

Relationship between Critical Reading Skills and Creative Reading Perceptions of Fifth Grade Students

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ABSTRACT

The aim of this study is to examine the relationship between critical reading skills and creative reading perceptions of fifth grade students. In the study, correlational research design was employed. The population of the study consisted of approximately 5000 fifth grade students studying at schools in the city center and at central village schools in Uşak Province, Turkey in the 2019-2020 academic year. The sample of the study consisted of 446 fifth grade students selected from this population through stratified sampling. To collect the data, the "Critical Reading Skill (CRS) Scale" and the "Perception Scale of Creative Reading" (PSCR) scale were used. In the analysis of the data, descriptive statistics, correlation, one-way and two-way analysis of variance, regression analysis and one-way multivariate analysis of variance were used. As a result of the research, it was found that there was a positive and significant relationship between the critical reading skills and creative reading perception levels of fifth grade students ($r = .886$, $p < .01$). In addition, it was found that critical reading skill was a significant predictor of creative reading perception ($R^2 = .785$, $p < .01$). It was concluded that gender groups did not significantly affect the relationship between critical reading skill level and creative reading perception level of fifth grade students while average daily TV viewing time and the number of the books read in a month variables significantly affected this relationship. In addition, it was revealed that critical reading skill scores were significant predictor of creative reading perception scores. Lastly, our results indicated that critical reading skill level and the number of the books read in a month had common effect on the creative reading perception level of the students.

Key words: Reading, Critical Reading, Creative Reading, Secondary School

INTRODUCTION

With the rapid developments in science and technology in the 21st century, both intensive information production has increased, and technology is used to share this information. In order to keep up with this rapid development and change, it is aimed to raise individuals who can produce the information that needed, use this information effectively in daily life, solve the problems encountered, think critically, communicate effectively, have empathy, and who have the characteristics as being determined, entrepreneur, creative, etc. (MoNE, 2018). In order to achieve these goals, reading action is used to keep up with the developments and to understand the world better (Gömlüksiz, 2004). Reading was defined as "voicing the written symbols" according to the behavioral approach until 1970s and by this definition the observed aspect of reading was emphasized (Armut & Türkyilmaz, 2017; Keskin & Bastuğ, 2013). In today's definitions of reading, it is emphasized that reading is a metacognitive process and that this process is controlled (Dilidüzgün et al., 2019). In

addition, the act of reading consists of different dimensions such as cognitive, affective, and psychomotor; it is a process based on perception and learning (Güteryüz, 2004; Geçgel & Burgul, 2009; Karadüz, 2011). While learning to read is a goal in childhood, after learning reading, it turns into a tool that allows us to know the world and enriches our knowledge treasure to the extent it is used effectively (Featers, 2004). When the definitions for reading are examined, it is seen that the concept of "understanding" is generally emphasized. However, reading should not "just understand the text that is read". According to the constructivist approach, not only the information in the text is entered into the process of understanding reading, but also the prior knowledge, social status and the knowledge level of the reader about the environment also take place in this process. In addition, the reader shapes the information in the text in different ways based on his/her prior knowledge (Güneş, 2007). In the age we live, we do not accept and use information as it is. Individuals who produce and reproduce information are required, and the

texts are expected to be read critically by the readers with an inquisitive and evaluative eye (Aybek & Aslan, 2015). With critical reading, new information can be produced, and the development of creativity can be provided by developing different perspectives on the produced information.

The word “critical” is used to mean, judge and distinguish (Karadüz, 2010). One of the primary issues for students to have a critical perspective is critical reading (Özdemir, 2007). Although it is accepted that students need to learn to read well in order to be successful, it is also seen that learning to read is insufficient. For this reason, the importance of critical reading is emphasized for students to be successful in the long term (McDonalds & Trautman, 2006). Critical reading can be expressed as understanding the thoughts presented in the text very well, recognizing the relationships between the thoughts, and reconstructing the existing information by organizing it through own experience (Adalı, 2010; Pirozzi, 2003; Yıldız, 2008). According to Robinson (1967, as cited in Karabay, 2012), critical reading is defined as “Determining the validity, accuracy and value of the text that people read with the help of the criteria created by using the experiences of the individual”. Therefore, critical reading is not limited to “understanding what a person reads”. It is the process of reacting by questioning and evaluating what is understood and establishing a new meaning (Ateş, 2013). On the other hand, students who do not have critical reading skills will not be able to distinguish between the facts and opinions, and as a result, students can reach misunderstandings (Öztürk & Otluoğlu, 2005; Pirozzi, 2003). In addition, it is stated that they will have problems in comprehending, interpreting and evaluating the texts in depth (Günay, 2001).

