SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF CREATIVE READING: THE PREDICTIVE ROLE OF METACOGNITIVE AWARENESS OF READING STRATEGIES, READING MOTIVATION AND READING ENGAGEMENT

Research article

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Abstract

The present study aims to examine the role of metacognitive awareness of reading strategies, reading motivation and reading engagement in predicting secondary school students' perceptions of creative reading. The study group consists of 501 students (Female= 48.3%, Male= 51.7%) attending public secondary schools in Trabzon, located in the Eastern Black Sea Region of Turkey. Demographic Information Form, Creative Reading Perception Scale, Reading Motivation and Reading Engagement Scale and Metacognitive Awareness of Reading Strategies Scale were used as data collection tools. In the regression model, it was seen that the variance explained for creative reading perception was 40%. While affirming motivation, supporting reading strategies and general reading strategies variables predicted the perception of creative reading positively, undermining motivation predicted it negatively. However, it was determined that reading engagement and problem-solving strategies were not significant predictors of students' perceptions of creative reading. As a result of the study, the importance of reading motivation and metacognitive awareness of reading strategies in predicting the creative reading perceptions of secondary school students was revealed.

Keywords: Creative reading, creative reading perception, metacognitive awareness of reading strategies, reading motivation, reading engagement.

1. Introduction

The act of reading, which is carried out for various purposes such as getting information, pleasure, and learning, usually includes creative processes (Heath, 1980). As a matter of fact, every act of reading involves creativity. For this reason, reading activities that exclude creativity limit the development of individuals as readers (Duffy, 2006) and lead to the development of readers who cannot progress to the creative reading stage, which is seen as the highest level in reading. However, the individual increases his/her creativity as he/she reads and thinks. In this respect, it can be said that reading and creativity feed each other. Smith et al. (2000) also state that developing a creative mind is only possible through knowledge and behavior. They emphasize that in order for an individual to be creative in a subject and to think creatively, they should have knowledge about that subject and then make it a habit and ensure that it is sustainable. Therefore, they state that the individual needs to obtain information from various sources, learn new things, think deeply about them, and produce new and different products and ideas based on them. It is known that in-depth reading studies are behind the realization of a significant part of these processes (Wang, 2012). This shows that reading is one of the most appropriate tools for creativity (Uludağ Kırçıl, Akın Kösterelioğlu & Kösterelioğlu, 2021). All these reveal the importance of creative reading skills to be acquired by children in today's world (European Commission, 2009; Larson & Miller, 2011; Ministry of National Education, 2019; Tan, 2000; The Australian Curriculum, 2023; Wyse & Ferrari,

2015) where creativity and creative thinking are emphasized and education systems aim to raise students with these abilities (Bataineh & Alqatnani, 2019; Brodin, 2016; McVey, 2008; Wang, 2012; Yurdakal, 2019a).

Students' experience, knowledge, skills, and awareness of creative reading or reading play a role in the formation of their perceptions of creative reading (Ocak & Karslı, 2022; Yurdakal & Susar Kırmızı, 2017). It is known that the perception formed is decisive in students' maintenance of the act of creative reading, their attitudes towards creative reading and their success (Yurdakal & Susar Kırmızı, 2017). This situation encourages studies aiming to examine the factors predicting students' perceptions of creative reading. In this context, the factors that researchers emphasized in the present study are reading motivation, reading engagement, and metacognitive awareness of reading strategies. These three factors were considered together in this study due to the relationship between them. This is because reading motivation stems from thoughts, values, emotions, and self-beliefs (Unrau & Quirk, 2014), while reading engagement is the result of the joint functioning of motivation and reading strategies (Guthrie & Wigfield, 2000; Guthrie, Klauda & Ho, 2013). Metacognitive awareness of reading strategies, on the other hand, is formed because of the combination of cognitive and motivational processes of knowledge, and thinking about reading strategies (Karatay, 2009; Paris & Winograd, 1990). As a matter of fact, it has been emphasized in studies that individuals with high reading motivation are more dedicated to reading and individuals with high commitment to reading use and think about a wide variety of reading strategies (Protacio, 2017). It is even suggested that when a reader is fully engaged to reading, they comprehend better, use reading strategies more effectively and make more accurate choices, and thus become more motivated to read (Wigfield et al., 2008). In short, it is seen that there is a complex relationship between these three factors and that they can be mutually reinforcing. In addition, these three factors are also known to be related to students' reading performance (Baker & Wigfield, 1999; Chambers Cantrell et al., 2018; Kirchner, 2018; Wigfield et al., 2008; Zhao, Song, Zhao & Zhang, 2018). Based on all these and the fact that creative reading is a high-level reading skill (Kasap & Susar Kırmızı, 2017), these three factors are thought to be effective in explaining students' perceptions of creative reading. For this reason, in order to raise more qualified creative readers and indirectly raise more creative and creative thinking individuals, it is important to explain the factors that are effective in the background of students' perceptions of creative reading. Accordingly, the present study aims to determine the extent to which reading motivation, reading engagement and metacognitive awareness of reading strategies play a role in explaining students' perceptions of creative reading.

