





Examining the Relationship Between Reading Motivation and Reading Comprehension Self-Efficacy Perception

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ABSTRACT

This study aims to investigate the relationship between the reading motivation and reading comprehension self-efficacy perceptions of fourth-grade students. The research model is the correlational survey model, one of the quantitative research methods. The study group of the research consists of 571 students studying in the fourth grade. The 'Reading Motivation Scale' and the 'Reading Comprehension Self-efficacy Perception Scale' were used as data collection tools. The SPSS statistical software program was used for the analysis of the data. Independent Samples T-Test and ANOVA, which are parametric tests, were used in the analysis of the data. When the results obtained in the study were examined, it was seen that the students' reading motivation total scores were at a 'good' level, and that there was no significant difference in their total scores according to the gender and Turkish report card grade variables. Similarly, it was concluded that the students' reading comprehension self-efficacy perception total scores were also at a 'good' level, and that there was no difference between students depending on the gender and Turkish report card grade variables. Finally, it was determined that there was a 'moderate' positive relationship between the students' reading motivations and their reading comprehension self-efficacy perceptions.

Keywords:

Motivation, self-efficacy belief, primary education, fourth grade, reading

1. Introduction

Whether viewed on a larger or smaller scale, it is possible to assert that there are numerous factors that influence performance in any educational subject. Motivation, which appears as one of these factors, has a structure that changes depending on the individual's internal dynamics and environmental conditions.

Although motivation (in Turkish, "motivasyon") undergoes changes in meaning depending on the content of disciplines, in a general sense, it is defined as "güdüleme" (motivation) and "isteklendirme" (incentive) by the Turkish Language Association (TDK) (2014). In other words, the desire and urge an individual needs to take action on a subject are called motivation (Göksu, 2017). According to McNerney and Liem (2008), the common characteristics of motivated individuals are: being able to make a choice by one's own will without being bound by necessity, being willing and interested in the subject for which one is motivated, and therefore, being able to set high goals and maintain the behaviour for which one is motivated. Because it includes all these elements, it can be said that motivation has a multidimensional structure.

Since the factors affecting motivation are related to the individual's own inner world and his/her feelings about the outside world (Keenan, 1996), motivation is discussed in two focuses: intrinsic motivation and extrinsic motivation. Intrinsic motivation is concerned with a person's ability to complete a task in accordance with his or her internal desires. If the individual's intrinsic motivation for a task is high, they can take action related to

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that task without any external stimulus (La Guardia, 2009). Extrinsic motivation, on the other hand, is when a person is more externally motivated due to reasons such as being rewarded and appreciated (Shin & Zhou, 2003).

Motivation plays a fundamental role in reading and directly affects reading achievement. In fact, many previous studies in the literature have indicated that motivation is effective in the reading process (Akyol, 2005; Baker & Wigfield, 1999; Guthrie & Wigfield, 2000; Wigfield & Guthrie, 1997; Wigfield, Guthrie, Tonks & Prencevich, 2004; Öztürk & İleri Aydemir, 2013).

Wigfield, Gladstone, and Turci (2016) also said that children's reading motivation is related to their reading comprehension skills, because generating a new meaning about a book necessitates a number of motivational processes. When this process is carried out consciously, meaning-making, which is complicated for the student, is realised more efficiently (Monteiro, 2013). It can be said that reading motivation is required in metacognitive processes such as understanding a text and analysing the main idea intended to be given. At the same time, reading motivation also gives an idea about the strategic skills used by students in their reading.

According to Schunk (1996), there is a reciprocal interaction between motivation and self-efficacy, the perception of self-efficacy affects motivation. In many studies it is found that self-efficacy strengthens motivation and provides enthusiasm for high-level tasks. In contrast, the opposite of these is observed in individuals with low self-efficacy perception. Self-efficacy is not only a concept related to motivation, but also affects the changes that will shape individuals' lives. In other words, it is one's self-belief in planning and performing the behaviours that the individual needs for the future (Bandura (1977). Therefore, the characteristic distinguishing individuals with high self-efficacy perceptions from those with low self-efficacy perceptions is the belief and patience they display on the path to success. However, self-efficacy perception and self-efficacy ability are not always parallel. Individuals' self-efficacy perceptions can sometimes be the same as, and sometimes lower or higher than the skills they actually possess (Tracey & Morrow, 2017).

