

EXPLORING READING MOTIVATION OF UNDERGRADUATE LEVEL
STUDENTS: A NARRATIVE INQUIRY

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This dissertation entitled *Exploring Reading Motivation of Undergraduate Level Students: A Narrative Inquiry* was presented by Maheshwor Mahat for the degree of Master of Philosophy in Educational (Educational Leadership) on 2 November 2022.

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DECLARATION

I hereby declare that this dissertation has not been submitted to any candidate for any degree.

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DEDICATION

It is with genuine gratitude and warm regard that I would like to dedicate this work to my respectful parents and beloved wife without whose constant support this thesis paper would have not possible. Also, I would like to dedicate this to all the parents and teachers who have been contributing to the promotion of reading culture in Nepal.

AN ABSTRACT OF THE DISSERTATION OF

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Title: *Exploring Reading Motivation of Undergraduate Level Students: A Narrative Inquiry.*

Abstract Approved.....

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The research topic *Exploring Reading Motivation of Undergraduate Level Students: A Narrative Inquiry*, sprouted from my confession as a late reader and my realization that only a handful of students remain as readers by the time they enrol in undergraduate levels. My study aimed to explore the reasons of reading motivation among undergraduate-level students.

I selected four undergraduate-level avid readers as participants from two different institutions in Kathmandu and Lalitpur districts. Applying narrative inquiry and adopting an interpretive paradigm relating to my ontological, epistemological and axiological stance, I collected information via the participants' narratives. For the theoretical foundation of the research, I substantiated motivational and social constructivist theories as the key theories since the students were motivated to read for various psychological and social reasons. To explore psychological aspect, I applied Self-Determination Theory and Value Expectancy Theory. On the other hand, I employed social constructivist theory to analyze the societal influences in their reading. These theories were used as a parallel of my

research which enabled me to think analytically and encouraged me to act reflectively throughout the entire research journey.

Furthermore, I got various insights from my research participants on reading motivation. According to the participants' stories, their social circle, teachers, home environment, and self-interest all drove them to read books. Home influence, where parents impart a love for reading and kindle reading yearning in children, is central to influencing children to imbibe reading habits from their early childhood. Similarly, their narratives indicated that individual teachers play instrumental role in motivating students to read even though the schools have no particular reading program. It was also found that social circle like friends, book clubs, neighbors and social media encourages students to recognize reading as a social activity. Finally, in the initial stage, extrinsic reasons are instrumental in motivate students to read books; in later years, their self-interest or the 'Me' element support in becoming a lifelong reader.

This study contributes to the stakeholders' awareness of why students read books informing them about major contributors to students' motivation. This study helps parents, teachers, curriculum designers and policymakers explicitly to set the reader-centric provisions for nurturing reading motivation in Nepal.

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despite the challenging COVID-19 lockout situation. Meeting them and listening to their life experiences was an eye-opening event that taught me several aspects of reading motivation.

Lastly, my utmost gratitude to my family, especially my parents, and my spouse and son. Their confidence in me has sustained my enthusiasm and upbeat attitude throughout this process. Without their unwavering love and care, completing this study journey would not have been feasible.

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Maheshwor Mahat, Degree Candidate

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CHAPTER I

INTRODUCTION

This chapter unveils the reason why the research topic is of my interest. In doing so, I take a journey that transports me back to the vistas of my school days. I recollect my past experiences on how I imbibed reading as a habit very late in my life. Next, the chapter also delves into my musing about students' reading motivation experienced as a teacher. This connection drives me to the research agenda on the issues of 'whys' and 'hows' of reading motivation among avid readers. Then, I illuminate my study's rationale and the problem's statement. After the statement of the problem, I clarify my research questions. Finally, I close this chapter with delimitations and the organization of my research inquiry.

A Taste of Forbidden Fruit: My Personal Journey into Book Reading

Reading books has been an integral part of my life. It has helped me understand the world better. I proudly boast that I am an avid reader and smile when someone recognizes me as a book reader. Former US President, Barack Obama, stated: "If you know how to read, then the whole world opens up to you". I think Mr. Obama summarizes the importance of books in just a single sentence. Our reading habit teaches us to be confident and inculcate a behavior of understanding things deeply. Reading stimulates imagination and curiosity as well as expands our understanding of the world.

However, I was introduced to this magic of books very late in my life. I grew up in a middle-class bookless household. My parents did not read. They still do not. My brother, three years older than me, never touched any other books than his textbooks. Few books on the bookshelves in my room were only the same tedious and

lifeless textbooks. As I climbed higher classes every year, textbooks would change on my shelves, not other reading books. Once, as I remember my childhood days, when I was reading a short story book, my father scolded me: He retorted, '*What do you get from this nonsense book? Read your textbooks. Your teachers always complain about your performance in school*'. My father, a high school dropout, never understood the importance of book reading. Hence, I could not expect him to motivate me to read books in my childhood.

The reading environment in my school was no better either. It was a newly opened privately owned institution, but it lacked reading facilities. The poorly managed school library housed a few old edition books on dusty shelves. Students, including me, would only be interested in reading magazines and periodicals. We never bothered to borrow those books. I do not even remember if we had book lending facility at that time. Worst of all, I never heard my teachers share their book reading experience. My home environment and the school library shared one commonness: both were without books, like a body without a soul.

How did books attract me? This story is interesting. When I was in Grade 10, we were taken to participate in a quiz contest organized by the Department of National Parks and Wildlife Conservation (DNPWC). There, I saw students from other schools conversing in fluent English. Seeing this, I compared myself with them. They were very fluent in English and I was struggling to speak even a couple of sentences in English uninterrupted. These newly made friends would talk about interesting books they were reading. They talked about *Harry Potter* and *David Copperfield*. I had never heard names of those books. Listening to them, I was surprised to find how a book could be so interesting that one would love to talk about it. For me, books were only those prescribed in our courses through which I would

climb up to upper classes every year. Realized, I also vowed to read books regularly. On the contrary, whenever I attempted to read, I could flip nothing more than few pages. Still, I am unanswered why I couldn't read books when I tried. My inquisitive 15-year-old mind started pondering upon many questions. What motivates someone to read books? Was it the school environment or the home environment? I am not sure what level of knowledge would I acquire from books had I developed reading habit earlier in my school days. But I was sure I would definitely improve English writing and speaking competency like my friends I met in the quiz contest. My understanding is supported by Sulistiyarini (2020) and Atayeva et al. (2019) that reading books improves one's vocabulary and language. Therefore, my childhood home and school where I was brought up denied me the opportunity to read books in the first sixteen years of my life.

As previously mentioned, I developed a reading habit late in my life. Until I enrolled at the undergraduate level, textbooks were the only books I knew. But my university years became a watershed period for developing a reading habit. The three-year course included plays, essays, novels and philosophical theories of English Literature. Interestingly, the textbooks were different from what I had read during my school days. I enjoyed reading my 'new type of textbooks'. Even though I was reading books as part of my required education, these books immersed me in new settings and exposed me to fascinating characters and circumstances.

My graduate years paved additional stones to my passion for reading. During these years, the door into the world of literature became even wider. The taste of literature that I studied in my undergraduate level urged me to read more and more. The experience was so addictive that I started carrying at least a book in my bag wherever I went. The taste of these kinds of books, which my family and schools

forbade for many years, was so ‘mind-watering’. With this new awareness, I knew I was on the line of becoming a passionate book reader. The new found knowledge from these books was like Pandora’s Box, always giving something new, something valuable. Reminiscing my college days, reading *Frankenstein* by Marry Shelly, *The Catcher in the Rye* by J.D. Sallinger and *The Scarlet Letter* by Nathaniel Hawthorne on a bus journey while commuting home to college, still gives satisfaction deep inside my heart. Despite being a late starter, my reading habit has still benefited me in creating new ideas and developing a logical way of thinking. This experience of mine is aligned with the research conclusion of Ritchie et al. (2013) and Reed et al. (2017).

After graduation, I started working in an international non-government organization called Rural Education and Development– READ Nepal, which works for community empowerment through libraries. The job furnished a momentum for book reading to me. This thrust became even stronger after I started working at Ekta Books, one of the leading book publishers and distributors in Nepal. In both of these places, one thing I didn't have during my student life was the easy access to books of different genre. As argued by researchers like Chiu and Chow (2015) and Buckingham et al. (2013), accessibility and facility of book choice helped me be attracted to the different genre of books. In their study, the researchers claim that availability and easy access to reading resources influence students’ reading interest. After graduating from my school almost six years before, my 21-year-old mind had more questions. Was the easy accessibility enough to inspire students to come to the world of book reading? Why did only a few read books even when many of us had access to a vast array of books? Was it the realization that book reading was essential in one's life? These queries pushed me forward to understand reality.

A Helpless Teacher

As an English teacher, I always wanted my students to develop the habit of reading. Hence, while lecturing and discussing the topics, I would show them the advantageous side of book reading. They would easily grasp the value of pleasure reading (besides textbooks). I knew they comprehended the importance of reading books in their life; however, I found them demotivated in book reading. I wonder why my students did not develop book-reading behavior.

Not surprisingly, my 13 year-long teaching experiences made me acknowledge that motivated students who enjoyed reading possessed life-learning skills like independent reasoning and logic and deeper understanding with better reading, writing and speaking skills. In most of cases, reading habit had become the most accurate predictor of the academic success of my students (St Clair Thompson et al., 2018; Reed et al., 2017). Unfortunately, I experienced that reading motivation among my students had been diminishing in recent years. OECD's Programme for International Student Assessment (PISA) 2019 also reported that reading proficiency decreased in several nations. In another study, adolescents reported a noticeable decline in leisure reading (van der Weel & Mangen, 2022). Consequently, students' originality in ideas and their creative way of expressing themselves declined tremendously. As argued by Fisher and Frey (2012); De Naeghel et al. (2012) and Siah and Kwok (2010), schools play an essential role in influencing students' reading skills by placing a strong emphasis on reading in the curriculum and teaching strategies. Likewise, effective instruction requires an effective instructor. So, what went wrong? Why were students less motivation to read? And, why schools and colleges bothered least about this reality? I knew that the students I teach needed support in reading.

Nevertheless, I was just unsure how to do that. Acknowledging students' experiences in authentic and meaningful ways was essential to tread this path, a path that was less travelled as expressed by my favorite poet, Robert Frost. When implementing an academic programme that builds skills and confidence, which in turn builds their identity, teachers must figure out ways to encourage hesitant readers. And, I often wondered how I, an educator, can implement and help implement an effective motivation to the group of students of varied socio-cultural backgrounds. Following this understanding, I was more determined to explore the 'why' and 'hows' of reading motivation among avid readers. The crux of the issue was why a person read what he/she read. What genuinely inspired a student who enjoyed reading to keep up a consistent reading routine during and after school? This very question always triggered me to conduct a study on reading motivation among students.

My Research Problem

I could not unleash my potential during my childhood for two reasons. My parents had no awareness of the benefits of reading books, and all of the schools I attended lacked book-reading environments. It took years to understand the importance of reading books before becoming an avid reader. I think I am not only in this situation, but this could be the reality of thousands of students across the country. Reading is a crucial element in educating students as it evokes curiosity and imagination and exposes them to new perspective. It also sharpens their comprehension and analytical thinking ability; as a result, reading not only benefits readers, but the entire society as a whole. Nonetheless, it is quite challenging to determine how students are inspired to read.

Commonly, students are frequently held responsible for not reading books, or it is assumed that the problem lies with the teachers. However, due to dearth of

qualitative research that may provide specifics on participants' thoughts, attitudes, and experiences in this area, finding how students, particularly college-level students, are motivated is a challenge. Consequently, even teachers who are directly involved in formal educational setting have not fully realized their role how they can be instrumental in motivating their students to read. Researchers like Larson (2010) recommended new techniques for implementing effective classroom instruction in the background of changing educational context. Because of inadequate study, educators are clueless about their role and responsibilities so that they can encourage and engage their students in reading behavior. They were also unaware of what instructional assistance their students expect from them. As a result, book reading which should be always an ultimate aim at higher levels is shadowed hindering thinking dimensions of young minds.

Reading for academic and practical objectives at a higher level, or reading that goes beyond deciphering simple texts, has been connected to wellbeing, empathy, and social cognition (van der Weel & Mangen, 2022). Encouraging students to read is not simply the responsibility of teachers. Society must encourage reading and provide readers with easy access to books and related resources. Finding elements that encourage people to read, however, is crucial in this process. Not knowing how students are drawn to books and imbibe the habit cost the entire society. Social groups like families and clubs are poorly informed about reasons why and how students or individuals develop reading behavior.

Moreover, reading motivation can be understood as a concept that specifically includes feeling experienced while reading (e.g., reading enjoyment), mental skills like reading include eye movements, visual perception, language processing, reasoning, and memory, and the purpose of reading (Artelt et al., 2010). I believe that

for a student to be motivated, there are other dimensions in this changed world purely dominated by digital technology. Reading is not just a construct of emotional and cognitive experiences only. So, what are other dimensions of reading motivation that are unexplored? What are the changing belief and priorities of undergrad-level students in the Nepali context? Even if some research works have studied reading motivation from students' perspective, I wanted to challenge if their findings are common to students of university levels in Nepal. What are the experiences and stories Nepali undergraduate-level students share? In this setting, as an avid reader, an instructor, and an aspiring reading campaigner, I want to explore the contextual epistemic ground of reading motivation of undergrad-level students from their own experiences. We still do not have a clear picture of the scenario of how avid readers develop reading habits in Nepal.

Purpose Statement

This narrative inquiry aimed to explore the reasons for reading motivation among undergraduate-level students.

Research Questions

Based on the purpose of the study, the central research question that guided this study is as follows:

How do students at the undergraduate level narrate their motivation for reading books?

Rationale of the Study

While I reviewed previous literature on the reading motivation of students and adolescents, I found their focus was thematically different. Many studied 'reading' as a construct in relation to academic excellence and performance; some of them studied reading as a habit or practice. Similarly, few other studies examined the role of

teachers and parents in promoting reading. Other studies on reading motivation explored intrinsic and extrinsic dimensions separately. In the same way, most studies were conducted in school settings. However, amid an array of research works on reading motivation, a rare study has been conducted exploring reading motivation among undergraduate students.

The knowledge gained from the research would be helpful to me personally as I aspire to be a professional in the field of reading books in Nepal. Similarly, as a teacher, I always envisioned the instructor's role in influencing the reading orientation of students. Hence, with this research, educators and parents are presented with fresh information so that they might influence young people's reading habits effectively. I also visualized that this research work might contribute to revising the current Education Policy that does not prioritize promoting reading among students, particularly after Grade III. It is also expected that this research opens up public discussion about reading motivation in educational institutions, which may help in formulating reading-related policies in the country's federal structure.

Finally, when Nepali academia is in a dearth of literature on the reading behavior of students and adults, this research is hoped to fill the gap to some extent as it adds a brick to the literature in reading, particularly in narrative inquiry. In addition, this work may be useful for taking other research on the reading-related area.

Delimitations

Since the area of study related to reading and how students get motivated to learn is vast enough, this study delimited the 'reading motivation' construct. By making deliberate judgments throughout the construction of the study design, the researcher consciously chooses to confine the topic he or she wishes to explore (Simon & Goes, 2013). Therefore, first, I delimited my research on undergraduate-

level students' reading motivation. It was based on the narrative of participants who were avid readers. Second, by 'reading', this study delimited the scope of study to the act of pleasure reading in any language (both print and electronic) other than prescribed textbooks or books read out of academic duty. Finally, the construct of 'reading motivation' is again delimited to self-induced and other-induced motivation.

Chapter Essence

I began this chapter with a brief personal anecdote on how I was denied the book reading opportunity in my childhood. Then I unfolded how I imbibed reading as a habit and my journey as an avid reader. After that, I explained some hitches I faced while attempting to motivate undergraduate-level students to read. A research problem followed this, and then I tried to substantiate the purpose of my study and research question. Next, I made a brief outline of the rationale of my study with an exposition that motivation to read among undergraduate-level students is a topic worth researching. Finally, I delimited the area of my study.

CHAPTER II

LITERATURE REVIEW

I critically examine relevant literature on reading motivation among students in this chapter. Different aspects of reading, including its definition and types, motivation, and reading in different contexts, are conceived to produce meaning pertinent to my research topic. Then I discuss the theories that guide my research. After that, I discuss the previous research carried out in the reading practices of students and adults. Based on the prevalent literature and theoretical intent, I tried to justify the research gap I noticed.

Defining Reading

PISA 2019 revealed that reading performance decreased globally, and youths reported a sharp decline in their pleasure reading (van de Weel & Mangen, 2022). I also experienced similar case in Nepal, particularly, in the institutions where I worked as a teacher. Motivating someone or being motivated to read books does not happen easily. Motivation to read never happened to me until I started reading books just to fulfill my academic duty at my undergraduate level. Like I mentioned in the first chapter, I wondered how a person was influenced so that she developed book reading as a habit. As I reviewed the literature, various dimensions of reading opened up to me. My engagement and interaction with avid readers yielded multiple reasons why one was motivated to read books. This exposure was also decisive for me to comprehend how dynamics like home environment, teachers' role, social circle, and individual's interest and priority shape him or her to be a lifelong reader.

Reading is a mental process. In most cases, it occurs when someone reads something and begins understanding the information in the textual message. Word

meaning construction is a conscious process. Readers predict what will happen next in the book using their own experiences (Doff, 1998). Word recognition and meaning-making process go together in skilled reading. When reading is done intentionally, it helps the reader focus his/her attention. Reasons for reading may differ; however, the key purpose of it is to comprehend a text. I am closer to Tella and Akande (2007) in this regard. They contend that reading is an art capable of changing life and society. When a student reads, he/she comprehends and acquires information for individual growth. I, too, think that reading is the best way to self-education and a powerful tool for life-long learning.

Programme for International Student Assessment (PISA), an initiative of The Organization for Economic Co-operation and Development (OECD) defines reading as phenomenon in which one understands, evaluates, reflects and engages with text; as a result, she achieves her goal, develop knowledge and participate in society (OECD, 2020). The programme further stresses that reading is a flexible set of abilities that people may continue to develop throughout their lives. It is not merely the capacity to read written words, which is normally learned during childhood. This definition shows that PISA has tried to fit the act of reading in the context of changed society.

Reading has been a powerful force in education for ages. It allows readers to reflect on the past, live the present, and see the future. I already mentioned in the previous chapter that reading gave me a new avenue to look at the world since writers share culture, understanding, and practices with readers. It has also helped transmit knowledge from one generation to the next. Reading is also a dynamic process of understanding a writer's message. This habit is a matchless instrument for everyone to grow and fulfill one's potential mentally. According to Quadri and Abomge (2013),

reading is a medium of accumulating knowledge that connects people irrespective of geography and time. In order to meet the rising and changing needs of a globally connected world, reading is essential. PISA 2018 also validates that reading proficiency and global competence go hand in hand because both activities include evaluating the accuracy and applicability of information, making arguments based on evidence, and articulating and elaborating complicated situations and issues (OECD, 2021).

Moreover, reading is a receptive skill. A reader reads a particular text, makes meaning, and interprets accordingly. In this way, reading is an active process of getting information. The reader participates actively in reading and tries to generate the meaning of her or his own. Thus, for Wallace (1992), reading is a process of communication and interpretation. It is a psychological process that starts with using and mastering the language in which a reader makes meaning of the message that a writer has encoded (Goodman, 1988). Therefore, reading is a mental ability to understand the text that helps comprehend, communicate and acquire knowledge.

