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Original scientific paper
UDC: 371.388
DOI: 10.5937/IstrPed2201029K

AN ANALYSIS OF THE READING MOTIVATION OF SECONDARY SCHOOL STUDENTS IN RELATION TO VARIOUS VARIABLES

Abstract: This study aims to examine the reading motivation of secondary school students concerning various variables. The research was designed in a scanning model. The research was conducted with 585 participants selected based on simple random sampling method. The research data were collected by using the Reading Motivation Scale and Personal Information Form. In the analysis of the research data, parametric descriptive statistics were used because the data showed normal distribution. According to the findings obtained from the research, there was a significant difference in the reading motivation of the students in relation to gender, grade level, reading books outside the school, buying books, reading books on vacation, reading books apart from homework, using computer hours and academic success; there was no significant difference in relation to preschool education, mother's profession, number of reading books annually, family income level, family togetherness, watching television time and number of siblings.

Keywords: reading, reading motivation, secondary school students.

INTRODUCTION

Since the act of reading takes place intentionally or unintentionally and becomes a part of daily life, it can be said that reading is a form of participation or an act of interacting with the text in various ways (Olifant, Cekiso, & Rautenbach, 2019). Acquiring reading skills requires a long period of time. Learning to read consists of five components: phonemic awareness, phonics, word recognition, vocabulary and comprehension, and these components enable students to gain the skills necessary to become competent readers (Gunobgunop-Mirasol, 2018). Akyol (2009) states that every student should realize that reading is an enjoyable and entertaining activity and experience reading success. A good reading, on the other hand, depends on the harmony of the mental, physiological, psychological and social characteristics required while performing the act of reading. The psychological characteristics of the student are very important in reaching a good reader level (Ataş Bıyık, Erdoğan, & Yıldız, 2017) and this shows that the affective factors required for the reading process should not be ignored. Affective factors are important for the student to start reading, to continue reading and to become a good reader. Knowing the purpose of reading and being aware of what contributions it will have will promote reading motivation in students.

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Motivation is defined as the goals, desires and intentions of the individual (Guthrie & Wigfield, 2000). Motivation not only affects the desire to read, but also enables the individual to gain a reading habit, and develops and maintains the innate desire to read, which will result in a positive attitude towards reading (Olifant et al., 2019). Reading motivation is related to factors such as home environment, family structure, curiosity, doing thematic activities, shared reading, peer interaction and play. The student's reading motivation varies depending on these factors and as a result, the student who has no reading motivation does not have the interest and the desire for reading. The feeling of curiosity is important in terms of making students want to read. For this reason, it is necessary to pay attention to planning by determining appropriate reading materials for students in order to attract students' interest in reading and direct them to reading. The motivation for reading is for the student to have a positive attitude towards reading activities and to create reading commitment by reading regularly. According to Ponitz, Rimm-Kaufman, Grimm, & Curby (2009), there are various ways to improve reading motivation and these ways can be listed as being student-centered, making free choices, providing reading encouragement and creating an appropriate environment. Studies have shown that reading motivation and the amount of reading are directly proportional to each other (Ülper & Çeliktürk, 2013; Yıldız, 2013) and in this context, individuals with high reading motivation read more and those with low reading motivation do not spare time for reading even though they have strong cognitive skills (İleri Aydemir & Öztürk, 2013; Kurnaz & Yıldız, 2015). Students with high reading motivation enjoy participating in reading activities and know the topics that keep them motivated. These individuals express their personal reading preferences, make choices and are interested in reading from a range of activities.

