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## **AN INVESTIGATION OF THE RELATIONSHIP BETWEEN FOURTH GRADE STUDENTS' CREATIVE READING PERCEPTIONS AND THEIR READING MOTIVATION**

### UNA INVESTIGACIÓN DE LA RELACIÓN ENTRE LAS PERCEPCIONES DE LECTURA CREATIVA DE ESTUDIANTES DE CUARTO GRADO Y SU MOTIVACIÓN LECTORA

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#### ABSTRACT

The purpose of this study is to investigate the relationship between fourth grade students' perceptions of creative reading and their reading motivation, as well as students' perceptions of creative reading and reading motivation in relation to different variables. The study was designed according to the relational screening model. A convenience sampling method was adopted to determine the sample of 337 fourth grade students. Research data were collected using the "Background Information Form", the Creative Reading Perception Scale, and "Reading Motivation Scale". The results of the study showed that there is a moderate relationship between students' perceptions of creative reading and their reading motivation. When the creative reading perception scale and reading motivation were evaluated in terms of their total scores, it was determined that the students' creative reading perceptions and reading motivations differed significantly according to gender, the income level of the mother's family and the presence of a library at home.

#### Keywords:

Reading motivation, creative reading, fourth grade students.

#### RESUMEN

El propósito de este estudio es investigar la relación entre las percepciones de los estudiantes de cuarto grado sobre la lectura creativa y su motivación lectora, así como las percepciones de los estudiantes sobre la lectura creativa y la motivación lectora en relación con diferentes variables. El estudio fue diseñado de acuerdo con el modelo de tamizaje relacional. Se adoptó un método de muestreo por conveniencia para determinar la muestra de 337 estudiantes de cuarto grado. Los datos de la investigación se recopilaron utilizando el "Formulario de información de antecedentes", la Escala de percepción de lectura creativa y la "Escala de motivación de lectura". Los resultados del estudio mostraron que existe una relación moderada entre las percepciones de los estudiantes sobre la lectura creativa y su motivación lectora. Cuando se evaluaron la escala de percepción de lectura creativa y la motivación lectora en términos de sus puntajes totales, se determinó que las percepciones de lectura creativa y las motivaciones lectoras de los estudiantes diferían significativamente según el género, el nivel de ingresos de la familia materna y la presencia de una biblioteca en el hogar.

#### Palabras clave:

Motivación lectora, Lectura creativa, Estudiantes de cuarto grado.

## INTRODUCTION

Reading skill can be described as the process of comprehending and interpreting the meaning in the text and is affected by various factors such as attitude, motivation, interest, curiosity, anxiety, classroom atmosphere, student's background, teacher's sensitivity toward student group, emotional problems (Chvalova & Stranovska, 2019). Reading, which continues throughout life (Wang, 2006) and is needed at every stage of life (Aytaş, 2005), takes place in five stages: acquiring knowledge, understanding, connecting, and critical and creative reading (Uzun, 2009). These stages are reflected in the aims and objectives related to the reading skill in the education system. From the perspective of constructivist approach, it is aimed to develop creative reading skills by focusing on creative thinking and actions (İşleyen, 2009), information interaction, and producing new information (Yurdakal & Susar, 2017). When considered in terms of the scope of PISA, reading skills include proficiencies, and acquisition of information; in other words, comprehending the text, interpreting the text, thinking about the content of the text in detail and reflecting own thoughts (Ministry of National Education, 2019). Thus, the focus is on students' creative thinking and creative reading skills.

Creative reading is defined as reading performed in order to reach the meanings and associations implied in the text, to create reactions to what is read and to make critical evaluations (Adams, 1968). Creative reading which is associated with imagination, innovation, originality and excellence (Swann et al., 2011), is the key to productive thinking (Syahrin et al., 2019). It is about developing a new idea, understanding the words by moving away from their simple meanings, being active in the reading process and expressing the textual elements with complex mental words. In the reading process, students develop original and different ideas by using what they read in the text or the author's ideas, similarly, they express their own thoughts and restructure the text by adding pieces from their own experiences. In other words, the invisible ideas waiting to be reshaped in the text is perceived. In the creative reading process, which encourages flexible thinking by going beyond memorization, students discover that there may be more than one truth about the content through unexpected and interesting questions. In this respect, the fact that the answers to the questions are not defined as right or wrong helps to shape the reading material using creative imagination.

Just as in general reading, to be successful in the creative reading process, reading motivation must be high. Reading motivation is the power needed to develop desire, interest, attitude, curiosity, and act of reading, to realize

the importance of reading, and to sustain the reading habit (Kızgın & Baştuğ, 2020). Developing reading motivation depends on focusing on the student, making choices, encouraging reading, and creating a suitable environment. Whether or not arousing curiosity and incorporating interesting activities, games, and interaction with peers can increase or decrease reading motivation. Considering that students' interest and effort in reading depends on whether it meets their purposes, beliefs, and needs, reading motivation is lost if the act of reading is not interesting and worth the effort.

While it requires motivation for students to enjoy reading and maintain it, internal and external sources of motivation play a critical role in directing them to reading. Intrinsic motivation is composed of the dimensions as curiosity, interest, and preference of challenges; extrinsic motivation consists of recognition, note-taking, harmony, social, and competition (Bozkurt & Memiş, 2013). Intrinsic motivation to read can be understood as the desire and enjoyment of reading. Although extrinsic motivation depends on the reasons to obtain a reward or avoid a punishment, high extrinsic reading motivation is considered as making an effort to achieve grades and rewards.