1.1. Literature Review

1.1.1. Perception of Creative Reading

Creative reading is defined as "a process that arises from a conscious intention to create something during and after reading" (Luchetta, 2018, p. 2). Boothby (1978) states that creative reading occurs when a text is read in different ways, when relationships are established between the elements in the content of the text based on personal experiences, when new elements are created by making use of the relationship of these elements, when the end of the text is changed, when an element in the text is removed or changed and another one is created instead. The realization of creative reading requires thinking about the text, imagining, and presenting new original ideas (Adams, 1968). For this reason, it can be said that the essence of creative reading is creativity and creative thinking. From this point of view, it is seen that many aspects of creativity also come to the fore in creative reading (such as producing something new based on the text read, moving the text forward based on the existing information or fictions in the text...). Creative reading studies feed creativity and creative thinking on the one hand and feeds

on creativity and creative thinking on the other (Bataineh & Alqatnani, 2019; Brodin, 2016; McVey, 2008; Wang, 2012; Yurdakal, 2019a).

Creative reading, like creativity, is a skill that can be developed over time (Nardelli & Nardelli, 1955). For this reason, it is important for both parents and teachers to work on creative reading with children. Since creative reading is a high-level skill, there is a misconception that it should be practiced at an advanced age. Instead, it is emphasized to conduct creative reading activities with children from an early age (Adams, 1968). As a matter of fact, it is seen that the curricula of many countries today include achievements and objectives for creative reading (Ministry of National Education, 2019; The Australian Curriculum, 2023). Students' perceptions of creative reading begin to form with creative reading activities both in the family and in schools. In this context, the present study focuses on students' perceptions of creative reading.

Creative reading perception, which is addressed within the scope of this study, is a combination of one's innate abilities and acquired knowledge, skills and competencies and experiences in life (Arkonaç, 1998 as cited in Ocak & Karslı, 2022). In this respect, students' knowledge, experiences, skills, perspectives, and awareness of creative reading play a role in the formation of their perceptions of creative reading (Ocak & Karslı, 2022; Yurdakal & Susar Kırmızı, 2017). As a matter of fact, students' perceptions of creative reading also provide an idea about the quality of their creative reading studies and are important determinants of the process. Yurdakal and Susar Kırmızı (2017) state that if students' perceptions towards creative reading are positive, they will be more successful in creative reading studies. All these show that cognitive and affective factors are effective in the formation of students' perceptions of creative reading. Accordingly, the present study focuses on the role of students' reading motivation, reading engagement and metacognitive awareness of reading strategies as a result of their experience, knowledge, skills, and awareness in explaining their perceptions of creative reading.

1.1.2. Reading Motivation, Reading Engagement, Metacognitive Awareness of Reading Strategies and the Perception of Creative Reading

Many cognitive and affective factors related to reading can affect students' perceptions of creative reading. Two of these factors are reading motivation and reading engagement, which play a role in explaining the forces and factors behind readers' reading behaviors and perceptions (De Naeghel, Van Keer, Vansteenkiste & Rosseel, 2012; Unrau & Quirk, 2014, p. 260). Reading motivation as a type of motivation, which manifests itself as domain-specific in various contexts (Schunk, Meece & Pintrich, 2014; You, Dang & Lim, 2016), is an individual's tendencies towards reading (Guthrie, Wigfield & You, 2012). Motivation, which has a multifaceted structure, is structured around high-level concepts such as reading goals, intrinsic (interest and pleasure in reading) and extrinsic motivation (recognition, evaluation), self-efficacy (reading competence), valuing reading (perception that reading is important), and perceptions of socio-cultural context (social reasons for reading, intention to engage in social interaction) (Guthrie et al., 2013; Guthrie & Wigfield, 2000; Kirchner, 2018; Wigfield & Guthrie, 1997). These dimensions are positively correlated with achievement and are considered affirming motivations (Guthrie & Coddington, 2009). Perceived difficulty (perception of inadequacy), devaluing (perception that reading is useless), avoidance, and antisocial goals (intention to denigrate others' reading) are considered undermining motivations and are negatively correlated with achievement (Guthrie & Coddington, 2009; Guthrie et al., 2013). Therefore, the development of good and high-level readers should not only depend on the development of reading skills because they also need to be motivated to read and achieve (Kirchner, 2018). In addition, it is known that individuals who perform the act of reading

