

# The Relationship Between the Study Habits and Attitudes and Metacognitive Reading Comprehension Self-Awareness, Reading Comprehension, Reading Attitudes

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## Abstract

The aim of the study is to analyze the correlation between study habits and attitudes and metacognitive reading comprehension self-awareness, reading comprehension and reading attitude of fifth-grade students. 313 students (193 female, 188 male) consisted the sample group of the study using relational screening model. SSHA-Survey of Study Habits and Attitudes, Form C”, “Metacognitive Reading Comprehension Self-Awareness Scale”, “Reading Comprehension” and, “Reading Attitudes Scale” were used. Moreover, students’ level of Turkish course success has been identified by their grades from school reports of the first term of fifth grade. As the result of the study, it was found that the study orientation scores of the students were higher than the average and that their study attitudes were higher than their studying habits. There was a mid-scale, positive and significant correlation between the sub-dimensions of their studying attitudes and habits. The levels of correlation between students’ success in Turkish course and their study orientation; between their metacognitive awareness of reading comprehension, reading comprehension and studying habits with their studying orientation; between their metacognitive awareness of reading comprehension, reading comprehension and reading attitude with study orientation, and between their metacognitive awareness of reading comprehension and reading attitude with their study attitudes was found to be positive, mid-scale and significant. However, the level of correlation between their metacognitive awareness of reading comprehension and reading comprehension was found to be positive, low-scale and significant.

**Keywords:** study habits, study attitudes, metacognitive reading comprehension self-awareness, reading comprehension, reading attitudes

## 1. Introduction

Process to success is a common research issue not only for Turkey but for many countries in the world. The statuses of students are compared by the international exams performed, measures are tried to be taken for the processes and the education systems of the successful countries are examined. Many studies have revealed that success is related to study skills and habits. By study habits and attitudes, it is meant to be ready for a reaction in a special way to the school activities in and out of school hours and have a certain behavior pattern (as cited in Küçükahmet,1987:2). One of the most important variables of the study habits and attitudes which have an importance for the success of students is reading skills (Orr, 1992; Yıldırım et al., 2000; Uluğ, 2000; Özakpınar, 2002; Price & Maier, 2007; Crossman, 2011).

A maximal success from a reading process which is probably the most important way of obtaining information is related to the ratio of reading comprehension. In the studies, reading comprehension strategies that help reading comprehension and effective learning at all levels of education, especially metacognitive reading comprehension strategies have been found to be of great importance. Metacognition is essential for a successful cognition, because it allows individuals to better manage their cognitive skills and identify weaknesses that can be corrected by creating new cognitive skills. Encouragement of metacognition begins with creating a perception that metacognition exists and differs from cognition, and creating awareness among students who increase his/her academic achievement. Use of metacognitive strategies increases the ratio of reading comprehension and the students using the strategy have a high

ratio of reading comprehension. Research studies focus on metacognitive strategies have indicated that less competent students can improve their skills by studying the strategies specified by the successful students (Schraw, 1998; Çakıroğlu and Ataman, 2008; Çoğmen and Saracaloğlu, 2010; Karbalaei, 2011; Kuruyer and Özsoy, 2016). Most research on metacognition is related to the achievement in reading and learning (Van Kraayenoord, 2010). It is possible to say that individuals who have metacognitive reading skills and who know when, where and how to transfer these skills will exhibit a high reading and reading comprehension performance as well as high self-efficacy perception (Kuruyer and Özsoy, 2016). The relationship between metacognition and academic achievement was demonstrated by Landine and Stewart (1998) for the twelfth grade students and by Coutinho (2007) for university students, whereas Cattell (1999) found that teaching metacognitive skills to the fourth grade students significantly affected their reading comprehension levels. Moreover, Van Kraayenoord and Schneider (1999) found that there was a significant relationship between the metacognition and reading achievements of the three and fourth grade students, and Özsoy et al. (2009) found in their studies conducted with the fifth grade students that there was a moderate, positive and significant relationship between the metacognitive knowledge and skill scores and study habits and attitudes of students having an achievement at a high level.

