Kocaeli Üniversitesi Eğitim Dergisi
E-ISSN: 2636-8846
2026 | Cilt 9 | Sayı 1
Sayfa: 319-339

Kocaeli University Journal of Education
E-ISSN: 2636-8846
2026 | Volume 9 | Issue 1
Page: 319-339

Üniversite öğrencilerinin okuma motivasyonu okuma başarılarını yordamakta mıdır?

Does college students' reading motivation predict their reading achievement?

Yunus Emre AKBANA, https://orcid.org/0000-0002-5707-3564
Kahramanmaraş Sütçü İmam Üniversitesi, Eğitim Fakültesi, yakbana@ksu.edu.tr

Gülten KOŞAR, https://orcid.org/0000-0002-4687-4382
Hatay Mustafa Kemal Üniversitesi, Eğitim Fakültesi, gulten.kosar@mku.edu.tr

ARAŞTIRMA MAKALESİ

Gönderim Tarihi	Düzeltme Tarihi	Kabul Tarihi
7 Ocak 2026	*16 Mart 2026, 8 Nisan 2026*	*19 Mayıs 2026*

Önerilen Atıf

Recommended Citation

Akbana, Y. E.., & Koşar, G. (2026). Üniversite öğrencilerinin okuma motivasyonu okuma başarılarını yordamakta mıdır?. *Kocaeli Üniversitesi Eğitim Dergisi, 9*(1), 319-339. http://doi.org/10.33400/kuje.1858832

ÖZ

Bugüne kadar ilk ve ortaokul öğrencilerinin okuma motivasyonu ve okuma başarısı arasındaki etkileşim üzerine çok sayıda araştırma yapılmış olmasına rağmen, üniversite öğrencilerinin okuma motivasyonu ve okuma başarısı arasındaki etkileşim üzerine daha az araştırma yapılmıştır. Bu nedenle, bu çalışmanın katılımcılarını Türkiye'deki bir devlet üniversitesinin İngiliz dili eğitimi programında öğrenim gören üniversite öğrencileri oluşturmaktadır. Bu nicel durum çalışması, üniversite öğrencilerinin (N = 43) okuma motivasyonlarının okuma başarılarını yordayıp yordamadığını incelemeyi amaçlamaktadır. Bu çalışma katılımcıların okuma motivasyonlarının ve okuma başarılarının dört ay boyunca değişip değişmediğini incelemeyi amaçlamaktadır. Veriler, iki kez Okuma Motivasyonu Ölçeği ve okuma öncesi ve sonrası test uygulanarak toplanmış; veriler eşleştirilmiş örneklemler t-testi ve doğrusal regresyon analizi yapılarak analiz edilmiştir. Sonuçlar katılımcıların okuma motivasyonlarında ve okuma başarılarında bir artış olduğunu ortaya koymuştur. Ayrıca, elde edilen artışın katılımcıların okuma öncesi ve sonrası motivasyonlarında ve okuma öncesi ve sonrası başarılarında istatistiksel olarak anlamlı bir değişime yol açtığını ortaya koymuştur. Buna ek olarak, elde edilen sonuçlar okuma motivasyonunun okuma başarısını yordamadığını gösterirken, okuma motivasyonunun alt boyutu olan bireyin okuma etkinliğini benliğinin bir parçası olarak görmesinin okuma başarısını istatiksel olarak anlamlı şekilde artırabileceğini göstermektedir. Bu çalışmanın sonuçları doğrultusunda, gelecek çalışmalara yol gösterebilecek çeşitli çıkarımlar ve öneriler sunulmuş; ayrıca üniversitelerde okuma dersi veren öğretim elemanlarına, öğrencilerin okuma motivasyonu ile okuma başarısı arasındaki ilişkiye dikkat çekici nitelikte önerilerde bulunulmuştur.

Anahtar Sözcükler: nicel durum çalışması, okuma başarısı, okuma motivasyonu, üniversite öğrencileri

ABSTRACT

Although a great deal of research into the interplay between primary and secondary school students' reading motivation and reading achievement has been carried out to date, less has been conducted on the one between college students' reading motivation and reading achievement. To address this gap, the present study was conducted with college students majoring in English Language Teaching at a public university in Türkiye. This quantitative case study sets out to examine if college students' (N = 43) reading motivation and reading achievement change over four months. In addition, it aims at examining if their reading motivation predicts reading achievement. The data was collected by administering a motivation for reading scale twice and a pre- and post-reading test, which was analyzed performing paired samples t-test and linear regression analysis. The results demonstrated that there was an increase in participants' reading motivation and reading achievement. Also, this increase marked a statistically significant change in participants' pre- and post-reading motivation and pre- and post-reading achievement. Additionally, while the overall construct of reading motivation did not predict their reading achievement, the sub-dimension 'reading as part of self' significantly predicted reading achievement. Drawing upon the conclusions of this study, several implications and recommendations for future studies are presented; moreover, specific recommendations are offered to attract the attention of university reading teachers to college students' reading motivation and achievement.

Keywords: college students, quantitative case study, reading achievement, reading motivation

INTRODUCTION

Improving college students' reading achievement is crucial for aiding them in achieving success in college education, which both affects and is affected by the level of their reading motivation inasmuch as reading motivation is considered to influence reading behavior (Aarnouetse & Schellings, 2003). In view of the significance attached to increasing reading achievement at college education, generating and strengthening college student reading motivation becomes obvious. Such a central importance taken on by reading motivation has led to the production of a significant number of papers on it (e.g., Kambara & Lin, 2024; Quirk et al., 2020), the majority of which scrutinized the influence of primary and secondary school students' reading motivation on their reading achievement (e.g., Schiefele et al., 2016; Soemer & Schiefele, 2018).

