

Relationship between Pre-service Turkish Teachers' Attitudes towards Reading Book and Academic Self-efficacy: The Case of Muğla Sıtkı Koçman University

Gülan KALI

Arş. Gör. Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Türkçe Eğitimi
Bölümü Muğla/Türkiye

gulankali@mu.edu.tr

ORCID: 0000-0001-8930-5342

Nigar İPEK EĞİLMEZ

Doç. Dr. Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Türkçe Eğitimi
Bölümü Muğla/Türkiye

nigaripek@mu.edu.tr

ORCID: 0000-0003-4266-5935

ABSTRACT

The purpose of the current study is to determine the relationship between pre-service Turkish teachers' attitudes towards reading book and academic self-efficacy. To this end, "The Scale of Attitude towards Reading Book" (İpek Eğilmez and Özşavli, 2018) and "Academic Self-efficacy Scale" (Ekici, 2012) were administered to 184 students attending the department of Turkish Teaching in the Education Faculty of Muğla Sıtkı Koçman University in the 2017-2018 academic year. While t-test was used for paired comparisons to determine the pre-service teachers' attitudes towards reading book and academic self-efficacy levels, ANOVA analysis was conducted for comparisons including three or more variables and Tukey test was used to determine the source of the significant difference. In addition, Pearson correlation coefficient was calculated to determine the relationship between the pre-service Turkish teachers' attitudes towards reading book and academic self-efficacy. In relation to academic self-efficacy, the pre-service teachers' self-efficacy level was found to be medium ($\bar{x}=3.18$); and the highest self-efficacy level was found for the sub-dimension of "cognitive applications", followed by the sub-dimensions of "social status" and "technical skills". According to the findings of the study, there are positive and significant correlations between the pre-service Turkish teachers' attitudes towards reading book and academic self-efficacy.

Key Words: Attitude towards reading book, Academic self-efficacy, Pre-service Turkish teacher

1. INTRODUCTION

In addition to knowledge, beliefs, attitudes and pre-assumptions are very effective for the success of education. The attitude towards a situation determines whether the individual perceives that situation positively or negatively, and thus the possibility of success in achieving the goal. The person has more power to accomplish what he/she believes he/she can do. The person who believes that he/she cannot succeed from the very beginning will have a lower chance of success. Therefore, aside from knowledge, two concepts come to the fore in reaching success. One of them is attitude and the other is self-efficacy.

In the glossary of psychology terms (1974), attitude, “which is defined as a learned trend that causes us to behave in a similar way to a certain person, object, and events”, expresses emotions, thoughts and behaviours against an event, situation, thought.

The most common definitions of attitude in the literature are as follows: “Attitude is a tendency that is attributed to an individual and that regularly creates his/her thoughts, feelings and behaviours about a psychological object.”; “Attitude includes individuals' assessments of an object they are aware of.”; “Attitudes are positive or negative evaluation of an object.”; “Attitudes are evaluations of various objects stored in the memory.” (Smith, 1968; Pratkanis and Greenwald, 1989; Zanna and Rempel, 1988; Judd, Ryan and Park, 1991; cited in Kağıtçıbaşı and Cemalcılar, 2014, p.129-133). In other words, it can be defined as “a mental, emotional and behavioural response or pre-disposition that the individual organizes based on his/her experience, knowledge, emotion and motivation related to himself/herself or any object, social issue or event in his/her environment” (İnceoğlu, 2004, p. 19).

A person may have a positive or negative attitude towards a situation, event, thought. This will affect the person's feelings, thoughts and behaviours about that event, and when evaluated in terms of education, it is thought that it will affect the academic success of the individual. When the individual has positive attitudes, he/she is expected to be more successful in education; however, it will be difficult to be successful when attitudes are negative. Therefore, the attitudes of the student towards the subject, the lesson, the teacher and the school will directly affect his/her academic success in the educational and instructional life. Studies on the subject support this. Although there are different courses, it has been demonstrated in many studies that students' attitudes are directly proportional to their academic achievements in courses such as Turkish, English, mathematics and science. Kazazoğlu (2013) found that there is a significant relationship between secondary school students' attitudes towards English course and their academic success in this course. Karasakaloğlu and Saracaloğlu (2009) determined that there is a positive and significant relationship between pre-service classroom teachers' attitudes towards Turkish and their mean achievement score in this course. Uyanık (2017) found that there is a positive and significant relationship between the attitude of primary school fourth grade students towards the Science course and their academic success in this course.

