Pakistan Journal of Applied Social Sciences
Vol. 15(2), 2024, pp. 53-69, ISSN: 2409-0077(Print), ISSN: 2663-8894(Online)

Understanding Factors of Reading Motivation in Primary and Middle School Students: A Qualitative Study

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Abstract

Motivation is the key element in reading, and it leads to engagement with the text (Guthrie & Wigfield, 1999). Reading motivation is shaped by many intrinsic and extrinsic factors that are unique to each culture. This research was a qualitative design and aimed to explore reading motivation in primary and secondary school students. This qualitative research used in-depth qualitative interviews with teachers (*n*=4) and focus group discussions with students (*n*=20), through a literature-based self-developed in-depth interview guide. The data was analysed using the content analysis method. Major themes found to influence reading motivation in primary and middle school were Value of Reading, Reading Preferences, Classroom Factors, Home Factors, Personal Factors, Book Factors and Reading Avoidance. It was concluded that reading motivation is influenced by both intrinsic and extrinsic factors with the home environment, classroom teaching and book factors such as language and visuals at the forefront. Additionally, factors that draw students away from reading are also discussed with specific attention to both primary and middle school. Implications of the findings are given for book publishers, educators and researchers.

Keywords: Reading Motivation, Intrinsic Motivation, Extrinsic Motivation, Qualitative Study, In-Depth Interviews.

Introduction

Teachers, educators and education researchers have been researching and exploring the phenomenon of reading and the development of reading skills for quite some time (Dickinson, et al., 2003; NICHD Early Child Care Research Network, 2005). Teaching the skill of reading is a task that involves the learner and the teacher in a plethora of interactions (Landry, et al., 2006; Northrop & Killeen, 2013; Piasta & Wagner, 2010), at the end of which it becomes difficult to establish what caused it to be successful.

The skill to read involves the necessary skills of phonological processing (letter-sound correspondence), alphabetic knowledge (Chiappe, et al., 2002) and listening comprehension (Leppänen, et al., 2004) and are found to be effective in

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predicting growth in reading across preschool and first grade (Leppänen, et al., 2004). These skills further lead to reading comprehension and the development of the *mental representation of the text* (Perfetti, et al., 2005) in order to gain an understanding of the text. As a child moves across grades, a greater deal of reading and its comprehension is required across all subjects as it is crucial for academic achievement. In order to do that, a reader has to be motivated enough to engage with the text (Wigfield, et al., 2016).

With reference to reading motivation, the findings of prior literature indicated that reading motivation, particularly intrinsic reading motivation, results in frequent reading activities pursued during summer vacation, which leads to enhancement of reading-related skills and the development of reading competency (Schaffner & Schiefele, 2016). Hence, complete mastery over the skill of reading is dependent on motivation to read. Moreover, reading motivation is a significant predictor of academic achievement (Morrow, 1993; Wigfield, Gladstone & Turci, 2016; Schaffner & Schiefele, 2016), hence it is vital that reading motivation be studied in indigenous perspectives to find out ways to improve overall educational quality of primary and middle school children.

Scope of Research

The present study will aim to start the groundwork of research on reading motivation in the Pakistani context. Exploration has been made into the kinds of texts students prefer to read (Awais & Ameen, 2013) and it was found that they preferred reading short stories and locally published material in English. However, a broader range of factors influence reading motivation, and to delve into those factors, we must take an overall view of all the people involved in the development of the reading process. Our study will aim to start the groundwork in research on reading motivation in indigenous cultures and will include multiple perspectives from students as well as teachers.

