Reading attitudes of 4th grade students in primary school: an evaluation on different school levels

Yusuf KızıltAŞ

Ministry of National Education, Turkey

Article Info

Abstract

Attitude has a significant impact on behavior and success. Attitude cannot be observed directly but it is possible to see the results of an attitude. Reading attitude also has a special importance in terms of results of the students in reading processes. The aim of this study is to examine whether the reading attitudes of the 4th grade students differ according to variables such as gender, school level and socio-economic level. 340 students (184 of them are girls, 156 of them are boys) were enrolled in this study and they were selected by stratified sampling method. In order to determine the reading attitudes of primary school students, the Garfield Visual Reading Attitude Scale that was developed by McKenna and Kear (1990) and adapted to Turkish by Kocaarslan (2016) was used. The Cronbach’s alpha coefficient was calculated as 0.77 for the Garfield Visual Reading Attitude Scale. In data analysis one-way MANOVA was used; t-test was used to determine whether there was a significant difference between two groups and one-way analysis of variance (ANOVA) was used to compare more than two groups. According to findings of the study, there were significant differences between the reading attitude scores of the female students and male students in favor of the female students. In addition to this it was concluded that the reading attitudes of the students in higher schools were higher. In terms of socio-economic level, it is observed that the reading attitudes of the students in upper socio-economic level are higher.

Keywords

Reading
Reading attitude
Primary school

1. Introduction

Attitude can be evaluated as a positive or negative tendency towards a particular object or behavior. Similarly attitude is affected by emotional reactions and beliefs, it is a general temperament and reaction at the same time and it arises as a result of the evaluation of a situation (Bohner & Dickel, Jowell, 2011, p.392; Oroujlou & Vahedi, 2011; Pickens, 2005, p.44, p.997; Zan & Martino, 2007, p.158; Zimbardo & Lieppe, 1991). In the context of these reactions; attitudes are not passive, they have a dynamic, active and multi-directional structure that will have an impact on situations such as behavior, learning environment and understanding (Jain, 2014, p.5; Larsen, 2013, p.5).

The structure of the attitudes has great importance. Attitudes have behavioral, cognitive and affective elements; it makes attitude even more important. Each of these elements constitutes the

Address of Corresponding Author

Yusuf KızıltAŞ, School Manager, Turkish Ministry of National Education, Van Tuşba Polatoğlu Primary School & Secondary School, Van, Turkey.

✉️ ysfkiziltas@gmail.com

📞 0000-0001-9434-4629


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Attitude and it has a special importance. In this context, affective/emotional aspect of attitude refers to an emotional response or response to a situation (likes, dislikes, etc.). Behavioral aspects include verbal or non-verbal response namely the observable response. The cognitive aspect of attitude can be expressed as beliefs about an object or situation (Jain, 2014, p.6; Pickens, 2005, p.44; Santillan, Garcia, Castro, Abdala, & Trejo, 2014). Elements of this attitude were expressed in Figure 1 below.

**Figure 1. Attitude Model**

Alsamydai, Alnaimi and Dajani (2015, p.4) refer to the elements of the attitude in this cycle and they state it as a triple attitude model. Ajzen (1993, p.43) refers to cognitive and affective elements while he mentions about a three-component or hierarchical attitude model. He considers behavioral aspects as effort and endeavor. Eagly and Chaiken (1993) likewise describe an attitude formation that can be seen in Figure 1. Briefly, it is accepted that attitude includes cognitive, affective and behavioral elements.

Attitudes can lead to positive or negative behaviors. At the same time, it provides a regularity and continuity between individuals and object, this helps people to understand and recognize their environment (Tavşancıl, 2006). In terms of school environment, according to experts; if students have a positive attitude on factors such as teachers and school, they can use almost all of these capacities. In this case, their academic achievement increases, and students perform more effectively. Otherwise, energy and interest of the students are directed to other situations (Tunde, 2014, p.205). A positive reading attitude leads to positive reading experiences. This creates opportunities for high-level academic performance (Annamalai & Muniandy, 2013, p.34). As it is understood that the attitude is effective in academic achievements and individual performances and it has a serious impact on reading.

