

The Effect Of Reading Motivations Of 6th, 7th And 8th Grade Students On Reading Attitudes: A Structural Equation Modeling

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Özet

In this study, it was aimed to analyze the reading motivations of 6th, 7th and 8th graders on reading attitudes through structural equation modeling, as well as their reading attitudes and motivations in terms of different variables. In the research carried out by the relational scanning model, the study group formed by simple random sampling consisted of 349 6th, 7th and 8th grade students. The Survey of Adolescent Reading Attitudes (SARA) adopted by Baştuğ and Keskin (2013) and the Motivations for Reading Questionnaire (MRQ) adapted to Turkish by Durmuş (2014) were used in the collection of the data. Data were analyzed by structural equation modeling and SPSS 23 and AMOS 22.0 software were used in the analysis of data. The Mann Witney U Test and One Way Analysis of Variance (One Way Anova) were conducted to examine whether participants' attitudes and motivations for reading differed at the significant level in terms of gender and grade level variables. Maximum likelihood method was preferred for the estimation of the parameters related to the structural equation model. As a result of the analysis, the fit goodness values were used and the fit indices of χ^2/df , CFI, GFI, TLI, NFI, IFI, RMSEA and SRMR were used. As a result of the research, it has been found that hypothesis model was valid and reading motivation directly and significantly affected the reading attitude, but it did not have a direct effect on the reading attitude. In addition, 50% of the reading attitude has been explained by reading motivation. However, it has been determined that reading motivations and attitudes of 6th, 7th, and 8th graders were different in terms of gender and class level variables.

Anahtar Kelimeler

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Abstract

In this study, it was aimed to analyze the reading motivations of 6th, 7th and 8th graders on reading attitudes through structural equation modeling, as well as their reading attitudes and motivations in terms of different variables. In the research carried out by the relational scanning model, the study group formed by simple random sampling consisted of 349 6th, 7th and 8th grade students. The Survey of Adolescent Reading Attitudes (SARA) adopted by Baştuğ and Keskin (2013) and the Motivations for Reading Questionnaire (MRQ) adapted to Turkish by Durmuş (2014) were used in the collection of the data. Data were analyzed by structural equation modeling and SPSS 23 and AMOS 22.0 software were used in the analysis of data. The Mann Witney U Test and One Way Analysis of Variance (One Way Anova) were conducted to examine whether participants' attitudes and motivations for reading differed at the significant level in terms of gender and grade level variables. Maximum likelihood method was preferred for the estimation of the parameters related to the structural equation model. As a result of the analysis, the fit goodness values were used and the fit indices of χ^2/df , CFI, GFI, TLI, NFI, IFI, RMSEA and SRMR were used. As a result of the research, it has been found that hypothesis model was valid and reading motivation directly and significantly affected the reading attitude, but it did not have a direct effect on the reading attitude. In addition, 50% of the reading attitude has been explained by reading motivation. However, it has been determined that reading motivations and attitudes of 6th, 7th, and 8th graders were different in terms of gender and class level variables.

Keywords

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