Smith (1965) stated that critical reading is the basis for receptive reading (the most basic and simplest reading level). He divided the reading into three levels as receptive reading, critical reading and creative reading, and named creative reading as the highest reading skill since the skills required to reach the creative reading level are more than critical reading. Barbe (1975) also stated that creative reading, which includes high-level thinking skills, is more comprehensive than critical reading. In addition, Boothby (1980) indicated that higher-order skills such as application, synthesis, and broadening thoughts are used in the creative reading process. The reader makes researches with different perspectives on the writer and text using his/her experience by creative reading and can reach more than what the author wants to tell. Reading, which is limited to understanding the author’s views and perspectives, contains less meaning than the reader can achieve with creative reading (Kasap, 2019). Students who have creative reading skills can understand more than the text aims to tell by using their own knowledge, experience and perspectives and by making critical reading (İncik, 2012). In short, it can be said that critical reading is oriented towards evaluation and judgment, while creative reading includes imagination and free association (Aytan, 2016).

The perception of students for creative reading, which is the scope of the study, is the combination of the innate talents and skills learned later and experiences (Arkonaç,

1998). Therefore, the knowledge, skills and experiences that students have about creative reading will also affect their perceptions about creative reading. In this context, critical reading, which is one of the higher-order skills (Ateş, 2013), includes skills such as making meaning, evaluating, interpreting, and guessing by questioning the texts (Akyol 2011; Pardo, 2004), and forms the basis of students’ creative reading perception. Students who use these skills try to reach more than given in the text by using their experiences and imagination.

Continuous development of reading skills, which is of great importance at every stage of human life, and keeping pace with life conditions in a world with constant changes and developments are now obligatory. In addition, technological developments that deeply affect our lives make it a must to make our inadequate skills adequate (Karatay, 2010). In order for students to be successful in school and daily life, they should constantly improve their skills such as reading, comprehension, interpretation and adaptation. For this purpose, they should have critical reading and creative reading skills (MoNE, 2018). Therefore, it is aimed to raise creative individuals with critical reading skills. Therefore determining students’ critical reading skills and creative reading perceptions is of great importance. When the literature on critical reading is examined, it is seen that there are some experimental studies focusing on the development of critical reading skill or the effect of critical reading skill on various variables (Bardakçı, 2014; Boran 2019; Demir, 2019; Emiroğlu, 2014; Karabay, 2012; Okur, 2019; Orhan, 2007; Özdemir, 2007; Özensoy, 2011). On the other hand, some studies aimed at determining critical reading skill level and its relationship with various variables (Altunsöz, 2016; Çam, 2006; Demir, 2017;; Demir & Kan, 2017; Işık, 2010; Karadedeli, 2018; Köse, 2006; Küçükoğlu, 2008; Ogurlu, 2014; Sadioğlu & Bilgin, 2008; Özdemir, 2007; Ünal, 2006). On the contrary, it is seen that there are few studies in the literature on creative reading (Aytan, 2014; Aytan, 2016; Hızır, 2014; Uzun, 2009; Yurdakal & Okur, 2017). However, there is no study investigating the relationship between critical reading and creative reading. Based on this, the aim of this study is to examine the relationship between fifth grade students’ critical reading skills and creative reading perceptions. In addition, it is aimed to examine whether this relationship change depending on the gender groups, daily television viewing time and average number of books read in a month; and to determine whether critical reading skill is the predictor of creative reading perception. It is thought that the findings of the study will shed light to the curriculum developers, researchers and teachers and will make great contribution to the students’ critical reading skills and creative reading perceptions. Accordingly, in the study the main problem was determined as “What is the relationship between fifth grade students’ critical reading skills and creative reading perceptions?”. Based on this main problem, the following sub-problems were tried to be answered.

1. Is there a statistically significant relationship between fifth grade students’ critical reading skill scores and creative reading perception scores?

- a) Is there a significant relationship between fifth grade students' critical reading skill levels and creative reading perception levels in gender groups?
 - b) Is there a significant relationship between the critical reading skill levels and creative reading perception levels of fifth grade students according to their daily television viewing time?
 - c) Is there a significant relationship between critical reading skill levels and creative reading perception levels of fifth grade students according to the average number of books read in a month?
2. Are critical reading skill levels predictive of students' creative reading perception levels?
 3. On the creative reading perception levels of fifth grade students;
 - a) Do the critical reading skill level and the average number of books read in a month have a common effect?
 - b) Do critical reading skill level and gender have a common effect?
 4. Do the critical reading skill level and creative reading perception level of the fifth grade students differ according to the average number of books read in a month?

