



Examination of Correlation between Attitude towards Reading and Perception of Creative Reading

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Received: January 3, 2018 • Revised: February 9, 2019 • Accepted: February 10, 2019

Abstract: The purpose of this research is to examine the correlation between the attitude towards reading and the perception of creative reading. The sample group of the study, in which the correlational survey model among the qualitative research designs was conducted, consists of 319 students studying at fourth grade in primary schools. The scale for the perception of creative reading generated by Yurdakal and Susar-Kirmizi and the scale for the attitude towards reading formed by Yurdakal and Susar-Kirmizi were applied in collecting data for the research. Pearson Product-Moment Correlation Analysis and Simple and Multiple Linear Regression Analysis were implemented for the analysis of data in the study. When the data obtained from the analyses were examined, it was observed that there was a positive and high correlation between the attitude scale towards reading and its sub-dimensions. Likewise, a positive and high correlation was determined between the perception of creative reading scale and its sub-dimensions. As the attitude towards reading increases, the perception of creative reading decreases. This finding is similar for all the sub-dimensions in the scales. It was also comprehended that the attitude towards reading was a predictor of the perception of creative reading and that there were significant correlations between the perception of creative reading and the sub-dimensions of contributions, meaning, activities, and process of reading. Along with these variables, the attitude towards reading explains the perception of creative reading at a total level of 13%.

Keywords: Reading, creative reading perception, correlation, regression.

To cite this article: Yurdakal, I. H. (2019). Examination of correlation between attitude towards reading and perception of creative reading, *European Journal of Educational Research*, 8(2), 443-452. doi: 10.12973/eu-jer.8.2.443

Introduction

Creative reading is a process stimulating the mental activities of the student and reveals itself in all types of in-class activities (Williams, 1947, p. 456). In this regard, creative reading is in fact a type of reading that is involuntarily used in in-class reading activities. The individual, as in all other fields, even relatively uses his/her creative power in educational activities. Creative reading is a type of reading that is applied in dramatizing a story, listening to music, dancing, dealing with visual arts, or taking onto a new and different character or theme (Boothby, 1980). Creative reading is the process of creating/producing a new interpretation for himself/herself by using the past experiences and analytical thinking processes of the reader. This process occasionally comprises interrogation and judgment (Nardelli & Nardelli, 1955).

Creative reading can be characterised as reading to make inferences, to imply, to give appropriate reactions, and to make critical judgment (Adams, 1968). Russell (1961) mentions that the reading process of individuals is a structure with four steps. These are word recognition, random omission, reading to get meaning, and creative reading (Adams, 1968). At the stage of word recognition, the individual learns the pronunciation of the words. With the help of little attention, this stage of reading can be easily proceeded. The individual can recognize all the parts in the whole and decompose them at the stage of random omission. The stage of reading to get meaning requires attention. At creative reading stage, the individual goes beyond the text and reproduces the text by using his/her own experiences (Adams, 1968, p. 2). According to Russell (1961), creative reading is a type of reading that can be easily applied at the level of primary school. The ability to generate conclusions and to establish cause-effect correlations starts to develop in children from the beginning of the age of three. There is little difference between the thinking styles of the adults and children. The difference is that whereas the adults can examine and test the hypotheses that they have established through their experiences, the children cannot do so owing to their mental development.

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Creative reading has been generally neglected by the researchers, and therefore there are very few studies related to this subject in the literature. Even though creativity resembles an important position in the reading process, the researchers gave less importance to creative reading (Gainsberg 1953; Smith, 1965; Moorman & Ram, 1994). When examined literature between 1994 to 2018 it is seen that unfortunately this situation is still continuing today (Yurdakal, 2018). Dunn (1979) emphasizes that creative reading is the most neglected type of all the types of reading. He also states that creative reading is the top step of the reading process and that the teachers have insufficient knowledge about this subject and do not know the methods used in creative reading process. Much as there is not any basis and an indicator for the subject in the literature, the process of shaping the reading material by using the creative imagination is called as creative reading process. Creative reading used in every aspect of daily life presents the hidden realities and beauties of life to the individuals (Ramsey, 1930).

