DETERMINATION OF TOURISM GUIDING STUDENTS' ATTITUDES TOWARD READING HABIT

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Abstract

Personal reading habits increase the occupational and intellectual level. There are some jobs such as tourism guiding that contains multidisciplinary education and needs really seriously reading during leisure times. But it is known that, reading habit as a cultural attitude in Turkey is on the average lower than those being exercised in developed countries. The main step to gain reading habit is to develop positive attitude towards reading. With this study, it was aimed to determine the reading habit, opinions and attitudes of the tourism guiding students of Tourism Faculty at Balikesir University towards reading. "The Attitude Scale towards Reading Habit (α= 0.79)" which contains 30 statements (21 positive-9 negative) and developed by Gömleksiz (2004), completed as instrument to gather data. According to the results of the study, the reading frequency of students in general was found to be low and a meaningful difference has been found in the sub-dimensions of fondness of reading, having the habit of reading, desire for reading and usefulness of reading according to the variable of gender.

Keywords: Reading Habit, Reading Book, Occupational/Intellectual Progress and Tourism Guiding Students.

Introduction

The habit of reading is defined by Doğanay (2001) as the persons' performing the reading on a regular basis and the life-long continuous based as a result of the perception of the reading as a source of pleasure and individual requirement and named by Mohamed et al. (2012) as cornerstone of success. It contributes to development of skills such as problem solving, critical thinking, acquiring cognitive competence/skill and play important role in the development of academic and intellectual prowess (Mohamed et al., 2012, Ilgar and Ilgar, 2012; Knulst and Kraaykamp, 1998; Deekle 1995). Moreover the personnel progress gained by reading habits, it is critical for achieving occupational level, as well. Ogunrombi and Adio (1995), states that the aim of the reading habits changes according to the socio-economic-cultural structures and they sort the aims the reading; to get relax, get pleasure and evaluate the free time, to get information and sophisticated in general, to increase the occupational/professional level. There are some jobs in which the long life reading habits is identified as critical hardware building block for occupational success and this blocking is adopted from the educational level. Accordingly, it might be expected that tourism guiding students would constitute group with relatively high reading habits during the education time before starting the job, as a tourist

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guide is responsible for progressing himself from archeology to geography in order to be an information source and for tourist. Pond (1993), states that a tourist guide should increase his/her quality in order to gain prestige. In this context out of the education time tourism guiding students should read seriously in order to increase their occupational and intellectual level. As the reading has increasingly been the object of empirical and theoretical investigations (Karim and Hassan, 2007), students at academic level have been the center of the researches nowadays. So this study, will evaluate the reading habits of tourism guiding students.

Literature Review

Upon reviewing the related literature, it is seen that the reading ability has not been on the desired level from the primary education to the university degree (Odabas and et. al. 2008; Yılmaz and et. al., 2009; Yılmaz and et. al., 2009; Kuş and Türkyılmaz, 2010; Arı and Demir, 2013). Whereas the tourism guiding students should read books (history, archeology, art history and mythology, etc.) in order to contribute to the professional and personal development, as the reading is an acquisition necessary for realising life-long learning. Accordingly, it might be expected that tourism guiding students would constitute group with relatively high reading habits. If the definition of tourist guide is looked, this point would be understood better. According to the World Federation Tourist Guide Associations a tourist guide is "a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area in which the person normally possesses an area-specific qualification, usually issued and/or recognized by the appropriate authority" (WFTGA, 2003). International Association of Tour Managers and the European Federation of Tourist Guide Associations (EFTGA) defines that a tourist guide is a person who "guide groups or individual visitors from abroad or from the home country around the monuments, sites and museums of a city or region; to interpret in an inspiring and entertaining manner, in the language of the visitor's choice, the cultural and natural heritage and environment" (Ap and Wong, 2001: 551). Federation of Turkish Tourist Guide Associations defines a professional tourist guide is the person who will introduce the country in the best way to the local and foreign tourists, will help them during their tour, will give them the right information and who has the authority document which was given by the Culture and the Tourism Ministry (TUREB, 2006: 246). Although various definitions of a tourist guide exist, key areas of a tourist guide's job description include environmental interpretation in an inspiring and entertaining manner, operation in a clearly defined cultural/geographical area, and specialized linguistic knowledge (Ap and Wong, 2001: 551; Huang and et. al., 2010: 4). Especially for specialized linguistic knowledge, the reading habits between the tourist guide students should be adopted actively. While researches on reading habits of students (Deekle, 1995; Ogunrombi and Adio, 1995; Sanacore, 2000; Doiron, 2003; Asraf and Ahmad, 2003; Abeyrathna and Zainab, 2004; Gömleksiz, 2004; Filiz, 2004; Karim and Hasan, 2007; Odabas and et. al. 2008; Yılmaz and et. al., 2009; Yılmaz, 2009; Demir, 2009; Kuş and Türkyılmaz, 2010; Ülper, 2011; Mohamed and et. al., 2012; Ilgar and Ilgar, 2012; Uusen and Müürsepp, 2012) have been an interesting topic for many years, reading habits of tourism guiding students were never taken into consideration. From this point, the purpose of this study is to determine attitudes of tourism guiding students towards the reading habit and significant difference between these attitudes and socio-demograghic variables and certain variables. This study attempts to find the answer to these questions:

1. What is the reading habit of the tourism guiding students?

(a) How much time do tourism guiding student spend on reading? (b) What is the aim of their reading? (c) What type of reading material do they read? (d) How does their academic program affect their reading habit? (e) What are the obstacles for readings? (f) How do they use the library?

2. What is the students' attitude towards reading?

Methodology

The main purpose of this study is to investigate the reading habit, opinions and attitudes of the tourism guiding students of Tourism Faculty at Balikesir University. In addition

it has been tried to determine whether there is a significant differences between students' demographic characteristics and reading habit. In order to accomplish these purposes, a study has been conducted on tourism guiding students with using questionnaire technique in January and February 2014. Tourism guiding students of the School of Tourism and Hotel Management at the University of Balikesir were the target population of this study. Ethical permission for the study was obtained from the dean of the faculty before data were collected. A total of 230 questionnaires were distributed and 174 valid questionnaires (75,6%) were analyzed in this study.

A structured questionnaire was designed primarily to obtain information on reading habit, opinions and attitudes of the tourism guiding students. The questionnaire was composed of the following three parts: (1) *socio-demographic questions,* including gender, age, class, whether the students choosed tourist guiding as an occupation willingly, satisfaction level of the students with choosing the tourist guiding as an occupation, (2) *questions about reading book and use library,* which contains 10 questions (reading frequency, amount of time spent reading books per day, the purpose(s) of reading books, subject of interest, the adequacy of the reading book, the adequacy of the reading habit for the profession, the effect of the field of study on reading habit, reasons that prevent reading books, the frequency of going to the libraries, and the purpose(s) of using libraries), (3) *"The Attitude Scale towards Reading Habit"* which contains 30 items (21 positive-9 negative) and developed by Gömleksiz (2004). "The Attitude Scale towards Reading Habit" was also used in the studies which conducted by Arslan and et. al. (2009), Demir (2009), Bozpolat (2010) and Mete (2012). Items on attitudes relating to reading habit were in a 5-point scale format ("1": strongly disagree to "5": strongly agree). The information used in the main study was collected from 174 tourism guiding students in face-to face interviews. The outcomes of this survey were statistically analysed using SPSS software forWindows 16.0. The software generated descriptive statistics relating to socio-demographics and questions about reading book and use library and data were expressed as both means and standard deviations and percentages. Factor Analysis by the Varimax rotation procedure with Kaiser Normalization was used discover and identify dimensions (factors). Mann-Whitney U test and Kruskal-Wallis test were used to assess statistical significance. In all analyses, the usual significance level was 5%. The Cronbach's alpha coefficient for the items was 0,79, suggesting that the items have relatively high internal consistency.