The number of studies focusing on reading motivation among college students is limited, particularly examining the relationship between reading motivation and reading achievement. Instead, these studies utilized qualitative or quantitative research methods to explore the sources of reading motivation, aiming solely to establish student-reader profiles. Regarding the qualitative perspective, Kambara and Lin (2024) investigated the college students' sources of reading motivation in detail and found that students were able to increase their reading motivation when they were provided with autonomous, reflective and interactive learning environments. Concerning the quantitative methods, Quirk et al. (2020) examined 254 college students' reading motivation and found four groups of student profiles with high, high-practical, apathetic and low classes, leading the researchers to relate the classes to students' demographic features such as gender and parents' educational background, and higher education aspirations. The aforementioned results rely on studies conducted with Latinx college students. In the Turkish context, Türkel et al. (2019) examined the integration of reading into a societal way of life among pre-service teachers which remains at a moderate level, with their overall reading culture being significantly shaped by personal and environmental factors such as established reading habits, library memberships, bookcase ownership, gender, and academic departments. Kambara et al. (2022) investigated the Hispanic American college students' reading motivation with another context of students: Japanese college students. In their study, Kambara et al. (2022) compared students' country and gender differences in terms of their self-construal and reading motivation. The researchers (Kambara et al., ibid) found that country and gender can moderate reading motivation, and self-construal predicted reading motivation. The research trend follows a rise of interest in different variables and in different nationalities although the variety and number of studies on reading motivation in relation to reading achievement is limited. There is also supporting evidence on the contexts of K12 level of education from systematic and meta-analysis studies rather than tertiary level (e.g., McBreen & Savage, 2021).

The paucity of research on the correlation between college students' reading motivation and their reading achievement prompted the decision taken to conduct this study. Keeping in mind the importance assumed by students' reading motivation in enhancing their reading achievement, the present research could add to the literature on reading motivation and reading achievement through exploring the relationship between college students' reading achievement and reading motivation, and the changes in them across four months. The findings of this research could direct university reading teachers' attention to the likely correlation between these two constructs and they may fine-tune their teaching of reading seeing the findings.

LITERATURE REVIEW

Self Determination Theory and Reading

Human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop. To understand these dynamics, Self-Determination Theory (SDT) posits that healthy psychological development relies on three innate psychological needs—competence, autonomy, and relatedness—which, when satisfied, yield enhanced self-motivation (Ryan & Deci, 2000). When applied to educational contexts, SDT

offers a strong framework for examining reading motivation, as reading can actively satisfy these fundamental needs by promoting learners' sense of ownership, strengthening social connections, and enhancing confidence through experiences of mastery (Lin, 2025). This deep internalization, where reading essentially merges with the self, is heavily shaped by the level of freedom students are given by their educators. Within the SDT continuum, Schutte and Malouff (2007) position reading as part of the self as the highest form of intrinsic motivation, where reading becomes fully integrated into one's identity. Establishing reading as part of self through this deep internalization is heavily shaped by the level of freedom students are given by their educators. For example, Dammert et al. (2025) highlight that students' perceptions of teachers' autonomy support are positively associated with intrinsic regulation, enabling learners to engage with texts out of genuine personal interest rather than external pressure. This supportive dynamic is continuous and highly interactive; as Liu and Wen (2025) demonstrate, autonomy support and intrinsic motivation mutually reinforce each other over time. Moreover, intrinsic motivation acts as the underlying mechanism connecting long-term teacher support for autonomy to students' reading success (Liu & Wen, 2025). Interestingly, this relationship is truly reciprocal: while autonomy support fosters intrinsic motivation, a student's reading achievement subsequently encourages teachers to provide even greater autonomy support in the future (Liu & Wen, 2025). Conversely, overly restrictive environments can actively hinder a student's personal connection to reading, given that high levels of teacher control are directly linked to decreases in students' genuine internal drive and their proactive participation in reading tasks (Dammert et al., 2025). Ultimately, if educators want reading to be embraced as a core part of a learner's identity, they must recognize that self-directed types of motivation, where students personally value and deeply internalize the act of reading, are essential for maintaining consistent reading habits and achieving greater comprehension (Lin, 2025).

Reading Motivation

According to Guthrie and Wigfield (2000, p. 405), reading motivation is "individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading". Motivation to read is maintained to be vital for literacy development (Neugebauer, 2013) in that reading motivation is revealed to be related to reading achievement and comprehension (Cartwright et al., 2016; Retelsdorf et al., 2011; Schaffner et al., 2016). According to Wigfield (1997, p. 63), there are three aspects of reading motivation: "aspects tapping competence and efficacy beliefs, aspects tapping achievement values and goals and aspects tapping social aspects of reading". Three categories of motivation to read emerged out of the data collected from the participants taking adult literacy classes in Duncan's (2009) study: the need they felt for learning to read for the sake of their children, getting a job and abstaining from real-life problems. Schiefele et al. (2012) classify reading motivation as habitual and current reading motivation. While the latter denotes the desire of a person to read a text appealing to them, the former addresses motivation not confined to the current situation.

Readers might be intrinsically or extrinsically motivated to read a text. Intrinsically motivated readers read a text for the pleasure they could derive from reading it while extrinsically motivated readers engage in reading for gaining external rewards (Ryan & Deci, 2000). An indispensable amount of research has been conducted with an eye to examining the effect of extrinsic and intrinsic motivation on students' reading competence (e.g., McGeown et al., 2012; Schaffner & Schiefele, 2016). The research carried out by Alireza and Karimnia (2018) reported that college students were not only extrinsically but also intrinsically motivated. Extrinsic and intrinsic motivation could exert diverse impact on students' reading comprehension. The research undertaken by Dhanapala and Hirakawa (2016) yielded intrinsic motivation had a positive relationship with university students' reading comprehension and whereas extrinsic motivation had a negative one with it. Kanonire et al. (2020) reported the positive association between intrinsic reading motivation and early reading skills and succeeding reading performance. Likewise, intrinsic motivation is found to promote reading comprehension in Cartwright et al.'s (2019) study.

Certain factors can influence the level of reading motivation. For example, reading attitude is important in reading motivation (Akbari et al., 2019). Teachers' instructional practices play an important role in students' motivation to read (Lerkkanen, 2018). Having students work in groups, enabling social interaction, is reported to increase student reading motivation (Miller, 2015; Monteiro, 2013). Teachers' perceptions of students' reading comprehension skills exercise impact differently upon students' reading motivation. To exemplify, the research by Boerma et al. (2016) demonstrated that teachers' perceptions impacted on girls' reading motivation whilst they did not affect boys' reading motivation. The study done by Huang et al. (2020) with the participation of the fourth graders revealed the changes in students' reading motivation and achievement were aligned with the changes in parents' attitudes towards reading. The study by Giambona and Porcu (2015) revealed parental education as a factor affecting students' reading achievement. With a larger sampling size, Zhang et al. (2020) investigated 105,000 eight-grade students' reading achievement and related it to students' motivation considering several school demographics such as gender, race/ethnicity, socioeconomic status and individualized education program. A variety of techniques are employed to help college students improve their motivation to read such as providing guided reading questions to them (Brown et al., 2016) and encouraging inference generation (Clinton, 2015). Since motivation evolves over time (Unrau & Schlackman, 2006), reading motivation could be envisaged to have inclination to change in the course of time as well.