METHOD

In the study, which aims to examine the relationship between fifth grade students' critical reading skills and creative reading perceptions, correlational research design, which is one of the survey methods, was employed. In the correlational research design, the relationships between two or more variables and the existence of variations between variables are examined (Büyüköztürk et al., 2012).

Population and Sample

The population of the study consisted of approximately 5000 fifth grade students studying at schools in the city center and at central village schools in Uşak Province, Turkey in the 2019-2020 academic year. The sample of the study consisted of 446 fifth grade students selected from this population through stratified sampling. In the literature, it is stated that in a study conducted on a population consisting of five thousand people, the sample size should be at least 370 people for $\alpha=0.05$ (Yazıcıoğlu & Erdoğan, 2004). If the units that make up the population are not homogeneous, that is, if there are different subgroups according to the specified criteria, stratified sampling is used (Karagöz, 2017). In stratified sampling, firstly, the subgroups that make up the universe are determined. Then it is aimed to represent these subgroups in the sample at the level of their ratio in the universe (Büyüköztürk et al., 2012). In this study, stratified sampling was preferred; especially considering the sub-groups formed due to social, cultural and economic differences between the schools in the center and central village schools. In the sample group of the study, 50.9% was female and 49.1% was male. According to the school type, 89.7% of them were central schools, 10.3% of them were central village schools. 75.6% of the students preferred studying individually, 24.4%

preferred studying with groups. In terms of average daily TV viewing time, 51.6% watch 0-1 hours of television, 32.1% of them watch 1-2 hours of television, 16.4% of them watch more than 2 hours of television. According to the average number of books read in a month, 18.6% read 0-1 books, 41.7% read 2-3 books and 39.7% read more than 3 books.

Data Collection Tool

Two data collection tools were used to answer the questions of the study. The first data collection tool was the "Critical Reading Skill (CRS) Scale", which was developed by Ünal (2006) by conducting reliability and validity studies. The scale consists of 22 items. This scale, which is a Likert type and has a single factor structure, is for 4th and 5th grade students. The Cronbach's Alpha coefficient of the scale was calculated as 0.88. The Cronbach's Alpha coefficient of "Critical Reading Scale" was found as 0.88 in the original study. On the other hand, the Cronbach's Alpha coefficient was found as 0.82 in this current study.

The second data collection tool was the "Perception Scale of Creative Reading" (PSCR) scale, which was developed by Yurdakal and Kırmızı (2017) by conducting validity and reliability studies. The scale consists of 25 items and three factors, which are as text-oriented (items 1-12), author-oriented (items 13-15), and character oriented (items 16-25). The Cronbach's Alpha coefficient was found as 0.87 in the original study and it was found as 0.81 in this study.

Data Analysis

After data collection process, the obtained data were transferred to the computer environment and analyzed using statistical programs. In the interpretations of the scores obtained from the scales, ranges of 4.20-5.00 "Always" (AL); 3.40-4.19 "Generally" (GEN); 2.60-3.39 "Occasional" (OC); 1.80-2.59 "Rarely" (RAR) and 1.00-1.79 "Never" (NEV) were taken as a basis.

For the analysis of the data, firstly skewness and kurtosis values were examined. In the study the skewness and kurtosis values obtained from CRS and PSCR scales were found to be between -435 and -.304. According to Tabachnick and Fidell (2013), Kurtosis and Skewness values between -1.5 and +1.5 indicate that the data is normally distributed. In addition, due to the quantitative characteristics of the data obtained, the normal distribution of the data and reaching 446 students within the scope of the study, parametric tests were used in the analyses and interpretation of the data (Ural & Kılıç, 2006). Therefore, descriptive statistics, correlation, one-way and two-way analysis of variance, regression analysis and one-way MANOVA analyses were used to analyze the data. In this study, in which critical reading skill levels of fifth grade students were also determined, 22 was the lowest score that can be obtained from the "Critical Reading Skill Scale" and 110, was the highest score. 22-51 score range was assigned as "Insufficient", 52-80 score range was assigned as "Moderate" and 81-110 score range was assigned as "Sufficient".

FINDINGS

In this section, the findings of the study are presented in accordance with the sub-problems of the study.

