

Examination of Prospective Teachers' Reading Habits and Speaking Self-Efficacies

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Abstract

This study was conducted to determine the relationship between the reading habits and speaking self-efficacies of prospective teachers. Correlational survey method, which is one of the quantitative research models, was adopted for the study. A total of 114 prospective teachers attending the first grade of Classroom Teaching and Pre-school Education undergraduate programs of Alanya Alaaddin Keykubat University's Faculty of Education during 2018-2019 Academic Year's spring semester formed the target population of the study. Since the whole of target population was possible to reach, sampling was not applied. "Attitude Scale for Reading Habit" and "Scale for Speaking Self-Efficacy" developed respectively by Gömleksiz (2004) and Katrancı and Melanlıoğlu (2013) were used as data collection tools for the study. For the analysis of the data, Mann-Whitney U Test, which is one of the non-parametric tests, was used in two groups and Kruskal-Wallis H Test was used in more than two groups. Also, Spearman Correlation test was applied to determine the relationship between the reading habits and self-efficacies of prospective teachers. It was found that their attitudes towards the reading habits significantly differ according to their gender and reading frequencies, but not to their branches and library visiting frequencies. Moreover, it was concluded that the prospective teachers' speaking self-efficacies do not significantly differ according to their genders, branches, library visiting frequencies, and reading frequencies.

Keywords: Prospective Teacher, Reading Habit, Speaking Self-Efficacy

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Introduction

In the 21st century, it is clearly obvious that reading is the prerequisite of reaching, obtaining, and using and sharing the information. In our world, where science and technology improve with an incredible speed, reading now became an obligation to follow and adapt to the developments, far from being a hobby (Arslan, Çelik, & Çelik, 2009). The fact that the information has incrementally multiplied increased the significance of reading, which is one of the most important means of acquiring that multiplied information, and made it difficult to give up (Konan, 2013). Every day, thousands of articles are being written on various subjects and together with the development of communication technologies, they are quickly presented to the readers via newspapers, magazines, books, and etc. (Arslan, Çelik, & Çelik, 2009). Reading has become obligatory for the individuals to be aware and make a sense out of the complexifying and constantly renewing information, ideas, and innovations. (Tel, Öcalan, Ramazanoğlu, & Demirel, 2007).

Reading is an important criterion of being modern. It is only possible with people engrained in reading consciousness to become a society made of modern, creative, having a liberal and constructive thinking, productive, and critical individuals. Because the society's adaptation to developments and changes is only possible by rendering a reading consciousness (Bircan & Tekin, 1986; as cited in Kurulgan & Çekerol, 2008). The healthiest way to increase information consumption and follow the innovations is bringing a regular and continuous reading habit to the individuals who make up the society (Özbay, Bağcı, & Uyar, 2008). Reading habit can be learned, but it is hard to gain (Semerci, 2002). It is a difficult process to gain, improve, and transform the reading activity into a habit (Özdemir, 1983 as cited in Kurulgan & Çekerol, 2008). In fact, the reading culture is a vital process that the individuals have to gain and improve with sensible and conscious efforts beginning from the moment they were born (Baki & Gökçe, 2020). The venture of reading which begin in pre-school years is a life-long developmental process (Huang, Capps, Blaclock, & Garza, 2014).

The most permanent and significant factor in promoting reading is transforming it into a habit (Yalman, Özkan, & Başaran, 2015). The regular sustainment of the reading activity by the individuals through all periods of their lives relates to the reading habit (Odabaş, Odabaş, & Polat, 2008). The path to achieve the targeted objective in reading is subject to being nested with books in a regular, planned, and constant way and transforming reading into a habit (Deniz, 2015). Besides, making the individuals believe the necessity of reading and its contribution to them will also help transforming reading into a habit (Yıldız, Ceran, & Sevmez, 2015). According to Erdağı-Toksun (2019), the reading habit is that the individual constantly reads, enjoys it, knows how to read for a purpose and develops it for a lifetime. In other words, reading habit is the activity of reading continuously and regularly through the lifetime; making it a way of life in a critical and scrutinizing way (Konan, 2013). Shortly, reading habit means that the individuals constantly and regularly reflect reading to each period of their life. Reading habit is

that, after the individual learns how to read, the desire to perform this activity with pleasure automatizes and transforms into a behavior (Şentürk & Gökçer, 2019).

It is known that reading is a habit that should be developed beginning from the childhood years (Karasu-Avcı & Faiz, 2019). The most important role in bringing in this habit belongs to childhood and youth years, when personality development is encountered and first experiences are obtained (Temizkan, 2009). Pre-school years is a period when a human being is prepared to read by various factors. The children who learn by observing the environment with their emotions of curiosity and discovery, interact with books in this period. It is important to enable the children to interact with books and build an interest in them during this period (Erdağı-Toksun, 2019). The fact that individuals meet books during the first years of their childhood, affects the whole of their future lives (Tanju, 2010). For this reason, rendering the individuals to interact and communicate with quality books beginning from their early childhood and accordingly, contributing to the formation of their reading culture by bringing in sympathy, interest, and habit of reading should be provided (İnce-Samur, 2016). Reading habit is a skill that the students have to gain basically on their school desks. Unless they could obtain this habit during the school age, it is exceedingly difficult to do it in adulthood years (Şahin, 2012). It is important for the reading habit to be gained in early ages to make it permanent in the following years (Odabaş et al., 2008). The earlier children meet the books, the easier reading turns into a habit for them (Erdağı-Toksun, 2019).