willingly and with high reading motivation are more creative readers (Torrance, 1981, 1983). In this respect, it can be said that reading motivation has an important role in explaining the perception of creative reading considering its initiating and sustaining aspect.

Considering the effect of engagement on creativity (Amabile & Kramer, 2011; Henle, 1962), it can be said that it can also be effective on students' perceptions of creative reading. As a matter of fact, commitment manifests itself as participation in an activity such as reading (Reschly & Christenson, 2006). An individual's "actions, strategies, perceptions, and social interactions in reading activities and tasks characterize an individual's reading engagement" (Guthrie et al., 2012). The importance of reading engagement in helping students make the act of reading a habit, become good readers, include higher-order thinking skills in the process, and become creative readers emerges. As a matter of fact, creative reading takes place at the last stage of reading and requires a high-level reading process (Gray, 1951 as cited in Bergstrom, 1961). In addition, intention is important in creative reading, but this intention should be a deep and lasting intention, which is only possible with a long-term interest and commitment (Nickerson, 1999). All these situations indicate that reading engagement may play an important mediating role in an individual's becoming a creative reader and on the perception of creative reading. Wang (2012) emphasizes that individuals who have regular reading habits and enjoy reading think more creatively. As a matter of fact, the presence of studies emphasizing the relationship between engagement and creativity and creative thinking skills in the literature (Amabile & Kramer, 2011; Bakker, Petrou, Op den Kamp & Tims, 2020) also points to the existing relationship between students' perceptions of creative reading and engagement in reading. One of the factors in increasing individuals' engagement to reading is reading motivation (Cho, Xu & Rhodes, 2010). For this reason, reading motivation is recognized as an integral part of reading engagement (Protacio, 2017). Accordingly, in the measurement tool used in the present study to determine students' reading motivation and reading engagement, both were considered together (Guthrie & Klauda, 2014).

Students' metacognitive awareness of reading strategies, such as their reading motivation and reading engagement, is seen as one of the factors affecting their perceptions of creative reading (Yetgin & Katrancı, 2021). Metacognitive awareness of reading strategies is the student's planning the reading process, taking an active role in what to do, monitoring their own reading processes, evaluating the usefulness and effectiveness of reading strategies, and choosing appropriate ones (Zhang & Qin, 2018). Mokhtari and Reichard (2002) categorize metacognitive awareness of reading strategies under three main categories. These are (1) general reading strategies, which include strategies such as setting goals and making predictions for the general analysis of the text; (2) problem-solving strategies, which aim to solve problems that arise when there is difficulty in understanding the text with strategies such as rereading; and (3) supporting reading strategies, which ensure the continuity of responses to reading with actions such as the use of supportive non-textual materials (dictionary, etc.) and note-taking (Mokhtari & Reichard, 2002, p. 252-253). All these strategies serve the individual to understand the text at the highest level and to perform a qualified reading. Creative reading, which is based on carrying the text to different dimensions, producing new meanings, and finding what is new and different, requires a high-level comprehension process. Aytan (2014) also emphasizes that metacognition is one of the strategies used by a reader to realize the creative reading process. This shows that students' metacognitive awareness of reading strategies can be effective in shaping their perceptions of creative reading.