According to Seitz (2010, p.30), student attitudes towards reading significantly affects reading performance. In fact, Guthrie and Greaney (1991, p.87) emphasize that positive attitudes towards reading occurred as a result of satisfactory and enjoyable reading experiences; it expresses the relationship between reading attitude and performance. In other words a positive or negative reading brings a positive/negative attitude. This situation shows the importance of reading behavior on improvement of reading habits and behaviors of the students (Patterson, 2017, p.2).

Reading attitude has a decisive role in developing comprehension ability and it has two remarkable aspects. First attitude can affect the level of success and students can gain experiences with the effect of this attitude. Second and the most important aspect is that poor reading behavior may adversely affect reading and willingness to read in negative way even if all other conditions are favorable and the related individual is fluent in reading (McKenna, Kear, & Elsworth, 1995; Azraf & Abdullah, 2016, p.134).

It is seen that there is a relationship between reading and attitude, it is evident that this of great importance. If reading attitude is explained in this context; it can be defined as feelings and gaze of the individuals about reading and reading habits (Annamalai & Muniandy, 2013, p.34; Baccus, 2004, p.20; Hagan, 2013, p.7; Mahato, 2016, p.43). These positive and negative perspectives against
reading reveal the individual’s tendency towards reading (Baki, 2017, p.373). This tendency might be both positive and negative. Similarly, Cunningham (2008) defines the reading attitude as feelings of the individuals about the activities related to reading activities and he defines these feelings towards this progress or to increase or avoid reading, positive and negative dimensions of the reading attitudes.

Positive reading attitudes often play an effective role on understanding the high levels of reading and providing learning environment. No doubt, this situation is also very important (Balakrishnan, 2013; Baştuğ, 2014, p.933; Partin & Hendrick, 2002, p.63; Rabiaand Yaari, 2012, p.170; Scheriff, 2012, p.9). In the same way Memon (2014, p.5) also emphasizes the reading skills and attitudes that have an effect on students in all manners. More importantly, he states that reading attitudes are decisive even in future job and career choices of the students. Thus he points out that a negative reading attitude will affect the future of society as well. In this way, the importance of reading attitude can be understood more clearly. Similarly, McQillan (2013, p.46) states that students with a high level of academic achievement generally have higher levels of reading attitudes.

When the literature is examined, it is seen that studies examining the reading attitude directly are not enough. It can be said that these studies are very few especially in the level of primary school. In this context, Baştuğ (2014) examined the relationship between reading attitudes, reading comprehension and academic achievement of 4th and 5th grade students in primary school. Sam and Sam (2015) likewise studied on the reading attitude of primary school students. Moretz (1997) also used Garfield Visual Reading Attitude Scale on 3rd, 4th and 5th grade students’ reading attitudes.

Baş (2012a; 2012b) conducted different studies on 6th, 7th and 8th grade students in secondary school. The first study conducted within this scope is research conducted on reading and writing attitudes of secondary school students and effect of this on academic success in Turkish courses. Another study was carried out to determine the relationship between secondary school students’ reading attitudes and their academic achievement. It should be noted that there are other studies that examine the reading attitudes of students both in secondary school and higher education levels (Ahmad, Bakar, Ghani, & Saad, 2013; Braden, 2007; Ching, 2012; Forshey, 2013; Ghaith, Bouzaineddine, 2003; Kush, Watkins, & Brookhart, 2005).

When research about reading attitude is considered, it is observed that it focuses on the relationship between reading comprehension, academic achievement and writing attitude rather than main variables that may be determinative in reading behavior, the relation of reading attitude with certain areas has been prioritized. The aim of this study is to investigate the reading attitudes of the students in different school levels. This dimension of the research also carries this examination to a different position.

It is an indisputable fact that reading attitude is an important factor in the reading process. Within this framework of this research, reading attitudes of the fourth grade students in the primary school were emphasized. The aim of the study is to examine the reading attitudes of the fourth grade students in terms of various variables. In addition to this the fact that fourth grade students study at schools in different levels are considered as an important prerequisite for this purpose. For this purpose answers of the following questions were sought:

1. What is the level of reading attitudes of the fourth grade students in primary school?
2. Do the attitudes of the fourth grade students towards reading differ significantly according to gender?
3. Do attitudes of the fourth grade students in primary school towards reading differ significantly according to school level?
4. Do the attitudes of the fourth grade students towards the reading differ significantly according to the socio-economic level?
2. Method

2.1. Research Model

This research examines the reading attitudes of fourth grade students in primary school and a descriptive study conducted in the survey design of the quantitative research methods. Survey designs are suitable models for research aiming to describe a situation that existed in the past or present situation (Karasar, 2006).