When individuals with low self-efficacy encounter difficulties, they view these difficulties as more demanding, challenging, and difficult to overcome than they actually are. This can lead to high levels of anxiety and stress among individuals, who may become discouraged when faced with difficulties (Ghonsooly & Elahi, 2010). As a reflection of this, academic self-efficacy is regarded as a strong predictor of academic performance (Pajares & Kranzler, 1995). In studies conducted on reading skills, it has been observed that students with high self-efficacy perceptions have greater success (Ghonsooly & Elahi, 2010).

When considered in the context of reading skills, self-efficacy is the student's self-belief in understanding texts at all levels of the reading process. Students with high reading comprehension self-efficacy perceptions are in a position of competence in the reading process and can use reading comprehension strategies appropriately (Guthrie et al., 2007). In the process, the student first focuses on making sense of the text by adhering to the schematic structure of the text and synthesising his/her prior knowledge about the topic and the new information included in the text (Ülper, 2011). Similarly, Pressley and Afflerback (1995) stated that competent readers can act strategically in the reading process and combine multiple strategies in reading comprehension (cited by Epçaçan & Demirel, 2011). Moreover, a student with high self-efficacy beliefs in the process of reading comprehension can first clearly identify the purpose of reading and carry out its purposeful planning in an environment of effort and achievement-oriented confidence (Altunkaya, 2018). Although perceptions of self-efficacy are not a new concept, it is only recently that studies linking it to reading comprehension have entered the literature in our country (Altunkaya, 2018; Epçaçan, 2013; Eyüp & Uzuner, 2016; İnnalı & Aydın, 2014; Karahan, 2017; Ülper & Şirin, 2018). Moreover, some of the studies on the subject have been carried out on scale adaptation or scale development (Epçaçan & Demirel, 2011; Kula & Budak, 2020; Kula, 2021). On the other hand, when we look at the studies in the field of reading motivation, there are numerous studies in the literature examining its relationship with reading comprehension (Aktaş & Çankal, 2019; Baki, 2019; Batmaz & Erdoğan, 2019; Kızgın & Baştuğ, 2020; Özerbaş & Öztürk, 2017) and the relationship between reading motivation and other factors (Duran & Sezgin, 2012; Gök, 2019; Katrancı, 2015; Öztürk & Aydemir, 2012; Ülper, 2011; Yamaç & Çeliktürk Sezgin, 2018; Yıldız & Akyol, 2011). When we examine the studies that deal with the relationship between motivation and self-efficacy belief, however, it is seen that the studies are mostly aimed at pre-service teachers (Aktaş, 2017; Alemdağ, Öncü & Yılmaz, 2014; Gök & Atalay Kabasakal, 2019; Karakuyu & Karakuyu, 2016; Kutluca, 2018). Although there are studies examining the relationship between Reading

Motivation and Reading Comprehension (Guthrie et al., 2007; Kuşdemir & Bulut, 2018; Nevo, Vaknin-Nusbaum, Brande & Gambrell, 2020; Stutz, Schaffner & Schiefele, 2016), no research has been found that deals with reading comprehension self-efficacy perception and reading motivation together at primary school level. Considering that reading comprehension is of critical importance in all disciplines, including the Turkish course, it is considered important to examine the degree to which motivation and self-efficacy, which are among the main factors affecting reading comprehension, are acquired by students, and the extent to which they affect each other. For this reason, it was aimed to examine the relationship between fourth-grade primary school students' reading motivation and their reading comprehension self-efficacy perceptions. For this purpose, the sub-problems of the research are as follows:

With regard to fourth-grade primary school students,

- What is the level of their reading motivations?
- Do their reading motivations differ according to gender?
- Do their reading motivations vary according to their academic achievement in the Turkish course?
- What is the level of their reading comprehension self-efficacy perceptions?
- Do their reading comprehension self-efficacy perceptions differ according to gender?
- Do their reading comprehension self-efficacy perceptions vary according to their academic achievement in the Turkish course?
- What is the relationship between their reading motivations and their reading comprehension self-efficacy perceptions?

2. Methodology

2.1. Research Model

In this study, a correlational survey model, one of the quantitative research methods, was used to determine the relationship between fourth-grade primary school students' reading motivation and their reading comprehension self-efficacy perceptions. In this type of research, it is necessary to examine the relationship between at least two variables (Çepni, 2007). In this model, the relationship between the variables can be examined in two ways: comparison and correlation. In the correlation type, covariation of the variables is examined, while in the comparison type, differentiation between at least two variables is examined (Karasar, 2005). To determine the relationship between the above variables, the correlation survey method was preferred in this study, and an attempt was made to determine the covariance of the variables.