Reading motivation plays an important role in students' acquiring and maintaining reading habits. The critical period for students to acquire reading habits is early ages. It is stated that the reading desire and curiosity of students develop in the 2nd and 3rd grades, and the reading pleasure and habit should be gained at the 4-5 and 6th grades (Aytaş, 2005). However, it is observed that students' reading habits are insufficient in primary and secondary school and one of the reasons for this is the insufficient reading motivation of the students. Studies show that students' reading motivation constantly decreases during primary education (Marsh, 1989). According to İleri Aydemir & Öztürk (2013), determining the reading motivation of primary school students contributes to the increase in the reading success of the students. In this process, students' encounters with books that are suitable for their interests and curiosities are effective in ensuring that they become readers with high reading motivation by creating their desire towards reading, and that students continue their reading habits in further education levels. In order for students to acquire reading habits and interest, it is necessary to determine their reading disposition according to their gender and grade levels, and books should be recommended considering these variables, which makes it necessary to determine the differences on students' reading motivation (Karatay, 2011; Yıldız, 2013). This study aims to examine the reading motivation of secondary school students attending fifth, sixth and seventh grades in relation to different variables.

METHOD

Research Model

This research has been designed with a quantitative approach in the scanning model. Scanning models are research approaches that aim to describe a past or present situation as it exists. In other words, finished facts or situations are not discussed. The researcher does not interfere with the cases, does not prevent the flow of the cases, does not include a different variable in the environment, and does not perform any activity that will cause the phenomenon to develop

or change (Sönmez & Alacapınar, 2014). In this study, since the reading motivation of secondary school students will be examined concerning different variables, the scanning model was chosen as the students included in the study will be described in their own conditions and as they are.

Participants

Among the random sampling methods, the simple random sampling method was preferred in determining the participants of this study. In the simple random sampling method, all units in the universe have an equal and independent chance to be selected for the sample, and therefore, the choice of an individual does not affect the selection of other individuals (Büyükoztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2015). In this context, the research was conducted with 585 students receiving education at 7 different secondary school in Konya. Among these students, 288 of them are girls and 297 of them are boys. 224 of the students are in the fifth grade, 154 are in the sixth grade, and 207 are in the seventh grade.

Data Collection Tools

Personal Information Form

The Personal Information Form developed by the researchers was used to determine the demographic information of the students to be included in the study. Personal Information Form consists of fifteen items about students' gender, preschool education, grade level, mother's profession, reading books outside of school, buying books, reading books on vacation, reading books apart from homework, number of books read per year, family income level, family togetherness, hours of using computer, hours of watching television, academic success and number of siblings.

Reading Motivation Scale

In the study, Reading Motivation Scale adapted to Turkish by Durmuş (2014) was used to determine students' reading motivation. Validity and reliability studies of the scale were conducted with fifth, sixth, seventh and eighth-grade students and data were collected from 357 students. The internal consistency coefficient Cronbach Alpha value used in calculating the reliability of the scale items was calculated as 0.904. Explanatory factor analysis was used to examine the construct validity of the scale. The internal consistency coefficients of the scale, which consists of four factors, are as follows: Importance and Care are calculated as 0.840, Competition as 0.782, Social Environment 0.740 and Book Type 0.685. The scale is of four Likert type. Scale items are answered as 1 (very different from me), 2 (slightly different from me), 3 (a little similar to me), 4 (very similar to me).

Data Analysis

In the analysis of the data obtained from the research, parametric descriptive statistics were used because the data showed normal distribution. For the study, t-test and one-way analysis of variance (ANOVA) were used for samples independent of parametric analysis techniques in order to determine whether the total scores obtained from the scale differ according to independent variables. Tukey test was used to determine the source of difference between groups in cases where significant difference was found as a result of variance analysis. As a result of the analysis, Cohen's d effect size was used to calculate the effect size in the t-test analyzes, which showed a significant difference in the comparison of the difference between the means.

When calculating the effect sizes, Cohen's d is 0.20≤lower; 0.50≤ medium; 0.80≤ is interpreted as a large effect size (Cohen, 1988).

FINDINGS

In the first sub-problem of the study it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to gender. The data obtained are shown in Table 1.