1. *Is there a statistically significant relationship between fifth grade students' critical reading skill scores and creative reading perception scores?*

Pearson correlation analysis was conducted to examine the relationship between fifth grade students' critical reading skill levels and their creative reading perceptions. The findings related to the first sub-problem of the study are shown in Table 1.

When Table 1 is examined, it is seen that there is a positive and significant relationship between the critical reading skills and creative reading perception levels of fifth grade students at $p < .05$ significance level ($r = .886$, $p < .01$). The Pearson correlation value of 0.886 indicates that there is 88.6% relationship between students' critical reading skill levels and creative reading perception levels. According to Büyüköztürk (2011), values between .70 and 1.0 indicate a high level relationship. According to the findings obtained in this study, it can be said that there is a high level relationship between critical reading skill and creative reading perception of fifth grade students.

a) *Is there a significant relationship between fifth grade students' critical reading skill levels and creative reading perception levels in gender groups?*

Correlation analysis was conducted to examine whether there was a statistically significant relationship between critical reading skill levels and creative reading perception levels of fifth grade students in gender groups, and the findings are shown in Table 2.

As can be seen in Table 2, there is a positive and significant relationship between critical reading skill level and creative reading perception level of the students ($r = .886$, $p < .01$). When this relationship is examined in terms of gender groups, it is found that there is a similarly positive significant relationship between critical reading level and creative reading perception level for both female students ($r = .869$, $p < .01$) and male students ($r = .901$, $p < .01$). To compare the correlation coefficients calculated for gender categories, standardized Z values were calculated using the Fisher formula (Can, 2013; Field, 2009). Correlation coefficients were standardized as Z (Females) = 1.328 and as Z (Male) = 1.477. Then, according to the formula specified by Field (2009), the critical Z value based on the difference between correlations and corresponding to the confidence interval was calculated. According to the confidence interval stated by Şencan (2005), critical Z values of 1.96 and

Table 1. Relationship between CRS and PSCR scores of fifth grade students

	PSCR
CRS	
Pearson Correlation	.886
<i>p</i>	.000
n	449
$p < .001$	

above indicate a significant difference. Accordingly, it was determined that there was no significant difference between the CRS-PSCR relationship for female students and the CRS-PSCR relationship for male students according to the differences between standardized Z scores ($1.67 < 1.96$). As a result, it is concluded that gender groups does not significantly affect the relationship between critical reading skill level and creative reading perception level of fifth grade students.

b) *Is there a significant relationship between the critical reading skill levels and creative reading perception levels of fifth grade students according to their average daily TV viewing time?*

Correlation analysis was conducted to examine whether there was a statistically significant relationship between critical reading skill levels and creative reading perception levels of fifth grade students according to the average daily TV viewing time, and the findings are shown in Table 3.

It is seen that there is a positive and significant relationship between critical reading skill level and creative reading perception level in terms of average daily TV viewing time variable ($r = .886$, $p < .01$). In addition, according to Table 3, there is similarly a positive significant relationship between the critical reading level and the creative reading perception level for students with 0-1 hour average daily TV viewing time ($r = .867$, $p < .01$) and students with 1-2 hours of average daily TV viewing time ($r = .830$, $p < .01$) and for students with for more than 2 hours of average daily TV viewing time ($r = .933$, $p < .01$). To compare the correlation coefficients calculated for the average daily TV viewing time categories, the Z values, which are the standardized value, were calculated (Can, 2013). Fisher formula was used for this calculation (Field, 2009).

Correlation coefficients were standardized as Z(0-1 Hour) = 1.320; Z(1-2 Hour) = 1.880; Z(More than 2

Table 2. Correlation analysis between CRS and PSCR in gender groups

Gender	Groups	CRS	PSCR
Female Students	CRS		
	Pearson Correlation	1.00	.869
	<i>p</i>		.000
	n	227	227
	PSCR		
	Pearson Correlation	.896	1.00
Male Students	Pearson Correlation	1.00	.901
	<i>p</i>		.000
	n	219	219
	PSCR		
	Pearson Correlation	.901	1.00
	n	219	219