After defining the term 'reading', shedding some light on reading habits is appropriate. Like other habits, reading is also a habit. Habit is a routine behavior done regularly. Aina et al. (2011) emphasize that reading is a skill that needs to be developed from a young age. Hence, the practice of reading should start early in childhood and establish throughout a person's lifetime. Reading as a habit cannot be limited to a single arena of human life. It has several forms and basis. I believe there are mainly two ways i.e., loudly or silently. In loud reading, reading becomes audible. Doff (1988) states that aloud reading is to understand the text and read it to others simultaneously. I also think that reading aloud is expressive. However, silent reading is the process of understanding information from texts without producing sounds

(Doff, 1988). When reading becomes a habit, normally, readers read silently. Thus, reading is a habit that has to be imbibed early in childhood, and as it becomes a habit, readers move from loud reading to silent reading.

Motivation to Read

After reading literature and listening to my participants' stories, I learned that the degree of motivation varies within every human being. My personal experience also speaks loudly that certain students enjoy reading while others do not. Various motives like enjoyment and desire to learn play roles in a combined form to motivate students to read. Here, I come closer to the finding of researchers (like Chen & Lu, 2012; Guthrie et al., 2013; Klauda & Wigfield, 2012; Summers, 2013). Their works concluded that life experiences greatly influence an individual's reading habits and behavior. For example, family or home environment and friends and social motivate to imbibe reading habits, on the other hand, teachers, and classroom instruction impact an individual's reading behavior. This indicates that children might be motivated to read by various societal units.

Motivation is indispensable for successful enactment of a task. When it comes to reading, when a student chooses to read a book for sheer enjoyment and pleasure, he/she is intrinsically motivated to read. However, if another student reads because he or she gets some reward for performing that particular task is categorized as extrinsic motivation. In a way, external motivation is controlled motivation in the sense that this motivation comprises the type where an individual acts for rewards or to get rid of punishment (Deci & Ryan, 2007). Reflecting back on my school days, I was extrinsically motivated to read only because I wanted to improve my English speaking.

I was not fortunate to be in schools that motivate students to read. However, researchers (Chen, 2015; Fisher & Frey, 2012) concluded that schools could play a crucial role by emphasizing reading through curriculum and instructional practices. They argue that a skilled teacher is necessary for effective instruction. And, at this very point, if teachers demonstrate the value of reading to their students, students are more likely to read.

In addition to teacher modeling, McTague and Abrams (2011) conferred reading programs also help foster reading culture in schools. Students' attitudes about reading are enhanced when they are exposed to various genres and have greater access to the books they want to read. This also results in better reading techniques and a larger social network of people with whom they may discuss their reading experiences. The introduction of electronic books in the classroom, in line with my personal experience, also encourages students to read. Using these resources, students can tailor how they interact with the material.

In addition, book clubs and literature circles give space for book discussion, recommendation, and sharing among the students' giving ample motivation to read further. In the same way, reading-focused curricula and reading programs can have a significant influence on learners' reading motivation. Hence, teachers and educators are essential in scaffolding instructional strategies that have been reported to motivate students to read (Hong & Nguyen, 2019). To help students understand the meaning of the material, teachers may, for instance, chunk the text and go over key vocabulary with them. They might also read the text aloud. Similar to the previous method, teachers may provide a completely different text to a student, reduce it, change it, or adjust the subsequent writing assignment. If curriculum and instructional practice

involve students in reading, schools create an environment where schools shape students reading habits.

Similar to the roles of schools, reading is also encouraged in the home and social environment in which students are brought up. Undoubtedly, the most influential reason for an individual's reading are family and friends, no matter what cultural background they belong to (Chen & Lu, 2012; Protacio, 2012). Researchers like Chiu and Chow (2015) and Retelsdorf et al. (2011) opine that even the availability of books at home has an encouraging connection with students' reading performance.

It is said that family is the first school and parents are the first teachers for a child. I, too, have experienced that role of parents is immense to support reading throughout the child's life. Adding evidence to this argument, Klauda and Wigfield (2012) identified how family members could support reading in the home environment: "recommendation of or assistance in selecting reading materials, reading together, general encouragement to read, discussion of particular reading materials, serving as a reading model, provision of reading materials, provision of space or opportunity for reading" (p. 5).

I was also motivated by my friendly circle during my early years of reading habit. Alike me, Howard (2013) and Protacio (2012) also claimed that students are motivated to read by recommendations and a sense of competition among peers. Especially students who read books lead to improved self-image among their peers. I align with Huang (2013), who asserted that when an individual's self-image is improved, his/her motivation to read increases. In the initial phase, I read to show off that I was a book reader. As I have experienced, teenagers frequently push one another to read when they are enthusiastic about a particular book. After reading

something of interest or value to them, they frequently want to discuss what they have read with friends.

In the same way, the local library, as a social influencer, encourages students to read books by providing a large array of books and other materials. According to the International Federation of Libraries, with continuous support for literacy and learning, libraries and librarians support reading as an activity and a passion (IFLA, 2014). Furthermore, libraries may help students by expanding their access to reading resources, letting them choose from a wide range of engaging subject matter, and offering social support for reading. Literature also found that adolescents, to establish connections, participate in collaborative learning and customize online conversations (Colwell et al. 2018). These researchers discovered that teenagers adopted online conversation strategies on their own, fusing formal discussion techniques with more intimate ones to promote emotive text communication related to their reading experience. This means social media, as a platform, also motivates them to read further.

Outside of the school setting, family and social environment have a positive influence on their reading. Family members, friendly competition, and access to libraries in the community supplement their habit of reading as an activity and passion.

Theoretical Underpinnings

I am aware that to fully comprehend why students engage in reading activities, a precise theory of motivation is required. Therefore, to conceptualize reading motivation and consider contextual variations of reading motivation, I drew support from Self-Determination Theory (SDT), Expectancy Value Theory (EVT), and Vygotsky's Social Constructivist Theory.

Self-Determination Theory (SDT)

A distinguishing feature of SDT is that it differentiates different types of motivation. This theory assumes that all students possess a propensity to grow. This tendency provides a motivational foundation for their engagement in an activity. However, STD also maintains that necessary conditions should be fulfilled for growth, similar to any other physical development (Deci & Ryan, 2004). Intrinsic motivation occurs when a learner wants to accomplish something because she truly wants it, finds satisfaction in it, or recognizes its value. Furthermore, this learning is also because of “the inherent tendency to seek out novelty and challenges” (Deci & Ryan, 2000, p. 70). This internal drive is mostly influenced by how much satisfaction and autonomy the individual acting feels (Deci & Ryan, 1985).

On the other hand, extrinsic motivation is determined by external outcomes and can exist independently of the activity itself (Deci & Ryan, 2000). Interpreting this notion, children read only when forced to carry out such an act to satisfy expectations, earn rewards, or avoid punishment. Children are considered to be outwardly regulated in their reading when, for instance, they are only permitted to play after finishing a book chapter.

To be self-determined in any activity, SDT identifies “three psychological needs of autonomy, competence, and relatedness” as the source of individuals’ intrinsic motivation (Deci & Ryan, 1985, p. 72). Firstly, autonomy is the psychological urge for one's actions (Deci & Ryan, 1985). In the reading context, students experience autonomy when they experience a sense of freedom while engaging themselves in the reading activity. Secondly, competence is an innate desire to exercise one’s capacities (Deci & Ryan, 2007). Finally, relatedness is a sense of belongingness with others. It expresses a desire to engage in warm, sympathetic, and

receptive interpersonal connections and to feel emotionally linked to them (Deci & Ryan, 2000).

The concept of self-determination was insightful for me to interpret why students were attracted to book reading and became avid readers. There could be many reasons why my participants imbibed the habit of reading. They might have been influenced extrinsically as well as intrinsically. Also, my participants might have experienced these three psychological needs before they became self-determined readers.

Expectancy Value Theory:

My literature review indicated that along with SDT, another psychological theory, Expectancy Value Theory (EVT), also highlights why an individual is driven towards specific goals or outcomes. This theory stresses the circumstances a person would decide whether or not to strive towards a goal. EVT, developed by Eccles and Wigfield (2020) asserts that people's motivation for achievement-related decisions is a result of a combination of their expectations for success and the values they put on the task. To illustrate, if a child believes they can succeed and values the activity, they are more likely to pursue it. This brings the theory to the two dimensions: Expectancy and Value.

Eccles and Wigfield (2002) posit that the expectancy dimension answers the question: Am I able to do this? It is also the competent related beliefs that are more strongly linked to performances. Whereas the value dimension answers: Why should I do this task? They further divide the task into four sections. First, attainment value is the significance of achieving well. It is the extent to which a task allows one to express or confirm their core self and identity. Second, the task's perceived usefulness for one's present or future ambitions is known as utility value. Third, the interest value

or anticipated enjoyment is the intrinsic value. It is associated with the value of experiencing pure pleasure while carrying out an activity. Finally, Cost Value includes the cost of participating in the task like emotion, effort, and opportunity (Wigfield & Eccles, 2020). When compared to SDT, the intrinsic value of EVT is equivalent to intrinsic motivation, and Utility Value is similar to extrinsic motivation.

Vygotsky's Social Constructivist Theory

Like SDT and EVT, I found Vygotsky's Social Constructivist relatable to reading motivation. Reading requires that students engage in active participation, conversation, and engagement. This is where Social Constructivist Theory propounded by Vygotsky comes. According to Vygotsky, when a child is young, he or she is dependent on other people. These individuals, in particular, might be the child's parents who guide the child's action by instructing them on what to do, how to do it, and what not to do. Parents largely use language to put these directives into practice. Vygotsky's theory assumes that learning arises when children interact. At first, a child completes a new task with the assistance of someone senior to him/her. Then, the child internalizes that he/she can accomplish it independently. In this way, social interaction is advocated to mediate learning. The participants' parents and other family members were the More Knowledgeable Others (Vygotsky, 1978) who encouraged them to read books. The participants received mediation through feedback, support, encouragement, and modelling provided by parents and other adults are responsible because they enhanced performance since childhood (Ceyhan & Yildiz, 2021).

The theory of Vygotsky (1978) validated the role of teachers in motivating students to read. As presented by Vygotsky (1978), like parents and other family members, teachers played a crucial role in MKO. By showing concern, Vygotsky

(1978) also adds that praising and appreciating, encouraging, choosing books and giving new information about new books, and being emphatic fostered the Zone of Proximal Development (ZPD) of students. This supportive environment from teachers can also be termed as planned instructional scaffolding (Salem, 2017). As per Vygotsky, the ZPD is the difference between children's ability to solve problems independently and their enhanced ability when assisted by others (Schunk, 2012). According to Schunk (2012), the ZPD represents the ability of a student when she is provided with a proper environment for learning.

Review of Empirical Studies

I studied some earlier research on reading motivation among students and adults in the international and national context. I reviewed the purpose, methodology, and findings of the works and concluded that the majority of the studies are guided by post-positivist approach, and few qualitative research were different in the method of inquiry.

Research carried out on participants like in my research, Blyseth (2015) conducted a study of adult (aged 18 to 24) reading motivation with the purpose of studying young adults' reading experiences and reading thrust in students. The participants' experiences show that they read for various reasons, including academic success, foreign language proficiency, improved reading comprehension and vocabulary, and better preparation for future employment.

In another qualitative study, Klauda (2009) analyzed self-reported motivations for reading from an adult sample of 1,022 participants. It explored the diverse and often interrelated motivations of adult avid book readers. Perspective-taking, learning, personal growth, mental stimulation, habit, enjoyment, escapism, imagination and creative inspiration, writing, language, and vocabulary were among the often-cited

reasons for the adult participants to read books. Results provide a greater understanding of adult avid book readers' reading preferences and motivations, suggesting a variety of possible areas of interaction for promoting favorable attitudes toward recreational book reading throughout the life of the individual.

Similarly, Skenderi and Ejupi (2017) explored reading habit of university students in Macedonia with a random sample of 149. They also concluded that while social media and a hectic schedule at school are cited as factors that influence students' reading habits, most students read for personal fulfillment and information. Merga (2016) also uncovered early influences among Australian Murdoch University students. The results revealed that the most typical reason for children's early reading was their mothers' motivation. They also read for approval and recommendations, as well as because of the impact of other readers and authors. The majority of responders, they concluded, had been positively influenced by social agents.

Huang and Reynolds (2022) studied reading motivation among American college students. According to the study, student motivation scores on the extrinsic motivation scale were greater than those on the intrinsic motivation scale. Additionally, it was discovered that internet technologies gave college students a place to communicate with one another, integrate their learning, foster cooperation. This platform had an impact on the reading preferences, habits, and motivation of the college students. Furthermore, Kambara and Lin (2022) investigated reading motivation in Latinx College. The participants in the study were bilingual readers. The major finding of the study was that reflective, autonomous and interactive learning environment was effective in motivating students to read.

Chon and Kim (2019) examined reading motivation of 118 Korean learners in a semester-long university reading course with 118 at the pre- and post-instructional

stages of reading. The findings showed that while reading participation had declined for all students, "reading efficacy" had increased. In addition, curiosity was the main motivation for their reading habit whereas reading for grades was lowest among them. In another study, Maharsi (2020) analyzed the reading motivation of EFL undergraduate students in Yogyakarta. His research showed that these undergraduate students were highly motivated intrinsically. They read books for involvement, preference of challenge and curiosity. However, they reported fewer extrinsic motivations like competition, compliance, grade, recognition and social sharing.

Apart from studies exploring reading motivation among university level students, various research works have unearthed reading motivation in school levels as well. Yang et al. (2018) researched the effects of family influences, self-worth, and reading motivation on students' academic achievement. This study aimed to identify issues pertinent to predicting the literacy achievement of Grade 4 students in Abu Dhabi. According to the study's findings, self-efficacy was the strongest predictor of student reading achievement. Similarly, a number of home context variables also significantly contributed to the correct prediction of fourth Grade students. However, the study also discovered that parental involvement and intrinsic reading either had no association or detrimental effect on students' reading proficiency.

Similarly, to Pesu et al. (2016), parental encouragement was found as an important motivation in improving children's reading, and family factors strongly and positively influence children's reading habits and interests. In addition, Locher and Becker (2019) conducted another research in Germany examining two dimensions of intrinsic motivation among students of the Class 9 book. Their study found that participants' book-reading experiences were linked to intrinsic customary reading motivation. Their results also reveal that students read for leisure and educational

purposes in various ways, and what they read can significantly influence their intrinsic motivation. However, the study revealed reading classic literature had a detrimental association with students' intrinsic reading motivation.

Discussing the role of schools in developing reading motivation, studies like De Naeghel et al. (2012) highlighted that it plays an essential role in the growth of students' intrinsic reading motivation. Their study's findings also indicated that the main cause of the observed declines in students' reading motivation was the discrepancy between their reading choices and the books read in class. The meaning of their finding was that when schools haphazardly try to impose books, it decreases reading motivation among students.

Similarly, Gunter (2011) conducted an interpretive study on forced reading by teachers. Interestingly, the outcome of the study reiterated that students are more likely to read books that their peers have read than those that teachers have suggested. Likewise, the study concluded that the motivational power of conventional assignments was insufficient for them.

In another study, Schaffner and Schiefele (2016) compared the effects of intrinsic and extrinsic motivation on school children. They discovered that intrinsic motivation is a better predictor of their academic success and intrinsic drive was instrumental in enhancing reading comprehension. The researchers concluded that it is crucial to foster students' intrinsic eagerness for reading.

In contrast, few other literature findings were aligned to Deibler (2018) to study findings that have given more space to intrinsic motivation. Her research led her to conclude that while the extrinsic incentive for reading was equal for both good and poor readers, the former had stronger intrinsic motivation. Excellent readers also had considerable extrinsic motivation in addition to their intrinsic motivation. This

demonstrated how important competition was among them. Deibler (2018) concluded that poor readers could be encouraged to read more by providing incentives and rewards for doing so.

In a different study (Erickson, 2019), guided reading interventions at camps was studied qualitatively. The results imply that when creating and adjusting reading interventions, educators and researchers should fairly consider the advantages and disadvantages of participating in the program for students. It also concluded that texts chosen by teachers would significantly impact students' decisions to engage in similar activities in the future.

Exploring the parental involvement in motivating children to read books, two more research (Chen, 2015; Chen & Lu, 2012) discovered a substantial connection between secondary students' literary activities and their parents' reading habits as well as their mother's frequent bookshop visits. In the same line, Dong et al. (2020), in a Meta-analysis of 59 studies, also highlighted the importance of parental participation had a noteworthy link with children's reading comprehension. Liu et al. (2018) also concluded that home literary environment enhances children's reading development. Here, I find myself more convinced by Inoue et al. (2018) finding. In the study, the researchers found that three dimensions impact children's reading habits: parental education years at school, involvement in children's literary activity, and making resources available at home.

Similarly, Schaffner et al. (2016) revealed in their study that students also value high grades, lessons that might be gained, or rewards like candy. However, others admire their teacher's passion for reading and their sense of the teacher's concern for them. Additionally, they also stressed that schools have the power to compel students to read, at least temporarily. When exposure to print in a student's

home environment is low, schools provide crucial possibilities for exposing younger and young teenagers to books.

Studying the role of classroom teachers, Takaloo and Ahmadi (2017) conclude that teachers can have an optimistic impression on their students' reading habits by giving them constant access to various texts through classroom libraries, read-aloud, and suggestions and recommendations. Teachers can take these steps to encourage readers to read, which may influence how successful they are in reading in the future. Additionally, they conclude that teachers have a stronger part in influencing students externally than any other individuals after parents.

Along with parents, teachers, and formal education settings, I read literature showing children are motivated to read because of social influences. For example, Vlieghe et al. (2016) studied the reader's perspective and appreciation of the community aspects of partaking in literary platforms within social media. They confirm that participants use social media like Facebook for social affinity spaces. They further presented that these social media platforms are used to share reading experiences, meet enthusiasts, create identity, and acknowledge and encourage participation. In another research conducted by Diseth et al. (2020), all grade-level students showed a significantly higher level of extrinsic reading motivation than intrinsic motivation.

Merga (2017) also found that the opportunity to read aloud, easier accessibility to books, shared social habits, reading for approval, recommendations, and indirect influence from other readers and authors were common methods of influence. It is possible for literacy advocates, especially librarians, to get involved with and subsequently intervene in the various methods of influence mentioned. However, Aforo (2020), in a study done in Nigeria, claimed that using social networking has a

detrimental impact on reading habits. Of 200 college students, 72 (or 36%) said that social media keeps them from reading.

Students are found to be driven to read merely because of their drive, according to the literature I reviewed on reading motivation. In an Indonesian survey, 92.22 percent of students stated their curiosity to read was their strongest motivator (Dakhi & Damanik, 2018). Similar findings were made by Öztürk & Aydogmus (2021) who discovered that most study participants read books primarily for educational purposes, next for personal growth, and last for leisure. Likewise, in another study on Macedonians and Albanians, students mostly read to gain knowledge and for personal satisfaction (Skenderi & Ejupi, 2017). Merga (2017) carried out a study to explore the different but interconnected motivations of voracious adult readers. The research found that students were encouraged to read for knowledge and personal development. Furthermore, the study also highlighted cognitive stimulation, entertainment, and pleasure as other motivating factors for reading.

In the context of Nepal, only a few studies related to book reading have been carried out. Gautam (2019) studied the reading practices of secondary-level English Language Teachers. In this study, he concluded that teachers perceived reading differently based on individual experiences. However, all the teachers believed reading contributes much to their life. The study of Gautam (2019) reaffirms that “reading habits should be developed from early childhood. Teachers, community, and parents play a crucial role in developing their reading habits” (p. 189).

