

Adaptation of Motivation to Read Profile Scale to Turkish

Zeynep Aydemir^{1,*}, Ergun Ozturk²

¹Marmara University, Atatürk Faculty of Education, Department of Elementary Education, Istanbul, Türkiye

²Erciyes University, Faculty of Education, Department of Elementary Education, Kayseri, Türkiye

ARTICLE HISTORY

Received: Sep. 30, 2021

Revised: Oct. 02, 2022

Accepted: Nov. 23, 2022

Keywords:

Reading motivation,

Reading profile,

Motivation to read profile scale,

Scale adaptation,

Elementary education.

Abstract: The purpose of this research is to adapt the "Motivation to Read Profile Scale" developed by Malloy et al. (2013) into Turkish. Within the framework of adaptation studies, firstly, the items of the scale were translated into Turkish by the researchers, then ten experts were consulted for the Turkish and English forms of the scale, and amendments to the translation were made in line with their opinions. The scale was administered to 317 students for validity and reliability studies. Confirmatory factor analysis was performed directly on the two-factor scale, as the experimental evidence regarding the construct validity of the scale in the original culture was determined. As a result of the general confirmatory factor analysis, the two-factor structure can be characterized as having values that can be acceptable. Cronbach's alpha internal consistency coefficient for the Turkish form of the scale was 0.86. As a result, it was seen that the Turkish form of the scale was valid and reliable for this research group.

1. INTRODUCTION

Reading is a skill that affects the individual in primary education and further educational life, and it is accepted as an act of good behavior in the social environment. For this reason, beyond just reading the letters, it is an action that affects the education and social life of the person. According to Castleman and Littky (2007), the main factor underlying success in any academic field and lifelong learning is reading. The act of reading is a process that starts with the person making sense of the letters, and it is associated with making an effort and internalizing and enjoying it. When the concepts of loving and appreciating are brought together with the act of reading, conceptual structures such as the love of reading and the individual's appreciation of reading emerge. The element that includes these concepts is the concept of motivation. Motivation is defined as an impulse that activates purposeful behaviors and intentions (Ames, 1990; 1992).

Studies indicate that motivation is influenced by affective, social, and cognitive factors (Relan, 1992) and intertwined with interest, curiosity, and the desire to achieve something (Williams & Burden, 1997). To like something is not enough for motivation. At the same time, this interest

*CONTACT: Zeynep Aydemir ✉ zeynep.aydemir@marmara.edu.tr 📍 Marmara University, Faculty of Education, Department of Elementary Education, Istanbul, Türkiye

should be continuous/sustainable. Motivation is one of the cornerstones of learning. Therefore, it is one of the factors affecting reading. The sustainability of the process of making an effort to read and appreciating reading requires reading motivation. Reading motivation is a situation that affects individuals' behaviors enabling them to take action, interest, and desire to read (Mckenna, Kear & Ellsworth, 1995). The equivalent of the word profile in our language is stated as attitude or tendency (Turkish Language Association, 2005).

Motivation and profile concepts are two important factors that feed and affect each other in the development of reading skills (Marinak, et al., 2015). Individuals with high positive attitudes towards reading can read longer and more efficiently, as their curiosity and interest will be high throughout the reading process (Başaran, 2021). The well-being of the relationship between reading and the child is a phenomenon that emerges with the determination of the reading profile. Determining the reading profile of children at an early age can positively affect reading motivation. Although there are different types of reader profiles, there is a reading profile for motivation to read, too. (Marinak et al., 2015).

When the literature was examined, scales that were developed directly and indirectly related to the reading profile were found. One of the indirectly related scales is the reading self-concept questionnaire developed by Chapman and Tunmer (1995), which consists of three dimensions. The dimensions are stated as perceiving reading proficiency, perceiving reading difficulty, and attitude towards reading. The other scale belongs to McKenna et al. (1995) and is a 20-item scale for reading attitude that measures how much students read in their spare time and at school. The scale that includes the concept of reading profile, which is directly related to and more comprehensive than both scales, is the "Motivation to Read Profile (MRP)" developed by Gambrell et al. (1996). This scale is used to determine students' self-concepts as readers, their interests, and the value they attach to reading. The scale consists of 20 items under 2 sub-dimensions namely Self-Concept as a reader and Value of Reading. Another scale that is directly related is "Motivation to Read Profile-Revised" developed by Malloy et al. (2013). The MRP scale consists of 2 dimensions and 20 items: students' Self-Concept as a Reader and Value of Reading, which includes items measuring how much students enjoy reading. This scale was chosen for the adaptation study because it is a comprehensive and updated version of other scales. One of the dimensions in the preferred scale is similar to the reading self-perception scale in Chapman and Tunmer's scale. McKenna et al. (1995) stay within the scope of the definition of the concept of profile with the scale he developed for the reading attitude.

In the aforementioned motivation to read profile, the expectations from the reader are self-awareness as a reader and value given to reading. The reading motivation profile includes the behaviors that students expect of themselves to be successful and motivated readers. In this dimension, there are questions about intrinsic and extrinsic motivation for students. The individual who defines the self-concept as a reader asks, "Am I a good reader? Am I a good reader according to my friends?" The individual who wants to measure her self-awareness as a reader thinks about and makes sense of her expectations and the expectations of her friends from her. It includes children's beliefs, expectations for success, and competencies. The question "Why do I want to be a good reader?" is about the reasons for the different activities that children do or cannot do. Competence and skill alone are not enough to increase success. The question "Do I want it?" is part of intrinsic and extrinsic motivation. The individual's expectations are related to the concept of self-efficacy (Wigfield & Guthrie, 1997). Students' self-efficacy beliefs are related to the performance-based environment (Eccles et al., 1993; Wigfield, Eccles & Rodriguez, 1998).

