

Reflection of Leisure Literacy on Reading Habits

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Abstract

The aim of this study is to determine the effect of university students' leisure literacy on their reading habits, and also to examine whether various variables differentiate the measurement tools. While 301 university students were included in the study, personal information form, leisure literacy scale and attitude towards reading habits scale were used in the data collection phase. Descriptive statistics, independent samples t test, one-way analysis of variance ANOVA, Tukey test, Pearson correlation test and regression analysis were used to determine the relationships between the groups. The findings indicate that the participants developed attitudes towards high leisure literacy and book reading habits. It was determined that the participants' gender, class and library adequacy parameters significantly differentiated their leisure literacy and attitudes towards book reading habits, but daily free time and whether they spent their free time efficiently or not did not differentiate the measurement tools. While there were generally moderate positive relationships between leisure literacy and book reading habits, it was observed that leisure literacy had a high effect of 31% on book reading habits. Based on the findings of the research, it is expected that by increasing the leisure literacy levels of individuals, the level of book reading that can be done in leisure time and the attitudes towards these levels will increase in parallel. The current findings supporting the related assumption are discussed by comparing them with different studies.

Keywords: Leisure Literacy, Reading, Habit

INTRODUCTION

Today, literacy is considered in many different ways. Among these, there are elements such as general literacy, leisure literacy, media literacy, digital literacy (Uzun et al., 2021). However, when the concept of literacy is taken as a basis, it is generally considered as the ability to read and write a text. This basic skill is an important skill that raises the living standards of individuals as a process of making sense of the world, becoming aware of it, accumulating knowledge and gaining experience. In this respect, developing literacy skills provides important opportunities to increase contact with the world and to recognize the environment in which they live.

Leisure literacy is a description of individuals' basic, actional and functional initiatives in leisure time (Arslan, 2018). In this direction, the individual should be aware of his/her free time, make functional evaluations in this direction and show the ability to take action (Ünlü & Çeviker 2022). The ongoing leisure literacy process in this direction can direct the activities that individuals want to do or participate in their leisure time.

While reading habits include activities that individuals can perform in unrelated free time periods, it may be possible to make efficient use of free time in this direction. While utilizing leisure time with reading activities can contribute to the intellectual infrastructure of individuals, filling leisure time with activities that contribute to the development of the individual can bring positive feedback to the development of individuals (Küçük & Ceylan 2022).

With the reading habit acquired during free time, students are exposed to complex vocabulary by reading various books, magazines and newspapers, and reading becomes an important opportunity to learn new words. Despite the importance of reading for vocabulary development, little is known about the reading for pleasure habits of today's youth (Nippold, Duthie, & Larsen, 2005)

In the evaluation processes of leisure time, the place of literacy in the lives of individuals is considered as a special area that needs to be examined within this framework (Ayyıldız Durhan, 2023). At this point, it is important to address the related special field in terms of university students and to determine whether they

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evaluate the time left from school in terms of reading habits. At the same time, in the current study initiative, which emerged with the assumption that the level of literacy for leisure has a positive effect on reading habits, it is aimed to determine the effect of university students' leisure literacy on their reading habits, and at the same time to examine the differentiation of measurement tools by various variables.

METHOD

The study is a survey study prepared with quantitative method. The study group consists of 301 participants who are university students in Ankara. Data were collected by face-to-face survey method. In addition to the demographic data form, "Leisure Literacy Scale" and "Positive Thinking Skills Scale" were collected.

Leisure Literacy Scale

The scale developed by Arslan (2018) was used to collect the data. The measurement tool consists of 3 sub-dimensions and 21 questions: basic leisure literacy, functional leisure literacy and action leisure literacy. In this study, the internal reliability coefficient for the leisure literacy scale was found to be ,81. The measurement tool is 5-point Likert type and there are no negative items in the scale. The lowest score that can be obtained from the scale is 21 and the highest score is 105.

Attitude Scale on Reading Habit

In the measurement tool developed by Gmleksiz (2014), 38 of the items reflect positive and 25 reflect negative attitudes and thoughts. Items with positive statements were scored as 5, 4, 3, 2, 2, 1 starting from "Strongly Agree", while items with negative statements were scored as 1, 2, 3, 4, 5 in the reverse direction. The measurement tool consists of 6 sub-dimensions. In this 30-item attitude scale, the highest score is 150 and the lowest score is 30. The highest score was 150 (282) and the lowest score was 58 (179). In this study, the internal consistency coefficient for attitude towards reading habits was determined as ,71.