Similarly, English as a Medium of Instruction (EMI) in university settings was investigated by Owen et al. (2021) in Nepal and Sweden. The study's purpose was to explore difficulties faced by students studying in a language different from their mother tongue. Their research showed that academic reading ability varies between

EMI contexts, and these variations may be caused by variations in the educational experiences of the respective groups. However, I could not find any reading motivation research from the undergraduate level students' perspective.

In a nutshell, literatures are inconsistent in showing why students are motivated to read. Some have argued that intrinsic motivation influences reading behavior while extrinsic incentive has either a negligible or detrimental impact. However, other studies have concluded that it is impossible to positively influence students in reading unless they are extrinsically motivated first. In the confusion of what motivates students in reading, it is wise to understand that a particular reason motivates a particular student in a particular setting.

Policy Review

According to Sachs et al. (2017), quality education is one of the 17 Global Goals for the 2030 Agenda for Sustainable Development. Furthermore, UNESCO, emphasizing reading as a crucial component of lifelong learning, stresses that one strategy to increase reading culture worldwide is to promote early childhood care and education (UNESCO, 2019). Similarly, Programme for International Student Assessment (PISA), an initiative of The Organization for Economic Co-operation and Development (OECD), assesses a 15-year students' capacity for applying their knowledge and abilities in science, arithmetic, and reading to tackle practical problems (OECD, 2019). PISA has acknowledged that reading is an everyday activity. It also advocates that it is the role of educational institutions to prepare students so that they can adapt to wide range of situations in which they will read as adults (Britt et al., 2017).

Various countries have included reading as one of the important ways to enhance life-long learning. Chile, for an example, formulated a dedicated policy for

reading and book which was called National Policy of Reading and Book (2015-2020) (Cárdenas, 2022). The policy illustrated a positive cycle of civil society awareness and involvement in the development of an active sectoral strategy that results from a presidential initiative aimed at increasing reading. With the help of this directive, the government created an interactive process that accounted for reading and education, promotion of reading, creation, bibliographic legacy, electronic publication, and legal and institutional framework. Presently, the Policy is implemented out through the National Plan of the Reading and the Book 2015-2020, which acknowledges oral traditions, various cultural and creative expressions of the region, new digital media, and new audiovisual as objects of reading in addition to printed paper books.

Promoting reading has been a much-discussed issue in Nepal too. Nepal government and other non-governmental partners are working on promoting reading programs in community libraries throughout the country. The early-grade reading program was included in the School Sector Reform Programme (SSRP) as one of the priority initiatives to improve the quality and competency of basic abilities among students in the early grades in community schools (MOE, 2016). The School Sector Development Programme was another significant policy development (SSDP). To increase practical literacy and encourage reading and learning habits in children and adults, this program incorporated literacy and lifelong learning as goals (MOE, 2016).

The National Early Grade Reading Program (NEGRP), launched by the Nepal Government in 2014, aims to improve children's early reading abilities, particularly in Grades 1-3 of the elementary level. Following the Ministry's School Sector Development Plan, NEGRP is directed by the Ministry of Education with assistance from USAID and other development partners (MOE, 2018). Similarly, the School Sector Reform Plan (2009-2015) has also realized the necessity of book corners in

every school (MOE, 2016). Requirements like proper classrooms, appropriate student-teacher ratio, prompt distribution of free textbooks, girls' restrooms, and book corners are one of the mandatory requirements for Priority Minimum Enabling Conditions (PMECs), for quality education in any school in Nepal. However, reading hasn't been focused in the government's recent policies. The draft of the National Curriculum Framework of School Education 2018 (MOEST, 2018) and Education Policy 2019 have only mentioned the need for libraries. National Curriculum Framework for School Education 2018 has reiterated the need of a library in every school. Whereas Education Policy 2019 aims to promote lifelong learning and continuous education, developing the network of community libraries and community information centers. Unfortunately, these recent government policies haven't addressed reading among students to a significant level.

While reviewing the policies related to book reading, the Centre for Education and Human Resource Development (CEHRD), under the Ministry of Education, Science and Technology (MoEST), has recently published Resource Materials for Non-Formal Education Guideline 2079. The guideline notes that despite Nepal's commitment to providing its population with opportunity for a basic education, children of school age miss school for various reasons. This guideline also acknowledges the possibility of facilitating and educating the large number of children and teenagers who are not enrolled in official education systems (MoEST, 2022). These vulnerable populations are intended to benefit from non-formal education that strives to teach them life skills and prepare them for lifelong learning. This guideline has acknowledged reading as a tool for self-learning that supports readers in acquiring knowledge and skills throughout their lives, understanding that reading is a continual learning activity (MoEST, 2022).

According to the guidelines, it aspires to create a public library system that provides basic services in libraries and e-libraries at the provincial and local levels, ultimately promoting and developing a reading culture and a commitment to lifelong learning. Similar to this, the policy under the School Sector Development Programme declares that the plan's main aim is to encourage literacy and the development of reading habits among young people and the elderly (MoEST, 2022). However, it regards a shortage of self-study materials, including books, and their unavailability at the community level is the major hindrance in non-formal education. Hence, the guideline aims to make available adequate resources, including digital learning materials for these groups of the community.

The Resource Materials for Non-Formal Education Guideline (MoEST, 2022) emphasizes the practice of drawing learners' attention and encourages them to actively participate in the learning process by relating what they are learning to their own experiences. It advocates creating study spaces with enough resources, which subtly refers to book reading corners and libraries. The guideline highlights the importance of fostering learning based on peer learning, interaction, and discussion to establish an effective learning environment. It stresses the concept that students can learn by visiting local libraries or community learning centers highlighting the role of government and non-government organizations in developing self-study learning resources and making them accessible in local-level libraries.

The Gap to be Bridged

While reviewing the previous literature on students' reading motivation, I came across various research studies. After studying several dissertations, academic articles, and books, I found that separate studies on reading have been conducted on children, adolescents, and adult students. Fewer studies, however, examine adults'

reading motivation, particularly undergraduate level students. And majority of these studies are quantitative research with a thematic focus on reading and academic excellence and performance, reading in a school setting, guided reading, etc.

Hence, aligning with Merga (2017), who concluded that “a purely quantitative measure of reasons for the infrequency of recreational book reading is unlikely to capture the combinations and permutation of motivations in adolescent students” (p. 64), the need for more qualitative research is required to explore reading behavior and other issues related to reading motivation among secondary level students.

Researchers need to analyze students in their social life and their action, reaction, and interaction concerning reading books. Particularly in Nepali academia, few studies have been carried out on the issue of reading habits and practices. However, studies that have explored reading motivation experiences of undergraduate-level students are limited.

Chapter Essence

In the beginning, to make the concept clearer, I went through various research articles, books, theses, and journals. Then I began with introducing the concepts of reading motivation, its scopes, and insights and findings of prominent scholars. After that, I explored the theories like Deci’s and Ryan’s Self-Determination Theory, Expectancy Value Theory (Eccles & Wigfield, 2020), and Vygotsky's Social Constructivist Learning Theory; I found these theories are pertinent to understand the reasons behind the reading motivation of undergraduate-level students. Having explored some previous research studies and policies of the Nepal government, I drew a research gap for my research.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I discuss the philosophical and methodological dimensions of my research work. I present philosophical positions relying on the interpretive paradigm. From the philosophical viewpoint, I discuss ontological, epistemological, and axiological standpoints. My research approach is narrative, and I have explored the nature of the inquiry, research participants, methods for generating narratives, meaning-making, quality standards, and ethical considerations under the interpretive paradigm.

My Research Paradigm

Ataro (2020) affirms that the philosophical position of reality, knowledge, and the world, generally determines the research paradigm. With my research agenda, the central endeavor of my research is to comprehend the subjective world of participants' reading experiences. Therefore, I tried to get inside them and understand from within. I took different lenses, filters, and angles (Saldana, 2021) to interpret the life-world experiences of my participants. Hence, my research agenda demanded an interpretative paradigm. According to Cohen et al. (2018), the interpretive paradigm emphasizes action.

Additionally, we can only interpret activities as significant when we know that the actors intend to communicate their experiences. These common experiences play a significant role in many of our regular interactions. Given that the researcher is a part of the world being studied and its organizations and institutions are seen as a social construct, the interpretive paradigm acknowledges that truth is subjective (Cohen et al., 2018). In other words, people who live in their social worlds create reality. Social

science aims to understand how individuals and groups of people interpret the environment in which they live. The interpretive paradigm employs methods of understanding through interpreting the subjective interpretations that people give to their behaviors.

Moreover, interpretive paradigms are used to comprehend people's experiences in their natural environments because knowledge is based on human experience and is influenced by people's culture, history, and environs. It often uses no numerical data and is conducted with small sample size. Understanding participants' subjective beliefs in connection with the local situation is of paramount need. That is why the interpretive paradigm is thought to be the most pertinent paradigm for the qualitative research.

Punch and Oancea (2014) established that the paradigm of interpretivism focuses on how people bring meanings to situations and behavior and make sense of their world. Also, these meanings are essential to understand their specific behavior. In this sense, an interpretive researcher starts with people and seeks to comprehend how they perceive the world. Hence, I explored the knowledge in question through participants' experiences and behaviors, which they narrated in the form of stories. The choices and experiences of motivation level varied from one student to another. This implies that the focus of research is to comprehend the subjective experiences of students to develop a meaningful understanding of their reality. For that, I continued engagement with my participants and went through multiple layers of interpretation of the participants' world view.

Philosophical Consideration

This section of my research gives insight into my assumptions, belief, and supposition in connection to reality. In doing so, I discussed my ontological, epistemological, and axiological standpoints concerning my research purpose and the reality related to it. Thus, this specified and explained the nature of reality (ontology); shared experiences between the researcher and participants (epistemology); the nature of values (axiology) (Creswell, 2020). In a nutshell, the nature of being, knowing, and appreciating the truth/knowledge constituted my ontological, epistemological, and axiological assumptions.

Ontological Assumption

Ontology is the nature of reality. It is a study of being and the nature of reality (Cohen et al., 2018). As an interpretative researcher, I based the ontological position of this study on the multiple realities constructed by the students' themselves. Since every story was uniquely different in terms of the reality it consists of, I assumed the nature of reality was contextual and subjective. This study presented a set of realities through the stories of reading experiences of undergraduate students. It sought to answer my research question through an existing type of knowledge constructed by undergraduate students.

Epistemological Assumption

Epistemology inquires into the nature of knowledge construction (Saldana, 2011). It is the study of knowledge, including its nature, creation, and knower–known interactions. It is about how the knowledge is created and how to know it. Knowledge is dependent and can be generated through the interaction of people within the multi socio-cultural context they live in. In short, epistemology is association between the researcher and the participants (Snow, 2013). My epistemological standpoint claimed

knowledge was subjective and could be constructed through interaction and sharing with undergraduate students. I created context-based knowledge through meaning-oriented approaches like in-depth interviews, which depend on a subjective interaction between the researcher and participants. I also constructed knowledge incorporating undergraduate students' stories and my stories. In doing so, I maintained an open line of communication, collaborative conversations, and trust with the participants throughout the research. My source of knowledge was interaction and discussion with the participants.

Axiological Assumption

Axiology refers to the inclusion of the researchers' values and opinions in the process of knowledge development in the research literature (Creswell, 2020). Therefore, the axiology of my research study refers to my values. I explored the values, beliefs, emotions, feelings, and opinions of my research participants on book reading motivation. This helped me explain what, why, and how values are constructed and followed in human life.

As per the philosophical consideration of my research, my subjectivity controlled the dominion of my research. Meanwhile, I was also aware that realities were multiple, and I acknowledged and respected all those realities that came across my study. The meaning-making process relied on the subjective relationship between the participants and me. However, my value was maintained along with the participants' value. This means my value was part of what was being researched and could not be separated from it. My values and the values of the ones being researched might have influenced the expression, views, and ideas while participating in the interaction.

Methodological Consideration

The methodology is the entire framework of the research that provides the rationale behind selecting one research design, paradigm, approach, strategy, and method of the research. It also refers to the method of collecting, analyzing, and interpreting data around the social world. As the meaning of reality is multi-layered, and I used the inductive method to generate subjectively constructed reality, the nature of my research is qualitative. In this section, I described the overall process of how information is collected from participants, analyzed, and interpreted.

Qualitative Research Approach

This research was carried out with a qualitative approach. As my research inquired about the reading motivation of undergraduate-level students, I reached out to them, interacted with them, and constructed meaning based on their understanding. I believed my participants actively constructed their meanings of situations. When I studied their behavior and interpret their surroundings, there was always the space of subjectivity. As there were several realities, the realities needed to be understood from the participants' perspectives. Using a qualitative technique enables researchers to pinpoint issues from the viewpoint of the study participants and comprehend the significance and interpretation that they place on behaviors, situations, and objects. It analyzes people in their natural environments to determine how their experiences and behavior are influenced by the context of their lives, such as the social, economic, cultural, or physical environment in which they reside (Hennink et al., 2020). Owing to the reality that each individual has their interpretations and ways of understanding a single phenomenon, the case of reading motivation was no different. The constructivist idea that underpins qualitative research holds that reality is an

interactive, shared social experience that individuals understand. In other words, people act, think, and feel according to their perceptions of the world, which they take as accurate.

Narrative Inquiry: Telling the Tales

Narrative research focuses on participants' experiences and how they interpret those events. As my research aimed to collect avid readers' stories and experiences on their motivation to read, I employed narrative inquiry as the method of inquiry. Recounting or reliving an incident requires a complex description, explanation, analysis, interpretation, and awareness of one's reality. Everyone has a story. And each avid reader had a story to share about how he/she began to read books. Acknowledging the power of stories people lived and the meaning it created with a particular contextualized reality; I used a narrative technique as a method of inquiry.

According to Connelly and Clandinin (2006), stories tell who the person is and others as he/she interprets his/her past in terms of these stories. My participants' stories reflected on their experiences and why they read books. Hence, narrative inquiry explored the stories of avid readers' experiences as a research approach.

Narrative inquiry is a human-centered method to collect and analyze people's life stories (Webster & Mertova, 2007). This method always focuses on human and their behavior. Thus, I conceptualized that narrative puts a human-centric focus. It was collaboration between researchers and participants. Through this, I brought their own subjectivity into the participants' stories. It was restoring (Creswell, 2020) on the basis of participants' stories. And it unearthed the first-hand information creating critical insight to understand their reading world. Thus, to capture a comprehensive view of my research participants in connection to their intrinsic and extrinsic reading motivation, I used narrative inquiry as a method in my research design.

Study Site and Selection of Participants

My research explored reading motivational stories in a specific context with specifically chosen participants rather than attempting to generalize from the sample to the population. My participants were not randomly chosen; rather, they were chosen to include the most appropriate participants in the most appropriate context for answering my research question. According to Johnson et al. (2020), researchers in qualitative studies can identify people who are more likely to be “rich” with information or insight. I wanted to learn from students' perspectives because this study had a specific purpose of digging out the reasons for the participants' book-reading motivation. Therefore, I selected the study site and participants purposively.

When selecting the participants, I looked for undergraduates who could answer my research question in-depth and help me better understand the topic I was studying. In other words, only avid readers who had been into the world of book reading for quite a time could fulfill the purpose of the study. Therefore, I decided to select undergraduate level students in two institutions, one from Lalitpur and another from Kathmandu district. As maintained by Cohen et al. (2018), the study site selection and participants were based on the knowledge of the participants.

Another rationale for selecting the site and participants was the situation induced by COVID 19 pandemic. Governments halted the physical instruction in schools and colleges all around the world to prevent the spread of COVID-19. This was the largest educational disruption in history (Engzell & Verhagen, 2021). Not untouched by the wave of the COVID pandemic, Nepal suspended its academic activities by closing schools and colleges. Hence, the possibility of visiting many colleges and interacting with students and their teachers was impossible during the lockdown. Next, knowing students who had a book reading habit was possible only if

I was convinced that they were avid book readers or their teachers recommended them to me. Additionally, I considered gatekeepers who were easier to reach. Especially during the COVID shutdown, it might have taken more time to connect with critical employees (gatekeepers) and longer to gain access to other institutions elsewhere. Therefore, during the Covid shutdown, I went to these two institutions where I was trusted and given permission to conduct my research.

Moser and Korstjens (2018) acknowledge that conceptual requirements—rather than simply representativeness—determine the choice of participants. They emphasize that selecting participants are only appropriate if these individuals and their context are adequate to offer the information required for a thorough knowledge of the subject being studied. Instead of generalizing and attempting to represent a group, this study sought to produce an in-depth analysis of reading motivation. In a narrative inquiry, studying each participant in-depth with a big population size may not be possible and practical. Thus, I chose four individuals for the study.

I had book discussion sessions at both institutions as I was choosing the participants. Twelve students participated in the conversation, and I chose four participants—two males and two females—from among them because they had interesting experiences to offer and could add a lot of depth to the subject. The reading backgrounds of the remaining seven students were nearly comparable to those of the four chosen students, with five of them having little to no prior reading experience and being beginning readers.

After selecting participants, I had a couple of informal meetings with them and talked about their personal life. As I had taught them for at least a year, building rapport was not a big deal. After some informal talks, they opened up and started trusting me to share their book-reading experience. After that, I informed them about

my research. I also assured them to maintain the privacy of their information.

Alongside, I gave my word to use metaphorical names instead of their real names. I also told them that the original name would not be used and their stories would be shown to them before publishing.

The Story Tellers: Participants Profile

While introducing the participants of my study, I decided to give them names of characters from *Shirish Ko Phool*. Written by Parijat, a renowned female writer in Nepali literature, this book has a profound impact on me. Similarly, I also attempted to describe each of them in line with a name of book that best described their purpose of reading. The detailed introduction of participants of my research is presented as follows:

Bari

Bari was a 21-year-old female student. She was born and raised in a middle-class Brahmin family in an urban quarter of the Lalitpur district. She was the eldest daughter of her parents. She had been doing her under-graduate final year with majors in Social Work and English Literature from college affiliated with Tribhuvan University, Kathmandu. Previously, she did her A Levels from one of the most prestigious institutions in Kathmandu. She aimed to be a rights activist and a reformer in the future.

Mujura

Mujura, who was twenty years old, was an energetic personality. She was originally from Kathmandu; however, she lived and studied in different parts of the country as her parents were government employees and were always on the move due to their government work. The eldest daughter in the family, Mujura returned to Kathmandu when she was in Grade 8 and settled in the city with her grandparents.

She was pursuing her undergraduate degree in Bachelor of Science in Computer Science and Information Technology (BSc. CSIT) from Tribhuvan University. Her passion was in hosting public programs, and she aimed to be a successful graphic designer.

Shirish

Shirish was a soft-spoken, 22-year-old undergraduate student. He was enrolled in a Bachelor's of Arts (BA) with majors in Social Work and English Literature at a college affiliated with Tribhuvan University. The eldest sibling in his family, he was born and grew up in the alleys of Patan, Lalitpur. Shirish went to one of the prestigious schools in Lalitpur and took science in high school. However, he decided to switch his subject the university and aspired to become a writer and a filmmaker. Alongside his study, he had been helping his father manage and run the family business.