Most of the attitudes are learned later through conditioning. Many factors such as culture, family, personal characteristics form the basis of these conditionings. Attitudes can be acquired in childhood as a result of the exposure to family experiences or as a result of the experiences lived in adulthood. In these experiences, the environment, especially educational institutions have a determining effect (Öncül, 2000: 1083). In addition, attitudes are also influenced by many variables such as gender, school type, class level, socioeconomic level (Çapri and Çelikkaleli, 2008; Aslan, Çelik and Çelik, 2009; Balcı, 2009; Erdoğan and Demir, 2016).

Another factor that is effective in shaping the individual's preferences and success is self-efficacy. The concept of self-efficacy is one of the basic concepts of Bandura's social learning theory (1988). This concept refers to the individual's belief in her own capacity to bring her learning and behaviour to the required levels. Self-efficacy involves the individual's thinking about what he/she is able to do. In other words, it is the outcome of the individual's judgement of what he/she can do considering his/her skills. Bandura (1988) states that self-efficacy is the belief that the individual has in his/her ability to cope with different situations and achieve a certain task. According to him, this belief of the individual depends on his/her belief in his/her abilities. At the same time, this belief is necessary to organize and conduct a certain behaviour to achieve a specific goal.

People's beliefs about their self-efficacy affect their orientation, tendencies and choices in their lives. Omrod (2016, p.128) expressed this as follows: "*People's feelings of self-efficacy affect various aspects of their behaviours including action choices, goals, efforts and perseverance, and finally learning and achievement.*" More elaborately, it can be said that people tend to turn towards the goals and activities they believe they can achieve, and that they set higher goals in areas in which they have high self-efficacy. In addition, it can be stated that those who have high self-efficacy perception about the subject they work invest more effort to achieve and are more persistent to learn and succeed than someone who has the same ability (Omrod, 2016, p.128-129).

Self-efficacy is one's belief in abilities and what they can do. This belief that focuses on success contributes to pushing the limits of one's abilities and thus achieving success.

The characteristics of individuals with high self-efficacy and low self-efficacy can be expressed as follows (Yeşilyaprak, 2015, p. 257).

<i>Characteristics of individuals having high self-efficacy</i>	<i>Characteristics of individuals having low self-efficacy</i>
<ul style="list-style-type: none"> • <i>Being able to cope with complex events</i> • <i>Being able to overcome problems</i> • <i>Being persistent in works</i> • <i>Having self-confidence to be successful</i> • <i>Being more successful in school</i> • <i>Being successful in their professional lives</i> 	<ul style="list-style-type: none"> • <i>Not being able to cope with complex events</i> • <i>Hopelessness and unhappiness</i> • <i>Feeling inadequate when confronted with problems</i> • <i>When they become unsuccessful in their first trial, they avoid venturing again</i> • <i>Believing that one cannot change the</i>

Based on the comparison above, it can be said that individuals with high self-efficacy are more patient and persistent in solving their problems and overcoming them, thus being more successful in school and professional life. It can be stated that individuals with low self-efficacy give up immediately when they encounter problems due to their belief that they will not be successful.

The individual's behaviours, choices such as school and work are the result of his/her beliefs about himself/herself. *"A person's belief about what he/she can do and his/her expectations about likelihood of success as a result of his/her course of action are effective in the determination of the behaviour to be adopted by him/her. The outcome of the behaviour is important, but it is even more important that one believes in himself/herself in terms of being able to do this."* (Yeşilyaprak, 2015, s. 258).