It is possible to mention many factors that renders reading a habit. In this process, the importance of the family and then the school and social environment in which the individual is involved is of great importance for the individual to gain the skill of reading in a healthy way and turn it into a habit (Akbaba, 2017). Family, teachers, friend groups, and environment are important factors to bring in reading habits to the individual during basic education years. The reading habit begins in the family and keeps improving with the effect of teachers and environment during the school years. Home environment is the first place where the children are promoted with reading habit. As the children observe the books and their family members reading them at home, they will think that reading is also a part of the life and have an interest and liking for reading (Erdağı-Toksun, 2019). The role of the parents in bringing in reading habits is extremely important. Father and mother have to be guides and pioneers for the children to gain reading habits and turn it into a pleasure, yet more a lifestyle (Tanju, 2010). Although children's reading habits and familiarity with books begin with the father and mother in the family, teachers/instructors play an extremely important role for sustaining, developing, and empowering such a habit (Yağcı, 2007). In the acquisition of both the reading habit and the reading culture, teacher is the key element, or in other words, the strongest model in education process (Yılmaz, 2007). Being the most important elements of the education system, teachers encourage the students to read by new and creative methods and enable them to be a good reader for the lifetime (Stanfield, 2002; as cited in Özdemir, Özdemir, & Kaya, 2015). In order to properly guide their students to gain reading

habits, the teachers have to recognize the books that are convenient to their students' levels, follow the related publications, have a positive attitude to reading, and be provided with reading habits. In other words, teachers' bringing in reading habits for their student is subject to themselves having such a habit before everything else (Bozpolat, 2010). Great duty and responsibility fall upon the teachers in making the individuals love reading and turn it into a habit. It is understood that reading habit is not only about the individuals and family, school; and environment also affect bringing in this habit (Deniz, 2015).

It is a known reality that reading has a lot of individual and social benefits for the human being. Besides its personal benefits such as mentally improving themselves, adding richness to their lives, and changing their point of views; reading also has an advantage for the individuals to become a part of the social life by establishing better relationships and to fulfill their responsibilities as a citizen of the country they live in (Korkmaz, 2008). Reading ability is an important skill that enables the children to proceed in all developmental realms, primarily in cognitive and linguistic development (Tanju, 2010). Having information comes first among the benefits that reading brings in for individuals. Together with this, abilities such as expressing oneself orally and in writing, easily establishing communication, clearly observing the incidents and situations, and easily understanding and interpreting what is meant and what is behind the scenes are important acquisitions that will be achieved by reading habit (Durukan & Arslan, 2018). Reading both improves vocabulary and enables the individuals to approach the events in a multi-directional way and develop creative solutions (Palani, 2012). Reading is an important means that raises the individuals' ability to use the language, think deeper, and by so, make better decisions (Odabaş et al., 2008). Reading habit has an important place in language education. Reading habit is also key to the successes in other linguistic areas. It is a necessity to be a good reader to speak and right better. Because the reading habit enhances the views and thought horizons of individuals in a way to affect their successes in other linguistic skills (Koçyiğit, 1990). For this reason, the vocabulary and thinking skills of the children who acquire reading habits in the early period increase, and accordingly, their creative intelligence, listening, and speaking abilities improve (Tanju, 2010).

Speaking, which is a means for understanding and affiliation, has lost none of its importance in stating the thoughts and emotions since the emerge of humanity (Akkaya, 2012). Human beings have to speak to organize their social relationships, getting a good place in society, make themselves accepted in their environment, or sometimes, just to express themselves better (Ceran, 2012). Speaking is the first action that people use to meet their sense of community needs and is the most effective way for us to establish communication with our environment (Özde 2018, Tekşan & Çinpolat, 2018). In this way, views, thoughts, emotions, and problems are shared by transferring them to others (Özden, 2018). Speaking is a linguistic skill that individuals begin to acquire after listening skills and almost from birth, and develop for a lifetime (Boylu & Çangal, 2015). Speaking, which forms an aspect of the communication that people establish with others via language, is the verbal exchange of thoughts and emotions. From this point of view, speaking is the process of verbally sharing the experiences among

the individuals (İşcan, 2013; Temizkan, 2013; as cited in Aydın & Başoğlu, 2014). Generally, speaking is the verbal transfer of thoughts and emotions (Özden, 2018). In other words, speaking is the process through which human beings vocally transfer their knowledge, experience, and requests to the receiver by their speech organs after filtering them out of cognitive processes (Kurudayıoğlu & Güngör, 2017). As it may be understood from the definitions, speaking is the most effective tool that enables individuals to establish relationships with society and express themselves to it (Katrancı & Melanlıoğlu, 2013). Speaking skill is the outlet of reading-writing skills and it has the specialty of being the most effective way of communication in the social life (Yıldız & Yavuz, 2012). Speaking is a linguistic skill that constitutes integrity with listening, reading, and writing skills. In the process of language learning, speaking ability comes before reading and writing. This process which begins with listening, recording what is listened, and interpretation, goes on with speaking. Once they are used together with speaking and other linguistic skills, they form an interaction environment. Knowing that listening and reading enhance the content of speaking and remembering that writing skills will bring in the habit of stating the ideas in mind in a planned way during speaking, will increase the power of that interaction environment. As linguistic skills, listening, reading, and writing serve to the development of children's speaking skills, which they acquire before attending school. The thinking skill is used in the quickest way while speaking. In order to think right, one needs an abundance of vocabulary. And this is gained by listening and reading experiences. Speaking truly and effectively is subject to accretions acquired as a result of listening and speaking (Sağlam & Doğan, 2013).

The realization of speaking effectively and eloquently and turning this into a habit is closely associated with the quality of education given in educational institutions and their teachers' competence in speaking skills. One of the basic characteristics that distinguish people from other beings is the ability to establish a connection by using language. Whether this ability is being used effectively or not is one of the most significant elements of people's success. This case gains even more importance especially for the individuals who use speaking skills as a requirement of their occupations. One of these occupations is teaching. Speaking truly and eloquently is quite important for teachers both to be successful in their jobs and to be a good role model. Because just like in many cases, the teachers are one of the most effective models for their students in speaking skills (Katrancı, 2014).

