

## **What Motivates Students' Reading Behaviour? An Analysis**

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### **Abstract**

*Reading is a cornerstone of academic success and personal development, yet the motivations that drive students to engage with texts are diverse and multifaceted. This paper explores the underlying factors influencing students' reading behaviour, drawing insights from psychological, social, and educational perspectives. The study examines intrinsic motivators, such as curiosity and the pursuit of knowledge, alongside extrinsic influences, including parental expectations, peer dynamics, and academic pressures. The role of digital technologies and their impact on reading habits is also critically analysed, highlighting the shift in preferences from traditional books to digital platforms. Furthermore, the paper investigates how socio-economic and cultural contexts shape students' attitudes toward reading. The study offers actionable strategies for educators, librarians, and policymakers to cultivate a reading culture that balances enjoyment with academic necessity. Ultimately, this analysis aims to deepen understanding of what motivates students to read and how to nurture lifelong reading habits in a rapidly evolving world.*

**Keywords:** *Motivation, Reading, Reading behaviour, Students*

### **Introduction**

Reading is a fundamental skill that serves as the cornerstone of academic success and lifelong learning. Despite its undeniable importance, there has been a noticeable decline in reading habits among students in recent years, a trend that has raised concerns among educators, librarians, and policymakers alike. Understanding what motivates students to engage in reading is crucial for developing strategies to foster a culture of reading and improve educational outcomes. Motivation plays a pivotal role in shaping students' reading behaviour. According to Guthrie and Klauda (2019), motivation is not only a determinant of whether students choose to read but also influences the depth and comprehension of their reading. Intrinsic motivation, which refers to reading for enjoyment or personal satisfaction, has been consistently linked to higher levels of reading engagement and academic achievement (Schiefele, Schaffner, & Putz, 2017). Conversely, extrinsic motivation, such as reading for grades or external rewards, may lead to superficial engagement with the text (Wigfield, Gladstone, & Turci, 2016).

In addition to individual motivations, social and environmental factors significantly influence students' reading behaviour. Peer influence, parental encouragement, and the availability of reading materials have been identified as key contributors to fostering positive reading habits (Clark & Teravainen-Goff, 2020). Furthermore, the digital age has introduced new dynamics to reading, with digital media competing

with traditional books for students' attention. Research by Støle, Mangen, and Schwippert (2020) suggests that while digital reading offers convenience, it may not provide the same depth of comprehension as reading print materials.

Given the complex interplay of factors that influence students' reading behaviour, it is essential to conduct a comprehensive analysis that considers both intrinsic and extrinsic motivations as well as the broader social and environmental context. This study seeks to fill the gap in existing literature by examining the various dimensions of reading motivation among students, with the goal of identifying effective strategies to enhance their reading engagement and literacy outcomes.

Reading habits play a vital role in the intellectual and emotional development of students, serving as a gateway to knowledge, creativity, and critical thinking. In an era where digital distractions are omnipresent, fostering strong reading habits among students is more crucial than ever. One of the most significant benefits of strong reading habits is their direct correlation with academic success. Research consistently shows that students who engage in regular reading tend to perform better across all subjects. Reading enhances vocabulary, comprehension skills, and the ability to process complex information, all of which are essential for academic achievement (Kamil, Pearson, Moje, & Afflerbach, 2018). Furthermore, reading across various genres exposes students to different writing styles and perspectives, which can improve their writing skills and broaden their understanding of the world.

In their study, Sparks, Patton, and Murdoch (2018) found that students who read frequently are more likely to excel in standardized tests and achieve higher grades. The cognitive benefits of reading are not confined to language arts; they extend to other disciplines, such as science and mathematics, where reading comprehension is crucial for understanding complex concepts and solving problems. Thus, cultivating a habit of regular reading is foundational to academic success and lifelong learning. Beyond academic achievement, reading habits significantly contribute to cognitive development and the enhancement of critical thinking skills. Reading stimulates mental processes by engaging the brain in activities such as analysis, synthesis, and evaluation. This cognitive engagement promotes mental flexibility, enabling students to approach problems from multiple angles and develop well-reasoned arguments (Whitten, Labby, & Sullivan, 2019).