Rationale and Significance of Research

The literature on academic motivation has established that it is related to academic growth and student achievement (Jumani & Basit, 2010). Readers who are engaged (intrinsically motivated to read, spend time reading and seek books based on well-formed interests) and belong to low socioeconomic backgrounds achieved higher than disengaged readers from upper socioeconomic backgrounds (Guthrie Schafer & Huang, 2001). Motivation plays a key role in effectively educating students. Children who learn to read will not benefit from the ultimate gain of being self-aware, self-regulating, thinking individuals if they are not motivated to engage with the text by using prior knowledge and constructing meanings from it. Therefore, it is essential to understand the motivational factors at play in the development of reading skills and motivation. Particularly when, almost

25 million children in Pakistan are out of school and those who are attending schools are not regular because either because of their poverty or lack of motivation to go to school or lack of basic skills that are needed to survive in school (Ailaan, 2014; Azad, 2024).

Objective of Research

To understand the factors of reading motivation across the school-going student population, with a specific focus on differentiating between these factors in primary and middle school.

Theoretical Framework

Guthrie and Wigfield (1999) defined reading motivation as 'an individual's goals and beliefs regarding reading,' and these beliefs influence a person's choices about learning from and engaging with the text. They posit that both cognitive and motivational processes facilitate reading comprehension.

In this regard, the self-determination theory differentiates between autonomous and controlled motivation, where autonomous motivation tends to persist in the long run. Self-determined behaviour in students results from an environment that supports innate, basic psychological needs of competence, autonomy and relatedness (Deci et al., 1991), and motivation is maintained or diminished depending on how well these needs are supported or thwarted by the social environment (Ryan & Deci, 2000).

Reading motivation involves both intrinsic and extrinsic facets (Wigfield, 1997). Intrinsic dimensions of reading motivation pertain to incentives gained while being in the act of reading, whereas extrinsic dimensions include the consequences gained from reading (Schiefele, Schaffner, Möller & Wigfield, 2012). Extrinsic dimensions of reading motivation include reading for recognition, such as praise, and reading for competition or because one wants to be better than others. Intrinsic dimensions of reading motivation involve reading challenge, which is the satisfaction obtained from mastering a reading task; reading efficacy, which is the judgement that one can read well; reading curiosity, which is the willingness to know about a particular topic; and reading involvement or enjoyment experienced from reading different texts. Another dimension identified was the social reasons for reading or the enjoyment obtained in discussing readings with family and friends (Wigfield, 1997). Hence, indigenous factors of reading motivation need to be explored in detail with reference to primary school students and teachers.

Literature Review

The literature on academic motivation also says that it is a multidimensional phenomenon. Some dimensions of motivation apply specifically to reading motivation. For example, reading for social purposes, such as sharing views with friends, reading-involvement, and reading-curiosity (Wigfield, et al., 2004; Wigfield, 1997). Another facet is instrumental motivation which means students value reading because they know it will help them develop further competence (Protacio, 2012). It is also being seen that it is a combination of both intrinsic and extrinsic motivation that accounts for reading motivation as a whole (Guthrie, et al., 1999; Wang & Guthrie, 2004).

In another study, Schiefele et al. (2012) identified seven dimensions of reading motivation: curiosity, involvement, competition, recognition, grades, compliance, and work avoidance. They also found that intrinsic motivation contributed more to reading motivation than extrinsic motivation, but there is evidence that both contribute to reading motivation together.

Gambrell (1996) identified four features of classrooms that positively influence reading motivation: access to books in the classroom, opportunities to self-select books, familiarity with books, and social interactions with others about books and later he reported some additional factors such as being assigned reading tasks that are relevant to the students' own lives, ample opportunities to consistently be on a reading task, control over the kinds of texts to be read, success with challenging reading tasks, and classroom incentives both tangible and intangible that respond to reading as a desired behaviour (Gambrell, 201). Other social factors that influence reading motivation include friends, siblings, parents and teachers is prominent in the reading motivation of ELs (English Learners; Protacio, 2012) which is also supported by the zone of proximal development in Vygotsky's theory of cognitive development (Vygotsky, 1978), which entails that the social environment of the child help him become an independent reader. This indicates that there is indeed a social aspect in the motivation to read which needs to be explored. In the same realm, it was also found that home literacy activities, especially parent-child engagement in reading activities, were more strongly associated with reading skills and reading interest in preschool children (Yeo, Ong & Ng 2014). Thus, the above-mentioned literature shows that reading motivation is influenced by many factors that are also unique to certain populations, which need to be explored.

