($n = 13$). In the research, those who read 21 or more printed books in a year are represented with the lowest participation ($n = 3$). The pleasing result of the study is that there is no answer that no book is read in a year. Distribution in men is diverse. According to this, the majority of male students ($n = 10$) read 6-20 books in a year, the second most participation ($n = 5$) is seen among those who read 1-5 books. Those who read 21 books ($n = 3$) and no books those who stated that they did not read ($n = 1$) represent the options with the least participation.

In terms of e-book reading situations, the majority of female students ($n = 20$) stated that they have never read e-books. While the second highest share was collected among those who read 1-5 books ($n = 12$). On the other hand, options 6-20 and over 21 no one has commented on it. From the point of view of boys, the situation is much different from that of girls is not visible. Accordingly, the case of not reading any e-books in a year shows the option with the highest attendance ($n = 9$), while

the second the next preference is for those who read 1-5 books (n = 7). Unlike female students, male students read 6-20 books in a year expressed what they read (n = 3). There is no participation in terms of 21 and above reading status.

Examples of participant views are;

K36: I really like to read books, but I cannot read because of my lessons. This year I don't have time to prepare for the university exam.

K14: Thanks to our education system, we run out of time. In my remaining time, I have to rest because I am very tired.

K29: I can't find time when I'm preparing for the exam, but I know that I read enough when I have time.

In the research, it was also examined what kind of books high school students read through print and e-books. In this direction, we get the results obtained are given in table 5.

Table 5.

Options of High School Students on the Types of Books They Read Through Printed and E-Books

	Printed Book		E-Book	
	Girl (f)	Boy (f)	Girl (f)	Boy (f)
Art books, novel, story, poetry etc.	30	16	16	8
Culture books, essays etc.	2	3	6	2
Scientific books	0	0	0	4
Textbooks	0	0	10	5
Total	32	19	32	19

In the research, high school students were asked "Which kind of books do you read over e-books and printed books?" question was asked and the findings are summarized in table 5 comparatively. According to this, the majority of goose students (n = 30) published books they stated that they read literature/art books over the internet. Few of the participants (n = 2) read the culture books. They stated that they had read. The situation is similar in boys. Majority of attendees (n = 16) while they prefer literature/art books, very few (n = 3) read culture books. In the print book readings, the another similar factor among boys is that scientific books and textbooks are never read.

On the other hand, when the types in e-book reading are examined, the results are seen quite different. Accordingly, girls the options that they prefer over e-books are literature/art books (n = 16) and textbooks (n = 10). Partially, while (n = 6) culture books are preferred to be read, scientific books are not preferred at all. In boys, the most intense distribution is shown as literature/art books (n = 8), textbooks (n = 5), scientific books (n = 4) and culture books (n = 2). In the light of this information, the most preferred book type in both printed books and e-books categories appear as literature/art books. The e-book, which is not preferred as a reading tool, is the most preferred. The fact that it is used in reading textbooks stands out as an extremely interesting result.

In this regard, some of his views on participation are given below.

K12: Reading novels is fun.

K37: Since I read enough textbooks at school, the kind of books that will not tire me out in my spare time I prefer to read.

K8: Poem books are preferred because they are both short and interpret my feelings.

K25: We read the textbooks compulsorily, but whenever I find the opportunity, I read books that will increase my knowledge.

Finally, the participants were asked about the reasons for not being able to e-books or printed books. In this direction the question posed is "If you think you haven't read enough print or e-books, what are the reasons for that?" Accordingly, the data. Obtained are given in table 6.

Table 6.