There are many studies reporting that self-efficacy affects academic success positively. Çağırğan Gülten and Soytürk (2013) investigated the relationship between the geometry self-efficacy of the 6th grade elementary school students and their academic achievement mean scores in different courses and came to the conclusion that the students' self-efficacy in geometry are related to their achievement scores from Mathematics, Science and Technology, Turkish, Social Studies, Music and English courses. In their study investigating the relationship between middle school students' academic self-efficacy perception and metacognitive awareness of reading strategies, Koç and Aslan (2017) found that there is a positive correlation between academic self-efficacy perception and metacognitive awareness of reading strategies. In studies conducted with pre-service teachers, it has been seen that there is a positive relationship between academic success and self-efficacy belief (Karacakaloğlu and Saracaloğlu, 2009, Azar, 2010; Akengin, Yıldırım, İbrahimoğlu and Aslan, 2014; Uyanık, 2017).

In our country, although there are studies separately focusing on attitude towards reading and academic self-efficacy, there are no studies directly focusing on the determination of the relationship between reading attitude and academic self-efficacy. However, in a study conducted by Shell, Murphy and Bruning (1989), it was determined that there is a significant relationship between success in literacy skills and self-efficacy. As more should be done and more responsibility should be taken by Turkish teachers in the process of teaching reading skills, the current study seems to be of importance. The fact that the attitudes of pre-service Turkish teachers who can play important role in the inculcation of reading skill in students towards reading can be effective in the process of enhancing academic self-efficacy is another factor that makes the current study important. The current study can also be encouraging for researchers to conduct research on different variables that can be related to academic self-efficacy.

Thus, the main purpose of the current study is to determine the relationship between pre-service teachers' attitudes towards reading book and academic self-efficacy.

To this end, answers to the following questions were sought:

1. What are the pre-service Turkish teachers' attitudes towards reading book?
2. What is the pre-service Turkish teachers' level of academic self-efficacy?
3. Do the pre-service Turkish teachers' attitudes towards reading book vary significantly depending on gender, grade level, type of the high school graduated, the mother's education level and the father's education level?
4. Does the pre-service Turkish teachers' level of self efficacy vary significantly depending on gender, grade level, type of the high school graduated, the mother's education level and the father's education level?
5. Is there a significant relationship between the pre-service Turkish teachers' attitudes towards reading book and self-efficacy?

2. METHOD

2.1. Research Model

The current study aiming to investigate the relationship between the pre-service Turkish teachers' attitudes towards reading book and academic self-efficacy employed the survey model. In the survey model, designed to reveal an existing state as it is, "it is attempted to describe the event, individual or object under investigation in its own conditions and as it is" (Karasar, 1999, p. 77).

2.2. Population-Sample

The population of the current study is comprised of 275 pre-service Turkish teachers attending Muğla Sıtkı Koçman University in the 2017-2018 academic year. As it was thought that it would not be difficult to reach all the individuals making up the population, sampling was not used. Thus, a total of 260 pre-service Turkish teachers were reached and from among these 260 pre-service teachers, some returned the administered scales as uncompleted or erroneously completed, the analyses were conducted on the data collected from 184 pre-service Turkish teachers. Of the pre-service teachers participating in the current study, 110 are females (59.8%), 74 are males (40.2%). Forty five (24.5%) of the students are first-year students, 40 (21.7%) are second-year students, 45 (24.5%) are third-year students and 54 (29.3%) are fourth-year students.

2.3. Data Collection Tools

The data collection tools used in the current study are the Scale of Attitudes towards Reading Book and the Academic Self-efficacy Scale. *The Scale of Attitudes towards Reading Book* was developed by İpek Eğilmez and Özşavli (2018). There are 23 items in this Likert scale ranging from 1-Strongly Disagree to 5-Strongly Agree. In the scale, there are 7 reverse-scored items. The scale consists of three sub-dimensions called sparing time, benefit and obligation. A total score can be taken from the whole scale. A high score taken from the scale indicates that the attitude towards reading book is high. The construct validity of the scale was established

with exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). According to the results of EFA, the first sub-dimension of the scale explains 28% of the total variance, and the factor loadings of the items in this dimension range from .77 to .47; the second sub-dimension explains 15% of the total variance and factor loadings of the items in this dimension range from .74 to .46 and the third sub-dimension explains 8% of the total variance and the factor loadings of the items in this sub-dimension range from .72 to .54. The item-total correlation value of the scale was found to be ranging from .30 to .78. The total variance explained by the scale is 51%. The Cronbach's Alpha reliability coefficient of the scale was found to be 0.91. CFA showed that χ^2/sd is 3.05 ($\chi^2/sd=694.28/227$). In addition, the other goodness-of-fit indices for the model were found to be as follows: RMSEA= 0.06, RMR=0.07, SRMR=0.05, CFI=0.97, IFI=0.97, NNFI=0.97. These values show that the proposed model is good.

The Academic Self-efficacy Scale was developed by Ekici (2012). The scale consists of 33 Likert-type items ranging from 1-Very Much to 5-Very Little. There are no reverse-coded items in the scale. The scale, consisted of three sub-dimensions called social status, cognitive applications and technical skills, can also be used as a single-dimension scale. A total score can be taken from the whole scale. A high score taken from the scale indicates that the perception of academic self-efficacy is high. Exploratory factor analysis was used to establish the construct validity of the scale. The results obtained from AFA showed that the first sub-dimension of the scale explains 27% of the total variance and the factor loadings of the items in this dimension vary between .43 and .81; the second sub-dimension of the scale explains 16% of the total variance and the factor loadings of the items in this dimension vary between .33 and .86; the third sub-dimension explains 3% of the total variance and the factor loadings of the items in this dimension vary between .55 and .76. The item-total correlation value of the scale was found to be ranging from .47 to .85. The total variance explained by the scale is 46%. The Cronbach's Alpha reliability coefficient of the scale is 0.86.

The reliability coefficients of the scales used as the data collection tools were re-calculated by the researchers in the current study. In this regard, the Cronbach Alpha reliability coefficient of the "Scale of Attitudes towards Reading Book" was found to be .90 while the Cronbach Alpha reliability coefficient of the "Academic Self-Efficacy Scale" was found to be .93

2.4. Data Analysis

In the current study, descriptive statistics were used to determine the pre-service Turkish teachers' attitudes towards reading book and level of academic self-efficacy. For the paired comparisons, t-test was used and for the comparisons of three or more variables, ANOVA was used. In order to determine the source of the difference for F values that were found to be significant, Tukey test, one of the multiple-comparison tests, was used. The relationship between the pre-service Turkish teachers' attitudes towards reading book and academic self-efficacy was determined by using Pearson correlation coefficient.

3. FINDINGS

In this section, the findings are discussed under three headings in line with the purpose and sub-purposes of the study. Under the first heading, findings related to the pre-service Turkish teachers' attitudes towards reading book and level of academic self-efficacy; under the second heading, findings related to whether these attitudes and level of academic self-efficacy vary significantly depending on gender, grade level, type of the high school graduated, the mother's education level, the father's education level and place of residence and under the third heading, findings related to the relationship between their attitudes towards reading book and level of academic self-efficacy are presented.

3.1. Findings related to the Pre-service Turkish Teachers' Attitudes towards Reading Book and Level of Academic Self-efficacy

Arithmetic means and standard deviation values for the pre-service Turkish teachers' attitudes towards reading book and level of academic self-efficacy are presented in Table 1.

Table 1. Arithmetic Means and Standard Deviation Values for the Pre-service Turkish Teachers' Attitudes towards Reading Book and Level of Academic Self-efficacy

<i>Scales</i>		N	\bar{x}	S
<i>The Scale of Attitudes towards Reading Book</i>	1. Sparing Time	184	3.55	0.76
	2. Benefit	184	4.01	0.67
	3. Obligation	184	3.91	0.76
	4. Total Attitude	184	3.74	0.68
<i>The Academic Self-efficacy Scale</i>	1. Social Status	184	3.05	0.75
	2. Cognitive Applications	184	3.29	0.65
	3. Technical Skills	184	2.99	0.83
	4. Total Self-efficacy	184	3.18	0.63

As can be seen in Table 1, the pre-service Turkish teachers' level of attitude towards reading book is close to good ($\bar{x}=3.74$, $S=0.68$). The pre-service Turkish teachers have the highest level of attitude towards the sub-dimension of "Benefit" ($\bar{x}=4.01$, $S=0.67$), followed by the sub-dimensions of "Obligation" ($\bar{x}=3.91$, $S=0.76$) and "Sparing Time" ($\bar{x}=3.55$, $S=0.76$).