Data Analysis

As a result of the analyzes, parametric tests were applied since the data were found to be normally distributed. Descriptive statistics, independent samples t test, one-way variance analysis ANOVA, Tukey test were used to determine the relationships between groups. Pearson correlation analysis was used to determine the relationship between measurement tools and regression analysis was used to determine the effect of measurement tools on each other. The percentage and frequency table of the study group in the research is given in Table 1.

Table 1. Percentage and frequency distributions for the participants

N=(301)			
	Variable	f	%
Gender	Male	179	59,5
	Female	122	40,5
Class	1.	47	15,6
	2.	106	35,2
	3.	80	26,6
	4.	68	22,6
Daily leisure time	2 hours and below	27	9,0
	3	51	16,9
	4	67	22,3
	5	77	25,6
	6	37	12,3
	7 hours and above	42	14,0
Library sufficiency	Yes	206	68,4
	No	95	31,6
Leisure productivity	Yes	242	80,4
	No	59	19,6

In the data group, in which the participants are generally male and 2nd grade students, the majority of the participants are individuals who think that they use their free time efficiently, who usually have 5 hours of free time per day, and who think that the library they access is sufficient.

FINDINGS

Table 2. Arithmetic mean, standard deviation and kurtosis-skewness values between measurement tools

	N=(301)					
	Min.	Max.	\bar{X}	sd	Skewness	Kurtosis
Leisure Literacy	1,86	4,95	3,84	0,44	-,638	1,857
Basic Leisure Literacy	1,10	5,00	4,11	0,66	-1,052	2,431
Functional Leisure Literacy	2,63	5,00	3,45	0,38	,903	1,956
Actional Leisure Literacy	1,00	5,00	3,95	0,97	-,679	-,535
Reading Habit	2,37	5,00	4,14	0,53	-1,124	1,381
Love	2,00	5,00	4,21	0,71	-1,209	,976
Habit	1,75	5,00	4,22	0,70	-1,054	1,006
Necessity	2,25	5,00	3,55	0,51	,010	,396
Want	1,33	5,00	4,16	0,73	-,992	1,037
Effect	1,50	5,00	4,07	0,63	-,611	,588
Benefit	1,75	5,00	4,37	0,63	-1,366	2,742

It was determined that the leisure literacy and reading habits of the participants were quite high. It was determined that basic leisure literacy had the highest mean score, while functional leisure literacy had the lowest mean score. In terms of reading habits, the habit sub-dimension obtained the highest sub-dimension score and the necessity sub-dimension obtained the lowest sub-dimension score. It is observed that the kurtosis skewness values of the obtained data indicate that the data are normally distributed. Therefore, the data will be tested with parametric tests in the rest of the study.

Table 3. Independent samples t test results between measurement tools and gender variable

	Gender	n	N=(301)		t	p
			\bar{X}	sd		
Leisure Literacy	Male	179	3,79	0,42	-2,103	0,036*
	Female	122	3,90	0,45		
Basic Leisure Literacy	Male	179	4,03	0,63	-2,516	0,012*
	Female	122	4,23	0,69		
Functional Leisure Literacy	Male	179	3,45	0,39	0,109	0,913
	Female	122	3,45	0,36		
Actional Leisure Literacy	Male	179	3,90	0,98	-1,090	0,277
	Female	122	4,03	0,97		
Reading Habit	Male	179	4,08	0,52	-2,532	0,012*
	Female	122	4,24	0,53		
Love	Male	179	4,16	0,71	-1,513	0,117
	Female	122	4,29	0,71		
Habit	Male	179	4,17	0,69	-1,513	0,131
	Female	122	4,29	0,70		
Necessity	Male	179	3,47	0,48	-3,261	0,00*
	Female	122	3,67	0,54		
Want	Male	179	4,07	0,74	-2,607	0,010*
	Female	122	4,29	0,70		
Effect	Male	179	4,00	0,62	-2,332	0,020*
	Female	122	4,18	0,64		
Benefit	Male	179	4,31	0,65	-1,915	0,056
	Female	122	4,46	0,60		

p<0,05*

Looking at the findings of Table 3, which examines whether the participants' leisure literacy and book reading habits differ according to the class variable; it is observed that there is a significant difference in the class variable only in the effect sub-dimension. The findings obtained resulted in the intra-group difference between the 1st, 2nd and 4th grades as 1st graders exhibited the highest reading attitudes and reading attitudes decreased as the grade increased.