Table 1. Students' reading motivation scores in relation to gender

Gender	N	x	SD	t	p	Cohen's d
Girl	288	92.13	14.57 3	8.382	0.000	0.693
Boy	297	82.24	13.95 3			

p<.05

When Table 1 is examined, it is seen that there is a significant difference in relation to gender (t= 8.382, p<.05) in the scores of the students obtained from the reading motivation scale. It can be said that female students' reading motivation is higher than male students. When looking at Cohen's d (0.693) coefficient regarding reading motivation and gender, which is a significant difference in secondary school students, it is seen that the difference between averages has a medium effect level.

In the second sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to receiving preschool education. The data obtained are shown in Table 2.

Table 2. Students' reading motivation scores in relation to receiving preschool education

Preschool Education	N	x	SD	t	p
Yes	281	87.77	16.631	1.048	0.295
No	303	86.46	13.505		

p>.05

When Table 2 is examined, it is seen that there is no significant difference (p>.05) in the scores of students obtained from the reading motivation scale in relation to receiving preschool education.

In the third sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to grade level. The data obtained are shown in Table 3.

Table 3. Students' reading motivation scores in relation to grade level

Grade	N	x	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Difference
5	224	89.87	13.417	Between Groups	2779.811	2	1389.906	6.218	0.002	5>7 -
6	154	85.25	17.828	Within Groups	130093.618	582	223.529			6
7	207	85.50	14.163	Total	132873.429	584				
T	585	87.11	15.084							

p<.05

When Table 3 is examined, it is seen that there is a significant difference (f=6.218, p<.05) in students' reading motivation in relation to grade level. Tukey test was conducted to understand the source of the difference. Accordingly, the average of reading motivation scores of fifth grade students (x=89.87) are higher than the average of seventh (x=85.50) and sixth (x=85.25) grade students. In this case, fifth grade students' reading motivation is higher.

In the fourth sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to the mother's profession. The data obtained are shown in Table 4.

Table 4. Students' reading motivation scores in relation to mother profession

Mother's Profession	N	x	SD	t	p
Housewife	111	92.30	12.229	822	0.413
Worker	21	89.86	13.749		

p>.05

When Table 4 is examined, it is seen that there is no significant difference (p>.05) in the scores of students obtained from the reading motivation scale in relation to the mother profession.

In the fifth sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of students in relation to reading books outside of school. The data obtained are shown in Table 5.

Table 5. Students' reading motivation scores in relation to reading books outside of school

Reading Books Outside of School	N	x	SD	t	p	Cohen's d
Yes	55	96.38	10.783	3.646	0.000	0.652
No	77	88.71	12.654			

p<.05

When Table 5 is examined, it is seen that there is a significant difference ($t=3.646$, $p < .05$) in the scores of the students obtained from the reading motivation scale in relation to reading books out of school. Accordingly, the reading motivation of students who read books outside of school is higher than that of students who do not read books outside of school. When looking at Cohen's d (0.652) coefficient regarding reading motivation and reading outside of school books, which is a significant difference in secondary school students, it is seen that the difference between the averages has a medium effect level.

In the sixth sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to buying books. The data obtained are shown in Table 6.

Table 6. Students' reading motivation scores in relation to buying books

Buying Books	N	x	SD	t	p	Cohen's d
Yes	80	93.81	11.648	2.209	0.029	0.388
No	52	88.98	13.196			

$p < .05$

When Table 6 is examined, it is seen that there is a significant difference ($t= 2.209$, $p < .05$) in the scores of the students obtained from the reading motivation scale in relation to buying books. Accordingly, the reading motivation of the students who buy books is significantly higher than the reading motivation of the students who do not buy the book. When looking at Cohen's d (0.388) coefficient regarding reading motivation and buying books, which is a significant difference in secondary school students, it is seen that the difference between the averages has a small effect level.

In the seventh sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to reading books on vacation. The data obtained are shown in Table 7.