Findings

The findings part includes the analysis of participants' socio-demographic characteristics and reading habit. When the socio-demographic distribution of students participating in this study is analyzed it has been seen that 54% of participants are males, 46% of participants are female. It can be seen that 64% of the students participating in this study are between the ages of 17-19, 76% are between 20-22 years and 34% are 23 years and over the age of 23. 35,6% of participants are in first class student, 23% are in second class student, 16,7% are in third class student and 24,7% are in fourth class student. More than half of the students (63,8%) chose their department willingly. 32,2% indicated that they chose their department partially willingly and 4% indicated that they chose their department reluctantly. 4% participants indicated that they are not satisfied from chosen department, 7,5% are less satisfied, 17,2% are undecided, 47,1% are satisfied and 24,1% are very satisfied.

Table 1. Students' answers to questions about reading book and use library.

	n	*%*		*n*	*%*
Reading frequency			*The adequacy of the reading habit for the profession*		
Ever	25	14,4	Yes	10	5,7
A book or less every 2 months	68	39,1	No	146	83,9
One book per month	47	27	Partially	18	10,3
Two books or more per month	34	19,5	*The effect of the field of study on reading habit*		
Amount of Time Spent Reading Books Per Day			Supports	127	73
Ever	39	22,4	Prevents	3	1,7
Less than an hour	60	34,5	There are no effect	44	25,2
1-2 hours	63	36,2	*Reasons that prevent reading books**		
3-4 hours	12	6,9	Economic	15	8,6
The purpose(s) of reading books*			Cultural	5	2,9
Lessons	35	20,1	Education	16	9,2
Resting	29	16,7	Work intensity	43	24,7
Escape from reality	11	6,3	Unconcern	50	28,7
Enjoyment	59	33,9	Internet addiction	52	29,9
Personal development	61	35,1	Travel and entertainment	45	25,9
Information	57	32,8	*The frequency of going to the libraries*		
Recreation	43	24,7	Everyday	4	2,3
Subject of interest*			Once in a few days	6	3,4
Literature (novels, short stories, poems)	81	46,6	Once a week	12	6,9
Current books on various topics (economics, politics, education, etc.)	51	29,3	More rarely	96	55,2
The books which contributes to the professional development (history, archeology, mythology, etc.)	65	37,4	Ever	56	32,2
Scientific books	31	17,8	*The purpose(s) of using libraries**		
The adequacy of the reading book?			Study lesson	46	26,4
Yes	26	14,9	Do research	59	33,9
No	109	62,6	Borrow book	48	27,6
Partially	39	22,4	Use computer or internet	9	5,2

*More than one option are marked.

Table 1 shows students' answers to questions about reading book and use library. The majority of the students (39,1%) read a book or less every 2 months. 36,2% of participants spend 1-2 hours on reading per day. Personal development remains the key factor for reading (35,1%) followed by enjoyment (33,8%) and information seeking (32,8%). The subject interest among students is mostly to read about Literature (46,6%) followed by the books which contributes to the professional development (history, archeology, mythology, etc.) (37,4%) and current books on various topics (economics, politics, education, etc.) (29,3%). 62,6 % of the participants state that they don't read enough books. 83,9% of the students think that their reading habit is not enough for their profession and 73% of the students think that their field of study in university supports their reading habit. Internet addiction is the main reason for preventing the students from reading book (29,9%) followed by unconcern (28,7%), travel and entertainment (25,9%) and work intensity (24,7%). The majority of the students (55,2%) go to the libraries more rarely and 32,2% of the students state that they never go to the libraries. Do research (33,9%) is the main reason for using libraries, followed by borrow book (27,6%) and study lesson (26,4%).

Collected data were factor-analysed in order to delineate the underlying dimensions of the attitude scale towards reading habit. Based on Kaiser's (1974) suggestion, only factors with an eigenvalue greater than 1 were accepted, and only items with factor loadings and commonalities greater 0.4 were included in the final factor structure (Lee and et.al., 2008). In the factor analysis, reliability alpha within each domain was computed to confirm the factor's internal consistency. Table 2 presents the results of factor analysis for the attitude scale towards reading habit. The result of Bartlett's Test of Sphericity was found p significance value ,000 (p≤0,005) and this value points out high correlation values between the variables. Kaiser-Meyer-

