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Recommended Citation

Farooq, Umair, "Examining the experiences that motivate high school students to read for leisure" (2022).
International Graduate Program for Educators Master's Projects. 7.
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Examining the experiences that motivate high school students to read for leisure

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Buffalo State College

The State University of New York

International Graduate Program for Educators

EDU 690: The Master's Project

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The problem

In my role as a high school principal, I feel that reading is an essential tool for gaining a better grasp of the world around us and enhancing one's academic skills. As is the case with many others in my area, and before starting this research, I was worried about the decline in motivation to read for leisure that generally begins in the high school years (Brozo et al., 2014). Students' enjoyment of reading can be stifled by schools' use of forced reading practices, the selection of texts that do not match their identity, and a lack of knowledge of how they identify with reading media and/or their own experiences. (Bozack, 2011; Hochweber & Vieluf, 2018). One of the fundamental and common problems I have read in reading motivation research and found within our school context is that the reading variable itself is confusing which means that high ability readers are highly motivated whereas the less ability students are identified as less motivated students. Roettger (1980) also found this conceptualization incorrect. This means that I can find excellent readers in my school who might not be motivated to read at all, while there might be students who are less proficient readers but adamant to read and are highly motivated.

Having said that and keeping reading experiences into perspective, one of the most fundamental tasks of a school is to address this issue and connect readers with books and other materials. The critical nature of reading abilities in education, the percentage of teenagers who describe reading as an activity they engage in has steadily declined (Brozo et al., 2014). Due to decline in student motivation and rigidity to read for leisure, I considered it significant to examine the experiences that motivate high school students primarily grades nine and grade ten to read, so that such experiences are made common across high school.

Background

As I have approached the subject of reading motivation, I acknowledged that our social reality is a continual revealing of events, giving new meanings as more perspectives are added to our knowledge. In a study which called for increased qualitative research into reading motivation, McGeown et al., (2012) found evidence supporting previous conclusions that reading motivations devolve between childhood and adolescence. In contrast though, motivation theory predicts students with high intrinsic motivation levels in early grades will have similar levels in adolescence. Reading motivation is also driven by extrinsic rewards

such as an element of “social display” through family, friend, and peer models, some of which associate reading as a girl- activity. According to Loh & Sun (2019), inclusion of multiliteracies by schools where blended learning is supported through media, provides a platform for students to engage with reading materials outside school. Teacher quality has also been associated with gender gaps in both achievement and enjoyment. The authors explained that both girls and boys enjoy reading text selected by teachers, however boys are reluctant to follow the instructional practices which depict their ‘conditional’ reading interest. (Hochweber & Vieluf, 2018). The importance of early reading interventions was stressed by Retelsdorf et al. (2014) who concluded that reading ability and self-concept, core elements of motivation, stabilize at the start of secondary school. Classrooms where the culture includes lots of books, student choice, and a teacher who displays an active passion for reading have been shown to have a positive effect on reading motivation. Beyond the general reduction in reading, a demonstrated gender disparity has been generally accepted, demonstrating that beginning in high school, males are significantly less likely to identify as a reader than their female counterparts (Bozack, 2011; Hochweber & Vieluf, 2018). This disparity is concerning and requires the attention of educators, administrators, and parents. Even though with the widespread agreement that an issue exists, little study demonstrates progress in resolving it.

In an expansive work on readers’ advisory (RA), Saricks (2005) created the clearest definition of RA as “a patron-centered library service for adult leisure readers” in which “knowledgeable, nonjudgmental staff help fiction and nonfiction readers with their leisure-reading needs” (p. 1). Furthermore, “help[ing]...with their leisure-reading needs” is defined as an expert conversation between staff and readers, matching readers’ motivations with books that contain specific appeal factors.

Context

I am a high school principal in a school which is one of five outstanding schools in Qatar. The school follows a rigorous American curriculum focused on health sciences, technology, engineering, and business administration with an extensive array of electives and Advanced Placement (AP) courses. Established in 2008, it houses students from grades 5 through 12, motivated by STEAM education taught in specialized laboratories, including one engineering lab, one arts studio, and the newly minted simulation lab and virtual

reality hall. The schoolhouses high school students from grades 9-12 and has an enrollment of 220 students (28% Middle eastern, 26% & Qatari, 20% American, 10% Egyptian ,9% Canadians with remaining percentage from other nationalities). 64.4% of students are ESL population and 98.5 % of the student body is identified as economically advantaged. Each grade level in high school is divided into three homerooms. The only time students spend in school for reading for leisure is during the library and English Language Arts and Reading (ELAR) sessions.

Literature Review

There is a wide body of research into declining motivations of students to read for leisure. However, because one of the potential causes of this reading gap involves perceptions of what constitutes reading, one must begin study in this area by defining reading. Much of the literature focuses on the motivation (intrinsic and extrinsic) and an individual's capacity to read. Lastly, I have considered learning at a high level to mitigate the decline in students reading for leisure.

Reading Defined

Literacy is the practice of making meaning out of reading, writing, and oral language and is an essential component of the learning process. Reading is multimodal and adolescent attitudes toward reading exist in a surprisingly complex web of social order. Any effort to understand what motivates or discourages young readers must consider the very meaning of reading as a construct. Since the 1970's research has generated a wide body of understanding of this question (Frankel et al., 2016). Regarding adolescent reading habits, the meaning of reading has been established as an important variable. Reading was once analogous to baking a cake, where one starts with a constant recipe then arrives at a new, but standard, outcome. However, the notion of reading evolved towards an analogy of a symphony which can result in varied performance outcomes and be quite unique Smagorinsky (2013). Relying on Vygotsky's work, Smagorinsky (2013) argued that reading is part of a cognitive "full-body experience particularly in relation to emotions and the whole of the neurological system" (p. 198). More recently Frankel et al (2016) described reading as more than a collection of skills or simple comprehension, rather it is "situated in social, cultural and historical practices" that are central to the

purpose of education. A similar complexity of reading was described where research affirmed the concept of reading continuously evolving over time and what it means to read in a technologically advanced world where textual understandings have migrated to a much wider set of media.

Gender Gap in Reading Attitudes

While overall student interest in reading has declined, there remain stark divisions between the attitudes of girls and boys toward reading outside of school. The fact that females are more likely than males to be readers is widely documented, as is the case that females have higher levels of reading achievement. Some research shows that girls display greater affinity for both reading and school adding a dual pressure within the reading gap. (Brozo et al., 2014; Hochweber & Vieluf, 2018). They argued that the gender gap exists not in reading ability but through the differences of intrinsic motivation resulting in increased comprehension by girls. Some research has pushed back against the notion of a stable gender gap, claiming themes that draw students to read, and as authors began drawing boys into their work by merging strong female characters with active roles in the past five years, the gap was lessened (Brendler & Tarulli, 2014). In contrast to adult readers, younger students not only define reading narrowly, but their constructs of reading as a choice activity vary by gender. However, broadening the identification of reading to include non-print media and technologies preferred by boys mitigates the gender differential. While exploring the role of e-reader technology and gender usage, discovered that girls approach reading differently, using “skimming” techniques more often and having higher engagement with text, though boys reported increased positive attitudes toward digital reading suggesting the possibility that technology could mitigate the “trouble with boys”. Turner et al., (2020) argued that reading research should reconsider how it differentiates between digital and print media to eliminate a gender bias in the measurement of who reads.

Reading Motivation

Guthrie and Wigfield (1997, p. 5) defined motivation as “beliefs, values, needs and goals that individuals have”. The author further reinstates that a student who has a strong and healthy self-concept as a reader is expected to approach the reading task with dedication and interest and be involved in reinstating

what he or she reads. Having said that, a students' self-concept as a reader guides the teacher to deliver one to one support to make sure that students are motivated to read for leisure in and outside of school.

Researchers have long accepted the predictive relationship between reading motivation, reading amount, and reading comprehension in children Miyamoto et al., (2020). They identified a "reciprocal" relationship between intrinsic reading motivation and reading proficiency in which better readers enjoy the activity and reap academic benefits - while poor readers are less likely to want to read and fall behind. Studies have further shown that intrinsic rewards have a greater correlation with reading achievement than extrinsic social rewards which may discourage reading success among adolescents. Motivations, such as efforts to please teachers or parent demands to read, have been shown to limit achievement gains over time (Becker et al., 2010). In a study that called for increased qualitative research into reading motivation, McGeown et al. (2012) found evidence supporting previous conclusions that reading motivations devolve between childhood and adolescence. In contrast though, motivation theory predicts students with high intrinsic motivation levels in early grades will have similar levels in adolescence.

Reading motivation is also driven by extrinsic rewards such as an element of "social display" through family, friend, and peer models, some of which associate reading as a girl- activity. Schools play an integral role in supporting a blended understanding of reading where media complement one another and allow students to socialize in their reading beyond the school walls. They credit "emotional contagion" from parents who do not read as contributing to the decline in reading enjoyment. Teacher quality has also been associated with gender gaps in both achievement and enjoyment (Hochweber & Vieluf, 2018). Teacher-selected texts favor the interests of girls over boys while other instructional practices discourage boys by stifling their conditional reading interest (Turner,2020).

Teacher Instructional Strategies to Resolve Gender Gap

The importance of early reading interventions was stressed by Miller (2010) who concluded that reading ability and self-concept, core elements of motivation, stabilize at the start of secondary school. Classrooms where the culture includes lots of books, student choice, and a teacher who displays an active passion for reading have been shown to have a positive effect on reading motivation. Reading

advocate Donalyn Miller (2010) recounts in one of her articles how she abandoned the practice of “novel units” that prescribed all students to read the same work “plodding through” them. Instead, passionate “book talks” were conducted with students who then choose to read a book in such numbers that it amounts to a whole class activity though with increased student enthusiasm. Similarly, when teachers use their discretion to promote meaningful opportunities for students to read, there are gains to be made, especially when such opportunities are student driven (Brozo et al., 2014). Stimulating tasks connected to frequent reading experiences, not isolated 20-min reading periods, were found to increase reading motivation, especially when tasks are meaningful to students.

Recasting what constitutes itself as reading material is one way to challenge the gender gap. While girls are more likely to read novels, boys actively read periodicals, internet material, and video games. In experimenting with a reading group for middle school boys, (Hochweber & Vieluf, 2018) demonstrated that attending to the interest and preference of males could increase motivation to read. Conversely, another experiment found a strong correlation between high interest books and boys’ reading, though it showed the gender of a reading mentor had no significant impact on reading motivation in either girls or boys (Brozo et al., 2014). Little research however exists as longitudinal studies of successful interventions or teachers can implement practices that promote high motivation of students to read for pleasure beyond the early grades.

Summary and evaluation

The findings through this background research affirms reading motivation that intrinsic experiences connected to the joy of reading are more likely to positively influence motivation than extrinsic motivations from teachers as authority figures (Smagorinsky, 2013). Extrinsic motivation to read is seen in the social connections with peers or teachers who are acting as models of passionate readers rather than directors of reading. Teachers who engage in conversation about books with students can empower the joy of reading.

Similarly, those instructors who give in to the student desire to read on their own schedule are those more likely to witness high levels of student motivation to read. Reading placed in an

atmosphere of choice, promotes favorable student responses, but when there is a presence of force, students resist. Reading that involves specific starting and stopping points or is task oriented such as the demand of annotating texts deprive readers of the joy that they perceive as fundamental to reading motivation. When this resistance lowers reading motivation there is a risk to reading skill diminishing and long-term effects in the area of academic achievement can present. Based on several articles, it can be concluded through this literature review that motivated readers will become better readers and will reduce the need for teachers to focus time on reading skills, instead leaving more time for deeper learning to occur.

Research purpose and questions

The purpose of this study is to ascertain how high school pupils at an international school are motivated to read for leisure based on their experiences. It also aims to understand the motivating factors that teachers can incorporate in the classroom to support leisure reading in students. By examining students' views regarding reading in school and as a leisure activity, school administrators and instructors may develop more effective interventions that increase reading engagement and equity among readers.

The following are two questions that guided the inquiry for the action research:

RQ1: What are the factors that impact high school students' motivation or demotivation to read for leisure?

RQ2: What can teachers do to keep high school students motivated and engaged to support leisure reading?"

Data collection

Since the objective of the study was to understand and describe how a typical group of high school students understood what motivated and demotivated them to read for leisure, I employed a phenomenological mixed method. Phenomenological research aims to understand the group's experience with a common aspect of life, in this case reading for leisure (Moser & Korstjens, 2018). Such a study explores how participants commonly experience the features of a phenomenon in order to discover the complex meaning of that element (Ary et al., 2019). A phenomenological approach is useful in this study in exploring the complexity of shared experience with high school students as readers (Qutoshi, 2018).

One of the core purposes of this study was to analyze students' reading experiences based on different factors that influence reading motivation. It also aims to understand what teachers can do to keep students motivated and engaged to support leisure reading. As stated by the reading program adapted in my school; Renaissance Learning (2021) focuses on “Encouraging children and young people to read for leisure is crucial today, but it’s a well-known struggle teachers face on a day-to-day basis. Together, we need to find new ways to promote and encourage book reading among all children and young people”. This is aligned well with the purpose of our study i.e., to encourage and create motivating environments for students to read for leisure.

Data collection instruments

To understand the link among the research questions and the data collection instruments, the following chart was drafted.

Table 1

| Research Question and Data Collection Instruments | | |
|---|--|---|
| Research Questions | Method | Data Collection Instruments |
| RQ1: “What are the factors that impact high school students' motivation or demotivation to read for leisure?” | Phenomenological mixed method research | <ul style="list-style-type: none"> ● Baseline data- Information sheet – Reading proficiency and motivation levels (Appendix C) ● Reading survey based on 11 constructs of reading motivation - Quantitative data (Appendix D, H) ● Focus group interview – Qualitative data (Appendix E, F, G) |
| RQ2: “What can teachers do to keep high school students motivated and engaged to support leisure reading?” | Phenomenological mixed method research | <ul style="list-style-type: none"> ● Reading survey based on 11 constructs of reading motivation - Quantitative data (Appendix D, H) ● Focus group interview – Qualitative data (Appendix E, F, G) |

Participants

I had selected participants based on a stratified random sampling method for the reading survey (Gambrell, et al. ,1996) and focus group interview to ensure the correct representation of highly motivated and less-motivated students across all reading proficiency attainment levels. The dependent variables such as extrinsic, intrinsic, social factors and teacher influence were determined and placed based on the importance of each group consisting of both boys and girls.

As the purpose of this study was to analyze students' reading experiences based on extrinsic, intrinsic, social factors and teacher influences, therefore, it was initially determined which participants had high and low self-concept as a reader and value of leisure reading. After identifying the independent variables, the dependent variables (motivational strategies and practices) were determined and ranked as to their importance for each of the groups.

Sources of data

The primary source for the qualitative analysis includes a focus group interview. I had selected a group of students based on the stratified sampling method which included boys and girls with different reading motivation and reading levels as indicated in the information sheet. Out of these selected students including both boys and girls, I administered a survey through google forms to collect quantifiable data. It had been encouraged by the Motivation to Read Profile MRP authors (Gambrell, et al.,1996) to modify or extend the questions as per the need of the research, hence the interview and survey questions had been modified based on my school context and setting. For example, to further understand multiliteracies, I had included questions such as: what kind of books other 'things' other than books do you like to read at home? How do you find out about books you might like to read? These questions led to follow-up questions which gave a deeper insight to understand more clearly and broadly to student responses.