2.2. Research Sample

A simple random sampling method was used while determining the research study group. This sample can be utilised to access richer data and increase credibility (Flick, 2014). The researcher first determines a random sample group from the population and then selects a small subgroup from within this group that he/she thinks will contribute the most to the research (Tashakkori & Teddlie, 2010). In this study, a sample group consisting of 40 primary schools located in the same region was determined to collect the data swiftly. Then a small subgroup was formed from within this group by drawing lots. Five primary schools determined accordingly, and 571 students studying in the fourth grade in these schools comprise the research study group. Information about the study group is given in Table 1.

Table 1. Descriptive Statistics of the Study Group

Descriptives		f	%
Gender	Female	302	52.88
	Male	269	47.11
Third-Year Turkish Report Card Grade	Must improve	5	0.87
	Good	44	7.70
	Very good	522	91.41
Total		571	100

As seen in Table 1, the study group consists of 571 students, of whom 52.88% are female, and 47.11% are male students. When the students' third-year Turkish report card grades are examined, it is seen that 0.87% of students were graded as 'must improve', 7.70% as 'good', and 91.41% as 'very good'.

2.3. Data Collection Tools

In the research, the 'Motivation for Reading Questionnaire' (MRQ) developed by Guthrie and Wigfield (1997) and adapted into Turkish by Yıldız (2010), and the 'Self-Efficacy Perception Scale for Reading Comprehension' (SPSRC) developed by Kula and Budak (2020) were used. Detailed information about the scales is given below.

Motivation for Reading Questionnaire (MRQ): This 21-item scale, adapted into Turkish by Yıldız (2010), is a 4-point Likert-type scale rated as 1 (very different from me), 2 (a little different from me), 3 (a little like me) and 4 (a lot like me). The lowest score that can be obtained from the scale is 21 and the highest score that can be obtained is 84. The scale consists of two sub-dimensions, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation includes curiosity and involvement factors, while extrinsic motivation includes recognition, social, competition, and compliance factors. The Cronbach alpha reliability coefficients of the scale were calculated as $\alpha = .68$ for intrinsic motivation, $\alpha = .82$ for extrinsic motivation, and $\alpha = .86$ for the total MRQ. In the analyses made for this study, the overall Cronbach alpha reliability coefficient was calculated as $\alpha = .84$.

Self-Efficacy Perception Scale for Reading Comprehension (SPSRC): Developed by Kula and Budak (2020), this scale is one-dimensional and consists of 29 items arranged in a 3-point Likert type as 1 (doesn't fit me at all), 2 (fits me a little), 3 (fits me completely). The lowest score that can be obtained from the scale is 29, and the highest score that can be obtained is 87. The Cronbach alpha reliability coefficient of the scale was calculated as $\alpha = .918$. In the analyses made for this study, the Cronbach alpha reliability coefficient was calculated as $\alpha = .86$.

2.4. Procedure and Data Analysis

After obtaining the necessary permission, the researcher collected the data in person in the autumn semester of the 2021-2022 academic year. The research was carried out on a voluntary basis. Before beginning the implementation, the students were told how to fill in the scales by giving a few examples from outside the scales. The students' time to complete the scales was one lesson period (40 minutes).

The SPSS 22.0 statistical analysis program was used to analyze the data. To determine which tests would be used in the analysis of the data, first of all, the one-sample Kolmogorov-Smirnov test was applied. With this analysis, an attempt was made to determine whether the data were parametric or non-parametric. As a result of the analysis, the results obtained for the reading motivation scale were $K-S(z)=0.78$; $p>0.05$, and for the reading comprehension self-efficacy perception scale, $K-S(z)=0.45$; $p>0.05$. According to this result, it is seen that the data are parametric. Therefore, the independent samples t-test (t-test for two independent samples) and ANOVA (one-way analysis of variance) were used to analyze the data. In addition, Pearson correlation analysis was used to examine the relationship between two variables. In the data analysis, a significance level of .05 was accepted.

2.5. Ethical

The author declared that all the study procedures were conducted in compliance with the Helsinki Declaration. Voluntary participation, anonymity, and informed consent were ensured for all participants and there was no experimental manipulation involved in the study. Ethical permission was obtained from Selcuk University Ethics Committee (Number: Issue: E-16343714-605.99-176650; Date; 15.11.2021).