According to Smith (1965), reading is divided into three categories. These are receptive reading, critical reading, and creative reading. In receptive reading, it is in the forefront for the student to reveal the situations and opinions expressed by the author in the text. In brief, receptive reading can be called as the most basic and simplest reading process. In order for critical and creative reading to be conducted, the student is required to have reading at a basic level. In critical reading, it is expected that the views and opinions in the text will be criticized and that such analysis as good-bad and right-wrong will be reached by depending on the judgments. It is inevitable for the students who have successfully proceeded the steps of receptive and critical reading to make creative reading. We can mention that since the skills required for creative reading are more than critical reading, creative reading is the highest level of reading skill (Yurdakal, 2018). According to Boothby (1980, p. 674), such high level cognitive skills as synthesis, integration, application, and expansion of thought are used in creative reading.

Creative reading is composed of two dimensions. These are divergent creative reading and convergent creative reading. In divergent creative reading, the views and ideas of the author are accepted as a starting point so as to create new views and thoughts. The reader reaches original and creative ideas by utilizing these ideas. For an effective divergent creative reading, the individual need to liberate his/her mind and move out of the existing traditions and customs. In convergent reading, the reader searches for answers to the existing problems by matching and combining their ideas with the ideas of the author. The reader should combine his ideas with the ideas of the author at appropriate common points in order for convergent creative reading to be successful (Smith, 1965). What requires attention here is the use of convergent and divergent creative reading together in cooperation when it is needed. The main purpose of creative reading is that the expressions are divergent. In this regard, the students go beyond the written expressions by using divergent thinking in creative reading (Boothby, 1980).

In this context, the main subject to which the students should pay attention in the creative reading process is the establishment of the study conditions in harmony with the teacher (Barnhardt, 1963, p. 7). Besides, the students reading creatively undertake the tasks of researching, experiencing, producing, and correcting the information (DeBoer, 1963). All of the students are already ready to use their creativity skills at the beginning period of the school (5-7 ages), however this power slows down and begins to decline in time. The reasons for this may be the overload of information, the necessity to follow the standard routines, the diseases and social pressures (Martin, 1968). According to Stemmler (1966), the students who are of creative reading skills are able to not only interpret the information in the text, but also see the details that are not clearly seen in the text (cited by Sullivan, 1972).

The individuals are expected to understand the text first and then interact with the text through the metacognitive skills in the knowledge-producing societies, rather than just to understand the text. Within this scope, creative reading practices include a special importance. Whereas the ability to analyse and synthesize the information obtained from the text is expected in cognitive approaches since the skill to get information from the text and to comprehend is expected in the educational activities conducted through behavioural approach, the ability to interact with this information and to create new information is expected in the constructivist approach. At this point, creative reading is a type of reading appropriate for constructivist understanding. The studies indicate a positive correlation between reading and creativity (Roderick, 1968; Scanlon, 2006; McVey, 2008; Sturgell, 2008; Wang, 2012). In his research, Roderick (1968) reveals that the students with high creative skills have higher rates of reading and enjoying books than those with low creative skills.

In 1837, Emerson first used the concept of creative reading in terms of "rearranging the text" and "reallocating the text" (Fenza, 2008). According to Moorman and Ram (1994), creative reading is defined as searching for novelty in what is read. Creative reading is based on the access to new images, fictions, and diagrams in his/her mind by going beyond the current information in using the information obtained from the text read by the individual (Ramsey, 1930). Much as the creative reading is successful in the student-teacher correlation, it basically purposes the individual to be able to read on his/her own and to go beyond the natural reading process (Morley, 2007). According to Wikstrom (1976), in addition to the experiences of the child and reading material, creative reading is based on the critical analysis, evaluation, and synthesis by the child. At present, it is also neglected in the creative reading process and is often confused with critical reading (Smith, 1965). The study of Gainsberg (1953) can be shown as an example for this situation. Gainsberg (1953) describes critical thinking, critical conclusion, reflective reading, active reading, interpretive reading, and creative reading in a similar way. In this regard, it can be stated that the substitution of the

concepts expressing the different phenomena from each other discharges the phenomena and creates a contradiction in terms.