The participants' level of academic self-efficacy was found to be medium ($\bar{x}=3.18$, $S=0.63$). The pre-service Turkish teachers have the highest level of self-efficacy for the sub-dimension of "Cognitive Applications" ($\bar{x}=3.29$, $S=0.65$), followed by the sub-dimensions of "Social Status" ($\bar{x}=3.05$, $S=0.75$) and "Technical Skills" ($\bar{x}=2.99$, $S=0.65$).

3.2. Findings related to Examination of the Pre-service Turkish Teachers' Attitudes towards Reading Book and Level of Academic Self-efficacy in relation to Some Variables

The participants' attitudes towards reading book were found to be varying significantly depending on gender in all the sub-dimensions and the whole scale. Thus, the scores taken from the sub-dimensions of sparing time

[$t_{(182)}=3.53$; $p<.05$], benefit [$t_{(182)}=3.42$; $p<.05$], obligation [$t_{(182)}=3.04$; $p<.05$] and the whole scale [$t_{(182)}=3.74$; $p<.05$] were found to be varying significantly depending on gender. The mean score taken by the female students from the whole attitude scale ($\bar{x}=3.89$, $S=0.54$) was found to be higher than that of the male students ($\bar{x}=3.52$, $S=0.80$). In addition, the mean attitude score taken by the female students from the sub-dimension of sparing time ($\bar{x}=3.71$, $S=0.64$) is higher than that of the male students ($\bar{x}=3.32$, $S=0.87$); the mean attitude score taken by the female students from the sub-dimension of benefit ($\bar{x}=4.14$, $S=0.51$) is higher than that of the male students ($\bar{x}=3.80$, $S=0.81$) and the mean attitude score taken by the female students from the sub-dimension of obligation ($\bar{x}=4.04$, $S=0.68$) is higher than that of the male students ($\bar{x}=3.70$, $S=0.82$).

The participants' attitudes towards reading book were found to be varying significantly depending on the mother's education level only in the sub-dimension of "obligation" [$F(5-183)= 2.46$; $p < .05$]. The participants whose mothers are university graduates have a lower level of attitude ($\bar{x}=3.52$, $S=0.77$) than the participants whose mothers have never attended school ($\bar{x}=4.18$, $S=0.63$).

On the other hand, the participants' attitudes towards reading book were found to be not varying significantly depending on the mother's education level in the other sub-dimensions. Moreover, their attitudes towards reading book were also found to be not varying significantly depending on grade level, type of the high school graduated, the father's education level and place of residence.

The pre-service Turkish teachers' level of academic self-efficacy was found to be varying significantly by gender in the sub-dimensions of social status [$t_{(182)}=2.51$; $p<.05$] and cognitive applications [$t_{(182)}=2.10$; $p<.05$]. While the male students ($\bar{x}=3.22$, $S=0.77$) were found to have a higher level of academic self-efficacy than the female students ($\bar{x}=2.94$, $S=0.72$) in the sub-dimension of social status, the female students ($\bar{x}=3.37$, $S=0.59$) were found to have a higher level of academic self-efficacy than the male students ($\bar{x}=3.17$, $S=0.72$) in the sub-dimension of cognitive applications.

The participants' level of academic self-efficacy was found to be varying significantly depending on type of the high school graduated in the sub-dimension of technical skills [$F(4-183)= 2.86$; $p < .05$]. The graduates of vocational high schools ($\bar{x}=3.50$, $S=0.89$) were found to have a higher level of academic self-efficacy than the graduates of teacher training high schools ($\bar{x}=2.95$, $S=0.37$).