Opinions of High School Students on the Reasons for Not Being Able to Read Printed and E-Books

	Printed Book			E-Book	
	Girl (f)	Boy (f)		Girl (f)	Boy (f)
I am getting tired	10	8	Doesn't give the feeling of a paper book	23	10
Book prices are high	10	5	Negatively affecting reading speed and comprehension	5	2
Chatting with friends is more attractive	6	1	E-book tools tire the eyes and mind	4	7
Computer and internet interest me more	5	4			
I prefer to watch TV	1	1			

In the study, the opinions of high school students on the reasons for not being able to read books are summarized in table 6 printed accordingly the two most important reasons for not being able to read materials are that girls feel tired (n = 10) and book prices are overestimated (n = 10). Then, chat (n = 6) and computer and internet were more interesting (n = 5). Attention the most striking finding is that the television is the least preferred (n = 1) option compared to the old one. Related grounds boys has similar features. Boys (n = 8) stated that they were tired the most and book prices were high (n = 5) gave the main reason. Then they said that computer and internet (n = 4) were more attractive with friends the reason for preferring to chat, watch television is very little (n = 1) accepted. Here for the girls an important point is that the reason for the boys to chat with friends is not very effective in affecting their reading, they are not determinative. In addition, tiredness was the reason why both girls and boys could not read a printed book. It is very remarkable that they justify the fact that they are expensive and find the book prices expensive. Similarly, the effect of television on the inability to read books is in terms of showing that it loses power in the face of new technology is notable.

The opinions of the participants on the reasons for not being able to read e-books were also categorized with three sub-items. Accordingly, the girls mostly (n = 23) gave the main reason that the paper book did not give the feeling it gave. Reading speed and while the negative effect of understanding (n = 5) is the second most important reason for the girls, the eyes and minds of e-book tools fatigue (n = 4) is another factor affecting participation. A similar pattern among boys situation exists. Inability to convey the feeling of the paper book is the most concentrated opinion of boys (n = 10) has been. Unlike female students, the opinion that e-book tools tire the eyes and mind was the second most expressed reason (n = 7). Finally, the negative impact power on speed and understanding remained the least (n = 2) repeated opinion on the part of the male participants. When the views of both groups are evaluated together, the point that the participants agree on as the reasons for not being able to read e-books is that the pleasure and feeling taken from paper books are not found in e-books. Also, thoughts such as negatively affecting the speed and comprehension tiring the eyes and the mind appear as other factors deterring reading the e-book.

Some of the participants' views on this subject are given below.

K13: I have trouble sparing time. If I am not sleepy, I try to read before I go to bed.

K26: It is not easy to access e-books (especially problems such as virus infection while downloading e-books), so I do not know how to access e-books in general. The normal books that we buy are also very expensive. I think it is so expensive that it prevents people from reading the book.

K45: The electronic book tires the eyes and emits radiation. And I can't really focus. I understand better what I read in the printed book.

K38: I need to stay away from electronic devices a little bit. Also, the printed book makes me feel the spirit of the book. The fact that it is in my hand and the smell of the page. These are important things.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

In this study, which examines the printed and e-book reading habits of high school students comparatively, the opinions, thoughts and situations are examined about the preference of high school 4th-grade students between printed and e-book reading, the frequency of reading printed and e-books, the rate of reading books in a year, the types of books which include readings of printed and e-books and the reasons for not being able to read printed and e-books.

When the opinions of high school students about their preferences in reading books are examined; while almost all of the participants prefer the printed book, very few of them state that they prefer the e-book. According to Çelik's (2015) study titled "Examination of students' e-book reading attitudes; most of the high school students prefer reading printed books instead of e-books. The most important reasons for the students who prefer printed books are to protect their eyes and want to touch the book. According to Hamer & McGrath's (2010) research on paper material and screen reading; students can adapt to the text on the screen more easily than the text on the paper; however, they can remember more from the text on a written paper. Moreover; 70% of the students say that they prefer the text written on printed paper. In this case; the fact that most high school students prefer printed books can be attributed to various factors. At the top of these factors; there may be an inability to acquire the habit of reading e-books and the belief that e-books impair eye health with hearsay information.