Reading Achievement and the Interrelationship between Reading Motivation and Reading Achievement

Academic reading achievement and how to improve it has been researched heretofore (e.g., Smith et al., 2011). For instance, Albashtawi's (2019) study yielded that implementing cognitive academic language learning approach increased EFL undergraduate students' reading achievement. Students' reading comprehension could be corroborated through negotiation of meaning (Van den Branden, 2000) and activating prior knowledge (Bråten et al., 2017). Besides, teacher professional development was found to positively affect student reading achievement in Didion et al.'s (2020) study. Förster and Souvignier (2014) concluded that supplying information of students' progression to teachers had a positive effect on the improvement in students' reading achievement through the medium of the individualized instruction to be provided by teachers to their students. Classroom text discussions were demonstrated to mediate the effect of content-focused coaching on students' reading achievement in the research carried out by Matsumura et al. (2012). In Stoffelsma and Spooren's (2017) study, the assignments given to the experimental group led to more improvement in their academic reading proficiency due to the emphasis on text structure, vocabulary learning and reading motivation in them as against that of the control group in whose assignments the emphasis was on the content of the course.

Reading motivation influences reading achievement and comprehension and serves a role in their development (Davis, et al., 2018; Taboada & Buehl, 2012; Wigfield et al., 2015). Therefore, the effects of reading motivation on reading achievement or vice versa have been explored. A positive link between seventh-grade high-achieving students' reading motivation and reading achievement was found in Huang's (2013) study. Another study conducted by Hebbecker et al. (2019) demonstrated the positive mutual effect between third and fourth graders' reading achievement and intrinsic reading motivation whilst no relationship was found between extrinsic reading motivation and reading achievement. The research conducted by Xu and Durgunoğlu (2020) to explore the relationship between college students' reading motivation and reading comprehension revealed that intrinsic motivation predicted higher-order comprehension whereas extrinsic motivation predicted text-based comprehension. In their comprehensive literature review study, Kheang et al. (2024) found that students with high levels of reading motivation were inclined to demonstrate significant improvement on their reading comprehension. The interrelationship between reading motivation and reading achievement was also explored by Bozack and Salvaggio (2013) and the findings of their study revealed the

challenge scale from among other scales including interest, recognition, efficacy, mentor et cetera predicted high schoolers' later reading achievement. In addition, student participants' reading motivation scores did not show a statistically significant change over three years. In another study, it was reported that reading self-concept and reading achievement could mutually affect each other (Retelsdorf et al., 2013). In a Turkish context, Çam and Baştuğ (2025) employed 353 participants from primary school and focused on investigating reading comprehension with other factors throughout 15 weeks, and the study findings marked a significant increase in students' reading comprehension scores due to reading motivation among other factors such as reading attitude, reading speed and prosodic reading. In their study with undergraduate EFL learners Ma and Zhao (2025) investigated the correlation between reading motivation and reading comprehension achievement through a descriptive model, where no intervention was given over a period of time, and the findings showed that college students with high levels of reading motivation had a significant tendency to mark reading comprehension achievement in recognizing vocabulary, reaching the gist of reading texts and making inferences.

The research questions guiding this study are as follows:

1. Is there a statistically significant change in college students' reading motivation over a period of four months?
2. Is there a statistically significant change in college students' reading achievement over a period of four months?
3. Is there a statistically significant relationship between college students' motivation and their reading achievement?
4. Does college students' reading motivation predict their reading achievement?

METHOD

Research Design, Participants and the Context

This study is designed as a quantitative case study in that it scrutinizes the association between reading motivation and reading achievement of college students studying at the English language department of a state university and the changes in their reading motivation and reading achievement across four months. In view of the fact that students' reading motivation and reading achievement are inevitably influenced by extraneous factors such as the reading teacher and how the teaching of reading is conducted, variations in these two constructs can most probably be seen in different contexts, which elucidates the reason behind designing this research as a case study.

A total of 43 first-year students of the department of English language teaching participated in this research, in the selection of whom convenience sampling was used, took part in the study. The number of female participants was 31 while the remaining 12 were male. The mean age of the participants was 18.8 when this study was carried out.

First-year students in the context of this study take two-hour Reading Skills I course in the fall term of the first academic year, lasting 16 weeks (four months). The objective of the course is supporting students in improving their skills of identifying the explicit/implicit main idea of a text, reading between lines and developing high-level reading skills. A textbook selected by the lecturer of the course, who is also the researcher, was used with an eye to helping students accomplish the objectives of the course and offering them opportunities for practicing what was covered during classes. Additionally, four articles on developing reading skills were chosen from among ten by the participants, one for each month, and assigned to the participants to read and prepare for the discussion on them to be held in the first next lesson. The discussions were stimulated by the comprehension check questions, including what the topic of the paper was, what the implicit/explicit main idea of the paper was, what supporting details were presented in the paper, and whether or not they agreed with the main idea. The lecturer moderated the

reading lessons in an effort to enable active student participation and avoid substantially lecturer-led lessons bearing in mind the high probability that the participants would get bored stiff during such lessons and lose their concentration totally. In the context of the study, how much students had learned from the course was assessed through administering a midterm exam in the seventh week of the term, constituting 40% of the final grade and final exam following the end of the term, comprising 60% of the final grade. Both the midterm and final exams were prepared in the light of the course objectives. Students were required to attend to at least 70% of the classes not to fail the course due to absenteeism.

Data Collection Tools and Analysis

Motivation for reading scale

The 21-item Adult Reading Motivation scale having a five-point Likert scale (ranging from strongly disagree to strongly agree) and developed by Schutte and Malouff (2007) was distributed to the participants through e-mailing to explore their reading motivation. The scale consists of four reading motivation dimensions: reading as part of self (items 2, 3, 4, 5, 6, 9, 10, and 11), reading efficacy (1, 14, 16, 17, 19, and 20), reading for recognition (12, 13, and 15) and reading to do well in other realms (7, 8, 18, and 21). The 21-item scale demonstrates robust psychometric properties. A principal components analysis with oblique rotation supported a four-factor structure explaining 38.25% of the total variance. Internal consistency is high for the global scale (Cronbach's α = .85) and acceptable to good across its four subscales (α = .70–.87). Additionally, construct validity is supported by strong positive correlations between total motivation scores and both reading enjoyment (r = .65, p < .01) and reading frequency (r = .62, p < .01). The scale was sent out twice, one at the beginning of the term (pre-reading motivation) and the other at the end of the term (post-reading motivation). To analyze if there occurred any difference in participants' reading motivation at the beginning and end of the term, paired samples *t*-test was performed.