Self-concept as a reader includes how the individual does reading comprehension, what her interests and strategies are, and how to share them. Item 3, for example, asks students to decide how easily they can figure out new words, and items 7 and 13 tap into perceptions of reading

comprehension. Low scores for these items might suggest that individual or small-group follow-up is important to further isolate the difficulties experienced in decoding or comprehension strategy use that might lead to these perceptions of low self-efficacy for these tasks. Further exploration during the conversational interview might also help develop specific teaching plans for supporting these students. In the 17th question in the scale item, the student is asked to describe how he/she feels while talking about the books he/she reads with his/her friends. In the studies, talking about texts and supporting students on this subject are seen as a process that increases motivation for reading (Christie et al., 2009; Reznitskaya, 2012). Students may perceive their ability to read silently as very different from their ability to read aloud. Item 19 provides a window to student perceptions of reading aloud, and low scores here might suggest some need for the development of oral reading fluency, such as Readers Theatre, or practicing a piece for recording a VoiceThread or Podcast book recommendation.

The second important element for the motivation to read profile is the value given to reading. To understand the concept of value in the reading profile, the expectancy-value theory should be looked at. According to the expectancy-value theory of motivation, it can be said that the motivation affecting reading behaviors consists of expectations for reading. The individual's insistence, energy, performance, belief, interest, and value given to reading are important (Vroom, 1967). Studies have shown that children who appreciate reading have high reading motivation (Guthrie et al., 1996; Morgan & Fuchs, 2007). They also said that motivation is not only affected by pubertal (physical) changes, but also by the environment. It has been suggested that academic motivation, which is also the focus of the motivation to read profiles, emerges with the phenomenon called class context rather than individual structure. It is seen that especially teacher practices that affect the classroom context affect students positively (Urdan & Schönfelder, 2006). In the study of Bektaş, Okur, and Karadağ (2014), the concept of "reading a book" stands out in elementary school students' perceptions of the categories "helping to learn", "creating a fun environment", "providing freedom", "supporting" and "giving peace". It is seen that the metaphors that students attribute to the concept of reading and the scale items in the motivation to read profile overlap (items 4, 6, 10, and 16). Therefore, the purpose of this article is to lay emphasis on the Motivation to Read Profile (MRP) and to engage in a discussion of how periodic, classwide administration of the MRP can inform practices to support motivating classroom contexts. It is not enough to tell students that reading is valuable. It is necessary to be a practical role model for them and to create authentic environments. Roberts and Wilson's (2006) question "Do the teaching methods or materials we use to encourage students to read?" becomes important at this point. The studies in the literature show that interactions such as increasing students' interactions with the real world, using interesting books and materials, supporting their choices, increasing cooperation among students, creating a teacher-controlled classroom context, and increasing interest affect reading motivation, reading amount and text comprehension processes positively (Ateş, 2011; Guthrie & Alao, 1997; Guthrie & Davis, 2003; Guthrie & Wigfield, 2000; Hidi & Harackiewicz, 2000; Köroğlu, 2021; Reynolds & Symons, 2001; Schraw & Dennison, 1994; Skinner, Wellborn, & Connell, 1990; Wentzel, 1993). Students prefer to read texts in which heroes are similar to themselves, look at scenes similar to their environment, or read about problems similar to theirs (Başaran, 2007).

Reading can also be valued as an achievable goal that is important to a student's future perspective. In this sense, becoming a good reader is valued because it can lead to a career or professional interest (Malloy et al., 2013). Items 8 and 12, in particular, indicate a student's perception that becoming a good reader is valuable to their future goals. For example, if several students in the class respond to item 10 "I think libraries are _____," with "a boring place to spend time", then the teacher should carefully consider ways that students use the library (Malloy et al., 2013). Different methods and materials should be chosen that encourage

students to read more and make reading fun. Students should be invited to literacy activities to have fun, find what they want, share what they have read, to learn about life issues (Marinak et al., 2012; Malloy et al., 2013).

An integrated resilience approach that covers past experiences and plans for the future should be prioritized for the formation of a culture of reading and literacy. When children start school, they are eager to learn. However, as the grade levels progress, it is seen that their learning and academic motivation decrease in many subjects, including reading (Eccles et al., 2006; Edmunds & Bauserman, 2006). To investigate the reasons for the decrease in reading motivation as the grade level progresses and to meet the learning reading needs of the students effectively, the reading motivations and the reading profiles that allow for determining the reading motivations should be evaluated correctly.

According to Rueda, Au, and Choi (2004), the importance of evaluating reading motivation is to inform teachers about how students acquire their reading motivation and how to become active readers. It was necessary to develop measurement tools to determine the relations of the students with reading and to take precautions for the determined situations. The Motivation to Read Profile (MRP; Malloy et al. 2013) is a scale designed to guide teachers about the value their students place on reading and their reading self-concept as a reader. The scale, which is intended to be adapted, is used to determine students' self-concept as readers and the value given to reading. Determining the children's reading profiles at an early age and supporting measuring their reading motivation can be realized together with the increase in awareness of teachers, families, and schools on this issue. In addition, early detection of children's reading-related status is important in terms of intervening in their reading success, the value given to reading, and their competence in reading. It is thought that this scale will provide important findings in determining and increasing students' reading motivation and will help in the process. The study aims to adapt "The Motivation to Read Profile Scale" developed by Malloy et al. (2013) into Turkish and to determine the motivation to read profiles of second, third, fourth, fifth, and sixth grade students in elementary school with this adapted scale.

2. METHOD

The research is a scale development study. A total of 317 students from the second, third, fourth, fifth, and sixth grades of a primary school in Istanbul were selected as the study group in the adaptation studies of the motivation to read profile scale. For factor analysis, it is stated that when the sample size is 200, it is medium and 300 is good (Tabachnick & Fidell, 2007). The sample size in the study is seen as an appropriate number. Of the students participating in the scale adaptation study, 167 (52.7%) were female and 150 (47.3%) were male students. Of 317 students, 25 (7.9%) were second graders, 122 (38.5%) were third graders, 130 (41%) were fourth graders, 26 (8.2%) were fifth graders, and 14 (4.4%) were sixth graders is at the grade level.