Reading motivation, which can be described as a set of personal values which affect the subject, process, and outcomes of reading (Guthrie & Wigfield, 2000), depends on the inclusion of activities that stimulate students' interests. In this respect, creative reading functions as an effective way to increase students' motivation to read. Students select books with topics that are interesting for them, read these books in an environment suitable for reading, and create mental images of what they read (Small & Arnone, 2011). Using imagination to shape the reading material, activating the material, and producing unusual ideas increases reading motivation and improves attitudes toward reading (Morris, 1972). The important features of creative reading such as flexibility, freedom, and extraordinariness make reading fun and enjoyable. Especially for primary school students to distinguish correct information among complex information, to have high reading motivation, and to love reading it is seen that creative reading approach is a fun method to engage that is based on multi-dimensional thinking by approaching texts from different angles, and requires the production of constructive ideas. Martin & Cramond (1983) explain this situation as primary school students begin to enjoy the act of reading when they experience creative reading.

Studies on reading skills in our country has shown that information is repetitive and reading education is carried out within the limits of texts in textbooks (Aytaş, 2005). Considering the reading practices that are done due to

academic concerns, it is noteworthy that the students' fields of study and interests do not match the content of the text, that reading is only for academic success and requirements, and therefore reading is considered a boring activity by losing its meaning. This situation points out that the new approaches are not included in the process of the development of reading skills. In other words, this situation makes it clear that the processes such as students' comprehension of the adventure of reading, the ability of seeing behind the text, comparing the piece of text to their own lives or the use of different techniques such as games and music are not incorporated in the process of reading. It also shows that the skills of questioning, critical and creative thinking and producing are not sufficiently promoted. After the acquisition of literacy skills, students are expected to acquire the skills of imagining, making sense of what they read, and making a connection to their own lives, however, low reading motivation, which is important for reading to become a habit, and the lack of creative reading prevent the expected success in reading. Studies conducted with primary school students showed that reading motivation gradually declines (Marsh, 1989), and reading motivation was found low to enable the continuity of reading and taking reading as an enjoyable activity. On the other hand, it can be seen that the concept of creative reading has only recently been found as interesting and therefore research in this field is quite limited.

Focusing on creative reading practices contributes to the quick thought interaction among students along with the development of reading habit, willingness to read, and curiosity towards different genres of books. Therefore, it can be stated that creative reading practices play an important role in academic success, as well as in continuous reading habit in the later stages of life. In addition, engaging in creative reading activities by associating them with various disciplines also helps to increase reading motivation. It is expected that this study will contribute to the proliferation of studies on creative reading. It is believed that identifying and revealing the level of creative reading and reading motivation of primary school students prior to their transition to secondary school will shed light on the planning of studies to increase creative reading and reading motivation in the process of reading education. Considering creative reading and reading motivation in relation to different variables, it will be useful to plan creative reading activities within the framework of these variables and encourage students to read books that will increase their reading motivation. The purpose of this study is to investigate the relationship between fourth grade students' perceptions of creative reading and reading motivation. In addition, it is also aimed to explore the perceptions of

creative reading and reading motivation will be examined in terms of different variables.

1. What is the level of creative reading perceptions and reading motivation of fourth grade students?
2. What is the relationship between fourth grade students' creative reading perceptions and reading motivation?
3. Do fourth grade students' creative reading perceptions and reading motivation differ significantly according to their genders, mother's occupational status and education level, father's education and occupation, family income and the presence of a bookcase at home?

## MATERIALS AND METHODS

### Research Design

This study was designed using the relational screening model. Relational screening model is defined as a research model that aim to determine the existence and/or degree of change between two or more variables (Şimşek, & Yıldırım, 2018). In this model, it is aimed to determine whether the variables change together and, if there is a change, how this change occurs. In this study, the relational survey model was adopted since the existence and degree of the relationship between the creative reading perceptions of fourth grade students and their reading motivation was aimed to be revealed.

### Population and Sample

A convenience sampling method was preferred in determining the sample of the study. In the convenience sampling method, the researcher chooses to recruit a set of participants that is close and easy to access (Şimşek, & Yıldırım, 2018). In this study, considering the difficulty of accessing students, the limited time, the limited budget, the size of the sample that is thought to represent the population convenience sampling method was preferred. The sample of the study consists of 337 fourth grade students, 177 of whom are females and 160 are males.

### Instruments

In the current study, "Background Information Form", "Creative Reading Perception Scale" and "Reading Motivation Scale" were used to collect the data.

### Background Information Form

Background Information Form was used to collect the demographic information of the fourth-grade students who participated in the study. The form included items related to the gender of the students, the mother's occupational

status, the mother’s educational level, the father’s occupation, the father’s educational level, family income level, and the availability of a bookcase at home.

### Creative Reading Perception Scale

The Creative Reading Perception Scale developed by Yurdakal & Kırmızı (2017) was used to determine the creative reading perceptions of fourth grade students. The scale consists of 3 sub-dimensions as “text phenomenon”, “Character Phenomenon” and “author phenomenon” and includes 25 items. The Cronbach’s Alpha coefficient for the scale was calculated as 0.87. The scoring of the scale was determined as each question was assigned 4 points and scores between 0 and 40 indicated low perception; scores between 41 and 70 were considered as medium level perception; and scores between 71 and 100 were considered as high-level perception.

### Reading Motivation Scale

Reading Motivation Scale, adapted into Turkish by Yıldız (2010), was used in the study to determine the reading motivation of fourth grade students. The validity and reliability studies of the scale were conducted with students aged between 9 and 12, and it consists of 2 sub-dimensions which are “intrinsic motivation” and “extrinsic motivation”, and includes 21 items. The Cronbach’s Alpha internal consistency coefficient of the scale was calculated as .82. The 4- point Likert - type scale is rated as very different from me (1), a little different from me (2), a little like me (3), and a lot like me (4). Scores closer to 4 are considered to indicate a high reading motivation.