There is also a strong link between the students' reading attitudes and reading comprehension skills (Şeflek Kovacıoğlu, 2006; Karabay and Kuşdemir Kayıran, 2010; Tunde–Awe, 2014) and the academic achievement of the Turkish course is increased as the attitude towards reading increases (Başaran and Ateş, 2009; Karabay and Kuşdemir Kayıran, 2010; Aydoğdu, 2012; Baştuğ, 2014). Ürün Karahan and Taşdan (2016) stated that the students' attitudes and motivation towards reading were high, whereas Tunde – Awe (2014) stated that the students' reading attitudes were low. However, it is stated that reading attitudes decrease as the students' class level increases (İşeri, 2010; Umucu Alpoğuz, 2014; Kolić-Vehovec et al., 2014; Yıldız and Kaman, 2016; Baki, 2017).

In order for the students to be successful in their academic life, they have to determine their own study habits at an early age, which will lead them to success. Studying is an action that we do and have to do in every aspect of our lives. In this age of speed, gaining and assimilating the most permanent information in the shortest time is a necessity of life. Given that the success will be achieved by studying effectively, not by studying hard, students need to have efficient study habits and reading skills to be successful. In the case that proper study habits cannot be determined, and when the text cannot be understood even if they are determined, success cannot be achieved despite studying hard. Okanezi and Braide (2018) have stated that regular reading, which is one of the important factors of study habits, will positively affect the students' academic performance. Bentil et al. (2018) stated in their inventory of study habits adapted and used by them that reading and note-taking are among the sub-headings of the scale together with doing homework, allocating time, concentrating and time management. In the study, it has been emphasized that reading and note-taking and time management have an important contribution to the academic performance, thus teachers should take precautions to increase the academic achievement. Nandhini (2017) considered the factors of study habits as reading and taking notes, concentration, time management, home and school environment, and memory, whereas Fazal et al. (2012) emphasized a significant relationship between time management, reading and note-taking skills and academic achievement. The scale developed by Bliss and Mueller (1986) in order to examine the students' study behaviors consists of general study attitudes and behaviors, reading and note taking techniques, and exam strategies. Akagah (2011) stated that exams, home works, reading and note-taking, concentration, time management were variables that predict study habits. Smith Rotchford (1984) compared the reading achievements with the study orientations. According to the type of school, it was determined that there were significant relationships between the students' reading and study orientation scores and the sub-dimensions of study habits and attitudes. Wonnacott (1989) found a significant, positive but low relationship between the reading, study skills and academic achievement. Mendezabal (2013) stated that inefficient time management, unplanned studying and low concentration, poor reading skills, poor test techniques, failures in informing teachers and asking for help on issues they had difficulty in school were inappropriate study habits. Onwuegbuzie et al. (2001) have stated that study behaviors are discriminatory for high and low course success, note-taking and reading skills among the study behaviors are weak in students and study skills programs should be applied at an early age. Study habits and attitudes were examined by comparing with success (Dilek, 1993; Atılğan, 1998; Arslantaş, 2001; Şener, 2001; Özbey, 2007; Yörük, 2007; Çetin, 2009; Gazioğlu, 2009; Gündüz, 2009; Eren, 2011; Ergene, 2011; Memiş, 2013; Durukan et al., 2015; Yıldız, 2015; Bıyıklı, 2017; Kızılboğa, 2017), learning styles (Ersoy, 2003; Günaydın, 2011; Kaya et al., 2012; Deniz, 2013; Kayacık, 2013; Bayır, 2015; Başbay et al., 2018), parent attitudes (Aydiner, 2004), and sense of self (Güngör, 2010) variables in our country. It has been determined that there are not enough studies on the relationship between study habits and attitudes and reading skills in our country. Therefore, it is thought that the study results will contribute to the field.

The aim of this study is to investigate the relationship between the fifth grade students' study habits and attitudes and metacognitive reading comprehension self-awareness, reading comprehension and reading attitudes. The problem "Is there a relationship between the fifth grade students' study habits and attitudes and metacognitive reading comprehension self-awareness, reading comprehension and reading attitudes?" was examined and an answer to the following sub-problems was sought:

1. Are metacognitive reading comprehension self-awareness, reading comprehension and reading attitude levels a significant predictor of study habits and attitudes?
2. Is there a significant relationship between the study habits and attitudes, metacognitive reading comprehension self-awareness, reading comprehension and reading attitude levels and Turkish course achievements?