2.1. Population and Sample

The population of the study was consisted of primary schools in an eastern city of Turkey. Due to the large size of the study population sampling was made. In this context, the sample study was conducted in National Education Directorate schools at the beginning of the second academic year during 2017-2018 with 340 students (184 of them girls, 156 of them boys) who are in 4th grade. The sample of the study was determined by stratified sampling method. Stratified sampling is a type of sampling aiming to represent the sub-groups or strata of the population in the sample in proportion to their weights in the population (Büyüköztürk, 2008). After determination of the sample, the opinions and evaluations of the authorities in local Directorate of National Education were taken in the process of selecting the schools according to their level. In the context of the schools they are divided into three groups as lower, middle and upper levels according to residential areas, student profiles and school administrators.

For the Garfield Visual Reading Attitude Scale to be applied in the study, necessary permits were obtained from the local National Education Directorate. The distribution of the sample of the study by school level and gender is given in Table 1.

Table 1
Distribution of the Sample by Gender and School Levels

<table>
<thead>
<tr>
<th>Gender</th>
<th>School Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td>72</td>
</tr>
<tr>
<td>Male</td>
<td>44</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>134</td>
</tr>
</tbody>
</table>

When Table 1 is examined, it is seen that the number of students studying in the middle schools is in the highest level among the research sample. In addition to this when we look at the values in Table 1, it is noteworthy that the number of female students in the study is more than the number of male students.

2.2. Data Collection Tools

In this study ‘Student Information Form’ and ‘Garfield Visual Primary Education Attitude Scale’ were used as data collection tools. In the form personal information of the 4th grade students are asked and there variables such as gender and school are included.

In this study, Garfield Visual Reading Attitude Scale which was developed by McKenna and Kear (1990) and adapted to Turkish by Kocaarslan (2016) was used. The scale consists of 20 items in total and two sub-dimensions. The sub-dimensions of the scale consist of items as ‘reading for entertainment’ (articles 1-10) and ‘academic reading’ (articles 11-20). This scale is very useful in practice in the classroom and it requires choosing one of four sensations of the character of “Garfield” cat character created by Jim Davis. These sensations are represented by the Garfield pictures in which are “very happy”, “a little bit happy”, “a little bit sad” and “very sad” and it is rated from 1 point to 4 (Kocaarslan, 2016).

As a result of the analyses conducted within this framework of this study, the Cronbach alpha coefficient calculated for the Garfield Visual Reading Attitude Scale was found to be 0.77. Alpha
values obtained from the sub-dimensions of Garfield Visual Reading Attitude Scale were found to be 0.60 ‘reading for entertainment’ and 0.65 ‘academic reading’ sub-dimension.

2.3. Data Analysis

In the analysis of the data analyzed by SPSS 22.0 packet program in computer environment, firstly the distribution of the data is analyzed in order to determine the appropriate analysis type in order to determine whether the reading attitudes of 4th grade students differ according to gender, school levels and socio-economic level.

The skewness and kurtosis values related to the normality distributions of the data obtained from the Garfield Visual Reading Attitude Scale are presented in Table 2.