Suyog

Suyog belonged to a lower middle-class indigenous community and originally hailed from the plains of the Sarlahi district. He had been doing his Bachelor of Arts with a major in Sociology. Born to a soldier father and a housewife mother, Suyog was the only brother to his seven sisters. He did his schooling in a local school in his hometown and came to Kathmandu for his higher studies. Initially, Suyog wanted to pursue his higher study abroad. However, after two rejections, he enrolled in Bachelor in Business Studies (BBS) and "*wasted*" three valuable years of his life before joining BA with Sociology major. For him, this gap was a kind of wilderness, and he was happy that he started reading books seriously during this time. He loved to travel and wanted to explore the history of places.

My Story Collection Strategies

No sooner had I defended my MPhil Thesis proposal in March, 2020 than the COVID first wave engulfed the whole country. Having no opportunity to meet my participants, I started reviewing different literature available online. The knowledge gained from the literature on students' reading motivation helped me prepare a few guiding questions about my participants' reading motivation. As the lockdown did not end for a long time, I decided to take a virtual interview with the first participant on Zoom. I interviewed on three different days. However, I realized virtual interview was ineffective compared to face-to-face interview owing to the problems related to internet speed and mechanical setting. Therefore, after finishing interviewing the first participant, I met the other three participants in person, for which I had to wait for the next few months until the lockdown eased.

From November 2020 to March 2021, I conducted interviews with my participants. First, I obtained the participants' permission to meet with them anywhere they were comfortable for the interview, including their homes, colleges, and public spaces, following ethical considerations. To verify the accuracy of the information and events, I sometimes had informal phone conversations with my participants. Every interview was properly documented. Additionally, I maintained field notes to document the participants' ideas, beliefs, and practices. I formally interviewed the participants until I had sufficient information for the interpretation and meaning-making process. As the interview progressed and the subject changed, I alternated between the questions. The in-depth interview should be a conversation rather than a formal question-and-answer interview (Moser & Korstjens, 2018).

I found my participants excited to share their book reading stories and experiences during the whole interview process. As I was already familiar with the

participants, it was easier for me to dig out various dimensions of their life experiences related to book reading. Moreover, I remained polite and maintained respect for information shared by the participants. The participants were not pressured to give any information they did not want. Using probes and prompts, I encouraged my participants to provide in-depth information about their reading experience. I also maintained a period of silence where necessary. The interview questions were subjective with scope for further probing (Creswell, 2015) to explore participants' stories encircling their practice, experience, and perceptions.

Creating a Meaning from Narratives

After collecting information from the field, I carefully reviewed the interview recording. In the process, I listened to the audio record many times and transcribed them. I switched between the field notes and the audio as I transcribed the information since non-quantifiable words and emotions accompany qualitative research. I tried to include instances and stories, create justification when needed, and connect all the data (Merriam, 1998). After that, I read the transcription repeatedly, looking for the codes, categories, and patterns.

The next step was the generation of the theme. It was a daunting task. Even I had to spend a couple of sleepless nights in this process. I must admit that, in this situation, I was completely like a crow lost in the mist. Amid ambiguity and frustration, guidelines from my dissertation supervisor were an eye-opener for me. So, once I performed coding on data, I converted the coding to categories and generated the themes. According to Creswell (2020), recognizing themes enriches and deepens the interpretation of individual experiences in a narrative. Hence, I incorporated four themes. While interpreting the meaning from the themes, mostly through the interpretive lens, I took support from theory and other relevant literature and my

experience as a late reader for the thick and rich. I repeated this process until the information-saturated.

Quality Standards

For any academic research, either quantitative or qualitative, maintenance of quality standard is paramount. To maintain quality and rigor, I, as a narrative researcher, used a number of techniques to meet the quality criteria in my research. Adhering to these quality standards was also important since it heled others to judge my research study based on trustworthiness.

The primary criterion for evaluating the rigorousness of qualitative research is trustworthiness (Kyngäs et al., 2020), and the truthfulness of the research findings (Cypress, 2017). Hence, to ensure this, I, as a researcher, involved myself in the field for a prolonged period of time. I knew I could unearth my participants' unique stories only if I built a good rapport and win their trust. I asked them several distinct questions related to reading motivation. Similarly, I encouraged my participants to support their stories with specific examples by asking follow up questions. Likewise, I selected the appropriate number of study participants and reached data saturation during the data collection. I provided a thick and rich description to ensure transferability by giving particular information about the methods used in this study and quotes from participants (Lincoln & Guba, 1985).

Similarly, the reader's ability to apply the information was aided by a thorough explanation of the setting of my study. My perspective was virtually unavoidable in this research. On the one hand, subjectivity permitted us to respond to data in ways that generate emotion-laden and meaningful interpretations of the social world (Saldana & Omasta, 2018). On the contrary, provided that I was driven by subjective opinions only, the work would lose credibility with audiences. Therefore, a respectful

balance between facts and feelings was maintained to ensure objectivity in the research.

My research's conclusions provided a credible interpretation of the authentic data illustrating the various realities depicted in the participant narratives. Similarly, I included various citations systematically throughout the interpretation to make this research authentic. In short, I intentionally paid proper attention, especially to the credibility, transferability, and dependability (Lincoln & Guba, 1985) of my research along with the notion of my research participants.

The truth value was also obtained by employing one or more techniques to verify the trustworthiness of the findings among various data sources or with participants (Creswell & Creswell, 2017). To establish credibility in this narrative inquiry, I used member checking, asking research participants to confirm an interview transcript (Creswell, 2013). I requested my participants to read chapter four, in which they are cited, and the transcript of their interviews. Their feedback was included while confirming my justification and usage of quotes from the transcript.

Since my study was a narrative inquiry, I also attempted to comprehend my participants' reading experiences using three characteristics of a narrative inquiry: temporalities, socialites, and localities (Clandinin et al., 2015). I explored these dimensions simultaneously to maintain rigor in my narrative inquiry. To do this, my participants and I worked together "across time, in a variety of locales, and social engagement with milieus" (Connelly & Clandinin, 2006, p. 20) and inquired into their experiences of book reading. I developed the findings that are bound to the participants' context.

My research studied the intricacy of the realities of participants' past, present, and future reading experiences by paying close attention to these commonplaces. This

commonplaces dimension guided my research to attend both personal and social conditions; as a result, the research was embedded toward the inquiry relationship, making them realize that all events happen in respective places.

Temporality

Connelly and Clandinin (2006) state that the events under examination are in a state of temporal transition. This means events and people are influenced by the past, present, and future. It was important to understand how my participants' reading motivation has influenced these temporal transitions. While generating meaning from narrative events in the form of stories and experiences of avid readers, I attempted to find how their reading habits have been influenced by their past experiences and how they are forecasting their future reading habits. To do this, I maintained good rapport to generate real stories of the participants. I was also involved for a long time, winning the trust of participants so that the real stories, reactions, and issues of my participants were unruffled.

Sociality

The sociality commonplace draws attention to the inquiry between the lives of researchers and participants. As a result, I paid attention to my and social circumstances. Personal situations related to the participant's and the inquirer's emotions and moral inclination (Connelly & Clandinin, 2006). The milieu, or the circumstances, in which my participants' experiences and events took place, is social conditions. I was careful while generating meaning of their personal stories to consider how their passion, feeling, and moral conditions are shaped by each of their social interaction and surrounding measures to know their perception toward reading motivation.

Spatiality

Spatiality is defined as the actual, physical, and geographical bounds of the place or places where the inquiry and events occur (Connelly & Clandinin, 2006). Therefore, I was cautious that my participants' memories and the experience were inseparably associated with particular places. To maintain quality standard in the research, places guide us to events and experiences for meaning-making. I was aware that all my participants' perceptions would be shaped by the places they lived since their early days. In addition, I needed to think about the influence each locality had on their experience. Being a researcher, I realized the value of these places as it might change the inquiry delves into temporality.

Ethical Considerations

Ethics are moral rules and regulations. And ethical questions are embedded in the principles and moral codes. It's crucial to show respect for the study location to uphold ethical obligations. This respect should be demonstrated by requesting permission before approaching a place, causing as little disruption as possible while doing the study, and going via gatekeepers (Riessman, 2008). I introduced myself as a researcher and shared the purpose of the study.

Similarly, I took consent from the research participants and their colleges and families for an interview and audio-video recording. The names of the people and places involved during research process were also equally important. I ensured them I would maintain their dignity, privacy, and safety.

As an ethical researcher, I followed ethical codes like openness, transparency, and confidentiality of the information. In the same way, I did not use my respondents and participants for any personal purpose. Moreover, I used unbiased language

(Creswell & Creswell, 2017). Finally, I abided by the Kathmandu University Research committee guidelines while conducting the entire research work.

Chapter Essence

I unlocked this chapter with an introduction to the qualitative research paradigm for my research. Then I explained how ontological, epistemological, and axiological standpoints guided my research. Next, I outlined narrative inquiry as my research method. My field engagement techniques included in-depth interviews and field notes. After that, I mentioned my research site and participants. Then I described the meaning-making procedure. Finally, I explained my research inquiry's quality concerns and ethical issues.

CHAPTER IV

WHY DID READERS READ WHAT THEY READ?

This chapter deals with my four participants' two-month-long data generation journey. In doing so, I presented a brief portrait of my research participants. I also incorporated the narratives of my participants with a focus on the research inquiry: “How do undergraduate students narrate their motivation for book reading?”

I provided each participant's profile and the findings of this narrative inquiry. To maintain each participant's privacy, I assigned a metaphorical name for each of them. The participants were undergraduate-level students of two private institutions. One was a science student pursuing a Bachelor of Computer Science and Information Technology (BSc. CSIT). The other three were Humanities and Social Sciences students pursuing their undergraduate degree in Bachelor of Arts (B.A). Among these four participants, two students were males, and two were females.

I collected undergraduate-level students' narratives on their motivation for reading. I wrote the interview transcription and read it many times. After that, I organized the information into four themes: Home influence and early exposure, Teaching Instruction, Interest and Curiosity, and Social circle influence. This narrative study aimed to describe reasons that encourage undergrad students to read books (aged 19 to 25). Their narratives were collected through in-depth interviews.

Participants

Bari: The Escapist

With a slender body and a pair of curious eyes behind her glasses, Bari was a 21-year-old female student. She was born and raised in a middle-class Brahmin family in an urban quarter of the Lalitpur district. Eldest of her parents' two children, she lived with her mother and father. Confident and outspoken, Bari had been doing

her undergraduate final year with majors in Social Work and English Literature from Tribhuvan University, Kathmandu. She did her A Levels from one of the most prestigious institutions in Kathmandu before joining her undergraduate program at the university. She aimed to be a rights activist and a reformer in the future.

Bari was one of the academically sound students. When I met her in her college during the book discussion, I made an impression of her as an outspoken and confident student. She showed her that she was more knowledgeable than her classmates. Her English teacher would bring many topics while explaining the concepts in the class, and she was always eager to participate in the question-and-answer session. She would also share her knowledge beyond the course. Gradually, as my rapport was maintained, we discussed different books. Once, she also asked me for a book on Muslim women. I suggested her to read *Thousand Splendid Suns* by Afghan-American writer Mohamed Husseini, a fictitious portrayal of Muslim women's plight. I also lend her another book on Muslim women's education, *Muslim Female Education: From Behind the veil of Moon* by Rahat Abrar. When I asked her if she could be a participant in my study, she was more than happy to share her book experience.

Bari described herself as an avid reader. She remembered reading books at the tender age of five in a Montessori library run by her mother. She often read for pleasure and to escape, which were her main motivations. She used reading as a means of escape. She read books every day as far as her time allows. Her preferred genre is fiction, but she had been trying another genre lately. She acknowledged: “*I have been reading fiction since childhood and am recently trying to take myself out of the world of fiction. However, the biggest reason I am into reading is a pleasure.*” Bari recognized that her confidence and self-assurance were typically the result of her

book-reading habit. She had just finished Sadhguru's *Death* and had been reading parenting titled *Raising a Girl*.

Mujura: A Reader Who Thinks And Grow Rich

Direct and willing to share, Mujura (20) was an energetic personality. She was born in Kathmandu. However, her family moved around and she spent her childhood in four different cities. The eldest daughter of government-employed parents, Mujura returned to Kathmandu when she was in Grade 8 and settled in the city with her grandparents. She was enrolled in BSc. CSIT at a private college affiliated with Tribhuvan University. Her passion was in hosting public programs, and she aimed to be a successful graphic designer.

I was introduced to Mujura when I was introduced to her by her college principal. During my few visits to her class, Mujura was a backbencher and quiet most of the time. But when a question was directed to her, she would always have a mature reply. Intrigued, I inquired her if she was into book reading. In my respite, in a group of science students who are more focused on textbooks, Mujura had been an avid reader since childhood. I started talking about books with her in and outside the classroom. She shared that she was shaped as an open-minded and analytical person only because of her habit of books.

Mujura started reading books early in her childhood, mainly due to her mother's motivation. Normally, she would finish a book in one or two sittings and loved to read at night when the world sleeps. For her, book reading was enjoyable when she read physical books. However, she also opted for electronic books as she did not find every book she wanted to read at bookstores. Reading habit gave her a sense of accomplishment. She felt relaxed and found happiness when she was alone in a room with a book in her hand. *The Little Book of Success* by Robin Sharma and *Lean In* by Sheryl Strayed were the greatest influence in recent times for her. Mujura

shared: *I find my confidence growing every time I read books. Books, being a source of knowledge, are also a good company. I feel relaxed and satisfied when I am with books. They are my best friends.*

Shirish: A Reader's Search For Knowledge

Shirish was a well-spoken 22-year-old undergraduate student majoring in social work and English literature at a Tribhuvan University-affiliated college. The eldest sibling in his family, he was born and grew up in the alleys of Patan, Lalitpur. Shirish went to one of the prestigious schools in Lalitpur and took science in high school. However, he decided to switch his subject the university and aspired to become a writer and a filmmaker. He helped his father manage and run the family business alongside his study.

Shirish was an interesting student when I met him in his B.A Second year. He was silent most of the time. However, his perspective to look at things was completely different. He seemed to be more mature than his age. Whenever I asked to participate in the discussion, Shirish would softly present his distinctive thought. Later, as I spent some months in the class, Shirish started opening up and sharing his book reading stories. He learnt a great deal from books and movies. In a way, his thinking was widened by the perspective presented in the films and books. He often talked about characters from books and films to elaborate on an idea in class. No wonder he was known for his sheer perspective among his classmates.

During his childhood, Shirish hated reading, and he had no solid recollection of reading books until he was in Grade 10. An incident during high school drove him to the world of reading. Not confined to any particular genre, he loved to read books that give him a new perspective to look at the world. He revealed: *Reading serves to help him quench his hunger for knowledge. I challenge my knowledge and end up reading books. I am a knowledge seeker who aims to sharpen my viewpoint through*

books. Shirish felt no book has influenced him as much as *12 Rules of Life* by John Paterson.

Suyog: A Reader in the Rye

Tall and slender, Suyog originally hailed from the plains of the Sarlahi district. He had been doing his Bachelor of Arts with a major in Sociology. Born to a soldier father and a housewife mother, Suyog was the only brother to his seven sisters. He did his schooling in a local school in his hometown and came to Kathmandu for his higher studies. Initially, Suyog wanted to pursue his higher study abroad. However, after two visa rejections, he enrolled in Bachelor in Business Studies (BBS) and literally "*wasted*" the three valuable years of his life before joining BA with Sociology major. For him, this gap was a kind of wilderness, and he is happy that he started reading books seriously during this time. He loved to travel and wanted to explore the history of places.

I remembered Sugoy as a man of few words and was normally quiet in my class. Academically, he was above average student, but his knowledge was deep, especially in philosophy. I was impressed that he could talk about Nietzsche, Homer, the Buddha, the Vedas, and the Bible. He showed no particular field of interest to pursue after his study, but he indicated that he would love to study history and want to be a historian in his life.

Suyog, like Shirish, was also a late reader. He read biographies of famous scientists in his childhood. However, his reading journey was accidental as he started reading to find the answer to his anxiety and psychological problem that he went through during his late teens. Shirish read quite a lot of western philosophies. At one point, he explored Eastern philosophy through Hindu scriptures like *The Upanisad* and *The Veda*. Now, he admitted himself as an evolving reader and wanted to read different dimensions of the present world he saw and felt. At the moment I

interviewed him, he was in *The Epic of Gilgamesh*, *Sappho's Poem*, *Hymns from Rig Veda*, and *Amaru Sataka*.

Stories of Participants: Their Motivation to the World of Reading

As detailed in Chapter 3, the first step in information collection was to choose undergraduate students who had a habit of reading books. My participation selection was purposive because the purpose of my study would be possible only through the stories of avid readers. I decided to select students from two private institutions. In the process, I consulted the Department Heads in both institutions and verified their frequency of library visits. I also talked to other subject teachers and consulted their views about these participants. When I was convinced that these participants fulfilled my purpose of study, I talked to them informally. I met them in person and online to discuss books and their experiences. Then only I decided to interview them. After coding and finding the patterns while analyzing the interview transcription, the narratives of the participants' stories are categorized under the following themes.

Home Influence and Early Exposure

Throughout the interview process, participants associated their reason for book reading with their home environment. They recalled that their parents or family members influenced them to read books. The study also found that the home environment was such that the reading habit sprouted within them as they had exposure to books early in their life. Their narrations pictured that parental encouragement from parents or other family members played a positive role in drawing them to books in their childhood.

Bari had strong memories how her home environment attracted her to the magic world of printed books. She particularly made mention of a small library her mother had established. *I remember reading books when I was in Grade 1. I would go to the library on the ground floor of my house. I enjoyed my new habit so much that I*

finished reading all books by the time I reached Grade 2. She also shared that the availability of books at her home library not only provided her access to different stories but also attracted her to the magic of storytelling. She added: *Sometimes, my mother would read stories for me. She was always supportive, and it never happened to me that she did not like my reading. Instead, she encouraged me.*

When Bari was just 10 years old, her mother died of an illness. In her mother's absence, she could not get support from his father. Bari recounted that his father, though a university graduate, never encouraged her in any pleasure reading but insisted that she only read textbooks. She revealed: *I think my father feared that I might spoil my academic performance by reading books other than textbooks.* After her mother's demise, her family shifted to their ancestral house in Lalitpur. There, she was united with her cousin's brother, who was only three days younger than her. Being the same age and in the same class, they could spend hours in each other's company sharing about events in schools and their likes and dislikes. As his school had a reading club, he would share interesting things discussed in his reading club. He would share the characters and plot of stories discussed in the reading club. At first, the reading club concept was strange for her since she had not heard of such a club. Slowly, she liked to listen to him and his book sharing. She also started looking for books her cousin had suggested she read. With thrill in her eyes, she said: "I started reading Goosebumps Series since he shared a lot about it. We shared many things about books we read until I reached Grade 8". Although Bari's maternal uncles helped her read by putting together the books she wanted to read in the later years of her schooling, she acknowledged that her mother and cousin had a significant impact on her adoption of the habit.

Mujura also shared a similar experience of her childhood reading. Because both of her parents were educated and were employed in government services, they

knew the value of book reading. She was brought up seeing both of her parents reading all the time as both were preparing for the examination of the joint secretary post. She expressed that her mother, in particular, had a powerful influence on her reading habit. Her mother would read other books too. As an imitation of reading books, Mujura would flip through the pages of illustrated books brought for her. *I asked for money to buy Fairy Tales and read them for my younger sister. However, I did not like reading them even in my early childhood*, she shared. She explained the reason: *I did not like the traditional fantasy where a princess is rescued by a prince every time. I wanted to read more than this; I did not know what, though*. By this time, Mujura was in Grade 3. She also related an incident with her mother. She was weak in the Nepali language; therefore, she always asked her mother not to bring books in the Nepali language. However, something opposite would happen: *My mother would bring books in the Nepali language by intent. She also wanted me to improve my Nepali because she knew only after I read books in Nepali could I improve my writing and speak in Nepali*, she mentioned. Her parents always motivated her to read and never questioned her reading habit, nor did they supervise her choice of books.