One of the basic qualities of teachers that are competent in their areas is using the language effectively, and this skill has a great importance in terms of profession (Baki, 2018). The teachers that are going to bring in the linguistic skills to their students, should also have those skills. It is not possible to expect success from teachers who do not listen to their students and therefore do not understand their interests, requests, and needs, do not grip their students, the environment, and the world, that is to say do not observe, do not develop themselves by reading, cannot express themselves and what they know in writing, and most importantly, do not have speaking competencies (Özden, 2018). It is not possible for individuals who have poor command of language to be successful in linguistic skills and therefore

in speaking, which is one of the mostly used of those skills, and deem themselves competent (Özden, 2018). According to Carnegie (1995), the individuals' ability to speak effectively is also closely related to their self-confidence. Because, while self-confident individuals express their ideas as they feel without hesitation, the individuals without self-confidence cannot speak the way they wish and express themselves.

Behind the success of individuals in a subject, there lies their belief of self-efficacy (Özden, 2018). Self-efficacy is one of the basic concepts of Social Learning Theory developed by Bandura (Bandura, 1977). In the development of the self-efficacy concept, there is the idea that individuals' self-belief is an important factor on their performance (Bandura, 1994). Self-efficacy is defined as the individuals' self-belief about their capacity to organize the necessary activities and perform them successfully in order to put a certain performance (Bandura, 1986). According to Özerkan (2007) on the other hand, self-efficacy is the judgment of individuals about to what extent they have the skills they will need to perform an or a series of expected behaviors. Self-efficacy perception is the individuals' self-evaluation of whether or not they are competent in a certain activity (Katrancı, 2014). In other words, self-efficacy is the self-evaluation of individuals regarding the things they could perform (Viau, 2015). Helmke (1989) states that self-efficacy perception begins to comprise in pre-school years and improves by the time, and that academic experiences have an important effect on shaping self-efficacy during this process. The high level of self-efficacy perception that transforms the individuals' own abilities into performance, triggers the cognitive and emotional process by providing the necessary motivation to be successful (Bandura, 1997).

Self-efficacy perceptions of individuals should be high to be able to use the skills they have (Pajares, 2002; as cited in Arslan, İlman, & Aslan, 2019). Individuals with high levels of self-efficacy, with the awareness of their duties and responsibilities, put on desire, effort, patience, adaptation, and the ability to tolerate unexpected situations while advancing to the objective they set. Thus, success follows. High levels of self-efficacy result in high levels of performance and success. Similarly, low levels of self-efficacy end up with weak performance (Aydın et al., 2017). Individuals with the perception of high self-efficacy insist on finishing the work they have begun. They perform the maximum effort to overcome the encounters they come across (Katrancı, 2014). Individuals with high self-efficacy approach harder tasks in a calmer way (Flannagan, 2007).

Self-efficacy perception does not indicate what the individuals can do, but what they believe they can do. It is only possible for individuals to be successful both in academic studies and in skills (linguistic skills, numerical skills, and etc.) by believing that they can be successful in these fields (Büyükkız, 2012). Teachers' and prospective teachers' self-efficacy beliefs and their judgments towards themselves have an important place in effectively managing the learning-teaching process and in solving the problems they encounter in this course (Özdemir, 2008; Yeşilyurt, 2013). In this respect, it should be ensured that prospective teachers become competent in reading and speaking skills during

their university years, their self-efficacy perceptions in speaking skills should be increased, and they should be made confident in these skills (Katrancı & Melanlıoğlu, 2013).

When the corresponding literature is examined, it is observed that various studies have been conducted on the reading habits of prospective teachers (Akbaba, 2017; Arı & Demir, 2013; Aydın-Yılmaz, 2006; Baki & Gökçe, 2020; Batur, Gülveren, & Bek, 2010; Biçer & Ercan, 2017; Bozpolat, 2010; Çiçekli-Koç & Engin, 2015; Duman & Gökmen, 2018; Erbaş, 2021; Erdağı-Toksun, 2019; Gömleksiz, 2004a; Karasu-Avcı & Faiz, 2019; Kuş & Türkyılmaz, 2010; Özbay et al. 2008; Özdemir et al., 2015; Saracaloğlu, Yenice, & Karasakaloğlu, 2009; Şengül-Bircan, 2017; Şentürk & Göçer, 2019; Yalman et al., 2015; Yalman, Özkan, & Kutluca, 2013; Yıldız et al., 2015; Yılmaz & Benli, 2010). There are also studies on the reading habits of university students in the literature (Arslan et al., 2009; Kurulgan & Çekerol, 2008; Odabaş et al., 2008; Semerci, 2002; Yılmaz, Köse, & Korkut, 2009). Moreover, studies on prospective teachers' self-efficacy are also included in the literature (Akkaya, 2012; Akın, 2016a; Aydın, 2013; Baki, 2018; Katrancı, 2014, Katrancı & Melanlıoğlu, 2013; Özden, 2018). At the same time, (Arslan et al., 2019; Aydın & Başoğlu, 2014; Eyüp, 2013) also conducted studies on the speaking self-efficacy of university students.

However, in the literature, only one study was met examining the relationship between prospective teachers' reading attitudes and their speaking self-efficacies (Tekşan & Çinpolat, 2018). In the literature, separate studies have been conducted on the reading habits and speaking self-efficacies of prospective teachers. However, the base of this study was the fact that there was only one study in the literature examining the relationship between prospective teachers' reading habits and speaking self-efficacies. Raising qualified people is under the responsibility of all steps in formal education. However, universities, which contain young people who have reached a certain maturity and are self-sufficient, that is to say who can shape their lives in accordance with their needs and interests, should assume a more functional role in this issue. Universities are liable for raising the students as individuals who research, produce information, discuss, and question; not as the ones who consume the information in hand (Yıldız et al., 2015). This study was conducted to determine the relationship between the reading habits and speaking self-efficacies of prospective teachers. In this respect, answers to those questions were sought:

1. What are the attitudes of prospective teachers on reading habits and their opinions on speaking self-efficacies?
2. Do prospective teachers' attitudes towards reading habits and speaking self-efficacies differ significantly according to their gender, branches?
3. Is there a meaningful relationship between the reading habits and speaking self-efficacies of prospective teachers?