Moreover, reading diverse materials, including fiction, non-fiction, and academic texts, encourages students to think critically about the content they consume. It teaches them to distinguish between fact and opinion, identify biases, and evaluate the credibility of sources. According to a study by Barzilai and Zohar (2020), students who are avid readers demonstrate higher levels of critical thinking and are better equipped to engage in reflective and independent thought. These skills are indispensable in today's information-rich society, where the ability to critically assess information is crucial for informed decision-making.

Reading habits are not only essential for academic and cognitive development but also for personal growth and the cultivation of emotional intelligence. Through reading, students can explore new worlds, experience different cultures, and develop empathy by seeing the world through the eyes of diverse characters. Fiction, in particular, has been shown to enhance emotional intelligence by allowing readers to understand and empathize with others' emotions and experiences (Mar, Oatley, & Peterson, 2018). In addition, reading can serve as a form of escapism and stress relief, offering students a healthy way to cope with the pressures of academic life. Engaging with a compelling narrative can provide a mental break, helping students to relax and recharge. This emotional benefit of reading contributes to overall well-being, making it a crucial habit for maintaining mental health.

The importance of reading habits among students cannot be overstated. Regular reading is foundational to academic success, cognitive development, and personal growth. As students navigate the challenges of the modern world, strong reading habits will equip them with the knowledge, skills, and emotional resilience needed to thrive. Educators, parents, and policymakers must therefore prioritize the cultivation of reading habits to ensure that students are well-prepared for the future.

Reading is a foundational skill that underpins academic achievement, cognitive development, and personal growth. As the digital age continues to evolve, so too does the reading behaviour of students. Traditional reading habits have been significantly influenced by the rise of digital media, changes in educational priorities, and the increasing integration of technology in daily life. These shifts have led to new trends in how, what, and why students read. Understanding these trends is essential for educators, librarians, and policymakers who seek to promote literacy and foster a culture of reading.

One of the most notable trends in recent years is the increasing prevalence of digital media in students' reading habits. The widespread availability of smartphones, tablets, and e-readers has transformed how students access and engage with reading materials. According to a study by Baron (2021), digital reading has become the dominant mode of reading among students, largely due to the convenience and accessibility of digital devices. This shift has both positive and negative implications for students' reading behaviour. On the positive side, digital media offers students easy access to a vast array of reading materials, from academic texts to fiction and news articles. The ability to carry multiple books and resources in a single device has made reading more accessible and flexible, allowing students to read anytime and anywhere. Digital platforms also offer interactive features, such as hyperlinks, multimedia content, and annotation tools, which can enhance engagement and comprehension (Jabr, 2018).

However, the rise of digital reading also presents challenges. Research indicates that students who primarily read on screens may experience lower comprehension and

retention compared to those who read print materials (Mangen, Walgermo, & Brønnick, 2018). The ease of skimming and the prevalence of distractions on digital devices, such as notifications and advertisements, can lead to superficial reading practices, where students may not engage deeply with the text. This phenomenon, often referred to as "surface reading," has raised concerns about the long-term implications for students' cognitive development and critical thinking skills (Wolf, 2018).

The shift from print to digital reading has contributed to another significant trend: the decline of deep reading. Deep reading is characterized by immersive, focused engagement with a text, allowing readers to think critically, reflect, and gain a deeper understanding of complex ideas. In contrast, surface reading involves quick consumption of information, often without the same level of attention or analysis. The increasing use of digital devices, which prioritize brevity and immediacy, has been linked to a decline in deep reading habits among students (Carr, 2020).

