

Investigation of the 4th Grade Primary School Students' Attitudes Towards Reading in the Scope of Different Variables

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Abstract

In this study, it is aimed to examine the attitudes of fourth grade primary school students towards reading in terms of different variables. In this context, the attitudes of students' reading attitudes were examined according to gender, age, read books regularly and number of books read in a month. The research was prepared in accordance with the relational survey model from the quantitative patterns. The sample of the study consists of 217 primary school fourth grade students. The data of the study were collected with reading attitude scale prepared by Yurdakal and Susar (2018). Cronbach's Alpha value of the scale is 0.853 and the scale is composed of 4 dimensions and 28 questions. Kruskal Wallis H and Mann Whitney U tests were used to analyze the data. When the results of the research are examined, the attitudes of the students towards reading do not differ according to gender. Students' attitudes towards reading varies significantly according to age variable and this significance is in favor of 9-10 years. The students' attitudes towards reading differ with students who do not regularly read books and this is in favor of students who do not read a regular book. The attitudes of students towards reading do not differ according to the number of books read monthly.

Keywords: primary school, reading, attitude, reading attitude, relational survey

1. Introduction

In today's world, where information is rapidly changing and increasing, it is an important area of competence for all individuals to develop effective ways of obtaining information. Individuals must have a command of language in the process of obtaining information. Language acquisition is a process, starting with the family and interacting with the environment. This process is followed by a program and systematically after the individual starts his / her education (Büyükkiz & Hasırcı, 2013: 57). Language learning started in the family and continues lifelong. In the process of acquiring information by learning the language of the individual effectively, four basic language skills can be mentioned. These are: listening, speaking, reading and writing. The ability to listen is the first language skill that the individual begins to acquire in the womb. The child is use only listening ability to understand the environment until the start of the conversation (Melanlıoğlu, 2012: 67). Another skill that an individual should have is the ability to speak. The ability to speak, express himself directly; expressed his feelings and wishes directly to others; it is a skill that it can share with others (Yalçın, 2002: 97). The ability to speak is the process of transferring the feelings, thoughts, wishes and interests of the individual to verbal or non-verbal language elements and transferring the person to the other partners. Improving speaking skills cannot be achieved through a study based on memorizing certain rules, just as in writing skills; it needs to do plenty of practice (Özbay, 2005: 178). One of the basic duties of the primary school teachers in the first grade is to teach students the ability to read and write. As writing skills are developed based on reading skills, students have to acquire reading skills first.

When examine the definitions related to reading: According to Akyol (2007: 15), reading is an exchange of views between the reader and the writer, in an appropriate environment, where the reader struggles to understand the text and tries to put forward new meanings by combining the understanding and the preliminary information. The meaning of the code encoded by a writer in the form of a visual stimulus is the interaction process that makes a

meaning in the mind of the reader (Kayalan, 2007: 8). According to Sever (2004: 13) reading is a process of communication, perception, learning, cognitive, affective, and dimensional development. Reading is a meaningful interpretation of written language (Harris & Sipay, 1990: 10). Reading is the process of briefly interpreting written texts within the linguistic rules and transforming them into mental schemes. Reading ability has an important point in acquiring knowledge. The way of being a thinking and speaking community is through reading (Tural, 1992: 125). One of the ways to reach information, constantly update it and perhaps most importantly, is reading ability (Karatay, 2014: 1). In order for the individual to have an effective reading skill, he / she needs to know the aims of reading. According to Çelik (2006: 20) aims of reading skills are: Fast, accurate, continuous and meaningful reading, obtain the ability to understand what they read correctly and quickly. Learn to evaluate leisure time by reading books that are appropriate for their level; gain a love of books and make reading a pleasurable habit. Gain the ability to choose interesting books that match the reading tastes and levels. Recognizing words, developing vocabulary through reading habits and enriching them. To understand that reading books is one of the ways to gain knowledge. To improve the power of expression by reading texts written in a beautiful and correct language. The individual needs to have a positive outlook on reading to have an effective reading skill. It can be said that the individual who has a positive attitude towards reading will be more successful in reading. Attitude can be defined as the forefront of the mental, emotional and behavioral reaction that the individual organizes based on his experience, knowledge, feelings and motives against any object, social subject or event in his or his environment (İnceoğlu, 2010: 13) In summary, the way to be successful in the information age is through the skills of acquiring information. It is important that the development of reading which has an important point in acquiring knowledge has a positive effect on the process of acquiring information.