Hours)=2.376. Then, according to the formula specified by Field (2009), the critical Z value based on the difference between correlations and corresponding to the confidence interval was calculated. According to the confidence interval stated by Şencan (2005), critical Z values of 1.96 and above indicate a significant difference. Accordingly, it was determined that there was no significant difference between the CRS-PSCR relationship for students with 1-2 hours of average daily TV viewing time, and the CRS-PSCR relationship for students with 2 hours and more average daily TV viewing time according to the differences between standardized Z scores ($1.36 < 1.96$). On the contrary, according to the differences between standardized Z scores ($5.38 > 1.96$), it was determined that there was a significant difference between the CRS-PSCR relationship for students with 1-2 hours of average daily TV viewing time ($r=.830, p<.01$) and the CRS-PSCR relationship for students with 0-1 average daily TV viewing time ($r=.867, p<.01$). Similarly, according to the differences between standardized Z scores ($5.46 > 1.96$), it was determined that there was a significant difference between the CRS-PSCR relationship for students with 2 hours and more average daily TV viewing time ($r=.933, p<.01$) and the CRS-PSCR relationship for students with 0-1 average daily TV viewing time ($r=.867, p<.01$)

c) Is there a significant relationship between critical reading skill levels and creative reading perception levels of fifth grade students according to the average number of books read in a month?

Correlation analysis was conducted to examine whether there was a statistically significant relationship between the critical reading skill levels and creative reading perceptions of fifth grade students according to the average number of books read in a month, and the findings obtained are shown in Table 4.

It is seen in the table that there is a positive and significant relationship between critical reading skill level and creative reading perception level of fifth grade students ($r=.886, p<.01$). In addition, according to Table 4, there is a positive significant relationship between the critical reading level and the creative reading perception level for students who read 0-1 books in a month ($r=.801, p<.01$), for students who read 2-3 books in a month ($r=.752, p<.01$) and students who read more than 3 books in a month ($r=.781, p<.01$). To compare the correlation coefficients calculated for the number of the books read in a month, the Z values, which are the standardized value, were calculated (Can, 2013). Fisher formula was used for this calculation (Field, 2009).

Correlation coefficients were standardized as $Z(0-1 \text{ books})=1.101$; $Z(2-3 \text{ books})=0.977$; $Z(\text{More than } 3$

Table 3. The Relationship between CRS and PSCR levels according to average daily TV viewing time

TV Viewing			
Time	Variable	CRS	PSCR
0-1 Hour	CRS		
	Pearson Correlation	1.00	.867
	<i>p</i>		.000
	<i>n</i>	230	230
	PSCR		
	Pearson Correlation	.867	1.00
	<i>p</i>	.000	
	<i>n</i>	230	230
	1-2 Hour	CRS	
Pearson Correlation		1.00	.830
<i>p</i>			.000
<i>n</i>		143	143
PSCR			
Pearson Correlation		.830	1.00
<i>p</i>		.000	
<i>n</i>		143	43
More than 2 hours		CRS	
	Pearson Correlation	1.00	.933
	<i>p</i>		.000
	<i>n</i>	73	73
	PSCR		
	Pearson Correlation	.933	1.00
	<i>p</i>	.000	
	<i>n</i>	73	

Table 4. Relationship between CRS and PSCR levels according to average number of books read in a month

Number of the Books	Variable	CRS	PSCR
0-1 Book	CRS		
	Pearson Correlation	1.00	.801
	<i>p</i>		.000
	<i>n</i>	83	83
	PSCR		
	Pearson Correlation	.801	1.00
	<i>p</i>	.000	
	<i>n</i>	83	83
	2-3 Books	CRS	
Pearson Correlation		1.00	.752
<i>p</i>			.000
<i>n</i>		186	186
PSCR			
Pearson Correlation		.752	1.00
<i>p</i>		.000	
<i>n</i>		186	186
More than 3 books		CRS	
	Pearson Correlation	1.00	.781
	<i>p</i>		.000
	<i>n</i>	177	177
	PSCR		
	Pearson Correlation	.781	1.00
	<i>p</i>	.000	
	<i>n</i>	177	177

books)=1.047. Then, according to the formula specified by Field (2009), the critical Z value based on the difference between correlations and corresponding to the confidence interval was calculated. According to the confidence interval stated by Şencan (2005), critical Z values of 1.96 and above indicate a significant difference. Accordingly, it was determined that there was no significant difference between the CRS-PSCR relationship for students who read 0-1 book in a month on average and the CRS-PSCR relationship for students who read 2-3 books in a month on average ($0.925 < 1.96$). Similarly, it was obtained that there was no significant difference between the CRS-PSCR relationship for students who read 2-3 books in a month on average and the CRS-PSCR relationship for students who read more than 3 books in a month on average ($0.666 < 1.96$). Similarly, it was found that there was no significant difference between the CRS-PSCR relationship for students who read 0-1 books in a month on average and the CRS-PSCR relationship for students who read more than 3 books in a month on average ($0.400 < 1.96$). Accordingly, it was found that the average number of books that students read in a month does not significantly affect the relationship between students' critical reading skill level and creative reading perception level.