### Data Analysis

In the analysis of the data, first, it was aimed to determine whether the data showed a normal distribution or not. In line with the sub-questions of the research, to determine the creative reading perceptions and reading motivation of fourth-grade students, the arithmetic mean scores and standard deviations of their scores regarding creative reading perceptions and reading motivation scores were calculated. Pearson Product Moments Correlation Coefficient was used to determine the relationship between students’ perceptions of creative reading and their reading motivation. Since a normal distribution was found, the data were analyzed using parametric descriptive statistics. In this respect, to figure out whether the scores obtained from the scales differ according to the independent variables, Independent Samples t-test and ANOVA were used and in case of the existence of a significant difference, the TUKEY test was used to determine the source of the difference between the groups. As a result of the analyzes, in

order to compare the difference between the mean scores in the t-tests that showed a significant difference, the effect size was calculated using Cohen’s d effect size. In the calculation of effect sizes, for Cohen’s d,  $0.20 \leq$  was interpreted as small effect size;  $0.50 \leq$  as medium; and  $0.80 \leq$  as large effect size (Cohen, 1988).

### Findings

In the first sub-question of the study, it was aimed to determine the perception and reading motivation levels of fourth grade students towards creative reading. The data obtained can be seen in Table 1.

Table 1. Descriptive Analysis Results of Creative Reading Perception and Reading Motivation Scale

Scale	Mean	Sd
Text phenomenon	6.83	2.658
Character phenomenon	5.38	2.788
Author phenomenon	1.24	1.049
Creative reading perception scale total	13.45	5.745
Intrinsic motivation	34.23	7.119
Extrinsic motivation	31.41	6.564
Reading motivation total	65.64	13.050

When the descriptive analysis results of the Creative Reading Perception Scale and its sub-dimensions are examined using the 0-1 scaling for each item, in the text phenomenon sub-dimension the means score was found as 6.83 and the standard deviation was 2.658; in the Character Phenomenon sub-dimension, the mean score was 5.38 and the standard deviation was found as 2.788; and in the author phenomenon sub-dimension the mean score was found as 1.24 while the standard deviation was 1.049. to occur. When the overall descriptive analysis results of the Perception Scale for Creative Reading are examined, it can be seen that for each item, in the scale of 0-1 the mean score was found 13.45, and standard deviation was found as 5.745, based on a scale of 1-4 for each item the mean score was 53.8 standard deviation was found as 22.98. Considering the reference score ranges of the scale (low perception between 0-40, medium perception between 41-70, and a high level of perception between 71-100), it can be seen that the students’ level of perception towards creative reading was medium according to the results of the Creative Reading Perception Scale.

Considering the results of the descriptive analysis of the Reading Motivation Scale and its sub-dimensions, the mean score in the intrinsic motivation sub-dimension was found 34.23 and standard deviation was 7.119; the mean

score in the extrinsic motivation subdimension was 31.41, and standard deviation was 6.564. When the descriptive analysis results of the overall Reading Motivation Scale were analyzed, the mean score was found as 65.64 and the standard deviation was 13.05. According to the results of the Reading Motivation Scale, it can be seen that the students had a medium level reading motivation.

In the second sub-question of the study, it was aimed to determine the relationship between the fourth-grade students' creative reading perceptions and their reading motivation. The related data can be seen in Table 2.

Table 2. Correlation Results between Creative Reading Perception, Reading Motivation and Their Sub-Dimensions

Scale	Text phenomenon	Character phenomenon	Author phenomenon	Creative reading perception scale total	Intrinsic motivation	Extrinsic motivation	Reading motivation total
Text phenomenon	1	.712 **	.585 **	.915 **	.389 **	.375 **	.401 **
Character phenomenon		1	.557 **	.916 **	.283 **	.250 **	.280 **
Author phenomenon			1	.724 **	.239 **	.232 **	.247 **
Creative reading perception scale total				1	.361 **	.337 **	.366 **
Intrinsic motivation					1	.819 **	.957 **
Extrinsic motivation						1	.950 **
Reading motivation total							1

When the correlation values regarding whether there exists a relationship between Creative Reading Perception, Reading Motivation and its sub-dimensions are examined, a medium level of correlation between the text phenomenon sub-dimension of Creative Reading Perception Scale, and reading motivation and its sub-dimensions. In addition, a high level of correlation was found between text phenomenon sub-dimension and the overall Creative Reading Perception as well as other sub-dimensions of the scale. It was found out that the character phenomenon sub-dimension o has a moderate level of correlation/similarity with reading motivation and its sub-dimensions. Moreover, a very high correlation was found between the overall Creative Reading Perception Scale, while a high level of correlation/similarity with other sub-dimensions was found. It was figured out that there exist a medium level of correlation/similarity with the reading motivation and its sub-dimension, a very high correlation with the overall Creative Reading Perception, and a high level of correlation was found with the rest of the sub-dimensions. It can be seen that the overall scores of Creative Reading Perception showed medium level correlation with reading motivation and its sub-dimensions, while a very high correlation was found between the overall Creative Reading Perception and its sub-dimensions.

In the third sub-problem of the study, it was aimed to reveal whether there is a significant difference in students' perceptions of creative reading and reading motivation in terms of gender, mother's working status, mother's education level, father's education level, father's occupation, family income and availability of a bookcase at home. The obtained data are given in order.