Research Methodology

Research Design

The study was qualitative and included in-depth qualitative interviews with teachers and focus group discussions with students.

Participants

For this study, the participants (*N*=24) were approached through non-probability, purposive, convenient sampling technique. Participants were selected from schools catering to the lower middle class of society. The participants included Urdu teachers (*n*=2) and English teachers (*n*=2) for in-depth qualitative interviews. It was ensured that all teachers were qualified till undergraduate level, had at least five years of teaching experience, and were currently dealing with the grade level they were being interviewed about. For the focus group discussions, students (*n*=20) were approached, from each of two educational levels; primary school and middle school. The primary school focus groups were conducted with students of grade four and five, whereas the middle school focus groups were conducted with students of grade six and seven. It was ensured that all students in the focus group discussions had average reading ability so that reading skill does not affect their responses about reading motivation.

Measures

Demographic Information Form.

Teachers were given demographic forms asking them to report on their age, qualifications, years of experience in teaching, and grades taught.

Interview Guides.

Two open-ended interview guides were generated, one for in-depth qualitative interviews with teachers and the other for FGDs (focus group discussions) with students. The questions and probes in the interview guide were designed with the factors identified in the literature in mind. Three subject matter experts (SMEs) approved these interview guides for language and content.

The interview guide for teachers contained questions and probes directed at finding out about leisure time preferences of students, their reading interests, characteristics of students who preferred reading as a leisure activity, and the role of parents and teachers in inculcating the reading habit in children. Teachers were also asked about how much they value the reading habit in children, the techniques

they use to foster the reading habit in children, and how successful they feel in managing that task.

The interview guide for students contained questions asking students about their leisure time preferences, reading habits, and the factors in the classroom and home that make books and reading interesting for them. They were also inquired about factors that make them avoid reading as an activity. The student perspective was also taken on multimedia reading and the factors that make reading on multimedia attractive to them.

Procedure

This qualitative study explored beliefs and factors regarding reading motivation in students through open-ended questions and probing techniques in in-depth qualitative interviews and focus groups. The interviews were conducted with teachers. Four focus groups were conducted, two with primary school students and two with middle school students. Data from the study were interpreted using the principles of content analysis.

Findings

The main themes of our qualitative study were intrinsic and extrinsic reasons for reading motivation, book factors, home factors, classroom factors that contribute to reading motivation, factors that lead to reading avoidance, and reading preferences, with separate analyses for primary and middle school.

On the whole, both extrinsic and intrinsic motivation appear to contribute to reading motivation in primary school students. It was found that reading is valued more for extrinsic reasons than intrinsic ones, by both students and teachers. Intrinsic reasons for reading motivation was curiosity as a 4th grader reported, '*I want to read and open the book to know what I may find inside it,'* challenge '*I like to read books that are slightly above my level of reading*,' efficacy, 'I enjoy when I can finish a whole book on my own,' and involvement '*whenever I read a story I feel like I am a character of that story.'* The most widely reported dimension for intrinsic reading motivation is curiosity and involvement. Extrinsic reasons for reading motivation include instrumental reasons such as 5th graders said '*reading gives us knowledge and it helps us in preparing for our studies and schoolwork*', competition '*when our teacher asks us a question from the book and I read it to find the answer. It is fun when I can do it first*, and I read for grades. 'If I read every day, *I will perform well in my reading test*.' Participants' verbatim indicated that students are extrinsically motivated to read mostly for instrumental reasons such as improving their English, which will further help them get good grades.