3. Findings

Data on the fourth-grade primary school students' reading motivation levels are given in Table 2.

Table 2. Descriptive Statistics on Overall Reading Motivation and Sub-Dimensions

Scale	Dimension	Lowest Score	Highest Score	N	\bar{X}	Sd	
Reading Motivation	Intrinsic	Involvement	3	12	571	9.96	1.92
	Motivation	Curiosity	4	16	571	12.36	2.65
		Recognition	3	12	571	9.26	2.18
	Extrinsic	Social	4	16	571	11.95	3.02
		Motivation	Competition	4	16	571	12.69
		Compliance	3	12	571	10.43	1.84
Total			38	84	571	66.69	10.36

As seen in Table 2, in their reading motivation, the mean score obtained by the fourth-grade students in the involvement sub-dimension of intrinsic motivation is $\bar{X}=9.96$; $Sd=1.92$, while the mean score they obtained in the curiosity sub-dimension is $\bar{X}=12.36$; $Sd=2.65$. The mean score they obtained in the recognition sub-dimension of extrinsic motivation is $\bar{X}=9.26$; $Sd=2.18$, their mean score in the social dimension is $\bar{X}=11.95$; $Sd=3.02$, their mean score in the competition dimension is $\bar{X}=12.69$; $Sd=2.75$, and the mean score they obtained in the compliance dimension is $\bar{X}=10.43$; $Sd=1.84$. The mean score obtained by the fourth-grade primary school students for the overall reading motivation scale is $\bar{X}=66.69$; $Sd=10.36$. When the data are examined, it can be said that the fourth-grade students' reading motivation is at a 'good' level.

The findings regarding whether the fourth-grade primary school students' reading motivation differs according to the gender variable are given in Table 3.

Table 3. T-test results of Students' Reading Motivation According to Gender

Dimension		Gender	N	\bar{X}	S	Sd	t	p
Intrinsic Motivation	Involvement	Female	302	9.76	1.8675	569	-2.628	.009*
		Male	269	10.18	1.9617			
	Curiosity	Female	302	12.37	2.6340	569	.096	.923
		Male	269	12.34	2.682			
Extrinsic Motivation	Recognition	Female	302	9.28	2.1174	569	.195	.846
		Male	269	9.24	2.2628			
	Social	Female	302	12.24	2.8162	569	2.370	.018*
		Male	269	11.64	3.2182			
	Competition	Female	302	12.84	2.7074	569	1.309	.191
		Male	269	12.53	2.8011			
	Compliance	Female	302	10.53	1.8016	569	1.403	.161
		Male	269	10.32	1.8796			
Total		Female	302	67.04	10.087	569	.866	.387
		Male	269	66.29	10.679			

*p < .05

When Table 3 is examined, it is seen that the scores obtained by the fourth grade primary school students from the reading motivation scale are for the total scale: ($t=.866$; $p>.05$), and for the sub-dimensions: involvement ($t=-2.628$; $p<.05$), curiosity ($t=.096$; $p>.05$), recognition ($t=.195$; $p>.05$), social ($t=2.370$, $p<.05$), competition ($t=1.309$, $p>.05$), and compliance ($t=1.403$, $p>.05$). Among the sub-dimensions, a significant difference was determined for 'involvement' and 'social' scores in terms of the gender variable. To determine the direction of the differences in these sub-dimensions, an effect size calculation was made. With the test performed, the eta-squared formula was applied, and it was concluded that while the gender variable score was .012 in the involvement sub-dimension, there was a small significant difference of .010 in the social sub-dimension. Therefore, it can be stated that there is a significant difference in favour of female students in the involvement and social sub-dimensions.

The findings regarding whether the fourth-grade primary school students' reading motivation differs according to the Turkish course report card grade variable are given in Table 4.

In Table 4, the reading motivation scale mean scores between groups were determined as involvement ($F=2.593$; $p>0.05$), curiosity ($F=.026$; $p>0.05$), recognition ($F=1.999$; $p>0.05$), social ($F=.781$; $p>0.05$), competition ($F=1.630$; $p>0.05$), compliance ($F=5.067$; $p>0.05$), and the overall scale ($F=1.318$; $p>0.05$).