4.1. Printed Book

When the data on the frequency of reading printed books of high school students are studied; the frequency of reading printed books is very close among male and female students. The frequency of reading by participants takes place "every few days" or "when possible". In other words, it can be said that students' regular reading habits and reading frequency are low. As a matter of fact, in the study of Can, Türkyılmaz & Karadeniz (2010) titled reading habits of adolescent students, it is determined that 62.6% of the sample group rarely and occasionally read, in other words, their reading frequency was quite low. Similarly, the study titled "Turkish Reading Culture" by Okuma Kültürü Yaygınlaştırma Platformu (OKUYAY) supports the reading frequency result data obtained from the former research. According to the research in question, the reading frequency data for Turkey is as follows: "42% of those who read printed books are a group and one in ten people out of this group states that they have not read a book in the last 3 months. On the other hand, it has been determined that 8% of those who do not read printed books have read 1-2 books in the last 3 months. It is stated that 4% of the participants read more than 10 books

in the last 3 months and in this case, it is concluded that 2.7 books are read on average in 3 months in Turkey. This number goes up to 4.2 in the group of those who read printed books." This data which reveals the general course of reading habits is an indication that the reading culture among various professional groups and students in Turkey is not at a desirable level. The fact that the reading frequency of high school students who are in the cognitive and affective developmental age is low is a sensitive issue that should be considered.

When the data on the printed book-reading habits of high school students in a year and the literature are studied; It is observed that female students read at most 6-20 printed books in a year, while those who read 1-5 books take the second place in the distribution. In males, the distribution is diverse. The rate of those who read 21 or more printed books per year was the lowest among female and male students at the same level. According to the research of Can, Türkyılmaz & Karadeniz (2010) titled reading habits of adolescent students; When we look at the number of books read in a year, it is revealed that almost 60% of the sample group reads between 1-5 and 6-11 books. Also, according to Taşkesenlioğlu's (2013) research titled an analysis on the reading habits of secondary school students; To the question about the approximate number of books they read in a year, 38.3% of the students explain that they read between 1-5 books, while 47% of them state that they read 6-11 books. Based on these data; It is thought-provoking that almost 85% of high school students do not read even one book a month and that they are enlisted in the "low reader" class according to the reader types of the American Library Association (ALA, 1978).

When the data on what kind of books high school students read in print and the literature are examined; The vast majority of female students state that they read literature/art books over printed books. Few of the participants prefer cultural books. The situation is similar in men. According to Hopper (2005), students prefer reading genres such as fictional stories and novels. According to Taşkesenlioğlu's (2013) research titled an analysis on the reading habits of secondary school students; Almost half of the students stated that they prefer literary genres. Also, according to the MEB's (2007) study titled students' reading levels, when the types and rates of books that students prefer to read are studied; it is seen that 71.13% prefer novel-type books, 24.60% prefer fairy tale and story type books. According to Yalman, Özkan & Kutluca's (2013) descriptive research on the reading habits of education faculty students; the main type of genres that teacher candidates prefer to read are books written in the genre of adventure with 38.19%. Similarly, in the study of OKUYAY (2019), it is concluded that the participants' most preferred genres are fiction (novel, story, poetry) books along with general book types. These data indicate that society and especially high school students prefer literary/fictional books due to their being a mirror of life. The reasons for this preference can be seen through the psychological and demographic reality of the target audience. When the demographic changes are examined, the high school youth in adolescences' reasons for preferring love, art, adventure, psychological and action literary/fictional books can be explained through their psychological, physiological, social and cultural reality; in the context of perception, interests and needs.

When the data on the reasons for high school students' inability to read printed books and the literature are examined; The two most important reasons for female students are feeling tired and high the book prices. Also, chatting, using computer and surfing the internet are more interesting. According to Taşkesenlioğlu's (2013) research titled an analysis on the reading habits of secondary school students; 29.6% of the students see that the reasons for not reading enough books are the busy schedule and their course load taking all their time. Also, in the study of Yalman, Özkan and Kutluca (2013) teacher candidates state that the biggest factor that hinders reading books is course intensity with 52.72%. These data support the findings obtained as a result of this study. In addition, in Taşkesenlioğlu's (2013) research, the economic reasons considered as an obstacle to reading books are in the last place; by Sünbül, Çalışkan, Çintaş, Demirer, Yılmaz, Alan & Ceran (2010) according to the research titled book-reading habits of high school students in Konya, among the reasons for not being able to read printed books; There are factors such as watching television in the first place, studying for YGS in the second place and using a computer in the third place. Based on these data, the fact that most of the students complain about the intensity of their classes and that they cannot read books because they are tired as a result of this intensity indicates that the high school syllabus should be reviewed.