Reading motivation is also influenced by the Book Factors, such as the content of the book, as a fifth-grade girl said, 'I select a book to read by first reading the plot,' and genre; children preferred to read the genre that interested them, such as mystery, factbooks and fantasy. The language used also made a difference, with students saying that they liked books that were easy to read and did not contain very difficult words. Teachers reported that students find Urdu easier to read than English, which is difficult for them, and this affects their motivation to read. Size of the book also affects motivation, with a teacher reporting that children's encyclopedias are thin and have fewer pages, so children enjoy reading those. Students of grade 3 said the same about liking books that are short and easy. Visuals in the book were preferred, and students reported that they enjoyed looking at the pictures in the book. The highest reported book factors were content, language, and pictorial material.

A number of Classroom Factors were also reported. Teaching techniques, task-based reading, and opportunity to read were the most widely reported classroom factors to influence reading motivation. Teaching techniques included pairing reading with games and story time, as well as providing suggested readings to students, having conversations about books they have read, and giving feedback on a reading task by listening to them read. Task-based reading includes involving students in a task that requires them to read, such as role-plays and oral presentations on a particular topic, as well as different activities, such as word search, jumbled words and book reviews. Apart from these, opportunities such as having a certain time and area to read and access to books were also reported as important classroom factors that influence reading motivation in primary school.

A chance to select books for themselves, getting books as an incentive, such as on result day, and multimodal reading, such as watching a related movie or video regarding what they have read, was also reported to influence reading motivation.

Access to books at home and social interactions about reading and books with people at home: Students said their parents bring magazines and books for them, so they always like to read, and they talk to their siblings about the books they have read.

Some information was also gathered on what makes children avoid reading. Difficult words and the complexity of the book's content were reported as factors that draw children away from reading. Other factors reported by students included a lack of variety of books, and teachers reported increased use of electronic gadgets like mobile phones as a factor that contributed to reading avoidance.

Some factors influencing reading motivation were reported specifically by students only. Primary school students reported that the characters and title of the

book motivate them to read, whereas lack of visuals, the sheer length of the book, and non-preferred genres draw them away from reading.

Factbooks, magazines and short stories were the most widely preferred genres of reading. This indicates that primary school students prefer variety and conciseness in their reading material. Fantasy-based content was the second most preferred genre of reading. Urdu books were reported to be more preferable to English books, and this shows that the language that is easy to understand influences reading motivation.

They also reported that their reading preferences include jokes/riddles, horror, mystery and newspapers. This is important because the teachers did not note these preferences. They also reported that they enjoy a traditional print form of reading for practical reasons, such as the ability to enjoy the book without any prior preparation, such as charging the phone to read the book.

Primary school children's reported reading preferences were for English books, Urdu books, factbooks, fantasy books, novels, magazines, short stories and picture books. The highest recorded reported frequency was for factbooks, short stories, and magazines, and the frequency of preference for Urdu books was higher than for English books.

We also probed whether students liked to read in their leisure time. The students reported that they liked to do indoor and outdoor activities in their free time, such as making puzzles, drawing, and playing outside. Some reported doing schoolwork or extra tuition work as well as screen time. However, many reported that reading was a preferred leisure time activity. In fact, it was reported to be one of the highest reported activities.

The case for middle school students is similar but holds important differences. On the whole, both extrinsic and intrinsic motivation appear to contribute to reading motivation in middle school students. However, it was found that on the whole, reading is valued more for extrinsic reasons than intrinsic ones, by both students and teachers. The most widely reported dimension for intrinsic reading motivation is *curiosity* such as reporting that when they read they always learn something new, *involvement*, which is reports of enjoying reading on its own and to a lesser extent, *challenge* with students reporting that they feel so good when they finish a 'big fat book'. Extrinsic factors included *compliance* with students saying they would read if instructed to by someone in authority, *reading for grades*, which is reading because it would help them do well in exams, and instrumental reasons, with one student saying that by reading, they develop English speaking skills, which help them in getting a good job. Participants' verbatim indicated that students are extrinsically motivated to read mostly for grades and instrumental reasons.

