The Examining Reading Motivation of Primary Students in the Terms of Some Variables

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Abstract

The purpose of this research, is to examine reading motivation of the primary 2, 3 and 4th grade students in the terms of gender, class and socioeconomic status. Research is structured according to model of survey in the descriptive type. In the collection, analysis and interpretation of the data "mix method". The sample consists of total of 769 students studying in the same province including class 2, 3 and 4 in three different schools. Research data is collected by scale of Motivation to Read Profile. According to the survey results, however students' value of reading is affected class and gender variables, students' value of reading is not affected by socioeconomic status. The value of reading of 3rd grade students is higher than 4th grade students. The value of reading of girls is higher than male students. Self-concept as reader and reading motivation of students variate depend on class, gender and socioeconomic status. In addition, reading motivation of 2nd grade students is higher than the 4th grade students. Self-concept as reader and reading motivation of students having upper socioeconomic status are than self-concept as reader and reading motivation of students having lower and middle socioeconomic status.

Keywords: reading, motivation, reading motivation, self-concept as a reader, value of reading

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Introduction

Changes and innovations taking place in nowadays require individuals composing the society to improve themselves. With the start of information age, individuals face of being literate in many fields of life reality such as maintaining their daily lives, gaining desired success, adjusting technology, forming a social environment, spending their free times more constructively. In this respect, linguistic skills require the usage of four basic linguistic skills effectively beyond being literate. "Reading" is the most important one of these basic linguistic skills.

"Reading is an important factor widening individual's world, forming his/her personality and connecting him/her to others." (Demirel, 2003, s.78). According to Sever (2004, s. 14), "Reading is an effective learning tool, not only for students but for everyone to open up to a wide information universe, to improve thought and sensitivity and to enter a healthy communication with society.

According to Güneş (1997, s. 4), one of the common features of reading, among its definitions, is that reading is a complex behavior containing several skills. When reading process is examined, it is seen that many mental mechanisms participate in this process and work in coordination. Several mechanisms can be counted within the mental mechanisms that play an effective role in reading process, such as memory, attention, auditory perception, usage of high level language skills.

Along with mental mechanisms that are used in reading process, some emotional mechanisms are also mentioned. One of these emotional mechanisms is motivation. According to Akyol (2011, s.5), Baker and Wigfield (1999, s.452), reading is an activity requiring motivation since it is an activity that children may prefer to do or not. Motivation is one of the key factors in learning reading and improving it. Even if a reader has strong cognitive skills, if his/her motivation for reading is not at adequate level, s/he doesn't make sufficient time for reading.

Psychological structure of a student is one of the most effective factors in achieving a good reading level. Carrying a student who got up to a certain level in perception and thinking processes of mind, to emotional maturity is also important. (Demirel, 2003, s.77). According to Akyol (2009), it should be aimed that every kid explores that reading is a delightful activity and experiences the success.

Motivation is one of the key factors in terms of learning and improving reading, value parted with reading and reader's sense of self. According to Atkinson and Hilgard (1995, s.435), if we look at definition of motivation, factors energizing the behavior and leading it are called motivation. In fact, source of motivation is physical, psychological or social requirements of an individual. In that case, motivation is a driving power that activates an individual for exhibiting required behaviors and reaching to a certain goal in certain situations. (Balaban, 2006, s.169). In other words, motivation is about reasons leading individuals to behaviors.

When it is thought in terms of student and learning, motivation can be thought as direction of effort providing student with a desire in learning (Eryaman & Genc, 2010). However, motivations differs regarding courses, subjects and fields else than being a general subject. (Yıldız, 2010, s.29). Reading is also included in motivation, which has a wide scope.

Guthrie and Wigfield (2000, s.405) explain motivation to read as "Personal goals, values and beliefs that effect reading periods, results and subjects." Until 1990's, the researches about reading motivation are quite limited. Being a factor (motivation) that determines individuals to prefer or not an activity, it has been effective for researchers to incline to motivation subject (Eccles, Wigfield and Schiefele, 1998).

Highly motivated readers are more successful in decision-making on their own and creating reading opportunities. These students are enthusiastic about reading and they choose reading for many

personal reasons, such as curiosity, instinct satisfaction, attention, social changes. (Gambrell, Palmer, Codling ve Mazzoni, 1996). According to Guthrie (1996), highly motivated readers create their literacy opportunities and they determine their fate by doing this as individuals learning literacy (Gambrell, Palmer, Codling and Mazzoni, 1996).

Some recent theories claim that skill for sense of self and value parted with duty are main determinants of motivation and work responsibility. For example, Eccles (1983) developed the "expectancy-value theory", which indicates that motivation is strongly affected by the expectancy of individual for success or failure. Eccles's expectation component is supported by some researches claiming that students and readers who believe that they are talented display better performance than individuals who don't believe such things. In addition, students who believe that reading are worthful and important, make a more planned and zealous effort for reading skill (Gambrell, Palmer, Codling ve Mazzoni, 1996).