Table 7. Students' reading motivation scores in relation to reading books on vacation

Reading Books on Vacation	N	x	SD	t	p	Cohen's d
Yes	110	93.37	11.953	3.117	0.002	0.713
No	22	84.59	12.625			

$p < .05$

When Table 7 is examined, it is seen that there is a significant difference ($t= 3.117$, $p < .05$) in the scores obtained from the reading motivation scale of the students in relation to reading books on vacation. Accordingly, the reading motivation of students who read books during vacation is higher than that of students who do not read books during vacation. When looking at Cohen's d (0.713) coefficient regarding reading motivation and reading books on vacation, which is a significant difference in secondary school students, it is seen that the difference between the averages has a medium effect level.

In the eighth sub-problem of the study, it was aimed to reveal whether there is a significant difference in reading motivation of students in relation to reading books apart from homework.

The data obtained are shown in Table 8.

Table 8. Students' reading motivation scores in relation to reading books apart from homework

Reading Non-Homework	N	x	SD	t	p	Cohen's d
Yes	122	92.57	12.395	2.171	0.032	0.756
No	10	83.80	10.717			

$p < .05$

When Table 8 is examined, it is seen that there is a significant difference ($t = 2.171, p < .05$) in the scores obtained from the reading motivation scale of the students in relation to reading books apart from homework. According to this, the reading motivation of students who read books apart from homework is significantly higher than the reading motivation of students who do not read books apart from homework. When looking at Cohen's d (0.756) coefficient regarding reading motivation and non-homework reading status, which is a significant difference in secondary school students, it is seen that the difference between the averages has a moderate level of influence.

In the ninth sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of students in relation to the number of books read per year. The data obtained are shown in Table 9.

Table 9. Students' reading motivation scores in relation to the number of books read per year

		Sum of Squares	df	Mean Square	F	p
Total	Between Groups	781.575	3	260.525	1.705	0.169
	Within Groups	19553.334	128	152.760		
	Total	20334.909	131			

$p > .05$

When Table 9 is examined, it is seen that there is no significant difference ($p > .05$) in the scores of students obtained from the reading motivation scale in relation to the number of books read per year.

In the tenth sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to family income level. The data obtained are shown in Table 10.

Table 10. Students' reading motivation scores in relation to family income level

		Sum of Squares	df	Mean Square	F	p
Total	Between Groups	379.553	2	189.776	1.227	0.297
	Within Groups	19955.356	129	154.693		

Total	20334.909	131
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p>.05

When Table 10 is examined, it is seen that there is no significant difference (p>.05) in the scores of students obtained from the reading motivation scale in relation to family income level.

In the eleventh sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to family togetherness. The data obtained are shown in Table 11.

Table 11. Students' reading motivation scores in relation to family togetherness

Family Association Status	N	x	SD	t	p
Parents Together	123	91.86	12.495	-.026	0. 979
Parents are Separate	6	92.00	12.231		

p>.05

When Table 11 is examined, it is seen that there is no significant difference (p>.05) in relation to family togetherness in the scores obtained from the reading motivation scale.

In the twelfth sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to the hours of using computer. The data obtained are shown in Table 12.

Table 12. Students' reading motivation scores in relation to hours of using computer

Hour	N	x	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Difference
1 0-1	82	94.54	12.225	Be-tween Groups	1671.549	3	557.183	3.821	0. 12	1>2-4<3
2 1-2	41	88.76	11.513	Within Groups	18520.451	127	145.830			
3 2-3	6	82.00	14.751	Total	20192.000	130				
4 3-4	2	84.50	4.950							
T	131	92.00	12.463							

p<.05

When Table 12 is examined, it is seen that there is a significant difference (f= 3.821, p<.05) in students' reading motivation in relation to hours of using computer. Tukey test was conducted to understand the source of the difference. According to this, the average of reading motivation scores of students who use computers between 0-1 hours (x=94.54) is higher than the average of students who use computers for 1-2 hours (x=88.76), who use computers for 3-4 hours

($\bar{x}=84.50$), and who use computers for 2-3 hours ($\bar{x}=82.00$). In this case, reading motivation of students who use computers between 0-1 hours is higher.