Method

In this study, which was conducted to determine the relationship between prospective teachers' reading habits and their speaking self-efficacies, the correlational survey model, one of the quantitative research methods, was adopted. Research methods aiming to observe two or more variables and set forth whether there is a certain relationship between them, fall into the category of relational research methods and correlation has an important place in researches conducted with such methods (Akbay, 2019).

Population and Sample

A total of 114 prospective teachers attending the first grade of Classroom Teaching and Pre-school Education undergraduate programs of Alanya Alaaddin Keykubat University's Faculty of Education during 2018-2019 Academic Year's spring semester formed the target population of the study. Because there were only first graders of Classroom Teaching and Pre-school Education undergraduate programs of Alanya Alaaddin Keykubat University's Faculty of Education during 2018-2019 Academic Year, the research was performed with the first-grade students. Since the whole of target population was possible to reach, sampling was not applied. Looking at the demographic characteristics of the prospective teachers participating in the study, it is seen that 64% of them are females and 36% of them are males. 47.4% of the prospective teachers are attending to Pre-school Education and 52.6% of them to Classroom Education programs. 22.8% of the prospective teachers participating in the study visit the library several times a week, 45.6% several times a month, and 31.6% several times a year. Per year, 21.1% of the prospective teachers read 0 to 5 books, 33% of them read 6 to 10 books, 18.4% of them read 11 to 15 books, and 27.2% of them read 15 or more books.

Data Collection Tool

For the study, "Personal Information Form" developed by the researchers, "Attitude Scale for Reading Habits", and "Speaking Self-Efficacy Scale" were used as data collection tools. The "*Personal Information Form*" was prepared by the researchers, and the questions about the prospective teachers' gender, section, frequency of visiting the library, and frequency of reading books were contained in it.

"*Attitude Scale for Reading Habits*", was developed by Gömleksiz (2004b). "Attitude Scale for Book Reading Habits" was prepared as a 5-point Likert scale. The scale consists of 30 articles and 6 sub-dimensions. The sub-dimensions of the scale were stated as: *Love* (7 articles), *Habit* (4 articles), *Necessity* (4 articles), *Desire* (3 articles), *Effect* (4 articles), and *Benefit* (8 articles). In this attitude scale consisting of 30 articles, the highest possible score is 150 and the lowest score is 30. The reliability coefficient of the scale developed by Gömleksiz (2004b) was found to be 0,88. In this study, however, the reliability coefficient of the scale was determined as 0,91.

"*Speaking Self-Efficacy Scale*" was developed by Katrancı & Melanlıoğlu (2013). "Attitude Scale for Book Reading Habits" was prepared as a 5-point Likert scale. The scale consists of 25 articles

and 5 sub-dimensions. The sub-dimensions of the scale were stated as: *Public Speaking* (7 articles), *Effective Speaking* (6 articles), *Implementing Speaking Rules* (5 articles), *Editing Speech Content* (5 articles), and *Evaluation of Speaking* (3 articles). In this scale consisting of 25 articles, the highest possible score is 125 and the lowest score is 25. The reliability coefficient of the scale developed by Katrancı and Melanlıoğlu (2013) was found to be 0,92. In this study, however, the reliability coefficient of the scale was determined as 0,94.

Data Collection

The data of the study were collected from pre-school and classroom teaching prospective teachers in the spring semester of 2018-2019 Academic Year. Firstly, information was given about the study and data collection tools were applied to prospective teachers who volunteered to participate in the study.

Data Analysis

The data obtained as a result of the research were evaluated using the SPSS package software. Arithmetic mean, standard deviation, frequency, and percentages were used for the analysis of the data. In addition to this, the Kolmogorov Smirnov Test was used to determine whether the data obtained from the "Attitude Scale for Reading Habits" and the "Speaking Self-Efficacy Scale" indicates normal distribution or not. As a result of the Kolmogorov Smirnov Test, it was determined that the data does not indicate a normal distribution. While examining the differences among the groups in variables that are not normally distributed, the Mann-Whitney U Test, which is one of the non-parametric tests, was used in two groups, and the Kruskal-Wallis H Test was used in more than two groups. Also, Spearman Correlation test was applied to determine the relationship between the reading habits and self-efficacies of prospective teachers. The correlation coefficient was accepted in absolute value as; 0.90-1.00 very strong, 0.89-0.70 strong (high), 0.69-0.40 average, 0.39-0.20 weak (low), and 0.19-0.00 no correlation (Alpar, 2014).

When analyzing the difference among the groups, the significance level was accepted as 0.05. It was stated that there is a significant difference among the groups when $p < 0.05$, and there is no significant difference when $p > 0.05$.

Results

Findings regarding the prospective teachers' attitudes towards their reading habits and speaking self-efficacies are presented below.

Table 1. Attitude scale scores regarding the prospective teachers' attitudes towards reading habits

	N	Min	Max	Mean	sd
Love	114	16,00	35,00	29,66	4,27
Habit	114	9,00	20,00	17,16	2,55
Necessity	114	8,00	20,00	15,07	2,05
Desire	114	6,00	15,00	12,60	2,25
Effect	114	5,00	20,00	17,19	2,80
Benefit	114	13,00	40,00	35,88	5,28
Total	114	78,00	148,00	127,59	15,10

When the data in Table 1 are examined, the prospective teachers participating in the study received $29,66 \pm 4,27$ from sub-dimension *Love*; $17,16 \pm 2,55$ from sub-dimension *Habit*; $15,07 \pm 2,05$ from sub-dimension *Necessity*; $12,60 \pm 2,25$ from sub-dimension *Desire*; $17,19 \pm 2,80$ from sub-dimension *Effect*; $35,88 \pm 5,28$ from sub-dimension *Benefit*; and 127.59 ± 15.10 points from the whole scale. The highest possible score to be received from the whole scale is 150. When the highest scores of the prospective teachers are examined, it is seen that their score is close to the highest. Thus, it can be said that prospective teachers' attitudes towards reading habits are high.