When literature is examined, different dimensions of reading motivation are discussed in researches made about motivation to read (Yıldız, 2013; Ciampa, 2012; Jones and Brown, 2012, İleri, 2011). Motivation to read is examined within the frame of many concepts, such as interior and exterior motivation, self-efficacy, interest, goal, attitude, and worth. Within the scope of this research, motivation to read is discussed with the dimensions of "value of reading" and "self concept as a reader" as distinct from other researches. Points generated from these two dimensions lay out the reading motivation profiles of students. It is thought that determining how much students value reading and how they evaluate themselves as a reader, is a determining factor for teachers, families, students and relevant institutions.

Motivation, which is important for doing a work, is one of the essential factors with regard to reading skill. It is known that doing a work willfully affects the success of individuals. Using a skill willfully like reading, which is extremely important, will affect the value parted with reading and reader's sense of self. In this research, motivation to read is discussed within the frame of these two concepts. Value of reading is a concept expressing how much importance individuals attach when reading. Self concept as a reader is a concept indicating as what kind of reader individuals think of themselves. It is thought that value of reading and self concept as a reader varies depending on beliefs, values and goals of readers. In this research, motivation to read is examined in terms of socio-economic level, grade and gender variables.

Answers of such questions are searched for in research:

1. At what level are the self concept as a reader, value of reading and motivation to read of students?
2. Does value of reading of students vary depending on gender, grade and socio-economic level?
3. Does self concept as a reader of students vary depending on gender, grade and socio-economic level?
4. Does motivation to read of students vary depending on gender, grade and socio-economic level?
5. What are the opinions of students about reading narrative texts?
6. What are the opinions of students about reading informative texts?
7. What are the opinions of student about general reading?

Method

Research was conducted in screening model. "Mixed method", which is composed of quantitative and qualitative methods, is used in collecting, analyzing and interpreting data obtained in research. Main assumption of mixed method is that qualitative and quantitative methods will be used jointly; therefore research problem and questions will be understood and examined better (Cresswell, 2008).

Population and Sample

Population of research is 2nd, 3rd and 4th grade students of a primary school, which locates in the center of Trabzon. Sample group consists of 2nd, 3rd and 4th grade students of three primary schools, which are chosen in accordance with socio-economic level, which is one of the variables of the research. In research, data are collected over 769 students. When participant students are examined depending on gender distribution, 49% of students are female student and 51% of students are male students. Distribution of students, included in research group, depending on grade, gender and socio-economic level are given in Table 1.

Table 1. Distribution of students, included in research group, depending on grade, gender and socio-economic level

Variable	Categories	N	%
Gender	Female	374	48.6
	Male	395	51.4
Socio-economic Level	Low	249	32.4
	Medium	244	31.7
	High	276	35.9
Grade level	2	243	31.6
	3	271	35.2
	4	255	33.2
Total		769	100

When distribution of students participated in research is examined depending on gender, it is seen that 49% of students are female (N=374), 51% of students are male (N = 395). When distribution of students participated in research is examined depending on socio-economic level, it is seen that approximately 32% of students (N=244) come from lower socio-economic level, approximately 32% of students (N=244) come from medium socio-economic level, and approximately 36% of students (N=276) come from high socio-economic level. When distribution of students participated in research is examined depending on grade levels, it is seen that approximately 32% of students (N=243) are at second grade, approximately 35% of students are at third grade and approximately 33% of students are at fourth grade.

Data Collection Tools

In research, data is collected by using Motivation to Read Profile (MRP) adapted to Turkish by Yıldız (2013). MRP consists of two basic tools; Reading Survey with 20 items, which can be applied from second grade to sixth grade, and an interview form with 14 questions. Reading Survey consists of two factors; (10 questions) about value of reading and (10 questions) about self concept as a reader. At the end of reliability studies of MRP scale, two items with a low factor value were removed from scale and final survey form is constituted. Interview form consists of 3 sections. First section examines motivational factors related to reading narrative texts, second section examines information about informative reading, and third section examines general factors about motivation to read.

Analysis of Data

In analysis of data, a package program, Statistical Packages for the Social Sciences (SPSS), is used. Comparative analysis (T-Test and ANOVA) are used in research to examine whether motivation to read changes depending on grade, gender and socio-economic level. Gathered data is analyzed with t-test and ANOVA. Descriptive analysis is used in analysis of data gathered from interview. In descriptive analysis, direct quotations are often made to reflect opinions of observed individuals or interviewees. Gathered data are presented as organized and interpreted. For this

purpose, gathered data are systematically and clearly described. Descriptions are explained, interpreted, studied in terms of cause and effect relation, and a result is reached (Yıldırım and Şimşek, 2011). Accordingly, data gathered as a result of interview is interpreted by organizing it under certain themes.

Findings

Findings about comparison of motivation to read of students, depending on gender, grade level and socio-economic level, are shown in tables below.