As the eldest amongst the siblings, Mujura was able to influence her juniors. In a way, she was in a disadvantageous situation that she had no one to turn to except her parents. And her parents were always on the move, in different places in the country. At times, she wished she was not the eldest in the family and had few senior cousins so that she could talk and share about reading and exchanging books. She further recalled her mother's support:

My mother still recommends books to me. She reads different types of books, and upon finding any book that interests me, she recommends it to me. I remember I had read Hamlet by Shakespeare which my mother had brought

for me in my childhood. She has been my mentor and a friend in discussing books.

Mujura thought that she was lucky to have understanding parents. She had seen many of her friends' educated parents who would discourage their children not to read pleasure. Explaining her father's influence, she acknowledged that he also motivated her in pleasure reading. Though he was stationed out of the Kathmandu Valley most of the time, he kept on encouraging her to read books saying that books enhance her knowledge. Satisfied, Mujura was thankful to her parents for giving her freedom to read books that were outside her course in her school years. She was brought up seeing her parents read books, especially, her mother.

The home environment in relation to parental influence is different regarding Shirish's childhood reading experience. Unlike Bari and Mujura, Shirish's parents were not university graduates. His mother had attended high school, and his father stepped into college, but he never took his study seriously. This could be because Shirish hails from a Newari community, and his family owned a business by his grandfather's time. His grandfather was a household name for gold and silver jeweler in Patan. After his grandfather, his father has been looking after the business. Shirish never got his parents' motivation to read. However, he was brought up seeing his grandfather read books. He recounted: *My grandfather was an avid reader. He would read books, particularly on myth and gods and goddesses. He too, had a collection of these books at home.*

Shirish's grandfather had a habit of sharing different stories with them. Having faith in Buddhism, his grandfather would read different myths and stories of the life of the Buddha. Also, he would read the Hindu scriptures like *The Mahabharata* and *The Ramayana*. Interestingly, his grandfather would share the myths and stories of the origination of rituals and traditions along with other Buddhist narratives. He said:

He was the only person who asked me to read books in my family. Perhaps this practice drew me to religious stories. It was so fun listening to my grandfather. I am not sure, but this tendency might have planted in me how magical storytelling could be. Now I realize he was not directly pushing me to book reading but trying to teach me the importance of understanding.

Shirish shared that other family members hardly influenced his reading habit. His father and mother did not read themselves; therefore, there was no question that when they are not readers themselves, they cannot motivate him to read books. He added: *It was my grandfather who I saw with books in my family. Later, as I understood the importance of reading books, I started reading independently.* He admitted that he was "serious" in book reading only in his later years of schooling.

When it comes to Suyog's turn to share his stories of home influence and early exposure, he could not recall a typical experience when he was helped or encouraged by his parents. His father retired from the army and was not highly educated. His mother was uneducated. Even his seven sisters were not given proper education. It is no surprise that Suyog did not get constructive reading encouragement in a home environment like this. Remembering his distant memory of books, he shared: *No one in my family read.* His father would write occasionally. He would also narrate his life experiences and tell stories of gods and goddesses, spirits, and ghosts. But he never encouraged his son to read books.

Recalling his childhood, Suyog said: *Reciting Shree Swasthani was a favorite pass time during our winter vacations in December and January. But the real reason for taking part in reciting the holy book was Prasad.* He also collected another event where he would read biographies of famous scientists like Thomas Alva Edison and Einstein. He could not remember where those books came from, but he had these books in his house. He was more interested to know what everything triggered these

scientists to the discovery and invention. He admitted: *It might be my sheer curiosity to know.*

Suyog was jealous of his very studious cousin brother. Everyone in his family would talk about him, and praise him. He was a kind of the epitome of a good student and a good son. Suyog and other cousins were brought up in his shadow. Suyog shared that he wanted to be a better performer just to show his brother and his family members. *But I remained an average student throughout my school days.*

The reading experiences of all four participants are grounded in early exposure to books. It was also evident that the participants are influenced by either their mother or grandfather. Both Bari and Mujura had educated parents and were provided with books early in their childhood. They were exposed to books quite early in their childhood. Their mothers played to trigger the hunger for books by making books available in their houses. The situation was different in the case of Shirish and Suyog. Instead of Shirish's parents, his grandfather played a crucial role in pulling him to the wonder of storytelling. Here, Shirish was influenced by his grandfather even though his parents did not care much about his reading books. Unlike all three participants, Suyog, having been born and raised in a village, was not exposed to books early in his childhood. His parents played almost no role in encouraging him to read. However, the availability of biography books, a taste of stories shared by his father, and a jealousy of his brother triggered a hunger for reading, which helped him to imbibe reading habits later in his life.

The participants all agreed when I questioned if they could have an impact on how others read. Participants not only discussed how essential their relatives—parents, grandparents, and cousins—were to their own reading experiences, but they also talked about how significant they are to others' reading lives. It was fascinating to record the participants' childhood memories and how their early exposure to books

influenced their reading experiences. Bari and Mujura recalled being read aloud by their mothers at their younger ages. Unlike the female participants, Shirish and Suyog did experience no motivation from their parents. However, they were influenced by other members of the family. Thus, the fact that a person in the family can play a pivotal role in influencing the most rewarding habit of reading books at a child's early age became evident.

Teaching and Learning

The finding from this study shows a nexus between the participants' motivation to read with their classroom instruction in both schools and colleges. When they were asked about the role of their classroom instructions in reading motivation, one participant articulated a straight association of her teacher's instruction, whereas three others shared that even if any teacher any teacher did not inspire them did not inspire them. Bari recalled one of her teachers and her interesting approach to reading during her A Levels:

The fascinating thing about my teacher was she knew all the titles with their available copies collected in the library. She would also recommend books to read. However, she never forced us to read a particular title. Instead, she would make us understand what happens when we read books.

She recounted the teacher was a British citizen and was brought up in the western culture. However, she always respected eastern philosophy and culture. Every student in A Levels wanted to be in her class. She further added: *She would invite us to her residence to discuss books. We were served tea and cookies. Just to be part of this atmosphere, we would read books and go there to participate in the discussion.* Unfortunately, she never had such a teacher and mentor in her life.

Reflecting upon their early school experience, Bari could recollect the memories of when she was in Grade 5. She noted that a reading class was allocated,

and that was a time they would read and discuss books. As she kept changing schools after that, she had a faint remembrance of library classes. In later years, her teachers would take them to libraries in leisure. However, she did not recall any particular influence of a teacher like she did about the British teacher. Mostly, the instruction was to read books and write the same summary during long vacations. Yet, she was least motivated in reading in the real sense since teachers never cared, even if the assignment was copied from the internet.

Bari also noted that while she is at her undergraduate level, the course did not demand much book reading other than textbooks. But her English Literature and Cultural Tourism teachers often talked about books they read. She added: *Our tourism teacher helps us with a facility of borrowing books from his office. I read two books this way— one about Muslim girl education and another on spirituality.*

However, unlike Bari, neither Mujura, Shirish, nor Suyog recalled any experience of direct book reading influence from a teacher in their junior and middle school years. Mujura kept changing schools in Janakpur and Hetauda as her parents were transferred to these cities for a few years. Later, even after she came to Kathmandu, she changed to two schools. Remembering her school days, she recalled that she had very limited experience with reading environment in the schools she studied. These institutions had no provision for a focused reading program for students. Yet, she was encouraged in stories and read by her English teacher for two years in high school. She added: *Our English teacher would read stories aloud in the classroom. I would be mesmerized by his narration, and I would lose myself in his narration.* She also added that this was the only class she would give all her attention only because of the reading aloud. She noted that she enjoyed the novel *The Great Gatsby* by F. Scott Fitzgerald in Grade 12. She liked everything American about the protagonist. Through her teacher's reading, she got an opportunity to peek through the

American Dream. *I was drawn to the wonder of storytelling after that. I enjoyed my teacher's technique so much that I started reading books aloud*, she added. Sharing her reading experience at her undergraduate level, she mentioned a few other teachers who often talked about books and the benefits of reading. Although her college principal was not a subject teacher, he brought references from books during his visit to her class. She shared that he always encouraged them to read books. Also unique to her experience was her Technical Writing instructor:

While explaining points, our Technical Writing teacher brings many contexts from books. For instance, while teaching public speaking and presentation, he talked about the book How To Win Friends and Influence People by Dale Carnegie. He showed a motivational video of famous actor Manisha Koirala and spoke about her book Healed.

Shirish also acknowledged the influence of teaching and instruction methods on his reading behavior. I remember: *My teacher would assign a reading project, and we had to write a summary after reading the book.* Another incident he shared about his reading experience was his promotion to Section A in Grade 10. It was a matter of pride for any student getting promoted to section A because section A had a better status among students in our school. He experienced a different environment in the Section. To his surprise, along with good academic performance, students in Section A had a habit of reading books. They would talk about different ideas presented in books. They also knew many things. He experienced that those who read had unique ways of thinking. He made the statement: *I wanted to be like them, and I also thought to start reading books. Then, impressed with other bright students, I unsuccessfully tried to read The Alchemist. I read half of it and left.*

As Shirish was telling his experiences, he mentioned an essay writing competition that completely drove him to read afterward. He shared:

I participated in a writing competition. Students from around six high schools participated in the event. But I only wanted to skip my class. In the competition, we were given a topic to write an essay. Since I was not serious, I wrote only two and a half pages, whereas other participants had completed four to six pages. To my surprise, I came third in the competition. However, one thing is certain. I had written from my heart, and ideas and words came to my mind naturally. I think words sprung naturally to me as I had started reading books. Motivated—I realized the importance of reading books.

When I asked Suyog about how he was motivated by any teacher or classroom instruction in school and the college environment, he admitted that being graduated from a school in Terai was different than from a school in Kathmandu. Though he studied in a private institution, he experienced no motivation from his teachers during his junior, middle and high school. He revealed: *I saw a library only when I was enrolled in B.A.* By then, he had already started reading books on his own. At times, he discussed books he had read with his teachers. And in return, his teachers would discuss books with him. He started reading books on Philosophy as he was introduced to Western Intellectual Thinking in his B.A First Year.

The four participants' reading experiences varied somewhat, but all reflected on the helpful roles that their teachers and classroom instruction had in encouraging them to explore reading further. For example, Bari stated that *the care and love poured by our British teacher helped us read more and more books.* Participants had similar opinions on their reading experiences related to instruction and learning, including discussions of books by teachers, reading aloud, reading assignments, trips to the library, and presentations. This shows that whether the institution has a dedicated reading program or not, students can be influenced by their teachers' role, allotted reading hours, books and authors prescribed in the curriculum, words of

encouragement to read, and organization of reading and writing events and competition in schools and colleges. Suyog experienced almost no influence of reading books from teaching and learning in his school environment. This contrasts with the stories of other participants. Therefore, it is evident, from the narratives of the participants, that facilities of libraries, book discussion, teaching methodology, and the quality of teachers matter to the maximum degree when it comes to motivating students to book reading.

Personal Interest and Relevance

Several significant issues emerged from the reading narratives of the participants. While answering the 'why' of their reading behavior, not surprisingly, the participants shared common reasons for their reading practices. All four participants shared that their interests and curiosity matter most while choosing titles. They also mentioned how important reading books were and how it motivated them. Relevance was the overarching theme of the interview with Bari. She shared, as a child, she loved to read books that interested her. For example, she reflected that she finished reading the whole Goosebumps Series in Grade 5. She enjoyed it a lot. Even this day, she loved stories and fictions more than any other genre. She admitted: *I want to escape from this world through books. Living a life that the fictitious characters live is a wonderful experience.* For her, the pleasure and relaxation she got from book reading are almost impossible from other hobbies. She also remembered that when she read Chetan Bhagat's *One Night at a Call Centre*, she felt kind of 'wow'. She added that reading fantasy has little to do with real life. However, she concurred that the characters' experiences might be comparable to what we go through in real life.

When I asked her any other reason she would like to share behind enjoyment, one of the things she said was, *I read books to quench her curiosity.* Elaborating more on this, she clarified:

I have seen the deaths of my dear ones in my family. I lost my mother when I was just 10. Since then, I have had questions like why people die. Why do we follow certain rituals after death? What happens to the person when she (my mother dies)? To kill my curiosity, I read Sadhguru's Death. Watching his YouTube videos and speech, I was intrigued to know more about death and its related rituals, especially in Hindu families. Death has quenched my thirst to know the death rituals to a greater extent. It is a seminal book on Death."

Similarly, Bari added one more reason for her reading behavior. She mentioned that she looks for the significance of reading books. She wanted to implement the knowledge gained from a particular book. Recently, she finished reading a called *Raising a Girl*. The only motivation behind choosing the titles was to understand the behavior of her younger sister, who was just 3. She mentioned: *I want to learn practical approaches or rearing a girl.*

Mujura expressed a similar opinion. When I questioned her about what motivated her to want to read, she responded: "Books that impart lessons for real life are more appealing to me. I often wonder how this book will practically apply to me ". She stated that non-fiction held a special place in her heart because of its "practical worth" and "everyday applicability." However, she clarified if she was asked why she read books; her answer would be for relaxation and happiness. She said, *I feel relaxed when I sit alone with a book in my hands. This is a great respite from the humdrum of daily life.*

She summarized her response by adding that she only reads what interests her. Since her childhood, she noted that she did not like stories of an imaginary land, prince, and princess. *I never picked and read books for any reward in my home and school environment. I think, I started reading books for myself,* she reflected. Unbeknownst how she was drawn to book reading, she knew she read for her inner

happiness now. *I read to satisfy my personal interest and to relieve their stress*”, she added.

Mujura also talked about another reason why she reads books. She revealed that she was fond of becoming a program host. Therefore, she did try to improve her English through books. She said, *Recently, I have started reading particular books to enrich my vocabulary and language structure*. Earlier in the school day, she would read books, and upon coming across alien words, she would copy these words into her diary. She had a separate diary for this purpose. Later, she would look up the dictionary and write the meaning of the words. She agreed that she reads books to improve her command of the English language.

She revealed that she did not do any reading just to better her academic achievement. However, she admitted: *It is like buy one get one offer. When you read books, your understanding of the text grows*. At times, she read books to improve her command of the English language. She acknowledged her reading habit has a direct benefit on an academic achievement. She recalled:

I had a habit of listing difficult words in a separate note copy, and I would write the meaning of these words looking up in a dictionary. I continued this habit till my 10th Standard. Whenever I come across these words, it reminds me of the context in the book. This habit helped me in boosting my vocabulary.

Recently, it happened that she was hosting a college program and was speaking in English. But the right vocabulary did not come to her mind to express herself better. She knew the meaning, but the right use of these words was not easy. Therefore, to boost her vocabulary, she started reading particular books. At the end of the interview, she emphasized that she has never picked and read books for any sort of reward in her home and school environment. *I think I started reading books for myself...I read for my inner happiness and satisfaction*, she mentioned.

Additionally, Shirish opened up and said: *I like anything where I can broaden my perspective and satisfy a childlike inquisitiveness inside me.*

For him, books helped him to focus. It's a kind of meditation. In the interview, he mentioned his learning from the *12 Rules of Life* by John Paterson. He also got attached to the characters. Commenting on character attachment, he explained that he could relate to the ethical and moral dilemma of the protagonist in the book. This allowed him to open up his perspective. He added: *It taught me to compare myself with what I was yesterday but not with someone else today. I realized the competition is within.*

Furthermore, Shirish admitted that he had taken books as a tool to grow, update and improve oneself compared to other fellows. Influenced by books, he focused more on himself during his undergraduate study. He later shared that he read *Eat That Frog* by Brian Tracy and *Who Moved My Cheese?* by Dr. Spencer Johnson just to widen his life skills. He noted:

Eat That Frog taught me the techniques to stop procrastinating and get more of the important things done. Success does not lie in trying to do everything but in focusing on the most important tasks and getting those done. This means eating the frogs. Similarly, Who Moved My Cheese? - is a timeless business classic. It uses a simple fable to reveal profound truths about dealing with change (cheese as metaphor) so that one can enjoy less stress and more success in work and in life.

Shirish also talked about *Fight Club* when describing his reading experiences. He said the book was a mind-opening book about masculinity. *I am sharing all these because I gravitated to books only after I realized I need something to read that takes away my sleep*, he responded. Similarly, he read business books like *Rich Dad and Poor Dad* to learn some investment strategies. The biggest driving force behind his

flipping through the pages was the book should teach him something new. It should challenge his present perspective and teach or show different horizons about the same.

Suyog, like Mujura, started to read books for the enrichment of his vocabulary as well as for pleasure. After passing his twelfth Grade, he wished to apply to a foreign university in Australia. He wanted to better his English. Therefore, he started reading dictionaries and quotation books. *I am well versed in English vocabulary, and this was the time I learnt most of them.* He also had an inferiority complex since his English language—both written and spoken— was not up to the mark.

Sharing an incident, Suyog opened up: *I stole Wilkie Collin's Moonstone from a house where I was a tuition teacher.* After finishing the book, he was drawn to read more of Collin's. Then, I searched for *Women in White*. His hunger for books continued, and he started reading Charles Dickens. He read *Bleak House, The Tales of Two Cities, and Christmas Carol*. In *The Tales of Two Cities*, he learned about the French Revolution. Now, he wanted to know more about the event. In a way, Suyog was trying to quench his curiosity by reading books. *I also read the Bible and Bhagawat Gita to answer my existential questions then.* In the later part, Suyog was drawn away from western philosophical books and literature. He preferred to learn

In conclusion, participants discussed the significance of their interests and the practical applications of their reading behavior. The participants' stories somewhat revealed the significance that "self choice and implication" plays in participants' reading experiences. Their reading experiences were valuable because they provided a range of self-development opportunities, including enhanced language abilities, knowledge, openness to new ideas, and confidence, in addition to the relaxation and enjoyment reading provides. It was also clear that the participants see reading as a crucial skill that helps them reach their objectives. Participants also discussed how important it is to choose books that are personally relevant and intriguing to them and

what they learn from those books. Readers that read for enjoyment and relaxation were typically those who read for aesthetic reasons.

Social Circle

The result of the study also indicated that the participants were also motivated to read because they wanted to belong to a group or circle and be like what book readers do or look like. Their accounts demonstrated that they had made a connection that offered a point of connection and a method to connect with others. Reading culture around them attracted them to read. Bari mentioned the influence of her peer group and relatives in particular. She had visited his grandfather's friend's house. There, she had seen the house was furnished with books everywhere.

Similarly, she had seen books nicely showcased in her aunt's house. At that time, Bari had an impression that rich and wise people read books. She noted: *Seeing these families, I had vowed myself that I would also collect books and be like them, rich and wise.*

Later in her school years, Bari started taking reading books as a part of social activity where she could connect to different people. She read books to get connected with her friend circle. Within peer groups, the group members would recommend and discuss books. Next, Dishanirdesh encouraged her to pick books on a television talk show. *I was so influenced by the life journey of Madan Krishna Shrestha that I could not stop myself from reading his autobiography Maha Ko Ma,* She added.