Table 2. Comparison of prospective teachers' attitudes towards reading habits according to genders

		Mean \pm Sd.	Min-Max	U	p
Love	Female	30,60 \pm 3,79	19,00-35,00	993,0	0,003*
	Male	28,00 \pm 4,62	16,00-35,00		
Habit	Female	17,70 \pm 2,34	11,00-20,00	990,0	0,002*
	Male	16,22 \pm 2,66	9,00-20,00		
Necessity	Female	15,16 \pm 1,97	8,00-20,00	1457,5	0,813
	Male	14,93 \pm 2,21	8,00-20,00		
Desire	Female	13,04 \pm 2,14	6,00-15,00	973,0	0,002*
	Male	11,83 \pm 2,27	6,00-15,00		
Effect	Female	17,55 \pm 2,83	5,00-20,00	1118,0	0,023*
	Male	16,56 \pm 2,69	9,00-20,00		
Benefit	Female	36,59 \pm 5,36	13,00-40,00	1059,0	0,007*
	Male	34,63 \pm 4,97	24,00-40,00		

Total	Female	130,64±13,50	83,00-148,00	1008,0	0,004*
	Male	122,17±16,41	78,00-147,00		

When the results of the Mann Whitney U Test in Table 2 were examined, prospective teachers' attitudes towards reading habits indicate a statistically significant difference in favor of female prospective teachers in sub-dimensions *Love* (U=993,0 p<0,05), *Habit* (U=990,0 p<0,05), *Desire* (U=973,0 p<0,05), *Effect* (U=1118,0 p<0,05), and *Benefit* (U=1059,0 p<0,05); but there is no significant difference in sub-dimension *Necessity* (U=1457, 5 p>0,05). When reading habits are evaluated in general, there is a significant difference among prospective teachers' attitudes towards reading habits and their genders (U = 1008.0 p <0.05). Considering the averages, prospective teachers' attitudes towards book reading habits indicate a statistically significant difference in favor of female prospective teachers. This result shows that gender is effective in the reading habits of prospective teachers.

Table 3. Comparison of prospective teachers' attitudes towards reading habits according to their branches

		Mean ±Sd.	Min-Max	U	p
Love	Preschool	29,94 ±4,12	16,00-35,00	1529,0	0,604
	Classroom	29,42 ±4,43	19,00-35,00		
Habit	Preschool	17,44 ±2,54	9,00-20,00	1405,0	0,216
	Classroom	16,92 ±2,56	11,00-20,00		
Necessity	Preschool	15,00 ±2,16	8,00-20,00	1494,0	0,463
	Classroom	15,15 ±1,96	8,00-20,00		
Desire	Preschool	12,48 ±2,30	6,00-15,00	1517,5	0,553
	Classroom	12,72 ±2,22	6,00-15,00		
Effect	Preschool	16,94 ±3,02	5,00-20,00	1483,5	0,431
	Classroom	17,42 ±2,61	7,00-20,00		
Benefit	Preschool	35,39 ±5,51	13,00-40,00	1417,5	0,232
	Classroom	36,33 ±5,09	14,00-40,00		
Total	Preschool	127,20 ±16,04	78,00-148,00	1617,5	0,989
	Classroom	127,95 ±14,34	83,00-147,00		

When the results of the Mann Whitney U Test in Table 3 were examined, prospective teachers' attitudes towards reading habits indicate no statistically significant difference according to their branches in sub-dimensions *Love* (U=1529,0 p>0,05), *Habit* (U=1405,0 p>0,05), *Necessity* (U=1494,0 p>0,05), *Desire* (U=1517,5 p>0,05), *Effect* (U=1483,5 p>0,05), and *Benefit* (U=1417,5 p>0,05). When

reading habits are evaluated in general, there is again no significant difference among prospective teachers' attitudes towards reading habits according to their branches ($U = 1617.5$ $p > 0.05$). This result shows that branches are not effective in the reading habits of prospective teachers.

Table 4. Prospective teachers' speaking self-efficacy scale scores

	N	Min	Max	Mean	sd
Public speaking	114	10,00	35,00	23,33	5,63
Effective speaking	114	11,00	30,00	22,84	3,99
Implementing the speaking rules	114	8,00	25,00	19,64	3,49
Editing the speech content	114	8,00	20,00	14,56	2,92
Evaluating the speech	114	6,00	15,00	11,85	2,00
Total	114	45,00	125,00	92,23	15,27

When the data in Table 4 are examined, the prospective teachers who participated in the study got the following records from the following sub-dimensions *Public Speaking* $23,33 \pm 5,63$; *Effective Speaking* $22,84 \pm 3,99$; *Implementing the Speaking Rules* $19,64 \pm 3,49$; *Editing the Speech Content* $14,56 \pm 2,92$; and *Evaluating the Speech* $11,85 \pm 2,00$; they received a score of $92,23 \pm 15,27$ from the whole of the scale. The highest possible score to be received from this scale is 125. When the highest scores of the prospective teachers are examined, it is seen that their score is close to the highest. Thus, it can be said that prospective teachers' speaking self-efficacies are high.

Table 5. Comparison of prospective teachers' self-efficacies according to their genders

		Mean \pm Sd.	Min-Max	U	p
Public speaking	Female	23,51 \pm 5,78	10,00-35,00	1402,5	0,578
	Male	23,02 \pm 5,42	12,00-34,00		
Effective speaking	Female	23,44 \pm 3,85	11,00-30,00	1127,5	0,029*
	Male	21,78 \pm 4,08	15,00-30,00		
Implementing the speaking rules	Female	20,10 \pm 3,25	10,00-25,00	1223,0	0,104
	Male	18,85 \pm 3,81	8,00-25,00		
Editing the speech content	Female	14,66 \pm 2,87	8,00-20,00	1415,5	0,630
	Male	14,39 \pm 3,03	9,00-20,00		

Evaluating the speech	Female	12,00 ±1,98	6,00-15,00	1369,0	0,435
	Male	11,59 ±2,05	7,00-15,00		
Total	Female	93,70±15,06	45,00 -125,00	1233,0	0,120
	Male	89,63±15,49	62,00-123,00		

When the results of the Mann Whitney U Test in Table 5 were examined, prospective teachers' speaking self-efficacies indicate a statistically significant difference in favor of female prospective teachers in sub dimension *Effective Speaking* ($U=1127,5$ $p<0,05$); but no significant difference is indicated in sub-dimensions *Public Speaking* ($U=1402,5$ $p>0,05$), *Implementing the Speaking Rules* ($U=1223,0$ $p>0,05$), *Editing the Speech Content* ($U=1415,5$ $p>0,05$), and *Evaluating the Speech* ($U=1369,0$ $p>0,05$). When speaking efficacy is evaluated in general, there is no significant difference among prospective teachers' speaking efficacies according to their genders ($U=1233.0$ $p >0.05$). This result shows that gender is not effective in speaking-self-efficacies of prospective teachers.