4.2. E-Book

When the data on the e-book reading frequency of high school students and the literature are examined; While there is a very limited number of female students reading e-books every day, male students are not reading e-books every day. According to the data obtained from Çelik's (2015) research titled examination of students' e-book reading attitudes; Although there are significant differences in reading attitudes of high school students according to the variability of e-book reading frequency according to grade level (in favor of 9th grade) and school types (in favor of Anatolian high school), the result of high school students' e-book reading frequency and attitudes is low, which is consistent with the research data. In addition, in a study conducted by Tveit & Mangen (2014) in Norway, the data that 44-64% of students do not see a difference between reading e-books and printed books do not overlap with the study data. Normally, these data do not match for different school types, grade levels and two different countries (Turkey-Norway). Because, e-book reading preference is low in our country regardless of school type and grade level. This situation can be explained according to the demographic, socio-economic and socio-cultural reality of high school students.

When the data on the e-book reading habits of high school students in a year and the literature are examined; While the majority of female students state that they have never read e-books, the second-highest level of reading e-books is got in those who read 1-5 books. However, no one has commented on the options 6-20 and over 21. According to Maden & Maden's (2016) research titled secondary school students' attitudes towards screen reading; There is a significant difference between the attitudes of the participants towards screen reading in favour of those who read a book in a year or more. Also, according to Sarıkaya's (2018) research "Is a printed book or an e-book? What do Turkish teacher candidates think?"; The data that the printed book is highly effective and the e-book is less effective in the participants' reading habits and reading preferences throughout the year supports the results of the research. The low e-book reading habit among high school students; shows the low reading habit of printed books. Because, as a result of the research, the fact that the frequency of reading printed books is 1-5 on average per month among high school students, that these students are included in the "low reader" class according to the reader types of the American Libraries Association (ALA, 1978) is a good indication to show why the e-book reading habit is so low.

When the data and literature on what kind of books high school students read as e-books are examined; The choice of male and female students over e-books is literature/art books and textbooks. In the light of this information, the most preferred book type in both printed books and e-book categories are literature/art books. The fact that the e-book, which is not preferred much as a reading tool, is mostly used for reading textbooks stands out as an extremely interesting result. This result of the research is supported by Öztürk & Can's (2013) research titled the views of 5th-grade primary school students on reading electronic books. According to the research of Öztürk and Can; When the students are asked about the e-books they read other than the textbook, the most; They report their reading preferences are in the form of stories, novels, fairy tales and poems. These data on the type of e-book reading (as in the printed book) of the society and especially high school students in general; their preference for literary/fictional books which is like a mirror reflecting the reality of life can be evaluated in the context of the psycho-social and demographic realities of high school students. When the demographic changes and adolescence psychology of high school students are examined; reasons for preferring love, art, adventure, psychological and action literary/fictional books; can be explained in the context of their psychological, physiological, social, cultural reality and perception, interests and needs.

When the data and literature on the reasons why high school students cannot read e-books; The most common reason for not reading e-books among female and male students; They imply the main reason as the fact that the e-book does not give the feeling of reading a printed book. According to Sarıkaya (2018); The preferences of Turkish teacher candidates not to read e-books are focused on two main reasons; 1. e-book harms eye health, 2. e-book is difficult to focus on while reading. In Öztürk & Can's (2013) research titled, primary school 5th-grade students' views on reading e-books, students; reports that it tires/harms the eyes. In addition, according to Loh & Reddy (2008), looking much at a computer or screen causes visual problems such as eye hurt, irritation, redness, dryness, double and blurred vision. In Celik's (2015) study examining students' e-book reading attitudes, the participants attribute they do not prefer reading e-books for two reasons; 1. not being able to reach the pleasure of touching the e-book as they touch the printed book, 2. the desire to protect eye health. These data support the findings obtained as a result of the research. The prominent reasons for not being able to read e-books, not enjoying the printed book and worries about eye health, are just a matter of habit. With the development of technology and therefore e-book reading tools, there are serious indications that these concerns will fade in a short time and reading may become completely digital in the future.