Mearns (1958) summarizes the creative reading as follows: "The teacher must loudly read a literary work as if he/she were a film artist. This both allows the students to enjoy reading and stimulates their visual senses and emotions. Reading in this way is creative reading". The concept of "Close Reading" available in the literature is another concept associated with creative reading. "Close Reading" is a type of reading which represents multi-relation with the text and includes such questions as what the information in the text is, how the author gives this information, and what this information means (Lehman & Roberts, 2013). Like in creative reading, Close Reading also includes the process of deeply interacting with the text and reconstructing the text through the mental schemes by using his/her creative features (Dollins, 2016). Creative reading is a high-level type of reading. The main reason for this is that the social norms and social relations impede the skills of creative thinking and creative reading of the individuals. Since the prerequisite for the individuals to develop creative ideas is to think independently and to generate free ideas, the social norms prevent the development of new rituals and ideas. The openness of the societies to independent and free thinking will enable the development of creative thinking and thus the development of creative reading. Social norms and the accumulation of information and knowledge acquired in the social relations stand as a big obstacle for creative reading (Nettle, 2009). According to Small and Arnone (2011), it is essential to generate a sense of curiosity, to provide a safe and co-operative environment, and to determine the paths reaching the goal in a correct way for the students to develop creative reading in schools. The students choose the books taking their interest, read these books in a readable (quiet and appropriate setting) environment, and visualize what they read in the schools where creative reading practices are carried out (Small & Arnone, 2011). The roles of environment and material are very fundamental for creative reading. The contents of the books that will contribute to creative reading should be arranged accordingly. If it is desired to educate the creative individuals, then writing should be creative, and reading must be included in a creative way in the books (Dawson, 2005, p. 33). In addition to this, because creative reading is not a simple process, the individual has to make a certain effort (Morley, 2007), and the teacher/trainer to make creative reading should have sufficient knowledge about the related subject. The organizations providing a suitable environment for creative reading studies of individuals (Morlock, 2007) and creative reading sessions performed at specific times are available abroad (Cozzarin, 2005; Micell, 2006). The children should be offered books and reading materials in a wide range of subjects at school and at home so as to be able to increase the motivation of the students for creative reading (Small & Arnone, 2011). Besides, the use of techniques and practices peculiar to creative reading will increase the effectiveness of creative reading (Smith, 1965).

The first condition for being successful in both reading and creative reading processes is to have a positive attitude towards on this phenomenon. In the literature, it is seen that the attitude increases the reading success (Aciyan, 2008; Petscher, 2010; Seitz, 2010; Bas & Sahin, 2012; Urun Karahan & Tasdan, 2016). Since the positive attitude of the individual will make positive his/her perceptions about the phenomenon, it is inevitable for the individual to be successful in the acquisition of the knowledge and skills related to the phenomenon. Attitude is a pre-disposition of a mental, emotional, and behavioural reaction that the individual organizes based on his/her experience, knowledge, feelings, and motivation against any object, social subject, or event in his/her environment (Inceoglu, 2010). When this definition is considered, it is concluded that the attitude is composed of a combination of more than one phenomenon.

