

A Path Analysis of Metacognitive Strategies in Reading, Self-Efficacy and Task Value

By

Hasan Kagan Keskin

Department of Elementary School, Education Faculty, Duzce University, Duzce / Turkiye

Abstract

The purpose of this study is to reveal the explanatory and predictive correlations among metacognitive awareness of reading strategies, reading self-efficacy, and reading task value. The study was based on structural equation modeling through a path analysis with latent variables. The sample of the study consists of 370 fifth, sixth, seventh and eighth grade students from a primary school in Akcakoca. The data were collected through the “Metacognitive Awareness of Reading Strategies Inventory” and “Motivations for Reading Questionnaire.” The theoretical model was observed to be supported by the data. Whereas metacognitive awareness of reading strategies was a significant predictor of reading self-efficacy, reading self-efficacy was a significant predictor of reading task value. Reading self-efficacy served as a partial mediator between metacognitive awareness of reading strategies and reading task value. The findings suggest that awareness and use of metacognitive strategies in reading constitute a significant variable in the formation of reading self-efficacy and that reading self-efficacy has an influence on reading task value.

Keywords: *reading, self-efficacy, task value.*