## 2. Method

The study is a correlational survey model which is one of the general survey models. In this model, it is examined whether the variables change together and how an existing change occurs (Karasar, 1995:81-84).

### 2.1 Study Population

Study population consists of 381 students studying in the fifth grade of three public schools in Saray district of Tekirdağ between 2018 and 2019 academic years, with 193 of the students being female and 188 being male. In the study, the whole population was tried to be reached, but 312 students were reached due to missing data and absenteeism. 53.5% of 312 students are female and 46.5% are male.

### 2.2 Data Collection Tools

Study data were collected by four different scales. For measuring the students' study habits and attitudes, 'Survey of Study Habits and Attitudes, Form C' was used, which was developed by Brown and Holtzman, translated into Turkish and validated for reliability by Küçükahmet (1987) for the university students, and adapted by Memiş (2005, 2007) for the fifth grade students. There were 52 items and 4 sub-dimensions in SSHA. These 4 sub-dimensions consist of delay avoidance (DA), work methods (WM), teacher approval (TA) and education acceptance (EA) (Brown & Holtzman, 1967). Every two of the surveys form the total of upper dimension [delay avoidance + work methods = study habits (SH); teacher approval + education acceptance = study attitudes (SA)], the total of the two upper dimensions [study habits + study attitudes = study orientations] form study orientations of the students. The students get max 26 scores for each of the sub-dimensions (DA, WM, TA, EA), for the upper dimensions (SH, SA) they get 52 scores, for the study orientation they get 104 scores.

Metacognitive reading comprehension self-awareness was measured using the "Metacognitive Reading Comprehension Self-Awareness Scale" which was adapted and validated for reliability by Çakıroğlu (2007) for the fifth grade students. The scale consists of 30 items. Each question in the scale was scored as (1), (2), and (3). Accordingly, a minimum score that can be obtained from the scale is 30 and a maximum score is 90. The scale includes a grading system from the least (1) to the most desirable one (3) for each item, and the student chooses the most appropriate one from these three options for that question.

The levels of reading comprehension were determined by means of 6 inference items and 9 items measuring the information given explicitly in the text in the 15-item test of the "Balloon" text, which was adapted and validated for reliability by Saraç (2010) for the fifth grade students. The balloon text is an informative text consisting of 459 words giving information about the structure of the balloon, its movement system, its types and the places where it is used.

Reading attitude was measured with a Reading Attitude Scale, the validity and reliability test of which was performed by Çakıroğlu and Palancı (2015). The scale is likert type and 4 point is given for very happy, 3 point is given for a little bit happy, 2 point is given for a little bit unhappy and 1 point is given for a very unhappy face expression. The total scores obtained from each sub-dimension range between 10 and 40, and the total scores from the entire scale are between 20 and 80 points.

Students' Turkish course achievements was determined by the grades at the end of semester obtained by evaluating the basic language skills of listening, speaking, reading, writing during the fall semester of 2018-2019 academic years.

### 2.3 Data Analysis

Data of the study carried out by the researcher during the fall semester of 2018-2019 academic years were analyzed using the SPSS for Windows 21.0 program. In order to be analyzed according to suitable analysis techniques, firstly, it was examined whether it showed a normal distribution or not, and the significance levels of  $p < 0.01$  and  $p < 0.05$  were used in statistical analysis and interpretation. The relationship between the variables was calculated using Pearson Moment Correlation Coefficient and values between 0.70-1.00 were considered as a high relationship, values between 0.70-0.30 were considered as a moderate relationship, and values between 0.30-0.00 were considered as a low relationship (Büyüköztürk, 2018, p. 32). Mahalanobis distance values were calculated in multiple linear regression analysis and in the analysis for extreme values, data of 1 student was removed from the file and the study was continued with 312 students. In the process of examining whether there is a multicollinearity problem in the data layout, firstly, bivariate relationships between independent variables were examined and the highest value was found to be .39 ( $< .80$ ). At the same time, it was determined that the tolerance values were above .80 (not less than .20), the variance inflation factor (VIF) values were maximum 1.247 (not higher than 10), and the status index values were maximum 26.961 (not higher than 30) and there was no multicollinearity.