2.1. Data Collection Tools and Analysis

The principles of scientific research and publication ethics were adhered to during the planning and implementation of this research. Approval was obtained from the Social and Human Sciences Ethics Committee of Erciyes University (Document No: 2021/24) at the beginning of the research. The Motivation to Read Profile Scale was developed by Malloy et al. in 2013 and its structure was tested with confirmatory factor analysis in a group of students from the second grade to the sixth grade. The scale, consisting of 20 items and 2 factors, was published in the journal "The Reading Teacher" published by the International Literacy Foundation in 2013, and the scale was obtained from this article. It was decided to adapt the examined scale. After obtaining the necessary permission for the adaptation of the scale from Jacquelynn B. Malloy,

Barbara A. Marinak, Linda B. Gambrell, and Susan A. Mazzone, who developed the scale, via e-mail, adaptation studies for the scale started.

The items that received 100% trait agreement were included in the field testing of the original MRP with 330 students from third to fifth grades from 4 eastern U.S. schools. The scales were found to be reliable (self-concept = .75; value = .82). The reading survey was designed as a self-report instrument that could be administered to the whole class or a small group, depending on the teacher support required. The four-point ordinal scale includes ranked responses with 10 items for each subscale. Self-concept as a reader is assessed through items such as, “I think I am a ____ reader” and “When I have trouble figuring out a word I don’t know, I...”. Items that are designed to tap the value of reading include “Reading is something I like to do...”, and “My friends think reading is...”. The reading survey was administered to students in three schools in the mid-Atlantic and Southern regions of the United States—one in Virginia, one in Pennsylvania, and one in South Carolina. In all, 118 third graders, 104 fourth graders, and 54 fifth graders submitted permission to take the MRP-R, resulting in 281 students. Student scores were loaded into a spreadsheet, and validity and reliability testing was conducted using Mplus statistical software. Reliability testing using Cronbach’s alpha revealed an $\alpha = .87$ for the full scale, an $\alpha = .85$ for the value subscale, and an $\alpha = .81$ for the self-concept scale. As the scale for the survey items was ordinal, it was decided to determine validity using a root mean square error of approximation (RMSEA). An RMSEA estimate of .089 was revealed with a confidence interval of .081 – .098. The probability of $RMSEA \leq .05$ was .000. Considering the ordinal nature of the survey scale, reliability and validity estimates are judged to be well within acceptable ranges for both classroom use and research purposes.

The scale was administered to 118 third grade, 104 fourth grade, and 54 fifth grade students. The scale consists of 20 items under two sub-dimensions: self-concepts as a reader (10 items) and value of reading (10 items). The total reliability coefficient of the scale is .87. While the reliability coefficient for the value sub-dimension is .85, and it is .81 for the self-concept dimension. Non-parametric analyses were used when the questionnaire items were ordinal. The estimated RMSEA value is .089, and the confidence interval values are .081 - .098. It is stated that the RMSA value is significant at the .05 level. A variable response scale form was used to increase the reliability of the scale. The answers to the scale items were determined starting from the least motivation level to the maximum or vice versa. The scoring is 1-4.

2.2. The Adaptation Process of the Scale to Turkish

It is possible to examine the procedures for the adaptation of the scale to Turkish in two parts. The first part includes the process of translating the scale into Turkish and receiving expert opinions. In the second part, validity and reliability analyses were made by applying the scale to the student. The translation of the scale into Turkish was carried out by the researchers. After the translation by the authors, the scale, which was translated into a structure containing the original items, the translated items, and the suggestions to be made, was distributed to the experts to get their opinions. Academicians working in the fields of English (5), Turkish (3), and Measurement and Evaluation (2) were consulted for expert opinions.

For each item of the form given for the expert opinion, the expressions “not suitable”, “partially appropriate”, “appropriate”, and “completely appropriate” were included and the experts were asked to mark whether each item was appropriate or not. For each item, 80% completely appropriate or appropriate expression was sought, and the items below this rate were corrected in line with the suggestions received from the experts. After the changes, the scale was redistributed to the same experts, and their opinions were taken, and it was concluded that all items were suitable by at least 80%. Turkish and English versions of the scales might be assumed equivalent because the correlations between the English and Turkish versions are found to be .89.

In cross-cultural scale adaptation studies, it may be recommended to start the tool with a direct confirmatory factor analysis for the factor pattern in the target culture. Because the factor pattern of the mentioned tool in the original culture has been revealed by many qualitative and quantitative studies, the empirical evidence for the construct validity of the tool has been determined. At this point, whether the factor pattern of the instrument is also preserved in the target culture can be questioned by testing it with confirmatory factor analysis. If the model related to the original factor pattern of the tool is not confirmed or does not give high fit indices in the confirmatory factor analysis to be made, then the factor pattern in the target culture can be explored with exploratory factor analysis (Çokluk, Şekercioğlu & Büyüköztürk, 2018, p.283). For this reason, the scale was applied to 317 students for validity and reliability studies, construct validity was analysed with confirmatory factor analysis, and reliability analysis was performed with Cronbach's alpha internal consistency coefficient. Confirmatory factor analysis processes were carried out with the help of the Lisrel 8.54 package program.

3. RESULT

While adapting the scale, confirmatory factor analysis was used to examine the compatibility of the scale's structure with the collected data in Turkish students.

3.1. Findings on Confirmatory Factor Analysis (CFA)

In the CFA, first of all, the compatibility of the two-factor model of the original scale with 20 items was tested. First of all, operations were carried out without limiting the model and adding a connection. The standard solution, T , and R^2 values of each item as a result of the DFA processes are given in Table 1.