2. Are critical reading skill levels predictive of students' creative reading perception levels?

Simple linear regression analysis was conducted in order to determine whether critical reading skills predict creative reading perceptions of the students significantly and the obtained results are presented in Table 5.

Table 5 shows that there is significant relationship between critical reading skill level and creative reading perception level of the students ($p < 0.01$, $R = .886$, $R^2 = .785$). In addition, it was obtained that critical reading skill scores were significant predictor of creative reading perception scores ($F = 1623.09$, $p < 0.01$). R^2 value of 0.785 indicates that critical reading skill explains 78.5% of the change in creative reading perception score.

3. a) Do the critical reading skill level and the average number of books read per month have a common effect on the creative reading perception levels of fifth grade students?

Two-way analysis of variance was carried out to determine whether the critical reading skill levels and the average number of books read in a month have a common effect on the creative reading perception level scores of the fifth grade

students participating in the study. Before the analysis, the total scores between 22 and 110 was defined as "1" (low-between 22 and 51); "2" (medium-between 52 and 80 and as "3" (High-between 81 and 110). Therefore, three different levels were obtained and CRS was changed into an independent variable. The analysis results are shown in Table 6.

When Table 6 is examined, the CRS level ($F = 65.787$, $p < .05$) and the number of books read in a month ($F = 22.630$, $p < .05$) have a significant effect on creative reading perception separately. In addition, it was found that the common effects of CRS*Book number on creative reading perception were significant ($F = 3.868$, $p < .05$). Accordingly, the CRS level and the number of books read in a month affect the creative reading perception separately. On the other hand, CRS*Book numbers can be said to be factors that affect the creative reading perception together. In addition, when the effect levels are examined, it is seen that the effect level of the CRS level factor ($\eta^2 = .231$) on fifth grade students' creative reading perception levels is higher than the number of books read in a month and CRS*Book number.

b) Do the critical reading skill level and the gender groups have a common effect on the creative reading perception levels of fifth grade students?

Two-way analysis of variance was performed to determine whether CRS level and gender groups have a common effect on the PSCR level scores of the fifth-grade students participating in the study. The data obtained as a result of the analysis are shown in Table 7.

When Table 7 is examined, it is seen that the CRS level alone has a significant effect on the level of creative reading perception ($F = 230.064$, $p < .05$); and gender groups alone does not have a significant effect on the perception of creative reading ($F = 68.543$, $p > .05$). It was found that the common effects of CRS*gender on creative reading perception of the students were not significant ($F = 0.098$, $p > .05$). Accordingly, it can be concluded that the CRS level alone affects the creative reading perception. However, gender variable does not affect the perception of creative reading alone and CRS*gender is a factor that does not affect the creative reading perception together.

4. Does the critical reading skill level and creative reading perception level of the fifth-grade students differ according to the average number of books read in a month?

One-way multivariate analysis of variance (MANOVA) was performed to determine the effect of the average book

Table 5. Regression analysis results

Predicted Variable	Predictive Variable	R	R ²	F	B	Beta	Sig
PSCR	CRS	.886	.785	1623.09	.938	0.886	000*

* $p < .001$

Table 6. Two-way analysis of variance results

Source of Variances	Sum of Squares	SD	Mean of Squares	F	P	Effect Level
CRS	7067.71	2	3533.85	65.787	.000	.231
Book Nu.	2431.24	2	1215.62	22.630	.000	.093
CRS*Book N	415.53	2	207.76	3.868	.022	.017
Error	23581.69	439	53.71			

number read in a month on the critical reading skill levels and creative reading perception levels of fifth grade students. Before the MANOVA analysis, firstly the obtained data was changed into total scores and into interval scale form (Can, 2013). It is stated in the literature that it is difficult to provide the multivariate normality assumption, which is another condition for MANOVA analysis (Green & Salking, 2005). However, it was determined that the univariate normality condition, which is a strong indicator of the multivariate normality assumption, was provided and the variances were found to be homogeneous with the Levene's Test ($p > .05$) (Can, 2013). After providing the condition that the linear relationship between dependent variables was sufficient ($r = .886$) (Field, 2009), it was seen that there was no significant difference between covariance by Box's Test of Equality of Covariance Matrices ($p > .05$) (Karagöz, 2017). After the necessary conditions are met, the data obtained as a result of the analysis performed are shown in Table 8 and Table 9.