Pre- and post-reading test

Pre-reading test prepared by the researchers in line with course objectives was conducted with an eye to scrutinizing the reading achievement of the participants before the start of the research. The post-reading test prepared by the researchers in parallel to the course objectives was administered in an effort to investigate if changes in participants' reading achievement emerged at the end of the term. In the pre- and post-reading tests, the participants were required to figure out the topic and the implicit/explicit made idea of the given text, to make reasonable inferences and draw logical conclusions from it. The pre- and post-reading tests were scored by two markers. Intraclass coefficient correlation was calculated for both the pre- and post-reading test to assess inter-rater reliability. Intraclass coefficient correlation was found to be .78 for the pre-reading test and .74 for the post-reading test, showing the existence of an acceptable level of reliability between the two raters. To analyze whether reading achievement of the participants changed over four months, paired samples *t*-test was run. Linear regression analysis was performed to examine whether participants' reading motivation as a whole predicted their reading achievement.

Regression analysis

The assumptions that should be met to be able to conduct linear regression analysis are, according to Gelman and Hill (2007), validity, linearity, independence of errors, equal variance of errors and normality of errors. As for the assumption of validity, it could be argued that it was met because the outcome measure serves for finding out an answer to the research question of whether college students' reading motivation is a predictor of their reading achievement (Gelman & Hill, ibid). As well as the assumption of validity, Figure 1 displays assumption of linearity was also met.

Figure 1
Linearity of the Data

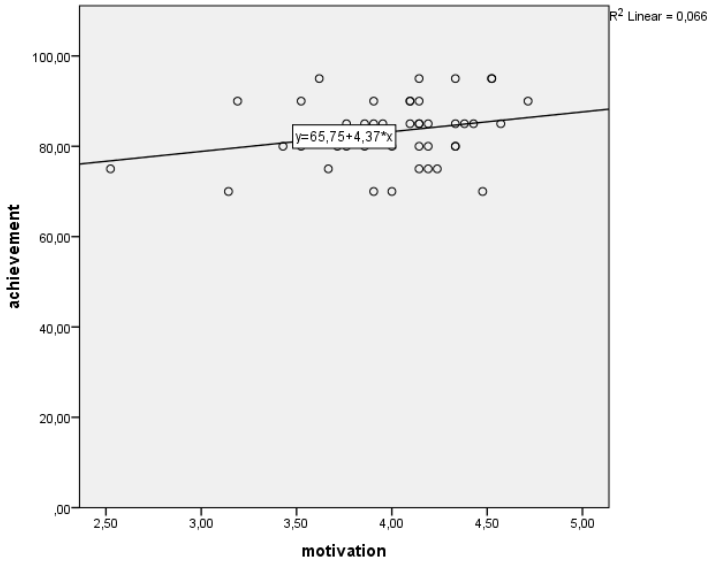


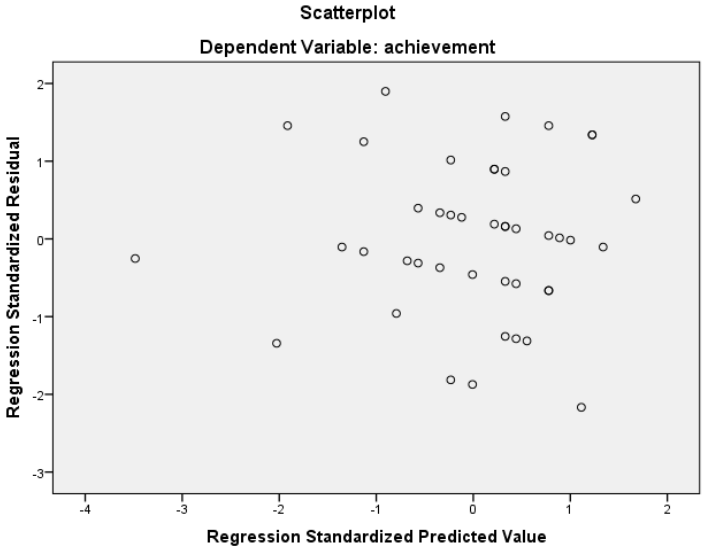
Figure 1 shows that the relationship between the outcome variable and the predictor is linear. Figure 1 also demonstrates there are no significant outliers in the data. In order to check independence of error, Durbin-Watson statistic was performed. Table 2 below demonstrates the results of the Durbin-Watson statistic.

Table 1
Durbin-Watson Statistic Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.257	.066	.043	7.07006	1.619

The Durbin-Watson value in Table 1, 1.619, indicates the independence of observations as the values within the range 1-3 are accepted to be normal (Field, 2009). Figure 2 below demonstrates whether the assumption of equal variance of errors was satisfied.

Figure 2
Variance of Errors



As seen in Figure 2, the variances scattered uniformly and randomly around zero, meaning the assumption is met. In an effort to check if the assumption of normality of residuals is met, P-P plot is used. Figure 3 shows P-P plot results.

Figure 3
P-P Plots

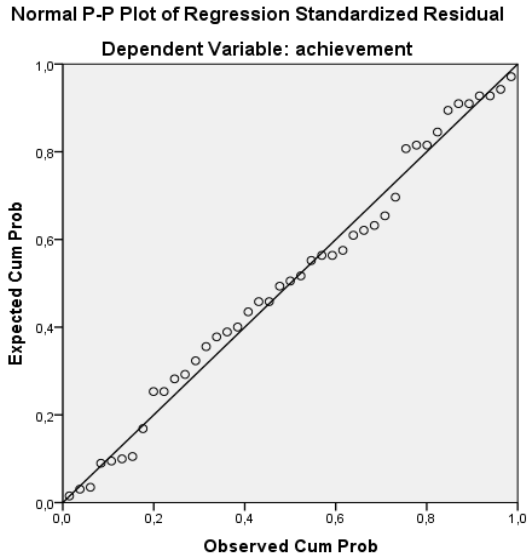


Figure 3 illustrates that the errors of the regression line are normally distributed. Seeing that the assumptions to be able to conduct linear regression analysis are met, the findings of which are presented in the section of findings, were done.