### 3. Results

Table 1 shows the study habits and attitudes of the fifth grade students.

**Table 1.** Study Habits and Attitudes of the Fifth Grade Students

	M	S
Delay Avoidance (DA)	16.02	5.62
Work Methods (WM)	19.03	5.26
Study Habits (SH)	35.05	9.85
Teacher Approval (TA)	18.74	5.45
Education Acceptance (EA)	17.70	4.93
Study Attitudes (SA)	36.44	9.28
Study Orientation (SO)	71.49	17.52

When the arithmetic means are analyzed according to the two sub-dimensions of the study orientation, it is seen that the scores (36.44) of the students in their study attitudes are higher than their study habits scores (35.05). In the sub-dimensions of both dimensions, it was determined that the students had the highest arithmetic mean in study methods (19.03) and the lowest arithmetic mean in delay avoidance (16.02). The arithmetic mean of the study orientation scores of the students was 71.79. The relationship between the study habits and attitudes of the students is given in Table 2.

**Table 2.** The Relationship Between Study Habits and Attitudes of Students

	WM	TA	EA	SA
DA	.64**	.39**	.54**	
WM		.64**	.64**	
TA			.60**	
SH				.68**

\* $p < 0.01$

According to the results, there is a high relationship between the study habits and attitudes (0.68). There is a marked moderate, positive and significant relationship between the delay avoidance and study methods (0.64) and the teacher approval and education acceptance. There is a moderate, positive and significant relationship between the study methods and teacher approval (0.64) and education acceptance (0.64).

#### 3.1 Metacognitive Reading Comprehension Self-Awareness, Reading Comprehension and Reading Attitude Levels as Predictors of Study Habits and Attitudes

Results for the metacognitive reading comprehension self-awareness, reading comprehension and reading attitude levels as the predictors of study habits and attitudes of the students are provided in Table 3.

**Table 3.** Results of Multiple Regression Analysis

	SH	SA	SO	MRCSA	RC	Tolerance	VIF	Status Index
Metacognitive Reading Comprehension Self-Awareness (MRCSA)	.372*	.366*	.403*	-	-	.802	1.247	6.844
Reading Comprehension (RC)	.314*	.257*	.313*	.390*	-	.848	1.180	19.855
Reading Attitude (RA)	.419*	.408*	.452*	.252*	.102	.937	1.068	26.961

\*p&lt;0,01

When Table 3 was examined, it was determined that the highest bivariate relationships between the metacognitive reading comprehension self-awareness, reading comprehension and reading attitude levels were found to be 0.39 (<.80). At the same time, it was determined that the tolerance values were above .80 (not less than .20), the variance inflation factor (VIF) values were maximum 1.247 (not higher than 10), and the status index values were maximum 26.961 (not higher than 30) and there was no multicollinearity.

**Table 4.** Results of Standard Multiple Regression Analysis for Predicting the Study Habits

	B	SE	$\beta$	t	p	Bivariate r	Partial r
Constant	-16.088	5.148	-	-3.125	.002	-	-
Metacognitive Reading Comprehension Self-Awareness	0.270	0.070	0.208	3.860	.000	0.372	0.215
Reading Comprehension	0.098	0.026	0.198	3.775	.000	0.314	0.210
Reading Attitude	0.422	0.061	0.346	6.957	.000	0.419	0.369
R=0.533 R <sup>2</sup> =0.284 F(3,308)= 40.811 p=.000							