The participants' level of academic self-efficacy was found to be varying depending on the mother's education level only in the sub-dimension of "social status" [$F(5-183)= 2.54$; $p < .05$]. The participants whose mother have never attended school ($\bar{x}=3.28$, $S=0.74$) were found to have a higher level of academic self-efficacy than the participants whose mothers are elementary school graduates ($\bar{x}=2.85$, $S=0.71$). The participants' level of academic self-efficacy was found to be varying significantly depending on place of residence only in the sub-dimension of "social status" [$F(3-183)=$

3.07; $p < .05$]. The participants whose families reside in a town ($\bar{x}=3.16$, $S=0.82$) were found to have a higher level of academic self-efficacy than the participants whose families reside in a village ($\bar{x}=2.73$, $S=0.63$).

On the other hand, the participants' level of academic self-efficacy was found to be not varying significantly depending on the mother' education level, type of the high school graduated and place of residence in the other sub-dimensions. Moreover, their level of self-efficacy was found to be not varying significantly depending on the father's education level in any of the sub-dimensions.

3.3. Findings related to the Relationship between the Pre-service Turkish Teachers' Attitudes towards Reading Book and Academic Self-efficacy

Findings related to the relationship between the participants' attitudes towards reading book and academic self-efficacy are presented in Tables 2 and 3.

Table 2. Relationship between the Pre-service Turkish Teachers' Attitudes towards Reading Book and Academic Self-efficacy

<i>Scales</i>	<i>The Scale of Attitudes towards Reading Book</i>	<i>The Academic Self-efficacy Scale</i>
<i>The Scale of Attitudes towards Reading Book</i>	1	.34**
<i>The Academic Self-efficacy Scale</i>	.34**	1

As can be seen in Table 2, there are positive and significant correlations between the pre-service Turkish teachers' attitudes and academic self-efficacy in all the sub-dimensions and in the whole scales.

Table 3. Relationships between the Sub-dimensions of the Scale of the Attitudes towards Reading Book and the Sub-dimensions of the Scale of Academic Self-efficacy

<i>Sub-dimensions</i>	<i>Social Status</i>	<i>Cognitive Applications</i>	<i>Technical Skills</i>	<i>Academic Self-efficacy</i>
<i>Sparing Time</i>	0.19*	0.36**	0.30**	0.33**
<i>Benefit</i>	0.17*	0.34**	0.26*	0.30**
<i>Obligation</i>	0.13*	0.28*	0.20*	0.24*
<i>Book Reading Attitude</i>	0.19*	0.37**	0.30**	0.34**

** $p < .01$ * $p < .05$

There is a weak correlation between the sparing time sub-dimension and the social status sub-dimension ($r=0.19$), between the benefit sub-dimension and the social status sub-dimension ($r=0.17$), between the obligation sub-dimension and the social status sub-dimension ($r=0.13$) and between the total attitude and the social status sub-dimension ($r=0.19$).

There is a medium correlation between the sparing time sub-dimension and the cognitive applications sub-dimension ($r=0.36$), between the benefit sub-dimension and the cognitive applications sub-dimension ($r=0.34$), a correlation close to medium between the obligation sub-dimension and the cognitive applications sub-dimension ($r=0.28$) and a medium correlation between the total attitude and the cognitive applications sub-dimension ($r=0.37$).

There is a medium level correlation close to the low level between the sparing time sub-dimension and the technical skills sub-dimension ($r=0.30$); there is a low correlation between the benefit sub-dimension and the technical skills sub-dimension ($r=0.26$); there is a low correlation between the obligation sub-dimension and the technical skills sub-dimension ($r=0.20$) and there is a medium level correlation close to the low level between the total attitude and the technical skills sub-dimension ($r=0.30$).