Table 1. CFA Sd , T and R^2 Results.

Item	Sd	T	R^2	Item	Sd	T	R^2
I1	.71	13.75	.51	I13	.52	9.33	.27
I2	.59	10.64	.35	I14	.50	8.78	.25
I3	.40	6.94	.16	I15	.63	11.78	.40
I4	.31	5.22	.098	I16	.42	7.22	.18
I5	.54	9.78	.30	I17	.40	6.91	.16
I6	.41	7.03	.17	I18	.60	10.73	.36
I7	.38	6.55	.14	I19	.67	12.77	.45
I8	.32	5.40	.11	I20	.61	11.10	.38
I9	.77	15.45	.60				
I10	.52	9.02	.27				
I12	.50	8.73	.25				

The Items classified under two factors in CFA were observed to have standard solution values between .31 and .77. Besides, the items were found to have R^2 values between .098 and .60. Since these are of high standard solution values, the items under all factors were considered to be important for their factors. Item 11 was removed from the scale because its values were obtained low. Following the standard solutions, t values between factors and items were analysed. Jöreskog and Sörbom (1996) mentioned that the lack of red arrows regarding the t values shows that all items are significant at the level of .05. It was found that the items had t values between 5.22 and 15.45, and these values are significant at the level of .01 in Figure 1. As a result of the analysis, the fit indices were: $\chi^2 = 337.20$ ($p = .00$), $\chi^2/sd = 2.23$ RMSEA = .063, SRMR = .056, GFI = .90, AGFI = .87, CFI = .95, NFI = .92 and NNFI = .95. The fit index values suggested by Schermelleh-Engel, Moosbrugger, and Müller (2003) were taken as the

basis for the evaluation of the results obtained for the model. The suggested values are given in Table 2.

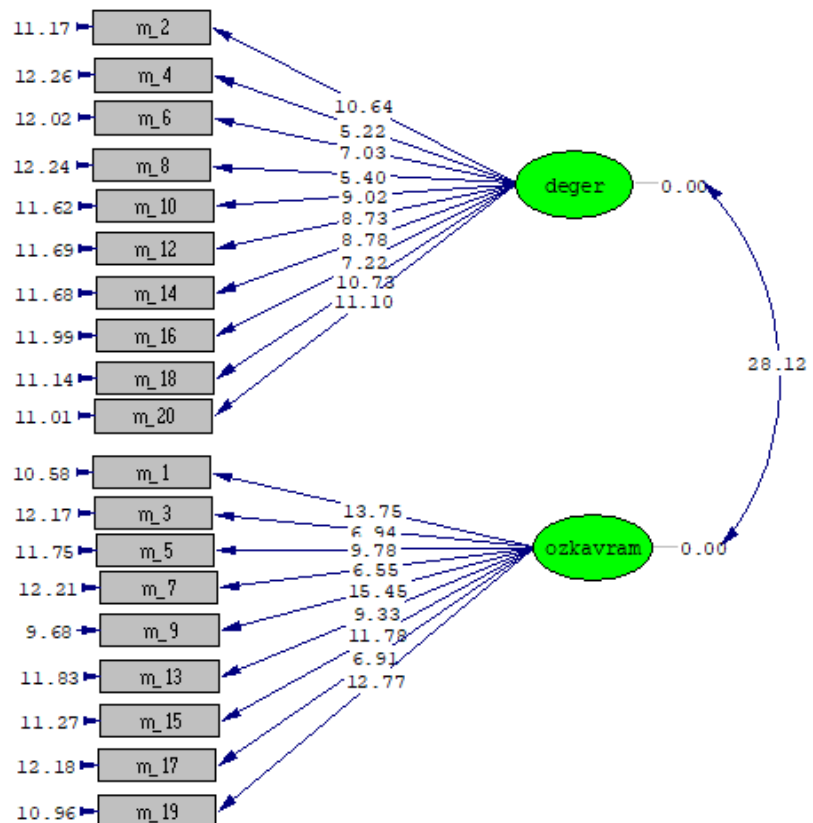
Table 2. Model fit Indexes proposed by Schermelleh-Engel, Moosbrugger, and Müller (2003)

Reviewed indices of fit	Perfect fit criteria	Acceptable fit criteria
χ^2/sd	$0 \leq \chi^2/sd \leq 2$	$2 < \chi^2/df \leq 3$
RMSEA	$0 \leq RMSEA \leq .05$	$.05 < RMSEA \leq .08$
SRMR	$0 \leq SRMR \leq .05$	$.05 < SRMR \leq .10$
CFI	$.97 \leq CFI \leq 1$	$.95 \leq CFI < .97$
NFI	$.95 \leq NFI \leq 1$	$.090 \leq NFI < .95$
NNFI	$.97 \leq NNFI \leq 1$	$.095 \leq NNFI < .97$
GFI	$.95 \leq GFI \leq 1$	$.90 \leq GFI < .95$
AGFI	$.90 \leq AGFI \leq 1$	$.85 \leq AGFI < .90$

AGFI = Adjusted Goodness of Fit Index, CFI = Comparative Fit Index, GFI = Goodness of Fit Index, NFI = Normed Fit Index, NNFI = Nonnormed Fit Index, RMSEA = Root Mean Square Error of Approximation, SRMR = Standardized Root Mean Square Residual

When the fit index values of the scale, which were evaluated with a two-factor structure, were examined, it was found that χ^2/sd , good fit, SRMR, RMSEA, CFI, NFI, NNFI, GFI (.90), and AGFI (.87) indexes had acceptable fit values. In general, the two-factor structure can be characterized as having values that will show an acceptable fit.

Figure 1. Measurement model for the scale.