Wolf (2018) emphasises that deep reading is crucial for developing empathy, imagination, and the ability to reason through ambiguity. The cognitive processes involved in deep reading, such as inferencing, contextualizing, and synthesizing information, are essential for academic success and intellectual growth. However, the trend towards surface reading, driven by the digital environment, may undermine these cognitive abilities. As students become accustomed to consuming information quickly and superficially, they may struggle to engage with more challenging texts that require sustained attention and critical analysis.

Educators and researchers are increasingly concerned about the implications of this trend. For example, a study by van der Velde and van der Weel (2020) found that students who engage in deep reading are more likely to develop strong critical thinking skills and perform better academically. To counteract the decline of deep reading, educators must encourage students to practice sustained, focused reading, both in print and digital formats. This may involve integrating deep reading activities into the curriculum, promoting the importance of reflection and analysis, and providing students with opportunities to engage with longer, more complex texts.

Social media has become a pervasive influence on students' reading behaviour. Platforms such as Instagram, TikTok, and Twitter have changed the way students consume and share information, often in the form of short, easily digestible content. While social media can expose students to a wide range of perspectives and topics, it can also contribute to a fragmented reading experience, where longer texts are eschewed in favour of quick, bite-sized pieces of information (Bromley, 2020). One positive aspect of social media is the rise of "bookstagram" and "BookTok" communities, where users share book recommendations, reviews, and reading challenges. These online communities have the potential to foster a sense of connection and motivation among students, encouraging them to read more and

engage with literature in new ways. For instance, the popularity of reading challenges on

social media has led to increased interest in certain genres and authors, helping to promote a culture of reading among young people (Johnson, 2020).

However, the influence of social media on reading habits is not without its drawbacks. The emphasis on trends and popularity in these online communities can sometimes lead to a superficial engagement with literature, where the social aspect of reading takes precedence over the content itself. Additionally, the constant stream of information on social media can contribute to a sense of information overload, making it difficult for students to focus on a single text for an extended period (Carr, 2020). This fragmented approach to reading may limit students' ability to engage deeply with complex ideas and develop a nuanced understanding of the material. Another trend in students' reading behaviour is the changing nature of reading materials. In the past, students primarily relied on textbooks, novels, and academic journals for their reading. However, the rise of digital media has expanded the range of reading materials available to students, including blogs, online articles, multimedia content, and e-books. This diversification of reading materials reflects the broader changes in how information is produced, distributed, and consumed in the digital age.

One notable change is the increasing use of multimedia and interactive content in reading materials. Digital platforms often integrate text with images, videos, and interactive elements, creating a more dynamic and engaging reading experience. This can be particularly beneficial for students who learn best through visual or auditory means, as it allows them to interact with the content in multiple ways (Whitten, Labby, & Sullivan, 2019). Moreover, the use of multimedia in reading materials can enhance comprehension and retention, especially for complex or abstract concepts. However, the shift towards multimedia content also raises questions about the role of traditional reading skills in the digital age. As students become more accustomed to consuming information in multimodal formats, there is a risk that they may lose the ability to engage with purely textual content in a meaningful way. This trend underscores the need for a balanced approach to reading, where students are encouraged to develop both traditional literacy skills and digital literacy skills (Leu et al., 2020).

Libraries have traditionally played a central role in fostering students' reading habits by providing access to a wide range of books and resources. However, the role of libraries is evolving in response to the changing trends in students' reading behaviour. Today's libraries are increasingly becoming digital hubs, offering e-books, audiobooks, and online databases alongside traditional print materials. This shift reflects the growing demand for digital content and the need for libraries to adapt to new reading practices (Cox, 2019). In addition to providing digital resources, libraries are also reimagining their physical spaces to support a broader range of

activities, including collaborative learning, multimedia production, and community engagement. By creating environments that cater to diverse learning styles and interests, libraries can continue to play a vital role in promoting reading and literacy in the digital age. For example, some libraries have introduced makerspaces, digital media labs, and reading cafes, where students can explore new technologies, create multimedia projects, and engage with literature in a social and collaborative setting (Krashen, 2020). Moreover, libraries are increasingly focusing on digital literacy initiatives, recognizing that the ability to navigate and critically evaluate digital content is essential for students in the 21st century. These initiatives include workshops on digital research skills, online safety, and the ethical use of information, all of which are crucial for helping students become responsible and informed digital citizens (Cox, 2019).