The act of reading, which is evaluated within the lifelong learning process, is a versatile learning process that must be made a habit, whether it is a printed book or an e-book. This process covers the period from primary school to university, where the individual's most intense learning takes place. In other words; the years when we are students are the most intense years of learning through the act of reading.

According to the results of this research, in which the views of high school students on their printed and e-book reading habits are comparatively examined; Regardless of the gender variable, nearly half of the female and male students participating in the study had a "moderate" reading habit of printed books, while the remaining half had a "low level"; On the other hand, it is understood that the same students have almost no e-book reading habits. An important issue in the research findings is; almost all of the students prefer to read the printed book. Based on the assumption that technology is used a lot and that especially high school students are intertwined with digital technology; The fact that e-book reading preference is very low among high school youth is a thought-provoking situation. On the other hand, it is determined that half of the high school students participating in the research read an e-book from beginning to end. However, it is understood that high school students do not have the habit of reading e-books regularly. According to another finding of the study; Literature/art books are the most preferred type of book in both printed books and e-book categories. The fact that the e-book, which is not preferred as a reading tool, is mostly used for reading textbooks stands out as an extremely interesting result.

4.3. Suggestions

Based on the results of the research, the following recommendations can be made:

1. To gain the habit of reading printed and e-books at the high school level, which is the last step before university; using popular and digital culture elements that appeal to the perceptions, interests and needs of young people; activities such as conscious reading, active reading, alternating reading, artistic reading, speed reading with understanding can be studied with groups throughout the education-teaching process.
2. E-book reading projects and activities for young people who are familiar with technology, the information age and digital culture; can be applied according to their perceptions, interests and needs, which they can easily access.
3. Studies can be carried out to increase the level of awareness to prevent negative thoughts such as eye strain, eye disorder about high school students reading printed books in general and electronic books in particular.
4. Researchers can make comparative studies on the variables; the effects of printed and e-books on learning, positive and negative aspects in terms of time and cost, etc.
5. Virtual libraries consisting of e-books can be established in some of the libraries where there are printed books in schools. Equipping the books in the virtual library with audio and video can increase the attraction.
6. Equipped with elements that make it easier to read texts, equipped with features to increase the preference for reading e-books (text voice, changing text font, in-text search, enlarging the font size, changing the background color, etc.), able to connect to the internet, having a game feature; Android, IOS, tablet, smartphone, computer compatible systems can be offered to the interest and use of young people.
7. Detailed research can be conducted throughout Turkey on the reasons why high school students do not read printed and e-books. According to the results of these studies; National and international award-winning e-book reading camps can be organized.
8. A wide-ranging e-reading portal for men and women of all ages and professions can be established and a culture of communication, interaction, sharing and cooperation can be created among readers through this portal.

Research and Publication Ethics Statement

This research is carried out within the scope of data obtained voluntarily from high school fourth-year students in Central Anatolia between the years 2019-2020. Data collection tools are aimed at analyzing student views and thoughts; In the data collection tool, there are no statements that will offend the participant or affect the individual negatively. This study is based on the oral presentation presented at the "OECD Studies Conference on Transformative Educational Studies" conference held between 19-21 March 2020 and has not been published in any other publication. In the process of obtaining the data and writing the article, the principles of publication ethics are taken into consideration.

Contribution Rates of Authors to the Article

Both authors contributed equally to the planning, implementation and writing of this article.

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Statement of Interest

There was no conflict of interest among the researchers in this study and the authors did not obtain any financial benefit.

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