Chi-Square=337.20, df=151, P-value=0.00000, RMSEA=0.063

3.2. Reliability

The reliability of the scale was evaluated with Cronbach's alpha internal consistency coefficient. Cronbach's alpha value for the whole scale was found .86. This value for "Self-concept as a Reader", one of the sub-factors of the scale, was .81 and "Value of reading" was found to have a reliability value of .75. The fact that all internal consistency values are higher than .84 indicates that the reliability values of the scale are high, that is, it produces consistent data.

4. DISCUSSION and CONCLUSION

The aim of this research is to adapt the "Motivation to Read Profile Scale" developed by Malloy et al. (2013) into Turkish. For this purpose, the model fit of the Turkish form of the scale was examined by confirmatory factor analysis. As a result of the confirmatory factor analysis, the t values of the items were found acceptable except for the 11th item. After examining the 11th item, "I worry about what other kids think about my reading", it is thought that this item and the 1st item in the self-concept as a reader dimension are similar. The t values of the scale except for the 11th ranged between 5.22 and 15.45, and they were found to be significant at the .01 level as they were higher than 2.76. According to Jöreskog and Sörbom (1996), the absence of a red arrow related to t values indicates that the items are significant at the .05 level. In addition, it was found that the items other than item 11 had R² values between .098 and .60. Since these values have high solution values, it was decided that the items in all factors except the 11th item were important for the factors. As a result of the analysis, fit indices were $\chi^2 = 337.20$ (p. = .00), $\chi^2/sd = 2.23$ RMSEA = .063, SRMR = .056, GFI = .90, AGFI = .87, CFI = .95, NFI = 0.92 and NNFI = .95. In the original form of the scale, the RMSEA estimated value is .089 and the confidence interval values are .081 - .098. It is stated that the RMSA value is significant at the .05 level. In Turkish, fit indices are acceptable (Byrne, 1998). In this respect, it has been revealed that the structure of the Turkish form of the scale has acceptable fit index values.

Cronbach's alpha internal consistency coefficients were checked for consistency in the reliability of the scale. Cronbach's alpha value for the entire scale was found .86. The coefficient for "Self-concept as a reader", one of the sub-factors of the scale, was .81, and for the "Value of reading", it was found to have a reliability value of .75. All internal consistency values of .84 and higher indicate that the scale has high-reliability values, that is, it produces consistent data. The total reliability coefficient in the original form of the scale is .87. While the reliability coefficient for the "value" sub-dimension is .85, it is .81 for the self-concept dimension (Malloy et al., 2013). The internal consistency coefficient of the Turkish version was .86, indicating that it is a good value for reliability (Green & Salkind, 2005). The internal consistency coefficients of the original form are close to the values obtained in the Turkish form.

As a result of the research, the "Motivation to Read Profile Scale" developed by Malloy et al. (2013) was adapted into Turkish. The adapted Turkish form was found to have a similar structure to the original form by removing only one item. Although the psychometric properties obtained from the Turkish form were quite suitable for a scale, some values were higher than the original form and some were lower. The "Motivational Profile (MRP)" scale developed by Gambrell, et al. (1996) and adapted by Yıldız (2013) originally consisted of 20 items, yet it was adapted into two sub-dimensions: the value of reading and the self-concept as a reader with 18 items. The reliability of the scale was found to be satisfactory ($\alpha = .81$). Motivation to Read Profile-Turkish Form (MRP-TR) contained 9 items related to value of reading and 9 items related to self-concept as a reader. It is emphasized that the scales transferred from one language to another language undergo cultural changes, so they cannot be understood as in the original language, and their values may differ (Geisinger, 1994; Hambleton, Merenda, & Spielberger, 2005; Sireci & Berberoğlu, 2000). As a result, a 19-item scale consisting of two factors was

obtained. In this study, the meanings and contents attributed to the concept of reading were understood differently and applied to a different group from the original study group, which can be seen as the source of the difference. As a result of this study, a valid and reliably adapted scale emerged. It is recommended that the motivation to read profile scale be applied at the beginning and middle of each year from the second grade to the sixth grade levels to identify the factors that affect the reading motivation of the student and to guide the teacher ([Appendix A-B](#)). Just as an informal reading inventory or benchmark, assessment gives you a read on the pulse of what your students can do or already know, a quick check of their motivation at the beginning and midpoint of the school year may guide you in tailoring instruction that will support student motivation and engagement in literacy learning. The MRP is a tool available to teachers that will guide them in developing instructional practices that support students in becoming engaged and strategic readers for both personal and academic literacy needs.

Acknowledgments

Acknowledgments of people, grants, and funds should be placed in a separate section before the References. If the study has been previously presented at a conference or a scholarly meeting, it should be mentioned here.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest. This research study complies with research publishing ethics. The scientific and legal responsibility for manuscripts published in IJATE belongs to the authors. **Ethics Committee Number:** Erciyes University/Social and Humanities Ethics Committee, 2021/24.

Authorship Contribution Statement

All authors have equally contributed to all sections of this study.

Orcid

Zeynep Aydemir  <https://orcid.org/0000-0003-3002-1809>

Ergun Ozturk  <https://orcid.org/0000-0002-4800-8437>

REFERENCES

- Ames, C.A. (1990). Motivation: What teachers need to know. *Teachers College Record*, 91(3), 409-421.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84(3), 261-271. <https://doi.org/10.1037/0022-0663.84.3.261>
- Ateş, S. (2011). *İlköğretim beşinci sınıf Türkçe dersi öğrenme-öğretme sürecinin anlama öğretimi açısından değerlendirilmesi* [Doctoral dissertation]. Gazi University.
- Başaran, M. (2007). *İlköğretim beşinci sınıf öğrencilerinin hikâye edici metinlere ilişkin tercihleri*. [Doctoral dissertation, Gazi University].
- Başaran, M. (2021). Okuduğunu anlayamayan öğrencilerin okuma esnasındaki bilişsel davranışları ve duygu durumları. *Ana Dili Eğitimi Dergisi*, 9(1), 45-58. <https://doi.org/10.16916/aded.802475>
- Bektaş, M., Okur, A., & Karadağ, B. (2014). İlkokul ve Ortaokul Son Sınıf Öğrencilerinde Metaforik Algı Olarak Kitap [Book as a Metaphoric Perception in Last Class of the Primary and Secondary Students]. *Türk Kütüphaneciliği*, 28(2), 154-168. <http://dergipark.org.tr/tr/pub/tk/issue/48764/620447>
- Byrne, B.M. (1998). *Structural equation modeling with LISREL, PRELIMS and SIMPLIS: Basic concepts, applications, and programmings*. London: Lawrence Erlbaum Associates, Publishers.
- Chapman, J.W., & Tunmer, W.E. (1995). Development of young children's reading self-concepts: An examination of emerging subcomponents and their relationship with reading