Research Ethics

All the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed in the entire process from the planning, implementation, data collection to the analysis of the data. None of the actions specified under the second section of the Directive, "Scientific Research and Publication Ethics Actions" have been carried out.

During the writing process of this study, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic media for evaluation.

The participants were informed about the purpose of the study and their consent was obtained through their signatures on the participant consent form.

Research ethics committee approval information

Name of the ethics committee: Social and Human Sciences Research and Publication Ethics Board of the Hatay Mustafa Kemal University

Date of the decision: 01.01.2021

Document issue number: 902-01-FR 006

RESULTS

Results with respect to the Change in College Students' Reading Motivation over a Period of Four Months

In order to see participants' pre and post motivation level over four months, initially the motivation scale was applied. With an eye to investigating the change in participants' reading motivation, the mean values for pre- and post- reading motivation are given in Table 2 below.

Table 2
Descriptive Statistics Results of Pre- and Post-Reading Motivation

	Mean	*N*	Std. Deviation	Std. Error Mean
Pre-reading motivation	3.4763	43	.43171	.06583
Post-reading motivation	4.0033	43	.42457	.06475

As could be seen in Table 2, participants' reading motivation increased following the end of four months in that the mean value for pre-reading motivation (*M* = 3.47) is lower than the mean value for the post-reading motivation (*M* = 4.003). Paired samples *t*-test was conducted in an attempt to explore if participants' reading motivation changed over a period of four months. Table 3 below demonstrates paired samples *t*-test results.

Table 3
Paired Samples t-Test Results of Reading Motivation

Comparison	M (Difference)	SD	SE	95% CI for Mean Difference	*t*	*df*	*p*	Cohen's *d*
Pre-reading motivation – Post-reading motivation	−0.53	0.39	0.06	[−0.65, −0.41]	−8.95	42	< .001	1.37

In view of the *p* value given in Table 3, .000, it can be concluded that a statistically significant difference exists between participants' pre- and post-reading motivation. In addition, the Cohen's *d* value highlights the large effect size with a substantial increase from pre-reading motivation to post-reading motivation (*d* = 1.37).

Results as to the Change in Participants' Reading Achievement

The mean values for pre- and post-reading achievement are presented in Table 4 below to investigate the changes between them.

Table 4
Descriptive Statistics Results of Pre- and Post-Reading Achievement

	Mean	*N*	Std. Deviation	Std. Error Mean
Pre-reading motivation	72.67	43	6.30	.96
Post-reading motivation	83.25	43	7.22	1.10

Table 4 shows that there is a change in the mean value for the pre-reading achievement and that for the post-reading test (*M* = 72.67 is lower than the one in the post-reading achievement: *M* = 83.25), showing that participants' reading motivation increased over four months. The change in participants' reading achievement was examined through performing paired samples *t*-test. Table 5 below illustrates the results obtained from paired samples *t*-test.

Table 5
Paired Samples t-Test of Pre- and Post-Reading Achievement

Comparison	M (Difference)	SD	SE	95% CI for Mean Difference	*t*	*df*	*p*	Cohen's *d*
Pre-reading achievement – Post-reading achievement	−10.58	9.64	1.47	[−13.55, −7.61]	−7.19	42	< .001	1.10

As displayed in Table 5, there is a statistical difference between pre- and post-reading achievement ($p < .000$). The direction of the difference was evidenced with the positive Cohen's d value ($d = 1.10$), meaning the effect size is substantially large. This indicates that students made a notable degree of progress in their reading achievement. In order to detect the achieved power of the study, a post hoc power analysis was conducted using G-Power, which revealed 0.94 detecting effect sizes of $\delta \geq 0.50$ and assuming a two-tailed test and $\alpha = .05$, meaning the study design had an adequate power in order to detect the observed effect with the sampling of 43 participants.

Results regarding the Relationship between College Students' Reading Motivation and their Reading Achievement

Pearson correlation analysis was performed to probe the relationship between college students' reading motivation and their reading achievement. Table 6 below illustrates the Pearson correlation results of reading motivation as a whole (RM0), its sub-dimensions; Reading as part of self (RM1), Reading efficacy (RM2), Reading for recognition (RM3), Reading to do well in other realms (RM4), and Reading achievement (RA0).

Table 6
Pearson Correlations between Reading Motivation, Its Sub-Dimensions and Reading Achievement

Variables	RM0	RM1	RM2	RM3	RM4	RA0
Reading motivation (RM0)	—					
Reading as part of self (RM1)	0.388*	—				
Reading efficacy (RM2)	0.479**	0.422**	—			
Reading for recognition (RM3)	0.280	0.182	0.121	—		
Reading to do well in other realms (RM4)	0.488**	0.494***	0.338*	0.430**	—	
Reading achievement (RA0)	0.183	0.333*	0.201	0.229	0.050	—

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 6 shows that reading motivation does not have a correlation with the reading achievement. The Pearson correlation results showed that the correlation between reading motivation and reading achievement was not statistically significant ($r = 0.183$, $p = 0.246$). However, a significant positive correlation was found between the sub-dimension reading as part of self and reading achievement ($r = 0.333$, $p = 0.031$). This result suggests that while the overall construct of reading motivation does not seem to be associated with reading achievement, the reading as part of self sub-dimension of reading motivation may play a meaningful role in this relationship. This result suggests that while the overall construct of reading motivation does not seem to be associated with reading achievement, the reading as part of self sub-dimension of reading motivation may play a meaningful role in this relationship. Appendix A shows further statistical *p* and *df* values.

Results regarding the Predictive role of Reading Motivation on Reading Achievement

As seen in the Pearson correlation analysis, the model does not seem to be meaningful to perform a regression analysis for reading motivation and reading achievement, but the sub-dimension reading as part of self can be subjected to simple linear regression analysis. Table 7 below shows the simple linear regression results.

Table 7

Results of Simple Linear Regression Analysis of the Predictability of Reading as Part of Self on Reading Achievement

Variable	*B*	*SH*	*β*	*df*	*F*	*t*	*p*	%95 GA *B*	%95 GA *β*	*R*	R^2
Consistent Reading as Part of Self	70.03	6.16	—	1	4.98	11.37	< .001	[57.58, 82.47]	—	0.333	0.111
Reading Achievement	3.78	1.69	0.333	40		2.23	.031	[0.36, 7.20]	[0.0313, 0.634]		

Table 7 illustrates that the regression analysis indicated statistically significant effect of reading as part of self on reading achievement (B = 3.78, SH = 1.69, β = .333, p = .031). Although model offers its explanatory power at a limited level (R^2 = .111), the model has been found significant (F (1, 40) = 4.98, p = .031). In other words, although reading motivation does not predict reading achievement in general, reading as part of self contributes to the overall reading achievement with a 11 percent of explanation.