Middle schoolers reported book Factors to influence reading motivations, such as *content*, which is selecting the book by reading the back cover to know what it is about, and the language used; as a seventh grader said that words should be easy so that she can comprehend the book easily. *Students also considered the size of the book to ensure that the length of the book was* manageable and realistic for them to finish. Students also reported that the book should have *visuals* and bright pictures. Middle school students specifically reported that they wanted *variety* in their reading material and repetition bores them. Students emphasised that they do not want to read the same books all over again and they want new ones. In fact, this was the most widely reported book factor by students. Teachers reported that students find Urdu easier to read than English, which is difficult for them and thus affects their motivation to read. Size or length of the reading material and pictorial content were also book factors that draw children towards reading. Additionally, other factors such as physical quality of the book and activities or exercises at the end of the book were also reported. Teaching techniques, task-based reading, self-selection of books, access to books and opportunity to read were all reported as classroom factors contributing to reading motivation in middle school students. Furthermore, instrumental reasons were also reported, such as improving their English, which will further help them get good grades.

Factors in the home environment such as access to books and social interactions about books with family members all contribute to reading motivation in middle school students.

Difficult words were a factor reported by both teachers and students that create reading avoidance. Other factors were also reported, such as a lack of variety of books. Another interesting verbatim reported by teachers was the lack of time students have for reading and the devaluation of the Urdu language by students, which makes them consider reading Urdu books useless.

Factbooks, fantasy, and horror/mystery were reported to be the most preferred genres of reading. Children also reported that they prefer multimedia reading to traditional book reading. Their verbatim indicated that they preferred the former because of its technological features, which make reading easier for them, such as built-in functions like dictionary, adjustment of font size and brightness, and ease of finding a book of their choice.

The most preferred leisure time activities for children were outdoor activities, indoor activities, screen time, and social activities like visiting or playing with relatives and friends. Social activities and screen time were the most highly reported leisure time activities. No one reported reading.

Some factors were reported only by students to influence reading motivation in middle school. Many factors reported were in stark contrast to what the teachers reported. For example, some students prefer reading as a leisure time activity, and some prefer print-based reading. However, what makes books interesting for them would be the variety of content, the title of the book, and other factors such as tasks at the end of the book. On the other hand, complexity such as too much detail, non-preferred genre, lack of visuals and length of the reading material are all factors that contribute to reading avoidance. Students reported to prefer reading both in English and Urdu and expressed an interest in reading jokes, riddles and fiction. Receiving books as incentives or gifts by teachers and routinely reading at night were both reported as factors influencing reading motivation.

Discussion

The objective of our research was to find out the factors that can be used to enhance reading motivation in primary and middle school. To that end, opinions of both students and teachers were taken through qualitative methods. According to our proposed conceptual framework, reading motivation has both intrinsic and extrinsic dimensions and fulfilment of basic psychological needs (BPN) also feeds into motivation to read.

The theme of Classroom Factors posits that **the** classroom environment that supports **the** basic psychological needs of autonomy, competence and relatedness by providing task-based learning, relatable reading content, and use of teaching techniques that involve social interactions regarding reading material, will significantly boost reading motivation. Home factors like access to books and social interactions with other family members about books also foster reading motivation. Other indigenous factors that contribute to reading motivation were reported such as book factors, personal factors, medium of reading and reading preferences. Reading avoidance factors, such as content, size, lack of visuals, and language, were also reported.

Intrinsic reading motivation includes reading for curiosity, involvement and challenge (Wang & Guthrie, 2004). According to the qualitative findings, the most common dimensions reported for intrinsic reading motivation in primary schoolers were curiosity and involvement. In contrast, for middle schoolers it was curiosity, involvement and challenge.

The sub dimensions of extrinsic reading motivation are competition, recognition, compliance and grades (Wang & Guthrie, 2004) and the most widely reported dimensions for extrinsic reading motivation for primary school in this research were, grades, compliance and recognition. In contrast, for middle school it was grades only. A study in Singapore found that children from ages 6-12

preferred to read to find out about new things and to improve their grades and language skills (Majid, 2018).