According to Smith (1968), attitude is a tendency that is attributed to an individual and forms his/her thoughts, feelings, and behaviours about a psychological object regularly (Ozbay, Bagci, & Uyar, 2008). Baysal (1981) has characterized the attitude as a more permanent and constant organization of the forefront tendencies. According to Tezbasaran (1997), the attitude is a tendency to react. This reaction can be either positive or negative in the direction of past experiences, or it can be seen at a severe or moderate level owing to the effectiveness of these experiences. Attitude refers to positive or negative feelings of a person about showing a certain behaviour (Celik, 2013). Oxford describes attitude as "a settled way of thinking or feeling about something" (Oxford, 2018). Also, Ozguven (2000) defines attitude as "an emotional readiness or tendency of individuals, which is observed as accepting or rejecting a particular person, group, institution, or thought".

The reading habit can be defined as the perception of reading as a necessity by an individual and as performing regularly and critically as long as he/she experiences it (Binarbasi, 2006). In this context, it is necessary for the teachers to make the students feel that there is a need to read so as to increase the interest in reading. Informative activities regarding the importance of reading in daily life and what kind of problems will occur if they do not have reading skills can be carried out.

The importance of lifelong learning is increasing day by day in the world in which the accumulation of knowledge increases rapidly, and science and technology necessitate the constant changes in human life. He/she should have a reading habit in order for the individual to have a lifelong learning ability (Bozpolat, 2010). The individual in the information age must gain the ability to acquire information in accordance with their needs. In this context, the importance of reading seen as a basic skill in obtaining information cannot be denied. Since the increase in the effectiveness of the education process depends on the positive tendency of the students towards the school, teacher, classes, and other educational elements, the attitudes are of a very important role in the education process of the

individual. It is expected to gain a positive perspective towards reading activity in the process of education (Sallabas, 2008). The students come to the classroom with different attitudes towards reading, which affects reading lessons of the students and their participation in activities related to the course. The attitudes of the students towards reading depend on their experience with reading. The perceptions of the students who stay with the ones having perceptions about the benefit of reading or reading a lot, or live in such an environment are expected to be positive (Cakici, 2007). In this regard, being a role model is of particular importance in increasing the attitudes of students towards reading. In particular, the families reading books at home, visiting bookshops with their children, or exchanging books will be effective in increasing the attitudes towards reading.

A positive attitude is required to be a good reader. Trust is the basis of positive attitude. A good and successful reader trusts himself/herself and his/her reading ability (Flemming, 1996, cited by Cakici, 2007). In a study on the reading habits of the students in the university, it is determined that 5% of the students pass their free time in libraries and that the percentage of the students reading extracurricular books is 26% (Esgin & Karadag, 2000).

When the scales generated to determine the reading attitude are examined, it is concluded that reading in general terms consists of items towards "receptive reading" step (Gomleksiz, 2004; Basaran & Ates, 2009; Ozbay & Uyar, 2009; Kahyaoglu, 2011; Akcakaya et al., 2012; Susar-Kirmizi, 2012; Ozdemir, 2013; Sarar-Kuzu & Dogan, 2015; Dogan & Cermik, 2016). In this context, it can be expressed that the attitude scales for reading mainly measure the attitudes towards receptive reading. Since creative reading is the highest step of reading, it can be stated that the attitudes and perceptions towards creative reading differ from the attitudes and perceptions towards receptive reading and are even in the opposite direction. In this study, the correlation between the perception of creative reading and the attitudes towards reading is examined. For this purpose, the following sub-questions were formed:

- What kind of correlation is there between the attitude towards reading and the perception of creative reading?
- Does the attitude towards reading predict the perception of creative reading?
- Do the sub-dimensions of the attitude towards reading predict the perception of creative reading?

Method

Model

The method of the research is structured on the quantitative design. The quantitative research process is based on the experiments and observations on the existing theories (Leedy & Ormrod, 2001). Accordingly, according to Creswell (2003), a quantitative research approach is defined as the process of data collection to achieve statistical results by using experimental or observational strategies. A correlational survey model was conducted so as to search for the answers to the sub-questions in this research. The correlational survey model is a research model purposing to determine the presence and/or degree of variation between two and more variables (Karasar, 2009).