Findings about First Research Question

Table 2. *Findings about self concept as a reader, value of reading and motivation to read of students.*

Dimension	$\overline{X}$	SS
Self concept as a reader	28.22	4.28
Value of reading	30.56	3.54
Motivation to read	58.78	6.58

When Table 2 is examined, arithmetic averages related to scores of motivation to read, which consist of self concept as a reader, value of reading and sum of these two dimensions, are given. Arithmetic averages of students for self concept as a reader is ($\overline{X}$ =28.22), value of reading is ($\overline{X}$ =30.56), motivation to read is ($\overline{X}$ =58, 78). Value of reading of students is higher than self concept as a reader of students. Motivation to read is at mid level.

Findings about Second Research Question

Findings of t-test about comparison of value of reading of students depending on gender are given in table below.

Table 3. *T-test results about comparison of value of reading of students to gender*

Dimension	Gender	N	$\overline{X}$	SS	sd	t	p
Value of reading	Female	374	31.45	2.93	767	6.96	.000
	Male	395	29.72	3.86			

When Table 3 is examined, it is seen that there is a meaningful discrepancy (t (767) = 6, 96, p<.05) in dimension of value of reading of motivation to read, in favor of females. It can be said that value of reading of female students is higher than value of reading of male students.

Conducting ANOVA test is required to compare motivation to read of students to grade level. Before conducting ANOVA test, average values and standard deviation values related to value of reading, self concept as a reader and motivation to read depending on grade level are determined. Average values and standard deviation values about value of reading of students depending on grade level are shown in Table 4.

Table 4. *Average values and standard deviation values about value of reading of students depending on grade level*

OMP Dimensions	Grade Level	N	$\overline{X}$	SS
Value of reading	2	243	30.66	3.62
	3	271	31.01	2.88
	4	255	30.00	4.01
	Total	769	30.56	3.54

According to Table 4, when arithmetic averages of points, which students take from the dimension of value of reading of motivation to read scale, are examined in terms of grade level; it is seen that 3rd grade students got the highest score ($\overline{X}$ =31.01), then respectively 2nd grade students ($\overline{X}$ =30.66) and 4th grade students ($\overline{X}$ =30.00) follow them. Differentiation of value parted with reading of students depending on grade level is shown in Table 5.

Table 5. *ANOVA findings of value parted with reading of students depending on grade level*

Dimension	Source of Variance	Sum of squares	sd	Average of squares	F	p	meaningful -epancy
Value of reading	Inter groups	137.63	2	68.81	5.52	004	3rd and 4th es
	Within groups	9539.29	766	12.45			
	Total	9676.93	768				

When Table 5 is examined, it is seen that there is a meaningful discrepancy between levels of value of reading of students in terms of grade level (F (2- 766) = 5.52, p<.05). According to the results of the Tukey test, that is made to find out between which groups this differentiation is; value of reading of 3rd grade students ($\overline{X}$ =31.01) is higher than value of reading of 4th grade students ($\overline{X}$ =30.00).

Findings about comparison of value of reading of students with socio-economic level are shown in tables below.

Table 6. *Average and standard deviation points of value of reading of students depending on socio-economic level*

OMP Dimensions	Socio-economic Level	N	$\overline{X}$	SS
	Low	249	30.33	3.05
Value of reading	Medium	244	30.42	3.63
	High	276	30.89	3.86
	Total	769	30.56	3.54

According to Table 6, when arithmetic averages of points, which students take from the dimension of value of reading of motivation to read scale, are examined in terms of socio-economic level; it is seen that students who are involved in High SED got the highest score ($\overline{X}$ =30.89), then respectively Medium SED ($\overline{X}$ =30.42) and Low SED ($\overline{X}$ =30.33) follow them. Differentiation of value of reading of students depending on socio-economic level is shown in Table 7.

Table 7. *ANOVA findings of value of reading of students depending on socio-economic level*

Dimension	Source of Variance	Sum of squares	sd	Average of squares	F	p	Meaningful Discrepancy
Value parted with reading	Inter groups	47.64	2	23.82	1.89	.151	
	Intra groups	9629.28	766	12.57			
	Total	9676.93	768				

When Table 5 is examined, it is seen that there is no any meaningful discrepancy between levels of value of reading of students in terms of socio-economic level (F(2- 766)= 1.89, p>.05).

Findings about Third Research Question

Findings of t-test about comparison of self concept as a reader of students depending on gender are given in table below.

Table 8. *Findings of t-test of self concept as a reader of students depending on gender*

Dimension	Gender	N	$\overline{X}$	SS	sd	t	p
Self concept as a reader	Female	374	29.05	4.38	767	5.29	.000
	Male	395	27.44	4.05			

When Table 8 is examined, it is seen that there is a meaningful discrepancy (t(767)= 5,29, p<.05) in dimension of self concept as a reader of the motivation to read, in favor of females. It can be said that self concept as a reader of female students is higher than self concept as a reader of male students.

Findings about comparison of self concept as a reader of students depending on grade level are shown in tables below.