Olkin (KMO) value is 0,935. This value occurred sufficient for applied factor analysis. Factor loadings to be large enough are important for practical significance of factor analysis (Altunışık et al., 2004: 282-283). Six factors were identified through the principal component factor analysis of the 30 statements toward reading habit. Eigenvalues of all five factors were higher than 1 with relatively high reliability alpha coefficients ranging from 0,73 to 0,84. The delineated factors were labelled as follows: 1) *"fondness of reading"* (45 % of variance and eigenvalue= 13,501); 2) *"having the habit of reading"* (10,43 % of variance and eigenvalue= 3,13); 3) *"necessity of reading"* (4,18 % of variance and eigenvalue= 1,25); 4) *"desire for reading"* (3,85 % of variance and eigenvalue= 1,15); 5) *"effect of reading"* (3,66 % of variance and eigenvalue= 1,10) and 6) *"usefulness of reading"* (3,24 % of variance and eigenvalue= 1,06). Combined, these six factors explained 70,36 % of the variance.

Kolmogorov-Smirnov (KS) test was conducted to evaluate the normality assumption of the data. Despite numerous suggested methods, Kolmogorov-Smirnov (KS) test is, by far, the most popular continuous goodness-of-fit test used in practice. It has several desirable properties, including asymptotic consistency against any fixed alternative, good power against a shift in the median of the distribution, and the avalibility of simple procedures to compute its *p*-value (Eiger and et.al. 2014). Analysis of the data using the Kolmogorov-Smirnov test shows that the *p*-value is less than ,05 (p= ,000 ≤ 0,05) and the normality assumption is rejected. It means that the distribution is not normal. Since the *p*-value is ,000 and the distribution is not normal, nonparametric statistics (Mann-Whitney U Test and Kruskal-Wallis test) were used.

Variables associated with gender of respondents and reading habit factors were analysed using analysis of Mann-Whitney U test. Two independent groups are compared using the Mann-Whitney U test. Table 3 presents the results of Mann-Whitney U Test.

According to the results of the Mann-Whitney U test (for two tailed *p* value ≤ 0,05) there were statistically significant between gender and fondness of reading (Z = -2,844 and *p* value = ,004 ≤ 0,05), having the habit of reading (Z = -2,424 and *p* value = ,015 ≤ 0,05), desire for reading (Z = -4,596 and *p* value = ,000 ≤ 0,05) and usefulness of reading (Z = -2,558 and *p* value = ,011 ≤ 0,05). In the sub-dimensions of fondness of reading (Male *MR*= 97,44; female *MR*= 75,82) and having the habit of reading (Male *MR* = 95,87; female *MR* = 77,67) were considered more important by male students than female students. Also, desire for reading (Female *MR* = 106,39; male *MR* = 71,43) and usefulness of reading (Female *MR* = 97,99; male *MR* = 78,57) were considered more important by female students than male students.

Table 2. The Reading Habit Scale's Factor Analysis Results

Sub-dimensions of Reading Habit	Factor loadings	Communalities	Means (Comp.)	S.D.
1) Fondness of reading	*(Eigenvalue= 13,501, Variance= 45, Cronbach's Alpha= 0,74)*			
I think that reading book is boring.	.835	.790	2,00	1,16
I hate reading books.	.781	.775	1,66	1,03
I do not like to read books.	.745	.596	2,13	1,40
I love to read foreign classic series.	.611	.603	3,39	1,19
I love to read, when I have some spare time.	.561	.597	3,60	1,27
I love to read Turkish classic series.	.485	.503	3,34	1,26
I do not like to read because I can not read well.	.453	.440	1,61	0,95
TOTAL			2,53	1,18
2) Having the habit of reading	*(Eigenvalue= 3,13, Variance= 10,43, Cronbach's Alpha= 0,73)*			
Reading imparts the habit of fast thinking.	.835	.792	4,31	0,94
I do not have the habit of reading.	.816	.744	2,48	1,43
I do not ever read the book.	.773	.711	1,89	1,23
I'm not reading a book randomly, I'm picky about books.	.664	.742	3,90	1,21
TOTAL			3,14	1,20
3) Necessity of reading	*(Eigenvalue= 1,25, Variance=4,18, Cronbach's Alpha= 0,81)*			
I believe that the importance of reading is not being understood	.949	.933	3,97	3,32

enough.

