

**Programme for International Student Assessment (PISA)  
Reading Competencies: A Study of the Factors in  
Academic Reading**

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**ABSTRACT** The purpose of the present study is to identify the explanatory and predictive correlations between the awareness of meta-cognitive strategies in reading, teacher stimulation, reading attitude, and the frequency of academic reading in light of the PISA 2009 dataset. The study was based on the data in Turkey revealed by PISA, a project carried out by the OECD. The measurement models were formed by the data on a total of 3781 students after incomplete data were excluded, and an attempt was made to test the models where reading attitude served as full mediator or partial mediator. The findings suggested that the awareness of meta-cognitive strategies in reading and teacher stimulation had a positive influence on reading attitude, which, in turn, positively affected the frequency of academic reading. In addition, reading attitude served as partial mediator of the effect that teacher stimulation and the awareness of strategies had on the frequency of academic reading. It can be concluded that it will be a step in the right direction for teachers to stimulate their students during reading activities and to teach them how to use strategies. Acquired through experiences, positive reading attitude can contribute to students' academic experiences.