The current trends in students' reading behaviour highlight the profound impact of digital technology, social media, and evolving educational practices on how students engage with reading. While digital media offers unprecedented access to information and resources, it also presents challenges for deep reading and critical thinking. The influence of social media on reading habits underscores the need for educators and librarians to promote critical engagement with texts, rather than passive consumption. As reading materials become more diverse and multimedia-rich, it is essential to balance traditional literacy skills with digital literacy skills to ensure that students can navigate the complexities of the modern information landscape.

Libraries, as dynamic and evolving institutions, continue to play a crucial role in shaping students' reading habits. By adapting to the changing trends and embracing new technologies, libraries can help foster a culture of reading that is both inclusive and forward-thinking. As educators, librarians, and policymakers work together to address these trends, they must ensure that students are equipped with the skills and habits needed to thrive in an increasingly digital world. Promoting a balanced and critical approach to reading will be key to nurturing the next generation of informed, thoughtful, and engaged readers.

### **Statement of the Problem**

The ability to read effectively is fundamental to academic success and lifelong learning. However, the nature of reading behaviour among students has undergone significant changes in recent years, driven by the rapid advancement of digital technology, the rise of social media, and evolving educational practices. These changes have prompted concerns about the factors that motivate students to read and how these motivations influence their reading habits. Understanding the motivations behind students' reading behaviour is critical for educators, librarians, and policymakers as they strive to promote literacy and foster a culture of reading in an increasingly digital world. Despite the recognised importance of reading, there has been a noticeable decline in traditional reading habits among students. Studies indicate that many students are reading less for pleasure and more selectively in their academic work, often skimming or scanning texts rather than engaging in deep,

reflective reading (Baron, 2021). This shift raises important questions about what motivates students to read in the first place and how these motivations are being influenced by contemporary social and technological trends.

One major issue is the impact of digital media on reading behaviour. With the widespread availability of smartphones, tablets, and other digital devices, students now have instant access to a vast array of reading materials in digital format. While this has made reading more accessible, it has also led to changes in how students approach reading. Research suggests that digital reading, often characterised by multitasking and distractions, may lead to a more superficial engagement with texts compared to traditional print reading (Mangen, 2019). The question then arises: Are students motivated to read differently depending on the format of the material, and how does this affect their overall reading comprehension and retention?

Another concern is the influence of social media on students' reading motivations. Platforms like Instagram, TikTok, and Twitter have transformed how students discover and share books, often emphasizing quick, easily digestible content. While social media can inspire students to read through book recommendations and reading challenges, it may also promote a culture of reading that prioritizes popularity over substance. This trend raises questions about whether students are motivated to read for the intrinsic value of the content or for the social validation that comes with participating in online reading communities (Garcia & Elbeltagi, 2021). Furthermore, the shift in educational practices toward more digital and multimedia content has also influenced students' reading behaviour. The integration of e-books, online articles, and interactive learning tools in the classroom has changed the way students interact with texts. While these tools can enhance learning, they may also contribute to a fragmented approach to reading, where students are less likely to engage deeply with any single text. This has led to concerns about whether students are motivated to read for understanding and critical thinking or simply to fulfill academic requirements (Whitten, Labby, & Sullivan, 2019).