DISCUSSION

The first finding in relation to the change in college students' reading motivation over a period of four months revealed that there was a statistically significant difference between their pre- and post-reading motivation due to the increase in the level of their reading motivation in the second measurement, which indicates that taking a-16-week-Reading Skills course impacted on participants' reading motivation positively. The way Reading Skills course is conducted, and associated with that, how much college students benefit from it is likely to impinge on their reading motivation. For this reason, reading teachers need to design lessons in such a way that they directly appeal to college students' interests. Considering the fact that the lecturer abstained from functioning as the transmitter of knowledge in the lessons, tried to get the participants to participate more during the lessons and handed over responsibility to them to select the papers they would read and discuss, it could be attested that the reading teacher plays a fundamental role in increasing college students' reading motivation, as was alleged by Lerkkanen (2018). Contrary to the finding in this study, it was yielded in the research conducted by Bozack and Salvaggio (2013) that there was no statistically significant change in participating high schoolers' reading motivation over three years. This also shows similarity to that of Spōrer and Schünemann' study (2014) which did not yield any significant mediation effects of motivation on reading comprehension over 75 minutes of intervention in 14 weeks. On the other hand, this finding did not align with Çam and Baştuğ's (2025) study, in which there two groups and the experimental group received a reading comprehension skills development program, since the students' reading comprehension scores showed augmentation over a total of 30 hours in 15 weeks. Yet, the control group's improvement was not significantly high, since they were not exposed to the intervention.

The second finding regarding the research question of whether or not participants' reading achievement changed significantly following the completion of the term lasting four months demonstrated the statistically significant change in their reading achievement. This finding could be contemplated to be influenced by the increase in their reading motivation; nonetheless, the findings in this research did not point to a correlation between college students' reading motivation and their reading achievement except for the reading as part of self sub-dimension of the reading motivation scale. This finding as to the third research question shows partial similarity with those of the findings of Ölmez's (2015) study, which was conducted among 114 freshmen students in an ELT department of a public university in Türkiye. In their study, Ölmez (2015) did not find a significant correlation between students' reading motivation scores and reading achievement scores as a whole rather than the sub-dimensions.

The last research question in this study to which an answer was sought is if college students' reading motivation predicts their reading achievement. The findings as to that research question showed that participants' reading motivation as a whole did not predict their reading achievement. In addition, only one of the four dimensions of reading motivation predicted participants' reading motivation; namely, reading as part of self. This finding shows similarity with that in Ma and Zhao's (2025) study, where there was a positive correlation between college students' reading motivation and reading comprehension achievement, more notably the correlational findings were attributed to young adults' intrinsic motivation to read and demonstrate high levels of reading achievement. A partial conflict can be seen in Huang's (2013) study as it was reported seventh graders' reading motivation as a whole predicted their reading achievement, and in Zhang et al.'s (2020) study, which reported on 105,000 eight-grade students from the national assessment of educational progress in 2015, in that reading achievement was associated with reading motivation. Likewise, the findings differ from the ones in the research conducted by Bozack and Salvaggio (2013) for the challenge scale involving recognition and efficacy in the motivation for reading questionnaire predicted high school students' later reading achievement, nevertheless, the dimensions of reading efficacy and reading for recognition did not predict college students' reading achievement. The finding in relation to whether or not the dimension of reading as part of self predicted college students' reading achievement revealed it did predict their reading achievement, which shows similarity with the results in Retelsdorf et al.'s (2013) study in that in their research, reading self-concept, tallying with the dimension of reading as part of self, affected secondary school students' reading achievement. Exploring the correlation between third-and fourth-graders' intrinsic and extrinsic motivation and their reading achievement, Hebbecker et al. (2019) reported no correlation between their extrinsic motivation and reading achievement; which is in agreement with the findings obtained from the correlations between reading motivation dimensions and college students' reading achievement as the dimension of reading for recognition, corresponding to extrinsic motivation, did not predict their reading achievement. Consistent with prior research indicating that demographic variables such as gender may play a role in shaping reading motivation (Kambara et al., 2022), it is worth noting that the present study included both female (n = 31) and male (n = 12) participants. However, gender was not examined as an analytical variable in the current study. Therefore, potential gender-related differences in reading motivation remain beyond the scope of the present findings and could be explored in future research to provide a more nuanced understanding of students' reading engagement. Additionally, the studies mentioned in the preceding statements are predominantly carried out with the participation of primary and secondary schoolers, which points out the significance of the present study because it aims at scrutinizing the relationship between college students' reading motivation and reading achievement contrary to the previous ones.

Conclusions

This study investigated whether college students' reading motivation and reading achievement change significantly over four months and their reading motivation predicts their reading achievement. The findings revealed college students' reading motivation and reading

achievement enhanced at the end of four months, yet their reading motivation as a whole did not predict their reading achievement. Still, reading as part of self, which is the sub-dimension of reading motivation scale employed in this study, displayed a positive correlation with reading achievement. Keeping in mind the paucity of research into the correlation between college students' reading achievement and reading motivation, this study could contribute to the literature substantially and encourage university reading teachers to conduct studies on the relationship between college students' reading motivation and reading achievement in depth with wider populations.

Limitations of the Study and Recommendations for Further Research

The length of the study could have an effect on the finding with respect to the partial correlation between college students' reading achievement and reading motivation. Hence, longitudinal studies need to be conducted with a view to exploring whether or not reading motivation predicts reading achievement. Moreover, further research with more participants needs to be carried for a thorough examination of the correlation between the two constructs. This can also allow to check the models of regression analysis to offer detailed insights. The impact of gender on college students' reading motivation and on the changes in it over a certain period of time can also be scrutinized in future studies. Last but not least, studies employing observational and qualitative designs should also be conducted in order to triangulate the findings.