Table 6. Comparison of prospective teachers' self-efficacies according to their branches

		Mean ±Sd.	Min-Max	U	p
Public speaking	Preschool	23,46 ±6,37	11,00-35,00	1617,0	0,986
	Classroom	23,22 ±4,93	10,00-34,00		
Effective speaking	Preschool	22,56 ±4,33	14,00-30,00	1437,0	0,297
	Classroom	23,10 ±3,69	11,00-30,00		
Implementing the speaking rules	Preschool	19,91 ±3,50	10,00-25,00	1514,5	0,547
	Classroom	19,42 ±3,50	8,00-25,00		
Editing the speech content	Preschool	14,72 ±3,00	8,00-20,00	1529,5	0,605
	Classroom	14,42 ±2,87	8,00-20,00		
Evaluating the speech	Preschool	11,70 ±2,08	7,00-15,00	1489,0	0,441
	Classroom	11,98 ±1,94	6,00-15,00		
Total	Preschool	92,35 ±16,14	62,00-125,00	1537,5	0,639
	Classroom	92,13 ±14,58	45,00-122,00		

When the results of the Mann Whitney U Test in Table 6 were examined, prospective teachers' speaking self-efficacies do not indicate a statistically significant difference in sub dimensions *Public Speaking* ($U=1617,0$ $p>0,05$), *Effective Speaking* ($U=1437,0$ $p>0,05$), *Implementing the Speaking Rules*

($U=1514,5$ $p>0,05$), *Editing the Speech Content* ($U=1529,5$ $p>0,05$), and *Evaluating the Speech* ($U=1489,0$ $p>0,05$) according to their branches. When speaking efficacy is evaluated in general, there is no significant difference among prospective teachers' speaking efficacies according to their branches. ($U = 1537.6$ $p>0.05$). This result shows that the branch is not effective in speaking-self-efficacies of prospective teachers.

Table 7. Correlation between prospective teachers' reading habits and speaking self-efficacies

		Love	Habit	Necessity	Desire	Effect	Benefit	Total
Public speaking	r	-0,002	0,090	0,010	0,069	0,021	0,084	0,057
	p	0,985	0,341	0,915	0,466	0,828	0,374	0,547
Effective speaking	r	0,099	0,264	0,205	0,163	0,200	0,252	0,234
	p	0,294	0,005	0,029	0,083	0,033	0,007	0,012
Implementing the speaking rules	r	0,187	0,265	0,160	0,266	0,195	0,154	0,251
	p	0,046	0,004	0,088	0,004	0,037	0,101	0,007
Editing the speech content	r	0,089	0,212	0,262	0,161	0,233	0,210	0,215
	p	0,347	0,024	0,005	0,086	0,013	0,025	0,022
Evaluating the speech	r	0,166	0,289	0,205	0,180	0,247	0,255	0,281
	p	0,078	0,002	0,029	0,055	0,008	0,006	0,002
Total	r	0,120	0,253	0,174	0,197	0,198	0,219	0,230
	p	0,205	0,007	0,065	0,036	0,035	0,019	0,014

When the Spearman Correlation Test results in Table 7 are considered, it is seen that there is a relationship between prospective teachers' reading habits and their speaking self-efficacies. Among the sub-dimension *Effective Speaking* and sub-dimensions *Habit* ($r=0,264$ $p<0,05$), *Necessity* ($r=0,205$ $p<0,05$), *Effect* ($r=0,200$ $p<0,05$), and *Benefit* ($r=0,252$ $p<0,05$), there is a statistically significant, weak, positive correlation. Among the sub-dimension *Implementing the Speaking Rules* and sub-dimensions *Love* ($r=0,187$ $p<0,05$), *Habit* ($r=0,265$ $p<0,05$), *Desire* ($r=0,266$ $p<0,05$), and *Effect* ($r=0,195$ $p<0,05$); there is a statistically significant, weak, positive correlation. Among the sub-dimension *Editing the Speech Content* and sub-dimensions *Habit* ($r=0,212$ $p<0,05$), *Necessity* ($r=0,262$ $p<0,05$), *Effect* ($r=0,233$ $p<0,05$), and *Benefit* ($r=0,210$ $p<0,05$); there is a statistically significant, weak, positive correlation. Among the sub-dimension *Evaluating the Speech* and sub-dimensions *Habit* ($r=0,289$ $p<0,05$), *Necessity* ($r=0,205$ $p<0,05$), *Effect* ($r=0,247$ $p<0,05$), and *Benefit* ($r=0,255$ $p<0,05$); there is a statistically significant, weak, positive correlation.

When reading habits and speaking self-efficacies are evaluated in general, there is a statistically significant, weak, positive correlation between prospective teachers' reading habits and speaking self-efficacies. ($r=0,230$ $p<0,05$).