Table 9. *Average and standard deviation points about self concept as a reader of students depending on grade level*

OMP Dimensions	Grade Level	N	$\overline{X}$	SS
Self concept as a reader	2	243	28.48	4.05
	3	271	28.56	4.91
	4	255	27.61	3.69
	Total	769	28.22	4.28

According to Table 9, when arithmetic averages of points, which students take from the dimension of self concept as a reader of motivation to read scale, are examined in terms of grade level; it is seen that 3rd grade students got the highest score ($\overline{X}$ =28.56), then respectively 2nd grade students ($\overline{X}$ =28.48) and 4th grade students ($\overline{X}$ =27.61) follow them. Differentiation of self concept as a reader of students depending on grade level is shown in Table 10.

Table 10. *ANOVA findings of self concept as a reader of students depending on grade level*

Dimension	Source of Variance	Sum of squares	sd	Average of squares	F	p	meaningful discrepancy
Self concept as a reader	Inter groups	140.01	2	70.00	3.83	.022	3rd and 4th grades
	Intra groups	13989.51	766	18.26			
	Total	14129.52	768				

When Table 10 is examined, it is seen that there is a meaningful discrepancy between levels of self concept as a reader of students in terms of grade level (F(2- 766)= 3.83, p<.05). According to the results of the Tukey test, that is made to find out between which groups this differentiation is; self concept as a reader of 3rd grade students ($\overline{X}$ =28.56) is higher than self concept as a reader of 4th grade students ($\overline{X}$ =27.61).

Findings about comparison of self concept as a reader of students depending on socio-economic level are shown in tables below.

Table 11. *Average and standard deviation points about self concept as a reader of students depending on socio-economic level*

OMP Dimensions	Socio-economic Level	N	$\overline{X}$	SS
	Low	249	26.93	3.64
Self concept as a reader	Medium	244	27.99	3.85
	High	276	29.58	4.77
	Total	769	28.22	4.28

According to Table 11, when arithmetic averages of points, which students take from the dimension of self concept as a reader of motivation to read scale, are examined in terms of socio-economic level; it is seen that students who are involved in High SED got the highest score ($\overline{X}$ =29.58), then respectively Medium SED ($\overline{X}$ =27.99) and Low SED ($\overline{X}$ =26.93) follow them. Differentiation of self concept as a reader of students depending on socio-economic level is shown in Table 12.

Table 12. *ANOVA findings of self concept as a reader of students depending on socio-economic level*

Dimension	Source of Variance	Sum of squares	sd	Average of squares	F	p	Meaningful Discrepancy
Self concept as a reader	Inter groups	938.64	2	698.00	16.73	.000	A-O O-Ü A-Ü
	Intra groups	13190.88	766	41.71			
	Total	14129.52	768				

When Table 12 is examined, it is seen that there is a meaningful discrepancy between levels of self concept as a reader of students in terms of socio-economic level (F(2- 766)= 16.73, p<.05). According to findings of Tukey test to find out between which groups this differtiation is; it is seen that there is a meaningful discrepancy between Low SED ($\overline{X}$ =26.93) and High SED ($\overline{X}$ =29.58) in favor of High SED, between medium SED ($\overline{X}$ =27.99) and High SED ($\overline{X}$ =29.58) in favor of High SED.

Findings About Forth Research Question

Findings of t-test about comparison of motivation to read of students depending on gender are given in table below.

Table 13. *T-test results of motivation to read of students depending on gender*

Dimension	Gender	N	$\overline{X}$	SS	sd	t	p
Motivation to read	Female	374	60.50	6.03	767	7.26	.000
	Male	395	57.16	6.68			

When Table 13 is examined, it is seen that there is a meaningful discrepancy (t(767)= 7.26, p<.05) in favor of females. Motivation to read of female students is higher than those of male students.

Findings about comparison of motivation to read of students depending on grade level are shown in tables below.

Table 14. *Average and standard deviation points about motivation to read of students depending on grade level*

OMP Dimensions	Grade Level	N	$\overline{X}$	SS
Motivation to read	2	243	59.14	6.49
	3	271	59.57	6.57
	4	255	57.61	6.55
	Total	769	58.78	6.58

According to Table 14, when arithmetic averages of total points, which students take from motivation to read scale, are examined in terms of grade level; it is seen that 3rd grade students got the highest score ($\overline{X}$ =59.57), then respectively 2nd grade students ($\overline{X}$ =59.14) and 4th grade students ($\overline{X}$ =57.61) follow them. Differentiation of motivation to read of students depending on grade level is shown in Table 15.

Table 15. *ANOVA findings of motivation to read depending on grade level*

Dimension	Source of Variance	Sum of squares	sd	Average of squares	F	p	Meaningful Discrepancy
Motivation to read	Inter groups	545.46	2	272.73	6.36	,002	2-4 3-4
	Intra groups	32802.40	766	42.82			
	Total	33347.873	768				

When Table 15 is examined, it is seen that there is a meaningful discrepancy between total points for motivation to read of student in terms of grade level (F(2- 766)= 6.36, p<.05). According to the results of the Tukey test, that is made to find out between which groups this differentiation is; it is seen that motivation to read of 2nd grade students ($\overline{X}$ =59.14 is higher than motivation to read of 4th grade students ($\overline{X}$ =57.61) and motivation to read of 3rd grade students (=59.57) is higher than motivation to read of 4th grade students (=57.61) . $\overline{X}$ $\overline{X}$

Findings about comparison of motivation to read of students depending on socio-economic level are shown in tables below.