These findings coincide with the theory of self-determination (Deci & Ryan, 2008) which posits that self-determined behaviour results from both autonomous and controlled motivation. Autonomous motivation results from both intrinsic motivation and the kind of extrinsic motivation in which a person identifies the value of the behaviour and acts upon it to make it a part of themselves. In other words, that kind of extrinsic motivation is referred to as instrumentality in this research. Controlled motivation is where external contingencies of reward and punishment shape a person's behaviour. That behaviour has also been partly internalised for external factors such as a boost in self-esteem or harm avoidance.

The Guided Extensive Reading (GER) program has been reported to be successful in developing positive reading attitudes (Asraf & Ahmad, 2003). Some key features of the program correspond to the factors found in our study, such as the opportunity to select books, reading material that matches the students' level of competence, giving incentives such as verbal praise to students, and having students retell the stories they have read.

Literacy activities such as study games, listening to the teacher read loudly, and teacher factors such as a responsive teacher, have been reported as classroom environment factors that make middle schoolers want to read (Ivey & Broadus, 2001). The classroom factors of task-based reading and teaching techniques found in our study are the same. The students in our study reported that they find games like crosswords, word search and jumbled words. Most of the students also reported that they enjoy listening to the teacher read, and the teacher-led explanations of the reading material. Students have been found to prefer teacher reading out loud above all other activities in the classroom (Ivey & Broadus, 2001).

This corresponds with Deci & Ryan's theory on basic psychological needs (BPN) which states that the extent of support of needs of autonomy, competence and relatedness would determine whether the behaviour is autonomously oriented or control-oriented; with both orientations contributing to self-determined behaviour (Deci & Ryan, 2008). Autonomously motivated behaviour results from fulfilment of all basic needs, whereas a controlled orientation results from partial fulfilment of the need for relatedness and competence, but hindrance in the fulfilment of autonomy. This coincides with our findings about classroom factors that foster reading motivation. Self-selection of books and self-work offer autonomy and guidance by providing age-appropriate reading material, which gives students a chance to experience competence. Conversations about books by sharing, discussing reading, and offering encouragement support the need for relatedness.

The need for relatedness can also be met by parental stimulation at home. Access to books at home and social interactions with family members about reading, such as conversations and games, were reported to influence reading motivation in primary and middle schoolers. A sixth grader reported that his elder brother owns a home library and also encourages him to read by sharing appropriate material, which motivates him to read.

Additionally, in primary school, reading about multimedia was also an additional home factor. Multimedia reading, such as using phones or tablets, along with some form of parental guidance, such as using their parents' phones to read online material. Parental involvement in reading-related activities has been found to correlate strongly with reading interest (Yeo, Ong & Ng, 2014), and parents who are avid readers affect reading levels in children (Kraaykamp, 2003).

Students' preference for reading on screen also seemed to be associated with the features that e-reading offers, such as options to zoom in, ease of searching for likeable content, and built-in dictionary. This confirms previous findings (Jones & Brown, 2011).

Difficult words and complexity of plot were reported to be one of the most common reasons why children avoid reading both in primary and middle school. Other reasons, such as the lack of variety of text, were also reported and emphasised in previous research (Ivey & Broadus, 2001). However, increased use of screen time was reported for middle school as a factor affecting reading avoidance. In contrast, the length of the reading material and non-preferable genre was reported for primary schoolers only.

Teachers also reported a lack of time in the daily schedule, on behalf of the students, as the reason for the decline of reading. The students' verbatim also indicated that they get approximately one to two hours of free time daily at night after school, tuition, and the madrasa, in which they mostly prefer to use their phone or socialise. Although reading was reported as an enjoyable activity for intrinsic reasons, too, especially involvement, in the focus group discussions, the lack of time could account for why students do not want to read. This can be seen in previous research where pupils reported that they felt that they did not read enough and would read more if they had time (Clark & Foster, 2005).

Factbooks, fiction novels and fantasy were the preferred genres for both groups, but there were certain preferences specific to each. Both groups preferred to read informative books and short stories, mostly fiction-based. Previous studies have found that students are interested in reading short stories (Awais & Ameen, 2013) and informative books (Kotaman &Tekin, 2017) as they give exposure to real-life. In fact, they prefer informational texts over fictional ones (Correia, 2011).