Table 2

Arithmetic mean, median, skewness and kurtosis values related to academic reading and reading variables for entertainment that are used in research

<table>
<thead>
<tr>
<th>Variables</th>
<th>X</th>
<th>Median</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for entertainment</td>
<td>34.91</td>
<td>35.00</td>
<td>-0.640</td>
<td>0.083</td>
</tr>
<tr>
<td>Academic Reading</td>
<td>34.80</td>
<td>35.00</td>
<td>-0.560</td>
<td>-1.09</td>
</tr>
</tbody>
</table>

In order to decide whether we have a normal distribution; the coefficient of skewness and kurtosis must remain within the range of -1 and +1. When we look at the values shown in Table 2, it can be said that the data shows normal distribution. In addition to this if median values of the arithmetical mean are close to each other is interpreted that there is no extreme deviation from the normal scores (Büyüköztürk, 2011). In this context, use of parametric tests is deemed appropriate. Multivariate analysis of variance was used in addition of the use of One Way MANOVA, t-test was used to determine whether there was a significant difference between two groups and one-way analysis of variance (ANOVA) was used to compare more than two groups. In our study, there are some prerequisites required for using ANOVA. Büyüköztürk (2011, p.137) lists these prerequisites as follows:

- The scores for the dependent variables should be univariate and multivariate. Each of the dependent variables is normal distribution (univariate normality) at each level (subgroup) of the independent variable; the dependent variables are multivariate normally distributed to the levels of the independent variable (multivariate normality). Skewness coefficients are examined for univariate normality and Mahalanobis distance is used for multivariate normality.

- There should be a linear relationship between dependent variables. There is a linear relationship between all possible binary combinations of dependent variables. A scatter diagram can be used for this.

- The variance-covariance matrices of the dependent variable are homogeneous.

For the implementation of MANOVA, it is of great importance to formulate the assumptions mentioned above. In this manner, Mahalanobis distance values were investigated in order to determine the multivariate extreme values. The accepted criterion for multidirectional peak values is the Mahalanobis distance value that is significant at the level of p <0.001. The value of Mahalanobis is compared with the critical chi-square value. The degree of freedom is calculated by taking a lack of the number of variables (K) in the analysis (Çokluk, Şekercioğlu, & Büyüköztürk, 2016, p.1). In this sense, 8 endpoints exceeding p <.001 were determined and removed from the data set. The statistical procedures in the research were then carried out with 340 students and the data were met with the assumption of multivariate normality. Thus, multiple normality assumptions were also provided after the provision of univariate normality for groups.

The other requirement for implementation of MANOVA is whether there is a linear relationship between dependent variables. Findings from the scattering diagram shows the relationship between dependent variables revealed that the assumption of a linear relationship between dependent variables was met. In order to apply MANOVA, dependent variables have to be related
to each other theoretically. In this study, the correlation between dependent variables was calculated as .66. Accordingly, it can be said that the data meets the assumption that there is no multiple linear correlation between the dependent variables.

The final assumption that MANOVA should be applied is the homogeneity of variance-covariance matrices. The equality of covariance matrices is analyzed with Box’s M statistics and homogeneity of variances by Levene’s Test and the results of this analysis were presented in Table 3.

### Table 3

**Results of Box’s M statistics and Levene’s Test**

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Levene’s Test</th>
<th>Box’s M Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sd1</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EIO</td>
<td>8.86</td>
<td>1</td>
</tr>
<tr>
<td>AO</td>
<td>.609</td>
<td>1</td>
</tr>
<tr>
<td>SED</td>
<td>1.14</td>
<td>2</td>
</tr>
<tr>
<td>EIO</td>
<td>1.00</td>
<td>2</td>
</tr>
<tr>
<td>AO</td>
<td>.337</td>
<td>2</td>
</tr>
<tr>
<td>School Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EIO</td>
<td>.216</td>
<td>2</td>
</tr>
<tr>
<td>AO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* *p<.05, EIO=Reading for entertainment, AO=Academic Reading*

According to the results of the analysis obtained from Table 3; variance-covariance matrices of gender, type of school and socio-economic level was found to be equal and it was observed that variables satisfied MANOVA conditions (p> .05).

### 3. Results

In this study, the school attitudes of 4th grade students are aimed to be examined in the context of different school levels and the related findings are presented below. In this context firstly descriptive statistics were used in order to determine the level of reading attitudes of 4th grade students. The findings are given in Table 4.