Table 16. *Average and standard deviation points about motivation to read of students depending on socio-economic level*

OMP Dimensions	Socio-economic Level	N	$\overline{X}$	SS
Motivation to read	Low	249	57.27	5.31
	Medium	244	58.42	6.28
	High	276	60.48	7.47
	Total	769	58.78	6.58

According to Table 16, when arithmetic averages of total points, which students take from motivation to read scale, are examined in terms of socio-economic level; it is seen that students who are involved in High SED ($\overline{X}$ =60.48), got the highest score, then respectively Medium SED ($\overline{X}$ =58.42) and Low SED ($\overline{X}$ =57.27) students follow them. Differentiation of motivation to read of students depending on socio-economic level is shown in Table 17.

Table 17. *ANOVA findings of motivation to read depending on socio-economic level*

Dimension	Source of Variance	Sum of squares	sd	Average of squares	F	p	Meaningf iscrepancy
Motivation to read	Inter groups	1396.01	2	698.00	16.73	.000	A-U O-Ü
	Intra groups	31951.86	766	41.71			
	Total	33347.87	768				

When Table 17 is examined, it is seen that there is a meaningful discrepancy between total points for motivation to read of student in terms of socio-economic level (F(2- 766)= 16.73, p<.05). According to findings of Tukey test to find out between which groups this differentiation is; it is seen that there is a meaningful discrepancy between Low SED ($\overline{X}$ =57.27) and High SED ($\overline{X}$ =60.48) in favor of High SED, between medium SED ($\overline{X}$ =58.42) and High SED ($\overline{X}$ =60.48) in favor of High SED.

Findings About Fifth Research Question

Findings gathered as a result of interviews made with students are presented in table below.

Table 18. *Findings about the reading situations of students of narrative texts*

Narrative texts	f
Have you read any book or a story that is interesting to you lately?	
Yes	52.
Participants reading informative books	3
I don't remember	1
No	0
How did you get information about this book?	
Classroom Library	16
Bookseller	9
Gift	7
My family	6
My classmate	4
Shopping Mall	1
Performance Homework	3
Library	2
Teacher recommendation	2
Book Fair	1
City Library	1
Myself	1
Why is this book interesting to you?	
Interesting events	17
Sudden events	10
Its topic	9
Events full of adventure	7
Main characters and their characteristics	5
One section of the book	4
Not interesting to me.	2
Cover Design	1

When students were asked whether they read an interesting book or story lately, they all answered positively. Only one student indicated that s/he doesn't remember the book s/he read. Three students mentioned that they read informative books. 16 students answered "classroom library" and 9 students answered "Bookseller" to the question of how they got information about the book they read. 17 students answered "Interesting events" to the question of why they found the book interesting.

The student, coded as Ö3, giving the answer of "Yes" about reading a narrative book lately:

"I read a book. Its name was something like "Kirpi ve Tavus Kuşu" Student, coded as Ö6:
"For example, I read a book named "Müzisyen Prenses". I liked it too much. Because there was adventure. There was contest. There was passion. There was excitement. I mean, I liked it too much. I had fun while reading it. I've already finished it. I am reading its second book." Student, coded as Ö2:
"It was a book about elephants. It was telling that elephants drink water with their horns, I mean long noses." they explained. Student, coded as Ö19, explained why s/he found the book interesting as:
"Stitching the wolf's tummy..." The student, coded as Ö24:
"Talking of button..." The student, coded as Ö29:
"Wearing eyeglasses and hat of a sunflower..." explained their opinions.
Starting from this point, students tend to choose narrative books because of interesting events within them.

Findings About Sixth Research Question

Opinions of students on informative texts they read are presented in table below.

Table 19. *Findings about the reading situations of students of informative texts*

Informative texts	f
Have you learned any information from a book, magazine or any text lately? What was the text about?	
Yes	35
No	21
How did you get information about this book?	
Bookseller	8
Text Book (Ministry of Education gave it)	7
My family	5
Classroom Library	4
store	3
My classmate	3
Library	2
Gift	2
City Library	1
Why was that book important to you?	
Because I got information	21
Because I am curious about it	5
Because I learned new things	3
Activities inside of it	2
Because I like books	1
Because my vocabulary improves	1
Because my imagination improves	1
Values education	1

When students were asked any information they learned from a book, magazine or any text, 35 students answered positively, 21 students answered negatively. 8 students answered "Bookseller" and 7 students answered "Text Book" to the question of how they got information about the book they read. 21 students answered "Because I got information" to the question of why the books they read are important.