Table 4. One-way Analysis of Variance Results of Students' Reading Motivation According to Their Turkish Course Report Card Grades

Dependent Variable	Dimension	Source of Variance	Sum of Squares	Sd	MS	F	p	
Turkish Course Report Card Grade	Intrinsic Motivation	Between groups	19.055	2	9.527	2.593	.076	
		Within groups	2087.313	568	3.675			
		Total	2106.368	570				
		Between groups	.367	2	.183	.026	.974	
		Within groups	4017.314	568	7.073			
		Total	4017.681	570				
	Recognition	Between groups	19.022	2	9.511	1.999	.136	
		Within groups	2702.981	568	4.759			
		Total	2722.004	570				
		Between groups	14.293	2	7.146	.781	.459	
		Within groups	5199.781	568	9.155			
		Total	5214.074	570				
	Extrinsic Motivation	Social	Between groups	24.668	2	12.334	1.630	.197
			Within groups	4297.521	568	7.566		
			Total	4322.189	570			
		Competition	Between groups	33.841	2	16.920	5.067	.007*
			Within groups	1896.702	568	3.339		
			Total	1930.543	570			
	Total	Between groups	283.007	2	141.503	1.318	.269	
		Within groups	60994.745	568	107.385			
		Total	61277.751	570				

*p<.05

Tukey's HSD test was performed to determine the source of the significant difference in the compliance sub-dimension of the scale, and the results are shown in Table 5.

Table 5. Tukey's HSD Test Results for Primary School Students' Reading Motivation Scores

Scale	Dimension	Groups	N	\bar{X}	Ss	Sd	F	p	HSD
Reading Motivation	Compliance	Must Improve	5	9.00	1.732				
		Good	44	9.75	2.147	568	5.067	.007*	3>2
		Very Good	522	10.50	1.799				
		Total	571	10.43	1.840				

According to the Tukey HSD analysis presented in Table 5, although a difference was found for the report card variable in all groups and the overall scale in the Compliance sub-dimension of the student reading motivation scale, a difference was found between the means of the second and third groups at the 0.05 level of significance. In other words, it can be said that the 'compliance' sub-dimension scores of students with a 'very good' Turkish report card grade are higher than those of students with a 'good' Turkish report card grade.

The findings regarding the fourth grade primary school students' reading comprehension self-efficacy perception levels are given in Table 6.

Table 6. Descriptive Statistics on the Overall Self-Efficacy Scale

Scale	Lowest Score	Highest Score	N	\bar{X}	Sd
Self-efficacy	43	86	571	69.54	8.70

As can be seen in Table 6, the mean score obtained by the students in the overall reading self-efficacy scale is $\bar{X}=69.54$; $Sd=8.70$. The fourth-grade primary school students' reading comprehension self-efficacy perceptions are at a 'good' level.

The findings regarding the change in the fourth-grade primary school students' reading comprehension self-efficacy perceptions according to gender are given in Table 7.

Table 7. T-test Results of Students' Reading Comprehension Self-Efficacy Perceptions According to Gender

Scale	Gender	N	\bar{X}	S	Sd	t	P
Self-efficacy	Female	302	68.8543	8.32552	569	-2.013	.090
	Male	269	70.3197	9.06496			

*p < .05

When Table 7 is examined, it is seen that there is no significant difference between the total scores obtained by the primary school students in the reading self-efficacy scale according to gender (t= -2.013; p>0.05). Male and female students' self-efficacy ratings for reading comprehension are close.

The findings regarding the change in the fourth-grade primary school students' reading comprehension self-efficacy perceptions according to their Turkish course report card grades are given in Table 8.

Table 8. One-way Analysis of Variance Results of Students' Reading Comprehension Self-Efficacy Perceptions According to Turkish Course Report Card Grades

Dependent Variable	Source of Variance	Sum of Squares	Sd	MS	F	p
Self-efficacy	Between groups	910.475	2	455.238	6.116	.002*
	Within groups	42281.136	568	74.439		
	Total	43191.611	570			

*p < .05

As shown in Table 8, scores between groups were determined in the total of the overall reading self-efficacy scale (F=6.116; p>0.05). Tukey's HSD test was performed to determine the source of the significant difference in the overall scale total, and the results are shown in Table 9.

Table 9. Tukey's HSD Test Results For Primary School Students' Reading Self-Efficacy Scores

Scale	Groups	N	\bar{X}	Ss	Sd	F	p	Tukey HSD
Self-efficacy	Must Improve	5	63.20	4.549	568	6.116	.002*	3>2
	Good	44	65.75	8.816				
	Very Good	522	69.92	8.635				
	Total	571	69.54	8.704				

*p < .05

According to the Tukey HSD analysis shown in Table 9, the difference in the overall reading self-efficacy scale according to the students' report card grade variable was found to be significant at the .05 level between the mean scores of the second and third groups. Therefore, the reading comprehension self-efficacy of students with a 'very good' Turkish report card grade is higher than that of students with a 'good' report card grade.