She also admitted that she posts books cover on social media such as Instagram and Facebook. She recently posted Sadhguru's *Death* and Daniel Kahneman's *Thinking Fast and Slow*. Clarifying the reason, she further added, *I want to belong to those who read. Is not it great if someone gets motivated to read books from my posts?* She had a closed circle of friends who read the almost similar type of books. (Pakistani neighbor)

Mujura had a similar affinity for her habit of reading books. She had a circle of a few close friends. Within the group, they would share their experiences with reading books. *Along with the books we read, we discussed characters and showed our emotions to the characters. It was fun to relate with one of the characters from the book*, she noted. Thrilled to share, she acknowledged that checking friends' bags and trying to find out what they were reading was famous among them. She admitted that the circle was of greater value to take up particular titles. Her friends would recommend their favorite titles.

Social media also influenced Mujur. Though she was not frequently posting books or information related to books on Facebook and Instagram, she posted certain titles and wanted to know about the book. She also admitted: *It feels special to show that you have been reading some seriously good books*. She believed that books should be posted on a presentable. Illustrating one of the books she posted on Instagram, she shared:

I posted a book called Stunning Success by Robin Sharma. One of the followers agreed with me that the activity right after each chapter makes the book unique and practical. Belonging to the world of books and readers via social media encourages them to read more.

Sharing the influence of social circles, Shirish went through a similar experience to Bari and Mujura. He shared he started reading books when he was promoted to Section A in Grade 10. There, he came to a circle of studious students. His new students were bright and would talk about different topics. They would talk a lot about scientific inventions and discoveries. He picked a few books on science just to belong to the studious group of students and be like one of them. *I also tried reading books on computer coding and the Law of Relativity just to impress them*, he mentioned.

Shirish also had another friend during the same time. He also wanted to be like his friend. This friend had a good impression in the friend circle because of his confidence about what he would speak. Even if he was wrong, he would speak very confidently. *This, too, had an impression on me. I also wanted to be confident and liked by my friends. Just to be confident like him, I started reading The Art of Seduction by Robert Greene*, he added. Shirish also had a habit of gifting books. Books were warm gifts that helped his friendship warmer.

Similarly, he was heavily influenced by the media in the selection of books. He would watch Youtube channels. Through these channels, he learnt the skill to analyze the plot and the character of a film. He applied his newly learnt skill to analyze characters in books. Eventually, the influence of YouTube videos helped him choose mature content, even in books. He shared: *I also turn to book reviews on media. For instance, after reading a review, I listened to 48 Laws of Power in audio.*

Suyog related a fascinating tale when discussing his social circle's role in influencing his reading experiences. By nature, he was introverted. He read books, and it was within him. There was no outlet for his knowledge or learning acquired from book reading. However, when he found a friend to whom he could share everything about books, his confidence was boosted. His friend would listen to him and discuss more books with him. Remembering his experience, he shared that discussing two books—Siddhartha by Harman Hesse and The Stranger was the most revealing. He opened up- *An opportunity to discuss books with my friend was like an ego satisfier.*

Next, since Suyog's childhood, he had an impression that reading literature was a luxurious concept. He had seen wise and good people reading books. In a way, he had linked book reading habits with status symbols. Therefore, he wanted to be among *'literature reading people'*. With a blush on his face, he admitted he wanted to

show off that he was among the wise and rich people. This particular experience of his is aligned with Bari's expertise. Finally, he would watch YouTube videos. Recalling one incident, after watching a video on YouTube, he searched for a book by Socrates and read it.

It was particularly interesting to hear about how the participants' social circles—such as peer groups, local libraries, neighbors, and the media—have influenced them. The reason for social connection in reading was found to be an influential motivation on participants' reading experiences. All four participants were inclined to be a part of their friend circle through reading. They enjoyed telling about things they read in books. Similarly, the participants also wanted to imbibe book reading habits just to relate to the society's wealthy and wise community. In addition, they wanted to understand what their friends were talking about so that they could be accepted in the group. In a way, the participants looked for recognition from others through book reading.

Chapter Essence

I recounted reading experiences of my four participants in this chapter. Initially, I presented the reading experience of the participants at home and the role of family members in motivating this habit. Then, I described school and college background along with teachers' influence during their book reading voyage. Next, the narratives were themed under social cause. Here, the participants' impetus from social agents like neighbors, friend circle, relatives, and the library were underlined. Finally, I explained their interest in the continuation of reading habit, which helped them become avid readers. At the end of the participants' stories, I presented my conceptualization.

CHAPTER V
INSIGHTS, DISCUSSION, CONCLUSION AND REFLECTION AND
IMPLICATION

This chapter brings my research journey to a conclusion. It contains insights into my research, followed by a discussion. Then it concludes with the major findings, my reflection on the whole research journey, and pedagogical implications.

Insights

This study aimed to explore reasons for reading motivation among undergraduate-level students. As I journeyed through the reasons for book reading motivation among the undergraduate-level students, I happened to find variation in their narrative. Interestingly, no matter at what stage of their life they were influenced to read books, they developed an optimistic outlook towards reading and became self-directed by the time they were enrolled at their university level. Through their pleading narratives, my research directed toward new understandings of reasons for reading books. I have divided these insights into four sections.

First, I analyzed the reading experiences of all the participants. I explored that children imbibe their reading habits when a supportive home environment influences them. A child does not become literate on his own, and parents must impart a love for learning in the child and guide him/her to continue on his/her own; my participants also received inspiration at their homes. Though the degree of motivation varies, their reading behavior was shaped, developed, and learned from an earlier age. After observing the stories of Bari and Mujura, I found that their mothers were influential in shaping and watering the love of reading. These female participants tasted the elixir of reading books as early as they were in class 1. Their narratives revealed that they were most motivated when their mothers read aloud, bought books for them, and interacted

with and imparted the value of reading books to them. Moreover, their mothers took part in making the participants reading activity were enjoyable. These female participants also acknowledged that they started imitating their mothers as they would see them reading books often. Through this experience of enjoyment, they were inclined to read frequently. In addition, their narrative highlighted if mothers take an interest in their children's reading at an early age, it is plausible that the children imbibe reading habits quite early than other children whose mothers are passive about their children's reading behavior.

Similarly, I found that when mothers share the experience of reading or reading stories for them, it creates a positive socio-emotional climate at home, which ultimately plays a vital role in promoting reading habits in children. I also discovered that mothers' opinions about the advantages of reading and how children learn to read are associated with children's reading motivations. This means educated parents who understand the importance of reading books can engage and motivate their children's reading behavior, as experienced by Bari and Mujura.

Besides mothers, I discovered that the participants' narratives also emphasized that other family members like fathers, grandparents, and cousins can also influence children's reading behavior at home. The interaction about reading books with parents and other family members plays a crucial part in motivating them in reading is crucial in motivating them to read. In Suyog's experience, he was influenced by his father's life stories. Though his father was not highly educated like the female participants' mothers, Suyog imagined the fantasy world through his father's stories developing his love for stories. For him, his father telling them stories in a cozy room at night was his favorite time of early childhood.

Similarly, there was another reason why he was drawn to book reading in middle school. His narrative revealed that he was jealous of his cousin's brother, who

was loved and liked by everyone in his family because he was good at his study. More than for his understanding of book reading, he wanted to read just to be like him, and he started reading story books. Ultimately, he was drawn to the world of imagination and started reading anything that was a story. In addition, Shirshir's reading experience signaled that even if children do not get any motivation from their parents, they can still be influenced by their grandparents. His grandfather, who was unbeknownst of the importance of reading books, wanted to impart cultural and religious values and moral ethics to his grandson for which he would share myths and ancient stories. His grandfather also had a collection of books at home. This indirect influence from his grandfather was the first introduction to books and the world of stories for Shirish.

Similarly, Bari was also influenced by her cousin's sharing of books that she read in his school. His sharing let them know about the types of books and attracted her to read books. Through participants' narratives, I unearthed that a supportive home environment begins with affirmative parental and other family members' attitudes and a high value placed on reading books. Activities and reading materials can also leave a lasting imprint on attitudes and reading accomplishment since they play a vital role in developing children's optimistic attitudes, self-concepts, and reading abilities.

Besides parents and family members, this study also offered another insight that if there is anyone who can influence students to read books on a personal level is a teacher. All the participants experienced the influence of at least one teacher in their life. As I analyzed their stories, I uncovered that teachers who regularly collaborate with students for reading activity activities help motivate students to read. While observing the reading experiences of participants in an academic setting, I found that their teachers were influenced them to read books either in middle and high school or college. According to Bari, her British teacher during her A Levels was the most

influential as she would give them the freedom to choose books. Interestingly, she would invite her students to join her and read books. For Bari, that environment helped her look at reading activities from a different perspective. While listening to Mujura, I found similar influences from her teachers. During her secondary-level education, she was inspired to listen to stories. The teachers would relate the stories and poetry to her knowledge and experiences while traversing with the characters as she read them aloud.

Through the narrative of Suyog and Shirish, I, too, discovered similar influences from teachers at schools and colleges. Shirish was challenged to take part in a writing competition by his teacher. This was his turning point as he realized how words poured spontaneously inside his mind after he started reading books. Similarly, Suyog's teachers, particularly his undergraduate level, encouraged him to engage in reading emphasizing the value and usefulness of reading. All four participants accepted that summary writing projects on Dashain's vacation also forced them to read books.

Through their stories, I excavated that teachers who engage students by providing autonomy to choose books of students' interest, continuously share book knowledge and emphasize the value and meaning of book reading in life, take part in book sharing and discussion and challenge them to better influence their students in a positive way. Ceyhan and Yıldız (2021) claimed that teachers' cooperation enabled students to relate the book to their knowledge and experience, which drove them to fully understand it. Importantly, the teachers' role effectively improved students' perceived value of reading tasks, motivating them to read books intrinsically. This is more important, especially when students reach secondary levels, as many students stop reading books at this level. Hence, teachers alone can play a central role in

motivating students even when the respective school and college have no reading program. Individual teachers can be the trailblazer for the students to read books.

Third, Motivation is a complex concept. There are two types of motivation in reading research: intrinsic and extrinsic (Van den Broeck et al., 2021). Intrinsically driven children are more likely to read because they find the activity fascinating or enjoyable. However, an intrinsically motivated child makes this decision under the influence of social influencers. While analyzing the stories of all the participants, I found them extrinsically motivated by friend circle, neighbors, media, and sense of status over their reading journey. The narrative of Bari revealed that her friend circle had an immense influence on her. Particularly, her friend circle would recommend books and interact with the titles they had read. Similarly, I also discovered that Mujura had almost the same experience. In Shirish's case, he just wanted to belong to the group of 'elite' students through books. He wanted to be like him and match the thinking level with these 'first class students. On the other hand, Suyog would be happy when he had a friend Company to share his knowledge of books.

In the same way, I came across an interesting finding that reading was associated with status in society. This social reason served as an important motivation for motivating my participants to read. In their childhood, Bari and Suyog thought that only well to do family read books. They had seen only rich people reading books. Therefore, they wanted to be rich by reading books.

Along with this, I discovered the role of media as another important social reason that influenced the participants to motivate to read. On the one hand, they wanted to show their presence in the media as readers. They would feel special to have the 'reader' status. The female participants, Bari and Mujura would post the books on social media like Facebook and Instagram before starting any particular book. Similarly, they would also post on social media seeking advice and comment

from people. When given a chance to communicate about books on social media, they admitted that it inspired them to read more books. They also felt invigorated to read more when people appreciated their reading habits.

On the other hand, the participants would get information about books, authors, and book content through media. The facility to review the books and listen or watch the authors talk about the book would inspire them to read the books. For example, Bari was inspired to read a particular book after watching the writer's interview on a YouTube channel. Shirish and Mujura habitually watched films and tried the books based on these films. In this way, media served as a social actor that influenced the reading behavior of the participants.

Fourth, the last takeaway from the narratives of the study participants was that no matter how extrinsically motivated in their childhood, they had their reasons why they were driven to reading behavior. In other words, the 'Me' element in their reading behavior was the definitive motivation behind their continuous reading conduct. I discovered the participants had unique motivation by the time they reached secondary school. For example, Bari and Mujura wanted to read books to escape the real world. They would read books so that they could venture into the imaginative world of characters and settings. In a way, they wanted to be free from the humdrum of everyday life. They read for pleasure. However, Suyog and Shirish had their rationale for reading books. During the secondary level, Shirish read books for perspective-taking. He wanted to have a new perspective on different subjects. This could be why he chose non-fiction books rather than fiction and novels like Bari and Mujura. Suyog started taking books seriously when he was going through mental turmoil, and was almost in depression. Having no one he could trust, books were his good friends then. He had many questions in his mind about his existence. To get

answers, he read western philosophy, particularly the Bible. Later, he shifted to eastern philosophy to get the answers to the questions related to his existence.

On the other hand, along with a unique motivation for book reading, I also discovered the participants shared a common interest that drove them to book reading. Bari, Mujura, Shirish, and Suyog read books because they were curious. This curiosity and hunger for knowledge is a common motivation to try any new titles for the participants. Bari wanted to know about Muslim women and their condition and read 'Thousand Splendid Sons' and 'Situation of Muslim Women's Education and Rights'. Similarly, Shirish tried reading computer coding books to show his knowledge to his friends. Suyog was curious to know the scientific aspect of the Hindu rituals and read the Bhagawat Gita and the Vedas.

Another aspect I uncovered about the common interest in why these participants were motivated to read was their hunger for an improved English language. All four participants wanted to be competent in the use of the English language. Bari and Mujura had a habit of listing unfamiliar words on separate notebook so that they could go through them and enrich their vocabulary ranges. Suyog would read dictionaries and idiom books just to master his English language. In the same way, Shirish was astonished to find new words popping up while he was writing a piece. He was encouraged to read more because he realized by reading only he could learn new words and improve his spontaneous writing flow. Finally, the participants' stories revealed that they wanted to challenge themselves by reading difficult books. Bari challenged herself to read Nietzsche and Sartre. Likewise, Shirish challenged himself to read books on unfamiliar subjects to widen his perspective. Suyog, dared to read the entire dictionary to improve his English. Students' interest echoes their reading experiences about 'Me' element. Through their stories, I discovered that reading is essential to their identity. This aspect lies in the

participants' motivation to read for better language, goal achievement, personal growth, and autonomy in learning new things.

Discussion

According to Chen and Lu (2012), Guthrie et al. (2013), and Summers (2013), children's reading habits, actions, and drive to read are significantly influenced by many life situations. Analysis of research participants' narratives revealed various reasons undergraduate undergraduate-level avid readers chose to read and continued reading books when a significant portion of their peers had less or no motivation to read books. Their stories revealed that they encountered reading in the very beginning of their lives. Although each of the four participants profiled in this study came from a different family, had a different socioeconomic background, attended a different school, and had a variety of reading experiences, some commonalities emerged that convey the essence of their narrative of reading motivation. By entering college, they realized how important reading was to their lives and developed the habit of regularly reading books. The stories they shared with me have provided a treasure of information. Therefore, to recognize the reasons behind their reading motivation, I generated four themes based on their narratives and discussed them here.

Home is Where the Reading Motivation Begins

Before I started interviewing my participants, I had many questions in my mind. I would think about different possible reasons for reading motivation. I wanted to uncover how my participants were attracted to books. As the first question of the interview, I asked them to share their early association with books. Their reading experiences showed that the early exposure to books rests in part family members have played at their respective homes. They were lured to reading books because of the influence of their parents and the environment. As Chen and Lu (2012) claimed, parents and other family members can nurture reading activity and behavior in

children. This component is mirrored in my participants' desire to read during their early childhood.

While interpreting the participants' stories, I found 'home environment' as the repeated theme used by my participants while narrating the reasons for their motivation to read the book. The participants shared that their home environment influenced them in one or another way. For two participants, their parents, especially mothers, were directly influenced and the other two were attracted to books because of guidance from other family members and the availability of books in the house. As the first teachers, my participants' families influenced their reading life in one or another way. Their experiences painted a picture that their reading support began at home as early as they could remember. My participants experienced different motivations from their parents in their early childhood. Their parents or other family members were crucial role models in their homes during their early childhood.

An important finding from this study was the participants' perceptions of the influence of parents or other family members. Most importantly, the study reveals that mothers were crucial in determining a child's capacity for reading. It was found that the 'mother' stood out as the strong influence in the two participants' childhood. The research finding also showed a fair link between the encouragement of parents and other family members and the participants' reading habits and interests. A small action of encouragement received by these undergraduate students from parents exposed and attracted them to develop a reading habit. Regarding reading atmosphere, the availability of books at home and the freedom they got promoting their interests in books. The environment at home, which was comfortable and conducive to the participants, enthused them to read.

Therefore, the primary conclusion of this study was a child must acquire a love of reading at home to become an ardent reader. All four participants mentioned

the part their parents played in making books available, providing them the freedom to choose their books, making book recommendations, and reading for and with them when they spoke about the influences of their early reading experiences. These all promote reading as a valuable activity. According to the study, it was vital for parents, siblings, and other caregivers to ensure that children experienced these kinds of reading experiences at a young age to encourage them to develop a habit of reading later in life.

As I introspect into my early exposure to books, I found myself very close to the experiences of Suyog and Shirish. Like their parents, my father is also a high school dropout, and my mother is elderly school literate. This means my parents had no consciousness for reading books. Therefore, they never thought I should read books besides textbooks. Neither did my other family members. However, similar to Suyog's experience, my mother would tell stories from *The Ramayana*. My favorite was the stories of *Lava* and *Kusha* encountering their father, the Rama, who was unaware that these two brave children were his sons. I realized that was the first time I loved stories. However, in the absence of encouragement from family members in later years, reading never happened to me. Now I realize that had I gotten the support and encouragement from my parents or other family members like my participants, I would start reading early in my life. Born in a bookless house that, nobody cared about me, my reading habit was the main culprit for the reason I only started reading books at my undergraduate levels. In other words, I got no motivation from my parents, and in the absence of a reading environment at home, I could not develop this fruitful habit until I understood the value of reading on my own. So, based on the stories of my participants, I conclude that parents or other family members can play a major part in fostering a reading culture in the house for children.

This understanding which I have drawn from my participants and my own experience, is also the understanding of researchers. This finding is in line with Merga (2016) whose results revealed that the most typical reason for children's early reading was their mothers' motivation. Studies of Mansor et al. (2013) and Merga (2017) also confirmed that a child's interest in reading is first sparked by a mother's early childhood interventions and a welcoming home environment. Similarly, they revealed that mothers could be crucial when nurturing reading habits among children.

Likewise, Chiu and Chow (2015), Yang et al. (2018), Dong et al. (2020) and Inoue et al. (2018) asserted that along with parents, the role of other family members in the family played an affirmative role in motivating children to read books during their early childhood days. Their studies also showed that a number of home context variables like the presence of books at home, parents' words of encouragement, appreciation, and involvement make significant and independent contributions to children's reading motivation, and parental involvement and home literary environment had a significantly higher association with the students' reading motivation during their childhood. They also added that if parents focus on children reading an early age, they can develop reading as a routine activity. With this, my understanding corroborates with Mudzielwana (2014), who argued that a child does not become a reader on his/her own. He stated, "The parents must bestow love for learning in the child and guide him to persevere on his own" (253).