The student, coded as Ö18, giving the answer of "Yes" about reading an informative book lately?

"I learned generations of animals, when their species become extinct, then how they become, what they eat, if they are flesh eating or grass eating from books. Then how they make their nest..." The student, coded as Ö8:

"The hottest desert in the world is Sahara, I mean Sahara Desert." Student, coded as Ö9:

"In fact, I didn't know that Pluto is accepted as dwarf planet. I learned it. Other planets have a population of 60.000, I didn't know. I learned it." They explained. Student, coded as Ö1, explained why s/he found the book interesting as:

"I learned something about cloud..." student, coded as Ö5:

"It was like a knowledgeable friend..." Student, coded as Ö14:

"Because there was a lot of information in it..." Student, coded as Ö34;

"Learning something that I don't know cheer me up, makes me happy. And learning new things improves my mind. I mean, my information increases." they mentioned.

By looking at the answers that students gave, it can be said that they find informative books important and worth to read, because they get new information from them.

Findings About Seventh Research Question

Findings about General Readings of Students are presented in table below.

Table 20. *Findings about general reading situation of students*

General reading	f
Did you read any book yesterday?	
Yes	36
No	17
Yes, but I don't remember the name of it.	3
Do you have any book with you today?	
Yes	40
No	13
Yes, but I don't remember the name of it.	3
Is there any writer you like?	
Yes	27
No	10
I don't remember the writer.	10
I don't look at the writers of books.	5
I've never seen.	1
I am not interested in it.	1
I don't pay attention.	1
I don't care, There is no any writer I like.	1
What is the benefit/value/importance of reading?	
We learn information.	22
Our reading improves.	12
We become successful.	6
Our grades get better.	5

We win university entrance exam.	4
We learn new words.	2
Our intelligence improves.	2
We have a good profession.	2
I don't know.	1
Are there any other books you want to read?	
Yes	48
No	7
There is, but I don't remember	1
How did you get information about this book?	
Bookseller	14
Classroom Library	11
My friend	6
Books at home	4
School library	4
Gift	2
Back page introductions of book	1
Book Fair	1
City Library	1
Collateral kin	1
store	1
My teacher	1
Television	1
My family	1
What makes you excited about reading books?	
Adventures within the book	26
I wonder.	9
Because it is educational	7
Being funny, being entertaining	7
I learn information	6
Characters	3
I don't feel anything.	3
My reading skills improve.	1
How the writer writes	1
I don't know	1
Who motives you for reading books?	
My family members (mother-father-sister-brother)	77
My classmate	18
My teacher	17
Collateral kin (uncle-cousin-grandfather)	7
No one	4
Nobody/ myself	3
Gifted persons	1

As given in Table, 36 of 56 students answered "Yes" to the question of "Did you read any book yesterday?", 17 of 56 students answered "No", 3 of them answered "Yes, but I don't remember the name.". 40 students answered "Yes" to the question of "Is there any book with you today?, 13 students answered "No" and 3 students answered "Yes, but I don't remember the name of it". While 27 students answered "Yes" to the question of "Is there any writer you like?"; 29 students answered negatively. 22 students answered "We learn information." to the question of "What is the benefit/value/importance of reading?". "Is there any other books you want to read? 48 students answered "Yes" to the question of "How did you get information about this book?" and they mentioned that they learned the book from "Bookstore". 26 students answered "Adventures and events

inside of it" to the question of "What makes you excited about reading books?". 77 students answered "My family members (mother-father-brother-sister)" to the question of "Who motives you for reading books?".

The student, coded as Ö12, to the question of what is benefit/value/importance of reading:

"If we are good readers, we become successful. If we read book a lot of books when we grow up, it informs us. We become successful students. Then we have good professions when we grow up." Student, coded as Ö33:

"First our reading improves. We read books to satisfy our curiosity. We read books to learn information within them and to reflect that information to our daily lives. Then there is some information effective with some activities. For example to do them in Turkish grade. Then to improve our reading skill and to have a good profession in future." Student, coded as Ö37:

"If we don't read, we can't learn information. Our reading slows down. "Reading is required to have a good profession when grown up." they mentioned their opinions. When students were asked what makes them excited about reading, the student, coded as Ö9,

"For example, it is something I don't know at all. I get excited when I read it. Information, which is more interesting, not known by anybody and hidden in the books, is interesting to me." Student, coded as Ö14:

"Because the stories I read are always adventure, anything exciting or horrifying may happen anytime." Student, coded as Ö16:

"What will happen at the end, when it will finish, I wish it never ends." Student, coded as Ö33:

"Since I love adventures, I like reading books." Student, coded as Ö14:

"Because the stories I read are always adventure, anything exciting or horrifying may happen anytime." and some strange things may happen, I mean interesting. They are interesting to me." They answered. It can be said that students are influenced mostly by adventures and story line within the book.