### Table 4

**Descriptive statistics related to the reading, academic reading for the fourth grade students**

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>X</th>
<th>Sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for Entertainment</td>
<td>340</td>
<td>25.00</td>
<td>40.00</td>
<td>34.91</td>
<td>3.25</td>
</tr>
<tr>
<td>Academic Reading</td>
<td>340</td>
<td>25.00</td>
<td>40.00</td>
<td>34.80</td>
<td>3.36</td>
</tr>
</tbody>
</table>

As given in Table 4, it is seen that the mean scores of 4th grade students about reading for entertainment are a bit higher than the mean scores of the academic reading sub-dimension. The school attitudes of 4th grade students are to be examined in the context of different school levels and obtained findings were examined in the following three categories, as presented below.

### 3.1. Findings related to the average scores of attitude towards reading according to gender variable of 4th grade students in primary school:

Results of reading attitudes of fourth grade students with different genders according to gender variable were shown in Table 5.
Table 5
*Arithmetic mean of reading attitudes of the fourth grade students according to gender variable*

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Gender</th>
<th>N</th>
<th>$\bar{x}$</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for entertainment</td>
<td>Female</td>
<td>184</td>
<td>35.41</td>
<td>2.92</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>156</td>
<td>34.32</td>
<td>3.51</td>
</tr>
<tr>
<td>Academic Reading</td>
<td>Female</td>
<td>184</td>
<td>35.23</td>
<td>3.31</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>156</td>
<td>34.28</td>
<td>3.37</td>
</tr>
</tbody>
</table>

As it is understood from Table 5, it is seen that the reading attitudes of primary school fourth grade students are higher than the reading attitudes of female students in the context of two variables. One way MANOVA was applied in order to determine whether the differences between the reading attitude scores of primary school fourth grade students were statistically significant. The results of this implementation are shown in Table 6.

Table 6
*One-way MANOVA results of reading attitudes of the fourth grade students by gender*

<table>
<thead>
<tr>
<th>Effect</th>
<th>$\lambda$</th>
<th>$F$</th>
<th>Hypothesis sd</th>
<th>Error sd</th>
<th>$\eta^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>.007</td>
<td>23098.6</td>
<td>2.00</td>
<td>337.00</td>
<td>.99</td>
</tr>
<tr>
<td>Gender</td>
<td>.970</td>
<td>5.219</td>
<td>2.00</td>
<td>337.00</td>
<td>.03</td>
</tr>
</tbody>
</table>

*p<.05

In Table 6, the points taken by the fourth grade students attending the research from the sub-dimensions of the scale were examined with MANOVA. The results of MANOVA indicate that the reading attitudes of the fourth grade students in primary school showed a significant difference according to the gender variable (Wilk's Lamda $\lambda= .970$, $F (2.337)= 5.219$, $p<.01$). However, a significant difference is observed between the scores of the fourth grade students' reading sub-dimension of entertainment ($F (1.338) = 9.87$, $p = .002$). This meaningful difference can be said to be in favor of female students. Similarly, there is a significant difference between the scores of the students' academic reading sub-dimension ($F (1, 338) = 6.93$, $p = .009$). It can be said that this difference is also in favor of female students. It is found that the reading attitudes of fourth grade female students for reading for reading and reading for academic purposes are higher than the reading attitudes of male students.

On the other hand, in order to determine the effect size of the gender independent variable, the value of eta square ($\eta^2$) was examined. The obtained eta square value was interpreted in the direction of the “d” index of Cohen’s (1988) which is one of the index of influence size. Cohen (1988) has identified certain breakpoints for the interpretation of d: The effect sizes were grouped as “small” in $d=.02$, medium when $d=.05$ and large for $d=.08$ (Akt: Erkuş, 2005). In this case, considering the eta square value ($\eta^2=.030$) obtained in terms of the gender variable, it is seen that the gender variable has a medium size effect on the attitudes of the 4thgrade students towards reading.