Population-sample

The sample of this research is composed of 319 students studying at fourth grade in primary schools. Bryman and Cramer (2001) mention that the sample size should be at least five times the number of items and if possible ten times as much. In this regard, 10 times the number of items in the scale ($25 * 10$; $28 * 10$) was reached. 175 of the students are female, and 144 of them are male. In the scope of the research, the stratified sampling method was carried out in selecting sample. The purpose of forming a sample based on stratified sampling is not generalization. On the contrary, it is to determine what kind of partnerships and similarities exist between different situations (Yildirim & Simsek, 2008, p. 108-109). In this context, the schools included in the sample were classified as low, medium, and high in terms of their socio-economic structure, and 8 schools from each socio-economic territory were included in the sample. Data were collected from 372 students in 24 schools, and it was observed that 20 scales were not completely filled and that 33 scales were not filled at all. At this point, 319 students were included in the research.

Data collection instruments

The scale for the attitude towards reading generated by Yurdakal and Susar-Kirmizi (2018) and the scale for the perception of creative reading formed by Yurdakal and Susar-Kirmizi (2017) were utilized in this research.

1. The scale for the attitude towards reading

As a result of reliability and validity analysis, the scale consists of 4 factors and 28 questions. The total variance explained by the four factors is 45,30%. The item factor loading values of the items in the scale consisting of 28 items and 4 items vary between 0.353 and 0.768. The third item in the scale is negative and all other items are positive. While the sub-factors were named, the contents of the items in each sub-factor and the areas referred were taken as basis. Since the items in the first sub-factor are related to what the reading gives to the individual, they are called as "contributions of reading"; because the items in the second sub-factor relate to the meanings given to reading, they are named as "meaning of reading"; as the items in the third sub-dimension are related to what are carried out in accordance with reading, they are entitled as "activities of reading"; and now that the items in the fourth sub-dimension

are related to what is done in the reading process, they are designated as “process of reading”. The item load values of the items in the first sub-factor are between 0.768-0.511; the item load values of the items in the second sub-factor vary between 0.616-0.353; the item load values of the items in the third sub-factor range between 0.690-0.461; and the item load values of the items in the fourth sub-factor are calculated between 0.592-0.372. While the scale was being planned, it was thought to use 5-point scale, however 3-point scale was preferred on account of the small age (primary school age) group of the students.

2. The scale for the perception of creative reading

The scale is composed of 3 dimensions and 25 questions. As a result of the analysis, each dimension in the scale was titled, and the first dimension is named as “text information”; the second dimension as “author information”; and the third dimension as “character information”. It was determined that the item load values of the items in the first dimension were between 0.42-0.75; the item load values of the items in the second dimension varied between 0.37-0.66; and the item load values of the items in the third dimension ranged between 0.45 to 0.57. The first factor explains 16.16%; the second factor explains 5.77%; and the third factor explains 9.96% of the total variance related to the scale. The total variance explained by the three factors was 41.91%. The Chronbach Alpha coefficient related to the overall scale was 0.87. According to this value, the level of internal consistency of the scale can be said to be at a good level (Secer, 2013). The Spearman-Brown correlation value for the scale was 0.73, and the Guttman Split-Half value was 0.72. In this regard, it is seen that the split-half reliability level of the scale is 0.73, and this value is sufficient in terms of split-half reliability (Yurdakal & Susar-Kirmizi, 2017).