When the bivariate and partial relationships between the predictive variables and study habits are examined, it is seen that there is a positive and moderate relationship between the metacognitive reading comprehension awareness and study habits ( $r = 0.37$ ), and when the other variables are checked, the relationship between two variables is found to be  $r = 0.21$ . There is a positive and moderate relationship between the reading comprehension and study habits ( $r = 0.31$ ), and when the other variables are checked, the relationship between two variables is  $r = 0.21$ , similarly to that of the other variable. The relationship between the reading attitude and study habits is higher as compared to the other variables ( $r = 0.42$ ), and when the other two variables are checked, it is seen that the relationship is positive and moderate ( $r = 0.37$ ). These three variables provide a moderate, positive and significant relationship with the study habits ( $R = 0.533$   $R^2 = 0.284$   $p < 0.05$ ) and account for 28% of the total variance. According to the standardized regression coefficient ( $\beta$ ), the order of importance of variables on the study habits is as follows; reading attitude, metacognitive reading comprehension self-awareness and reading comprehension. When the t-test results regarding the significance of the regression coefficients are examined, it is seen that all three variables are significant predictors of the study habits.

**Table 5.** Results of Standard Multiple Regression Analysis for Predicting the Study Attitudes

	B	SE	$\beta$	t	p	Bivariate r	Partial r
Constant	-11.139	4.951	-	-2.250	.025	-	-
Metacognitive Reading Comprehension Self-Awareness	0.280	0.067	0.229	4.174	.000	0.366	0.231
Reading Comprehension	0.062	0.025	0.133	2.489	.013	0.257	0.140
Reading Attitude	0.386	0.058	0.336	6.620	.000	0.408	0.353
R=0.505 R <sup>2</sup> =0.255 F(3,308)= 35.152 p=0.000							

When the bivariate and partial relationships between the predictive variables and the study attitudes are examined, it is seen that there is a positive and moderate relationship between the metacognitive reading comprehension self-awareness and study attitudes ( $r = 0.37$ ), and when the other variables are checked, the relationship between two variables is found to be  $r = 0.23$ . There is a positive and low relationship between the reading comprehension and study attitudes ( $r = 0.26$ ), and when the other variables are checked, the relationship between two variables is found to be  $r = 0.14$ . The relationship between the reading attitudes and study attitudes is higher as compared to the other variables ( $r = 0.41$ ), and when the other two variables are checked, a positive and moderate relationship ( $r = 0.35$ ) is found. These three variables provide a moderate, positive and significant relationship with the study attitudes ( $R=0.505$   $R^2=0.255$   $p<0.05$ ) and account for 25% of the total variance. According to the standardized regression coefficient ( $\beta$ ), the order of importance of variables on the study attitudes is as follows; reading attitude, metacognitive reading comprehension self-awareness and reading comprehension. When the t-test results regarding the significance of the regression coefficients are examined, it is seen that all three variables are significant predictors of the study attitudes.

**Table 6.** Results of Standard Multiple Regression Analysis for Predicting Study Orientation

	B	SE	$\beta$	t	p	Bivariate r	Partial r
Constant	-27.227	8.915	-	-3.054	.002	-	-
Metacognitive reading comprehension self-awareness	0.550	0.121	0.238	4.547	.000	0.403	0.251
Reading comprehension	0.159	0.045	0.182	3.562	.000	0.313	0.199
Reading attitude	0.808	0.105	0.373	7.694	.000	0.452	0.402
R=0.567 $R^2=0.321$							
F(3,308)= 48.611 $p=0.000$							

When the bivariate and partial relationships between the predictive variables and the study orientation are examined, it is seen that there is a positive and moderate relationship between the metacognitive reading comprehension self-awareness and the study orientation ( $r = 0.40$ ), and when the other variables are checked the relationship between two variables is found to be  $r = 0.25$ . There is a positive and moderate relationship between the reading comprehension and study orientation ( $r = 0.31$ ), and when the other variables are checked, the relationship between two variables is found to be  $r = 0.20$ . The relationship between the reading attitude and study orientation is higher as compared to the other variables ( $r = 0.45$ ) and when the other two variables are checked, there is found a positive and moderate relationship ( $r = 0.40$ ). These three variables provide a moderate, positive and significant relationship with the study orientation ( $R=0.567$   $R^2=0.321$   $p<0.05$ ) and account for 32% of the total variance. According to the standardized regression coefficient ( $\beta$ ), the order of importance of variables on the study orientation is as follows; reading attitude, metacognitive reading comprehension self-awareness and reading comprehension. When the t-test results regarding the significance of the regression coefficients are examined, it is seen that all three variables are significant predictors of the study orientation.