According to the Self Determination Theory (SDT), people can experience intrinsic and extrinsic motivation. Extrinsic motivation refers to behaviors encouraged by rewards or punishment, whereas intrinsic motivation relates to actions taken "for their own sake" or for their inherent interest and delight (Deci & Ryan, 2000). Relating this theory to the first theme of my research, the role of parents and other family members can be termed as extrinsic motivation for students in their early

childhood. Before the students started reading books for their enjoyment and satisfaction, the home environment, like positive feedback and encouragement, availability of books at home drew them to book reading. Similarly, gifting new books and monetary rewards after finishing a title forced them to read more. Likewise, reading for recognition (praise and appreciation), reward (grades and gifts), and competition are aspects of extrinsic reading motivation. This idea is consistent with Kanonire et al. (2020), who concluded that extrinsic incentive facilitates early reading proficiency. However, this result contrasts with Wang et al. (2020), who discovered that extrinsic reading motivation had a detrimental direct impact on reading achievement.

Another intersecting aspect of the research findings with the SDT is that the positive feedback from the family members and the freedom bestowed upon them to choose books of their choice enhanced their experiences of competence. SDT emphasizes that for a person's behavior to develop and function; they must satisfy the psychological need for competence, autonomy, and relatedness (Deci & Ryan, 1985; Ryan et al., 2019). Similar to this, when the participants were young, having books at home, hearing stories from family members, and being taught the value of reading sparked their interest. It gave them a sense of belonging and independence. This tendency fostered greater intrinsic motivation and helped them become self-determined readers (Deci & Ryan, 1985), ultimately becoming avid readers.

Additionally, the story of the undergraduate students revealed how important it is for families to encourage their children's self-concept and competence. According to the thesis made by Frome and Eccles (1998), parents' reading awareness and children's reading self-concept are related. This indicates that capable parents and other family members engage in more direct assistance, inspiration, and pleasant emotional influence with their children. As a result, when their loved ones encouraged

them, the participants believed that reading had value and that they were capable of reading. The undergraduate students' home environment and family members' roles helped them develop and enhance their reading motivation when they were children.

The Social Constructivist Theory of Vygotsky (1978), which concurs with SDT, acknowledges the role of parents in encouraging their children to learn activity. According to this theory, reading is a social activity, and children can learn anything with the help of an adult who is more knowledgeable or skilled (Wertsch, 1985). Zone of Proximal Development, which Vygotsky named More Knowledgeable Others- is the region where a child can learn with the help of someone who has more understanding (Wertsch, 1985). For the participants, their parents and other family members were the MKO who encouraged them to read books. The participants received mediation through feedback, support, encouragement and modelling provided by parents, and other adults are responsible because they enhanced performance since childhood (Ceyhan & Yildiz, 2021). It is evident from the theory that the participants imbibed reading behavior with the help of parents as MKO, which they could not do independently.

After interpreting the participants' as well as my reading experiences and reviewing prevalent literature on reading motivation and related theories, I concluded that parents and other family members are crucial in encouraging young children to read. Assistance and encouragement from parents and other family members have a direct link with the development of children's reading interests. A small act of encouragement received by these undergraduate students from parents exposed and attracted them to develop a reading habit. Regarding reading atmosphere, the availability of books at home, and the freedom they get promoting their interests in books. The environment at home, which was comfortable and conducive to the participants, enthused them to read. The role of family members, particularly parents,

is vital in encouraging a child to motivate to read books in their early years. The availability of books at home, mothers reading aloud stories, giving rewards/gifts and providing affirmative feedback on their reading and emphasizing the importance of reading at early age motivated the undergraduate level students to become avid readers after completing their secondary level education. The efforts from parents and other family members served as extrinsic motivation; similarly, parents, as more knowledgeable persons, influenced their children to read books triggering their expectancy and value from books.

Teachers are Not Just Torchbearer but Trailblazers for Book Reading

The narratives of my participants revealed that their reading habits were influenced by their teachers at their schools and colleges, much as they had been influenced by their parents and other family members at home. They were stimulated to read more not because of the reading climate in their schools and college but because of the influence of individual teachers. Certain teachers and their encouragement, as described by the participants, were helpful stimulators for them to read more frequently.

The teachers' motivation for all participants navigated them to be avid readers later in their secondary and undergraduate levels. Like parents and family members, individual teachers, if not the school climate, encouraged the participants to read at some point in their school or college lives. The praise and recognition they received from their teachers, the book talk their teachers did with them, and the way their teachers read for them impacted immensely, so they understood the pleasure and value of book reading.

When I reflect to my school days, I hardly remember an incident when I was encouraged to read by a teacher. No teacher recommended I read books or made me understand the benefits of reading books. As I contrast my circumstances with those

of the participants, it becomes clear that even a small effort by a single instructor can have a noteworthy influence on students' reading habits. Had I gotten the opportunity to meet a teacher as Bari did, I am sure I would start reading books as a passion early in my secondary level. Therefore, I realized that the role played by teachers in giving appreciation, encouragement, care, and warmth and providing an opportunity for book discussion and recommendation, even if the school and college have no focused reading environment, can influence students to ignite the reading passion among their students.

The findings of my study and how I perceive instructors' involvement in encouraging students to read are in line with those of other studies (De Naeghel et al., 2014; Fisher & Frey, 2012; Takaloo & Ahmadi (2017); Claessens et al., (2016); Ushiodo (2016). These studies concluded that the teachers' encouragement to read has an affirmative link with the student's motivation to read books. They further claimed that the frequent assignments given by teachers contributed much to motivating the learners to read. In conclusion, these studies argued that teachers can influence students' learning by providing consistent access to a variety of texts through classroom libraries, read-alouds, and suggestions while fostering teacher-student relationships through routine classroom interaction (Brandt, 2021).

Similarly, in corroboration of my study finding, Erickson (2019) also pointed out that Teachers can help students become motivated by using the right instructional resources, carefully chosen texts, participating in similar activities, read-aloud, and recommendations, as well as by clearly explaining future career options to the students. In a similar vein, researchers (such as Ivey & Johnston, 2013; Lupo et al., 2020) discovered that students succeed in reading when teachers engage with students' interests, find content that suits their interests, and develop specific strategies so that the students can learn life-long literacy skills.

SDT also supports the role teachers play in inspiring students to read. Like family members, individual teachers also played crucial roles in helping undergraduate students be self-determined in reading. On the ground of SDT, my participants experienced the constructive role of their teachers because the undergraduate students fostered their need for independence, capability, and connection for self-determination (Deci, 1975; Deci & Ryan, 1985). The words of encouragement, recognition, book discussion, and dedication shown by the teachers enhanced the desire to read books in them. As one participant shared, even a small act of teachers like taking books with them in the class raised curiosity about the book. The environment created by teachers through the colleges and schools had no such reading environment or focused reading program, enhancing intrinsic development (Deci & Ryan, 1985). The teachers who allowed students to read books of their choice and appreciated their reading fulfilled the need for autonomy.

Similarly, assignments and encouragement to take part in competitions fulfilled the need for competence among their students. And students who had the opportunity to discuss books with their teachers, got a recommendation, and shared what they read, created cooperative situations kindling a sense of belonging. This need also met the third requirement of relatedness, which helped students become more independent readers due to a strong bond supported by trust, love, and shared emotion. Teachers also raised students' perceptions of the value of reading assignments by highlighting the importance and usefulness of reading for learning and success. Hence, teachers who regularly encouraged and collaborated with students helped satisfy the students' need for social connection.

Another way teachers motivate their students supports the idea that feeling competent or productive while undertaking difficult tasks is a crucial component of intrinsic motivation. Like in Bari and Mujura's narration, the students are intrinsically

motivated towards reading when they are given freedom to choose any book of their choice. This predisposition also increased reading self-concepts and reading value in all four participants. In Shirish's experience, a writing competition attracted him to the world of reading. And he was encouraged to take part in the event by his teacher. Here, I came close to Allred and Cena (2020), who presented that school events like this led to an internal perceived locus of interconnection and backing the autonomy need. Eventually, these events enhance intrinsic motivation.

Along with SDT, the Social Constructivist Theory of Vygotsky (1978) validated instructors' role in encouraging students to read. As presented by Vygotsky (1978), like parents and other family members, teachers played a crucial role in MKO. By showing concern, giving praise and appreciation, encouraging, choosing books and giving new information about new books and being emphatic, the ZPD of students. This supportive environment from teachers can also be termed as planned instructional scaffolding (Haghparsat & Mall- Amiri, 2015). This indicates that teachers' roles as MKO involve setting up assignments that push pupils to perform above their existing level of ability. Teachers also offered assistance strategies that allowed children to perform at this new reading level to help them complete these activities. Similar to this, teachers supported their pupils in becoming keen readers by helping them understand why they are reading and how the book links to other course elements.

Hence, after studying various study works on reading motivation and navigating through motivation theories like determination theory, expectancy and value theory, and constructivist theory, I understood that even though the participants had no particular reading-focused programs or climate in their schools and colleges, they were influenced by their teachers. Teachers are motivating reading books by providing reading assignments, giving appreciation and compliments, offering

autonomy to choose books of their choice, and recommending and discussing books, frequently influencing the participants to read books in their school days. Students were inspired to understand the book independently when teachers shared and participated with them during reading activities, helping them relate the text to their knowledge and experiences. In this context, the individual teachers encountered by the participants in their school and college life played the role of trailblazers who showed the light of book reading when the institutions had no such dedicated reading program. Ultimately, their teacher effort prepared them to be avid readers when they reached university levels.

Reading is a Social Activity

My participants also reflected on how significant social influences from the past and the present had an impact on the formation of their affirmative attitude about reading. Their stories revealed that various social agents were instrumental in initiating book-reading interest in them. They shared those social influences like friend circle, neighbor, book club, reading for approval, recommendation, shared social habit and media influence were recurring mechanisms of influence for the participants.

The participants also recounted reading experiences that were relevant to their social circle. The influence of the social environment started early in life for each individual. Bari, Mujura, Shirish, and Suyog all made reference to the influence of their neighbors, friend circle, and media. They experienced that the social circle—friends, neighbor, sense of status, and media attracted them to fancy the idea of reading. These social agents, beyond family and teachers, played an important part in inspiring the participants to imbibe reading habits in their adult years, knowingly and unknowingly. Participants also found connection and relevance in their reading experience.

The participants were found using media content for information acquisition, social promotion, and social interaction. Bari and Shirish were influenced by media content on television and YouTube, respectively. In a way, the content helped them acquire information about books. Mujura was encouraged to read and post more photos on *Instagram* so that she could interact with other users. The study's finding that media content has played an advanced role in motivating participants to read books is validated by the finding of Wang et al., (2020). The research concluded that these young readers use media for social connection, identity, information acquisition, and enjoyment. It also affirmed that social motivation through social media is important for reading motivation.

The participants also revealed how they view and discuss their position as "readers" in social media platforms. In their personal tales, the participants demonstrated their passion, search for identity, and acceptance of and support for media-mediated book reading. These findings shed light on how the informants see and value the communal elements of literary reading. This outcome is in line with Vlieghe et al. (2016), who found that readers accept and value the social aspects of participating in literary culture on social media platforms. Similarly, other studies (Sa'ad, 2019; Howard, 2013; Summers, 2013) validate this. Social reason reveals that offering students the chance to discuss what they read improves their experience of reading, hence contributing to a sense of belonging among students. Similarly, Raza et al. (2020) aligns with the fact that students who connect on social networking sites do so to fit in with their social circle, encouraging them to read more. My participants shared that they use social media platforms to share reading experiences, meet enthusiasts, create identity, and acknowledge and encourage participation in book reading. Particularly, Bari and Mujura posted information about books they read on Facebook. In terms of the influence of social media, my experience corroborates with

the evidence presented by Vlieghe et al. (2016). In his study, he pointed out that students use social media like Facebook for social affinity spaces. I have also posted on Facebook many times to show that I am one of the book readers expecting people to interact with my post. This was a sheer attempt to show the world that I read books, and I also expected people to take me as a reader so that I create a status of a learned person.

The theory of SDT also validates the outcome of this research that students get motivation from social circle. Deci and Ryan (2000) have asserted that aspects that can stimulate students' desire to read is extrinsic motivation. In this sense, the influence of social agents like friends, neighbours, and media are external encouragement they received during their school and college days. When students collaborated in reading with their friend circle, they only learnt content from each other, but they also came to know about their peers' feelings about reading. Guthrie et al. (2012) claimed peer attitudes frequently support or inhibit students' enthusiasm to read. In this study, it was discovered that peer attitudes were directly influenced by their circle. Students who shared their reading felt successful as readers and thought reading was crucial. According to Ho and Guthrie (2013), this value for reading is more closely related to students' reading proficiency as they get older. This way, these students experienced intrinsic pleasure in reading and invested more time and effort in reading.

The reasons like participants wanting to be like their friends and having a sense of competition to acquire more knowledge, their desire to read and collect books for prestige and status, and their tendency to show their presence on social media expecting people to interact with them are external motivation they got from the social circle. The tendency for individuals to read books is ultimately a social influence; later, they will continue reading books in the future. So, their influence on

extrinsic motivation subsequently developed into intrinsic motivation. According to Merga (2017), readers who read for social reward changed from being extrinsically motivated to intrinsically motivated readers who continued to read for enjoyment.

The findings of my research which claim social agents like friends, neighbors, and media also influence students to read more, are also authenticated by the EVT (Eccles & Wigfield, 2020; Wigfield & Eccles, 2000). According to this theory, a person's motivation is influenced by expectations, the value placed on particular task-specific beliefs, and personal ambitions. It further adds that these expectations and values are again influenced by other people's beliefs, socialization, and personal past achievement experiences. Like extrinsic motivation (Deci & Ryan, 1985), EVT differentiates utility value as external motivators that aren't linked to an activity's inherent enjoyment but instead are linked to achieving some desired outcome through the behavior or activity (Wigfield & Eccles, 2000). As argued by the theory, the participants' reasons for reading books were for some utility. These tasks were important in fulfilling their current goals and plans. They read to accomplish tasks like maintaining a presence on social media, creating status and prestige as readers and relating to book reading circles who, according to them, were the elite groups. Outside forces more easily influence this motivation because it is more extrinsic. As claimed by EVT, the utility value was one of the major motivations in their book reading habit. Socialization, as well as the ideas and actions of socializers, are crucial in the formation of this value (Eccles, 2007).

Regarding social motivation, with these research studies and theories, I understood that social actors like friends, neighbors and libraries, and social media abetted the undergraduate-level students to intensify their desire to read more. On the one hand, peer groups and more knowledgeable persons who were already in book reading assisted them in carrying on book reading, providing them accessibility and

value of book reading. On the other hand, participants wanting to present themselves as readers on social media were extrinsically motivated to continue reading activities. This also helped them develop a network of readers, which helped them sharpen their attainment value and intrinsic value within themselves.

Personal Interest Reengages in Reading

The analysis of the narratives of the undergraduate-level students also unearthed the issue of self as another important reason for their reading motivation. Generally, stories revealed that participants' book reading motivation included curiosity and knowledge, perspective taking, freedom and pleasure, and improved language skills. In addition, a sense of challenge and connection were two other reasons behind their reading motivation. Participants narrated that they sought to refuse book reading during their leisure time for relaxation and freedom. The four participants agreed that reading was essential for gaining information and staying informed.

Three participants' (Bari, Shirish, and Suyog) motivation to read could be termed 'curiosity'. Shirish wanted to look at the new perspective; Suyog aspired to explore more about the unknown. Bari's tendency to read books to update herself to the mainstream topics results from their curious mind, always wanting to venture more than what they know. The participants' narratives also revealed that students loved having the freedom to read the literature of their choosing. As they grew up, the participants started picking up their books of their own choice.

Bari and Mujura cherished their freedom of choice and thought that if their parents and teachers compelled them to read only certain types of books, they wouldn't develop a habit of reading. This indicates that students are inspired to read when they have the opportunity to choose books. In addition, three participants—Bari, Mujura, and Suyog—paid attention to their English language skills while reading

books. Vocabulary improvement was of prime importance for the participants.

Though Bari never read books to better her academic achievement, she admitted that she improved her English language skills through book reading.

Like Bari's experience, Mujura still read books to boost her English vocabulary and copy new words on her notebooks. She always aspired to become a public speaker. Therefore, she had to improve her language skills. Books allowed her to understand the words and phrases in the context. Suyog shared that he had an inferiority complex with people who could speak fluent English. He tried to read dictionaries and quotation books to improve his English. Thanks to fiction and non-fiction, he read. He had a solid base of English vocabulary now. Also, Bari wanted to improve her English so she noted the difficult vocabulary in her notebook. Mujura, too, desired to be well-versed in English so that she could become a successful program host. Accordingly, Suyog attempted to read a dictionary and other language booster books to improve his range in English. The stories of participants revealed that all of them read books for different reasons but improving the language, especially English, was their foremost desire from book reading.

I share similar experiences with the participants regarding reading books to improve the English language. During the initial period of my book-reading habit when I was in my undergraduate years, I read books to learn new vocabulary and sentence structures. The sole purpose of reading was to be better at speaking and writing through improved language skills. I still remember having a notebook to jot down all the difficult words I had found in books and periodical magazines. Later, I also tried to use these new words in my writing exclusively. Doing this, I felt accomplished to some extent.

The finding I have generated from my fourth theme claims that one reason to imbibe reading habits among students is to fulfill their own interests. Notably, Bari,

Mujura, Shirish, and Suyog developed reading as a habit only after they started reading to accomplish their interest. The motivation for reading books, as experienced by the participants, revealed that they continued reading after completing school because, by this time, they wanted to fulfill their interests. They wanted to escape from the humdrum of the real world through books. Similarly, they found pleasure while reading imaginary stories.

These findings are in line with Klauda (2009) who explored college level avid readers and concluded that perspective-taking, personal growth, enjoyment, escapism, and language and vocabulary. Similar conclusion was drawn by Skenderi and Ejupi (2017). They concluded that while social media and a hectic schedule at school are cited as factors that influence students' reading habits, most students read for personal fulfillment and information.

Raza et al. (2020), Allred and Cena (2020), Komiyama and McMorris (2017), and Barber and Klauda (2020) also emphasized the importance of self-interest in motivating students to read books. These researchers summed up that students possess curiosity and a desire for pleasure so that they can continue reading books. Similarly, these researchers put stress on the way how the students challenge themselves to learn new things. They have concluded that 'Me' element is essential for motivating them inwardly. Schiefele and Shaffner (2016) also authenticated that intrinsic reading motivation has three dimensions: curiosity, involvement, and challenge. They have a desire to find information from reading books, which satisfies them in finding ideas and motivates individuals to read more. Like Komiyama and McMorris (2017) believes, students love reading in English because it helps them build their second language (by increasing their vocabulary and English proficiency) and prepares them for future academic and professional success. However, study conducted by Huang and Reynolds (2022) is contrasted with this finding. In their study, these researchers

found student motivation scores on the extrinsic motivation scale were greater than those on the intrinsic motivation scale.

When I fuse the theory with this finding, curiosity, pleasure, prospecting taking, freedom, and sense of challenge experienced by all four participants are the dimensions of intrinsic motivation. They were motivated to read when they first enrolled in college because they had a natural inclination to look for newness and challenges (Deci & Ryan 2000). The participants also enjoyed reading activities, and they developed reading as a self-regulated behavior. When they engaged themselves in reading activity as enjoyable activity was the time when they were intrinsically motivated to read (Alizadeh, 2016). Alongside, my participants were driven to read books by internal rewards like personal freedom, pleasure, challenge, knowledge, and self-efficacy. As efficacious readers, the undergraduate students were willing to try more difficult novels and thought they could handle reading tasks. All four participants challenged themselves either to improve their knowledge or gain knowledge and perspective in practical life through book reading.