Table 3. Creative Reading Perception Scale and Reading Motivation Scale t-Test Results by Gender

Scale	Gender	N	Mean	Sd.	t	df	p	d
Text phenomenon	Female	177	7.04	2.662	1.541	335	.124	-
	Male	160	6.59	2.643				
Character phenomenon	Female	177	5.62	2.751	1.678	335	.094	-
	Male	160	5.11	2.813				
Author phenomenon	Female	177	1.37	1.070	2.401	335	.017	0.25
	Male	160	1.10	1.011				

Creative reading perception scale total	Female	177	14.03	5.763	1.967	335	.050	0.21
	Male	160	12.81	5.674				
Intrinsic motivation	Female	177	35.07	6.937	2.282	335	.023	0.24
	Male	160	33.31	7.225				
Extrinsic motivation	Female	177	31.95	6.686	1.617	335	.107	-
	Male	160	30.80	6.392				
Reading motivation total	Female	177	67.02	12.968	2.058	335	.040	0.22
	Male	160	64.11	13.009				

When the Creative Reading Perception Scale t-test results are analyzed according to gender, it can be seen that there is no significant ( $p>0.05$ ) difference in text phenomenon and character phenomenon sub-dimensions of the scale, but there exists a significant difference ( $t: 2.401$ ;  $p<0.05$ ) in the author phenomenon sub-dimension. Based on this, it is safe to claim that female students ( $\bar{x}= 1.37$ ) have a higher rate of author phenomenon than male students ( $\bar{x}= 1.10$ ). Cohen's d coefficient was determined for the variables with significant difference in fourth grade students, and it was seen that the difference between the means was between 0.21 and 0.25 therefore the difference had a small effect size. When the results of the t-test, which was conducted to determine the relationship between the overall Creative Reading Perception Scale scores according to the gender variable, are examined, it can be seen that the total scores of the scale are equal ( $p=0.05$ ). Accordingly, it can be argued that female students ( $\bar{x}= 14.03$ ) have higher perceptions of creative reading than male students ( $\bar{x}=12.81$ ).

When the t-test results of the Reading Motivation Scale by gender are examined, it is clear that there is a significant difference in the total score of the scale ( $t: 2.058$ ;  $p<0.05$ ) and in the intrinsic motivation sub-dimension ( $t:2.282$ ;  $p<0.05$ ). Accordingly, it can be stated that female students' reading motivation ( $\bar{x}= 67.02$ ) and intrinsic motivation ( $\bar{x}= 35.07$ ) are higher than male students' reading motivation ( $\bar{x}=64.11$ ) and intrinsic motivation ( $\bar{x}= 33.31$ ). Looking at the Cohen's d coefficient regarding the variables with significant difference in fourth grade students, it can be seen that the difference between the means is between 0.22-0.24 and the difference has a small effect size. There was no significant difference ( $p>0.05$ ) in terms of gender in students' extrinsic motivation scores.

Table 4. Creative Reading Perception Scale and Reading Motivation Scale t-Test Results by Mother's Occupational Status

Scale	Mother's occupational status	N	Mean	Sd.	t	df	p	d
Text phenomenon	Not working	296	6.69	2.664	-2.660	335	.008	0.45
	Working	41	7.85	2.404				
Character phenomenon	Not working	296	5.21	2.816	-2.989	335	.003	0.54
	Working	41	6.59	2.258				
Author phenomenon	Not working	296	1.19	1.034	-2.565	335	.011	0.41
	Working	41	1.63	1.090				
Creative reading perception scale total	Not working	296	13.09	5.754	-3.160	335	.002	0.55
	Working	41	16.07	5.007				
Intrinsic motivation	Not working	296	34.14	7.018	-.667	335	.505	-
	Working	41	34.93	7.869				
Extrinsic motivation	Not working	296	31.26	6.411	-1.100	335	.272	-
	Working	41	32.46	7.580				
Reading motivation total	Not working	296	65.40	12.774	-.917	335	.360	-
	Working	41	67.39	14.948				

When the Creative Reading Perception Scale t-test results were analyzed according to the mother's occupational status, a significant difference was found in the total score of the scale ( $t: -3.160; p < 0.05$ ), and in the sub-dimensions as the text phenomenon ( $t: -2.660; p < 0.05$ ), the character phenomenon ( $t: -2.989; p < 0.05$ ), and author phenomenon ( $t: -2.565; p < 0.05$ ). Accordingly, creative reading perceptions ( $\bar{x}=16.07$ ), text phenomenon ( $\bar{x}=7.85$ ), character phenomenon ( $\bar{x}=6.59$ ), author phenomenon ( $\bar{x}=1.63$ ) of students whose mothers are working compared to creative reading perceptions ( $\bar{x}=13.09$ ), text phenomenon ( $\bar{x}=6.69$ ), character phenomenon ( $\bar{x}=5.21$ ), author phenomenon ( $\bar{x}=1.19$ ) of students whose mothers are not working. The Cohen's d coefficient regarding the variables with significant difference in fourth grade students, it can be seen that the difference between the means is between 0.41-0.55 and has a medium-level effect size.

When the results of the Reading Motivation Scale t-test are examined according to the mother's occupational status, no significant ( $p > 0.05$ ) difference in the total scores of the scale, intrinsic motivation and extrinsic motivation sub-dimensions was found.