I find that it is not necessary to read newspaper.	.906	.839	1,75	1,08
Reading books are unnecessary for me.	.766	.786	1,59	0,95
I find that it is necessary to read books.	.549	.645	4,09	1,02
TOTAL			2,85	1,59

4) Desire for reading	*(Eigenvalue= 1,15, Variance= 3,85, Cronbach's Alpha= 0,79)*			
I want to have my own library.	.578	.615	3,89	1,26
I believe that I will become a good reader.	.468	.540	3,63	1,18
Reading clubs should be created and activeted.	.370	.475	3,50	1,17
TOTAL			3,67	1,20

5) Effect of reading	*(Eigenvalue= 1,10, Variance= 3,66, Cronbach's Alpha= 0,84)*			
Reading would make people to understand the people and the world.	.805	.809	4,19	1,07
Reading different kinds of boks affects our outlook on life.	.794	.806	4,25	0,96
I believe that reading skills have a positive impact on success through the exam.	.630	.613	4,26	1,06
I believe that the domain of newspapers is very large.	.477	.548	3,72	1,22
TOTAL			4,10	1,07

6) Usefulness of reading	*(Eigenvalue= 1,06, Variance= 3,24, Cronbach's Alpha= 0,83)*			
Reading improves analysis, synthesis and interpretation skills.	.835	.836	4,27	1,00
Reading makes it ease to express feelings.	.831	.779	4,31	0,95
Reading enhances our dream world.	.821	.801	4,19	1,04
Reading opens the doors of the world we do not know.	.819	.830	4,20	1,03
Reading creates a versatile thinking skills.	.810	.773	4,29	1,00
Through reading we can establish a connection between past and present.	.756	.737	4,13	1,01
I believe that reading can improve our vision.	.686	.781	4,22	1,00
Reading makes it ease to express feelings.	.676	.681	4,22	1,05
TOTAL			4,22	2,02

5-point Likert-type scales were used and given the following corresponding values: strongly disagree (1) – strongly agree (5).

Table 3. The Result of Mann-Whitney U Test

Sub-dimensions of Reading Habit	n	Gender	Mean Rank (MR)	Z	Asymp. Sig. (p)
Factor 1: Fondness of reading	94	Male	97,44	-2,844	**,004**
	80	Female	75,82		
Factor 2: Having the habit of reading	94	Male	95,87	-2,424	**,015**
	80	Female	77,67		
Factor 3: Necessity of reading	94	Male	82,58	-1,426	,154
	80	Female	93,28		
Factor 4: Desire for reading	94	Male	71,43	-4,596	**,000**
	80	Female	106,39		
Factor 5: Effect of reading	94	Male	82,05	-1,562	,118
	80	Female	93,91		
Factor 6: Usefulness of reading	94	Male	78,57	-2,558	**,011**
	80	Female	97,99		

Variables associated with socio-demographic characteristics (age, class, the situation of willingness in selecting tourism guiding departmant, the level of vocational satisfaction, reading frequency, amount of time spent reading books per day, the purpose(s) of reading books, subject of interest, the adequacy of the reading book, the adequacy of the reading habit for the profession, the effect of the field of study on reading habit, reasons that prevent reading books, the frequency of going to the libraries, and the purpose(s) of using libraries) of