Baseline data

I have gathered baseline data through the information sheet filled by the school-librarian for all grade 9 and 10 students indicating the reading proficiency level of our students (above-grade, on-

grade, or below-grade level) and within each of these proficiency levels it had to be indicated whether they are motivated or unmotivated students. According to Marsh, Smith, and Barnes (1983), the ratings provided by teachers or librarians are valid indicators of student motivation and engagement in reading. This was primarily relevant in my school context as all the students spend a considerable amount of time with regards to reading in the library once a week for 90 minutes during the assigned sessions. This data was a good indicator for performance and motivation for all the students because a variety of students with different reading motivation and levels spend time in the library. We had students reading profiles that included student behaviors relevant to both achievement in reading and motivation to read. (Appendix C)

I have made sure to maintain and refer to students as highly motivated or less motivated based on the theoretical framework of McCombs (1991) that entails that all students have the strength to be motivated but whose relative strength was higher in the motivational level was of our concern and importance.

Survey

The motivation to read profile (MRP), (Gambrell, et al.,1996), I have used two instruments which include a reading survey and a focus group interview. The reading survey consists of 20 items using a four-point scale assessing self-concept as a reader (10 items) and value of reading (10 items). As the MRP was derived in (Gambrell et al.,1996) and while some parts of it might be culturally and linguistically suited to the current decade, some changes were needed to revise the original version. For example, the digital reading resources or platforms related questions were added in the revised survey.

The reading survey was administered in one session and took about 25 minutes for students to complete. I started by introducing the survey and previewing with students the important indicators of what motivates students to read. The survey started with two demographics questions, grade and gender that helped students practice listening to my prompt first before answering the questions. The format of the survey was multiple choice and provided as a practical and approachable instrument to gather data from a group of 9 students. Once the survey was completed, each item in it was under two domains: value of

reading(V) and self-concept as a reader (SC). There were 10 items under the value of reading domain and self-concept as a reader included 10 items as well. Once the scores were obtained out of both the domains adding the sub scaled scores were derived with total score for motivation for reading. A scoring guide provided determines the appropriate score for each item. I made note of items that I was interested in to probe during the focus group interview considering the low scoring items by circling the item number. To increase the reliability of responses received from students, the items in the survey were variably scaled. All items had responses listed in a scale from 1-4 to strongly agree (4) and strongly disagree (1). To help in scoring the items and inputting it into the spreadsheet for calculating self-concept subscale and value of reading subscale, I used the following table as a guide by comparing the students' responses first through ninth response with the item numbers below to determine the score. The construct of motivation table (table3) was used as a reference point to derive value of reading and self-concept as a reader.

Comparing survey responses based on self-concept and value of reading subscale

Table 2

| Item number | 1st response | 2nd response | 3rd response | 4th response | 5th response | 6th response | 7th response | 8th response | 9th response |
|--------------------------------------|--------------|--------------|-----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 1. V | 3 | 4 | 2 | 3 | 4 | 2 | 1 | 4 | 3 |
| 2. SV | 1 | 3 | 4 | 4 | 3 | 1 | 4 | 4 | 2 |
| 3. V | 2 | 3 | 1 | 2 | 4 | 3 | 4 | 1 | 1 |
| 4. SV | 3 | 3 | 3 | 1 | 1 | 4 | 1 | 2 | 3 |
| 5. V | 4 | 4 | 4 | 3 | 2 | 2 | 2 | 4 | 4 |
| 6. SV | 4 | 1 | 1 | 4 | 4 | 4 | 4 | 3 | 1 |
| 7. V | 1 | 3 | 3 | 1 | 3 | 1 | 3 | 4 | 3 |
| 8. SV | 2 | 2 | 2 | 3 | 4 | 3 | 4 | 2 | 2 |
| 9. V | 4 | 3 | 3 | 2 | 2 | 4 | 2 | 2 | 3 |
| 10. SV | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 2 |
| 11. V | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 3 | 4 |
| 12. SV | 2 | 1 | 1 | 4 | 2 | 2 | 3 | 2 | 1 |
| 13. V | 2 | 2 | 2 | 1 | 3 | 3 | 3 | 4 | 2 |
| 14. SV | 1 | 4 | 4 | 2 | 2 | 2 | 2 | 1 | 2 |
| 15. V | 1 | 3 | 1 | 4 | 4 | 4 | 1 | 2 | 4 |
| 16. SV | 3 | 4 | 2 | 4 | 1 | 1 | 4 | 3 | 1 |
| 17. V | 4 | 2 | 4 | 3 | 2 | 2 | 1 | 4 | 2 |
| 18. SV | 2 | 2 | 3 | 1 | 4 | 3 | 2 | 3 | 4 |
| 19. V | 3 | 1 | 4 | 2 | 3 | 2 | 4 | 1 | 3 |
| 20. SV | 4 | 4 | 2 | 3 | 1 | 1 | 3 | 4 | 4 |
| Key - Odd Numbers - Value of Reading | | | Key - Even numbers - Self Concept | | | | | | |

Construct of motivation with associated factors

Table 3

Constructs of motivation with associated factors. Motivations for reading profile (Gambrell,1992)

| Constructs | Outcome | Factor | Subscale |
|--------------------------|--|----------------------|------------------|
| Curiosity | Desire to learn | Intrinsic Motivation | Value of reading |
| Involvement | Pleasure gained from reading | Intrinsic Motivation | Value of reading |
| Preference for challenge | Satisfaction from mastering or assimilating complex ideas in Text | Intrinsic Motivation | Value of reading |
| Competition | Desire to read outperform others in reading | Extrinsic Motivation | Self-concept |
| Compliance | Desire to read because of an external goal or requirement | Extrinsic Motivation | Self-concept |
| Grades | Desire to receive good grades and to be favorably evaluated by the teacher | Extrinsic Motivation | Self-concept |
| Recognition | Gratification from receiving recognition for success in reading | Extrinsic Motivation | Self-concept |
| Social Sharing | Satisfaction from sharing the meanings gained from reading with peers. | Extrinsic Motivation | Self-concept |

Focus group interviews

Gorard *et al.* (2004) suggest that there are different types of interviews, 'structured interview, semi-structured interview, unstructured/informal interview, open ended interview, one-to-one, telephone interview, e-mail interview and internet relay interview'. These range from quantitative tools using closed questioning in which the interviewee chooses from a preset list of responses to more qualitative questions as the structure was more flexible and allows for a wider range of question and response.

I conducted a focus interview with students who are drawn from the volunteer pool using the sampling method noted above i.e., stratified random sampling method. The focus group interview was administered with 12 scripted items that are open-ended to yield and encourage free response from interviewees to gather extrinsic and intrinsic factors including narrative information and general reading motivations.

Prior to the interview, I received a signed written parental consent for each child via email. (Appendix B) Once interview time was scheduled, I shared the informed consent document with each student along with a copy of the questions I intended to use as an interview guide. Focus group interview was conducted face to face. I began the interview by providing the purpose of the study. I had made it clear that there are no right or wrong answers. It was further indicated that students need to express honestly what they feel about reading which will help me understand their reading motivational needs. As it was a focus group interview it was vital for students to know that they shouldn't get carried away from their perspective by other students' responses, which meant that they should answer each question without any fear of being judged.

The first part of the focus group interview contained 5 questions based on self-concept as a reader which means it was task-specific perceptions of being able to successfully negotiate the various aspects and processes of reading, such as decoding new words, using comprehension strategies effectively, and expressing their thoughts about what they have read. The second part of the interview consisted of 8 questions that revolved around the value of reading which included themes such as students' curiosity, involvement, and preference for the challenge.

I had sought permission to record the interview and reminded the students that they could decline to answer any question or ask to end the interview at any time. I recorded the conversation which helped me in data analysis using an interview transcript incorporating thematic analysis. Students were asked to identify a pseudonym based on a character from a book they read as a way of ensuring confidentiality and instilling trust with me as an administrator. As Patton (2015) recommends, an interview guide was prepared with a list of questions to be explored and suggested probes for follow up when responses invite further examination. In this way, the guide ensured that the same general information was gathered from each participant. Using an interview guide (Malloy, et. al, 2013) helped to keep the interview focused and provide some skeletal structure. I had utilized an interview guide with 13 questions on it but followed a focus group interview style in order to generate detailed descriptions and stories from students. I had mentioned some prompts to probe students with low score ratings based on the survey result collected to gather in depth

data, which would support me in gathering a conclusive argument to the study. After the interview was transcribed, it was provided to the interviewees to be reviewed for accuracy and revision if necessary. After the accuracy was checked, the completed transcripts were coded based on the thematic analysis method (Appendix G).

Trustworthiness

Dependability

Memos were written after the interview as reflections of the effectiveness of technique and questions. The use of memo will enhance trustworthiness as it provides the foundation of an audit trail that helps others recognize the analytical decisions which were made (Shenton, 2004). I highlighted the codes and emerging themes and additionally, I have employed a peer review analysis of the interview data to triangulate findings and similarly enhance the dependability of this study. (Appendix G)

Confirmability

I have selected a phenomenological approach to this study over other methodologies in part because as a novice researcher this approach was accessible (Fletcher, 2017). Moreover, because the project's focus was to know how high school students understand the lived experience of being motivated to read, this was the best approach. The existing body of scholarship in the subject of reading motivation made a grounded theory approach illogical (Hoddy, 2019). I considered but rejected an ethnographical methodology as the research question was more intently focused on the experience of reading motivation rather than on attributes of those who are motivated to read (Shenton, 2004). Prior to any data collection, I took inventory of my own potential bias related to the subject, a practice of bracketing that was typically used in a phenomenological study (Ary et al., 2019). As an avid reader, I recognized that my passion for the subject could appear in my interview technique and influence students to accept my positive association with reading. Similarly, as a former teacher, I recognized that the authority assigned to me privileged my position as interviewer and mandated that specific efforts be made to foster trust with each participant.

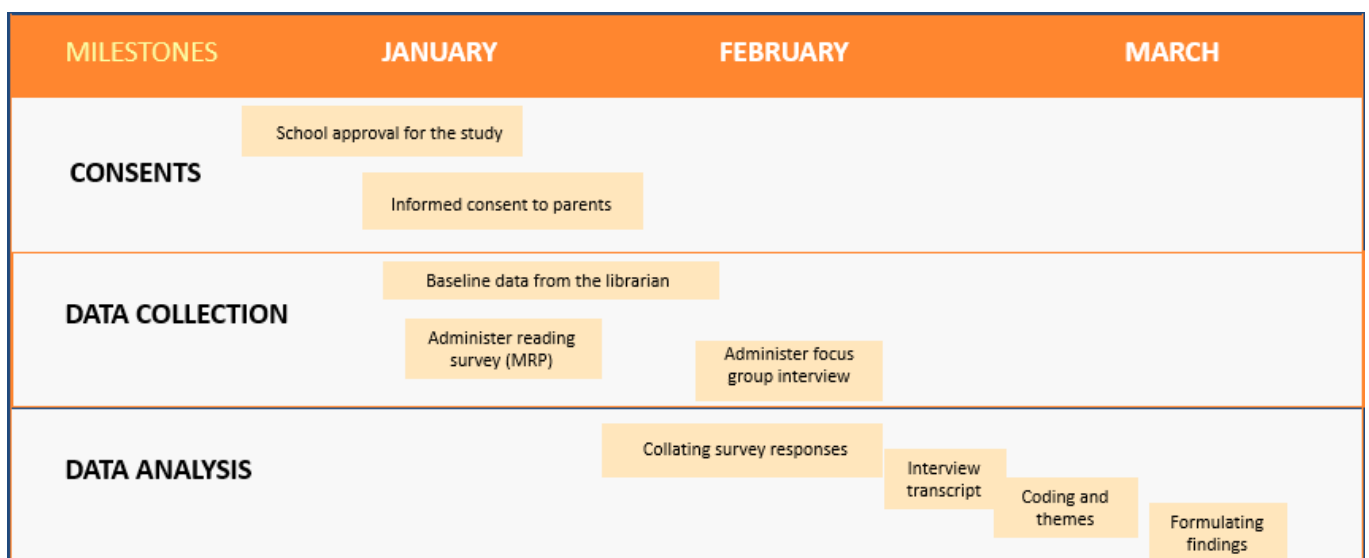
Credibility

As an educational leader and a former high school Technology/Business teacher for more than ten years, I have worked extensively with the age group in this study. All participants were informed they could leave the study at any time and may decline to answer any questions. Interview questions were developed for this study through a collaboration with peers. I have completed research memos at the end of the interview session to both evaluate the effectiveness of questions and to discern any emerging patterns to the data.

Transferability

Participants were drawn from both grade 9 and 10. Participants were invited to participate through a notice in the principal's weekly update and by both direct and indirect emails to registered addresses in the school information system. Webb and Welsh (2019) noted that one limitation of a phenomenological study that relies solely on interviews stems from the participants ability to effectively communicate their experiences.

Project timeline



Data analysis

I have used statistical analyses to derive findings from student responses on the items in the survey. Whereas I used interpretive and thematic analysis to find results from the interview. First, I have presented

the results from the survey followed by the results of the analysis from interview responses received. As a part of parallel track analysis of mixed methods, there were three criteria to be considered, i.e., the analysis of quantitative and qualitative that happened individually; the data analysis was not built up until its completion, there was no consolidation of data until both sets were completed. (Greene,2007). Keeping this factor in mind, I have first analyzed the quantitative survey data with the representation of charts and tables. Followed by analyzing the qualitative interview data. In the end, both sets were compared and consolidated to answer each research question.

Quantitative analysis

Organizing survey responses

The way I have organized and collated the survey responses was by using an excel spreadsheet and creating headings with an item number which was derived from the value of reading and self-concept a reader questions in the survey. I used the scoring guidelines to derive a score for each item. (Appendix H) These item numbers were also included in the student survey and then scores were entered into the spreadsheet. It was calculated by adding the odd item number together which gave a self-concept score out of 20 and added the even numbered items within a value score of 20 too. I had created a formula that helped in calculating the sub score automatically as I entered the scores. The total score for student motivation was determined by adding both the total score of self-concept and value of reading. I highlighted the items that received a low score by students and in the focus group interview sheet designed for each student, I mentioned the score highlighting any deficits to explore more about that specific component to gather better understanding. I also looked for similarities and differences to compare gender disparity in responses. Just by looking across at the spreadsheet of student responses gave me a backdrop of which items to explore more specifically during the focus group interview, and in cases where these trends were seen across multiple students it would indicate as a whole group needs and can be further explored with all the students. (Table 4)

Organizing reading survey results

Table 4

| Reading survey - Organization results | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|-------|------------|
| | 1 | | 3 | | 5 | | 7 | | 9 | | 11 | | 13 | | 15 | | 17 | | 19 | | SC | V | Motivation |
| | S | 2 | S | 4 | S | 6 | S | 8 | S | 10 | S | 12 | S | 14 | S | 16 | S | 18 | S | 20 | | | |
| Name | C | V | C | V | C | V | C | V | C | V | C | V | C | V | C | V | C | V | C | V | Total | Total | Total |
| Rebecca | 4 | 3 | 3 | 2 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 4 | 3 | 1 | 2 | 3 | 3 | 22 | 21 | 40 |
| Matilda | 3 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 4 | 4 | 3 | 3 | 4 | 29 | 27 | 55 |
| Charlotte | 4 | 1 | 1 | 3 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 4 | 4 | 2 | 2 | 1 | 2 | 2 | 4 | 3 | 29 | 22 | 54 |
| Alice | 2 | 3 | 3 | 4 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 23 | 33 | 44 |
| Mike | 3 | 2 | 2 | 4 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 4 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 27 | 24 | 51 |
| Steve | 4 | 3 | 3 | 3 | 2 | 4 | 2 | 4 | 4 | 4 | 4 | 1 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 27 | 30 | 50 |
| Chris | 4 | 2 | 2 | 4 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 25 | 23 | 46 |
| Roald | 3 | 4 | 4 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 4 | 27 | 29 | 51 |
| Augustus | 1 | 1 | 1 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 1 | 1 | 1 | 1 | 4 | 4 | 4 | 3 | 28 | 28 | 55 |

Analyzing the survey

I employed a descriptive statistical method to calculate participants' response to each survey response which included the median and mode. I calculated the median value for each survey prompt by adding the values of all participants and dividing it by total number and mode was calculated by finding the most occurred value in the list of values retrieved from participants. Once the item responses were combined, I then calculated the descriptive statistics for each research question with a sample of 9 participants.