### 3.2 The relationship between the Study Habits and Attitudes, Metacognitive Reading Comprehension Self-Awareness, Reading Comprehension, Reading Attitudes of the Fifth Grade Students and Their Achievement Levels

When the relationship between the study habits and attitudes, metacognitive reading comprehension self-awareness, reading comprehension, reading attitudes of the students and their Turkish course achievements was examined, the results in Table 7 were obtained.

**Table 7.** The Relationship between Study Habits and Attitudes, Metacognitive Reading Comprehension Self-Awareness, Reading Comprehension, Reading Attitude and Turkish Course Achievement

	DA	WM	SH	TA	EA	SA	SO	MRCSA	RC	RA
Turkish Course Achievement	.47*	.52*	.55*	.59*	.35*	.43*	.53*	.44*	.59*	.20*

\* $p<0.01$

There is a moderate, positive and significant relationship between the students' Turkish course achievement and the study orientation in the sample of 312 people (0.53). The relationship between the study habits and the achievement (0.55) is higher than the study attitudes (0.43). Among the sub-dimensions, it is seen that the teacher approval, which

is a sub-dimension of the study attitudes, has the highest relationship with the achievement (0.59), whereas the education acceptance has the lowest relationship (0.35) in the same sub-dimension. It is noticed that the metacognitive reading comprehension self-awareness (0.44) and reading comprehension (0.59) have a moderate, positive and significant relationship with the achievement, whereas there is a low, positive and significant relationship with the reading attitude (0.20).

#### 4. Discussion

The study orientation scores of the students are above the average and their study attitudes are higher than their study habits. Students took the highest scores in the study methods and the lowest scores in the delay avoidance. While students have a positive attitude towards teacher approval and education acceptance, they have a lower average than the others in the delay avoidance that measures their study and homework procrastination behaviors. The results are similar to Demiroğlu Memiş (2007) and Memiş (2013). Arslantaş (2001) stated that students had “moderately” efficient study habits and Yiğit (2014) stated that they had highly efficient study habits, whereas Brown (1941), Barrilleaux (1972), Küçükahmet (1987), Tümkaya and Bal (2006), Mendezabal (2013), and Lalrintluangi (2018) stated in their studies that the participants did not have an appropriate and expected study habits and attitudes. Tulum (2001) concluded that the scores for the study habits of the nursing students were higher than their study attitudes, whereas Durukan et al. (2015) concluded that the prospective teachers had low study habits. In the study conducted by Rana and Kausar (2011) with Pakistani and British students of 10<sup>th</sup> grade between the ages of 14-16, it was stated that the study habits of the British students were significantly higher than the Pakistani students and there was no significant difference between their academic performances.

There are moderate, positive and significant relationships between the sub-dimensions of the study habits and attitudes of the students. Similar results were obtained in the study conducted by Memiş (2013) with the fifth grade students and in the study conducted by Küçükahmet (1987) with the university students.

There is a positive, moderate and significant relationship between the metacognitive reading comprehension self-awareness, reading comprehension, reading attitude and study habits. The relationship between the reading attitude and study habits is higher as compared to other variables. These three variables provide a moderate, positive and significant relationship with the study habits. The order of importance of variables on the study habits is as follows; reading attitude, metacognitive reading comprehension self-awareness and reading comprehension. It is seen that all three variables are significant predictors of the study habits.

There is a positive, moderate and significant relationship between the metacognitive reading comprehension self-awareness, reading attitude and the study attitudes, whereas there is a positive and low relationship with the reading comprehension. These three variables provide a positive, moderate and significant relationship with the study attitudes. The order of importance of variables on the study attitudes is as follows; reading attitude, metacognitive reading comprehension self-awareness and reading comprehension, and it is seen that all three variables are significant predictors of the study attitudes.