Data analysis

The data collected through the scales for the attitude towards reading and the perception of creative reading were analysed with the help of SPSS 22 package program. Before starting to analyse the data obtained in the study, the coefficients of kurtosis and skewness were examined to determine whether the data were normally distributed. It was concluded that the scale for attitude towards reading varied between -.33 and -.15 and that the scale for the perception of creative reading ranged between -.46 and -.07. Tabachnick and Fidell (2013) state that the values of kurtosis and skewness varying between -2 and +2 will meet the assumption of normality. According to Morgan, Leech, Gloeckner and Barret (2004), on the condition that the coefficient of skewness is between -1 and +1, the distribution is accepted as normal. In accordance with these criteria, it is possible to state that the datasets to be used in the study present normal distribution. Correlation, Pearson Product-Moment Correlation Analysis, Simple Linear Regression Analysis, and Multiple Linear Regression Analysis were utilized in this study. In this study, autocorrelation for auto-control (Durbin Watson coefficient) was calculated for the assumptions of multiple regression analysis, and it was determined to be 1.502. In his related study, Kalayci (2016) mentions that the autocorrelation coefficient for multiple linear regression should vary between 1.5 and 2.5. In addition, multiple normal distribution and linearity were tested through Histogram and normal probability plot, and it was confirmed that there was no multiple correlation between the independent variables and that a linear correlation was determined between the dependent and the independent variables.

Findings

Findings related to the first sub-question

The first sub-question of the study is “what kind of correlation is there between the attitude towards reading and the perception of creative reading?”, and Table 1 represents the data related to the general and sub-dimensions of the scale for the attitudes towards reading and their perceptions of creative reading of the students in primary school.

Table 1. Correlation results of the attitudes towards reading and their perception of creative reading of the students in primary school (n = 319)

Sub-dimensions	1	2	3	4	5	6	7	8	9
1.Contributions of reading	1								
2.Meaning of reading	.616**	1							
3.Activities of reading	.563**	.679**	1						
4.Process of reading	.484**	.596**	.743**	1					
5.Attitude towards reading	.799**	.857**	.893**	.820**	1				
6.Text information	-.248**	-.313**	-.212**	-.242**	-.299**	1			
7.Author information	-.342**	-.354**	-.271**	-.304**	-.375**	.836**	1		
8.Character information	-.146**	-.201**	-.137*	-.194**	-.197**	.705**	.691**	1	
9.perception of creative reading	-.290**	-.337**	-.241**	-.278**	-.338**	.963**	.943**	.791**	1

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

When Table 1 is examined, it is concluded that there is a statistical correlation in terms of the general and sub-dimensions of the scale between the attitudes towards reading and the perception of creative reading of the students at fourth grade. It is also seen that there is a weighted positive correlation among the sub-dimensions of the scale for

attitude towards reading. The highest correlation among the sub-dimensions of the scale for attitude towards reading is observed between the process of reading and the activities of reading activities ($r = 0.743$, $p < 0.01$). This correlation level is followed by the correlation between the activities of reading and the meaning of reading ($r = 0.679$, $p < 0.01$). The lowest correlation between the sub-dimensions of the scale for the attitude towards reading is seen between the process of reading and the contributions of reading ($r = 0,484$, $p < 0,01$).

Likewise, the positive correlations among the sub-dimensions of the scale for the perception of creative reading are predominantly observed. It is determined that the highest correlation between the sub-dimensions of the scale for the perception of creative reading is between the author and text information ($r = 0.836$, $p < 0.01$). The correlation between the character information and the text information sub-dimensions follows this highest correlation ($r = 0.705$, $p < 0.01$). The lowest correlation between the sub-dimensions of the scale for the perception of creative reading is seen between the character and the author information sub-dimensions ($r = 0,338$, $p < 0,01$).

The correlations between the scales for the attitude towards reading and for the perception of creative reading and between their sub-dimensions were also observed as negative. As the attitude towards reading increases, the perception of creative reading decreases. There is a negative correlation between the scales for the attitude towards reading and for the perception of creative reading ($r = -0,691$, $p < 0,01$). It was also determined that the perception of creative reading had negative and low-level correlations respectively with the sub-dimensions of contributions of reading ($r = -0,290$, $p < 0,01$), meaning of reading ($r = -0,337$, $p < 0,01$), activities of reading ($r = -0,241$, $p < 0,01$), and process of reading ($r = -0,278$, $p < 0,01$). In a similar direction, the attitudes towards reading had negative and low-level correlations with the sub-dimensions of text information ($r = -0,299$, $p < 0,01$), author information ($r = -0,375$, $p < 0,01$), and character information ($r = -0,197$, $p < 0,01$).