Conclusion

Students are motivated to read for both intrinsic and extrinsic reasons. This is an important finding for teachers who want to increase students' reading levels. The solution lies in providing motivation-conducive classroom contexts and in finding books that correspond to students' level of competence, which would affect motivational levels as reader self-concept is also positively associated with reading motivation.

It was seen that primary schoolers enjoy a wider range of texts than middle schoolers, but middle schoolers do not report preferring only certain texts. This finding is important when paired with the finding that middle schoolers ask for variety and novelty in their reading material, which is not accessible to them. Previous research on reading in middle schoolers confirms that they are motivated to read because they are able to access materials that interest them (Protacio, 2012; Ivey & Broaddus, 2001). The findings in this study also indicate that they value it mostly for extrinsic reasons. In light of these findings, we can derive the following conclusions about reading motivation in middle schoolers.

Firstly, intrinsic reading motivation decreases in middle school. Secondly, there is a gap in provision of age-appropriate texts either by parents and schools or generally by the publishers of children's books. This gap means that in the absence of appealing content, involvement in a reading task is not present. Reading is valued and carried out for instrumental reasons like developing their English language skills, which would help them get good grades. In order to maintain reading motivation of students through middle school, a variety of reading material has to be provided, which is high on content and low on language, so that our adolescent readers find it easy to read and as a result, are able to enjoy reading.

Implications

In light of the above, important guidelines for educators can be drawn up. The most inspiring finding for educators is that the students in this research were all from a middle-class background, and reading motivation was found to be influenced by both home and school factors. The opportunities lost from belonging to a low socioeconomic background can be compensated for by providing a literacy-rich environment at school through teaching tactics, task-based reading, provision of a variety of reading materials, and reading time, and social interactions.

While focusing on literacy, school policies and teaching techniques should be geared towards developing motivation to read as this helps academic achievement as well. Strategies should include fostering both intrinsic and extrinsic motivation as both are equally important. Schools can develop a checklist of the

factors of reading motivation provided in this study and use it to gauge how many factors are present in their schools to motivate students to read.

This study also provides a guideline to publishers to develop books with visually appealing content that is both informative and fictional, as these were the order of preferences reported. Middle schoolers reported a lack of a variety of appealing reading materials, so the focus should be on developing content that is easy to read and relatable to their age group. Training programs can be developed for parents to guide them on how to create engaging home literacy environments that foster reading motivation in students.

Teachers can use findings from this research to ensure the practice of teaching techniques in their classrooms that support the needs of autonomy, competence and relatedness. They can do this by providing choices in the selection of reading materials and offering opportunities for self-directed reading tasks, such as leaving questions at the end of class so that students can research them. The need for competence can be met by providing structured guidance in the selection of reading materials so that age-appropriate texts that the students find both easy and interesting can be picked up. Need for relatedness can be met by 'being approachable' (Kusurkar et al, 2011) as a teacher, providing encouragement and feedback to the students and having discussions about the materials read. The qualitative study provided insight into students' multimedia reading preferences. This provides a ground for educators to incorporate the use of multimedia reading in their classrooms and also recognise it as a reading activity.

Limitations and Future Recommendations of Research

Due to practical constraints, the sample could only be collected from two schools. However, future studies can target more schools with the intention of a between-sector comparison. Moreover, the study focused on one particular board only; other systems of education can be explored in future studies. Parental opinions on reading motivation and the value of reading should be collected so that we can get an inside look at how home practices are carried out and how these factors play out in fostering reading motivation in students.

The important thing to note is that reading is being done using multimedia, and future directions should consider intervention-based research. The findings from this study can be used to develop a scale that measures students' intrinsic and extrinsic orientations in their reading motivation. Additionally, conducting surveys in schools based on these analyses would help determine students' reading preferences, lending quantitative credibility to these findings.

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