In the thirteenth sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to hours of watching television. The data obtained are shown in Table 13.

Table 13. Students' reading motivation scores in relation to hours of watching television

		Sum of Squares	df	Mean Square	F	p
Total	Between Groups	1046.640	3	348.880	2.315	0.079
	Within Groups	19288.270	128	150.690		
	Total	20334.909	131			

$p > .05$

When Table 13 is examined, it is seen that there is no significant difference ($p > .05$) in the scores of the students obtained from the reading motivation scale in relation to hours of watching television.

In the fourteenth sub-problem of the study, it was aimed to reveal whether there is a significant difference in students' reading motivation in relation to academic success. The data obtained are shown in Table 14.

Table 14. Students' reading motivation scores in relation to academic success

	N	x	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Difference
1	60	92.77	11.364	Between Groups	1799.312	2	899.656	6.261	0.003	3>1-2
2	35	86.17	11.325	Within Groups	18535.597	129	143.687			
3	37	95.95	13.495	Total	20334.909	131				
T	132	91.91	12.459							

$p < .05$

When Table 14 is examined, it is seen that there is a significant difference ($f=6.261$, $p < .05$) in students' reading motivation in relation to academic success. Tukey test was conducted to understand the source of the difference. According to this, the reading motivation scores of very successful students ($\bar{x}=95.95$) are higher than the average ($\bar{x}=92.77$) and successful ($\bar{x}=86.17$) students. In this case, very successful students have higher reading motivation.

In the fifteenth sub-problem of the study, it was aimed to reveal whether there is a significant difference in the reading motivation of the students in relation to the number of siblings. The data obtained are shown in Table 15.

Table 15. Students' reading motivation scores in relation to number of siblings

		Sum of Squares	df	Mean Square	F	p
Total	Between Groups	513.854	7	73.408	459	0.862
	Within Groups	19821.055	124	159.847		
	Total	20334.909	131			

$p > .05$

When Table 15 is examined, it is seen that there is no significant difference ($p > .05$) in the scores of students obtained from the reading motivation scale in relation to the number of siblings.

DISCUSSION, CONCLUSION AND SUGGESTIONS

According to the findings of the research, female students have higher reading motivation compared to male students. When the related literature is examined, it is seen that there are studies showing similarities with the results of the research (Baker & Wigfield, 1999; Bozkurt & Memiş, 2013; Kurnaz & Yılmaz, 2015; Yılmaz & Çalışkan, 2017). Students' acquisition of reading skills, reaching the point of competence and taking part in reading activities in the classroom or at school are effective on reading motivation. In this context, students' self-beliefs, intrinsic motivation and reading success ensure high reading motivation. Male students may be less motivated to read than female students because they regard reading only as an in-school activity, spend less time reading, are less willing to read, and as a result, they are less successful in reading experiences. In order to increase the reading motivation of male students, variables that affect reading motivation should be determined, and care should be taken to have books suitable for students' interests in classroom libraries.

In the preschool period, which is known as the stage of preparation for reading, children begin to recognize letters, interact with prints, and become familiar with books, and in this context, the introduction of children to books in the early years of childhood affects the following years (Tanju, 2010). At the same time, in the preschool period, children meet with books that are suitable for their interests, similar to their own lives, and have a library in the home environment, reading books regularly at home, being a model for parents, and the child's ability to access books spontaneously create reading motivation. In this study, it was observed that there was no difference in students' reading motivation in relation to receiving preschool education. It can be said that there is no difference in the findings obtained because the students participating in the study are not supported to acquire reading habits at home, and they are not a model in the school and home environment. For this reason, parents and teachers should be informed about topics such as reading books, reading books together, chatting about books in preschool period.