- achievement. *Journal of Educational Psychology*, 87(1), 154-167. <https://doi.org/10.1037/0022-0663.87.1.154>
- Castleman, B., & Littky, D. (2007). Learning to love learning. *Educational Leadership*, 64(8), 58-61.
- Christie, D., Tolmie, A., Thurston, A., Howe, C., & Topping, K. (2009). Supporting group work in Scottish primary classrooms: Improving the quality of collaborative dialogue. *Cambridge Journal of Education*, 39(1), 141-156. <https://doi.org/10.1080/03057640802702000>
- Çokluk, Ö., Şekercioğlu, G., & Büyüköztürk, Ş. (2018). *Sosyal bilimler için çok değişkenli istatistik: SPSS ve LISREL uygulamaları*. Pegem akademi.
- Eccles, J., Wigfield, A., Harold, R.D., & Blumenfeld, P. (1993). Age and gender differences in children's self-and task perceptions during elementary school. *Child Development*, 64(3), 830-847. <https://doi.org/10.2307/1131221>
- Eccles, J.S., Wigfield, A., Schiefele, U., Roeser R.W., & Kean, P.D. (2006). The development of achievement motivation. In W. Damon, Richard M. Lerner ve N. Eisenberg (Eds.). *Handbook of Child Psychology: Social, emotional, and personality development*. (Sixth Edition), pp. 934-988. Wiley.
- Edmunds, K.M., & Bauserman, K.L. (2006). What teachers can learn about reading motivation through conversations with children. *The Reading Teacher*, 59(5), 414-424. <https://doi.org/10.1598/RT.59.5.1>
- Gambrell, L.B., Palmer, B.M., Codling, R.M., & Mazzone, S.A. (1996). Assessing motivation to read. *The Reading Teacher*, 49(7), 518-533. <https://doi.org/10.1598/RT.49.7.2>
- Geisinger, K.F. (1994). Cross-cultural normative assessment: Translation and adaptation issues influencing the normative interpretation of assessment instruments. *Psychological Assessment*, 6(4), 304-312. <https://doi.org/10.1037/1040-3590.6.4.304>
- Green, S.B., & Salkind, N.J. (2005). *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data (4th ed)*. Pearson.
- Guthrie, J.T., & Alao, S. (1997). Designing contexts to increase motivations for reading. *Educational Psychologist*, 32(2), 95- 105. https://doi.org/10.1207/s15326985ep3202_4
- Guthrie, J.T., & Davis, M.H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading and Writing Quarterly*, 19, 59-85. <https://doi.org/10.1080/10573560308203>
- Guthrie, J.T., Van Meter, P., Mccann, A. D., Wigfield, A., Bennett, L., Poundstone, C.C., Rice, M.E., Faibisch, F.M., Hunt, B., & Mitchell, A.M. (1996). Growth in literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction. *Reading Research Quarterly*, 31(3), 306-332. <https://doi.org/10.1598/RRQ.31.3.5>
- Guthrie, J.T., & Wigfield, A. (2000). *Engagement and Motivation in Reading*. In M.L. Kamil, P.B. Masenthal, P.D. Pearson & R. Burr (Eds.), *Reading Research Handbook (Vol III, pp.403-424)*, Mahwah, NJ: Erlbaum.
- Hambleton, R.K., Merenda, P.F., & Spielberger, C.D., (2005). *Adapting educational and psychological tests for cross-cultural assessment*. Mahwah, NJ: Lawrence Erlbaum.
- Hidi, S., & Harackiewicz, J.M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70, 151-179. <https://doi.org/10.3102/00346543070002151>
- Jöreskog, K., & Sörbom, D. (1996). *LISREL 8: Structural equation modeling with the SIMPLIS command language*. Chicago: Scientific Software International/Erlbaum.
- Köroğlu, M. (2021). *Türkçe öğretmenlerinin Türkçe dersi öğretimi sürecinde anlama (okuma) öğretimine yönelik uygulamaları* [Doctoral dissertation]. Hatay Mustafa Kemal University.

