

THE RELATIONSHIP BETWEEN PRE-SERVICE TURKISH TEACHERS' ATTITUDES TOWARDS READING AND CRITICAL READING SELF-EFFICACY PERCEPTIONS

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The aim of this research is to determine the relationship between pre-service Turkish teachers' attitudes towards reading and critical reading self-efficacy perceptions. The research was done using relational screening method. The universe of the research is composed of 190 students studying in Bartın University Faculty of Education Turkish Language Teaching program. No sample was taken and volunteers participated in the research. Total 161 valid scales were obtained. The data were collected with the Attitude Scale towards Reading Habit and the Self-efficacy Perception Scale Related to Critical Reading Skill. As a result of the research, it was seen that pre-service Turkish teachers' attitudes towards reading and the critical reading self-efficacy perceptions were high. Their attitudes towards reading and critical reading self-efficacy perceptions were not significantly different according to gender, grade, and mother education level. It was seen that the reading attitude did not differ according to the level of father education, but the critical reading self-efficacy perceptions showed significant differences according to the education level of the fathers. It was determined that the differences between elementary, secondary, high school and university were in favor of university graduates. A moderate relationship was determined between the attitude towards reading and the number of books read out of course in a year but no significant relationship between the critical reading self-efficacy perception and the number of books read was seen. In addition, a positive and moderately significant relationship between attitude towards reading and critical reading self-efficacy perception was determined.

Keywords: critical reading, attitudes towards reading, self-efficacy, pre-service Turkish teachers, teacher education



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