

The Structural Relationship of Reading Attitude, Reading Comprehension and Academic Achievement

By

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Abstract

The purpose of this study is to determine the extent to which academic achievement is influenced by attitudes toward reading and reading comprehension. The study was conducted using the survey method and tested with structural equation modeling. The population consisted of 1028 fourth and fifth grade students from primary schools in the city of Nigde, Turkey. Their attitudes toward reading were determined using the "Reading Attitude Scale for Secondary Level Students." Their reading comprehension skills were tested with open-ended questions, multiple-choice questions and cloze tests based on narrative and expository texts appropriate for their grade levels. Their weighted grade point averages for Turkish, Mathematics, Science and Social Sciences for the 2012-2013 academic year were used to assess their academic achievement. The hypotheses were tested using structural equation modeling. The results confirmed the hypothesis model for the relationship between in reading attitude, reading comprehension and academic achievement. In other words, reading attitude and reading comprehension significantly predicted academic achievement. In addition, reading attitude was found to be a significant predictor of reading comprehension. The results and recommendations are then discussed.

Keywords: *Academic achievement, reading attitude, comprehension*