Considering the above-mentioned relationships, it is a striking question to what extent students' reading motivation, reading engagement, and metacognitive awareness of reading strategies together play a role in explaining their perceptions of creative reading. In this direction, when the literature was examined, it was seen that the studies on creative reading

were mainly aimed at improving students' creative reading skills (Bataineh & Alqatnani, 2019; Susar Kırmızı & Kasap 2017; Türkel & Ünlü Cömert, 2013; Yılmaz, 2009). However, there are also studies investigating the effects of creative reading studies on creative thinking (Yurdakal, 2019a), reading attitude, reading achievement (Yurdakal & Susar Kırmızı, 2020), reading motivation, and reading comprehension (Sardabi & Ojagh, 2022). In addition, studies examining the relationship between students' creative reading skills and reading comprehension and metacognitive awareness were also identified (Yetgin & Katrancı, 2021). However, it has been observed that the number of studies investigating students' perceptions of creative reading is quite limited. It was determined that the studies focused on the relationship between students' perceptions of creative reading and their attitudes towards reading (Yurdakal, 2019b) and critical thinking skills (Ocak & Karslı, 2022). However, in today's world where creativity and creative thinking have gained importance, there is a much greater need to determine students' perceptions of creative reading and to know the factors that play a role in explaining these perceptions. Because knowing what these factors are is important in terms of showing what should be paid attention to in the practices to be carried out to improve students' creative reading skills. In addition, it is thought that it will also provide an idea about what can be prioritized about students while including creative reading in curricula. In addition to these, considering the importance of creative reading in raising creative individuals, which is much needed in today's world, it is seen that the factors that play a role in the formation of students' perceptions of creative reading need to be investigated in more detail. Based on all these, the present study aimed to determine the role of secondary school students' metacognitive awareness of reading strategies, reading motivation and engagement to reading in predicting their perceptions of creative reading.

2. Method

2.1. The Design of Research

This study was designed based on the relational survey model, one of the general survey models, within the scope of quantitative method. In the relational survey model, it is investigated whether there is a change between two or more variables (Karasar, 2015). With this design, it is aimed "to predict the dependent variable based on two or more independent variables related to the dependent variable" (Büyüköztürk, 2020, p. 100). In this study, it was tried to determine whether students' perceptions of creative reading are related to their reading motivation, reading engagement and awareness of metacognitive reading strategies, and if there is a relationship, in which way.

2.2. Study Group

The study group consisted of 501 students studying in state-affiliated secondary schools in Trabzon, located in the Eastern Black Sea Region of Turkey in the 2022-2023 academic year. The study group was formed using the convenience sampling method. This method involves collecting data from an easily accessible sample and aims to save money, time, and labor (Frankel, Wallen & Hyun, 1990). The study group consisted of 242 (48.3%) female students and 259 (51.7%) male students; 242 (48.3%) fifth grade students and 259 (51.7%) sixth grade students.

2.3. Data Collection Tools

2.2.1. Demographic Information Form

This form was prepared by the researchers to determine the gender and grade information of the students participating in the study.

2.2.2. Creative Reading Perception Scale

The scale prepared by Yurdakal and Susar Kırmızı (2017) aims to determine students' perceptions towards creative reading. The 3-point Likert-type scale consists of 25 questions with three factors. The factors of the scale are as follows: text phenomenon, character phenomenon and author phenomenon. Scores between 0-40 are considered as low perception, scores between 41-70 as moderate perception and scores between 71-100 as high perception. The first factor explains 16.16% of the total variance of the scale; the second factor explains 15.77%; and the third factor explains 9.96%. The total variance explained by the four factors is 41.91%. Cronbach Alpha coefficient for the scale is 0.87. The Spearman-Brown correlation value was 0.73 and the Guttman Split-Half value was 0.72 (Yurdakal & Susar Kırmızı, 2017).

2.2.3. Reading Motivation and Reading Engagement Scale

The scale developed by Guthrie and Klauda (2014) to determine students' reading motivation and reading engagement was adapted into Turkish by Yıldız and Aktaş (2015). The four-point Likert-type scale consists of 39 items. The scale consists of 7 sub-factors, namely intrinsic motivation, competence, difficulty, valuing, undervaluing, engagement, and avoidance, and three main dimensions, namely affirming, undermining and engagement. The affirmative motivation dimension includes intrinsic motivation, valuing and efficacy; the undermining motivation dimension includes undervaluation and difficulty; and the commitment dimension includes commitment and avoidance. Cronbach Alpha coefficients for the sub-factors in the scale are as follows: internal consistency .84, efficacy .74, valuation .80, undervaluation .80, difficulty .66, commitment .72 and avoidance .77. The total internal consistency coefficient of the scale was calculated as .83. As a result of CFA for the whole scale, the Normed Chi-square ($\chi2$ /df) value was calculated as 2.44, RMSEA= .06, RMR=.05, GFI=.80, and CFI= .85 (Yıldız & Aktaş, 2015).