Discussion and Results

General averages of motivation to read of students are primarily determined in research. According to the obtained results, value of reading of students is higher than self concept as a reader of students. When looked at research result in terms of variables, value of reading differs depending on gender. Value of reading of females is higher than value of reading of males. Value of reading of students change depending on grade level. When there is no any meaningful discrepancy between 2nd and 3rd grade students; value of reading of 3rd grade students is higher than value of reading of 4th grade students. Socio-economic levels of students do not affect value of reading of students.

When looked at results about self concept as a reader, there is differentiation depending on gender. Self concept as a reader of female students is higher than self concept as a reader of male students. As being in value of reading, self concept as a reader of 3rd grade students is higher than self concept as a reader of 4th grade students in terms of grade level. Socio-economic levels of students don't affect the self concept as a reader of students. Self concept as a reader of students belonging to high socio-economic level is higher than self concept as a reader of students belonging to medium or low socio-economic level.

Within the results about motivation to read, like in self concept as a reader and value of reading, motivation to read of female students is higher than motivation to read of male students. Motivation to read of 2nd and 3rd grade students is higher than motivation to read of 4th grade students in terms of grade level. Socio-economic levels of students influence motivation to read of students like it happens in self concept as a reader of students. Motivation to read of students

belonging to high socio-economic level is higher than motivation to read of students belonging to medium or low socio-economic level.

There is a meaningful discrepancy between female and male students in terms of value of reading, self concept as a reader and motivation to read of 2nd, 3rd and 4th grade primary school students who participated in research. However, value of reading, self concept as a reader and motivation to read of female students are higher than those of male students. Results, which are reached in research in terms of gender, shows similarity to research findings, in that females have more points than males in all dimensions of motivation to read (Baker and Wigfiled, 1999) and females have a more positive reading attitude (Kush ve Watkins, 1996; McKenna and others,1995), in part.

In a research that Yıldız (2010) made, as there is no any meaningful discrepancy of motivation to read levels of 5th grade students in primary school, between males and females, there is a meaningful discrepancy in favor of females in terms of exterior motivation levels. Results of research show similarity with the results of research that Sancı (2002) made.

Nurmi and Aunola (2005) mentioned in their research that motivation to read of males is lower than motivation to read of females; students with low motivation to read at the beginning of the first grade lowers their motivation to read at the end of second grade, students with low motivation to read have higher attention for school. Some of the students with low motivation to read develop interest for math in time. This situation shows that students tend to balance the decrease in motivation to read with increasing their interest in another subject, which they think they are successful at. When it is thought that reading performances of kids are related to their school success (Madden, Slavin, Karweit, Dolan and Wasik, 1993), lowness in motivation to read may be thought as a problem for males.

Wigfield, Eccles, Harold, Blumenfeld, Yoon and Freedman-Doan (1989) found in their research that self respect doesn't change depending on gender and grade level. However, it is determined that females have a higher perception of skill in musical and reading skills, comparing to males. Females care about musical and reading skills more than males, and they made activities related to these skills better than males. Kids have a more positive perception about reading and math skills in first grade. Students at first grade care about reading and math comparing to higher grades. They like reading more.

According to research results, grade levels effect value of reading, self concept as a reader and motivation to read of students. Value of reading, self concept as a reader and motivation to read of 2nd and 3rd grade students is higher comparing to 4th grade students. When it has to be contrary, desire for reading decreases when grade levels increase.

Decrease in opinions of kids about their skills in different fields in primary and secondary school period is a normal fact. (Dweck and Elliott, 1983; Eccles, Wigfield and Schiefele, 1998; Stipek and Mac Iver, 1989; Wigfield, Eccles, Schiefele, Roeser and Davis-Kean, 2006). Kids are pretty optimistic about their skills in different fields in young ages, and this optimism transform to reality in time; in most of the kids it turns to pessimism. In a research made in United States of America, they examined how opinions of kids changed about their skills in math, language and sports field. (Jacobs, Lanza, Osgood, Eccles and Wigfield, 2002; Fredricks and Eccles, 2002; Watt, 2004). As kids' perception about every field is positive in early periods; it is determined that there are decreases in the upcoming years. Strongest decreases about language happen in primary education level and smaller changes are observed in the upcoming years.

When findings, which are obtained about motivation to read in terms of socio-economic level, are evaluated, both reader's sense of self and motivation to read of Low SED students are lower than of other groups. Baker and Wigfield (1999) who enlighten this situation, indicate that insufficiency of materials and deprivation of opportunity to experience reading may result in lowliness of motivation to

read of low-income students. However, to the contrary of these findings in primary education level, there are some findings showing that interest for reading and importance they attach to reading of Low SED students in high school level are higher than those of other groups. (Dökmen, 1994) According to Dökmen (1994), Low SED high school students see reading as an important tool to improve themselves, to reach better in terms of socio-economic way and to reach better.

In research made by İleri (2011), results, which are obtained between reading levels and socio-economic levels of students, are meaningful in terms of statistics. Individuals with high socio-economic level have high reading levels. Findings obtained in a research made by Güneş (1997) supports the idea of being a meaningful discrepancy especially between motivation to read of low level students and high level students coming from schools, which have different characteristics in terms of socio-economic and cultural level.