Measuring internal consistency

First, to measure the internal consistency of the survey, I employed Cronbach's alpha statistic through excel. To measure the internal consistency of the Reading Survey, Cronbach's alpha statistic was calculated for each of the two subscales for value of reading and self-concept as a reader (Cronbach,1988). Since I calculated Cronbach's Alpha to be 0.712, I would say that the internal consistency of this survey was "Acceptable." based on the internal consistency measure. (Table 5)

Table 5

Question 1 - When my teacher or friends tell me something interesting, I might read more about it.

Figure 1



- Three students (33% Strongly Agree)
- One student (11% Agree)
- Four students (45% disagree)
- One student (11% Strongly disagree)

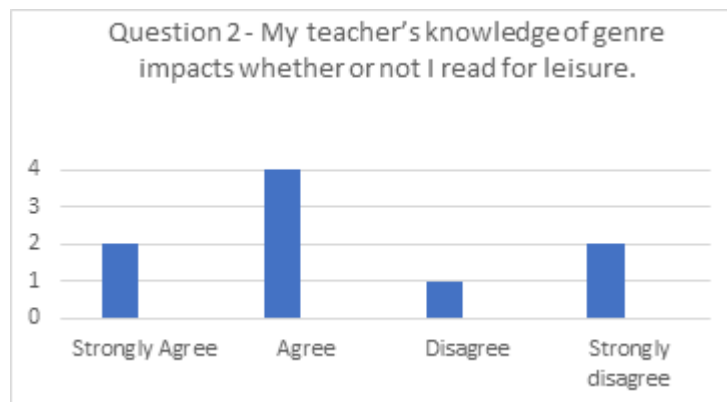
Table 6

| <i>Question 1- Mean, Median, Mode and Standard Deviation</i> | |
|--|------|
| Mean | 2.66 |
| Median | 2 |
| Mode | 2 |
| Standard Deviation | 0.76 |

Figure 1 indicates that most students disagree with the prompt stating that teacher or student influence had an impact on motivation to read a recommended material. Table 6 indicates that the higher mean response than the standard deviation of response, which indicates that student responses were aligned.

Question 2 - My teacher's knowledge of genre impacts whether or not I read for leisure.

Figure 2



- Two students (22% Strongly Agree)
- Four students (44% Agree)
- One student (11% disagree)
- Two students (22% Strongly disagree)

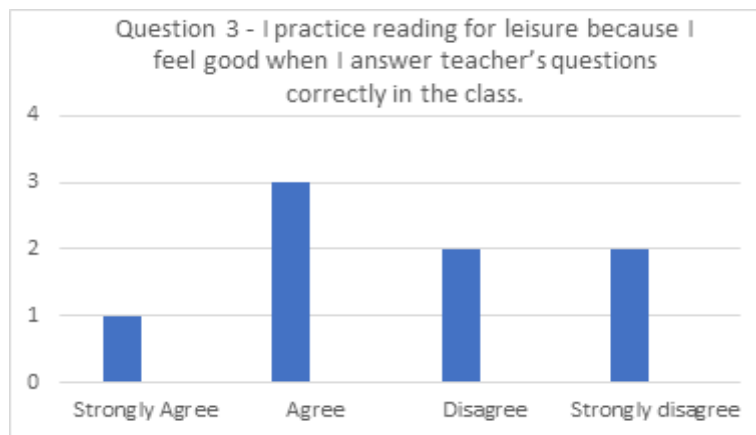
Table 7

| Question 2- Mean, Median, Mode and Standard Deviation | |
|---|------|
| Mean | 2.66 |
| Median | 3 |
| Mode | 3 |
| Standard Deviation | 0.75 |

Figure 2 indicates that most students agree that the teacher's knowledge of genre impacts whether they prefer to read for leisure. Table 7 represents the mean response to be higher than the standard deviation of response which indicates that student responses were aligned.

Question 3 - I practice reading for leisure because I feel good when I answer the teacher's questions correctly in the class.

Figure 3



- One student (11% Strongly Agree)
- Three student (33% Agree)
- Three students (33% disagree)
- Two students (22% Strongly disagree)

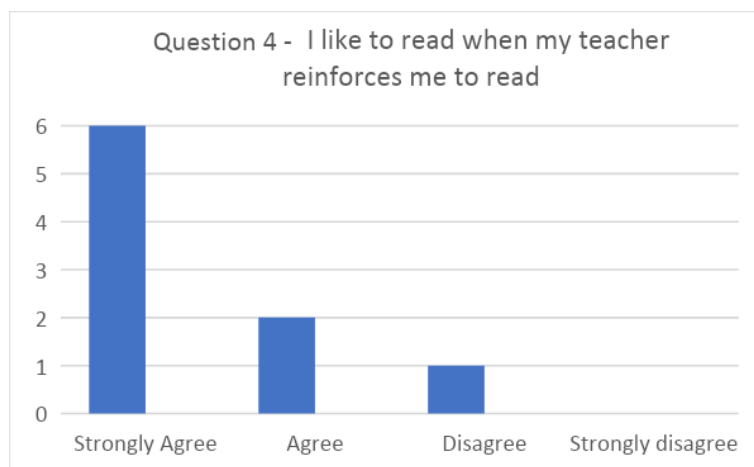
Table 8

| Question 3- Mean, Median, Mode and Standard Deviation | |
|---|-----|
| Mean | 2.5 |
| Median | 2.5 |
| Mode | 3,2 |
| Standard Deviation | 0.4 |

Figure 3 indicates neutral responses. It indicates that the students' self-concept as a reader was impacted by the teachers' positive reinforcement in class. Table 8 indicates the higher mean response than the standard deviation of response, which indicates that students' responses were aligned.

Question 4 - I like to read when my teacher reinforces me to read.

Figure 4



- Six students (44% Strongly Agree)
- Two student (22% Agree)
- One student (11% disagree)

Table 9

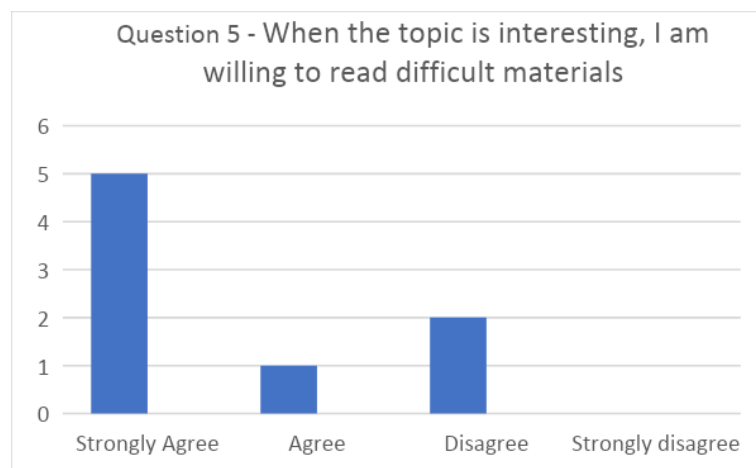
| Question 4- Mean, Median, Mode and Standard Deviation | |
|---|------|
| Mean | 3.44 |
| Median | 4 |
| Mode | 4 |
| Standard Deviation | 0.29 |

Figure 4 indicates neutral responses. It indicates that the students' self-concept as a reader was impacted by the teachers' positive reinforcement in class. Table 9 indicates Notably, the decreased standard deviation, shows an increase in variation of student responses.

Google form survey findings related to Intrinsic Factors

Question 5 - When the topic is interesting, I am willing to read difficult materials

Figure 5



- Five students (55% Strongly Agree)
- One student (11% Agree)
- Two students (22% disagree)

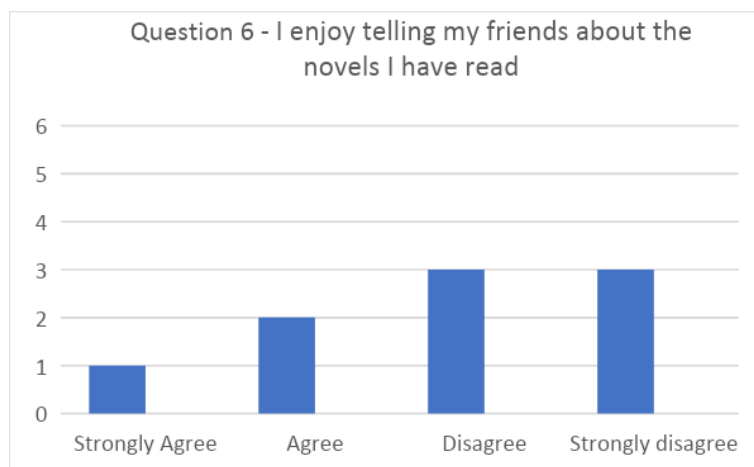
Table 10

| <i>Question 5- Mean, Median, Mode and Standard Deviation</i> | |
|--|------|
| Mean | 3.2 |
| Median | 4 |
| Mode | 4 |
| Standard Deviation | 0.62 |

Figure 5 indicates neutral responses. It indicates that the students read with increased motivation when they find the topic to be interesting and attention grabbing. Table 10 indicates that a lower standard deviation of response means that students' responses were accurately aligned.

Question 6 - I enjoy telling my friends about the novels I have read.

Figure 6



- One student (11% Strongly Agree)
- Two students (22% Agree)
- Three students (33% disagree)
- Three students (33% Strongly disagree)

Table 11

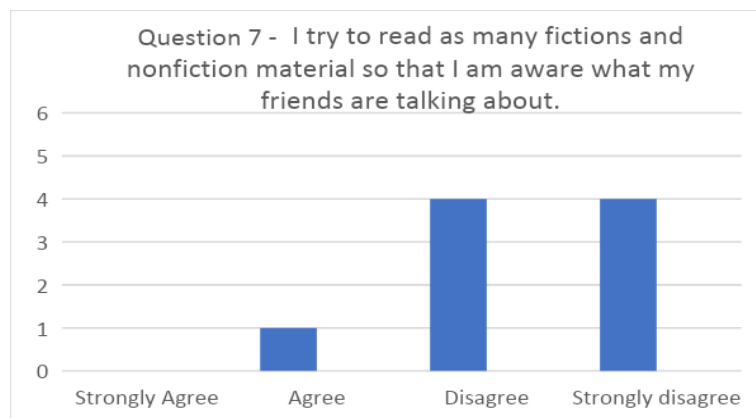
| Question 6- Mean, Median, Mode and Standard Deviation | |
|---|------|
| Mean | 2.11 |
| Median | 2 |
| Mode | 2,1 |
| Standard Deviation | 0.65 |

Figure 6 indicates that the students usually do not discuss with their peers the books they have read. Table 11 shows a way higher mean response than the standard deviation of response which indicates that students' responses were accurately aligned.

Google form survey findings related to social factors

Question 7 - I try to read as much fiction and nonfiction material so that I am aware of what my friends are talking about.

Figure 7



- One student (22% Agree)
- Four students (44% disagree)
- Four students (44% strongly disagree)

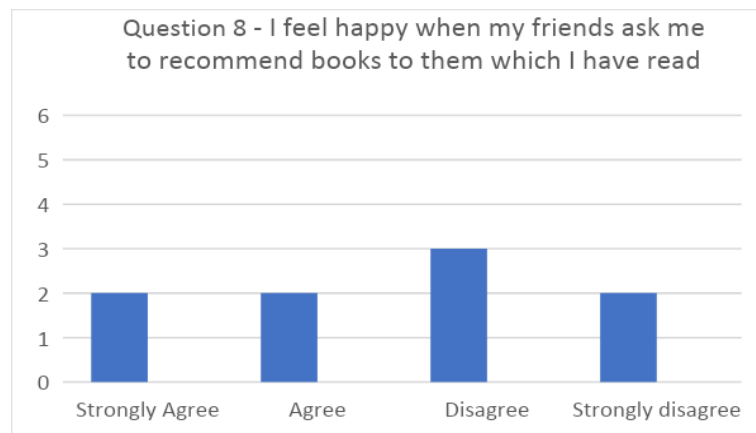
Table 12

| Question 7- Mean, Median, Mode and Standard Deviation | |
|---|------|
| Mean | 1.66 |
| Median | 2 |
| Mode | 2,1 |
| Standard Deviation | 0.60 |

Figure 7 indicates that the students generally do not read books due to peer pressure of being left behind or do not read books which their friends have read. Table 12 represents the mean response not very higher than the standard deviation of response which indicates that students' responses were not aligned and were varied.

Question 8 - I feel happy when my friends ask me to recommend books to them which I have read.

Figure 8



- Two students (22% Strongly Agree)
- Two students (22% Agree)
- Three students (33% disagree)
- Two students (22% Strongly disagree)

Table 13

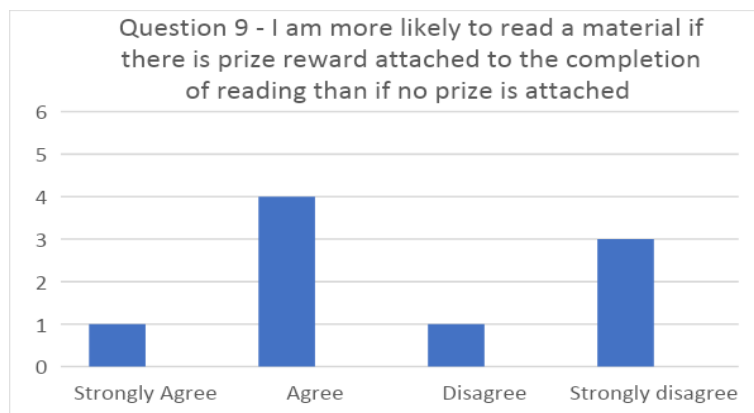
| <i>Question 8- Mean, Median, Mode and Standard Deviation</i> | |
|--|------|
| Mean | 2.44 |
| Median | 2 |
| Mode | 2 |
| Standard Deviation | 0.81 |

Figure 8 indicates that there are an equal number of students who feel happy or not encouraged to recommend books to their peers when asked. Table 13 depicts the mean, median and mode of the responses. The mean response was higher than the standard deviation of response which indicates that students' responses were accurately aligned.

Google form survey findings related to Extrinsic Factors

Question 9 - I am more likely to read a material if there is prize reward attached to the completion of reading than if no prize is attached.

Figure 9



- One student (11% Strongly Agree)
- Four students (44% Agree)
- One student (11% disagree)
- Three students (33% Strongly disagree)

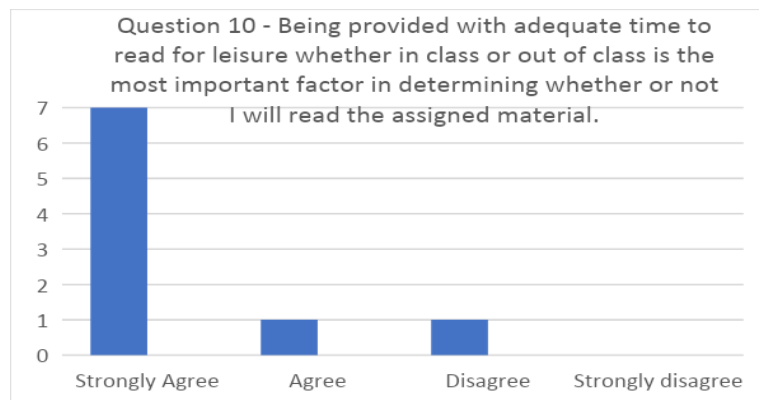
Table 14

| <i>Question 9- Mean, Median, Mode and Standard Deviation</i> | |
|--|------|
| Mean | 2.33 |
| Median | 3 |
| Mode | 3 |
| Standard Deviation | 0.85 |

Figure 9 indicates that there are an equal number of students who prefer acknowledgement in the form of prizes for a reading activity to bolster motivation. Table 14 represents the mean response was higher than the standard deviation of response which indicates that students' responses were accurately aligned.