In addition to these recommendations for future research, several policy implications can be considered for better improvement in reading achievement. As outlined by Barber and Klauda (2020), reading achievement relies on reading motivation to make the meaning out of the texts, which refers to several policy changes starting from primary schools. However, such a policy change should be backed up at college level by the guidance of college reading teachers in collaboration with researchers and other practitioners. Still, its implementation may require several steps to be taken: Departments should envision motivational acts through collaboration with college reading teachers (I); College reading teachers should be willing to raise reading motivation (II); Professional workshops on how to boost reading motivation among college students can be run (III); Students' sources of motivation to read should be identified in particular contexts and then texts should be chosen accordingly (IV); Reading engagement should also be boosted among students by encouraging other students through reading sessions, meetings, critics, talks and et cetera (V); Reading motivational strategies should be incorporated into curriculum developmental studies to enhance reading achievement (VI).

Acknowledgement and Support

The authors have no acknowledgments or support to declare regarding the conduct of this research.

Financial Support

The authors declare that no financial support was received for the conduct of this research.

Statement of Contribution Rate

The authors contributed equally to all stages of the research.

Declaration of Conflict of Interest

The authors declare no conflict of interest.

Statement of Use of Large Language Models

The design, data analysis, and writing of this research were conducted entirely by the author(s), and no Large Language Models or AI-based tools were utilized during the process.

Statement of Publication Ethics

Throughout the entire process of this research, from its planning and implementation to the collection and analysis of data, all rules specified in the "Higher Education Institutions Scientific Research and Publication Ethics Guidelines" have been adhered to. None of the actions listed under the heading "Actions Contrary to Scientific Research and Publication Ethics" in the second section of the guidelines were carried out.

During the writing process of this study, scientific, ethical, and citation rules were followed; no alterations were made to the collected data, and this study was not submitted for evaluation to any other academic publication medium.

Participants were informed about the study and signed an informed consent form.

Research ethics committee approval information

Name of the ethics committee: Social and Human Sciences Research and Publication Ethics Board of the Hatay Mustafa Kemal University

Date of the decision: 01.01.2021

Document issue number: 902-01-FR 006

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GENİŞLETİLMİŞ ÖZ

Giriş

Okuma motivasyonu, Guthrie ve Wigfield'in (2000, s. 405) tanımlamasıyla "bireyin okuma konuları, süreçleri ve sonuçlarına ilişkin kişisel hedefleri, değerleri ve inançları"dır. Okuryazarlık gelişiminde merkezi bir rolü üstlenen okuma motivasyonu (Neugebauer, 2013), okuma başarısı ve anlama becerilerine önemli ölçüde etki etmektedir (Cartwright vd., 2016; Retelsdorf vd., 2011; Schaffner vd., 2016).

Okuma motivasyonunun yapısı, Wigfield'in (1997, s. 63) ortaya koyduğu çerçevede üç temel boyuta ayrılmaktadır: "Öz-yeterlik inançlarıyla bağlantılı yönler, başarı değerleri ve hedefleriyle ilişkili yönler, ve okumanın sosyal boyutuna ilişkin yönler". Duncan'ın (2009) yetişkin okuryazarlık öğrenenleriyle gerçekleştirdiği araştırması, okuma motivasyonunun çocuklarının eğitimi için duyulan ihtiyaç, ekonomik özerklik ve gündelik yaşam pratiklerinin geliştirilmesi olmak üzere üç kategoride ortaya çıktığını göstermiştir. Motivasyonun sınıflandırılmasında, Schiefele ve diğerleri (2012) alışkanlık ve bağlamsal motivasyon arasında bir ayrım yaparak, ikincisini belirli bir metne yönelik anlık çekim olarak, ilkini ise duruma bağımlı olmayan genel eğilim olarak nitelemişlerdir.

Okuma motivasyonunun böylesine merkezi bir önem kazanması, bu konuda önemli sayıda araştırmanın yapılmasına yol açmıştır (ör. Quirk vd., 2020). Söz konusu araştırmaların büyük çoğunluğu, ilk ve ortaöğretim öğrencileri arasında okuma motivasyonunun okuma başarıları üzerindeki etkisini incelemiştir (ör. Schiefele vd., 2016; Soemer ve Schiefele, 2018).

Akademik okuma başarısı ve nasıl geliştirilebileceği daha önce de araştırılmıştır (ör. Smith vd., 2011). Örneğin, Albashtawi'nin (2019) çalışması, bilişsel akademik dil öğrenme yaklaşımının uygulanmasının İngiliz dili eğitimi lisans öğrencilerinin okuma başarısını artırdığını ortaya koymuştur. Öğrencilerin okuduğunu anlaması, anlam müzakeresi (Van den Branden, 2000) ve ön bilgilerin etkinleştirilmesi (Bråten vd., 2017) yoluyla desteklenebilir. Ayrıca, Didion ve diğerlerinin (2020) çalışmasında öğretmenlerin mesleki gelişiminin öğrencilerin okuma başarısını olumlu yönde etkilediği bulunmuştur. Förster ve Souvignier (2014), öğretmenlerin öğrencilerine sunacakları bireyselleştirilmiş öğretim aracılığıyla öğrencilerin ilerlemelerine ilişkin bilgilerin öğretmenlere sağlanmasının öğrencilerin okuma başarılarındaki iyileşme üzerinde olumlu bir etkisi olduğu sonucuna varmıştır. Matsumura vd. (2012) tarafından yapılan araştırmada sınıf içi metin tartışmalarının içerik odaklı koçluğun öğrencilerin okuma başarısı üzerindeki etkisine aracılık ettiği gösterilmiştir. Stoffelsma ve Spooren'in (2017) çalışmasında, deney grubuna verilen ödevlerde metin yapısına, kelime öğrenimine ve okuma motivasyonuna vurgu yapılması nedeniyle akademik okuma yeterliliklerinde, ödevlerinde dersin içeriğine vurgu yapılan kontrol grubuna göre daha fazla gelişme sağlanmıştır.

Üniversite öğrencilerinin okuma motivasyonu ile okuma başarıları arasındaki ilişkiyi inceleyen araştırmaların azlığı, bu çalışmanın yapılmasına karar verilmesine neden olmuştur. Öğrencilerin okuma motivasyonlarının okuma başarılarını artırmadaki önemi göz önünde bulundurulduğunda, bu araştırma, üniversite öğrencilerinin okuma başarıları ve okuma motivasyonları arasındaki ilişkiyi ve dört ay boyunca bunlardaki değişiklikleri inceleyerek okuma motivasyonu ve okuma başarısı literatürüne katkıda bulunabilir. Bu araştırmanın bulguları, üniversitelerdeki okuma öğretmenlerinin dikkatini bu iki yapı arasındaki olası korelasyona yönlendirebilir ve bulguları görerek okuma öğretimine uygun öğretimlerini gerçekleştirebilirler.