3.2. Findings related to the average scores of attitude towards reading according to school level variable of 4th grade students in primary school

The results of fourth grade students' reading attitudes according to the school level variable were shown in Table 7.
Table 7
The arithmetic mean of primary school fourth grade students' reading attitudes scores according to school level

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>School Level</th>
<th>N</th>
<th>(\bar{X})</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for entertainment</td>
<td>Low</td>
<td>114</td>
<td>35.57</td>
<td>3.17</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>110</td>
<td>34.40</td>
<td>3.27</td>
</tr>
<tr>
<td></td>
<td>Upper</td>
<td>116</td>
<td>34.73</td>
<td>3.22</td>
</tr>
<tr>
<td>Academic reading</td>
<td>Low</td>
<td>114</td>
<td>35.45</td>
<td>3.26</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>110</td>
<td>34.71</td>
<td>3.32</td>
</tr>
<tr>
<td></td>
<td>Upper</td>
<td>116</td>
<td>34.21</td>
<td>3.43</td>
</tr>
</tbody>
</table>

According to Table 7, it is seen that the average of the reading attitudes of fourth grade students of the primary school in good and high level region are generally higher. One way MANOVA was applied in order to determine whether the differences between the reading attitude scores of primary school fourth grade students were statistically significant. The results of this implementation are shown in Table 8.

Table 8
One-way MANOVA results of primary school fourth grade students' reading attitudes according to school level

<table>
<thead>
<tr>
<th>Effect</th>
<th>(\lambda)</th>
<th>F</th>
<th>Hypothesis sd</th>
<th>Error sd</th>
<th>p</th>
<th>(\eta^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>.007</td>
<td>23116.3</td>
<td>2.00</td>
<td>336.00</td>
<td>.00*</td>
<td>.99</td>
</tr>
<tr>
<td>School level</td>
<td>.960</td>
<td>3.497</td>
<td>4.00</td>
<td>670.00</td>
<td>.01*</td>
<td>.02</td>
</tr>
</tbody>
</table>

*p<.05

When we look to Table 8, the points taken by the fourth grade students attending the research from the sub-dimensions of the scale were examined with MANOVA. MANOVA results show that the reading attitudes of the fourth grade elementary school students show a significant difference according to the level of the school (Wilk’s Lamda \(\lambda\) = .960, \(F (4.670) = 3.497, p<.01\)). However, it is apparent that there is a significant difference between the scores of the fourth grade students' reading sub-dimension of entertainment (\(F (2.337) = 4.030, p = .019\)). Similarly, there is a significant difference between the students' academic reading sub-dimension (\(F (2.337) = 4.054, p = .018\)).

In order to determine the source of these differences Tukey test was made and source of these differences were given in Table 9.

Table 9
Variance analysis for primary school fourth grade students according to reading for entertainment of academic reading sub-dimensions

<table>
<thead>
<tr>
<th>Variables</th>
<th>KT</th>
<th>sd</th>
<th>KO</th>
<th>F</th>
<th>p</th>
<th>(\eta^2)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for entertainment</td>
<td>83.719</td>
<td>2</td>
<td>41.860</td>
<td>4.030</td>
<td>.02*</td>
<td>.02</td>
<td>I-O</td>
</tr>
<tr>
<td>Academic Reading</td>
<td>90.405</td>
<td>2</td>
<td>45.202</td>
<td>4.054</td>
<td>.02*</td>
<td>.02</td>
<td>I-K</td>
</tr>
</tbody>
</table>

*p<.05, I=Good, O=Medium, K=Bad

When reading attitude scores of fourth grade students in primary school are considered in the context of reading sub-dimension for entertainment; it can be said that the students studying at the upper level schools are higher than the reading attitudes of the students studying at the middle schools. In the context of the academic reading subscale of the scale, it can be said that the students studying in the schools which are at the highest level are higher than the reading attitudes of the students when compared with the students studying in poorly located schools. Besides considering the eta square value (\(\eta^2 = .02\)) obtained from the level of the school, it is seen that the
level of the school has a low magnitude effect on the attitudes of the 4th grade elementary school students towards reading.

3.3. Findings on the average of the attitude scores of the 4th grade students according to the socio-economic level variable of reading:

The results of the reading attitudes of the fourth grade students according to the socio-economic level variable are shown in Table 10.