It was determined that the measurement tools did not differ significantly according to daily leisure time, which was one of the other variables in the study. However, in both leisure literacy and reading, those who have an average daily leisure time duration are higher, so optimal leisure time duration is considered as an important leisure time duration at this point. At the same time, it is observed that the measurement tools do not differ significantly according to the participants' leisure time efficiency, which is another variable.

Table 4. Independent sample t test results between measurement tools and library sufficiency variable

	Library sufficiency	n	N=(301)		t	p																																																																																																											
			\bar{X}	sd																																																																																																													
Leisure Literacy	Yes	206	3,82	0,46	-0,903	0,353																																																																																																											
	No	95	3,87	0,38			Basic Leisure Literacy	Yes	206	4,11	0,67	-0,059	0,953	No	95	4,11	0,63	Functional Leisure Literacy	Yes	206	3,44	0,39	-0,722	0,471	No	95	3,48	0,34	Actional Leisure Literacy	Yes	206	3,87	0,96	-2,068	0,039*	No	95	4,12	0,98	Reading Habit	Yes	206	4,11	0,56	-1,817	0,070	No	95	4,23	0,45	Love	Yes	206	4,17	0,77	-1,513	0,164	No	95	4,30	0,56	Habit	Yes	206	4,16	0,74	-2,286	0,023*	No	95	4,36	0,58	Necessity	Yes	206	3,53	0,51	-0,793	0,428	No	95	3,58	0,52	Want	Yes	206	4,12	0,77	-1,234	0,218	No	95	4,24	0,63	Effect	Yes	206	4,03	0,62	-1,542	0,124	No	95	4,16	0,65	Benefit	Yes	206	4,34	0,64	-1,420	0,157	No
Basic Leisure Literacy	Yes	206	4,11	0,67	-0,059	0,953																																																																																																											
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p<0,05*

University students' leisure literacy and book reading habits reveal a significant difference in terms of whether the libraries they use are effective or not. In this direction, contrary to what is expected, it can be said that the participants who do not find the libraries of the participants to be adequate in the sub-dimension of actional leisure literacy and want have higher averages.

Table 5. Correlation test findings between measurement tools

Leisure Literacy	1										
BasicLeisureLiteracy	,884**	1									
FunctionalLeisureLiteracy	,562**	,244**	1								
ActionalLeisureLiteracy	,577**	,281**	,182**	1							
Reading Habit	,236**	,186**	,069	,255**	1						
Love	,167**	,148*	,029	,162**	,872**	1					
Habit	,135*	,088	,029	,198**	,844**	,813**	1				
Necessity	,158*	,162**	,054	,079	,528**	,414	,355**	1			
Want	,280**	,222**	,099	,280**	,838**	,720**	,683**	,342**	1		
Effect	,239**	,173****	,082	,280**	,736****	,458**	,448**	,376**	,579**	1	
Benefit	,196**	,138*	,066	,052	,238**	,861**	,588**	,625**	,310**	,702**	1

p<0,05*; p<0,01**

Table 5, which determines the relationship between the participants' leisure literacy status and their attitudes towards their reading habits, shows that the participants' book reading habits have a significant positive relationship with leisure literacy, usually at a moderate level.