2.2.4. Metacognitive Awareness of Reading Strategies Inventory

The scale developed by Mokhtari and Reichard (2002) to measure students' metacognitive awareness of reading strategies was adapted into Turkish by Öztürk (2012). The five-point Likert-type scale consists of 30 items in total. The scale consists of three factors: general reading strategy, problem-solving strategy and supporting reading strategies. The Cronbach Alpha coefficients of the factors are as follows: general reading strategy .85, problem-solving strategy .76 and supporting reading strategies .81. The Cronbach Alpha value for the overall scale was found to be .93. The fit indices of the scale were calculated as $\chi2$=582.57 (sd=397, p.=.00), $\chi2$/sd=1.44, RMSEA=0.044, SRMR=0.052, GFI=0.86, AGFI=0.85, CFI=0.98, NFI=0.94, IFI=0.98 and NNFI=0.98 (Öztürk, 2012).

2.4. Data Collection

Before the study, ethics committee permission was first obtained from the relevant institution. Then, permission was obtained from the Directorate of National Education of the province where the study would be conducted. After the permissions were obtained, secondary schools in the city center were visited and their administrators were informed about the content of the study. Appropriate days and hours were determined for the school principals and teachers and students who gave their consent for the study to be conducted in their schools, and the scales were applied to the students on those days. Before the application, a consent form was obtained from the students who voluntarily participated in the study and then the students were informed about the purpose of the study and the scales. While the scales were applied to the students, it was explained that there would be no grade as a result of this and that their answers would never be used outside the research. The scales were administered by the researchers to the students in the classroom environment. It took approximately 30-40 minutes to fill in the

scales and the researchers made necessary explanations when there were items that were not understood. These procedures were carried out in a total of nine different secondary schools. After the data were collected, 21 students were found to have filled out the scale incompletely or incorrectly and were not included in the study.

2.5. Data Analysis

IBM SPSS 23 package program was used for data analysis. The Kurtosis and Skewness values were used to determine whether the data were suitable for normal distribution. Descriptive statistical techniques were used to determine the suitability of the data for the parameters and to obtain descriptive findings of the participants. Multiple linear regression analysis was used to explain the perception of creative reading.

While conducting the multiple regression analysis in the study, outliers were controlled by examining Mahalanobis values. Afterwards, the normality of the variables was tested. Table 2 shows information regarding the Kurtosis and Skewness coefficients of the data. Pearson correlation coefficient analysis was performed to determine whether there was multicollinearity among the independent variables. A correlation of .80 and above between independent variables indicates that there may be a multicollinearity problem, while a correlation of .90 and above indicates that there may be a significant multicollinearity problem (Büyüköztürk, 2020). Table 1 shows that the highest correlation between the variables is .78 between the sub-dimensions of the reading strategies metacognitive awareness scale. The multicollinearity problem was also evaluated using VIF and Tolerance values and it was determined that VIF values ranged between 1.7-3.0 and tolerance values ranged between .33-.58. "Tolerance values of .01 or less, or VIF values greater than 10, indicate multicollinearity" (Meyers, Gamst & Guarino, 2006, p. 210). These results show that there is no multicollinearity problem in the model. The Durbin Watson test result is 2.05. This value was found to be within the expected ranges (1-3) (Field, 2009).

3. Findings

Multivariate regression analysis was conducted to determine the predictive levels of the secondary school students' reading motivation, reading engagement and metacognitive awareness of reading strategies on their perceptions of creative reading.

Table 1. *Correlations of the study data and descriptive findings*

Variables	1	2	3	4	5	6	7
1. Perception of Creative Reading	1						
2. Affirming Motivation[a]	.50**	1					
3. Undermining Motivation[a]	.06	.45**	1				
4. Engagement[a]	.29**	.69**	.63**	1			
5. Supporting Reading Strategies[b]	.53**	.53**	.16**	.36**	1		
6. Problem-solving Strategy[b]	.47**	.62**	.31**	.48**	.66**	1	

7. General Reading Strategy[b]	.57**	.57**	.15**	.38**	.78**	.67**	1
Mean	48.77	51.54	31.97	28.74	24.18	31.01	39.20
Std. Deviation	10.29	10.06	6.55	6.06	6.91	7.51	10.71
Skewness	.27	-.40	-.49	-.08	.09	-.23	.11
Kurtosis	-.12	.18	-.20	-.48	-.27	-.21	-.16