Table 5. ANOVA Results of Creative Reading Perception Scale and Reading Motivation Scale by Mother's Educational Level (EL)

Scale	Mother's EL	N	Mean	Sd.	f	df	p	difference
Text phenomenon	1	171	6.60	2.783	1.119	333	.341	-
	2	79	6.87	2.261				
	3	44	7.14	2.742				
	4	43	7.33	2.723				
	Total	337	6.83	2.658				
Character phenomenon	1	171	5.40	2.871	.240	333	.868	-
	2	79	5.18	2.678				
	3	44	5.43	2.937				
	4	43	5.60	2.555				
	Total	337	5.38	2.788				
Author phenomenon	1	171	1.22	1.060	1.533	333	.206	-
	2	79	1.16	.966				
	3	44	1.18	1.063				
	4	43	1.56	1.119				
	Total	337	1.24	1.049				
Creative reading perception scale total	1	171	13.22	6.048	.640	333	.590	-
	2	79	13.22	4.914				
	3	44	13.75	5.997				
	4	43	14.49	5.734				
	Total	337	13.45	5.745				
Intrinsic motivation	1	171	33.74	7.382	1.338	333	.262	-
	2	79	34.15	6.897				
	3	44	34.39	6.851				
	4	43	36.16	6.608				
	Total	337	34.23	7.119				

Extrinsic motivation	1	171	30.73	6.704	2.317	333	.075	-
	2	79	31.39	6.388				
	3	44	31.95	5.754				
	4	43	33.58	6.783				
	Total	337	31.41	6.564				
Reading motivation total	1	171	64.47	13.453	1.937	333	.123	-
	2	79	65.54	12.822				
	3	44	66.34	11.558				
	4	43	69.74	12.821				
	Total	337	65.64	13.050				

When the Creative Reading Perception Scale ANOVA test results were analyzed according to the educational level of the mother (Table 6), no significant ( $p > 0.05$ ) difference was found in the sub-dimensions of the text phenomenon, character phenomenon, author phenomenon and the total scores of the scale.

Similarly, a closer look at the ANOVA test results of the total score of the Reading Motivation Scale and the sub-dimensions of the scale are examined according to the educational level of the mother, revealed no significant ( $p > 0.05$ ) difference.

Table 6. ANOVA Results of Creative Reading Perception Scale and Reading Motivation Scale by Father's Educational Level (EL)

Scale	Father's EL	N	Mean	Sd.	f	df	p	difference
Text phenomenon	1	131	6.58	2.880	2.507	336	.059	-
	2	68	7.00	2.292				
	3	81	6.53	2.594				
	4	57	7.61	2.513				
	Total	337	6.83	2.658				
Character phenomenon	1	131	5.08	2.918	1.310	336	.271	-
	2	68	5.65	2.806				
	3	81	5.31	2.620				
	4	57	5.86	2.662				
	Total	337	5.38	2.788				
Author phenomenon	1	131	1.15	1.063	1.986	336	.116	-
	2	68	1.24	.994				
	3	81	1.19	1.038				
	4	57	1.54	1.070				
	Total	337	1.24	1.049				
Creative reading perception scale total	1	131	12.81	6.233	2.259	336	.081	-
	2	68	13.88	5.279				
	3	81	13.02	5.341				
	4	57	15.02	5.463				
	Total	337	13.45	5.745				



Intrinsic motivation	1	131	33.73	7.842	2.242	336	.083	-
	2	68	34.57	6.097				
	3	81	33.33	7.120				
	4	57	36.25	6.200				
	Total	337	34.23	7.119				
Extrinsic motivation	1	131	30.78	7.204	2.845	336	.038	4>1
	2	68	31.88	5.855				
	3	81	30.58	6.383				
	4	57	33.46	5.685				
	Total	337	31.41	6.564				
Reading motivation Total	1	131	64.51	14.671	2.772	336	.042	-
	2	68	66.46	11.008				
	3	81	63.91	12.603				
	4	57	69.70	11.195				
	Total	337	65.64	13.050				

When the Creative Reading Perception Scale ANOVA test results were analyzed according to the father's educational level (Table 7), no significant ( $p>0.05$ ) difference in the total score of the scale and in all sub-dimensions was found.

When the ANOVA test results in the total scores of the Reading Motivation Scale and the intrinsic motivation sub-dimension were examined according to the educational level of the father, it can be seen that the scale did not reveal a significant ( $p>0.05$ ) difference, but there existed a significant ( $p<0.05$ ) difference in the extrinsic motivation sub-dimension of the scale. When the results of the Tukey test, which was conducted to determine the source of the difference, are examined, it can be said that the external motivation of the students with university graduate fathers ( $\bar{x}= 33.46$ ; Sd: 5.685) is higher than the students with primary school graduate fathers ( $\bar{x}= 30.78$ ; Sd: 7.204).

Table 7. ANOVA Results of Creative Reading Perception Scale and Reading Motivation Scale by Father's Occupation

Scale	Father's Occupation	N	Mean	Sd.	f	df	p	difference
Text phenomenon	1	222	6.74	2.505	.625	334	.536	-
	2	44	7.23	2.924				
	3	71	6.86	2.953				
	Total	337	6.83	2.658				
Character phenomenon	1	222	5.44	2.753	1.834	334	.161	-
	2	44	5.86	2.398				
	3	71	4.89	3.073				
	Total	337	5.38	2.788				
Author phenomenon	1	222	1.18	1.025	2.081	334	.126	-
	2	44	1.52	1.191				
	3	71	1.28	1.017				
	Total	337	1.24	1.049				
Creative reading perception scale total	1	222	13.36	5.454	1.124	334	.326	-
	2	44	14.61	5.907				
	3	71	13.03	6.483				
	Total	337	13.45	5.745				

Intrinsic motivation	1	222	34.18	6.689	.171	334	.843	-
	2	44	34.80	8.005				
	3	71	34.03	7.899				
	Total	337	34.23	7.119				
Extrinsic motivation	1	222	31.36	6.346	.423	334	.655	-
	2	44	32.20	6.533				
	3	71	31.07	7.275				
	Total	337	31.41	6.564				
Reading motivation total	1	222	65.54	12.372	.305	334	.737	-
	2	44	67.00	13.718				
	3	71	65.10	14.733				
	Total	337	65.64	13.050				

When the results of the Perception Scale for Creative Reading ANOVA test according to the father's occupation are examined (Table 8), it can be seen that there is no significant difference ( $p > 0.05$ ) in the total score of the scale and in all sub-dimensions.