Google form survey findings related to teacher support in classroom

Figure 10



- Seven students (77% Strongly Agree)
- One student (11% Agree)
- One student (11% disagree)

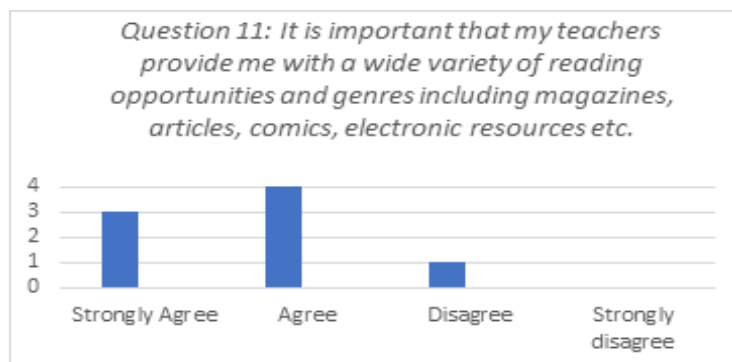
Table 15

| <i>Question 10- Mean, Median, Mode and Standard Deviation</i> | |
|---|------|
| Mean | 3.66 |
| Median | 4 |
| Mode | 4 |
| Standard Deviation | 0.13 |

Figure 10 indicates that most of the students require ample time within the classroom to read as a decisive factor to determine whether they would read a certain material or not. Table 15 indicates that there was a contrasting difference in the mean and standard deviation score. This also depicts that the mean score was high which articulates the fact that most students require time in the classroom as a driving factor to read material they prefer.

Question 11: It is important that my teachers provide me with a wide variety of reading opportunities and genres including magazines, articles, comics, electronic resources etc.

Figure 11



- Three student (33% Strongly Agree)
- Five students (55% Agree)
- One student (11% disagree)

Table 16

| <i>Question 11- Mean, Median, Mode and Standard Deviation</i> | |
|---|------|
| Mean | 3.22 |
| Median | 3 |
| Mode | 3 |
| Standard Deviation | 0.31 |

Figure 11 indicates that most of the students think that their teachers should provide access and platforms to different kinds of reading materials. Table 16 depicts the mean response was way higher than the standard deviation of response which indicates that students' responses were accurately aligned.

Google forms survey findings based on gender differences based on students' reading motivation.

Self-concept as a reader (SC)

Table 17

| Intrinsic Motivation - Self Concept as a Reader | | | Boys | | Girls | |
|--|---------------------|-----------------|-------------|---------------------------|--------------|---------------------------|
| Self-Concept | Context | Subscale | Mean | Standard Deviation | Mean | Standard Deviation |
| Item 1 | New vocabulary | Involvement | 2.66 | 0.79 | 3.20 | 0.65 |
| Item 3 | New inventions | Curiosity | 2.5 | 0.4 | 2.87 | 0.84 |
| Item 5 | Complex ideas | Challenge | 3.2 | 0.62 | 3.6 | 0.50 |
| Item 7 | Difficult materials | Challenge | 1.66 | 0.6 | 2.87 | 0.84 |
| Item 9 | Comprehension | Involvement | 2.33 | 0.85 | 2.31 | 0.78 |
| Item 11 | Comprehension | Involvement | 3.22 | 0.31 | 2.8 | 0.84 |

Figure 12

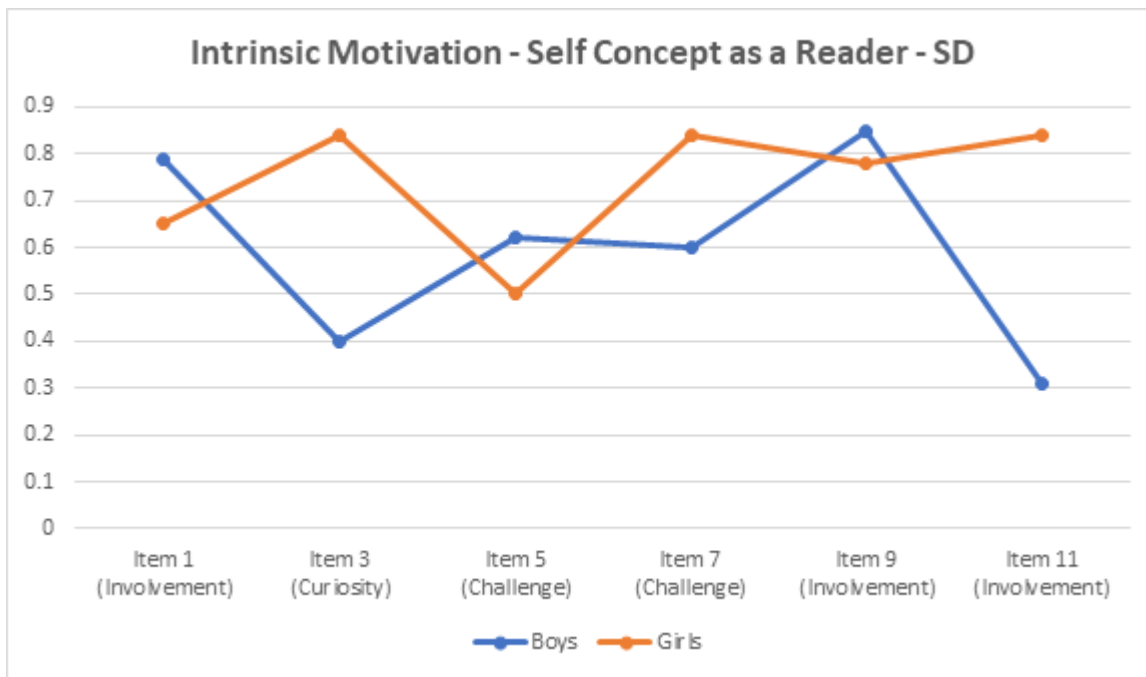


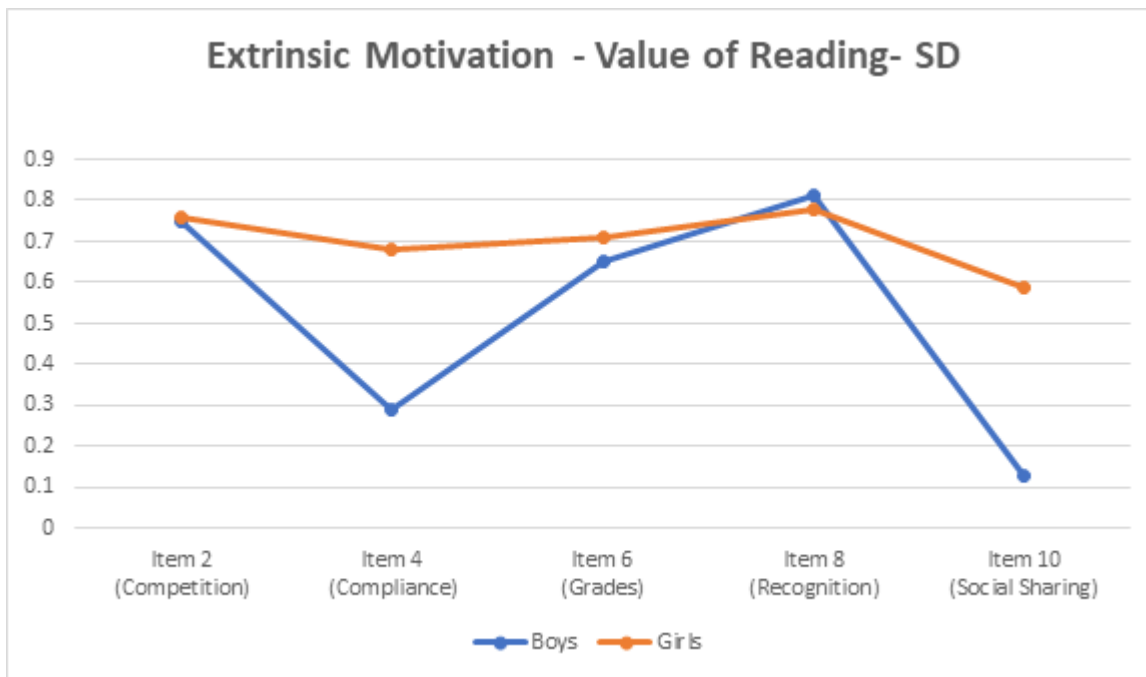
Table 17 contains the means and standard deviation for the self-concept as reader subscale. Figure 12 demonstrates the self-concept as a reader subscale related to gender disparity where data collated from boys indicates that they were less likely to identify as intrinsic readers compared to their female counterparts.

Value of reading (V)

Table 18

| Extrinsic Motivation - Value of Reading | | | Boys | | Girls | |
|---|------------------------------|----------------|------|--------------------|-------|--------------------|
| Self-Concept | Context | Subscale | Mean | Standard Deviation | Mean | Standard Deviation |
| Item 2 | Outperform others | Competition | 2.66 | 0.75 | 2.45 | 0.76 |
| Item 4 | External goal or requirement | Compliance | 3.44 | 0.29 | 3.11 | 0.68 |
| Item 6 | Favorably evaluated | Grades | 2.11 | 0.65 | 2.31 | 0.71 |
| Item 8 | Success in reading | Recognition | 2.44 | 0.81 | 3.21 | 0.78 |
| Item 10 | Sharing the meanings gained | Social Sharing | 3.66 | 0.13 | 3.51 | 0.59 |

Figure 13



There are statistically significant differences in data obtained for both boys and girls. Table 18 contains mean and standard deviation of the value of reading in extrinsic motivation context, scores of the value items within the subscale value of reading was used as sample test was used individually. Figure 13 illustrates that extrinsic motivation to read in girls was higher than that of boys.

Qualitative analysis

Organizing interview response

Focus group interview data was collected in February. I conducted the interview in one of the classrooms with students gathered round the table. I employed a Critical Realist approach to coding, beginning with five codes (intrinsic factors, extrinsic factors, social factors, teacher influence, teaching methods) derived out of the wide body of research in reading motivation and adding codes as additional themes emerged through several levels of analysis. Though Grounded Theory is often utilized in coding of qualitative research, the existing body of scholarship related to the reading motivation demands some attention to existing theories (Fletcher, 2017). I then completed a line-by-line coding using an open coding technique where I looked for similarities and differences across cases and within them before performing an analysis where I moved between patterns (Hoddy, 2019). Though I had identified five codes based on the

existing scholarship in reading motivation, I ignored them in the first round of coding to prevent any researcher bias from interfering with new patterns emerging. Additional codes were derived as meaning emerged in the responses from participants demonstrating connected experiences through their descriptions. (Appendix G)

Self-concept (SC) as a reader

Solheim (2011, pp. 22) states, “the level of self-efficacy affects how much students understand of the texts they read but probably also the degree to which they are able to demonstrate what they have actually understood”. In another study Guthrie & Wigfield (2005) states that a student who has a better self-concept as a reader will more likely engage in reading related tasks and practices with motivation and determination.

Keeping this in mind, it is vital for a teacher to understand the student’s self-concept as a reader to support engagement in reading. In the context of the survey, I have administered the questions strategically placed as odd or even numbered items. The odd numbered items denote the perception of students about themselves and give information about areas of reading that need improvement. For instance, item 5 focuses on understanding how students locate and understand new vocabulary, whereas items 9 and 11 focuses on students’ comprehension. The calculated low score on the off numbered items suggests that one to one or group work was essential to diminish the difficulties and hurdles in understanding new vocabulary words or comprehending text. A greater insight was achieved through focus group interviews which could support developing a teaching plan specifically for those students.

In the same context of understanding a story or context, item 9 states “I enjoy telling my friends about the novels I have read”. Some students successfully understand the story or topic but are not confident and thorough enough to deliver it to a group by interpreting the topic. As low scores on this item suggests there were instructional needs that needed to be met for these students by providing a precise and definite instruction and modeling to articulate and deliver the text. As Reznitskaya (2012) suggests that a guided support to share textual information given to students can help reinforce and strengthen motivation. Item 11 states that there are some students who prefer reading silently than aloud because of their varying

reading fluency. This item provides a gateway to understand the developmental needs of readers to read aloud which can be contributed and enhanced through after school reading clubs or reading voice blogs.

Value of reading (V)

The value of reading was derived from expectancy value theory of motivation by Eccles (1983). This means that the students' level of participation was directly related to their inclination of interest or deter the importance of the task. So, for instance if students find a reading task interesting and enjoyable which relates to reading as an activity or think that reading is going to support them in attaining future goals and career aspiration which relates to reading as goal; these students will be more absorbed in a reading task or activity. As Pressley (2002) suggests that students who are inclined towards reading for intrinsic reasons are more likely to develop their skills with guided instruction.

The value of reading questions was specifically placed as even numbered items in the survey. The questions set in items 4, 8, 12 and 14 focus on students' perception about leisure reading as an individual practice. In contrast, the question set of items 2, 6, 10, 12, and 16 suggests students' perception of reading as a part of social norm. A low score in the first question set would suggest that students would require a more structured approach which could provide reading choice, help in finding the right book which interests them and or on their reading Lexile level. It was noted that students find it discouraging if they are not able to find the kind of books they are looking for. Using the same approach to follow up during the focus group interview on the question with low scores from student responses provides a teaching practice that can be modeled by the teacher and the librarian for individual or group reading activity. In the similar way question sets where reading as a social norm which includes libraries as reading hubs, perception about reading and reader and textual depiction will help provide in depth analysis to instructors by transforming classroom methods which could bolster the value of reading.

A low score in the second question set items 6 and 12 highlights students' perceptions about impacts of being a good reader for future careers and goals. For example, a student who was interested in medical professions, such as recent research on COVID-19 will find the value of reading for purpose or a goal of becoming a better reader to comprehend recent literature on COVID-19. Having said that, the focus group

interview was a helpful tool to further understand students personal and career interests so that reading activities align as an activity and a goal at the same time.

To conclude, I find these absorbing directions attained through the survey result quite perplexing. It would be better to comprehend both survey and interview answers by comparing them. I would then be better positioned to understand the purpose behind the gathered data to reflect on the teaching implications for instruction.

Qualitative analysis

Informational interview

As a validation process of survey and interview questions that opened and gathered identical information, these were identified. Authenticated data was retrieved from the interview items for 68% of the items on the MRP reading survey which was nearly about 4 items in self-concept and 7 items as value of reading. The consistency was derived from the responses selecting the 4 motivated and 5 unmotivated students irrespective of their reading attainment levels identified in the beginning as a baseline data by the librarian.

The focus group interview was transcribed by each question so that each question was examined carefully to understand the growing themes and patterns. There were three distinctive analyses that were used to conceptualize the data. To start with the interview data was analyzed keeping in context the two constructs used in the reading survey namely self-concept as a reader and value of reading. Following this, the interview response was tabulated for frequencies and calculated to define the emerging trends and themes within the interview. Thirdly, the comparative method was utilized to understand and categorize the transcribed data into codes. The focus group interview provided a gateway to understand the instructional needs and methods in the English classroom and how much do students prefer to spend their leisure time in reading based on intrinsic and extrinsic factors. There are four themes that emerged from the interview which includes multiliteracies in reading, students' reading and reader perceptions, teachers' instructional methods, extrinsic and intrinsic motivation. The analysis of these themes is given below quoting comments from students.