Table 6. Multiple Regression analysis results between measurement tools

	B	Std.Error	β	t	p	Zero- order r	Partial r
(Constant)	2,986	,213		14,006	,000		
Love	-,019	,065	-,031	-,296	,768	,167	-,017
Habit	-,066	,064	-,105	-1,034	,302	,135	-,060
Necessity	,060	,054	,069	1,109	,268	,158	,065
Want	,180	,055	,300	3,271	,001*	,280	,187
Effect	,085	,057	,122	1,494	,136	,239	,087
Benefit	-,021	,064	-,030	-,329	,743	,196	-,019
R=0,314	R2= 0,099						
F(5,374)=0,000	p<0,000						

Dependent variable: Leisure literacy

DISCUSSION AND CONCLUSION

The findings of the study conducted to determine the effect of leisure literacy on book reading habits of university students indicate that the participants developed high leisure literacy and attitudes towards book reading habits. It was determined that the participants' gender, class and library adequacy parameters significantly differentiated their leisure literacy and attitudes towards book reading habits, but daily free time and whether they spent their free time efficiently or not did not differentiate the measurement tools. While there were generally moderate positive relationships between leisure literacy and book reading habits, it was observed that leisure literacy had a high effect of 31% on book reading habits. Based on the findings of the research, it is expected that by increasing the leisure literacy levels of individuals, the level of book reading that can be done in leisure and the attitudes towards these levels will increase in parallel. The current findings supporting the related assumption are discussed by comparing them with different studies.

Based on the data of the current sample group, in which reading habits were determined to be high, it is a finding supported by the literature that a high reading habit is a positive finding. Reading habit can guide and influence one's life, making it an interesting and enjoyable activity (Ambrose, 2012; Davenport & Beck, 2001; Edwards, 2002; Mohr, 2001; Reuben, 2004; Robinson, Gill & Warren, 2000; Tran, 2007; Warrilow, 2020; Wilson, 2000). Reading habit can guide and influence one's life, making it an interesting and important activity (Lefley, 2001). Reading becomes a habit, and as a result, it can guide and influence one's life in a positive way (Muller, 2006). Reading habit can guide and influence one's life positively, making it a valuable and enjoyable activity (Huang, Li & Ding, 2012). While the development of reading habits can contribute positively to individuals' living standards, good reading habits also positively impact academic performance and self-discovery in students (Owusu-Acheaw, 2014). Therefore, it is very important to design different interesting activities to increase reading habits and to encourage students to increase their reading habits. In order for the habits to be sustainable, it is extremely important that reading activities are supported by educational institutions and social norms.

Similar to the current study, a study conducted in Turkey showed that Turkey's reading habits are lower than developed countries (Odabaş, Odabaş & Polat, 2008). The idea that "students' reading habits are influenced by their reading attitudes, environment, and the types of reading materials they prefer in various countries" (Rosli et al., 2018).

The findings of the study that the participants' leisure literacy is at a high level similar to their book reading habits are also supported by the literature (Aksu et al., 2023; Cengiz and Satılmış, 2020; Çetinkaya and Ayhan, 2023). Contrary to the research finding that women have higher leisure literacy and various studies supporting this finding (Ayyıldız Durhan, 2020; Ayyıldız Durhan and Kurtipek, 2022), studies stating that men exhibit higher leisure literacy (Sukys, Tilindienė and Trinkuniene, 2021) are also included in the literature. Another study found that higher leisure literacy in university students who volunteer in sports organizations leads to more active leisure exercise levels, with men showing more active leisure exercise levels (Ayyıldız Durhan, 2020). Therefore, it can be said that leisure literacy has positive effects on various parameters of individuals.

Considering the current findings that leisure literacy predicts book reading habits at a rate of 31%, it means that individuals gaining knowledge and awareness about the use of leisure means that they can do more productive

leisure activities such as reading books. From this point of view, library competencies are expected to contribute to this effect, but as the current finding indicates, libraries can be considered as secondary information access points in today's world where access to information is provided more easily through electronic devices. Based on the findings, the fact that book reading habits are not in direct interaction with libraries can be explained in this respect.

Based on the findings of the research, it is expected that by increasing the leisure literacy levels of individuals, the level of book reading that can be done in leisure and attitudes towards these levels will increase in parallel. The current findings supporting the related assumption are also supported by different studies. Suggestions regarding the findings obtained within the scope of the study are given below.

- ✓ Based on the research findings, it is recommended to plan trainings on leisure literacies starting from the basic education level
- ✓ Activities should be organized to encourage and increase the reading tendencies of university students.
- ✓ Reading activities should be increased in the context of campus recreation
- ✓ Online reading processes should be supported by increasing access to electronic databases
- ✓ Leisure literacy and book reading habits should be elucidated through detailed studies with different variables, different geographies and different sample groups.

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