- Malloy, J.A., Marinak, B.A., Gambrell, L.B., & Mazzone, S.A. (2013). Assessing motivation to read: The motivation to read profile–revised. *The Reading Teacher*, 67(4), 273–282. <https://doi.org/10.1002/trtr.1215>
- Marinak, B.A., Malloy, J. B., Gambrell, L.B., & Mazzone, S.A. (2015). Me and My reading profile: A Tool for Assessing Early Reading Motivation. *The Reading Teacher*, 69(1), 51-62. <https://doi.org/10.1002/trtr.1362>
- Mckenna, M.C., Kear, D.J., & Ellsworth, R.A. (1995). Children's Attitudes Toward Reading: A National Survey. *Reading Research Quarterly*, 30(4), 934-956. <https://doi.org/10.2307/748205>
- Morgan, P.L., & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children*, 73(2), 165-183. <https://doi.org/10.1177/001440290707300203>
- Relan, A. (1992). Motivational Strategies in Computer-based Instruction: Some Lessons from Theories and Models of Motivation. In proceedings of selected research and development presentations at the Convention of the Association for Educational Communications and Technology, 1994. ERIC Document Reproduction Service No. ED 348 017
- Reynolds, P.L., & Symons, S. (2001). Motivational variables and children's text search. *Journal of Educational Psychology*, 93(1), 14–22. <https://doi.org/10.1037/0022-0663.93.1.14>
- Reznitskaya, A. (2012). Dialogic teaching: Rethinking language use during literature discussions. *The Reading Teacher*, 65(7), 446-456. <https://doi.org/10.1002/TRTR.01066>
- Roberts, M.S., & Wilson, J.D. (2006). Reading attitudes and instructional methodology: How might achievement become affected? *Reading Improvement*, 43(2), 64-69.
- Wigfield A., Eccles J.S., & Rodriguez D. (1998). The Development of Children's Motivation in School Contexts. *Review of Research in Education*, 23, 73-118. <https://doi.org/10.2307/1167288>
- Rueda, R., Au, J., ve Choi, S. (2004). Motivation to read: Comparing teachers' perceptions of students' motivation with students' self-reported motivation – A pilot study. In Y.B. Kafai, W.A. Sandoval, N. Enyedy, A. Scott Nixon, & F. Herrera (Eds.), *Proceedings of the Sixth International Conference of the Learning Sciences: Embracing diversity in the Learning Sciences*. (pp. 443-448). Mahwah, NJ: Lawrence Erlbaum Associates.
- Sireci, S.G., & Berberoglu, G. (2000). Using bilingual respondents to evaluate translated-adapted items. *Applied Measurement in Education*, 13(3), 229-248. https://doi.org/10.1207/S15324818AME1303_1
- Schraw, G., & Dennison, R.S. (1994). The effect of reader purpose on interest and recall. *Journal of Reading Behavior*, 26(1), 1-18. <https://doi.org/10.1080/10862969409547834>
- Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods Of Psychological Research Online*, 8(2), 23-74.
- Skinner, E.A., Wellborn, J.G., & Connell, J.P. (1990). What it takes to do well in school and whether I've got it: A process model of perceived control and children's engagement and achievement in school. *Journal of Educational Psychology*, 82(1), 22–32. <https://doi.org/10.1037/0022-0663.82.1.22>
- Tabachnick, B.G., & Fidell, L.S. (2007). *Using Multivariate Statistics (5th ed)*. Boston: Allyn and Bacon.
- Turkish Language Association. (2005). *Turkish dictionary (10th ed)*. Ankara: TDK.
- Urduan, T., & Schöenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of School Psychology*, 44 (5), 331 – 349. <https://doi.org/10.1016/j.jsp.2006.04.003>
- Vroom, V.H. (1967). *Work and motivation (3th ed)*. John Wiley&Sons.

- Wentzel, K.R. (1993). Motivation and achievement in early adolescence: The role of multiple classroom goals. *Journal of Early Adolescence*, 13(1), 4-20. <https://doi.org/10.1177/0272431693013001001>
- Williams, M., & Burden, R.L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge University Press.
- Wigfield, A., & Guthrie, J.T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89(3), 420-432. <https://doi.org/10.1037/0022-0663.89.3.420>
- Yıldız, M. (2013). Adaptation of the motivation to read profile to Turkish. *International Journal of Academic Research, Part B*, 5(4), 196-199. <http://doi.org/10.7813/2075-4124.2013/5-4/B.29>

APPENDIX

Appendix-A. Turkish Version of The Motivation to Read Profile Scale

OKUMA MOTİVASYONU PROFİLİ ÖLÇEĞİ	
Hangi sınıftasın? <input type="checkbox"/> 2. Sınıf <input type="checkbox"/> 3. Sınıf <input type="checkbox"/> 4. Sınıf <input type="checkbox"/> 5. Sınıf <input type="checkbox"/> 6. Sınıf	
Cinsiyet <input type="checkbox"/> Kız <input type="checkbox"/> Erkek	
1. Arkadaşlarım benim olduğumu düşünür.	
<input type="checkbox"/>	Çok iyi bir okuyucu
<input type="checkbox"/>	İyi bir okuyucu
<input type="checkbox"/>	Ortalama okuyucu
<input type="checkbox"/>	Zayıf bir okuyucu
2. Kitap okumak hoşlandığım bir etkinliktir.	
<input type="checkbox"/>	Asla
<input type="checkbox"/>	Hemen hemen hiç
<input type="checkbox"/>	Bazen
<input type="checkbox"/>	Sık sık
3. Bilmediğim bir kelime ile karşılaştığımda,	
<input type="checkbox"/>	Neredeyse her zaman bir anlam bulabilirim.
<input type="checkbox"/>	Bazen anlam bulabilirim.
<input type="checkbox"/>	Hemen hemen hiç anlam bulamam.
<input type="checkbox"/>	Asla anlam bulamam.
4. Arkadaşlarım okumanın düşünür.	
<input type="checkbox"/>	Gerçekten eğlenceli olduğunu
<input type="checkbox"/>	Eğlenceli olduğunu
<input type="checkbox"/>	Kısmen eğlenceli olduğunu
<input type="checkbox"/>	Hiç eğlenceli olmadığını
5. Ben okurum.	
<input type="checkbox"/>	Arkadaşlarım kadar iyi olmasa da
<input type="checkbox"/>	Arkadaşlarımla aynı seviyede
<input type="checkbox"/>	Arkadaşlarımdan biraz daha iyi
<input type="checkbox"/>	Arkadaşlarımdan çok daha iyi
6. Arkadaşlarıma okuduğum güzel kitapları anlatırım.	
<input type="checkbox"/>	Hiç yapmam
<input type="checkbox"/>	Neredeyse hiç yapmam
<input type="checkbox"/>	Bazen yaparım
<input type="checkbox"/>	Çok yaparım
7. Tek başıma okurken,	
<input type="checkbox"/>	Okuduğum her şeyi anlarım.
<input type="checkbox"/>	Neredeyse okuduğum her şeyi anlarım.
<input type="checkbox"/>	Neredeyse okuduğum şeylerin hiçbirini anlamam.
<input type="checkbox"/>	Okuduğum şeylerin hiçbirini anlamam.
8. Çok okuyan insanlar	
<input type="checkbox"/>	Çok ilginçtir.
<input type="checkbox"/>	Biraz ilginçtir.
<input type="checkbox"/>	Biraz sıkıcıdır.
<input type="checkbox"/>	Çok sıkıcıdır.
9. Ben	
<input type="checkbox"/>	Zayıf bir okuyucuyum.
<input type="checkbox"/>	Orta düzeyde bir okuyucuyum.
<input type="checkbox"/>	İyi bir okuyucuyum.
<input type="checkbox"/>	Çok iyi bir okuyucuyum.