Similarly, no significant difference ( $p > 0.05$ ) was found as a result of the ANOVA test in Reading Motivation Scale and the sub-dimensions of the scale according to the father's occupation.

Table 8. ANOVA Results of Creative Reading Perception Scale and Reading Motivation Scale by Family's Income Status

Scale	Family income status	N	Mean	Sd.	f	df	p	difference
Text phenomenon	1	206	6.66	2.682	2.283	333	.079	-
	2	59	6.66	2.637				
	3	32	6.97	2.857				
	4	40	7.83	2.241				
	Total	337	6.83	2.658				
Character phenomenon	1	206	5.27	2.862	1.588	333	.192	-
	2	59	5.03	2.816				
	3	32	5.78	2.802				
	4	40	6.13	2.221				
	Total	337	5.38	2.788				
Author phenomenon	1	206	1.17	1.037	4.382	333	.005	4>1 4>3
	2	59	1.27	1.080				
	3	32	1.03	.999				
	4	40	1.78	.974				
	Total	337	1.24	1.049				
Creative reading perception scale total	1	206	13.10	5.771	2.560	333	.055	4>1
	2	59	12.97	5.994				
	3	32	13.78	5.912				
	4	40	15.73	4.657				
	Total	337	13.45	5.745				

	1	206	33.73	7.200				
	2	59	34.68	7.910				
Intrinsic motivation	3	32	33.63	7.079	2017	333	.111	-
	4	40	36.63	4.845				
	Total	337	34.23	7.119				
	1	206	30.87	6.627				4>1
	2	59	32.36	6.705				4>3
Extrinsic motivation	3	32	29.75	7.021				
	4	40	34.08	4.676	3.842	333	.010	
	Total	337	31.41	6.564				
Reading motivation total	1	206	64.61	13.195				
	2	59	67.03	14.054				4>1
	3	32	63.38	13.418	3.035	333	.029	
	4	40	70.70	8.724				
	Total	337	65.64	13.050				

When the Creative Reading Perception Scale ANOVA test results are analyzed according to the family's income level (Table 9), it can be seen that there is no significant ( $p > 0.05$ ) difference in the text phenomenon and character phenomenon sub-dimensions of the scale, but it is clear that a significant ( $p < 0.05$ ) difference in the total score of the scale and the author phenomenon sub-dimension exist. According to the results of the TUKEY test which was conducted to determine the source of the difference, the text phenomenon of students whose family income level is above ₺5000 ( $\bar{x} = 1.78$ ; Sd: .974) was found higher compared to those whose family income is between ₺2000-3000 ( $\bar{x} = 1.17$ ; Sd: 1.037) and students whose family income is ₺4001-5000 ( $\bar{x} = 1.03$ ; Sd: .999). In addition, students whose family income is above ₺5000 ( $\bar{x} = 1.78$ ; Sd: .974) have higher creative reading perceptions than students whose family income is between ₺2000-3000 ( $\bar{x} = 1.17$ ; Sd: 1.037).

When the results of the Reading Motivation Scale ANOVA test according to the income of the family are examined, it can be seen that there is no significant ( $p > 0.05$ ) difference in the intrinsic motivation sub-dimension of the scale, but a significant ( $p < 0.05$ ) difference in the overall score of the scale and the extrinsic motivation sub-dimension exist. According to the results of the TUKEY test, which was conducted to determine the source of the difference, the extrinsic motivation of the students whose family income is above ₺5000 ( $\bar{x} = 34.08$ ; Sd: 4.676) is higher compared to the students whose family income is between ₺2000-3000 ( $\bar{x} = 30.87$ ; Sd: 6.627) and those whose family income is ₺4001-5000 ( $\bar{x} = 29.75$ ; Sd: 7.021). In addition, students whose family income is above ₺5000 ( $\bar{x} = 70.70$ ; Sd: 8.724) have higher reading motivation than students whose family income is between ₺2000-3000 ( $\bar{x} = 64.61$ ; Sd: 13.195).

Table 9. Perception of Creative Reading and Reading Motivation Scale t-Test Results According to Presence of Bookcase at Home

Scale	Bookcase	N	Mean	Sd.	f	df	p	d
Text phenomenon	Yes	217	7.12	2,577	2.693	335	.007	0.30
	No	120	6.31	2,734				
Character phenomenon	Yes	217	5.71	2.618	2.997	335	.003	0.33
	No	120	4.78	2.989				
Author phenomenon	Yes	217	1.29	1.046	.997	335	.319	-
	No	120	1.17	1.056				
Creative reading perception scale total	Yes	217	14.12	5.488	2.885	335	.004	0.32
	No	120	12.25	6.023				
Intrinsic motivation	Yes	217	35.01	6.986	2.723	335	.007	0.30
	No	120	32.83	7.171				

Extrinsic motivation	Yes	217	32.10	6.198	2.636	335	.009	0.29
	No	120	30.15	7.031				
Reading motivation total	Yes	217	67.11	12.530	2.814	335	.005	0.31
	No	120	62.98	13.593				