There is a medium level correlation between the sparing time sub-dimension and the total academic self-efficacy ($r=0.33$); there is a medium level correlation close to the low level between the benefit sub-dimension and the total academic self-efficacy ($r=0.30$); there is a low level correlation between the obligation sub-dimension and the total academic self-efficacy. There is a positive and medium correlation between the pre-service Turkish teachers' total book reading attitude and total academic self-efficacy ($r=0.34$).

4. RESULTS, DISCUSSION AND SUGGESTIONS

In the current study aiming to investigate the relationship between the attitudes towards reading book and academic self-efficacy, the Scale of Attitudes towards Reading Book and the Academic Self-efficacy Scale were administered to 260 pre-service Turkish teachers attending Muğla Sıtkı Koçman University. The results of the current study were addressed within the context of the pre-service Turkish teachers' attitudes towards reading book and level of academic self-efficacy; whether these attitudes and level vary significantly depending on gender, grade level, type of the high school graduated, the mother's education level, the mother's education level and place of residence and the relationship between the pre-service Turkish teachers' attitudes towards reading book and academic self-efficacy.

First, the pre-service Turkish teachers' attitudes towards reading book were found to be close to good. In the existing research on the attitudes of the students attending the department of Turkish teaching and in other departments of education faculties, it has been reported that in general pre-service teachers have positive attitudes towards reading (Yalınkılıç, 2007; Özbay, Bağcı and Uyar, 2008; Temizkan and Sallabaş, 2009; Batur, Gülveren and Bek, 2010; Sarar Kuzu, 2013). In the studies in which the

attitudes of pre-service teachers from different departments towards reading were compared, it was found that in general pre-service Turkish teachers' attitudes towards reading are higher than those of the pre-service teachers from other departments (Bozpolat, 2010). Learning, teaching, self-development and thus being useful by guiding the people around them are in a sense the primary duty of the teaching profession. Therefore, reading book continuously and making it a part of his/her life is one of the most necessary tasks for a teacher. The results obtained from studies show that pre-service teachers and especially pre-service Turkish teachers are aware of the importance of reading books and have positive attitudes towards reading.

In the current study, it was also determined that the academic self-efficacy level of the pre-service Turkish teachers is at a medium level. In some studies on academic self-efficacy of pre-service teachers, it was concluded that the self-efficacy of pre-service teachers is high (Polat, Dilekmen & Yasul, 2015; Gündoğan & Koçak, 2017; Makhabbat, Çoklar & Gündüz, 2018) while in some other studies, it was found to be medium (Yenilmez, 2016). This difference in pre-service teachers' academic self-efficacy may be due to variables such as department, class, and gender.

In the second heading of the research findings, the results of the comparisons made to determine whether the pre-service Turkish teachers' attitudes towards reading vary significantly depending on gender, grade level, type of the high school graduated, the mother's education level, the father's education level and place of residence are presented.

The female pre-service teachers were found to have higher attitudes towards reading than the male pre-service teachers. This finding is similar to findings reported in many studies. In their studies, Yalınkılıç (2007), Özbay, Bağcı and Uyar (2008), Bozpolat (2010) and Sarar Kuzu (2013) found that the female students have more positive attitudes towards reading than the male students. Similar results have been reported in studies looking at the reading attitudes of elementary and secondary school students (Balci, 2009; Akkaya and Özdemir, 2013; Gür Erdoğan and Demir, 2016).

The pre-service teachers' attitudes towards reading book were found to be varying significantly depending on the mother's education level only in the sub-dimension of obligation; however, they were found to be not varying significantly depending on the other variables (in other sub-dimensions depending on the mother's education level, grade level, type of the high school graduated, the father's education level and place of residence). Parallel to these findings, Özbay, Bağcı and Uyar (2008) reported that the pre-service Turkish teachers' attitudes towards reading do not vary depending on grade level. In studies conducted with elementary and secondary school students, it was also found that the students' attitudes do not vary significantly depending on the mother and father's education level (Balci, 2009; Gür Erdoğan and Demir, 2016). In another study conducted with the participation of pre-service teachers, the pre-service teachers' reading habit was found to be not varying significantly depending on the mother and father's education level (Arı and Demir, 2013).