There is a positive, moderate and significant relationship between the metacognitive reading comprehension self-awareness, reading comprehension, reading attitude and the study orientation. These three variables provide a moderate, positive and significant relationship with the study orientation and account for 32% of the total variance. The order of importance of variables on the study orientation is as follows; reading attitude, metacognitive reading comprehension self-awareness and reading comprehension. It is seen that all three variables are significant predictors of the study orientation.

There is a moderate, positive and significant relationship between the Turkish course achievements and study orientations of the students. The relationship between the study habits and achievement is higher than the study attitudes. Study attitudes have the highest relationship with the achievement, whereas the education acceptance has the lowest relationship with the achievement. Metacognitive reading comprehension self-awareness, and reading comprehension have a moderate, positive and significant relationship with the achievement, whereas there was a positive, low and significant relationship with the reading attitude. There was seen a positive relationship between Turkish course achievement and the study habits in the studies of Çetin (2009), Bayır (2015) and Bıyıklı (2017). Memiş (2013) stated that Turkish course achievement was the predictor of the study habits and attitudes of the male students. Similar to the study, Ahmann and Glock (1957), Cavanaugh (1982), Koivo (1982), Gonzales (1984), Clark-Thayer (1987), Snodgrass (1989), Wonnacott (1989), Yeh (1990), Agnew et al. (1993), Blumner and Richards (1997), Al-Hilawani and Sartawi (1997), Carter (1999), Okpala et al. (2000), Gettinger and Seibert (2002), Yip and Chung (2005), Akagah (2011), Singh (2011), Demir et al. (2012), Memiş (2013), Durukan et al. (2015), Del Villar et

al. (2016), Kızılböğ (2017), Nandhini (2017), Numan and Syeda (2017), Sakirudeen and Sanni (2017), Bentil et al. (2018), Lalrintluangi (2018) determined that the academic achievements of the students increased as the level of effective use of study methods. Murray and Wren (2003) stated that there was a low and significant relationship between only the sub-dimension of teacher approval and the academic average. McDougale (1989) has stated that the four sub-dimensions of SSHA are not the correct predictors of the academic achievement, and the most notable relationship is between the sub-dimensions of study methods and teacher approval, and sub-dimensions of mathematics and study methods, and the spelling courses. As a result of the study conducted by Rana and Kausar (2011) in which they intended to compare the study habits and academic performances of the Pakistani and British students of 10<sup>th</sup> grade between the ages of 14-16, it was stated that the study habits of the British students were significantly higher than the Pakistani students, and there was no significant difference between their academic performances. Sallabaş (2008) found a positive and moderate relationship between the students' academic achievement level and reading comprehension skills, but determined a low relationship between their academic achievements and reading attitudes. Başaran and Akyol (2009) concluded that "the academic achievement displayed in Turkish courses has no significant effect on the attitude developed against both narrative and informative texts". The study results of Baştuğ (2014) significantly predicted the reading attitude and reading comprehension achievement in terms of the relationship between the reading attitude, reading comprehension and academic achievement. Eskiuyurt et al. (2016), Turhan and Özer (2017) found no statistically significant relationship when they examined the relationship between the metacognitive reading comprehension self-awareness and academic achievement scores.

## 5. Conclusions

The aim of this study is to investigate the relationship between the fifth grade students' study habits and attitudes and metacognitive reading comprehension self-awareness, reading comprehension and reading attitudes. Two important conclusions can be drawn from this research study. First, there is a positive, moderate and significant relationship between the metacognitive reading comprehension self-awareness, reading comprehension, reading attitude and the study orientation. The order of importance of variables on the study orientation is as follows; reading attitude, metacognitive reading comprehension self-awareness and reading comprehension. It is seen that all three variables are significant predictors of the study orientation. Second, there is a moderate, positive and significant relationship between the Turkish course achievements and study habits and attitudes of the students. These results demonstrate that study habits and attitudes can be considered critical features for metacognitive reading comprehension self-awareness, reading comprehension and reading attitudes.

## 6. Recommendations

School-family cooperation may have a positive impact on study habits and attitudes. Thus, future researchers can examine the effect of school-family cooperation on study habits and attitudes, metacognitive reading comprehension self-awareness, reading comprehension and reading attitude. Factors affecting variables can be examined through studies at different levels of education.

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