Table 19

| Example of coding process | |
|----------------------------|---|
| Data from interview | "Ipad. It's a device where we can use digital books. I use social media platforms and other platforms to read. I usually like my books in hardcover, like a physical book, but when I have to read online, I use good reads, or I also like my book to be hardcopy because you get to feel the book." |
| Theme | Use of multiliteracies in reading |
| Finding | The contents of books and platforms used were major influences on reading motivation for all the participants. |

Extrinsic and intrinsic motivation

Students described favorable responses where reading was a shared experience through online discussion or book recommendations. When describing a specific instance, Matilda initially stated that,

"I think social media and so much have a great price in this when they recommend a book and give you the fun of the book makes it interesting to read the book. For me, it's funny about TikTok recommendations because they put little snippets of the book, and if it interests me, I'll go online, search for the book".

Comparing opinions from other people's perspective was a common theme from two other participants, Alice said,

"Public figures and your peers can also be a big influence because public figures can go in depth with the book and use recommendations and peers. It's also like a one-sided opinion. I would like to agree with almost everything they said like social media and friends because when you're interested in someone or something it causes you to want two to four years".

Rebecca contributed to the idea stating that,

"Going to the library is my go-to option" while Charlotte was noted saying "To reviews and websites that Facebook reviews. Otherwise just explore by yourself".

Teacher influence on reading motivation was a constant theme in each of the interviews though not always as a constant force. One participant emphasized the impact of an experience with a teacher, who as a passionate reader excited her to read

"She was in love with books, she had books everywhere and she encouraged a lot of people to like read books. I thought that was really cool. So, I read a lot."

However, other experiences involving teachers had the opposite effect on reading motivation. Augustus described,

"For me, both reading is educational, but when it comes to school, the reading of school is more about things that we need to get through. So it's the way the curriculum works for reading this book. But when it's reading at home, it also indicates to me it's off my own willingness to read".

Mike articulated the starkest rebuke to teachers who destruct motivation by assigning content,

"We had a Socratic seminar. Mostly it failed because most people did not read the book. I joined myself trying to motivate myself to read more than any previous school. I motivated myself to finish the book and practice eventually."

Emotional reading motivators were discussed by two participants. In different instances, Chris participants referred to the feeling of wanting to read which one of them defined as

"just wanting to get through what you're doing and then just rush to the book."

"I escape into the reading world, away from all the distracts." Roald quoted.

Two participants recalled the experiences about reading related to engaging content, Steve said,

"Reading made understanding stories and answering compassion questions in school and outside school easier. It makes understanding easier. The content turns really good."

The contents of books were major influences on reading motivation for all the participants. One participant was excited to read books but finds it challenging to keep up to it.

She said, *"the hardest thing about reading is being continuous. Like if, it's let's say there's a series in a book, I would read the first book and then it would be harder for me to continue because I don't know if it's boredom or it's just difficult for me to continue in a series."*

Augustus supported the idea saying, *"I feel like not setting a very high standard because when you set a very high standard and not like give the book a chance, you won't read it, and then it could be an amazing book, but because you haven't read it, you wouldn't know."*

One unanticipated finding is drawn from the frequency of data reflecting the experience of cross media connection as a motivator to read. Alice described how watching the films Anime series prompted her to read the texts

"I read a whole lot of anime that I watch."

While Charlotte described a similar experience with a television show based on a book series,

"I really liked this TV series this year with series of unfortunate events, and they made that like TV series because there are books. So, I was really excited that I got to like to read them and reading the books, it was really enjoyable for me to like read them and then I was like, I saw how like the book and then like the TV series was different."

Both students commented on the experience of seeing what they imagined in their minds portrayed on the screen as a fun activity and a reason to want to read more.

Use of multiliteracies.

Students' use of multiliteracies was overwhelmingly apparent in the interview data. The use of multiliteracies was evident from the captured interview data. Participants spoke at length about using digital platforms to read eBooks, social media platforms to use TikTok book recommendations. It was apparent that digital literacy is a common method of gathering and obtaining information and as form communication before making an informed decision. Rebecca made a distinctive comment,

"What helps me is reading, and I just accept every day I need to read 30 minutes, 1 hour, and additionally, I put a limit on my phone. So, then I stopped using my phone and then I find myself reading more rather than that limit. I go on and exceed it when you like the book."

Charlotte complimented the idea saying,

"Ipad. It's a device where we can use digital books. I use social media platforms and other platforms to read. I usually like my books in hardcover, like a physical book, but when I have to read online, I use good

reads, or I also like my book to be hard copy because you get to feel the book. But if I had to use my soft copy on digital, I would use either an app or my laptop for websites to navigate books like Price, Candle and other websites on my tablet. When I do it for reader reading."

Matilda added,

" Apart from books like hard copy. I don't read books on digital apps or websites unless it's like social media. I go on it, but I don't really download apps to read books on an iPad or my phone". I personally prefer eBooks because they're easier to get. But I could just search the new book and download the book and sometimes I read. Mostly I read digital content things on the internet and so on."

It was explicitly stated by one of the participants that,

"I think social media and so much just have a great price in this when they recommend a book and give you the fun of the book makes it interesting to read the book. For me it's funny about TikTok recommendations because they put little snippets of the book and if it really interests me, I'll go online, search for the book, look at the same content and everything on top."

Steve re-emphasized the important use of TikTok by narrating that,

"TikTok influences me and like the influencer is also one of the people to read and actually stories that are entertaining. And that's the same way that I also look at my shows from Tik Tok they recommend "

Teachers and instructional methods.

Some students commented about the instructional methods incorporated by teachers when asked

"Have any of your teachers done something with reading that you really enjoyed?"

There weren't any students who answered no but there was nothing substantial that was mentioned. For instance, out of the 9 students who were interviewed there were three students who mentioned impacts of Socratic seminar in English class. Chris commented about the lesson delivery and said,

"Our English teacher focuses on after reading a story like making a lesson called a Socratic seminar where we discuss and argue the story, which makes it easier to understand the content of the story".

It was suggested having events to celebrate reading and embedding it into the culture of the school, he said,

"When you hear in a Socratic seminar, when you hear other people's opinions, you view the book at a deeper perspective and not that as well. But as a school, we can create events like World Book Day to help encourage people to read. Yeah. I also agree with what they have to say, but I also like to add that we can also include reading time in break times. I think it would be great".

Roald mentioned that conversations about books and recommendations help them in reading just the right books, he stated,

"I've had personal conversations with my English teacher where she's recommended a book, and I recommend a book and we talk closely about it, about the events and what I like and what she likes. So that helped me a lot".

There were two participants who talked about how the school library helps with a reading intervention program and modeling as literacy centers. This was observed across all student discussions that modeling strategies for textual comprehension has a great impact on students' motivation and inclination to read. It was made clear in the interview that teachers' influence and enthusiasm have an exceptional impact on attitudes of reading. Teachers and the school-librarian were great sources of book recommendations. Some students even said that they found *"the most trending books"* from their teachers. The interview also depicted that the assigned reading tasks often turned them off as they considered it as a forceful form of reading and eventually it gets boring. One clearly and mentioned the influence of teachers on her reading habits.

Rebecca said, *"sometimes the teachers pick 'the most boring' books to read."*

Alice supported this claim and explained that *'polls and book recommendations taken from TikTok are a good source of knowing what we want to read, I think teachers need to be aware of current trends.'*

Steve supported the argument saying that,

"We might do better in tests if we get to pick what we want to read, and comprehension could be based on at least topics or genres we like."

Students also believed that given a choice autonomy to choose a book is also a motivating factor for them. When asked 'Have any of your teachers done something with reading that you really enjoyed?' Could

you explain some of what was done? Even though students had highly valued the reading assignments, they insisted that their preference in reading should be considered.

Students' perceptions of reading and readers.

When I started this research, I was assuming that the focus group interview would be an explanation to the survey results. Even though in numerous scenarios these presuppositions were met, there were some situations where some inconsistent data was found when compared.

For instance, a student answered in the reading survey that he doesn't enjoy reading good, long novels.

Interestingly, when probed during the interview about what kind of reader do you consider yourself, Mike went on to say that,

"Regardless of the book, it also depends if I'm in the mood. If I have enough leisure time and my time management with reading, then I can balance it and enjoy reading any kind of book." On a similar note, a student checked item 3 which questions whether the student likes to read books based on different genres; even though she checked number 1 as strongly disagree.

When asked about the same topic during the interview she went on to say that,

"I am a combination of avid and a digital reader as I go over social media, reading, captions stories. I read most of the time my daily routine and regardless of any mood, I just read anything that comes up".

One of the most prominent examples of inconsistencies in survey and interview result was that a student stated that leisure reading doesn't have any impact on his reading whereas contrastingly in the interview he mentioned that,

"Reading has increased the competency of my knowledge, such as vocabulary, provocative skills, comprehension skills".

It was noticeable that the reading interests of students did not revolve around academic reading. Students' self-concepts as readers and their perceptions about reading was directly related to their autonomy in reading and choices that were given and impacted the overall enjoyment to read.

Additionally, their reading interests did not seem to include any forms of academic reading.

Generally, students' self-concepts as readers and their value of reading coincided with their reading choices

and overall enjoyment of reading. One similar scenario was highlighted when asked about 'Do you like to read different genres?' 'One survey respondent said that he was moderately motivated. On a different occasion he had a supporting response stating that,

"I prefer reading research papers, articles rather than books and fiction stories". I prefer reading during summertime as I can hardly read during school hours".

Discussion

These research findings explored how reading experiences increase the motivation of students in high school to read for leisure. Based on the responses from each participant there are clear indications that some patterns exist. The findings in this research related to the first research question affirm what has previously been discovered about reading motivation that intrinsic experiences connected to the joy of reading are more likely to positively influence motivation than extrinsic motivations from teachers as authority figures (Smagorinsky, 2013). The extrinsic motivation to read was seen in the social connections with peers or teachers who are acting as models of passionate readers rather than directors of reading. Teachers who engage in conversation about books with students can empower the joy of reading (Gambrell et al., 1996). Similarly, those instructors who give in to the student desire to read on their own schedule are more likely to witness high levels of student motivation to read. The data in this study affirms Wilkinson et al's (2020) finding that reading, placed in an atmosphere of choice, promotes favorable student responses, but when there is a presence of force, students resist. Reading that involves specific starting and stopping points or is task oriented such as the demand of annotating texts deprive readers of the joy that they perceive as fundamental to reading motivation. When this resistance lowers reading motivation there is a risk to reading skill diminishing and long-term effects in the area of academic achievement can present. Focusing on the second research question, teachers should make certain that students are given ample opportunity to not only choose what to read, but also when, and that the experience is one tied to the pure experience of reading without contagion from other academic connections. Motivated readers will become better readers and will reduce the need for teachers to focus time on reading skills, instead leaving more time for deeper learning to occur.

Limitations

I believe that this action research proposal was limited by several factors that I would like to acknowledge. The transferability of the conclusions determined in this study was limited by the number of subjects from each grade, and the absence of diverse voices. It was further limited by the unique COVID pandemic setting in which the research occurred, as there were multiple instances wherein the focus group interview and survey was rescheduled following the Ministry protocols. Hence, the survey was conducted amongst grade 9 and 10 students out of which only 10 students opted to participate, however one student preferred to leave before the start of the research. Having said that, it would have been useful if all high school grades would have been invited to participate in the research; for the same investigation to be conducted with a larger sample size. To some extent, I think it was a limitation to the study as there was caution required to be taken in generalizing the results at each step.

Secondly, a possible limitation in terms of contextualization of the study was the fact that there was no attempt made to analyze or segregate student responses based on their cultural background and socio-economic status which could have provided an additional variable to contextualize this study. Even though there are studies that reveal that there is no vivid difference in reading motivation of people coming from different socioeconomic status, or cultural background (Hansen, 1969); it will be enlightening to rediscover this issue to predict whether the new technologically advanced global learning environment would have an impact on the motivation to read for leisure.

Thirdly, there are certain other dominant aspects of reluctance in reading for leisure and academic engagement was one of the aspects which is not considered in this study. Students' inclination and engagement in classroom which includes paying attention and behaving in the classroom also adds on to the intrinsic motivation to reading which was stated in various research from several authors (e.g.: Froiland & Worrell, 2016; Jeon, & Barch, 2004). More efforts could be made towards finding the mutual effects of achievement and motivation in reading. If this had been added, the focus could have shifted towards other added variables such as reading behavior, strategies contributing to reader development.

Another study limitation was the access to using the Program for International Student Assessment (PISA) results as baseline data which required a formal approval. I was not able to be sought approval, I instead had used the school-librarians input as validated baseline data. The downside of this approach was that I was able to gather reading program data and subjective perception from the librarian. However, using (PISA) results to measure intrinsic reading would have produced a more substantial data and would have left only little variance of extrinsic motivation for further explanation. As Schaffner et al. (2013) suggests that reading achievement should be measured in different ways.

Subsequently, I felt that when students were questioned by educators about activities related to reading or any general topic, students may have perceived certain barriers between themselves which could have a possible effect on their willingness to honestly respond about their beliefs, intentions and ideas. For instance, when one of the interview participants provided judgment about avid readers, there was possibility that a student may have valuable input to disregard the judgements but perhaps might have been hesitant to express it in front of me as the principal. Moreover, I think my biased perspective on interpretation of data limited this study. Even though I had sought opinions, as the responsibility of interpretation was guided by the person conducting the research, the perspective comes from an educator who hopes to encourage and motivate students to read for leisure.

One of the significant study limitations I believe is not including the home environment as a factor of reading motivation. The main context of this study that had been taken into consideration was the classroom or the library. Even though the focus in a classroom setting has contextualized and provided observation to an optimum learning environment, the limitation perhaps was the exclusion of home learning environment as a contributor and influencer to reading motivation.

Positionality and bias

As I approach the subject of reading motivation, I recognize that our social reality is a continual revealing of events, giving new meanings as more perspectives are added to our knowledge. Increasing reading motivation is an essential element of maximizing educational opportunity for all. I hold to a post-positivism ontological paradigm, that is of value in this study to understand the motivation of high school

students to read. To properly understand the motivations and ideas that adolescents attach to reading as an activity of choice research must involve both quantitative and qualitative measures. It was essential to both measure and describe how students understand themselves as readers, especially considering the socialization that is associated with reading and learning. Post Positivism fits between two ontological extremes which Patomaki and Wight (2020) referred to as “boredom and negativity.” It is not however a middle ground or compromise idea; moreover, this ontology rejects the premise that a phenomenon can be understood by scientifically plotting qualitative data with equal weight. As a researcher, I believe there is an unwavering truth that is to be discovered and applied related to youth reading and motivation. The population for this study included students in grades 9-10. In the 2020-21 academic year, all students were enrolled in a hybrid learning model and attended classes via Teams. I am a long-term principal in the high school, limiting my contact with the study’s population in terms of teaching. With regards to positionality in this study, I recognize being an administrator I hold power over participants and the subject in my study. As a former teacher in the same school, I will be an insider to their community however I will also hold outsider status as both teacher, administrator and as an adult authority figure. I have worked to build a learning community and have endeavored to build additional trust that has sustained the interview process central to a phenomenological study. I am also new to the research field and have opted for a phenomenological research approach because it is valuable in understanding teaching and learning. I recognize that my self-identity as a reader raises potential bias in the development of interview questions and how data was interpreted, which was a particular challenge in this method. In this research proposal, I have explored bracketing to set aside my own experiences with books and reading, though I recognize the significant challenge based on the context in which I have interacted with the study’s population. Through the bracketing method, I was given an opportunity to reveal my own personal practices that have yielded my values and bracketing gave me an opportunity to expose personal experiences that have generated my own attitudes and beliefs about reading. It also helped me reveal biases related to interpretation of the results. To mitigate against these biases, I have used reflexivity in the interviewing process and a peer review methodology during the data analysis stage of this study. As an avid reader, I recognized that my passion for

the subject could appear in my interview technique and motivate students to accept my positive association with reading. Similarly, as a principal, I recognized that the authority assigned to me privileged my position as interviewer and mandated that specific efforts be made to foster trust with each participant.