According to Cleary, especially the ages of 8-13 are very important for students to prefer to read books in their spare time and to perform the act of reading (as cited Bamberger, 1990). As a result of the research, it was observed that the reading motivation of secondary school students differed according to their grade level and that the reading motivation of fifth grade

students was higher than that of seventh and sixth grade students. Yıldız (2013) in his study conducted with primary school students, showed that third grade students had higher intrinsic motivations than fourth and fifth grade students, but the extrinsic motivation of fifth grade students was lower than third and fourth grade students. Therefore, it was revealed that as the grade level increased, the intrinsic and extrinsic motivation of the students decreased. The fact that students do not have the willingness to read as a result of not encountering books that are suitable for their interests, and their intrinsic motivation is low, and their extrinsic motivation is not provided due to reasons such as not supporting and rewarding students' reading activities at school and at home during the critical age periods in terms of gaining reading habits. It can be shown as the reason for the decrease in reading motivation.

Ortiz, Stowe, & Arnold (2001) state that families' giving their children the opportunity to ask questions during their reading activities, allowing children to choose books and giving positive feedback increases children's interest in reading. According to the findings obtained from the study, there is no difference in the reading motivation of secondary school students in relation to the mother profession. Since mothers are the people who interact the most with their children, they are more likely to direct their children to reading activities and create an interest in reading. However, the education status of mothers can be effective in gaining and maintaining reading skills. Almost all of the mothers of the students that make up the participants of this study are housewives and therefore their education level is low. It can be said that the mothers of the students did not motivate their children to read, did not provide the opportunity to access appropriate books, and the absence of a library or books at home did not cause a difference in terms of reading motivation.

According to the findings of the study, the reading motivation of students who read books outside of school is higher than that of students who do not read books outside of school. Lattanzi JR (2014) concluded in his research that reading clubs established outside of school have a positive effect on the desire to read, since they allow the sharing of books among students. In order to ensure that students gain the motivation to read books outside of school, awards should be determined and emphasis should be placed on gaining reading habits first and internal motivation respectively.

According to the findings obtained from the research, the reading motivation of the students who buy books is significantly higher than the reading motivation of the students who do not buy books. Jones et al. (2000) found in their research that students who bought books enjoyed reading twice as much as those who did not. It can be said that the reading motivation of the students who buy books is higher because the students choose suitable books for their interests and curiosity and their intrinsic motivation is high. School libraries and classroom libraries should be enriched and students should be encouraged to become a member of libraries in order to increase the motivation of students who do not buy books.

Creating curiosity and interest in reading both at home and in the school environment contributes to students' tendency to read in their spare time and consequently to increase their reading motivation by gaining reading habits. According to the findings of the study, the reading motivation of the students who read books on vacation is higher than the reading motivation of students who do not read on vacation. Umucu Alpoğuz (2014) found in his research that the arbitrary reading attitudes of second grade students were more positive than those of third, fourth and fifth grade students.

According to another finding of the study, the reading motivation of students who read books

apart from homework is significantly higher than the reading motivation of students who do not read books except for doing homework. Yaman & Süğümlü (2010) found in their research to examine the habit of reading books out of the classroom of elementary school students, and that students with high grade averages considered themselves competent in fast and silent reading. In this context, it can be said that students are internally motivated and devoted time to reading because they read books about their favorite subjects, choose books within their interests, and enjoy reading.

It was observed that there was no difference in the reading motivation of the students in relation to the number of books read per year. This finding of the research differs from the research conducted by Kurnaz & Yıldız (2015). The researchers concluded that the number of books read in the last year significantly increased students' reading motivation. On the other hand, Kurulgan & Çekerol (2008) found that 92% of students read two or more books a month, and 88% of students read a book a week or a month ago, and they concluded that students had strong reading habits.