The findings regarding the relationship between students' reading motivations and their reading comprehension self-efficacy perceptions are given in Table 10. The intervals in the evaluation of the Pearson correlation coefficient were determined as r=.00-.25: very weak, r=.26-.49: weak, r=.50-.69: moderate, r=.70-.89: high, and r=.90-1.00: very high (Sungur, 2006).

Table 10. Correlation Between Students' Reading Motivation and Their Reading Comprehension Self-Efficacy Perceptions

		Intrinsic Motivation		Extrinsic Motivation			Motivation Total	
		Involvement	Curiosity	Recognition	Social	Competition		Compliance
Self-Efficacy Perception	r	.398**	.477**	.502**	.444*	.452**	.429**	.628**
	P	.000	.000	.000	.000	.000	.000	.000
	N	571	571	571	571	571	571	571

*p < .05, **p < .01

Table 10 shows the Pearson correlation analysis conducted to determine the correlation coefficient between students' reading motivation and their perception of self-efficacy in reading. For this purpose, the relationship between the sub-dimensions and the overall total of the reading motivation scale and the overall total for reading self-efficacy was observed. According to the results of the analysis, the correlation coefficients of self-efficacy and the reading motivation sub-dimensions are 'r=.398' with 'involvement', 'r=.477' with 'curiosity', 'r=.502' with 'recognition', 'r=.444' with 'social', 'r=.452' with 'competition', and 'r=.429' with 'compliance',

while the correlation coefficient of self-efficacy with the general total is ' $r=.628$ '. It can be said that there is a 'moderate' positive relationship between the students' reading motivation scores and their reading comprehension self-efficacy perceptions.

3. Conclusion and Discussion

The study investigated whether fourth-grade primary school students' reading motivations and reading comprehension self-efficacy perceptions differed depending on the independent variables and whether there was a relationship between their reading motivations and reading comprehension self-efficacy perceptions.

According to the results obtained in the study, the fourth-grade students' reading motivation was at a good level both in the intrinsic and extrinsic motivation sub-dimensions and in the overall total scores. This study's findings are consistent with those of Bozkurt and Memiş (2013), who employed the identical reading motivation scale. In another study, secondary school students' reading motivation was examined in terms of various variables, and it was concluded that the students' reading motivation was at a 'good' level (Kurnaz & Yıldız, 2015). In many previous studies, it is seen that similar results were obtained concerning reading motivation levels (Kızgın & Baştuğ, 2020; Ürün Karahan, 2015; Türkben, 2020; Ürün Karahan & Taşdan, 2016).

In another sub-problem of the study, students' reading motivations were examined according to the gender variable; a significant difference was seen in favour of female students in the involvement factor of the intrinsic motivation sub-dimension and in the social factor of the extrinsic motivation sub-dimension. The fact that girls' reading motivations were higher than those of boys in the involvement factor can be explained by the fact that reading is a more verbal and individual activity compared to physical effort and strength-oriented activities (Yıldız, 2013), and that female students feel closer to reading for this reason. In addition, the perceptions of family, school, friends, and teachers that reading activity is more suitable for girls, and that girls are more successful in reading (Yıldız, 2013), may explain why girls had higher reading motivation in the social factor of extrinsic motivation. Regarding the gender variable, no significant difference was found in the other factors of the sub-dimensions of reading motivation or in the total scores. In support of the results of this study, in his study on the adaptation of the scale used in this research, Yıldız (2010) concluded that according to the gender variable, there was no significant difference between students' reading motivation total scores. In another study, Güven, Özbilen, and Banaz (2020) examined the reading motivations of seventh and eighth-grade students toward texts and stated that there was no significant difference between female and male students' reading motivations. A study examining the reading motivations of pre-service Turkish teachers concluded that there was no gender-related differentiation in total reading motivation scores (Şahin, 2019). On the other hand, when the literature is examined, many studies are revealing the existence of a significant relationship between reading motivation and gender (Arı & Demir, 2013; Aslantürk & Saracaloğlu 2010; Duman & Gökmen, 2018; Katrancı, 2015; Kurnaz & Yıldız, 2015; Ürün Karahan, 2015). In this study, the fact that there was no difference in total reading motivation scores between male and female students can be interpreted as the fact that both genders encountered similar attitudes and behaviours in the 'recognition', 'competition' and 'compliance' factors of the extrinsic motivation dimension. In other words, it can be interpreted as, for example, the fact that in the school environment, which is one of the primary extrinsic motivation sources, the teacher treated all students equally in the classroom so that the students' motivations were similar to each other. For the 'curiosity' factor of the intrinsic motivation dimension, there may have been a similarity between the genders due to the fact that the students in the study group were mostly provided with a suitable environment to read the books they were curious about. In fact, in the study conducted by Sancı (2002) with sixth grade students, it was determined that there was no significant difference between girls and boys in the involvement and curiosity dimensions of intrinsic motivation (Yıldız, 2010). This is partially in parallel with the result obtained in this study.