In order the individual to have an effective reading skill, she/he needs to developing a positive attitude towards reading. In this context, it is aimed to investigate the attitudes of fourth grade students towards reading according to different variables. In this context the following sub-problems were prepared.

1. Do the 4th grade students' attitudes towards reading differ according to gender?
2. Do the 4th grade students' attitudes towards reading differ according to age?
3. Do the 4th grade students' attitudes towards reading differ according to whether they read the books regularly or not?
4. Do the 4th grade students' attitudes towards reading differ according to the number of books read monthly?

2. Method

2.1 Research Model

In this study, the survey model of quantitative research models was used. Survey models are research models that aim to describe the subject of research in the past or still (Karasar, 2005: 77). Relational survey model was used in the research. Relational survey model to determine the relationships between variables and to estimate the possible results; instead of influencing or controlling the variables, statistical comparisons are made for the scores of each sample (Tekbıyık, 2014: 101). In this context, the research is based on statistical comparisons of the attitudes of fourth grade primary school students towards reading according to different variables.

2.2 Sample

The population of the study consisted of all students studying in central districts and districts of Denizli / Turkey. While selecting the sample in the research, a selection based on the maximum diversity sample model was made. According to Patton (2014) the maximum diversity sample is based on the identification and identification of basic themes with different characteristics. In this context, the schools in the central districts and districts of Denizli were considered as three socio-economic regions and the students from three regions including the city center and provincial were included. The sample of the study consists of 217 primary school fourth grade students. Information about students' gender and age is shown in Table 1.

Table 1. Gender and Age Data on Sampling

		Number	Percent (%)
Gender	Female	104	47.9
	Male	113	52.1
	Total	217	100.0
Age	9	121	55.8
	10	82	37.8
	11	14	6.5
	Total	217	100.0

In Table 1, 104 (47.9%) of the sample were female and 113 (52.1%) were male. 121 of the students are 9 years old, 82 are 10 and 14 are 11 years old.

2.3 Data Collection Tools

In the study, the attitude towards reading scale prepared by Yurdakal and Susar (2018) was used to determine the students' attitudes towards reading. Information on the process of development of the scale is as follows: First of all, in order to determine the attitudes of fourth grade students towards reading, the opinions of 32 students on attitudes towards reading were taken with semi-structured interview form. A draft scale of 58 questions was prepared using the qualitative data obtained. After receiving expert opinion from six field experts, three primary school teachers and two language teachers, the number of questions was reduced to 54. For pilot application, the scale was applied to the students up to five times (270) of the number of questions.

The data were analyzed by SPSS 23 package program. Before the analysis, the scale was removed from the extreme values, nine scale forms were taken from the analysis based on Mahalanobis distance values. The KMO value of the scale is 0.817 and it can be said that the sample is sufficient for analysis. After exploratory factor analysis (EFA), the scale consists of four dimensions. The item load values of the substances in the first dimension are 0.511-0.768; 0.353-0.616 of the substances contained in the second dimension; the substances in the third dimension ranged between 0.461-0.690 and the fourth of the substances in the size range from 0.372-0.592. The Spearman-Brown correlation value is 0.81, which is sufficient for two-half reliability. According to this value, the internal consistency level of the scale can be said to be high. The Cronbach's Alpha value of the scale was 0.853. The scale consists of four dimensions and 28 questions.

2.4 Data Collection Process

After obtaining the necessary permissions within the scope of the study, a suitable time was determined and scales were applied on the grounds that the students did not interrupt their courses by meeting with the teachers themselves. Before the scales were applied, the students were informed about the scope of the scale and how to fill it and no time limit was set for filling the scale.

2.5 Data Analysis

Within the scope of the research, the information in the scales was entered into the SPSS 22 package program and analyzes were made. Before determining the type of analysis to be done, the normality of distribution was examined and it was determined that the distribution was not distributed homogeneously in this scope Kruskal Wallis H and Mann Whitney U tests were performed. The data obtained from the analyzes are presented by tables.

3. Findings

In the scope of the study, the examination of the attitudes of students towards reading according to different variables was examined firstly. The normal distribution of the sample was examined by Kolmogorov-Smirnov and Shapiro-Wilk test. According to Büyüköztürk (2011) if sample less than 50, Shapiro-Wilks should be used. In this context, because of the sample consisted of 217 students, Kolmogorov-Smirnov test was used. Information on the Kolmogorov-Smirnov test is shown in Table 2.