The problem is compounded by the fact that different students are motivated by different factors, including personal interests, academic goals, and social influences. However, there is a lack of comprehensive research that examines how these various motivations intersect and influence students' reading behaviour in the current digital age. Understanding these motivations is crucial for developing effective strategies to promote reading among students and to ensure that they are not only reading more but also reading better. In light of these issues, this study seeks to explore the motivations behind students' reading behaviour in the context of the digital age. Specifically, it aims to investigate how digital media, social media, and educational practices influence students' reading motivations and how these motivations, in turn, affect their reading habits. In analysing these factors, the study aims to provide insights that can help educators, librarians, and policymakers develop targeted interventions to promote effective reading habits among students.

The findings of this study are expected to contribute to the growing body of literature on reading behaviour by providing a deeper understanding of the motivations that drive students to read. This understanding is essential for addressing the challenges posed by the digital age and for fostering a culture of reading that supports both academic success and lifelong learning. The study will also offer practical recommendations for educators and librarians on how to create environments that nurture positive reading motivations and habits, thereby helping students to become more engaged, thoughtful, and critical readers.

### **Research Questions**

1. What are the primary motivations behind students' reading behaviour?
2. How do intrinsic and extrinsic factors impact students' reading habits?
3. What role do personal, social, and environmental factors play in motivating reading?

### **Literature Review**

#### **Theoretical Underpinnings**

Motivation is a critical factor in the development and sustenance of reading habits. Understanding what drives individuals, particularly students, to engage in reading can provide valuable insights into fostering a culture of literacy. Among the many theories that explain motivation, Expectancy-Value Theory (EVT) and Self-Determination Theory (SDT) are particularly relevant to reading behaviour. These theories offer frameworks for understanding how beliefs about ability, perceived value, and psychological needs influence an individual's motivation to read.

#### **Expectancy-Value Theory (EVT)**

Expectancy-Value Theory, originally developed by Eccles et al. (1983), posits that individuals' motivation to engage in a task is determined by two key factors: their expectancy of success and the value they place on the task. Expectancy refers to an individual's belief in their capability to succeed in the task, while value encompasses the perceived importance, interest, and utility of the task. EVT suggests that the higher the expectancy and value, the more motivated an individual will be to engage in the task. When applied to reading, EVT helps explain why some students are more motivated to read than others. For example, students who believe they are good readers (high expectancy) and who value reading as important for their academic success or personal enjoyment (high value) are more likely to engage in reading activities. Conversely, students who doubt their reading abilities or do not see reading as relevant to their goals may be less motivated to read (Wigfield & Cambria, 2010).

Expectancy-Value Theory also highlights the role of self-concept in reading motivation. Students with a positive reading self-concept—those who see themselves as competent readers are more likely to value reading and expect success in reading tasks. This positive self-concept can be fostered through experiences of success in reading, supportive feedback from teachers and peers, and the development of



reading skills (Marsh et al., 2019). Moreover, the value component of EVT is multifaceted, including intrinsic value (interest in reading for its own sake), attainment value (the importance of doing well in reading), and utility value (the usefulness of reading for achieving future goals). For instance, a student who enjoys reading fantasy novels for pleasure (intrinsic value) is motivated by different factors than a student who reads scientific texts to prepare for a career in medicine (utility value). Understanding these different types of value can help educators tailor reading activities to align with students' motivations, thereby enhancing their engagement (Wigfield, Gladstone, & Turci, 2016).

Educators can use EVT to enhance students' reading motivation by addressing both expectancy and value. To boost expectancy, teachers can provide positive reinforcement, set achievable reading goals, and offer strategies for improving reading skills. By helping students experience success in reading, educators can strengthen their belief in their reading abilities. To enhance the value of reading, educators can connect reading materials to students' interests and future goals, show the relevance of reading to their lives, and provide choices in reading activities. For example, allowing students to select books that align with their personal interests can increase their intrinsic value for reading. Additionally, integrating reading tasks with students' academic and career aspirations can enhance the utility value, making reading more meaningful and motivating (Guthrie, Wigfield, & You, 2012).

