

An Examination of Critical Reading Self-efficacy Perceptions among the Students of the Faculty of Education Over Different Variables

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ABSTRACT This paper aims to examine the perceptions of self-efficacy for critical reading among the students of Faculty of Education over different variables. In this context, the researcher tried to find out whether a relationship exists between the students' perceptions of self-efficacy for critical reading and their genders, departments, grades/class levels, social media using habits, academic achievement and educational background of their parents. The research results were obtained through the Critical Reading Self-Efficacy Perception Scale, the Attitude Scale towards Reading Habit and the Media Literacy Scale. The results show that female students have higher perceptions of self-efficacy for critical reading when compared to male. While there is a positive correlation between the students' perceptions of self-efficacy for critical reading and their attitudes toward reading habits and media literacy, a negative correlation exists between their perceptions of self-efficacy for critical reading and social media using habits.