When the t-test results of the Creative Reading Perception Scale are examined according to the existence of a bookcase at home, a significant difference in the overall score of the scale (t: 2.885;  $p < 0.05$ ), text phenomenon (t: 2.693;  $p < 0.05$ ), and character phenomenon sub-dimensions (t: 2.997;  $p < 0.05$ ). Accordingly, it can be argued that the creative reading perceptions ( $\bar{x} = 14.12$ ), text phenomenon ( $\bar{x} = 7.12$ ) and character phenomenon ( $\bar{x} = 5.71$ ) of the students who have a bookcase at home are higher than the creative reading perceptions ( $\bar{x} = 12.25$ ), text phenomenon ( $\bar{x} = 6.31$ ) and character phenomenon ( $\bar{x} = 4.78$ ) of the students who do not have a bookcase at home. Considering the Cohen's d coefficient regarding the variables with significant difference in fourth grade students, it is seen that the difference between the means is between 0.30-0.33 so it has a small effect size. It is seen that there is no significant ( $p > 0.05$ ) difference in the author phenomenon scores of the students according to the existence of a bookcase at home.

When the t-test results of the Reading Motivation Scale were examined according to the existence of a bookcase at home, it was found out that there exists a significant difference in the overall score of the scale (t: 2.814;  $p < 0.05$ ), intrinsic motivation (t: 2.723;  $p < 0.05$ ) and extrinsic motivation (t: 2.636;  $p < 0.05$ ) sub-dimensions. Based on this finding, it can be stated that the reading motivation ( $\bar{x} = 67.11$ ), intrinsic motivation ( $\bar{x} = 35.01$ ) and extrinsic motivation ( $\bar{x} = 32.10$ ) of the students who have a bookcase at home are higher compared to the reading motivation ( $\bar{x} = 62.98$ ), intrinsic motivation ( $\bar{x} = 32.83$ ) and extrinsic motivation ( $\bar{x} = 30.15$ ) of the students who do not have books at home. Considering the Cohen's d coefficient regarding the variables with significant difference in fourth grade students, it is seen that the difference between the means is between 0.29-0.31 and the difference has a small effect size.

### Discussion, Conclusion and Implications

In line with the first sub-problem of the research, it was aimed to determine the level of the fourth-grade students' perceptions of creative reading and their reading motivation. Students' creative reading perception was found at a medium level; while their reading motivation was medium level. When the relevant studies are examined, it can be seen that there exist results (Ürün Karahan & Taşdan,

2016; Yıldız, 2010) which revealed that students have a high level of reading motivation.

In line with the second sub-problem of the study, the relationship between students' perceptions of creative reading and their reading motivation was examined. There was a high correlation between the text phenomenon, which is one of sub-dimensions of the students' creative reading perceptions, and the intrinsic-extrinsic motivation sub-dimensions. It has been determined that there existed a medium level correlation between the character phenomenon and the intrinsic-extrinsic motivation sub-dimensions. A medium level correlation between the total scores of creative reading perception and the total scores and sub-dimensions of reading motivation was determined. Similarly, a medium level correlation between the total scores of reading motivation and the total scores of creative reading perception and its sub-dimensions was determined. However, there was a very high correlation between the total scores of reading motivation and the sub-dimensions of the scale, while there was a high correlation between the total scores of creative reading perception and its sub-dimensions. Yurdakal (2018) investigated the relationship between fourth-grade students' reading attitudes and their creative reading perceptions, and he concluded that the highest correlation among the sub-dimensions of the scale was between the author phenomenon and the text phenomenon, and the lowest correlation was between the character phenomenon and the author phenomenon. Martin and Cramond (1983), in their study with primary school students, found that creative reading practices contributed positively to students' love of reading. Considering that creativity is the process of creating novel and original products by turning imagination into practice, motivation is the main component of this process (Gibb, 2008). Therefore, it is necessary for students to develop curiosity about a subject, in other words, to have motivation toward the subject. It can be said that the initiating and maintaining of the act of reading begins with curiosity and that there is a relationship between reading motivation and creativity. It is seen that students with high creativity are more successful in the reading process, and also students with improved reading skills are more creative (Ritche et al., 2013), as a result of this, it can be stated that there is a positive and bidirectional relationship between reading and creativity.

In the third sub-problem of the study, students' perceptions of creative reading and reading motivation were examined in relation to various variables. In this respect, no significant difference in the sub-dimensions of text phenomenon and character phenomenon in students' perceptions of creative reading was found according to the gender variable, however, a significant difference in favor of females in the sub-dimension of author phenomenon was found. Also, the female students' author phenomenon was found to be higher than male students. When the total scores of the creative reading perception scale was considered in terms, it was determined that the female students' perceptions of creative reading were higher compared to males. Students interests in should be taken into account in the process of choosing the topics for reading practices (Yurdakal, 2018). In this vein, it can be said that the differentiation of the topics that corresponds to female and male students' interests may have caused a difference in their perceptions of creative reading.

Regarding gender variable, it has been determined that the intrinsic motivation of female students was found higher than that of male students. There was no significant difference between female and male students in terms of extrinsic motivation. When the scale was evaluated in terms of the total score, it was seen that the reading motivation of female students was higher than that of male students. There exist studies in the related literature whose results revealed that reading motivation differs according to gender (Bozkurt & Memiş, 2013; Kurnaz & Pürsün, 2022). Intrinsic motivation plays an important role in students' acquisition of reading competence, being a successful reader, turning reading into a lifelong habit, and usually, having a higher motivation for reading. The individuals with high intrinsic motivation are those who choose books according to their own interests and pleasures, have a higher reading curiosity and reading frequency. In this respect, the fact that female students have a habit of reading both in and out of school, tend to read books regularly, and spare more time for reading explains their high level of intrinsic motivation and motivation to read in general. On the other hand, the fact that male students consider the act of reading as an activity that is usually done in school, and that they do not spare time for reading outside of school may be associated with their lower intrinsic motivation. In order to increase the reading motivation of male students, they can be encouraged to read books on the types of topics they find interesting and enjoyable, and measures can be taken for reading activities to be held in and out of school by determining the factors that reduce their reading motivation.