*p< .05, **p< .01 a= Reading Motivation and Reading Engagement Scale Subscale; b= Metacognitive Awareness of Reading Strategies Scale Subscale

As a result of the multiple linear regression analysis performed using the Enter method, it was determined that the model was respectively significant ($F_{6,494}=54.68$, $p< .001$). The variance explained by reading motivation and engagement to reading and metacognitive awareness of reading strategies, which were determined as predictor variables, on the perception of creative reading, which was determined as criterion variable, was 40% ($\Delta R^2= .40$). Table 2 shows the results of the multiple regression analysis. When Table 2 is examined, it is seen that the variables of affirming motivation ($\beta= .32$, $p< .01$) and undermining motivation ($\beta= -.15$, $p< .01$), which are sub-factors of reading motivation and engagement to reading, and the variables of supporting reading strategies ($\beta= .15$, $p< .05$) and general reading strategy ($\beta= .27$, $p< .01$), which are sub-factors of metacognitive awareness of reading strategies, are significant predictors of students' perceptions of creative reading.

Table 2. *Regression analysis results for the explanation of the perception of creative reading*

Model	B	SE	β	t	%95	CI	$F_{(df)}$	R	ΔR^2
Constant	22.81	2.21		10.34**	18.47	27.14	$54.68_{(6,494)}$**	.63	.40
Affirming Motivation[a]	.32	.06	.32	5.60**	.21	.44			
Undermining Motivation[a]	-.24	.07	-.15	-3.29**	-.38	-.10			
Engagement[a]	-.02	.10	-.01	-.20	-.20	.17			
Supporting Reading Strategies[b]	.22	.09	.15	2.56*	.05	.40			
Problem-solving Strategy[b]	.06	.07	.05	.84	-.08	.20			
General Reading Strategy[b]	.26	.06	.27	4.43**	.14	.37			

*p< .05, **p< .01 a= Reading Motivation and Reading Engagement Scale Subscale; b= Metacognitive Awareness of Reading Strategies Scale Subscale

4. Conclusion and Discussion

The present study aimed to examine the predictive role of reading motivation and reading engagement and metacognitive awareness of reading strategies on secondary school students' perceptions of creative reading. The analyses revealed that reading motivation and engagement to reading and metacognitive awareness of reading strategies together explained 40% of the total variance of creative reading perception. This means that the variables discussed in the study are important predictors of creative reading perception.

In terms of reading motivation dimensions, it was revealed that affirming motivation predicted creative reading perception in a positive and significant way. According to this finding, it can be said that individuals with high levels of affirming motivation also have high perceptions of creative reading. In the study, affirming motivation includes the concepts of intrinsic motivation, competence, and valuing (Yıldız & Aktaş, 2015). In the literature, it has been determined that motivation influences creativity; intrinsic motivation has a positive effect on creativity and extrinsic motivation has a negative effect (Amabile, 1983). Intrinsic motivation refers to performing a behavior because it is interesting or pleasurable (Ryan & Deci, 2000). In terms of reading skills, it can be said that intrinsic motivation refers to enjoying the act of reading and finding reading interesting. Intrinsic motivation is critical for creativity; individuals with high intrinsic motivation are more successful in terms of originality and flexibility than individuals with low intrinsic motivation (Ma et al., 2021). In line with the positive relationships between intrinsic motivation and reading comprehension (Andreassen & Bråten, 2010; Wang & Guthrie, 2004), reading amount (Schaffner, Schiefele & Ulferts, 2013; Troyer, Kim, Hale, Wantchekon & Armstrong, 2019), reading success (Troyer et al., 2019) and Turkish course success (Çevik, Ayana & Ayana, 2023), individuals with high intrinsic motivation for reading are expected to have high perceptions of creative reading. The findings of the study support this. Studies in the literature have also found that intrinsic motivation contributes positively to creativity (Ruscio, Whitney & Amabile, 1998; Stanko Kaczmarek, 2012). Efficacy can be explained as the belief in one's ability and competence in reading activities (Chapman & Tunmer, 1995). When this belief is high, it positively affects creativity (Tierney & Farmer, 2002). As a matter of fact, Liao, Liu and Loi (2010) also state that self-efficacy perception is a very important concept for creativity. In their study, Ülper and Şirin (2020) found a positive relationship between reader self-efficacy and reading comprehension level. In this direction, it can be said that when an individual's perception of efficacy towards their own reading skills is high, their perception of creative reading is also high. The findings of the present study also support this situation. The value attached to reading is related to the individual's level of enjoyment towards reading (Baker & Wigfield, 1999). Anmarkrud and Bråten (2009) found that the value placed on the task of reading is a significant positive predictor of reading comprehension. There are findings in the literature that certain values encourage creative behavior while certain values inhibit it (Kasof, Chen, Himsel & Greenberger, 2007). However, Weisberg (2015) states that even if the value given to a creative product change, the creativity of the product will not change. As can be seen, there are different views on this issue in the literature. Further studies are needed to clarify the issue.