Table 2. Kolmogorov-Smirnov Test for Distribution of Sample

Tests of Normality-Kolmogorov-Smirnov^a			
	Statistic	df	Sig.
Grup	.093	217	.000
a. Lilliefors Significance Correction			

When we look at Table 2, it is seen that the distribution of the group is heterogeneous ($p = 0.00$ and $p < 0.05$). In this context, non-parametric tests were used in the analysis of the variables.

3.1 Findings Related to the First Sub-Problem

The first sub-problem of the study is “Do the attitude of the 4th grade students towards reading differ according to gender? Information about the Mann Whitney U test which includes the differentiation of the students' attitudes according to gender is shown in Table 3.

Table 3. Analysis of Attitudes Towards Reading According to Gender

	Gender	N	Mann-Whitney U	Wilcoxon W	Z	p
Total	Male	104	42.74			
	Female	113	41.43			
	Total	217	5081.000	11409.000	-1.621	.105

Table 3 shows that Mann Whitney U results for the differentiation of the scores of the students on the attitude scale according to gender. When we look at the p value of students' attitudes towards reading did not differ according to gender ($p = 0.105$ and $p > 0.05$).

3.2 Findings Related to the Second Sub-Problem

The second sub-problem of the study is “Do the attitude of the 4th grade students towards reading differ according to age? Information about the Kruskal Wallis H test which includes the differentiation of the attitudes of the students according to age is shown in Table 4.

Table 4. Analysis of the Attitude Towards Reading According to Age

	Age	N	Chi-Square	df	p
Total	9	121	41.7769		
	10	82	43.0122		
	11	14	38.2143		
	Total	217	5081.000	2	0.047

When we look at Table 4, Kruskal Wallis H results show that students' attitude scale scores differ according to age. When we look p value, students' attitudes towards reading differ according to age ($p = 0.047$ and $p < 0.05$). The Kruskal Wallis test was used to determine the age of this differentiation. Table 5 shows the results of Mann Whitney U analysis between 9-10, 9-11 and 10-11 years respectively.

Table 5. Data on the Age of Differentiation of Reading Attitudes

Age	Mann-Whitney U	Wilcoxon W	Z	p
9-10	4522.000	11903.000	-1.070	.105
9				41.7769
10				43.0122
9-11	566.500	671,500	-2.028	.043
9				41.7769
11				38.2143
10-11	347.500	452,500	-2.356	.018
10				43.0122
11				38.2143

Table 5 shows the differentiation between the students' reading attitudes and age variables. While there was no difference between 9 and 10 years old students' reading attitudes ($p = 0.105$ and $p > 0.05$), there was a significant difference between 9-11 and 10-11 years of age. The reading attitude mean score of the 9-year-old students was 41.77, while the 11-year-olds were 38.21. In this context, there was a significant difference and this difference was in favor of 9 years ($p = 0.43$ and $p < 0.05$). Similar difference is observed between 10-11 years of age. The attitude scale scores of 10-year-old students were 43.01 and 11-year-olds were 38.21. In this context, 10-year-old students' attitude towards reading differed significantly from 11-year-olds ($p = 0.18$ and $p < 0.05$).

3.3 Findings Related to the Third Sub-Problem

The third sub-problem of the study is "Do the attitude of the 4th grade students towards reading differ according to whether they read the books regularly? The information about the Mann Whitney U test which includes the differentiation of the attitudes of the students according to the status of reading the books regularly is shown in Table 6.

Table 6. Analysis of the Attitude Towards Reading According to the Status of Read Books Regularly

	Read book regularly	N	Mann-Whitney U	Wilcoxon W	Z	p
Total	Yes	164	41.12			
	No	53	44.75			
	Total	217	3006.500	16536.500	-3.376	0.001

Table 6 shows the Mann Whitney U results of the students' scale scores on the attitude scale according to the status of read the books on a regular basis. When we look at the p value, students who do not read book regularly differed significantly from who read book regularly ($p = 0.001$ and $p < 0.05$). The mean score of the students who do not read books on a regular basis is 44.75 while the average of those who read regular books is 41.12.

3.4 Findings Related to the Forth Sub-Problem

The fourth and last sub-problem of the study is "Do the attitude of the 4th grade students towards reading differ according to the number of books read monthly? The information about the Kruskal Wallis H test which includes the differentiation of the reading attitude of the students according to the number of books read monthly is shown in Table 7.