### **Self-Determination Theory (SDT)**

Self-Determination Theory, developed by Deci and Ryan (1985), focuses on the role of intrinsic and extrinsic motivation in human behaviour. SDT posits that individuals are motivated by the need to satisfy three basic psychological needs: autonomy (the need to feel in control of one's actions), competence (the need to feel effective and capable), and relatedness (the need to feel connected to others). When these needs are met, individuals are more likely to be intrinsically motivated, meaning they engage in activities for their inherent enjoyment and satisfaction rather than for external rewards. The SDT provides a framework for understanding the different types of motivation that influence reading behaviour. Intrinsically motivated readers read for the sheer pleasure of the activity. They choose to read because it is enjoyable and fulfilling, rather than because they are seeking external rewards such as grades or approval. This type of motivation is associated with deeper engagement in reading, better comprehension, and a greater likelihood of developing a lifelong reading habit (Ryan & Deci, 2017).

Extrinsic motivation, on the other hand, refers to reading that is driven by external factors, such as the desire to earn good grades, avoid punishment, or meet the expectations of others. While extrinsic motivation can be effective in encouraging reading in the short term, it may not lead to sustained reading behaviour unless it becomes internalized. SDT suggests that when extrinsic motivators are aligned with

the individual's values and interests, they can be internalized, leading to more autonomous forms of motivation (Deci, Vallerand, Pelletier, & Ryan, 1991).

The SDT also emphasises the importance of creating a supportive environment that meets students' psychological needs. For example, providing students with choices in what they read (autonomy), offering feedback that emphasizes progress and effort (competence), and creating a classroom culture that values reading (relatedness) can foster intrinsic motivation for reading. When students feel that they are in control of their reading choices, that they are capable of succeeding in reading, and that they are part of a supportive reading community, they are more likely to be motivated to read (Niemi & Ryan, 2009).

Educators can apply SDT to foster a motivating reading environment by focusing on autonomy, competence, and relatedness. To support autonomy, teachers can provide students with a variety of reading options and encourage them to set their own reading goals. This approach allows students to feel ownership over their reading, which can enhance their intrinsic motivation. To support competence, educators can offer challenging yet achievable reading tasks, provide constructive feedback, and celebrate students' progress. By helping students build their reading skills and experience success, teachers can strengthen their sense of competence and motivate them to continue reading. To support relatedness, teachers can create a classroom environment where reading is a shared and valued activity. This can be achieved through group reading projects, book clubs, and discussions that allow students to connect with each other over their reading experiences. When students feel that they are part of a reading community, their motivation to read is likely to increase (Ryan & Deci, 2017).

Both EVT and SDT offer valuable insights into reading motivation, and integrating these theories can provide a more comprehensive understanding of how to motivate students to read. While EVT focuses on the cognitive factors that influence motivation such as beliefs about ability and the value of reading, SDT emphasises the psychological needs that underpin motivation. By considering both expectancy-value factors and psychological needs, educators can develop strategies that address the full spectrum of students' reading motivations. For example, a reading program that offers students a choice of books (autonomy), provides feedback on their progress (competence), and connects reading to their interests and goals (value) is likely to be more effective in motivating students to read than one that focuses solely on extrinsic rewards or high expectations.

Furthermore, understanding the interplay between EVT and SDT can help educators identify students who may be struggling with reading motivation. For instance, a student who has a low expectancy of success in reading may also have unmet competence needs, while a student who does not see the value in reading may also lack a sense of autonomy or relatedness. By addressing these underlying issues,

educators can help students overcome motivational barriers and develop a more positive and engaged approach to reading. Motivating students to read is a complex challenge that requires an understanding of both cognitive and psychological factors. Expectancy-Value Theory and Self-Determination Theory provide valuable frameworks for understanding the different motivations that drive reading behaviour. By applying these theories to educational practice, educators can create environments that not only encourage students to read but also foster a deep, intrinsic motivation for reading that can lead to lifelong literacy. As the digital age continues to transform how students interact with texts, it is more important than ever to understand and address the factors that motivate reading, ensuring that students are equipped to navigate and thrive in a world where reading remains a crucial skill.