While interacting with the students during the interview, I could relate strongly with the motivated readers. When participants said their ability to become lost in a book, I could relate as I feel each book is like a new adventure as I can transcend into a book and experience similar sentiments as the characters in the book. Having said that, connecting or relating to this study group was easier and perhaps somewhere down the line made it difficult for me to connect with the unmotivated readers I had interviewed. On another note, as stated by Guthrie & Wigfield (2004) one of the key elements when comprehending text is to find meaning and find live friendships within the characters of the story and identify with them closely. Keeping this in mind I found out that unmotivated readers couldn't establish this relationship. They were yet to discover the interrelation with the characters and go beyond the constraints of a book cover.

When considering the lesson learnt through this study, I think motivated readers have passion and desire to adapt to text. Rosenblatt's (1978) as quoted by Schraw and Bruning (1999) is of specific importance and relates to these conclusions. While on the contrary unmotivated readers could barely connect and did not experience the adoption of text. As educators it is our responsibility to train and teach students to connect and internalize to foster transactions with the text to create motivation for reading amongst unmotivated readers.

Future project considerations

As future project consideration it would be a good starting point to add some controlled variables such as cognitive skills and academic abilities of students. This approach would be rewarding as I would be able to include student ability levels in context of the study for further investigation. One of the research projects conducted by Logan et. al., (2011) suggests that reading motivation differs greatly based on ability levels of students. For future studies it would be illuminating to investigate the comparison between native and non-native students and to measure the reading motivation respectively. Based on the themes that emerged from the conversations with students, it would be interesting to determine if distinct personality

types, as assessed by a personality typology, could be indicators of reading preferences. Keeping in retrospect the themes that have emerged through interviews and to further contextualize the study, and as stated by Dweck & Leggett (1988) about personality typology it would be thought-provoking to establish whether distinct personality types can be indicators of reading performances and preferences. Would this mean that establishing the personality type of students would help us understand whether they would be more inclined to read for pleasure?

Summary

While comprehending the results of this study, I have learnt about reading experiences of unmotivated readers which is important to understand for other educators. I accept that instead of trying or expecting to turn unmotivated readers to motivated readers, one must have a reasonable approach and accept their views to better serve the learning community. As revealed through this study, intrinsic, extrinsic, social and teacher influence and modeling play a major role in why a student decides to read or not. Even though these deep-rooted values and beliefs may be false, we as educators should be aware to not build preconceived notions about students which might be contrasting to what is real. Students cannot be molded based on specific measurement standards.

This study was guided by the question which focuses on what are the factors that impact high school students' motivation or demotivation to read for leisure and what can teachers do to keep high school students motivated and engaged to support leisure reading? It produced qualitative and quantitative data by conducting a survey and focus group interview with students who are both motivated and unmotivated readers, to gain understanding of how students interpret leisure reading and to extrapolate about their experiences with leisure reading.

There were certain differences between the two sorts of students in terms of their reading motivation and it was discovered during focus group interviews with these students, which may be used to equvalate data, particularly in the areas of intrinsic, extrinsic, social and teacher influence and experiences in a reading environment. Although reading is one of those activities which is generally counted as an isolated activity, there were many students who were encouraged or inspired to read due to the impact of

their social experiences with reading. While some students felt that it was a gateway for them to connect with the authors or the characters of the story which allowed them to build on their knowledge and enrich their experience not only intellectually, but also addressed their social and emotional needs. For instance, one of the interviewees mentioned the connection and bond she forms with the story or the characters within the story. Motivated readers however find such experiences as life changing which could either include fiction or nonfiction which does wonders in changing perceptions about situations and general art of living. Contrastingly, unmotivated readers are far from grasping these connections let alone experiencing it. They continue to remain distant from such a concept. Even though unmotivated readers perform a reading task within a classroom or during the library session the intent is merely to complete a specific task assigned and does not involve the slightest bit of leisure associated with reading. Students who enjoy reading for leisure take their experiences and ability beyond the walls of the school and home; they create their own realm which provides them a unique perspective to the world around them. I can also confidently state that some students depicted through survey results that they follow extrinsic reading very seriously and wait for rewards and points from the reading program. While for unmotivated readers the reading program still does very little to bridge the gap in embedding intrinsic motivation to read. With this it also means that unmotivated readers stop or discontinue reading as soon as they receive the points, they require from the reading program. I believe that there needs to be an intervention program based on independent reading to address and tackle the issue related to reading for leisure in a subliminal way.

With the technological advancement that confers to stimuli by providing a variety of platforms for entertainment, books have become rather outdated. While motivated readers predict that unmotivated readers are missing out on the real-world happenings, unmotivated readers have a vice - versa perspective. When referring to intrinsic motivation, it must be fostered in the subconscious of all students. Kelly & Decker (2009) states that even though students who have been originally good readers and have well developed literacy skills choose to not read for leisure if they are unmotivated. However, the study group did depict a combination of motivated and unmotivated readers, there was a major lag in the understanding of students' self-concept as readers and how they value reading. This means that teaching and instructional

methods need to be transformed to inhabit growth in reading motivation. As Gambrell (1996) has emphasized that students' reading motivation is derived by their self-concept as readers and their value one places on reading. As stated by (Malloy et al., 2013, p.281) "Assessing the individual and collective views of students in a classroom regarding their value of reading and self-concept as readers is a classroom practice that supports effective teaching, group planning, and individual instruction." It was also noted that when unmotivated readers read, they often tend to get bored. Even though it was apparent that higher reading ability cannot be a declared variable for motivated readers, lower reading ability was directly connected to demotivation to read for leisure. When striving to understand how to help children reach their personal learning goals, it was helpful to grasp the diverse views of both motivated and unmotivated readers.

The goal of this study was to give students a platform to express themselves about their own experiences with leisure reading. While the goal of this discussion was to figure out how to better compel students to read for leisure, I feel this research has helped me understand the unmotivated reader experiences and honoring their decision not to read. It is possible to see value in the experience-based discoveries of the unmotivated readers and the value in the reading-based discoveries of the motivated reader and through these conversations compare the way motivated readers and unmotivated readers view the reading experience.

Conclusion and Recommendations

Based on the results of this research, there is a potential to increase the reading motivation of 9th and 10th graders as our study group but also high school students as a whole. It has provided me with a number of intervention strategies that can be adopted by the educators to create an optimal learning environment. Having recognized multiple use of literacies by students and the shift in motivation to read from the physical book itself means we need to recognize the use of literacies in which students engage outside the classroom and to find strategies to incorporate them into the classroom.

As we all know, students tend to move at length from any tasks that do not have their interest and when they perceive lack of purpose in it. It is high time we start making use of different forms of literacies and not to limit ourselves with textbooks and random class literature. We need to listen to what the

students say as they are undoubtedly the major stakeholders in education. Educators need to model their own reading enjoyment as the research results suggest that there was a considerable amount of influence from teachers' when students were made aware of their reading activities and engagement.

Apart from this, we need to acknowledge and incorporate activities that revolve around celebrating books and the reading culture within the school. Students should experience engaging reading activities as soon as they read any piece of literature within school, such as pre reading and post reading activities. These can be in the form of a wordle, kahoot, quizzes activity where students do not need to be rewarded for and should fulfill their intrinsic enjoyment and satisfaction of reading. It was also observed that students were unmotivated to read in the classroom or for leisure reading in school when they were forced to read a certain material without giving them a choice. Including varied formats, levels and topics of reading material and different devices to read such as kindle and iPad. There should be an element of choice in reading and any leisure reading projects within and outside school so that reading motivation is indirectly instilled in all their activities. The data collected through this study suggests that there is a difference in the score of students on self-concept as a reader and value of reading which makes me wonder why students do not value reading as much as it is required, since reading is the core of navigating education and the global society. (Kelley & Decker, 2009). The authors further suggest that this different self-concept and value of reading should be considered when high school teachers are planning for the curriculum and strategic instructional decisions. I would also recommend that there should be a set time to measure the reading motivation in high school and should not be haphazardly planned. The author of MRP (Gambrell et al.,1996) suggests that the survey on reading profile should be given to students at the beginning of the school year so that it provides teachers a benchmark to work on and provide meaningful information about each student in their classes. This survey can then be administered in mid and final terms to observe any change in students' reading attitude and motivation which can be further documented and used for comparison purposes. A report on the measurement of change in attitude and motivation for each grade level can be generated to measure the influence of teachers reading strategies and instructional methods that have

surged the reading motivation in students. These strategies and methods can then be used as a fundamental part of the lesson plans and curriculum.

Educators can also build connections with reading content and students so that it is relevant to students' personal experiences. The MRP survey results can be great indicator to use within high school to understand how students feel about reading and what do they specifically like to read. By creating an environment that is intentional to foster students reading motivation by correlating their personal experiences with reading; there is high probability that unmotivated readers would be inclined to read as well. Using the survey results teachers can create instructional reading activities that focuses on students' self-concept and value of reading (Gambrell et al, 1996). For example, we learn from the survey that students like to read health books, then teacher should find material either in the form of eBooks through the library databases which would include health magazine, a health section from a journal article, and fiction books about health that are focused towards increasing their self-concept as reader and value of reading. Students can also be paired into groups who are interested in health topics for health-related reading material and can work on projects and presentation around what all they have read about health topics. As several authors suggest that fostering time for students to share what they have read can provide a platform of social interaction which can in turn increase their motivation. (Hilden & Jones; 2012; Kelley & Clausen-Grace, 2006). Educators also need to provide proper guidance and monitor students' reading whereby they encourage book conversation through conferences with a group of students, and provide strategic feedback to their reading logs, book reviews and portfolios. As Jang et al., (2015) suggests that guided feedback can foster and reinforce students' efforts to reading and can further shape up their self-concept as a reader. Furthermore, it also increases students' engagement and creates an environment that nurtures an ongoing buildup of the value of reading. I would also recommend as a part of future research to conduct a semi structured interview with teachers before the end of the academic year to strategically plan on the master schedule of assigning classes to the teacher. This interview would help understand their perceptions of reading motivation for their students and understand teachers' self-concept of reading and value of reading.

Some questions I may ask are mentioned below:

- As an English teacher, how do you typically determine the reading motivation of your students?
- What have you done to support the reading motivation in students?
- What benefits do you think we can derive from MRP three times per year (beginning, mid and end of year)?
- How do you think we can use the MRP to demonstrate high average and low motivation in students?

Reflection

This research proposal was designed to explore positive or negative experiences which represent an inverse relationship between motivation and reading. Through the data I gathered it does affirm that my hypothesis, that schools can disrupt the decline in reading motivation, is rational if not reasonable. Similarly, the coding patterns which I identified through my data analysis are assets for my later research. I feel comfortable in my interview style and in the various steps of transcription, coding and analysis. One of the most important experiences I am taking from this action research is the value of collaboration. In the development of interview questions, the peer review process, and in the interaction with module coordinators; the role of collaboration was key to the level of success in this research process. Similarly, the high-quality feedback I received in my drafts assured alignment through the entirety of my study and its presentation. Two major intellectual takeaways from this experience are central to the overall structure of the program which this course is part of. Despite entering with misgivings about the value of qualitative research, I leave this process with an appreciation for what it can reveal about the 9 subjects I have explored. I am also confident in my abilities as research to repeat the activities in this study in a larger context. Hence, the second takeaway relates to my intended PhD subject in a larger context and scale. At each step of this research, I gained more confidence in my understanding of the subject of reading motivation, the potential for schools to promote increased motivation, and to stem a decline in reading as an activity of choice for students without spending huge amounts of money or transforming an entire

academic program. Instead, when teachers and schools make the experience of reading align to the interest of students, they are likely to see transformations in the learning of those students.

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Appendix A - School approval to conduct the study

Dear Dr. Parras,

As a part of my final course completion for my Master of Science Degree in Multidisciplinary Studies from State University of New York (SUNY) Buffalo State, I aim to begin work on an action research project. This project is a requirement of an educational inquiry course, and is designed to help improve my practice as an educational leader. My research topic is to examine the intrinsic and extrinsic factors that motivate high school students to read for leisure.

Since my research study applies a sampling frame of structured interview and a questionnaire from eight high school students enrolled in Grade 9 and 10, I am seeking your approval to carry out this action research project. I will send consent letters to the selected students' parents/guardians as a part of the research ethics code. Students will be identified in the research proposal through pseudonyms. Results of this study will not be published or shared in any way outside of the academic requirements of the action research project. This data collection will be held outside of class (break times) but during school hours; I will choose a time that is convenient for the student based on their schedule.

I will keep all the data I collect completely confidential, and I will not use our school's name nor any students' names in the research proposal. Any information that I present will not be linked to any personal information that could be used to identify individual students. I am confident that I have taken the necessary steps to ensure that my research will be conducted in ways that meet ethical standards.

Thank you for your time and consideration

Sincerely,
Umair Farooq

I give permission to you to conduct the action research project described above.

| | |
|---|-------------------------|
| Name of CEO and President Dr. Virginia Parras | |
| Signature of CEO and President  | Date 11-January-2022 |

Appendix - B Informed Consent to Participate

Informed Consent to Participate

Parental Consent for Minor/Child to Participate in a Research Project

This informed consent form is for grade 9 and 10 students in DeBakey High School who I am inviting to participate in the research, titled "*Examining the intrinsic and extrinsic factors that motivate high school students to read for leisure*".

Mr. Umair Farooq – Assistant Principal

DeBakey High School

Research – Dissertation

Notes:

This Informed Consent Form has two parts:

Part I: Information Sheet (to share information about the study with you)

Part II: Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form

Part I: Information Sheet

Purpose of the research

This project is a requirement of an educational inquiry course and is designed to help improve my practice as an educator. It involves qualitative data collection through semi structured interviews and questionnaires with high school students to inquire about their experiences in reading to understand how students in this age group are motivated to read for leisure.

Type of Research Intervention

This research will involve your child's participation in a one-to-one interview that will take approximately 20 minutes. The data collection will be held outside of class (break times) but during school hours; I will choose a time that is convenient for your child based on their schedule. You are welcome to be present through a Teams meeting whilst your child is being interviewed. Additionally, there will be a questionnaire that will be filled out anonymously by your child as a part of this action research.

Participant Selection

Your child is being invited to take part in this research because I feel that your child's reading motivation and habits can contribute much to my understanding and knowledge of extrinsic and intrinsic factors that motivate students to read.

Voluntary Participation

Your child's participation in this research is entirely voluntary. It is your choice whether you allow him/her to participate or not. If you choose not to participate there are no repercussions and nothing will change.

Procedure and Duration

During the semi -structured interview your child will be asked ten questions. I seek permission to record the interview for data analysis purposes. Students will be asked to identify a pseudonym based on a character from a book they read as a way of ensuring confidentiality and instilling trust with me as an administrator. I intend to conduct these interviews for a maximum 20 minutes' duration. After each interview is transcribed, it will be provided to you to be reviewed for accuracy and revision if necessary.

A questionnaire link will be shared your child which will take approximately 15 minutes to complete based on Likert scale. It is called as the Reading Motivation Questionnaire (RMQ) is a psychological test designed to assess one's intrinsic (reading for own interest) and extrinsic (reading for other's interest) motivation to read books for leisure.

Confidentiality

Results of this study will not be published or shared in any way outside of the academic requirements of the action research project.

Risks /Benefits

There are no risks or benefits involved in participation of this research project.