All in all, there is a positive and high-level correlation between the scale for the attitude towards reading and its sub-dimensions. Similarly, a positive and high-level correlation was determined between the scale for the perception of creative reading and its sub-dimensions. In addition, it was detected that there was a negative and low-level correlation between all the sub-dimensions of the attitude of reading and the perception of creative reading. As a result of this, as the attitude towards reading increases, the perception of creative reading decreases. This finding is similar in all the sub-dimensions of the scales as well.

Findings related to the second sub-question

The second sub-problem of the study is “does the attitude towards reading predict the perception of creative reading?”, and Table 2 reflects the data related to the regression of the perceptions of creative reading by the attitudes of the students in primary school towards reading.

Table 2. The results of Simple Linear Regression Analysis on the correlation between the attitude towards reading and the perception of creative reading (n = 319)

Predictor Variables	B	Std. E	β	t	p
(Invariant)	130,637	7,024		18,6	.000*
Attitude of reading	-0,707	0,111	-0,338	-6,387	.000*
R= -0.338					
F= 40.788					

Durbin-Watson: 1.502, * $p < .01$

When Table 2 is examined, it is concluded that there are significant correlations between the scores of the attitude towards reading of the students at fourth grade and their perceptions of creative reading. $R = -0.333$, $R^2 = 0.114$, $F = 40,788$, and $p < 0.05$. Accordingly, the attitude towards reading explains the perception of creative reading at the level of 11.4% of the total variance. When the standardized (β) coefficient and t value are examined, it can be stated that the attitude of reading is a predictor of the perception of creative reading.

Findings related to the third sub-question

The third and last sub-question of the study is “do the sub-dimensions of the attitude towards reading predict the perception of creative reading?”, and the data related to the regression of the perception of creative reading by the sub-dimensions of the scale for the attitudes of the students in primary school towards reading are presented in Table 3.

Table 3. The results of Multiple Linear Regression Analysis on the regression of such sub-dimension as text, author, and character information by the sub-dimensions of the scale for the attitudes towards reading (n = 319)

Predictor Variables	B	Std. E	β	t	p
(Invariant)	134.169	7.142		18.787	.000*
Contributions of reading	-.874	.464	-.130	-1.883	.061
Meaning of reading	-1.734	.569	-.239	-3.046	.003*
Activities of reading	.667	.549	.108	1.215	.225
Process of reading	-1.299	.678	-.153	-1.916	.056
R=.367	R ² =.135				
F= 12.218	p=.000*				

*p<.01

When Table 3 is examined, it is observed that there are significant correlations between the sub-dimensions of contributions of reading, meaning of reading, activities of reading, and process of reading and the perception of creative reading ($R = .36$, $R^2 = .13$, $F = 12.218$, $p < 0.01$). Along with these variables, the attitude towards reading explains the perception of creative reading at a total level of 14%. According to the standardized regression coefficient (β), the relative order in terms of importance of the predictor variables on the perception of creative reading is defined as meaning of reading, process of reading, contributions of reading, and activities of reading. When the t test results for the significance of regression coefficients are examined, it can be expressed that only the sub-dimension of meaning of reading is a significant predictor on the perception of creative reading.