When looked at opinions of students about narrative texts, it is determined that students read mostly narrative books. Students mentioning an interesting book for them in interview indicated that they get the book from classroom library. Least used methods as book source are shopping malls, book fairs, city library and I depending on students' answers. Starting from this point, it can be said that students don't prefer to use the city library, kids with high socio-economic level prefer places like book fair and shopping mall, and kids are not active in book choosing. In obtained answers about why they found the book interesting, they mentioned interesting events within the book. The least received answer is book cover design. Matthews (2007) examined the motivation to read of 5th and 6th grade students in his research. He searched for what they said about narrative and informative texts. 5th and 6th grade students mentioned that they got the book mostly from school library. 5th grade students explained the reasons of finding books interesting as being about fairy tales, fiction, animals and biographic information of writers. When comparing to "interesting events" answer of primary school students, being such things in fairy tales and fictional books is an indicator of interesting events get kids' attention. Answering of 5th grade students about biographic information of writers can be linked to their ages and grade levels. Differentiation of book topics, according to books that primary school students read, is natural. 6th grade students indicated that they find books interesting because they are mysterious and nail-biting.

According to the results of a study, which is conducted by Edmuns and Bauserman (2006) by using the same interview form, it is seen that the most exciting factors in narrative books for kids are personal interests, characteristics of books and choosing the books themselves. "Interesting events" answer can be linked to category of characteristics of books. This situation is an indicator of cultural similarity of some factors that motive the kids for reading.

When looked at the opinions about informative texts, it can be said that students read informative texts less. Indication of acquiring information from text books can support the idea of not preferring to read informative books else than text books. They explained why informative books are important for them, as they get information from those books. According to results of a research made by Matthews (2007), 5th and 6th grade students told that they got informative books from school library. 5th grade students told that informative books are important, because they like to read in scientific subjects and these books are useful to get a better grade from project homework given by teachers.

When looked at the results obtained by Edmuns ve Bauserman (2006), it is indicated that what make students excited about informative texts are information received from the book, choosing the books themselves, and personal interests. Likewise, students mentioned that they found this kind of texts important, because they get information from books. This situation shows that students care about getting information from books. As it was mentioned before, it is an indication of having a universal intercultural quality. But discrepancies in terms of coming across to informative texts in text books, and according to other research, choosing the books in line with their personal interests should not be ignored. Kids in Turkey mostly prefer to read narrative books.

When looked at the opinions of students about general reading, it is determined that students mostly makes reading and they carry something with them to read. Students' answers about writers are also remarkable. Even though certain groups mentioned they have favorite writers, some students mentioned that they don't care about writers and look at their names. It is observed that students who are aware of writer's name come from high socio-economic level. Students linked the importance of being a good reader to getting information. Students talked about books they plan to read, and they told that they get information about those books from booksellers. It is determined that what make excited kids are events and adventures within the book. It is seen that who motive kids for reading are members of the family. When looked at the results that Edmuns ve Bauserman (2006) obtained, what make students excited about general reading are characteristics of books and received information. In answers about the characteristics of books, books' being full of events, which are fun, horrifying, visually rich, nail-biting, are indicators of that primary school students are effected from almost same factors. This kind of factors increases motivation to read of kids.

According to the results of research, gender is a factor that effects the motivation to read. Motivation to read of female students is higher than those of male students. To increase the motivation to read of male students, some activities that may attract male students should be done.

Kids belonging to low and medium socio-economic level should be given opportunity to provide books easily. Classroom library, school library, city library, etc. Text processing methods may cause students to get bored of this class. Turkish classes should be more contentfull and qualitative.

Classified libraries where students can find different kinds of books (narrative, informative, poetry, etc.), should be formed. Even though kids read narrative books mostly, for the questions of why we should be a good reader, and why they find informative books important, they answered that they get information from books. This result lays down the importance of recommending informative books to increase their motivation to read as well as recommending narrative books.

Kids enjoy reading books depending on their interesting. It is important for teachers and families to provide books with content appealing to kids. Teachers should do their part for forming a classroom library and leading the students to school or city library for students belonging to low and medium socio-economic level. It would be useful to determine interests of kids by using reading conferences or interest inventory at the beginning of and during academic year. Teachers should motive their students to form a library with respect to a writer or a subject. Families should own a library that they can benefit with their kids, further they can buy interactive games, equipments, and activities related to books. According to research results, kids may not use city libraries. Teachers should motive families to take their kids to a library or to form a library at home.

According to interviews made with kids, it is determined that family members, particularly mothers motive the kids for reading. Teachers may recommend applications to families to increase motivation to read of their kids. These applications may be reading books to kids, sharing books with them or giving a loved book to kids as a gift.

Activities to increase motivation to read may be developed and their effects may be examined concerning future researches. Researches may be conducted related to motivation to read of dyslectic students. New scales may be developed related to emotional dimension of reading skill.

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