Table 8 shows the effect of the average number of books read per month on critical reading skill level and creative reading perception level. In the Wilks' Lambda test, it is seen that the critical reading skill level and creative reading perception level differ significantly according to the average number of books read in a month (Wilks Lambda $\lambda = .467$, $F = 102.42$, $p < .01$, $\eta^2 = .317$). In addition, when the effect value is examined, it is obtained that the average number of books read in a month has a 31% effect on the change in the critical reading skill level and creative reading perception level of fifth grade students.

When Table 9 is examined, it is seen that the critical reading skill levels of fifth grade students differ significantly in their interaction with the average number of books read in a month ($F = 229.449$, $p < .01$, $\eta^2 = .509$). It was also found that

fifth grade students' creative reading perception levels differed significantly in their interaction with the average number of books read in a month ($F = 217.392$, $p < .01$, $\eta^2 = .495$). When the CRS and PSCR scores are analyzed, it is seen that the average scores of each subgroup differ significantly from each other. Therefore, it can be said that the average number of books read in a month is a factor that significantly affects the critical reading skill levels and creative reading perception levels of fifth grade students. In addition, when the effect levels are examined, it is seen that the effect level of average number of books read in a month on critical reading skill levels and creative reading perception levels is similar; and the effect on critical reading skill is relatively higher ($\eta^2 = .509$).

RESULTS AND DISCUSSION

In this study, it was aimed to examine the relationship between the CRS levels and PSCR levels of fifth grade students. It was obtained that there was a positive, high level and significant relationship between CRS levels and PSCR levels ($r = .886$, $p < .01$) and PSCR level was a significant predictor of CRS level ($R^2 = .785$). In other words, CRS explains 78.5% of the change in the PSCR. Similarly, in the study conducted by Bakı (2020), a positive and significant relationship was found between critical reading skills and the ability to evaluate the creative reading process. It was also seen that critical reading skill was a significant predictor of the ability to evaluate the creative reading process. This may be due to the fact that critical reading skill forms the basis of creative reading skill, and that critical reading skill is a step of creative reading skill.

Correlation analysis conducted based on gender, average daily television viewing time and average number of books read in a month showed a high level relationship between

Table 7. Two-way analysis of variance results

Source of Variance	Sum of Squares	SD	Mean of Squares	F	P
CRS Level	34222.04	2	17111.02	230.064	.000
Gender	68.543	1	68.54	0.922	.338
CRS*Gender	37.53	1	37.53	0.505	.478
Error	32799.36	441	74.37		

Table 8. The effect of the number of books read in a month on crs and PSCR

Independent Variable	Wilks' Lambda	F	p	η^2
Book Number	.467	102.425	.000	.317

Table 9. Analysis of CRS and PSCR levels according to the number of books read in a month

Depend Variable	Groups	n	M	Ss	Sd	F	p	η^2
CRS	0-1 book	83	64.69	8.83	2.443	229.449	.000	.509
	2-3 books	186	79.70	8.33				
	More than 3	177	87.96	7.66				
PSCR	0-1 book	83	69.57	8.97	2.443	217.392	.000	.495
	2-3 books	186	85.61	9.20				
	More than 3	177	93.90	8.19				

CRS level and PSCR level. However, according to the average daily television viewing time, it was concluded that there was a significant difference between the CRS level and PSCR level of students who watch 0-1 hours of television and students who watch 1-2 hours of television. In addition, there was a significant difference between the CRS level and PSCR level of students who watch 1-2 hours of television, and those who watch more than 2 hours of television. The negative relationship between television viewing time and CRS (Akar et al., 2016) may have caused a significant differentiation between the CRS level and PSCR level. The reason for the high level relationship between the CRS level and the PSCR level obtained in all correlation analyses conducted may be that the critical reading is the basis of creative reading (Smith, 1965) and the activities such as interpretation, evaluation, prediction, interpretation are carried out within the scope of both creative reading and critical reading. Barbe (1975) stated that creative reading has similar aspects to critical reading, but creative reading includes higher level skills. Critical reading skills means that students can test the accuracy and meaning of the materials presented to them (Caron, 1997). On the other hand, the critical readings they carry out carry them beyond the meaning of the text and lead them to creative reading (İncik, 2012). Therefore, this indicates the importance of having critical reading skills for the creative reading perception that students need to acquire.