In the study, it was determined that undermining motivation predicted the perception of creative reading negatively and significantly. Accordingly, it can be said that individuals with high levels of undermining motivation have low levels of creative reading perception. In the study, undermining motivation includes the concepts of devaluing and perception of difficulty (Yıldız & Aktaş, 2015). Individuals who do not value reading are expected to have low reading motivation. At the same time, the idea that reading is a difficult action to perform may cause individuals to avoid the act of reading. The perception of not being able to accomplish this difficult action can also lead us to the concept of self-efficacy because the individual avoids performing the action in which they do not have self-confidence (Bandura, 1995; Pajares,

1996). Accordingly, individuals who see reading as a difficult act are expected to have low reading motivation. From this perspective, it is seen that there is a relationship between individuals' perceptions of creative reading and reading motivation (Pürsün, Arslantaş & Kurnaz, 2023). This is because the experiences of the individual play a role in the formation of creative reading perception, as well as being effective in high or low reading motivation. In this respect, it can be said that reading motivation has an important role in explaining the perception of creative reading considering its initiating and sustaining aspect.

Another result of the study is that engagement does not have a significant effect on the perception of creative reading. In the study, engagement includes the concepts of engagement and avoidance (Yıldız & Aktaş, 2015). Reading avoidance can be expressed as the tendency to avoid reading as a result of anxiety during the activity (Powers, Hurt & Dunathan, 1982 as cited in Piccolo et al., 2017). Individuals who avoid reading do not want to perform this action. On the other hand, students who are engaged in reading are intrinsically motivated to read for the knowledge and pleasure derived from this activity (Guthrie & Cox, 2001). Students with high reading engagement are expected to be more successful in this skill. It is noteworthy that these concepts related to reading are not related to the perception of creative reading. However, reading engagement is related to reading comprehension success (Guthrie & Wigfield, 2000). Individuals with high reading engagement are also ahead in terms of having intrinsic motivation and utilizing strategies (Wigfield et al., 2008). In terms of creativity, creative individuals are expected to have high levels of engagement when designing creative ideas or products. Although not all creativity involves engagement, it seems difficult to talk about creativity where there is no engagement in general. Indeed, stereotypical expressions about creative individuals consist of their excessive concentration on their work by sacrificing the basic necessities of life (Collins & Amabile, 1999). Concentrating and focusing on this creative activity requires engagement. As can be seen, engagement is a very important concept in terms of both reading skills and creativity. For this reason, it was expected that there would be a meaningful relationship between engagement and perception of creative reading, but this finding shows the opposite result. This result may be due to the measurement tool as well as the developmental characteristics of the participants. The present study was conducted with 5th and 6th grade students. Lau (2009) conducted a study among 4th-6th, 7th-9th and 12th grade students to examine the change in reading motivation between grade levels and found that reading motivation decreased as the grade level increased. At the same time, Schunk and Pajares (2002) state that students' academic self-efficacy levels decrease with the transition from primary to secondary school. The decrease in reading motivation compared to the primary school level may have led to a decrease in reading engagement.

In the study, it was determined that metacognitive awareness of reading strategies had significant effects on creative reading perception. Metacognitive knowledge and strategies should be used to successfully comprehend a text (Sheorey & Mokhtari, 2001). Individuals who utilize reading strategies more often have high reading achievement and high self-efficacy perceptions towards reading skills (Hong-Nam, 2014). In their study, Bektaş Bedir and Dursun (2019) determined that teaching metacognitive reading strategies was effective on students' reading comprehension achievement in English course. In the creative reading process, in addition to understanding the text, the individual's efforts to reconstruct, create relationships, and search for the new can reach a higher level with the awareness of reading strategies. When reading strategies were analyzed in terms of the dimensions of metacognitive awareness, it was concluded that general reading strategy predicted the perception of creative reading positively and significantly. Mokhtari and Reichard (2002) state that strategies such as decision making and determining the level of attention, using prior knowledge to facilitate reading comprehension, or setting goals aim to prepare the basis for reading. Strategic readers are more