Sharing the Results

Nothing that your child shares will be made available to anyone except the administrative team, and nothing will be attributed to you by name. The knowledge that I aim to receive from this research will be shared with you before I incorporate it into my research.

Right to Refuse or Withdraw

Your child does not have to take part in this research if you do not wish to do so and choosing to participate will not affect him/her in any way. Your child may stop participating in the [discussion/interview] at any time that he/she wishes. I will give an opportunity after the completion of the interview/questionnaire to review your child's comments and results, and you can ask to modify or remove portions of those.

Part II: Certificate of Consent

CONSENT FORM

Title of Project: Examining the intrinsic and extrinsic factors that motivate high school students to read for leisure.

Name of Researcher: Umair Farooq

Please initial

box

1. I confirm that I have read the information sheet dated for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

☐

2. I understand that my child's participation is voluntary and that I am free to withdraw at any time without giving any reason.

☐

3. I understand that the information collected will be used to support research in the future and may be shared anonymously with other researchers.

☐

4. I agree to take part in the above study.

☐

Name of Participant

Name of Parent

Date

Signature

Part II: Certificate of Consent

CONSENT FORM

Title of Project: Examining the intrinsic and extrinsic factors that motivate high school students to read for leisure.

Name of Researcher: Umair Farooq

Please initial
box

1. I confirm that I have read the information sheet dated for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.



2. I understand that my child's participation is voluntary and that I am free to withdraw at any time without giving any reason.



3. I understand that the information collected will be used to support research in the future and may be shared anonymously with other researchers.



4. I agree to take part in the above study.



Name of Participant

Name of Parent

Jan 30th 2022

Date

Signature

Appendix C - Baseline data – Reading Program scores in informational sheet



Accelerated™
Reader

Reading Practice TOPS Report Reprint for Sarah Allen

Printed 10 September 2014 08:58:42

School: Renaissance Primary School
Class: 2B

Year: 7
Teacher: Mrs Fitzgerald

| What I Read | How I Did |
|---|---|
| <p>Where the Wild Things Are by Sendak, Maurice</p> <p>ATOS BL ^a: 3.4</p> <p>Quiz Number: 200200 F/NF: Fiction Quiz Date: 16/09/2014 21:14 Word Count: 336 Interest Level: Lower Years (LY) TWI: Read To</p> | <p>Correct: 5 of 5 ●●●●●</p> <p>Percentage Correct: 100%</p> <p><i>Outstanding, Sarah!</i></p> <p>Points Earned: 0.5 of 0.5</p> |



Accelerated™
Reader

Diagnostic Report—Reading Practice

Printed Thursday, 17 May 2014 09:11:44

5 of 10

School: Renaissance Learning Academy

Reporting Period: 02/09/2013 - 17/05/2014
(2013 - 2014 to today)

Class: Year 7

Teacher: Sparrgrove, E

| Student | Diag. Codes | RP Quizzes | | % Correct | | Points | | | | | Engaged Time per Day | Book Level | | Certification |
|--------------------|----------------|------------|-------|-----------|------|--------|--------|----------------|------------------|-----------|----------------------------|-------------------|-----|---------------|
| | | Passed | Taken | Target | Avg | Target | Earned | % of Target | % Read Indep. | % Fiction | | ATOS BL Target | Avg | |
| Albertson, Kathryn | | 14 | 14 | 85 | 94.3 | - | 28.5 | - | 87 | 100 | 37 | - | 4.3 | Ready(2) |
| Allen, Sarah | % | 19 | 23 | 85 | 82.2 | - | 49.9 | - | 95 | 100 | 58 | - | 4.8 | Rising |
| Alun-Jones, Emily | D | 2 | 2 | 85 | 90.0 | - | 6.3 | - | 85 | 100 | 4 | - | 5.5 | Super |

Informational Sheet

Librarian's Name:

Circle Grade: 9 10

I am looking forward to working with you as I study student's motivation to read for leisure.

1. *List students' names by reading level derived through Accelerated Reader Program. Use the reading program report to generate student data based on student reading on grade level, above grade level or below grade level.*

Above Grade Level

On Grade Level

Below Grade Level

2. *Indicate for each group above, 5 highly motivated readers and two unmotivated readers.*

Above Grade Level

Highly Motivated _____

Unmotivated _____

On Grade Level

Highly Motivated _____

Unmotivated _____

Below Grade Level

Highly Motivated _____

Unmotivated _____

Appendix D - Motivation to Read Profile Survey (Gambrell et al., 1996)

| Research Question | Correlating Survey Item Strongly Agree, Agree, Disagree, Strongly Disagree (1-4) |
|---|---|
| RQ1: What are the factors that impact high school students' motivation or demotivation to read for leisure? | <p>SI 1 - When my teacher or friends tell me something interesting, I might read more about it.</p> <p>SI 2 - My teacher's knowledge of genre impacts whether or not I read for leisure.</p> <p>SI 3 – When the topic is interesting, I am willing to read difficult materials</p> <p>SI 4 -When my classmates read a certain novel, I want to read it too irrespective of the genre.</p> <p>SI 5 - I practice reading for pleasure because I feel good when I answer teachers' questions correctly in class.</p> <p>SI 6 - I like to read when my teacher reinforces me to read</p> <p>SI 7 - I enjoy telling my friends about the novels I have read</p> <p>SI 8- My teacher's knowledge of genre impacts whether or not I read for leisure.</p> <p>SI 9 - I try to read as many fictions and nonfiction material so that I am aware what my friends are talking about.</p> <p>SI 10 -I am more likely to read a material if there is prize reward attached to the completion of reading than if no prize is attached</p> |

| | |
|--|---|
| <p>RQ2: What can teachers do to keep high school students motivated and engaged to support leisure reading?"</p> | <p>SI 11 - I am willing to work hard to read better than my friends to get better appraisal from my teachers</p> <p>SI 12 - I feel happy when my friends ask me to recommend books to them which I have read</p> <p>SI 13 - I read for pleasure with the aim to get good grades in English</p> <p>SI 14 - Being provided with adequate time to read for leisure whether in class or out of class is the most important factor in determining whether or not I will read the assigned material.</p> <p>SI 15 - I like joining class discussions about what I read in English.</p> <p>SI 16 - I try to read in English because I like seeing my reading score improve on tests</p> <p>SI 17 - It is important for me to receive a good grade in my Accelerated reader program for the book I have read</p> <p>SI 18 - I like when my teacher/librarian recommends material for me to read</p> <p>SI 19 - It is important that my teachers provide me with a wide variety of reading opportunities and genres including magazines, articles, comics, electronic resources etc.</p> <p>SI 20 - I am more likely to complete a reading, such as a novel if it assigned in chapters or chunks and I have autonomy to read whatever I want to.</p> |
|--|---|

Appendix E -Interview Guide – Motivation to read profile (Gambrell, et al., 1996)

Student Name:

Date:

Survey Scores: SC = _____ V= _____/20 Total = _____/40

| | | |
|----------------------------------|--|--|
| Self -Concept as a Reader | What kind of reader are you? | |
| | What is the easiest thing about reading | |
| | What's hard about reading? | |
| | What do you have to do to become a better reader? | |
| | How could teachers or librarian help you become a better reader? | |

Comments:

| | | |
|-------------------------|---|--|
| Value of Reading | What kind of books do you like to read? Tell me about them (Topics, genres, information and or narrative) | |
| | Do you read different material at home than in school? | |
| | What kind of books other 'things' other than books do you like to read at home? (Pause for students to respond) eBooks (Kindle, iPad etc.) Computer/laptop/iPad, etc.) | |

| | | |
|--|--|--|
| | Internet (What do you do online) | |
| | Communication (email, Blog, Twitter, Facebook, post, chat) | |
| | How do you find out about books you might like to read? | |
| | What books do you want to read now? | |
| | What could teachers do to make reading more enjoyable? | |
| | Is it important to learn to read well? | |
| | What kind of reading will you do when you're an adult? | |

Comments:

Appendix F - Interview Administration Guidelines.

Welcome and Overview of the topic

Good morning and welcome to our session. Thank you for taking out the time to join me in talking about motivating factors for leisure reading. My name is Umair Farooq from SUNY Buffalo University, and as a part of my chosen research topic, I aim to understand your perceptions about reading and the intrinsic and extrinsic factors that influence your motivation to read for leisure.

You are invited as a part of this research because of your varied reading record and inclinations to read.

Ground rules

There are certain ground rules that you need to abide by:

- No right or wrong answers, only difference points of view
- We're recording, so one person speaks at a time
- Only share your first name which will be kept anonymous
- You don't need to agree with others, but you must listen respectfully as others share their views.
- My role as the moderator is only to guide the discussion so you set the stage with information you would enlighten me with.
- You've probably noticed that we will be recording, because I don't want to miss any of your comments. People often say very helpful things in such discussion platforms and can't write fast enough to get them all down.
- We will be on first name basis, and I will not use any names in my research proposal. You are assured of full confidentiality within and outside school.

Well let's begin. Let's find some information about each other by going round the table. Tell us your first name and grade level.

Questions

I am about to ask some questions to you, and I want to know how you feel about reading. I really want to know how you honestly feel about reading. Your answers will help me understand your reading motivational needs. I will ask around 13 questions and each time you respond, I would like you to think about the best answer that suits you. Do not get carried away from your perspective by other students' responses; I want you to answer each question without any fear of being judged.

Starting with our first question:

- What kind of reader are you?
- What is the easiest thing that reading can help you with?
- What's hard about reading?
- What do you have to do to become a better reader?
- How could teachers or librarian help you become a better reader?
- What kind of books do you like to read? Tell me about them
- Do you read different material at home than in school? If yes, explain why.
- What other 'things' apart from books do you use to read at home?
- How do you find out about books you might like to read?
- What books do you want to read now?
- Have any of your teachers done something with reading that you really enjoyed?
- Could you explain some of what was done?
- What kind of reading will you do when you're an adult?

Appendix G - Interview Transcription

Key - Color coded codes to derive themes

Yellow: Multiliteracies in reading

Blue: Student reading and reader perception

Green: Teacher instructional methods

Pink: Extrinsic and Intrinsic motivation

Speaker 1 (00:01)

1 Okay. Good morning and welcome to our session. Thank you very much for taking out the time to
2 join me in talking about motivating factors for later reading. My name is Umair Farooq from Suny
3 Buffalo University and as a part of my chosen research topic, I aim to understand your
4 perceptions about reading and the intrinsic and extrinsic factors that influence your motivation to
5 read fully. You are invited as a part of this research because of your various reading records and
6 creations to read ground rules. There are certain ground rules that you need to abide by. No rights
7 or wrong answers. Only difference point of view. We are recording so no one person speaks at a
8 time. So only one person speaks at a time. Only share your first name which will be kept
9 anonymous. You don't need to agree with others, but you must listen respectfully as others share
10 their views. My role as the moderator is only to guide the discussion so you set the stage with
11 information you would enlighten me with. You have probably noticed that we will be recording
12 because I don't want to miss any of your comments. People often say very helpful things in such
13 discussion platforms and can't write fast enough to get them all done.

Speaker 1 (01:31)

16 We will be on first name basis and I will not use any names in my research proposal. You are
17 assured of full confidentiality within an outside school. So well, let's begin. Let's find some
18 information about each other by going around the table. So tell us your first name and grade level.

Speaker 2 (01:54)

20 My name is Rebecca and I'm from Grade 9

Speaker 3 (02:00)

23 My name is Matilda. I'm from Grade 10

Speaker 4 (02:00)

25 My name is Charlotte I'm from Grade 10

Speaker 5 (02:00)

28 My name is Alice I'm from Grade 10

Speaker 6 (02:00)

30 My name is Mike I'm from Grade 10

Speaker 7 (02:00)

33 My name is Steve I'm from Grade 10

Speaker 8 (02:00)

35 My name is Chris I'm from Grade 10

Speaker 9 (02:00)

38 My name is Roald I'm from Grade 10

Speaker 10 (02:00)

40 My name is Augustus I'm from Grade 10

Speaker 1 (02:18)

44 Thank you very much. Thank you. So I want to ask some questions to you and I want to know
45 how you feel about reading. I really want to know how you honestly feel about reading. Your
46 answers will help me understand your reading motivational needs. I will ask around reading

46 questions and each time you respond I would like you to think about the best answer that suits you. Do
47 not get away from your perspective by other students responses. I want you to answer each question
48 without any fear of being judged. So we are starting with question number one. What kind of reader are
49 you?

50 **Speaker 4 (02:57)**
51 I think that I'm a **mood reader** since I read some topics based on my mood.
52

53 **Speaker 6 (03:04)**
54 Thank you. Please.

55 **Speaker 5 (03:05)**
56 I think I'm an **avid reader** because I like to read any time of day regardless of my words.

57 **Speaker 1 (03:11)**
58 Thank you.

59 **Speaker 2 (03:12)**
60 I also believe that I'm an **avid reader** because I also read any time of the day and it also really depends on
61 the time. Maybe I'm a season or later.

62 **Speaker 1 (03:25)**
63 Okay, so why do you think that?

64 **Speaker 2 (03:28)**
65 Because regardless of the book, it also depends if I'm in the mood. If I have enough leisure time and my
66 **time management with reading, then I can balance it.**

67 **Speaker 6 (03:38)**
68 Okay.

69 **Speaker 3 (03:38)**
70 Thank you.

71 **Speaker 6 (03:45)**
72 Hi.

73 **Speaker 3 (03:45)**
74 My every reader and a digital reader as I go over **social media**, reading, captions stories and et cetera.
75 And I'm also every reader as I read most of the time my daily routine and regardless of any Motors
76 emotions, I just read anything that comes up. Thank you.

77 **Speaker 7 (04:05)**
78 It's mostly digital, but also a lot of captions.

79 **Speaker 6 (04:30)**
80 **Research papers and nonfiction articles** rather than books and fiction stories. I believe on my digital
81 seasonal reader, like, for example, during the summer break, I need more time and during school hours.
82 Why is it so **like during summer I manage my time and set time, isolating and so on.**

83 **Speaker 7 (04:53)**
84 I see myself as wood reader but mostly digital reader because most of my time I spent on social media
85 and other platforms reading and learning information.

86 **Speaker 1 (05:07)**
87 Thank you. So question number two is what is the easiest thing that reading can help you with?

91 Reading made understanding stories and answering comprehension questions in school and outside school
92 easier. It makes me understand easier. The content turn really good.

93 Speaker 1 (05:22)

94 Thank you.

95 Speaker 5 (05:23)

96 Reading has helped me immensely, especially during tests because I have a bigger vocabulary word
97 back and I understand more words than I used to before I read.

98 Speaker 1 (05:36)

99 So when you read, you look for the meanings of words and something that is new for you.

100 Speaker 5 (05:43)

101 If a word catches my eye and I feel like, oh, I've never heard about this word before, then I will search it.
102 And honestly.

103 Speaker 2 (05:51)

104 Reading has helped me become more articulate in terms of my way of understanding words and new
105 vocabulary that I learned and also my comprehension skills.

106 Speaker 1 (06:04)

107 Thank you. Thank you.

108 Speaker 3 (06:12)

109 Reading has increased the competency of my knowledge, such as vocabulary, provocative skills,
110 comprehension skills.

111 Speaker 6 (06:36)

112 Thank you. Other than helping my vocabulary analyst broader field of knowledge, especially about the
113 fields I am reading about, especially science and nonfiction, and it gives me a better understanding of
114 any text. I believe reading helps increase my vocab. So in conversations I know how to arrange words
115 better and create a more stable sentence. And reading also helps me gain more knowledge, like things
116 like in history and other things help you discussions as well. Yeah, exactly. Thank you.