As a result of the examination of the fourth-grade primary school students' reading motivation according to their Turkish course report card grades, a significant difference was observed in the 'compliance' factor of the extrinsic motivation sub-dimension between students in the second group, whose grades were 'good', and those in the third group, whose grades were 'very good', in favour of the third group. Yıldız (2010) explained the factor of 'compliance' as students' meeting the expectations of their teachers in reading. The fact that students with 'very good' grades in their Turkish report cards were regarded as competent in the reading process by their teachers and the fact that the students had a higher motivation towards reading compared to

other students may have had a mutual effect on each other. From the student's point of view, the teacher's evaluation of their Turkish course report card grade as 'very good' may have motivated the students to read, or the high achievement of students with high reading motivation in the Turkish course may have led to teachers' evaluation of these students as 'very good' as a report card grade. As a matter of fact, teachers' positive approach affects students' motivation levels, their attitudes towards school and lessons, and their self-confidence. Students who cannot communicate effectively with their teachers display a passive attitude in the classroom and experience a decline both academically and motivationally (Öztürk, Koç & Şahin, 2002). In the study, no differentiation was observed according to the Turkish course report card grade variable when the students' total reading motivation scores were examined. In her master's thesis, in which she examined the relationships between the communicativeness of classroom activities, student motivation, classroom communication and language learning success, Büyükyazı (1995) concluded that there was no significant relationship between motivation and academic achievement.

Another problem discussed in the study is the examination of fourth grade primary school students' reading comprehension self-efficacy levels. According to the findings, the students' reading comprehension self-efficacy was at a 'good' level. This situation can be interpreted as the fact that the students had acquired reading comprehension skills at an adequate level and that accordingly, they regarded themselves as competent. In fact, the main reason why an individual's self-efficacy perception is at a good level in any subject is directly related to the level of success he or she has in that subject (Bandura, 1977; 1997). The fact that there is no research on reading comprehension self-efficacy in the literature makes it comparatively difficult to analyse the results obtained in this study. However, in many studies on readers' perception of self-efficacy or the perception of self-efficacy according to various variables, it was concluded that the participants had a 'good' level of self-efficacy. For example, in her research examining eighth-grade students' reading self-efficacy, Uçgun (2014) concluded that similar to the result obtained in this research, the students' reading self-efficacy was at a 'high' level. In another study, İnnalı and Aydın (2014) conducted a study on eighth-grade students' reading self-efficacy. Similar results were obtained in numerous studies examining reader self-efficacy or self-efficacy in terms of various variables (Aşlıoğlu & Yaman, 2017; Aybek & Aslan, 2015; Balcı, Uyar & Büyükkız, 2012; Coşkun, Özer & Tiryaki, 2010; Kutluca & Ekici, 2010; Uyar, Ateş & Yıldırım, 2012; Ürün Karahan, 2017). It can be said that the result obtained in this study is partially in parallel with the abovementioned studies.

When the fourth-grade primary school students' reading comprehension self-efficacy perceptions were examined according to the gender variable, no difference was found between female students and male students. Demographic variables (age, gender, etc.) may not be predictors of self-efficacy perceptions because there is no theoretical reason for them to be directly related to self-efficacy perceptions (Tschannen-Moran & Woolfolk Hoy, 2007). Indeed, in similar studies on reader self-efficacy, it was observed that the gender variable did not make a significant difference (Bouffard, Marcoux, Vezeau & Bordeleau, 2003; Dilmaç & İnanç, 2015; Gür, Çakıroğlu & Aydın, 2012; Karakoç Öztürk, 2015; Kurudayıoğlu & Çelik, 2013; Özçelik and Kurt, 2007; Piercey, 2013; Ürün Karahan, 2017).