Conclusion and Discussion

Generally, it was determined that there was a positive and high-level correlation between the scale for the attitude towards reading and its sub-dimensions and that a positive and high-level correlation existed between the scale for the perception of creative reading and its sub-dimensions. Also, there was a negative low-level correlation between all the sub-dimensions of the attitude towards reading and the perception of creative reading. As a result, it was concluded that as the attitude towards reading increases, the perception of creative reading decreases. This finding is similar in all the sub-dimensions of the scales as well. When the scales prepared for the attitude towards reading in the literature are examined (Gomleksiz, 2004; Basaran & Ates, 2009; Ozbay & Uyar, 2009; Kahyaoglu, 2011; Akcakaya et al., 2012; Susar-Kirmizi, 2012; Ozdemir, 2013; Sarar-Kuzu & Dogan, 2015; Dogan & Cermik, 2016), it is observed that the items generated within the scope of the scale are intended for receptive reading. In accordance with the constructivist understanding, receptive reading has begun to give its position to creative reading known to develop the ability of creative thinking (Yurdakal and Susar-Kirmizi, 2018). The process by which an individual forms the information through his/her own mental schemes carries a qualification suitable for creative reading rather than for receptive reading. Under this point of view, the items to be generated in the scales for the attitude towards reading should be structured in the direction of creative reading rather than receptive reading.

The highest correlation among the sub-dimensions of the scale for the attitude towards reading is between process and activities of reading. This highest correlation level is followed by the correlation between activities and meaning of reading. The lowest correlation between the sub-dimensions of the scale for the attitude towards reading is between contributions and process of reading. Likewise, the positive correlations between the sub-dimensions of the scale for the perception of creative reading are predominantly observed. The highest correlation among the sub-dimensions of the scale for the perception of creative reading is between the author and text information. The lowest correlation between the sub-dimensions of the scale for the perception of creative reading is between character and author information. The correlations between the scale for attitude towards reading and its sub-dimensions and the scale for the perception of creative reading and its sub-dimensions were also determined to be negative. It was also concluded that as the attitude towards reading increases, the perception of creative reading decreases. A negative correlation was detected between the scales of the attitude towards reading and the perception of creative reading. It was observed that the scale for the perception of creative reading had a negative and low-level correlation with all the sub-dimensions of the scale for the attitude towards reading. Similarly, the scale for the attitude towards reading had a negative and low-level correlation with all the sub-dimensions of the scale for the perception of creative reading. The sub-dimensions of the scale for the perception of creative reading themselves included a positive and high-level correlation (0.96, 0.94, 0.79). Likewise, there was a positive and high-level correlation between the scale for the attitude towards reading and its sub-dimensions. In this context, it can be expressed that the scales utilized in the research have high construct validity (0.79, 0.85, 0.89, 0.82).

According to the results of the simple regression analysis carried out between the attitudes towards reading and the perception of creative reading, the attitude towards reading explains the perception of creative reading at the level of 11.4% of the total variance. When the standardized β coefficient and t value are examined, it can be mentioned that the attitude towards reading is a predictor of the perception of creative reading. In addition, considering the total variance

explained in the research, the attitude towards reading explains the perception of creative reading at the percentage of 11.4% in a reverse direction. According to the standardized regression coefficient, the relative importance order of the predictor variables on the perception of creative reading is listed as meaning, process, contributions, and activities of reading. As a result of the analysis conducted for the significance of the regression coefficients, it can be stated that only the sub-dimension of meaning of reading is a significant predictor of creative reading perception. Besides, the attitude towards reading and its sub-dimensions explain the perception of creative reading at the level of 14%. It can be concluded that the attitude towards reading has a significant effect on the perception of creative reading.

Recommendations

- It should also be paid attention to that the items in the scales for the attitudes towards reading are directed towards creative reading rather than receptive reading.
- There are scales for attitude, perception, or anxiety towards creative reading in the literature. In this context, the scales developing creative thinking and conforming to the constructivist approach should be generated in different phenomenal contexts towards creative reading.
- The correlation between the attitude towards reading and the perception of creative reading was examined in this research. Hence, it is possible to enrich the literature by carrying out some other studies on the correlation between the attitudes towards reading and the perceptions of creative reading of the students in primary school through the different variables.
- Relationships between creative reading and other skills (writing, listening and talking) should be examined.
- Similar studies should be carried out at different levels of education.

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