117 Speaker 1 (07:14)

118 Yes.

119 Speaker 7 (07:15)

120 Reading has improved me in the way I see things, perspective and also like they also book up.

121 Speaker 1 (07:25)

122 Thank you. So next question is what is hard about reading?

123 Speaker 4 (07:30)

124 The only hard thing about reading is like using previous knowledge to determine the new meaning of the
125 word. So instead of that, I just easily search for the word and then I use the word for future users.

126 Speaker 6 (07:43)

127 Okay.

128 Speaker 1 (07:44)

129 Thank you.

130 Speaker 5 (07:45)

131

132

133

134

136 For me, the hardest thing about **reading is being continuous**. Like if, let's say **there's a series in a book**,
137 would read the first book and then it would be harder for me to continue because I don't know if it's
138 **boredom or it's just difficult for me to continue in a series**.
139 Speaker 1 (08:02)
140 Yeah. So how do you find the motivation when you talk about this.
141 Speaker 5 (08:06)
142 I feel **like reading summaries online when I like the plot of the book** overall or generally it helps me
143 continue like push through the block.
144 Speaker 1 (08:15)
145 Thank you.
146 Speaker 2 (08:18)
147 According to my life of interest is reading whether I'm really interested in reading if I'm inclined to deploy
148 the book and also how I read the words. If I'm not **really familiar with the vocab** and they're really
149 complex.
150 Speaker 1 (08:42)
151 How do you manage.
152 Speaker 5 (08:45)
153 The time?
154 Speaker 3 (08:54)
155 So reading has many other aspects as well **like context clues, finding the definition of the word** and other
156 stuff like finding the book which is within your interest. If I go one browser I guess I'm looking for books
157 which have good reviews and basically within my genre which I want to read.
158 Speaker 7 (09:13)
159 For me it's like staying focused with the book.
160 Speaker 6 (09:16)
161 First issue with **reading is finding a series of books or a book** that interests you and to keep on finding the
162 book like one time I might find a good book that I like to read, I might continue the series but then the
163 next book is not available and I can't find any series similar to it so it has my reading for a long time. I can
164 take like a long time before I find any books that interest me through it again.
165 Speaker 3 (09:57)
166 Yeah.
167 Speaker 1 (09:57)
168 So it's important to find the right books.
169 Speaker 5 (10:00)
170 And then when you start, the book should be up to the expectations that you can continue reading or you
171 will read it till then.
172 Speaker 1 (10:07)
173 No, it's **finding an interesting book is the hard one**. Okay.
174 Speaker 2 (10:13)
175 Yes. For me, the hardest part of reading is **like using my phone**. When I put down my phone, it's easier.
176 But when I have my phone on with no limits, it's extremely difficult to find time to read. Additionally, some
177 **books are extremely full of information** that it becomes overwhelming. Like **history books. They're** full of
178

183 dates, names, and so on. It becomes overwhelming. Again, I just put down the book and leave the
184 information. Thank you.

185 Speaker 3 (10:41)

186 For me, the hardest part about reading is the author and how he wants to show the readers the way that
187 he's trying to explain the book. So I think understanding the author would be powerful.

188 Speaker 2 (10:55)

189 Okay.

190 Speaker 5 (10:55)

191 Thank you. Our next question is what do you have to do to become a better reader?

192 Speaker 4 (11:01)

193 I think managing time for me, like creating a time block or a table to manage my time to read is
194 something important to maintain meaning by the time.

195 Speaker 2 (11:11)

196 Okay, thank you.

197 Speaker 4 (11:12)

198 I feel like not setting a very high standard because when you set a very high standard and not like give
199 the book a chance, you won't read it, and then it could be an amazing book, but because you haven't
200 read it, you wouldn't know.

201 Speaker 5 (11:25)

202 Thank you.

203 Speaker 4 (11:27)

204 I think it's leisure time, especially if you're going to make up time for it. You need to manage it and also
205 be I mean, you need to be more motivated to what are you talking to? Use my phone best, and should I
206 make more time for reader reading and not judging the book based on its title?

207 Speaker 5 (11:53)

208 Okay.

209 Speaker 2 (11:54)

210 Thank you for my phone keeping goals, especially time when I should finish the book. And what else is
211 like time management. As others have said, managing your time is important in order to read a book and
212 basically finish it in a specific time.

213 Speaker 6 (12:13)

214 To keep reading, even though it might seem boring at times, to keep reading different books in different
215 genres.

216 Speaker 5 (12:21)

217 Yes, it might be boring at times.

218 Speaker 6 (12:26)

219 Maybe it could be boring.

220 Speaker 5 (12:27)

221 But you push to it and keep reading the book so that you find interesting books.

222 Speaker 1 (12:36)

228 Is to lower the expectations and to not always have a rigid expectation of the author's style in writing of
229 the book. So if I read a book once I like the author, it might limit me from reading other books by different
230 authors because I don't like their style. If I change that enemy and I **accept different standards**, I'll start
231 reading more.

232 Speaker 4 (13:00)

233 Thank you.

234 Speaker 2 (13:01)

235 What helps me reading, and I just accept every day I need to read 30 minutes, 1 hour, and Additionally, I
236 put a limit on my phone. So then I stopped **using my phone and then** I find myself reading more rather
237 than that limit I go on and exceed it when you like the book. Exactly.

238 Thank you.

239 Speaker 3 (13:19)

240 I think to become a better reader, it's for me to become more committed to reading.

241 Speaker 4 (13:27)

242 Okay.

243 Speaker 2 (13:31)

244 Thank you.

245 Speaker 5 (13:32)

246 So the next question, how could teachers or the school can help you become a better reader?

247 Speaker 4 (13:39)

248 Our English teacher, the teacher focuses on **after reading a story like making a lesson called a Socratic**
249 **seminar** where we discuss and argue the story, which **makes it easier to understand the story of the**
250 **content of the story.**

251 Speaker 2 (13:51)

252 Okay.

253 Speaker 5 (13:52)

254 So how really is that if you think it yes.

255 Speaker 4 (13:56)

256 It makes me come interested in meeting and arguing. Yeah, I agree with that. And I want to add on is
257 that when you hear **in a Socratic seminar, when you hear other people's opinions**, you view the book at a
258 deeper perspective and not that as well. But as a school, we can **create events** like **World Book Day to**
259 **help encourage people to read.** Yeah. I also agree with what they have to say, but I also like to add on
260 that we can also include **reading time in break times**. I think it would be great. After a break. You can also
261 include after your break, you can include a third box that you can read for more. And also the credit
262 seminars **to help diversify opinions and perspectives of books can also help understand the individual**
263 **self protective meetings.**

282 **Speaker 2 (14:58)**
283
284 You have to record what we read previous week or a month. This really did help me get more into books
285 and **basically survey all the genres and pick which one is the best for me.**

286 **Speaker 5 (15:30)**
287
288 Most people don't.

289 **Speaker 6 (15:31)**
290
291 Maybe it's in the English class because that's where most of the reading happens. They make different
292 books that students read, not just one, and focus on different ones.

293 **Speaker 2 (15:46)**
294
295 Okay.

296 **Speaker 2 (16:10)**
297
298 Something that could help us read more is like the choice of children. Now we're reading books that are
299 old, like even the language is weird. And sometimes I read ages and I understand nothing. So I think the
300 **teacher should better choose the books, choose books that are at our levels**

301
302 **Speaker 3 (16:34)**
303
304 And have the choice of each student a book that they want to **read as a class depending on their interest**
305 So that **will have everyone more engaged in the reading**

306 **Speaker 2 (16:44)**
307
308 Okay.

309 **Speaker 5 (16:44)**
310

327 Thank you. So the next question is what kind of books do you like to read?Speaker 4 (16:49)
328 I like to focus on the things that I'm interested in. I'm interested in medical field, so I like to read scientific
329 works that includes okay.
330

331 **Speaker 5 (16:58)**

332 Do you read different materials at home than in school?
333

334 **Speaker 4 (17:01)**

335 If yes, in school we focus on stuff related to education. Out of my reading circle, I am interested in
336 politics, but when I read about politics, it doesn't really interest me. I'm more interested in literature, in
337 this mythology, and about if I'm different than in school and outside. You read about literature and
338 outside? I do. So yes, it's educational and it varies depending on my field. I can read also business, but if
339 it all takes with my interest too, I would read something that's outside of the place, things are a lot more
340 different than the things we read in school because I enjoy more True Crime Eric books than I do
341 English, and the English books we read here are just out of date and not in touch with the reality.
342
343

344 **Speaker 2 (18:18)**

345 I'm learning two business, so I read self development books that basically make me a better person and
346 prepare me for the future for any situation that come up. How should I deal with people as well
347 environment. In school, we read other generous and not much selfdevelopment books. We read multiple
348 genres.
349

350 **Speaker 6 (18:57)**

351 About how things work, like everything and anything in the world. I just want to know how and why
352 function. The most reading I do is in history class and in English.
353
354

355 **Speaker 1 (19:15)**

356 People reading academic papers and science books, especially in the health field and engineering,
357 because there are fields that interest me. And when it comes to the difference between home and
358 school, school reading is really just pertaining to the curriculum, while home reading is more of the
359 academic papers and stuff that interests me and occasionally story.
360

361 **Speaker 2 (19:40)**

362 So in school we read more like literature and nonfiction things, but only we read more nonfiction, for
363 example, self improvement history, things like that. But I also read the fiction things, but they're more
364 modern compared to what we do in school.
365

366 **Speaker 3 (20:00)**

367 For me, both reading is educational, but when it comes to school, the reading of school is more about
368 things that we need to get through. So it's the way the curriculum works for reading this book. But when
369 I'm reading at home, it also indicates me it's off of my own willingness to read.
370
371

382 Thank you. Next question is, what other things apart from books do you use or read at home?

383 **Speaker 4 (20:29)**

384
385 Ipad. It's a device where we can use digital books. I use **social media platforms** and other platforms to
386 read. I usually like my books in hardcover, like a physical book, but when I **have to read online**, I use
387 **good reads** or I like also my book to be hard copy because you get to feel the book. But if I had to use
388 **my soft copy on digital**, I would use either an app or my laptop for websites to **navigate books** like Price,
389 Candle and other websites on my tablet. When I do it for reader reading.

390
391 **Speaker 2 (21:12)**

392
393 Apart from books like hard copy. I don't read books on **digital apps or websites** unless it's like **social**
394 **media**. I go on it, but I don't really download apps to read books on an iPad or my phone.

395 **Speaker 1 (21:42)**

396
397 Chrome, especially **Google News and** other articles and other websites such as **Insider and VDC**.

398 **Speaker 2 (21:50)**

399
400 I personally **prefer ebooks** because they're easier to get. But I could just search the new book and
401 download the book and sometimes I read. Mostly I read digital content things on the internet and so on.
402 Okay. Thank you.

403
404 **Speaker 3 (22:06)**

405
406 When I can't find the hard book, I usually go on the **books app on my laptop** and I read from there.

407 **Speaker 2 (22:14)**

408
409 Okay. Thank you.

410
411
412 **Speaker 5 (22:15)**

413
414 So how do you find about books you might like read?

415
416 **Speaker 4 (22:20)**

417 I think **social media** and so much just have a great price in this when they recommend a book and give
418 you the fun of the book makes it interesting to read the book. For me it's funny about TikTok
419 recommendations because they put **little snippets of the book** and if it really interests me, **I'll go online**
420 **search for the book, look at the summary and everything on top.**

421
422 **Speaker 5 (22:39)**

423
424 Okay, that's good.

425 **Speaker 4 (22:41)**

☐ **Public figures and your peers can also be a big influence** because public figures they can go in depth with
the book and use recommendations and peers. It's also like a one sided opinion. I would like to agree with

almost everything they said like **social media and friends** because when you're interested in someone or something it causes you to want two to four years.

Speaker 2 (23:09)

Once again friends social media and I look out **for trending books on websites** and what people are using nowadays. If I don't like make introduction just leave it and move on.

Speaker 1 (23:44)

To reviews **and websites that Facebook reviews**. Otherwise just exploring by yourself.

Speaker 7 (23:51)

Going to the library.

Speaker 1 (23:52)

Reading parts of a book and trying error to be fine book.

Speaker 2 (23:57)

Speaker 4 (24:43)

Now I don't have specific books but I think books that are interesting in **medical fields or biology are** interesting for me to read. I'm looking for me to read. I want to read something **within the crime or mystery genre.**

Speaker 5 (25:02)

Thank you.

Speaker 4 (25:04)

I also want to get more in depth to make something that's more outlandish from my interest of generating. Maybe I can also involve with. I would want to start reading out of the language. I usually **read in Arabic**. So I want to start reading more English books.

☐ trying to drift away from fiction and more than nonfiction.

491 **Speaker 1 (26:01)**

492 Right now, I'm trying to get more into the fictional book we need. So I'm still looking for a series of books
493 to read to find hard copy.

495 **Speaker 7 (26:13)**

496 certain things. And I've had personal conversations with my English teacher where she's recommended
497 me a book, and I recommend a book and we talk closely about it, about the events and what I like and
498 what she likes. So that helped me a lot. Some credit seminars and also having discussions with your
499 teachers as well. Having personal discussions.

501 **Speaker 1 (28:43)**

502 They had guide my interest in reading as to what field and genres of books.
503

504 **Speaker 2 (28:52)**

505 Couldn't help at all. For example, we had a Socratic seminar. Mostly it failed because most people did
506 not read the book. So it's mostly, like, personal. I joined myself trying to motivate myself to read more
507 than any previous school in previous schools. Do not like library lesson or go to the library, read books.
508 Yeah, it kind of helps actually going to the lab. Exactly. And they have a thing where you have the paper.
509 I mean, it's a book review. You're at the time to explain what happened, and it motivated me to finish the
510 book and practice. Thank you.

511 **Speaker 3 (29:29)**

512 Lucy seminar was by far the best thing that we did in English class to not just improve our reading, but
513 tablets more into books because it actually took us in depth with the book and also made us go back and
514 look into the book and read it over again and look at information.

515 **Speaker 5 (29:47)**

516 Okay. Thank you very much. Last question. So what kind of reading will you do when you are adults?

517 **Speaker 4 (30:16)**

518 And maybe I'll do more political reading, maybe the notes, but definitely what goes in line with my field
519 that I selected, maybe financing and also self development books. I think I have three more work related
520 books.

521 **Speaker 6 (30:51)**

522 Like what I'm doing at the time like maybe my job just for the sake I can get into.

523

524 **Speaker 3 (31:36)**

525 I think when I grow older I would probably read about new things in the generation to do with business
526 like now.

527 **Speaker 7 (31:44)**

528 If I was auto.

529 **Speaker 3 (31:45)**

530 I would probably read about NFCs or the stock market or things to do with near future business.

531 **Speaker 5 (31:52)**

532 Okay. Thank you. Thank you very much. Once again thank you very much for your time. Thank you very
533 much.

534 **Speaker 2 (31:59)**

535 Have a good day

536

Appendix H - Survey scoring guidelines

Scoring directions – MRP Reading Survey

The survey has 20 items based on a 4-point scale. The highest total score possible is 80 points.

Example Here is how Rebecca's completed items 1 and 2 on the reading survey.

1. When my teacher or friends tell me something interesting, I might read more about it.

☐ Strongly Agree

☒ Agree

☐ Disagree

☐ Strongly Disagree

2. My teacher's knowledge of genre impacts whether or not I read for leisure

☒ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

The score item first necessary to recode the response options so that

Motivated readers (Strongly agree) equate to 4 points

A moderately motivated reader (Agree) equates to 3 points

A moderately unmotivated reader equates to 2 points

An unmotivated reader equates to 1 point.

Scoring sheet

Self-concept as a reader - 1:3

Value of reading - 2: 4

To calculate self-concept as a reader raw score and value raw score all student responses in the respective column. The full survey raw score is obtained by combining the column raw scores. To convert the raw score to percentage scores, divide student raw scores by the total possible score (4) for each subscale, 80 for the full survey).