respondents and sub-dimensions of reading habit were analysed using Kruskal-Wallis test. More than two independent groups are compared using Kruskal-Wallis test. Table 4 presents the results of Kruskal-Wallis test. According to the results of Kruskal-Wallis test (for two tailed p value ≤ 0,05) there were not statistically significant between age, class, the situation of willingness in selecting tourism guiding departmant, the level of vocational satisfaction, the purpose(s) of reading books, subject of interest, the effect of the field of study on reading habit, reasons that prevent reading books, the frequency of going to the libraries, and the purpose(s) of using libraries and sub-dimensions of reading habit. According to the results of Kruskal-Wallis test (for two tailed p value ≤ 0,05) there were statistically significant between reading frequency, amount of time spent reading books per day, the adequacy of the reading book, the adequacy of the reading habit for the profession and some sub-dimensions of reading habit. According to the results of Kruskal-Wallis test there were statistically significant between reading frequency and fondness of reading (χ^2= 18,602 and p value = ,000 ≤ 0,05), having the habit of reading (χ^2= 38,549 and p value = ,000 ≤ 0,05), desire for reading (χ^2= 35,547 and p value = ,000 ≤ 0,05) and the usefulness of reading (χ^2= 18,889 and p value = ,000 ≤ 0,05). There were statistically significant between amount of time spent reading books per day and fondness of reading (χ^2= 20,305 and p value = ,000 ≤ 0,05), having the habit of reading (χ^2= 42,344 and p value = ,000 ≤ 0,05), desire for reading (χ^2= 39,735 and p value = ,000 ≤ 0,05) and usefulness of reading (χ^2= 16,284 and p value = ,001 ≤ 0,05). There were statistically significant between the adequacy of the reading book and fondness of reading (χ^2= 6,789 and p value = ,034 ≤ 0,05) and having the habit of reading (χ^2= 24,801 and p value = ,000 ≤ 0,05). There were statistically significant between the adequacy of the reading habit for the profession and desire for reading (χ^2= 22,841 and p value = ,000 ≤ 0,05), usefulness of reading (χ^2= 26,158 and p value = ,000 ≤ 0,05) and effect of reading (χ^2= 20,072 and p value = ,000 ≤ 0,05).

Table 4. The Result of Kruskal-Wallis Test

Sub-dimensions of Reading Habit	n	Reading Frequency	Mean Rank (MR)	χ^2	Asymp. Sig. (p)
Fondness of reading	25	Ever	113,24	18,602	,000
	68	A book or less every 2 months	95,29		
	47	One book per month	81,88		
	34	Two books or more per month	60,76		
Having the habit of reading	25	Ever	124,28	38,549	,000
	68	A book or less every 2 months	99,90		
	47	One book per month	75,78		
	34	Two books or more per month	51,87		
Desire for reading	25	Ever	46,86	35,547	,000
	68	A book or less every 2 months	78,15		
	47	One book per month	99,46		
	34	Two books or more per month	119,56		
Usefulness of reading	25	Ever	62,94	18,889	,000
	68	A book or less every 2 months	79,18		
	47	One book per month	92,56		
	34	Two books or more per month	115,19		

Sub-dimensions of Reading Habit	n	Amount of Time Spent Reading Books Per Day	Mean Rank (MR)	χ^2	Asymp. Sig. (p)
Fondness of reading	39	Ever	106,00	20,305	,000
	60	Less than an hour	98,80		
	63	1-2 hours	71,87		
	12	3-4 hours	52,96		
Having the habit of reading	39	Ever	120,91	42,344	,000
	60	Less than an hour	98,68		
	63	1-2 hours	61,79		
	12	3-4 hours	57,96		
Desire for reading	39	Ever	51,58	39,735	,000
	60	Less than an hour	81,18		
	63	1-2 hours	107,90		
	12	3-4 hours	128,75		
Usefulness of reading	39	Ever	65,23	16,284	,001
	60	Less than an hour	83,02		

Sub-dimensions of Reading Habit	n	The adequacy of the reading book	Mean Rank (MR)	χ^2	Asymp. Sig. (p)
	63	1-2 hours	100,02		
	12	3-4 hours	116,54		
Fondness of reading	26	Yes	73,75		
	109	No	95,11	6,789	,034
	39	Partially	75,38		
Having the habit of reading	26	Yes	60,81		
	109	No	101,85	24,801	,000
	39	Partially	65,18		

Sub-dimensions of Reading Habit	n	The adequacy of the reading habit for the profession	Mean Rank (MR)	χ^2	Asymp. Sig. (p)
Desire for reading	146	Yes	95,05		
	10	No	29,45	22,841	,000
	18	Partially	58,53		
Usefulness of reading	146	Yes	95,88		
	10	No	34,25	26,158	,000
	18	Partially	49,11		
Effect of reading	146	Yes	94,84		
	10	No	40,70	20,072	,000
	18	Partially	53,97		