Bu çalışma, bir devlet üniversitesinin İngilizce öğretmenliği lisans programında öğrenim gören üniversite öğrencilerinin okuma motivasyonları ve okuma başarıları arasındaki ilişkiyi ve dört ay boyunca okuma motivasyonları ve okuma başarılarındaki değişiklikleri incelediği için nicel bir durum çalışması olarak tasarlanmıştır. Bu çalışmaya rehberlik eden araştırma soruları şunlardır:

1. Üniversite öğrencilerinin okuma motivasyonlarında dört aylık bir süre içinde istatistiksel olarak anlamlı bir değişim var mıdır?
2. Üniversite öğrencilerinin okuma başarılarında dört aylık bir süre içinde istatistiksel olarak anlamlı bir değişiklik var mıdır?
3. Üniversite öğrencilerinin motivasyonu ve başarıları arasında anlamlı bir ilişki var mıdır?
4. Üniversite öğrencilerinin okuma motivasyonu okuma başarılarını yordamakta mıdır?

Yöntem

Çalışmaya, seçiminde kolayda örnekleme yöntemi ile 43 İngilizce öğretmenliği bölümü birinci sınıf öğrencisi katılmıştır. Kadın katılımcıların sayısı 31; erkek katılımcıların sayısı ise 12'dir. Çalışmanın gerçekleştirildiği tarihte katılımcıların yaş ortalaması ise 18.8'dir. Bu çalışma kapsamındaki birinci sınıf öğrencileri, ilk akademik yılın güz döneminde 16 hafta (dört ay) süren haftada iki saatlik Okuma Becerileri I dersini almışlardır. Schutte ve Malouff (2007) tarafından geliştirilen, "kesinlikle katılmıyorum" ile "kesinlikle katılıyorum" arasında derecelendirilen beşli Likert tipindeki 21 maddelik Okuma Motivasyonu Ölçeği, katılımcıların okuma motivasyonlarını belirlemek amacıyla öncelikle e-posta yoluyla uygulanmıştır. Daha sonra, araştırmacılar tarafından dersin hedefleri doğrultusunda hazırlanan ön okuma testi, araştırmaya başlamadan önce katılımcıların okuma başarılarını incelemek amacıyla uygulanmıştır. Araştırmacılar tarafından ders hedeflerine paralel olarak hazırlanan okuma sonrası testi ise dönem sonunda katılımcıların okuma başarılarında değişiklik olup olmadığını araştırmak amacıyla uygulanmıştır. Okuma öncesi ve sonrası testlerde katılımcılardan verilen metnin konusunu ve örtük/açık ana fikrini anlamaları, makul çıkarımlar yapmaları ve mantıklı sonuçlar çıkarmaları istenmiştir. Elde edilen verilerin analizi yapıldıktan sonra aşağıdaki bulgulara erişilmiştir.

Bulgular

Üniversite öğrencilerinin dört aylık bir süre içinde okuma motivasyonlarındaki değişimle ilgili bulgular, ikinci ölçümde okuma motivasyonlarının seviyesindeki artış nedeniyle okuma öncesi ve sonrası motivasyonları arasında istatistiksel olarak anlamlı bir fark olduğunu ortaya koymuştur; bu da 16 haftalık Okuma Becerileri I dersinin katılımcıların okuma motivasyonlarını olumlu yönde etkilediğini göstermektedir. Dört ay süren dönemin tamamlanmasının ardından katılımcıların okuma başarılarının önemli ölçüde değişip değişmediğine ilişkin bulgu, öğrencilerin okuma başarılarında istatistiksel olarak anlamlı bir değişim olduğunu göstermiştir. Bu çalışmada cevabı aranan araştırma sorularından bir diğer ise, üniversite öğrencilerinin okuma motivasyonlarının okuma başarılarını yordayıp yordamadığıdır. Bu araştırma sorusuna ilişkin bulgular, katılımcıların okuma motivasyonlarının bir bütün olarak okuma başarılarını yordamadığını göstermiştir. Ancak, kullanılan okuma motivasyonunun bir alt boyutu olan okuma etkinliğini benliğinin bir parçası olarak görmesinin okuma başarılarını anlamlı ölçüde arttırdığı görülmüştür.

Tartışma ve Sonuç

Bu çalışma, üniversite öğrencilerinin okuma motivasyonlarının okuma başarılarını yordayıp yordamadığını ve okuma motivasyonlarının ve okuma başarılarının dört ay boyunca anlamlı bir şekilde değişip değişmediğini araştırmıştır. Bulgular, katılımcıların okuma motivasyonlarının ve okuma başarılarının dört ayın sonunda arttığını ortaya koymuştur. Ayrıca, elde edilen bulgular üniversite öğrencilerinin okuma motivasyonlarının okuma başarılarını yordamadığını, ancak okuma etkinliğini benliklerinin bir parçası olarak görmesinin okuma başarısı ile olumlu yönde bir ilişkiye sahip olduğunu ortaya koymuştur. Üniversite öğrencilerinin okuma başarısı ve okuma motivasyonu arasındaki ilişkiye yönelik araştırmaların azlığı göz önünde bulundurulduğunda, bu çalışmanın literatüre önemli ölçüde katkıda bulunabileceği ve üniversitede okuma dersi veren öğretim elemanlarını bu ilişki üzerine çalışmalar yapmaya teşvik edebileceği düşünülmektedir.

Appendix A. Detailed Pearson Correlation Between Reading Motivation, Its Sub-Dimensions and Reading Achievement

Variables		RM0	RM1	RM2	RM3	RM4	RA0
Reading motivation (RM0)	*r*	—					
	df	—					
	p	—					
Reading as part of self (RM1)	*r*	0.388*	—				
	df	40	—				
	p	0.011	—				
Reading efficacy (RM2)	*r*	0.479**	0.422**	—			
	df	40	40	—			
	p	0.001	0.005	—			
Reading for recognition (RM3)	*r*	0.280	0.182	0.121	—		
	df	40	40	40	—		
	p	0.073	0.249	0.444	—		
Reading to do well in other realms (RM4)	*r*	0.488**	0.494***	0.338*	0.430**	—	
	df	40	40	40	40	—	
	p	0.001	<.001	0.028	0.004	—	
Reading achievement (RA0)	*r*	0.183	0.333*	0.201	0.229	0.050	—
	df	40	40	40	40	40	—
	p	0.246	0.031	0.203	0.144	0.754	—