### **Factors Influencing Reading Behaviour among Students**

Reading is a critical skill that influences academic success, personal development, and lifelong learning. Understanding the factors that influence reading behaviour is essential for educators, parents, and policymakers who seek to foster a culture of reading. Reading behaviour is shaped by a complex interplay of personal, social, and environmental factors.

Personal factors play a significant role in shaping an individual's reading behaviour. These factors include interest in the subject matter, self-efficacy in reading, and intrinsic motivation. Interest in the subject matter is one of the most powerful motivators for reading. When students find a topic engaging, they are more likely to read about it voluntarily and spend more time doing so. Interest can be sparked by personal experiences, curiosity, or relevance to the reader's life. For example, a student who is passionate about environmental issues may be more inclined to read books and articles related to climate change, conservation, or sustainable practices (Schraw & Lehman, 2020). The relationship between interest and reading behaviour is well-documented in educational psychology. When students are interested in what they are reading, they are more likely to engage in deep, reflective reading, which enhances comprehension and retention. This deep engagement is often driven by intrinsic motivation, where the act of reading itself is rewarding because it aligns with the reader's interests and passions (Renninger & Hidi, 2019).

Self-efficacy, or the belief in one's ability to succeed in a particular task, is another critical personal factor influencing reading behaviour. Students with high reading self-efficacy are more likely to engage in reading activities because they believe they can understand and process the material effectively. Conversely, students with low self-efficacy may avoid reading or approach it with anxiety, which can hinder their reading development (Bandura, 2020). Self-efficacy in reading is shaped by past experiences, feedback from teachers and peers, and the perceived difficulty of the reading material. When students experience success in reading, receive positive reinforcement, and are provided with appropriately challenging texts, their self-efficacy is likely to increase. This, in turn, leads to more frequent and sustained reading behaviour (Zimmerman & Schunk, 2019).

Intrinsic motivation refers to engaging in an activity for its inherent satisfaction rather than for external rewards. In the context of reading, intrinsically motivated students read because they find it enjoyable, interesting, or fulfilling. This type of motivation is associated with more consistent and self-directed reading behaviour, as students are driven by their own desire to learn and explore through reading (Ryan & Deci, 2020). Research suggests that intrinsic motivation is more effective in promoting long-term reading habits than extrinsic motivation, which is driven by external rewards such as grades or approval. When students read out of genuine interest, they are more likely to develop a lifelong reading habit, as the behaviour is self-sustained by the pleasure and satisfaction derived from reading itself (Guthrie, Wigfield, & You, 2012).

Social factors, including peer influence, parental encouragement, and the role of teachers, significantly impact reading behaviour. These factors can either support or hinder the development of positive reading habits. Peer influence is a powerful social factor that can shape students' reading behaviour, particularly during adolescence. Students often look to their peers for cues about what is socially acceptable or desirable, including reading habits. When reading is valued and practiced within a peer group, students are more likely to adopt similar behaviours, whether it involves reading specific genres, participating in book clubs, or sharing book recommendations (Wentzel, 2019).

However, peer influence can also have a negative impact if reading is not perceived as a socially valued activity within a peer group. In such cases, students may avoid reading to conform to group norms or may feel pressured to read certain types of books that align with their peers' interests rather than their own. This underscores the importance of fostering a positive reading culture among peer groups to encourage widespread reading engagement (Ryan, 2019). Parental encouragement is another crucial social factor influencing reading behaviour. Parents who model reading behaviour, provide access to reading materials, and encourage regular reading can significantly influence their children's attitudes towards reading. Parental involvement in reading, such as reading together or discussing books, can also enhance children's reading skills and motivation (Grolnick & Ryan, 2019). The impact of parental encouragement is evident across different age groups, from early childhood through adolescence. Children who grow up in homes where reading is valued and supported are more likely to develop positive attitudes towards reading and maintain reading habits throughout their lives. Moreover, parental expectations and the home literacy environment play a significant role in shaping children's reading achievement and motivation (Baker & Scher, 2019).