Results and Discussions

As a result of the research which was held to determine attitudes of tourism guiding students towards the reading habit, significant results to be considered were obtained. More than half of the students are males and between the ages of 17-19. One important result of the study was that more than half of the students chose tourism guiding department willingly and most of the students satisfied with choosing the tourist guiding as an occupation. The reading frequency of students in general was found to be low. It was found out that the students have relatively low levels of reading and furthermore, students do not read regularly. Also the students indicated that their reading habit is not enough both for them and for their profession. Upon reviewing the related literature, it has been founded on the researches that reading ability has not been on the desired level as well (Odabas and et. al. 2008; Yılmaz and et. al., 2009; Yılmaz and et. al., 2009; Kuş and Türkyılmaz, 2010; Arı and Demir, 2013). It has been found that personal development is the main purpose of reading of students. On the other hand it has been observed that most of the students read literature especially novels, short stories and poems. Whereas the students should read books (example history, archeology, art history and mythology, etc.) which contributes to the professional and personal development. It has been observed that internet adiction, unconcern, travel and entertainment and work intensity negatively affects the time allocated for reading. Internet addiction has been found that it is the main reason for preventing the students from reading book as it affects their reading habits. This result supports the result of the research which conducted by Aksaçlıoğlu and Yılmaz (2007); Kuş and Türkyılmaz, (2010); Arı ve Demir, (2013). It has also been observed that the habit of using libraries is poor and use of the library is not related to the students' reading habits. Libraries are mostly used just for research.

As a result of the factor analysis for the attitude scale towards reading habit, six sub-dimensions of reading habit have been identified. This result supports the result of the Gömleksiz' (2004) study. Six sub-dimensions have been named as Gömleksiz' (2004) study. Among the six sub-dimensions fondness of reading explained 45 % of variance. It has been observed that means of usefulness of reading and effect of reading are higher than the other sub-dimensions. A meaningful difference has been found in the sub-dimensions of fondness of reading, having the habit of reading, desire for reading and usefulness of reading according to the variable of gender. This result supports the result of the research which conducted by Demir (2009). In sub-dimensions of fondness of reading and having the habit of reading, a meaningful result has been obtained in favor of female students. According to the results of the study it was determined that female students love reading books more than the male students. It was also determined that having the habit of reading are more in female students than the male students. This result supports the result of the research which conducted by Gömleksiz (2004); Odabas

and et. al. (2008); Demir (2009); Arslan and et. al. (2009); Batur and et. al., (2010); Bozpolat (2010); Mete (2012); Arı ve Demir, (2013). In sub-dimensions of desire for reading and usefulness of reading, a meaningful result has been obtained in favor of male students. It was seen that male students adopted the desire for reading and usefulness of reading more than the female students. No statistically significant differences were found in the sub-dimensions of necessity of reading and effect of reading in favor of gender.

A meaningful difference has been found in the sub-dimensions of fondness of reading, having the habit of reading, desire for reading and usefulness of reading, according to the variables of reading frequency and amount of time spent reading books per day. According to the results, the level of importance of fondness of reading and having the habit of reading is increasing when reading frequency and amount of time spent reading books per day are decreasing. On the other hand the level of importance of desire for reading and usefulness of reading is increasing when reading frequency and amount of time spent reading books per day are increasing. In sub-dimensions of fondness of reading and having the habit of reading, a meaningful result has been obtained in favor of students who indicated that their reading habit is not enough. In sub-dimensions of desire for reading, usefulness of reading and effect of reading, a meaningful result has been obtained in favor of students who indicated that their reading habit is not enough for their profession.

If the findings are taken into the care, some advices could be made to direct the tourism guiding students towards reading. From the first class of the graduate aducation, students' library use habits should be developed actively. For this offer education leaders should be role models for students for active reading and students should be directed to the habit of reading books out of the school textbooks, through personal/ vocational development, history, archeology etc. At the beginning of the trainin term, a reading list should be preapered, delivered to the students and chat days on the finished books should be organized. The reading habits should be supported with related film and documentary material. As the pattern of reading has changed by the time with the technology based progressions. A source site based web special to the tourism guide students could be activated. This social media as the students use mostly such as facebook etc. could be used as a tool for directing the tourism guide students through reading with shared despatches.

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