In the second heading of the research findings, the results of the comparisons made to determine whether the pre-service Turkish teachers' academic self-efficacy varies significantly depending on gender, grade level, type of the high school graduated, the mother's education level, the father's education level and place of residence are also presented.

The pre-service Turkish teachers' academic self-efficacy was found to be varying significantly depending on gender in the sub-dimensions of social status and cognitive applications. While the male students were found to have higher self-efficacy in the sub-dimension of social status than the female students, the female students were found to have higher self-efficacy in the sub-dimension of cognitive applications. The finding that the male students' self-efficacy is higher in the sub-dimension of social status than the female students concurs with the studies by Bong (1999) and Durdukoca (2010). The finding that the female students' self-efficacy is higher in the sub-dimension of cognitive applications than the male students concurs with the studies by Karasakaloğlu and Saracaloğlu (2009) and Mayal (2002). The differences seen in the sub-dimensions between the academic self-efficacy perceptions of the female and male students might be because of their different interests and tendencies.

The participating pre-service teachers' academic self-efficacy was found to be varying significantly depending on type of the high school graduated only in the sub-dimension of technical skills. The pre-service teachers having graduated from vocational high schools were found to have higher self-efficacy than the pre-service teachers having graduated from teacher training high schools. This finding of the current study is different from the finding reported by Karasakaloğlu and Saracaloğlu (2009).

The participants' self-efficacy was found to be varying significantly depending on the mother's education level only in the sub-dimension of social status. The pre-service teachers whose mothers have never attended school were found to have higher self-efficacy than the pre-service teachers whose mothers are elementary school graduates. This striking finding seems to support the findings of Millburg (2009), who stated that illiterate parents are more supportive to their children's academic life and that negative conditions can be more motivating for these children.

The participants' self-efficacy was found to be not varying significantly depending on grade level. This finding concurs with some studies in the literature (Pruett, 2011; Thomas-Spiegel, 2006). It is expected that self-efficacy will increase with increasing grade level. In this regard, Oğuz (2012), Durdukoca (2010) and Elias (2008) reported that academic self-efficacy increased with increasing grade level.

The participants' academic self-efficacy was found to be not varying significantly depending on type of the high school graduated in the other sub-dimensions, depending on the mother's education level in the other sub-dimensions, depending on place of residence in the other sub-dimensions and the father's education level in all the sub-dimensions. While these findings are similar to the findings reported by Satıcı (2013), there are some

other studies reporting that increasing education level and social status of parents will have positive effects on their children's academic achievement and academic self-efficacy (Fan and Williams, 2010; Kamin, 2009).

The results of the current study have shown that there are positive and significant correlations between the pre-service Turkish teachers' attitudes and academic self-efficacy in all the sub-dimensions and in the whole scales. This shows that there is a relationship between attitudes towards reading and academic self-efficacy. Reading expands the world of emotions and thoughts, gives the ability to look at things from different angles and improves one's self-confidence. Although there is no study examining the relationship between these two concepts in the literature, it is an expected result that the academic self-efficacy perception of a person who reads a lot will be high.

In light of the findings of the current study, following suggestions can be made:

Reading is a very important concept. Every segment of the society, especially teachers, should read, love reading and have a positive attitude towards reading. Thus, teachers will be able to train a generation that loves to read. Therefore, pre-service teachers should be trained on how students can read more efficiently, what they can read, and the concept of reading interest during their undergraduate education.

Cognitive and affective characteristics of students should be taken into consideration depending on the increase in their grade level and their awareness of attitudes towards reading and academic self-efficacy should be raised.

Students should be encouraged to read books at an early age and the basis of book reading habit should be constructed as early as possible.

Considering the function of the family and environmental factors in this regard, seminars and meetings can be held to raise families' awareness of these issues. In addition, factors related to environmental and socioeconomic conditions need to be improved as much as possible. In addition, given the importance of self-efficacy concept, which is defined as the effect of self-belief in achieving a task, pre-service teachers' self-efficacy levels need to be improved by contributing to their professional, pedagogical and personal development.

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