When the relationship between reading comprehension self-efficacy perception and the Turkish course report card grade, another sub-problem of the research, was examined, a significant difference was observed. As a result of the analyses, it was concluded that this differentiation was in favour of students whose report card grade was 'very good'. This correlation between reading comprehension self-efficacy perceptions and the Turkish course report card grade can be interpreted as the fact that as the students' achievement levels in the course increased, their self-efficacy perceptions about the course also increased since self-efficacy perception indicates the individual's expectations about himself/herself regarding the level of success he/she will achieve in a situation (Tschannen-Moran & Hoy, 2001). In other words, the psychology of a student with a weak perception of self-efficacy is negatively affected in the learning process, and as a result, this causes the student to develop a perception of failure regarding himself/herself and to succumb to learned helplessness (Margolis & McCabe, 2006). It is possible to encounter similar results in several studies on self-efficacy and academic achievement (Breso, Schaufeli & Salanova, 2011; Caprara et al., 2011; Diseth, Danielsen & Samdal, 2012; Özgen & Bayram, 2020). Moreover, the correlation between self-efficacy and achievement is clearly seen in almost all learning domains (Mills et al., 2007). In his study of seventh grade students' self-efficacy perceptions in visual mathematics and their performance in mathematics, Duran (2011) concluded that there was a significant

relationship between students' self-efficacy perceptions and their performance in mathematics. Also, in the field of mathematics, Kurtuluş and Öztürk (2017) investigated the effects of secondary school students' perceptions of mathematical self-efficacy on their mathematical achievement and found a positive correlation. In a study examining the effects of eleventh-grade students' gender, self-efficacy perceptions, task values, and learning strategies on their biology achievement, it was observed that students' self-efficacy beliefs differed significantly concerning their biology achievement (Mutlu, 2012). Duman (2007) investigated the predictive level of high school students' English self-efficacy perceptions on their English achievement and obtained a similar result. In a study examining the relationship between high school students' geometry self-efficacy perceptions and their success in geometry lessons (Özkeleş Çağlayan, 2010), and in a study conducted on student achievement and self-efficacy perceptions in physical education lessons (Lodewyk, Gammage & Sullivan, 2009), no significant differentiation was observed between self-efficacy perception and achievement.

In the final sub-problem of the study, the relationship between fourth grade primary school students' reading motivations and their reading comprehension self-efficacy perceptions was examined. According to the results obtained in the study, there was a 'weak' positive correlation between reading comprehension self-efficacy and the 'involvement', 'curiosity', 'social', 'competition' and 'compliance' sub-dimensions of the reading motivation scale; while there was a 'moderate' positive correlation of reading comprehension self-efficacy with the 'recognition' sub-dimension and the overall total score for reading motivation. Therefore, as reading comprehension self-efficacy perception increased, reading motivation also increased since it can be said that self-efficacy belief is a strong influencing factor in the individual's achievement, learning effort, and motivation (Henson, 2001; Pajares, 2002). In other words, self-efficacy is a factor that increases motivation (Synder & Lopez, 2002). A student with a high perception of self-efficacy believes that he/she can read, and this belief arouses a genuine desire to read (Ülper, 2011). The reading motivation of the student who is willing to read also increases. Thus, self-efficacy perception and reading motivation together determine the student's reading objective, effort, and the extent to which they can assimilate and continue reading. When the literature is examined, no research can be found that directly examines the relationship between reading motivation and reading comprehension self-efficacy perception. However, in the study by Şahin (2019), in which he discussed the relationship between Turkish teacher candidates' critical reading self-efficacy perceptions and their reading motivation, he concluded that there was a 'moderate' positive correlation between the participants' critical reading self-efficacy and their reading motivation. Similarly, in another study examining the relationship between critical reading skills and reading attitudes of secondary school students, a positive 'moderate' relationship was found between critical reading skills and reading attitudes (Epçaçan, 2012).

The data obtained in this study are limited to fourth-grade students. It may be useful to consider the relationship between reading motivation and reading comprehension self-efficacy perception at different grade levels so that it can be discussed and clearly demonstrated on a larger scale. Thus, essential efforts can be taken for the development of reading motivation and perceptions of reading comprehension self-efficacy, which play a crucial role in the process of reading skill development.

4. References

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