10. Bence kütüphaneler			
<input type="checkbox"/>	Vakit geçirmek için kesinlikle harika bir yerdir.		
<input type="checkbox"/>	Vakit geçirmek için harika bir yerdir.		
<input type="checkbox"/>	Vakit geçirmek için sıkıcı bir yerdir.		
<input type="checkbox"/>	Vakit geçirmek için gerçekten sıkıcı bir yerdir.		
*11. Arkadaşlarımın benim okumamla ilgili ne düşündüklerini merak ederim.			
Çok	Bazen	Neredeyse hiç merak etmem	Asla merak etmem
12. İyi bir okuyucu olmanın düşünürüm.			
<input type="checkbox"/>	Hiç önemli olmadığını		
<input type="checkbox"/>	Biraz önemli olduğunu		
<input type="checkbox"/>	Önemli olduğunu		
<input type="checkbox"/>	Çok önemli olduğunu		
13. Öğretmenim bana ne okuduğumu sorduğunda			
<input type="checkbox"/>	Asla bir cevap veremiyorum.		
<input type="checkbox"/>	Neredeyse hiçbir cevap veremiyorum.		
<input type="checkbox"/>	Bazen cevap verebilirim.		
<input type="checkbox"/>	Daima cevap verebilirim.		
14. Okumak için zaman harcamanın			
<input type="checkbox"/>	Gerçekten sıkıcı olduğunu düşünürüm.		
<input type="checkbox"/>	Sıkıcı olduğunu düşünürüm.		
<input type="checkbox"/>	Harika olduğunu düşünürüm.		
<input type="checkbox"/>	Gerçekten harika olduğunu düşünürüm.		
15. Okuma benim için			
<input type="checkbox"/>	Çok kolaydır.		
<input type="checkbox"/>	Biraz kolaydır.		
<input type="checkbox"/>	Biraz zordur.		
<input type="checkbox"/>	Çok zordur.		
16. Öğretmenim kitapları sesli bir şekilde okuduğunda, düşünürüm.			
<input type="checkbox"/>	Gerçekten harika olduğunu		
<input type="checkbox"/>	Harika olduğunu		
<input type="checkbox"/>	Sıkıcı olduğunu		
<input type="checkbox"/>	Gerçekten sıkıcı olduğunu		
17. Arkadaşlarımla okuduğum kitaplar hakkında konuşurken			
<input type="checkbox"/>	Fikirlerimi söylemekten nefret ederim.		
<input type="checkbox"/>	Fikirlerimi söylemekten hoşlanmıyorum.		
<input type="checkbox"/>	Fikirlerimi söylemekten hoşlanırım.		
<input type="checkbox"/>	Fikirlerimi söylemeye bayılırım.		
18. Boş zamanım olduğunda,,.....			
<input type="checkbox"/>	Zamanımı hiç okumakla geçirmem.		
<input type="checkbox"/>	Zamanımın çok azını okumakla geçiririm.		
<input type="checkbox"/>	Zamanımın bir kısmını okumakla geçiririm.		
<input type="checkbox"/>	Zamanımın çoğunu okumakla geçiririm.		
19. Sesli okuma yaptığımda, olurum.			
<input type="checkbox"/>	Zayıf okuyucu		
<input type="checkbox"/>	Kısmen iyi bir okuyucu		
<input type="checkbox"/>	İyi bir okuyucu		
<input type="checkbox"/>	Çok iyi bir okuyucu		
20. Birisi bana hediye olarak kitap verdiğinde olurum.			
<input type="checkbox"/>	Çok mutlu		
<input type="checkbox"/>	Mutlu		
<input type="checkbox"/>	Mutsuz		
<input type="checkbox"/>	Çok mutsuz		

* removed item

Appendix-B. Turkish Version of MRP Scoring Guidelines

Okuma Motivasyonu Profili Ölçeği Puanlama Tablosu

Ölçekte yer alan maddeler 1-4 arası puanlanmaktadır. Ölçek maddelerinin hangi alt boyutta yer aldığı göstermek için Okuyucu olarak öz kavram için (ÖK) ve Okumaya verilen değer için (D) kısaltmaları kullanılmıştır.

Madde numarası ve alt boyut	1.Seçenek	2.Seçenek	3.Seçenek	4. seçenek
1 ÖK	4	3	2	1
2 D	1	2	3	4
3 ÖK	4	3	2	1
4 D	4	3	2	1
5 ÖK	1	2	3	4
6 D	1	2	3	4
7 ÖK	4	3	2	1
8 D	4	3	2	1
9 ÖK	1	2	3	4
10 D	4	3	2	1
12 D	1	2	3	4
13 ÖK	1	2	3	4
14 D	1	2	3	4
15 ÖK	4	3	2	1
16 D	4	3	2	1
17 ÖK	1	2	3	4
18 D	1	2	3	4
19 ÖK	1	2	3	4
20 D	4	3	2	1