Students cannot make creativity activities out of nothing, and they need sources or experiences that inspire them in the process of developing creativity. Considering that creativity is a skill, it is known that it can be seen in all students, but it is more developed in some students because it is supported more (Granowsky & Botel, 1974). Similar to the case of creativity, creative reading skills can also be found in all students, but some students develop more with the influence of family and social environment. The fact that mothers and fathers free their children to explore the environment, try innovations and ideas, and make decisions gives the children an opportunity to develop their creativity (Çoban, 1999). Especially, the quality of parents' interaction with children improves or inhibits students' creative reading skills (Grotberg, 1974). In this respect, it can be said that the profession, education level and income level of the parents can be effective in terms of how parents approach to students' ideas in terms of creative reading, how do they answer their questions, or their presence in an environment where appropriate materials are available.

According to the occupational status of the mother, it was determined that the students' reading perceptions towards creative reading showed a significant difference in favor of the students whose mothers worked in terms of the overall scores of the scale and in all sub-dimensions. It has been observed that the perceptions of students with working mothers towards creative reading are higher than those of students whose mothers do not work.

As a result of the analyses no significant difference was determined in students' creative reading perceptions in terms of educational level of both mothers and fathers. There was no significant difference in the reading motivation of the students according to the educational level of the mother; and no significant difference was found between the students' intrinsic motivation scores in terms of father's educational level. However, there was a significant difference in favor of students whose fathers were university graduates in terms of extrinsic motivation. It has been determined that the extrinsic motivation of the students whose fathers were university graduates was higher than the extrinsic motivation of the students whose fathers were primary school graduates.

It was revealed that there existed a significant difference in the total score of the scale and the author phenomenon sub-dimension in students' creative reading perceptions in terms of family income level. The author phenomenon of the students whose family income is ₺5000 or more was found higher than that of the students whose family income is ₺2000-3000 and ₺4001-5000. When evaluated in terms of the total score of the scale, it was determined

that the creative reading perceptions of students with a family income of ₺5000 and above were higher than those of students whose family income is ₺2000-3000.

It was determined that the students' reading motivation did not differ according to the occupational status of the mother. In the home atmosphere, mothers can generally play a more decisive role as role-models in arousing their children's interest and curiosity in reading, making reading a habit, and encouraging children to read. When the fact that the majority of the mothers who participated in this study were not working and their low educational level are considered together, it can be said that they could not provide effective guidance to their children, did not provide enough encouragement for books that could increase their children's reading motivation. Kurnaz & Pürsün (2022), who reached a similar conclusion, in their study in which they investigated the reading motivation of secondary school students, concluded that the mother's occupation did not cause a significant difference in the motivation of the students. More studies should be carried out to inform mothers to be a model and encourage their children to acquire regular reading habits, and to guide their children to choose books in line with their interests.

It was observed that there was no significant difference in the perceptions of the students towards creative reading and their reading motivation in terms of the father's occupational status. On the other hand, regarding family income level, a significant difference in the total scores of the scale and the extrinsic motivation sub-dimension in students' reading motivation was found. The extrinsic motivation of the students whose family income was ₺5000 and above was found to be higher than those whose family income was ₺2000-3000 or ₺4001-5000. When the findings are considered in terms of the total score of the scale, it was determined that the reading motivation of the students whose family income was ₺5000 and above was higher than that of the students whose family income was ₺2000-3000. The availability of a bookcase at home, purchasing books regularly and following publications are concepts that may be related to the income status of families. As the family income rises, it is likely that children will interact with books more, encounter books in their home, and have a rich source of books. In addition, these children may have more opportunities to buy books and subscribe to publications according to their interests and pleasures. As a result, the relatively higher reading motivation of the students from the families with higher income level can be explained by the fact that they have more opportunities to choose and access books. In the related literature, there exist studies which revealed that reading motivation does not show any difference according family income (Kurnaz

& Pürsün, 2022). In this respect, reading motivation of students from the families with low income can be increased by means of library memberships, active use of the school library, and exchange of books among students.

It was revealed at the end of this study that there was a significant difference in the students' creative reading perceptions in the overall score of the scale, and in the text phenomenon and character phenomenon sub-dimensions in favor of the students who have a bookcase at home. The creative reading perceptions of children who have a bookcase at home, their text and character phenomenon were found to be higher than those who do not have. Barbe (1974) states that libraries and learning centers play an important role in the development of creative reading. In this respect, it can be stated that having bookcases or bookshelves in students' homes and diversifying the books depending on their age and changing interests will improve students' perception of creative reading.

In terms of the presence of a bookcase at home, it was observed that there was a significant difference in favor of students who have a bookcase at home in the overall score of the scale and in the intrinsic and extrinsic motivation sub-dimensions of students' reading motivation. The reading motivation of the students who have a bookcase at home was found to be higher than the students who do not have a bookcase at home. In the related literature, there are studies that reached similar conclusions, and in Katrancı's (2015) study, it was found that the reading motivation of fourth-grade students who have a bookcase at home was higher than those who do not have.

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