Discussion, Conclusion and Recommendations

In this study, it is concluded that prospective teachers' attitudes towards reading habits are high. Similarly, it is revealed that prospective teachers' attitudes towards reading (Duman & Gökmen, 2018), reading motivations (Şentürk & Göçer, 2019), reading, and library visiting habits (Kurulgan & Çekerol, 2008) are at a high level. Furthermore, studies indicate that primary school students enjoy reading very much and have positive attitudes towards reading (Taş, 2018), secondary school students have high attitudes towards reading habits (Metem, 2012), and high school students' reading habits are high (Yıldırım & Ceylan, 2018). The findings obtained have the quality to support the results of this study. However, when the related literature is examined, it is observed that some research findings do not match with the results of this study. It is determined that prospective pre-school teachers (Biçer & Ercan, 2017), prospective classroom teachers (Saracaloğlu et al., 2009), and prospective teachers (Erdağı-Toksun, 2019) have an average level; prospective history teachers have an average-poor level (Şengül-Bircan, 2017) reading habits. Also, in some studies, it is concluded that the prospective classroom teachers' reading habits are not sufficiently improved (Aydın-Yılmaz, 2006), they do not read enough books (McNinch & Steelman, 1990), and their attitudes towards reading are negative (Olsan & Gillis, 1983). Similarly, it is concluded that university students of other departments do not have enough reading habits (Odabaş et al., 2008; Yılmaz et al., 2009) and they do not read books (Semerci, 2002). It is possible to think that the high reading habits of prospective teachers in the study are due to the fact that prospective pre-school and classroom teachers take classes on the importance of reading books during their undergraduate educations and that one of the most effective ways to bring in the reading habit for the children is being a model.

In the study, it is concluded that the attitudes of prospective teachers towards reading habits vary significantly according to their genders. It is determined that the attitudes of female prospective teachers towards reading habits are more positive. This result obtained is similar to the conclusions of previous studies (Akın, 2016b; Arı & Demir, 2013; Arslan et al., 2009; Aslantürk & Saracaloğlu, 2010; Baki & Gökçe, 2020; Batur et al., 2010; Biçer & Ercan, 2017; Can, Türkyılmaz, & Karadeniz, 2010; Coles & Hall, 2002; Gömleksiz, 2004a; Hassell & Lutz, 2006; Hopper, 2005; Karasu-Avcı & Faiz, 2019; Katrancı, 2015; Koçak et al., 2016; Kuş & Türkyılmaz, 2010; Logan & Johnston, 2009; Metem, 2012; Özbay et al., 2008; Özdemir et al., 2015; Smaragdi & Jonsson, 2006; Tekşan & Çinpolat, 2018; Yılmaz & Benli, 2010; Yıldırım & Ceylan, 2018). In some studies, it is observed that men's reading habits are more positive (Yılmaz & Ertem, 2020) and that there is no significant difference between gender and reading habits (Akbaba, 2017; Aslantürk & Saracaloğlu, 2010; Işık & Demir, 2017; Yılmaz, 2002). When we observe all tiers of education in general, it is seen that female students are mostly more interested, willing, inclined, and successful in academic achievements and activities such as doing homework, studying, reading books and academic achievements. The female prospective teachers' higher attitudes towards the reading habits can be considered as an extension of this fact. It can be said

that these interests, desires, and the tendencies of female prospective teachers, which they carry over previous educational tiers, are also reflected in their university lives.

In this study conducted, it was concluded that the attitudes of prospective teachers towards reading habits do not differ significantly according to their branches. It is observed that this result is in line with other research findings in the literature (Arı & Demir, 2013; Batur et al., 2010; Bozpolat, 2010; Koçak et al., 2016). It can be said that this is because of the fact that the importance given to reading in pre-school and classroom education programs are similar. When the studies conducted with prospective teachers studying in other branches are examined, it is observed that the average daily reading times (Kuş & Türkyılmaz, 2010) and attitudes towards reading (Duman & Gökmen, 2018; Özdemir et al., 2015) and reading habit (Tekşan & Çinpolat, 2018) seem to be higher in prospective teachers having education Turkish language teaching branch. It can be thought that this situation results from the structure of the Turkish language teaching program.

In the study, it is concluded that the attitudes of prospective teachers towards reading habits do not differ significantly according to their frequencies of visiting the library. When the sub-dimensions are analyzed, it is observed that as the frequency of visiting the library increases, prospective teachers' average scores of attitude scales for reading habits rise. Similarly, Aydın-Yılmaz (2006) concludes that there is a relationship between students' regular use of the library and their reading habits, and students who read a lot, make more use of the school library, too. According to the research results of Kurulgan and Çekerol (2008), the library using frequencies of students with strong reading habits come out high, too. Libraries provide the individuals the opportunity to read more books (Mcquillan, 1997). It is possible to state that environments such as libraries where everyone is busy with reading activities would increase the motivation to read books. For these reasons, it can be said that as the frequency of visiting the library increases, prospective teachers' attitudes towards reading habits come out higher.

In this study, it is concluded that prospective teachers' attitudes towards reading habits differ significantly according to their reading frequencies. It is determined that the attitudes towards the reading habits of the prospective teachers who read 0 to 5 and 6 to 10 books a year, are lower than those who read more than 15 books a year. It is observed that this result is in line with other research in the literature. In the studies conducted, it is concluded that those who read many books have high attitudes towards the reading habit (Baki & Gökçe, 2020; Durualp, Çiçekoğlu, & Durualp, 2013; Işık & Demir, 2017; Karasu- Avcı & Faiz, 2019; Özbay et al., 2008). It is an expected output that those who have high frequencies of reading have also high attitudes towards reading habit. It can be thought that individuals with high attitude towards reading habit, read more books. In the classification of reading habit levels determined by the American Library Association, it is indicated that those who read 1 to 5 books are of poor reader type, 6 to 20 books are of average reader type, and 20 or more books are of good reader type (Odabaş, 2005). According to this classification, it can be evaluated as a positive result that most of the prospective teachers are of average and good reader types.