Table 7. Analysis of the Attitude Towards Reading According to the Number of Books Read Monthly

	Number of book	N	Chi-Square	df	p
Total	0	16	42.7500		
	1	26	43.9231		
	2-5	74	42.2432		
	6-10	101	41.2376		
	Total	217	5.276	3	0.153

When we look at Table 7, Kruskal Wallis H results show that the scores of the students' attitude scale differ according to the number of books read monthly. When the p value was examined, the attitudes of students towards reading did not differ according to the number of books read monthly ($p = 0.153$ and $p > 0.05$).

4. Discussion and Conclusion

In this study, the attitudes of fourth grade primary school students towards reading according to different variables are examined. When the findings are examined in this context, it is concluded that there is no significant difference between the students' attitudes towards reading and gender. It is seen that the attitudes of female students towards reading are higher than male students in the literature (Gömleksiz, 2004; Sallabaş, 2008; Başaran & Ateş, 2009; Demir, 2009; Güngör, 2009; Batur, Gülveren, & Bek, 2010; İşeri, 2010; Saracaloğlu, Karasakaloğlu, & Aslantürk, 2010; Balcı, Uyar & Büyükkız, 2012). In this context, it can be said that the results of the research have differ from the literature. Although there are some findings about the female students' attitudes towards reading in the literature, there is no information to explain this difference scientifically.

When the differentiation between the students' reading attitudes according to age variables, there is no difference in the reading attitudes of the students between the ages of 9 and 10, while there is a significant difference between

9-11 and 10-11 years of age. The reading attitude mean score of the 9-year-old students was 41.77, while the 11-year-olds were 38.21. There is a significant difference in this context and this difference is in favor of 9 years old. Similar difference is observed between 10-11 years of age. The attitude scale scores of 10-year-old students were 43.01 and 11.2-year-olds were 38.21. In this context, 10-year-old students' attitude towards reading differed significantly from 11-year-olds. When Şahin Taşkın & Esen Aygün (2017) were evaluated in terms of the age of the students, it was found out that 11-year-old students' reading attitudes for entertainment were more favorable than students aged 8 and 10 years. When we look at these data, there is an indication that the attitude towards reading decreases with age. Reading texts are at the beginning of the variables affecting reading attitudes. Books prepared in accordance with the level, interests and needs of the students increase the attitudes of students towards reading, whereas books that do not meet these criteria may prevent students from reading.

In this context, it is necessary to prepare the texts and books to be taught in accordance with certain criteria. According to the 2015 Turkish Language Teaching Program (MoNE, 2015), the texts that should be included in the Turkish lesson and teacher's guidebook are as follows: Texts should have the characteristics that will realize the aims and objectives of the course. Texts should be appropriate to the grade level and age of the students. The texts should not have a negative effect on the mental worlds of the students. Literary value texts should be taken from widely accepted authors and works in the field. Selected texts should be taken from the author's work instead of secondary transfers. A text selected for a class level should not be used for another class. Texts selected from world literature should be taken from correct and qualified translations. Selected texts will enrich students' emotions, thoughts and imagination; knowledge, skills, language and aesthetic pleasure level should be developed.

Students' attitudes towards reading differ according to whether they read the books regularly or not. The mean score of the students who do not read books on a regular basis is 44.75 while the average of those who read regular books is 41.12. In this context, an unexpected result is that students who read regular books differ with students who do not read books regularly and this is in favor of students who do not read a regular book. Texts that students generally read are text in the textbooks. When determining the texts to be read in Turkish textbooks, preferences should be made for students' age, curiosity and imagination (Yurt & Arslan, 2015: 318). In this context, students may have developed a negative attitude towards reading because text are not in accordance with the interests and wishes of the children.

Durualp, Durualp, & Çiçekoğlu (2013) found that the attitudes towards reading were significantly higher in children who had time to read books and who went to the library two or three times a week. Similarly, in Başaran & Altuner (2016) it was concluded that the students who followed the periodical publications had more reading habits than the students who did not follow the periodicals. In this context, the results of the study do not coincide with the relevant studies. In the analyzes conducted within the scope of the research, students' attitudes towards reading do not differ according to the number of books read monthly. In this context, it is concluded that there is no relationship between the number of books read and the reading attitude. The fact that reading attitude is not related to the quantity of the book. Durualp, Çiçekoğlu, & Durualp (2013) concluded that the attitudes towards reading habits of the children are high, which read more books and devote time to reading each day. In this context, the relevant literature and the results of the research do not correspond.

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