While “critical reading skill level and gender” variables do not have statistically significant effects on fifth grade students’ creative reading perception levels, it is found that the variables of “critical reading skill level and number of books read in a month” have statistically significant effects together. In the literature, it is seen that the studies on creative reading are generally focused on review, scale development and creative reading activities. Therefore, there is no study examining the common effects of “critical reading skill level and gender” and “critical reading skill level and number of books read in a month” on creative reading perception. However, in the study conducted by Hızır (2014), it was observed that the level of creative reading of the secondary school students decreased with the decrease in the habit of reading books. The reason for the common effect of the CRS level and the number of books read in a month on the creative reading perception level may be that the critical reading skills and the development of the reading habits in students positively affect the creative reading development of the students. Therefore, the positive relationship between critical reading skills and reading habits (Gündüz, 2015; Orhan, 2007; Özmutlu et al., 2014) may also have a positive effect on creative reading perception. Besides reading habit and critical reading skill level, activities such as reading comprehension, vocabulary studies, conversation studies, discussion also develop creative reading (Aytan, 2014).

In the study, it is also found that the average number of books read in a month is a factor that affects both the CRS level and PSCR level. However, it is found that the CRS scores and PSCR scores increase with the increase in the number of books read by the students. It is obtained in the related studies that the number of the books read also affects

the critical reading skill level (Gündüz, 2015; Ogurlu, 2014; Özdemir, 2007; Özmutlu et al., 2014). This may be due to the reading activities and achievements such as question-answer, prediction, interpretation, integration with daily life, adapting events to different situations, empathy, evaluation, which will support the development of critical reading skills and creative reading perception especially in Turkish courses starting from primary school grade. According to Caron (1997), in order to gain critical and creative reading skills, students must first understand and comprehend the meanings in the text and absorb the hidden messages. In this process, students who gain the habit of reading will read the texts from a critical perspective by using the evaluation criteria and interpretation skills they will gain by making use of the books they read and the experiences they have from their own lives. By interpreting these texts, they will read using their imagination; they will generate new information and create different perspectives and events. Therefore, it can be said that books that students read will contribute positively to their critical reading skills and creative reading perceptions. However, today, with the development of technology, it is seen that the time students spend in front of the screen is increasing, their reading habits are not at the desired level, and it is becoming increasingly difficult to gain the habit of reading (Aksoy & Öztürk, 2018; Annamalai & Muniandy, 2013; Durualp et al., 2013; Odabaş et al., 2008; Taşkesenlioğlu, 2013). Studies have also shown that there is a negative relationship between the time spent on television and the Internet and the time spent on reading books (Aksaçlıoğlu & Yılmaz, 2007). Considering that digital reading materials attract more attention of students (Saaïd & Wahab, 2014), new methods and applications such as interactive books, digital stories, and digital libraries (Turgut, 2018); highly interesting and moderately complex reading texts (Gambrell, 2015) can be used to help students gain reading habits. In addition, based on the data that students prefer academic books and journals for their areas of interest, they can be given more space in school libraries (Florence et al., 2017).

In order to develop students’ critical reading skills, both the curriculum and the activities related to question-answer, subjective-objective sentence distinction, opinion-fact distinction-oriented reading that teachers will prepare in this context can be used. Regarding the development of students’ creative reading perceptions, the processes such as developing their critical reading skills, providing opportunities for students to gain reading habits, the outcomes and activities to be prepared for creative reading in the curriculum and textbooks, and the rich life experience to be offered to students can be utilized. In addition, democratic school and classroom environments will also make an important contribution to the development of students’ critical reading skills and creative reading perception. For this, school administrators and teachers who have the necessary knowledge and skills to provide flexible, tolerant and supportive environments for students are required. Şişman et al. (2010) also emphasized the formation of an effective communication between administrators, teachers, parents and students for a democratic and participatory school environment. Students

who develop critical reading skills in these environments think deeply about the text they read, ponder about the right and wrong, make various comments, and gain the ability to integrate the information they have with the information they have just encountered (Aşılıoğlu, 2008). Students whose creative reading perceptions develop can use their unlimited imagination in a free environment, have fun while learning (Yurdakal, 2018), develop new perspectives, produce original ideas (Aytan, 2014), gain high-level reasoning and learning skills (Moorman & Ram, 1994). Therefore, the acquisition of critical reading and creative reading skills will make significant contributions to the training of individuals who can keep up with the world of the 21st century, especially inquire, make multidimensional evaluations and put forward original ideas.

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