According to the findings obtained from the study, there is no difference in students' reading motivation in relation to family income. Situations such as students' purchasing books, having a library at home, reading publications regularly may be related to the income level of the families. However, libraries allow students to select and have access to books according to their own wishes. When the relevant literature is examined, there are studies showing that there is no relationship between reading frequency and household income (Kurulgan & Çekerol, 2008), and that income has negative effects on reading habits (Bake & Wigfield, 1999; Yılmaz, 2004). Achieving successful results in studies prepared to support children in many areas depends on the effective implementation of the practices determined in the home environment by the parents (Çelebi Öncü, 2016). One of the areas that children should be supported at home is to acquire reading skills and habits. According to the research findings, there is no difference in the students' reading motivation in relation to family togetherness. The biggest responsibility falls on the family for the children to gain a love of reading and to become a competent reader by developing reading habits. Families' knowledge of how to choose fun and engaging books suitable for children's interests, the importance of reading books to children in the early stages and reading books with children play an important role in children's high reading motivation. As a result of the study, the fact that there is no difference in the students' reading motivation in relation to family togetherness may mean that parents do not play an effective role in directing students to reading.

Due to the rapid development of technology, there is an increase in the number of activities students can do to spend their free time, and there are differences in the choices of students. It is observed that students spend more time with technological devices such as television and computer rather than focusing on reading activities to access information, acquiring new information or having fun. In the relevant literature, there are research results showing that as computer use increases, reading rate and habit decrease (Aksaçlıoğlu & Yılmaz, 2007). In this context, students' interests change and this affects their reading motivation. According to the findings obtained from the study, it was observed that the reading motivation of the students differed according to the hours of using the computer, and the reading motivation of the students who used computers between 0-1 hours was higher. Higher reading motivation among secondary school students who spend less time on computer can be explained by the fact that these students prefer to read books among the activities they encounter due to their high intrinsic motivation, they have access to books that are suitable for their own characteristics, and they develop a habit of reading books in the early stages. Those who use computers for a long time and use time unconsciously experience a decrease in their reading motivation. In order to

prevent this, the hours that students spend with computers should be controlled more and planned daily.

Television is another tool that is effective in helping students acquire and maintain reading skills. Although there is a study that argues that television has a positive effect on students' reading skills (Gagne, 1992), it is stated that television has a negative effect on reading habits (Beentjes & Voort ,1988). Aksaıođlu & Yılmaz (2007) concluded in their study that watching too much television has a negative effect on reading. In this study, it was concluded that there was no difference in reading motivation of secondary school students in relation to the number of hours spent watching TV. Based on the findings of the previous research, it can be said that there is no difference between students in terms of reading motivation, as they spend most of their time in front of the computer instead of watching television. However, it can be thought that it is effective not to include elements that encourage students to read books on TV.

Students' tendency to read a text, their ability to read and understand the text efficiently is related to the cognitive and affective characteristics of reading (Ülper, 2011). In this context, the academic success of the students is evaluated on the basis of their academic performance. According to the findings obtained in the study, although there is a significant difference in the reading motivation of students in relation to academic success, it is seen that the reading motivation of the students who are very successful is higher than the middle level and successful readers. Akyol (2006) states that primary school students need to read the text a second time because they do not understand 70 words of a 100-word text, which is 50 words for high school students, and 35 words for university students respectively. In this context, it can be said that being a good reader increases academic success. When the relevant literature is examined, it is seen that there are research results that support the research findings. Kurnaz & Yıldız (2015) stated that secondary school students' academic success in Turkish lessons significantly increased their reading motivation; Ürün Karahan (2017), on the other hand, concluded that there is a high level of relationship between reading motivation and academic motivation in his study to determine the relationship between reading motivation and academic motivation of fifth and sixth grade students.

A child's reading habit depends on having someone in the family who has reading habits. According to the findings obtained in the study, it is observed that there is no difference in the reading motivation of the students in relation to the number of siblings. Not being rewarded for reading activities in the home environment or siblings not being role models for each other may have caused no difference in reading motivation.

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