aware of how to read than individuals who have problems in making sense of a text and in this case, they require general reading and problem-solving strategies (Bishop, Reyes & Pflaum, 2006). In this context, it is thought that skilled readers will use these strategies more (Mokhtari & Reichard, 2002). In the study, it was revealed that the dimension of supporting reading strategies predicted the perception of creative reading in a positive and significant way. Mokhtari and Reichard (2002) state that strategies such as taking notes during reading, marking necessary information, or summarizing what is read to generate ideas on important points in the text are useful for students. In the literature, the positive effects of note-taking (Chang & Ku, 2015), underlining (Amer, 1994) and summarizing (Cordero-Ponce, 2000) strategies on reading comprehension skills reveal that the use of supportive strategies improves reading skills. Skilled readers are more aware of strategic reading processes and have higher levels of using reading strategies than unskilled readers (Sheorey & Mokhtari, 2001). In the studies conducted in the literature, it has been determined that there is a positive relationship between reading strategy use and reading proficiency (Kletzien, 1991). These studies are in parallel with the results of the study. Metacognition also plays a key role in creativity (Armbruster, 1989). In creative reading studies, there is a need for the use of reading strategies and support strategies in terms of requiring higher level thinking skills. This is because each stage of the creation process (perception, learning, thinking, remembering) requires cognition (Armbruster, 1989). In this direction, it can be said that metacognitive awareness of reading strategies is an important variable affecting the perception of creative reading (Yetgin & Katrancı, 2021).

Among reading strategies, general reading strategies, support strategies and problem-solving strategies interact and play an important role in reading comprehension (Mokhtari & Reichard, 2002). However, it is another remarkable finding that problem-solving strategy did not have a significant effect on creative reading perception. However, problem-solving strategies are effective on students' reading comprehension skills (Altunkaya & Sülükçü, 2018). The positive relationship between problem-solving skills and reading comprehension skills (Danesh & Nourdad, 2017) contradicts the results of the present study. At the same time, problem-solving is one of the elements that form the basis of creative activities (Cannatella, 2004). Creativity includes generating a new idea, expressing oneself in an original way, and generating original solutions to problems (Abraham, 2013). In the studies conducted in the literature, it has been determined that there are positive relationships between originality and problem-solving (James & Asmus, 2001) and between creative thinking and problem-solving (Ülger, 2012). For this reason, it was expected that there would be a meaningful relationship between problem-solving strategy and creative reading perception, but the result indicates the opposite. This situation shows that further studies are needed on creative reading perception and problem-solving strategy.

The findings obtained in the present study provide significant evidence that metacognitive awareness of reading strategies, reading motivation, and reading engagement play an important role on secondary school students' perceptions of creative reading. However, it is noteworthy that problem-solving strategies and reading engagement, which are sub-dimensions of metacognitive awareness of reading strategies, do not have significant effects on creative reading perception. Since these results contradict the studies in the literature, it is revealed that more studies on these variables are needed. In line with these results, in-class and out-of-class activities can be carried out to increase the level of creative reading perception. Based on the effect of the independent variables discussed in the study on the perception of creative reading, creative reading perceptions can be developed by conducting studies to increase students' reading motivation in schools. In addition, increasing their metacognitive awareness of reading strategies can also contribute to the development of creative reading perceptions. At the same time, the fact that the studies on creative reading perception have experimental characteristics

and that few studies have been conducted on the variables that may affect creative reading perception shows that detailed studies are needed to determine the variables related to this perception.

4.1. Limitations

The present study includes certain limitations. First of all, the study is limited to secondary school students only. In order to determine the status of students' perceptions of creative reading at each grade level or the differences between grades, the variables mentioned in the study can also be studied with primary and high school students. Another limitation is that the variables to be measured in the study were measured based on the students' own personal evaluations. In order to ensure that the measured qualities are fully reflected, studies that include peer, teacher and family evaluations can also be conducted. In addition, future studies can be deepened by using observation and interview techniques. In this study, only variables related to reading skills were focused on in explaining the perception of creative reading. In future studies, the role of individual (gender, age, academic achievement, personality traits), psychological (cognitive flexibility, self-efficacy) and familial (parental educational status, socio-economic status) factors in explaining creative reading perception can be examined.

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