Teachers play a pivotal role in shaping students' reading behaviour through their instructional practices, attitudes towards reading, and the classroom environment they create. Teachers who are passionate about reading and who actively promote reading in the classroom can inspire similar enthusiasm in their students. Additionally, teachers who provide a diverse range of reading materials and incorporate reading into the curriculum in meaningful ways can help students see the

value and relevance of reading (Gambrell & Marinak, 2020). The relationship between teachers and students also influences reading behaviour. When students feel supported by their teachers and receive positive feedback on their reading efforts, they are more likely to be motivated to read. Conversely, a lack of support or negative experiences in the classroom can discourage students from engaging in reading activities (Wigfield et al., 2016).

Environmental factors, such as access to books and the reading environment, play a significant role in influencing reading behaviour. These factors can either facilitate or hinder reading engagement, depending on the conditions they create. Access to books is a fundamental environmental factor that influences reading behaviour. Students who have easy access to a wide range of reading materials are more likely to develop strong reading habits. This access can come from school libraries, public libraries, home libraries, or digital resources. When students are surrounded by books and have the opportunity to explore different genres and topics, they are more likely to find materials that interest them and sustain their reading behaviour (Krashen, 2020).

However, disparities in access to books can create significant barriers to reading development, particularly for students from low-income families or under-resourced schools. Lack of access to books can limit students' opportunities to practice reading, explore diverse perspectives, and develop a love for reading. Addressing these disparities is crucial for promoting equitable reading opportunities and ensuring that all students can benefit from the advantages of regular reading (Neuman & Moland, 2019). The reading environment, including both physical and social aspects, also plays a crucial role in shaping reading behaviour. A conducive reading environment is one that is quiet, comfortable, and free from distractions, allowing students to focus on their reading. The presence of a well-organized and inviting reading space, such as a cozy corner in a classroom or a well-stocked library, can encourage students to spend more time reading (Evans, 2019).

The social environment also matters. A supportive reading community, whether at home, in school, or online, can motivate students to read more. Social interactions around reading, such as book discussions, reading challenges, or shared reading experiences, can enhance students' enjoyment of reading and reinforce positive reading habits. In contrast, a lack of support or a negative social environment can discourage reading and lead to disengagement (Vanderbilt, 2020).

In today's digital age, technology is an increasingly important environmental factor influencing reading behaviour. The availability of digital books, online articles, and reading apps has made reading more accessible, especially for students who prefer electronic formats. However, the digital environment also presents challenges, such as the potential for distractions from social media, gaming, and other online activities. Balancing the benefits of digital reading with the potential drawbacks is essential for promoting effective reading habits (Baron, 2021). Research suggests that while digital reading can offer convenience and interactivity, it may also impact

comprehension and retention differently than print reading. Therefore, understanding how to create a balanced reading environment that incorporates both digital and print resources is crucial for supporting diverse reading preferences and needs (Mangen, 2019).

Reading behaviour is influenced by a complex interplay of personal, social, and environmental factors. Personal factors such as interest in the subject matter, self-efficacy in reading, and intrinsic motivation are critical drivers of reading engagement. Social factors, including peer influence, parental encouragement, and the role of teachers, shape the social context in which reading occurs and can either support or hinder reading development. Environmental factors, such as access to books, the reading environment, and the impact of technology, create the conditions that facilitate or impede reading behaviour. Understanding these factors is essential for educators, parents, and policymakers who seek to promote reading among students. By addressing the personal, social, and environmental influences on reading behaviour, it is possible to create a more supportive and motivating environment for reading, ultimately fostering a culture of literacy that benefits individuals and society as a whole.

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