In the study, it is concluded that the prospective teachers' self-efficacies are high. This output is parallel to the research results of Akın (2016a) and Katrancı (2014). In his research, Özden (2018) concluded that prospective teachers' self-efficacies in speaking skills are generally at the level of 3.90. However, the general attitudes of university students studying in different departments towards speaking skills turn out to be positive (Eyüp, 2013) and within the rules of courtesy, respectful to their respondents, and listener-oriented; their self-efficacy perceptions in speaking are high (Aydın & Başoğlu, 2014) and speaking anxiety is moderate (Arslan et al., 2019). It can be said that practicing has an important role in the development of speaking skills. In their classes in the undergraduate program, the prospective teachers perform activities from time to time, during which they need to speak in front of the public and use effective speaking skills by following the appropriate speaking contents and abiding by the speaking rules. It can be considered that this situation might be an effective factor in their speaking self-efficacies to come out high. At the same time, this result may depend on the fact that prospective teachers have a grasp of the knowledge and skills related to speaking and they know the factors to be considered. By contrast with these results, it is concluded that prospective teachers encounter speaking problems (Akkaya, 2012), Turkish language teachers do not deem themselves sufficient in terms of speaking skills (Kaya & Bozkurt, 2019), and the fact that unprepared speech skills of seventh-grader students are insufficient. It is thought that this negativity regarding speaking can be cleared up with practical activities.

In this study conducted, it is precipitated that prospective teachers' speaking self-efficacies do not differ significantly according to their genders. This achieved result is similar to the results of previously conducted studies (Akın, 2016a; Arslan et al. 2019; Aydın et al., 2017; Baki, 2018; Gedik, 2015; Kurudayıoğlu & Güngör, 2017; Özden, 2018). The research that Katrancı (2014) performed reveals that prospective teachers' perceptions of self-efficacy vary significantly according to genders. In Eyüp's (2013) research, however, while there is no significant difference between male and female students in terms of the interest sub-dimension of the scale according to gender; a significant difference is determined in favor of men in the necessity sub-dimension. Prospective teachers of both male and female genders receive the same education. Since speaking skills are equally supported in teaching undergraduate programs, there may not be a significant difference between genders.

In the study, it is concluded that the prospective teachers' self-efficacies do not differ significantly according to their branches. In Katrancı's (2014) research, it is determined that prospective teachers' perceptions of self-efficacy towards speaking, differ significantly according to the branch they study. According to the findings obtained, the group with the highest perception of speaking self-efficacy is the prospective classroom teachers, and the lowest is prospective physical education and sports teachers. In the research performed by Eyüp (2013), it is revealed that the students attending the Fine Arts and Communication Faculties have more positive attitudes in comparison to the other students. Arslan et al. (2019) determined that Vocational School of Health Services students' speaking

anxiety levels differ significantly according to the branch variable. The findings obtained by these researches do not match up with the results of this study. It can be said that the lack of a significant difference between the branch variable and speaking self-efficacy beliefs in this study, stems from the fact that prospective pre-school and classroom teachers' undergraduate programs give equal weight to the development of speaking skills.

In this study, it is concluded that there is a statistically significant, weak, positive correlation between the reading habits of prospective teachers and their speaking self-efficacy. In their study, Tekşan and Çinpolat (2018) detected a positive correlation between prospective teachers' reading habit attitudes and their perceptions of speaking self-efficacy. However, Saracaloğlu et al. (2009) showed that there is a positive and low significant correlation between prospective teachers' reading interests and sub-dimension efficacy of communication skills. This result indicates that as the prospective teachers' attitudes towards reading habits increase, their speaking self-efficacies also do so. Self-efficacy belief is a concept that increases in direction of the acquired information and experiences (Bandura, 1994). Accordingly, it is thought that as individuals' reading habits increase, their self-efficacy of speaking will also increase since they will have a stronger grasp of information about language structure (such as syntax, grammar, word number).

In accordance with the findings obtained as a result of this study, the following recommendations can be made:

In order to improve the reading and speaking skills of prospective teachers, elective courses such as Drama, Effective Speaking and Eloquence, Body Language, Critical Reading, Visual Reading, and etc. can be added to the curriculum of Education Faculties.

By organizing activities such as book fair trips, autograph sessions, author appearances, poem recitations, reading activities, and etc. it can be ensured that prospective teachers gain a reading habit and develop it.

By organizing various speaking-based activities such as panels, open sessions, debates, discussions, conferences, symposiums, and seminars to which the prospective teachers actively participate, their speaking skills can be improved.

When the related literature is examined, only one study analyzing the relationship between prospective teachers' reading habits and their speaking self-efficacies has been met. In this context, new studies that examine the correlation between reading habit and speaking self-efficacy can be performed and their results can be compared.

Policy Implications

The results obtained from this study show that the reading habits and speaking self-efficacy of pre-service teachers in the primary education department are at a high level and there is a low level of

positive relationship between these two important variables. The main purpose of education in the information age is to educate individuals who can think, question, express their thoughts, research, read, interpret and transfer knowledge to other individuals. These important results about prospective teachers, who are the architects of the future, contribute to evaluating the education system and its practices. Teachers, who are one of the important stakeholders of the education system in the task of raising future generations that will ensure social transformation, have a great influence on the attitude of children towards reading. Teachers must be role models in the acquisition of reading habits from an early age. For pre-service teachers to develop their reading habits and integrate this with their professional lives, there is a need for practices and course content that enable them to use library facilities effectively.

Effective speaking skills, which is one of the ways to communicate effectively with students, is one of the professional skills that teachers should have. It is necessary for prospective teachers to improve their speaking skills to increase the quality of education and enrich learning processes. The high self-efficacy of pre-service teachers in this regard will enable them to use their speaking skills effectively in their professional lives. Therefore, it is necessary to include activities that will increase pre-service teachers' speaking self-efficacy in teacher education.

Conflict of Interest

No potential competing interest was reported by the authors.

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Ethical Statement

The study adhered to scientific ethical principles and regulations throughout its entirety. Emphasizing an unbiased perspective, the study concentrated on the exposition of data. It was composed within the boundaries outlined by the Committee on Publication Ethics (COPE) and was formulated in alignment with the principles of research ethics. Confidentiality was maintained regarding the personal information of the study participants.

Credit Author Statement

Author 1: Conceptualization, Investigation, Data Collection, Methodology, Formal Analysis, Writing Author 2: Methodology, Formal Analysis, Writing Author 3: Investigation, Writing, Original draft preparation

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