Table 10
The arithmetic mean of the fourth grade students' reading attitudes scores according to the socio-economic level

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Socio-Economic Level</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>ss</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>99</td>
<td>34.44</td>
<td>3.30</td>
</tr>
<tr>
<td>Reading for entertainment</td>
<td>Medium</td>
<td>134</td>
<td>34.64</td>
<td>3.01</td>
</tr>
<tr>
<td></td>
<td>Upper</td>
<td>107</td>
<td>35.69</td>
<td>3.37</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>99</td>
<td>34.20</td>
<td>3.56</td>
</tr>
<tr>
<td>Academic Reading</td>
<td>Medium</td>
<td>134</td>
<td>34.49</td>
<td>3.29</td>
</tr>
<tr>
<td></td>
<td>Upper</td>
<td>107</td>
<td>35.73</td>
<td>3.09</td>
</tr>
</tbody>
</table>

As can be seen from Table 10, the average of reading behaviors of primary school fourth grade students with upper socio-economic level are generally higher.

One way MANOVA was applied in order to determine whether the differences between the reading attitude scores of primary school fourth grade students were statistically significant. The results of this implementation are shown in Table 11.

Table 11
One-way MANOVA results of primary school fourth grade students' reading attitudes according to socio-economic level variable

<table>
<thead>
<tr>
<th>Effect</th>
<th>( \lambda )</th>
<th>F</th>
<th>Hypothesis sd</th>
<th>Error sd</th>
<th>p</th>
<th>( \eta^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>.007</td>
<td>23075.12</td>
<td>2.00</td>
<td>336.00</td>
<td>.00*</td>
<td>.99</td>
</tr>
<tr>
<td>Socio-Economic Level</td>
<td>.961</td>
<td>3.415</td>
<td>4.00</td>
<td>672.00</td>
<td>.01*</td>
<td>.02</td>
</tr>
</tbody>
</table>

*p<.05

When Table 11 is examined, the points taken by the fourth grade students attending the research from the sub-dimensions of the scale were examined with MANOVA. The results of MANOVA indicate that the reading attitudes of the fourth grade elementary school students showed a significant difference according to the socio-economic level (Wilk's Lamda \( \lambda = .961, F (4.672) = 2.375, p <.01 \)). However, besides this there is a significant difference between the scores of the fourth grade students' reading sub-dimension of entertainment (\( F (2.337) = 4.659, p = .01 \)). Similarly, there is a significant difference between the students' academic reading sub-dimension (\( F (2.337) = 6.469, p = .00 \)). In order to determine the source of these differences the Tukey test was created and variables with differences were given in Table 12.

Table 12
Variance analysis of scores of the reading for entertainment according to socio-economic level of primary school fourth grade students according to academic reading sub-dimensions

<table>
<thead>
<tr>
<th>Variables</th>
<th>KT</th>
<th>sd</th>
<th>KO</th>
<th>F</th>
<th>p</th>
<th>( \eta^2 )</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for entertainment</td>
<td>96.454</td>
<td>2</td>
<td>48.227</td>
<td>4.659</td>
<td>.01*</td>
<td>.03</td>
<td>U-A,U-O</td>
</tr>
<tr>
<td>Academic Reading</td>
<td>142.275</td>
<td>2</td>
<td>71.137</td>
<td>6.469</td>
<td>.00*</td>
<td>.04</td>
<td>U-A,U-O</td>
</tr>
</tbody>
</table>

*p<.05, A=Low, O=Medium, U=Upper
When the reading attitude scores of the fourth grade students in primary school are examined in the context of reading sub-dimension for entertainment; it can be said that the reading attitude scores of the students with higher socio-economic level are higher than the reading attitudes of the students with lower and middle socio-economic levels. When the reading attitude scores of the fourth grade students in primary school are examined in the context of academic reading sub-dimension; it can be said that the reading attitude scores of the students with the upper socio-economic level are higher than the reading attitudes of the students with lower and middle socio-economic levels.

In addition, when socio-economic level ($\eta^2 = .04$) is considered in the context of socio-economic level, it is seen that the socio-economic level has a low impact on the attitudes of the 4th grade primary school students towards reading.

4. Discussion and Conclusion

This study focuses on the reading attitudes of the fourth grade students. As a result of this study, it was concluded that the gender variable was determinant on the attitudes of primary school students towards reading. In other words, female students' attitudes towards reading are higher than male students' attitudes towards reading. In their study, Logan and Johnston (2009) concluded that female students' reading attitudes and abilities are higher than those of male students. Likewise, Yıldız and Kızıltas (2018) also found similar results in their research on reading attitudes of secondary school students. The fact that girls reach maturity earlier than males can be considered as a determining factor in girls' high performance in reading. Başaran and Ateş (2009) have obtained a result in favor of female students in the context of reading attitude. In addition to this, they emphasize the fact that girls are more successful in reading than males; there are several reasons why this is factual for this situation and it is a research topic in itself. The results obtained from other studies in the literature can be said to have obtained similar results (Asraf & Abdullah, 2016; Baş & Şahin, 2012; Black, 2006; ChangWu, Shang Su, ChunChang, & Wen Liao, 2016; Forshey, 2013; Hughes-Hassell & Rodge, 2007; İseri, 2010; Mcquillan, 2013; McKenna, Kear, & Ellsworth, 1995; Sallabaş, 2008). On the other hand, contrary to the results of this study, it is necessary to mention that there are also researches with different results. In this sense, Şahbaz (2012) concluded his study that gender is not determinant on reading attitudes of boys and girls. Similarly, Taşkın and Aygün (2017) concluded that gender was not effective on reading attitudes.

In addition, it was determined that the fourth grade students had a significant effect on the reading attitudes of school levels. In his study, İseri (2010) examined the reading attitudes of students studying at different schools. In this context, it is stated that the levels of reading attitudes of students studying at different levels are not similar. The importance of the school factor in reading behavior is clearly seen in this sense. As a matter of fact, Çeçen and Deniz (2015) have found a significant relationship between school type and reading attitude. In this context, the students who study at Anatolian High Schools stated that their reading attitudes are higher than those of students studying at the Scientific High School. This is due to the fact that teachers in Scientific High Schools are more effective on students and they give more weight to some other courses. The fact that the reading attitudes of the students who study in two high schools of the same education level differ also once again this demonstrates the role of the school factor in the reading attitude. Baş (2012) emphasizes in his study that school types and, in general, different schools have a significant effect on students' reading attitudes. Anastasiadou (2009) also found that schools' settlements and levels were very effective on reading attitudes as a result of his study. Contrary to the results of this research, it is necessary to emphasize that there are researches that reach different results. In this context, Kırktuşçan Kahyaoğlu (2014) concluded that school levels and types have no effect on reading attitude. ChangWu, Shang Su, ChunChang and Wen Liao (2016) state that the level of the school is a determinant of students' reading attitudes as a result of their research. Reçber, Isıksal and Koç (2018) stated that the type and level of school did not have an impact on the attitude in the context of their research.
As a result of the study, it was concluded that the socio-economic level was determinant on the attitudes of primary school students towards reading. In other words, when the attitudes of students at upper socio-economic level towards reading are compared with lower and middle level students, it is seen that it is higher for the students at higher economical level. Memon (2014), in his research, drew attention to the effect of socio-economic level by expressing the differences in the reading attitude between students studying in rural areas and students in the city. In this context, it has been concluded that the students studying in the city have higher reading attitudes and achievements. Therefore, it can be stated that the fact that the students living in an environment which has more opportunities might be the source of this result obtained from this study. ChangWu, Shang Su, ChunChang and Wen Liao (2016) stated that students who have high socio-economic level have higher reading attitudes than other students’ reading attitudes in low socio-economic level. The results obtained from other studies in the literature can be said to have similar results (Başaran & Ateş, 2009; Lukhele, 2010).

4.1. Limitations of Research, Suggestions for Future Research and Researchers

It should be noted that this study was conducted with the aim of examining the reading attitudes of the fourth grade students in the context of different school levels and it has some limitations. Although the study sample is limited to the fourth grade of primary school, it may be taken into consideration to extend this scope to include other classes. Even a similar level of work can be done on the secondary school level.

Although the study is limited to examining the level of reading attitudes of the fourth grade students in terms of gender, school level, socio-economic and school levels; it should be emphasized for future researchers that variables such as parents’ education level, profession of the parents, frequency of reading books can be added. In addition, research is limited by reading attitude. Reading motivation, reading habits, fluent reading and reading comprehension of the same study group can also be investigated.

Schools with different levels were included in the scope of this research. State and private schools can also be compared. In addition to this the use of the views of teachers and education managers can also be expressed as an important proposal.

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