The Expectancy Value Theory (EVT) further validates the study's result that participants' internal motivations for self-interest drove them. According to the notion, someone must assign a task and have at least a moderate expectation of achievement (Eccles & Wigfield, 2002). The task value explains for "why I should accomplish this." Therefore, the participant's enjoyment of the reading activity is categorized as intrinsic value. The pure pleasure a learner experiences while working on a task is an intrinsic value. As they taste the intrinsic value, they become involved in the task. When the participants read books for pleasure, knowledge, escape, perspective taking, and freedom, they developed intrinsic value. These rewards are obtained from completing a task or participating in an activity with subjective interest. Similar to how self-value overlaps with attainment value in the EVT, reading for pleasure are a

self-value activity. This value speaks to the significance of performing well on a task concerning how relevant or significant a task is to a student individually.

Thus, through analysis of the EVT, SDT, and Vygotsky's social constructivist theory of motivation and available research studies, the book reading task validates a key need for the individual and a cherished component of their identity. The participants read books to improve their perceptions of themselves. They believed that reading gave them information and that knowledge helped them look better to their friends. The improvement of language, particularly English, was the next reason to read literature. They believed that their reading habits improved their vocabulary and other language skills. The participants started feeling more confident while engaging in writing and public speaking activities. Additionally, gaining the information they sought gave them a sense of accomplishment.

Conclusion

The study intended to explore the reasons for book reading motivation among the undergraduate-level students. Based on their past reading experiences, their present behavior and future plan and with all the discussions and insights, I am here with the conclusion that four main reasons played a role in motivating these undergraduate level students to read books.

First and foremost, engagement and encouragement of parents or other family members is crucial in influencing children to read books in the early stage of their childhood so that these young minds are motivated to read books and continue the habit in later years. Children develop a self-concept that reading has value and they have competency to read when they are brought up in an environment in which the senior members of family participate in reading activity and create reading friendly atmosphere at home. Suitable home environment imparts a love for reading in

children and guides them to continue to read books in their teenage and adult years; thus, transforming them into life-long readers.

The research also indicates that facilitation of teachers also contributes to students' reading motivation. Identification of strategies which enable teachers to encourage students' autonomous reading promotes these useful habits among them. Students, almost in all levels, are driven to reading if instructors encourage them to choose their titles rather than when they are forced to read certain books as part of academic duty.

This research also concludes that students are interested to read books through social interaction and shared enjoyment. Reading, as a social habit, fosters when students read in circles and community. This shared feeling contributes to develop belongingness so that important relationship is maintained in the society; as a result, they read for social status.

Finally, the research demonstrated that book reading does not thrive until undergraduate-level students perceive it as a naturally satisfying and rewarding activity and reading activity is related to personal relevance and interest. Other induced motivation only serves as a driving force that helps them take the journey as book readers for some time. After they lack this extrinsic motivation, they are reluctant to continue their reading. This is where most of the school readers stay away from books after the end of their schooling years. However, to be lifelong readers, they need to be intrinsically motivated to read.

Reflections

Reading books has many benefits. The habit of reading books provides access to in-depth knowledge, helps us become focused, entertains us, and enhances our memory. A child who reads books from his/her early childhood is likely to be bestowed with all of these advantages over those who don't read books. However, I

realized the importance of reading books late in my life. I was a late reader. As a child, I was never attracted to pleasure reading. I didn't understand books and their imaginary world. I was naïve to the power of imagination. I just wish I had started reading books; I would be a better individual, personally and professionally.

Unfortunately, I had no motivation to read books unless I reached my undergraduate level.

This harnessed a new awareness in me. As an English teacher, I wanted my undergraduate students to read books so that they would taste the elixir of wisdom through books. I had already come to believe that readers do better in practically every area of life, including academics, critical thinking, communication, intelligence, and empathy. Unfortunately, the number of book-loving students has been declining over the years as far as my experience is concerned. Worst of all, finding avid readers in every class is evasive now, like finding a needle in a haystack. Although book reading offers many advantages to students, most of them are reluctant to read and stay away from books. Motivating students to read books at this level was challenging since they can watch a movie, listen to audiobooks, or watch YouTube and submerge themselves in social media. The silver lining in the darkest cloud, there were a few students who were avid readers. In this pretext, knowing the reasons why these particular students are motivated in book reading can be instrumental in implementing reading programs inside and outside educational institutions. Therefore, I wanted to study those students who were motivated to read continuously, exploring the reasons that attracted them to books.

At the moment when I was envisioning myself as a reading campaigner and resource person, along with my teaching profession, understanding the reasons for students' motivation to read was of vital need. I had this topic in my mind a long time ago. It is seldom an exaggeration if I say I had decided to explore the whys and

wherefore of the motivation behind book reading before I decided to join M.Phil in Educational Leadership at KU. My regretful experience as a late reader and my failure to motivate my undergraduate-students to read books forced me to rethink the motivation behind reading. Then, I researched and explored the ground reality of reading motivation among these students. This way, I took the road less travelled, to M.Phil at Kathmandu University.

I was drawn to the M.Phil in Educational Leadership program to enhance my knowledge and expertise in leadership in educational institutions. The first few months were comforting. The new learning environment was challenging as well as refreshing. Importantly, our classroom never failed to offer an integration of ideas from one another as much as from the course itself. Collaboration, endless curiosity, and new ways of seeing the world through different pedagogy at KU made my early experience noteworthy. However, as I started to work on my research topic, as we were told to, I felt like a duck in a thunderstorm. This is because I had a broad topic about reading motivation and did not know any technicalities about the research methodology. I ended up with a topic on reading culture and tried to look at reading culture in Nepal.

The second semester was enlightening in the sense that we learnt various dimensions of research methodology. More importantly, I found qualitative research methodology more interesting. I also tried to shape my research topic accordingly. Instead of reading culture, I decided to conduct my research on the lived experience of avid readers. That is why I prepared myself to carry out phenomenological research. This time I attempted to explore the reading experiences of secondary-level students. As I presented my proposal, I received constructive feedback from teachers and realized why getting thick data might be impossible in the proposed topic. My

teachers suggested that I bring stories of students' reading motivations and use narrative method.

I finalized my research topic in my third semester. In a way, the entire semester was focused on developing the topic into a research proposal. I spent relentless hours in the library reading dissertations and research articles. This dedication helped me get ideas about reading. Though I could not find any research study on reading motivation, I got to read other dissertations on reading practices in the library. It was quite an experience as I had never involved myself in this rigorous assignment. My newly gained limited knowledge helped me narrow down the topic to the reading motivation of avid readers. I concluded that determining the reasons for students' motivation for reading books would facilitate both the teachers and the institution. In the process, the toughest part was to blend an appropriate theory into students' reading behaviors. I went through the theories blended with other research works and read books and articles on other social sciences theories. I re-read various learning theories and motivation theories. Eventually, I comprehended motivation theory best suited my research because the students who were avid readers had one or other reasons for book reading motivation since their childhood.

Finally, I prepared a proposal for the final assessment and defended my thesis proposal in March 2020. I began working on the feedback provided by the research committee. Now the voyage of my research had started smooth sailing. Or I thought so. The selection of participants, was my next step. I had also spoken to particular schools in Kathmandu and Lalitpur. Right after my proposal defense, Nepal, like any other country in the world, was engulfed by the wave of Covid-19, causing one of the biggest disruptions in the history of the country's education system.

In two respects, the Covid epidemic proved to be difficult for me. First, from 24 March to 21 July 2020, the government of Nepal imposed a nationwide lockdown

that forbade any physical exercise in educational institutions. Conducting any research task in such an environment was practically and psychologically impossible. Survival was more important than any study or learning at this very time. Another challenge I faced during the pandemic was a disconnection from my thesis supervisor. I remained out of his radar throughout the wave of the pandemic. After much hiatus, I decided to conduct the study on undergraduate students. I chose two institutions. While doing this, I also consulted other teachers and college leaders.

After finalizing the participants, I tried to take interview on Zoom online platform. However, I could not feel connection with the participant and felt our conversation was too mechanical. That is why I wanted to meet my participants in person afterward. As the lockdown was relaxed after months, I met my two participants in their respective residences and four others in two different institutions.

I interviewed my participants 4 to 6 times formally and informally. As I felt the information was saturated, I stopped meeting them. The narratives were recorded. I listened to them repeatedly. Each participant had a story about how he/she was motivated to read books since childhood. All of them were storytellers. I studied the participant's behavior and their experiences with reading motivation because the inquiry in this study was mostly focused on human experiences. I focused on the tales of my participants' book-reading experiences as I worked on temporality, sociality, and place (Caine et al., 2019). After that, the enthralling stories of the participants were transcribed. Similarly, I transcribed the interview and developed it in the form of narratives thematizing information sequentially and discussing it in conjugation with relevant literature and theories to generate meaning.

In a nutshell, I spent about three years on this research work. This was one of the most challenging yet rewarding tasks I have ever taken. It is said that without challenging oneself, he/she cannot grow. The saying is aptly implemented in my

situation. Had I not been challenged to enroll in MPhil degree, I would never be part of extensive research work like this. And, had I not completed this research work on the topic that had been hovering in my head for many years, I would not be able to create new knowledge that can be useful in academia, particularly in reading motivation literature.

Implication

This study aimed to study undergraduate students' reading experiences as they were understudied in the literature. The participants reflected on their reading experiences and shared awareness of the elements determining their reading motivation through time. As a result, the findings would be useful to study reading motivation using a qualitative lens, which might be useful for parents, caregivers, educators, and policymakers.

Parents and Caregivers

It is impossible to overstate the importance of how parents and the home environment influence people's motivation to read. Parents and other primary caregivers are a child's first teachers and their first classroom is their home. When the whole world is in the grasp of digital distraction, children are more prone to stay away from books. Hence, parents find motivating their children in book reading a daunting task. Some parents and guardians think developing reading habit amongst children happens only in the school setting, giving all the responsibility to the schools and teachers. However, as the most trusted individuals for children, parents and other family members can motivate their children into book reading. Small steps from the parents and the caregivers can have a lasting influence on the reading behavior of their children. For this, they need to understand their role as motivators. They are encouraged to provide a good example for their children. Parents can instill an affirmative attitude towards reading and impart the value that reading offers. It not

only creates a relaxed home environment but also helps parent- children bonding. In a similar vein, parents must act in a way that shows their children the value of reading and make them realize that it can be fun. The best they need to do is read books in front of children. In addition, the availability of suitable books at home, reading aloud, the home culture of a gift for every book they read, and discussion and interaction about the books encourage them to take book reading seriously.

Educators

The study finding also articulates ideas about what educators and educational institutions should consider to promote reading motivation inside and outside the classroom. In contrast to simply assigning reading, this study's finding posits that teachers' encouragement and involvement are crucial in motivating students to read books. In the process, educators must admit the strength they genuinely excel at connecting with students and directing them toward reading. Their affirmative words of encouragement, appreciation, care and trust can do the magic in how students perceive their reading behavior. Second, an opportunity to guide student reading while offering students a sense of autonomy is crucial. Teachers need to find students' interest rather than forcing random books on them.

These findings may be useful in teacher training and classroom curriculum. This study also demonstrated that children's reading motives evolve. It is true that when their reading habits change, children's reading motives are likely to alter as well. Teachers need to be aware of changes in their students' reading motivation over time to enhance motivation and engagement among their students and respond properly while working with different age groups. In a college atmosphere, students arrive with certain talents and a higher sense of ownership over their education. As a result, college professors are urged to reach out to students in various ways, such as by empowering them to take charge of their own reading and learning.

Teachers must work with children to determine their reading motivations and connect those to short- and long-term objectives. The application of this method may assist students in achieving their goals and growing in their capacity for self-determination. Similar to this, in order to promote a reading culture and atmosphere that is beneficial to all students, teachers must be aware of the "what" and "why" pupils choose to read. This study emphasizes the value of intrinsic reading motivation such as enjoyment, relaxation, personal growth, enhanced language, and perspective-taking. Due to the dynamic interplay between reading desire and reading ability, literacy teaching in early teacher education and training should guarantee that there is enough emphasis on helping teachers comprehend children's motivation to read (Hebbecker et al., 2019).

Policy Makers

This study's research outcome helps formulate and design education programs specially focused on reading promotion. The students' narrative that emphasizes on their desire to know how their reading habit benefits them enables stakeholders of education to consider this aspect as they plan policies. It is evident that the Education Policy 2019 mentions the necessity of book corners in every school, but it mentions nothing about how teachers can encourage students to read. A complete rethinking of student-centered teaching ways is needed. The reading policy needs to be based on student-choice, enjoyment, and interest. The policy needs to address these issues while formulating plans and policies of reading. Curriculum designers and administrators should redesign elementary reading curricula to give students more freedom to choose and provide the opportunity for book choices.

Teenagers require access to a range of reading materials to select the ones they are most interested in. Therefore, it is imperative that all stakeholders—teachers, administrators, boards of education, publishers, the media, and parents— need

coordinate adult literacy goals and resources. Particularly, Programs for training teachers should place a strong emphasis on the sense of belonging. It is not a hidden fact that the existing plans and policies cannot promote reading, so they need to be revised. SMC can get the knowledge necessary to advise school administration on establishing an atmosphere that encourages students to read books. In addition, school administration can also get insight from it and improve their weaknesses in management. This finding is helpful for all types of students and educational institutions, as students are demotivated to read because of digital distractions.

Future Direction

This study will be useful for School Management Committees, parents, teachers, and the authorities promoting reading behavior in Nepal. After my MPhil dissertation, I will share my new-found knowledge and expertise in reading motivation with my colleagues and research participants. The insight I have found after conducting this study will enhance my knowledge and understanding of the reasons why students become avid readers.

As I have been conducting reading workshops and training in different parts of the country, I will benefit personally from this research knowledge. My research knowledge will be reflected in school talk sessions and interaction programmes. In the future, this endeavor will see another height and establish me as a reading campaigner in the country. Along with this, this study may open up a new horizon to further research on the issues of book reading. My research inquiry will add a brick to the academic researchers. Further research may explore more individually dimensions of reading motivation, like early home environment and parental engagement, constructive roles played by teachers and instructors, social actors (libraries, media, and peer circle), and students' choice of selection of books upon motivating them to

read more. Most importantly, exploring the status of book reading in the context of Nepal is still an unexplored area.

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APPENDICES

Appendix A: Sample Interview Guidelines

Research Question	Possible Components	Interview Questions
How do students of under-graduate level narrate their motivation for book reading?	School/Colleges	<ul style="list-style-type: none"> Please tell a story of your reading experience in your school years (Elementary, middle and high school) and university level.
	Family Influence and early exposure	<ul style="list-style-type: none"> Can you share the roles of your parents or guardians in helping you develop book reading habit?
	Social Circle	<ul style="list-style-type: none"> Do you have your peculiar experience where you were motivated by your friends, neighbors, community library, peers and media?
	Classroom Instruction	<ul style="list-style-type: none"> In your opinion, how do classroom reading activities or interventional instructional classroom reading activity help in generating motivation in reading books? Did classroom instruction of your teacher motivate you to read? Do you have any story on it?
	Belongingness/ Competency/ Autonomy	<ul style="list-style-type: none"> Could you share your experience when you felt a sense of belongingness, competency and autonomy and that encourage/discourage you to read?
	Academic Performance/ Reward	Most often students read books just to get good grades and improve their languages and to compete with their friends. Or they read books to get reward. Do you share similar experience in college and school? Please narrate.

Appendix B: Sample Interview Transcript (Nepali)

सहभागी १: बरी

मे १९, २०२० दिउसो १ बजे

प्रश्न: तपाईंको बुबा-आमा अथवा अन्य पारिवारिक सदस्यहरूले तपाईंको पढ्नु बानीको विकासमा खेलेको भूमिकाको बारेमा अनुभव भनिदिनुस न ।

सहभागी: म कक्षा १ मा हुदाँकै कुरा हो । हाम्रो घरमै मोन्टेश्वरी स्कूल थियो । मेरो आमा प्रिन्सिपल हुनुहुन्थ्यो । हामी माथी बस्थौं अनि तल्लो तलामा मोन्टेश्वरी थियो । मोन्टेश्वरीमै आमाले सानो पुस्तकालय बनाउनुभएको थियो कक्षा १ र २ पढ्दा सम्म म त्यही पुस्तकालयमा गएर पढेको याद छ । प्राय म यू के जी को लागि जम्मा गरिएको बुक पढ्थे । हरेक दिन त्यहाँ गएर पढ्थे । पछि त मैले नपढेको कुनै बुकनै बाकिँ रहेन । सायद मेरो पढ्ने बानीनै यो समयवाटै सुरुभएको हुन पर्छ । घरमै किताब भएकोले म आकर्षित भएको होला ।

मेरो बुबा पनि पढ्नुहुन्छ । तर त्यस्तो नियमित पढ्ने मान्छे चाँही होइन । मेरो बुक पढ्ने बानी प्रति बुबाको अर्कै धारण थियो । मलाई अझै सम्झना छ एक पटक... म कक्षा ८ मा थिए, मैले विज्ञानको कोर्ष बुक भित्र उपन्यास राखेर पढिरहेको थिए । बुबाले थहा पाउनु भयो । त्यसपछि मैले जम्मा गरेको सबै बुक लिएर जानु भयो । त्यो वर्षको अन्तिम परिक्षा नसकनुजेल मैले ती बुकहरू फिर्ता पाइन । अहिले पनि कोर्ष बुक नै पढ्नु भन्नुहुन्छ । बुबा र हजुरबुबा दुवैले किताब मात्र थुपारेर के गरेको, कोर्ष बुक पो पढ्ने हो त भन्नुहुन्छ ।

मेरो आमा म कक्षा ५ मा हुँदा बित्नुभो । अहिलेको आमा चाहिँ पढ्नलाई खासै रुचि देखाउनु हुन्न । भन्ने पर्दा घरबाट किताब खासै पाइन मैले मोन्टेश्वरीको लाइब्रेरीमा संकलित किताब बाहेक । पछि स्कूलको लाइब्रेरी र आफैले बचाएर राखेको पैसाले किताब किन्न थाले । जब म बुढानिलकण्ठमा गए, मेरो मामाहरूले मैले भनेको किताब स्कूलमै पुऱ्याउन आउनुहुन्थ्यो । मामाहरू पनि किताब त पढ्थे तर त्यस्तो धेरै पढ्ने चाही होइन ।

मेरो किताब पढ्ने बानीको कुरा गर्दा मैले मेरो भाइ (काकाको छोरा) लाई बिर्सन सकिदना भाई म भन्दा ३ दिन मात्र कान्छो थियो । त्यसैले हाम्रो रुचि पनि मिल्यो । आमाको निधन पछि हामी फेरी पुर्खौली घरमा आयौं । अनि भाई र म साथै हुन थाल्यौं । मलाई लाग्छ, उसँगको संगतले पनि मेरो पढ्ने बानी बस्यो । भाइ त्यो बेला जेम्समा पढ्थ्यो । उसको स्कूलमा रिडिङ क्लब हुन्थ्यो । उसले क्लबमा भएको छलफल र नयाँ नयाँ सिकेको कुरा मलाई सुनाउथ्यो । उसकै संगतमा मैले गुजबम्स सिरिज पढ्न थाले । यसरी हामी कक्षा ८ पुग्ने बेला सम्म किताब र किताबसँग सम्बन्धित कुराहरू गर्दथ्यौं । त्यसपछि हामी अर्को घरमा सय्यौं । पहिले जस्तो निरन्तर भेट नभए पनि भिडियो कल गरेर पनि किताबको कुरा गर्दथ्यौं । अहिले भाइ यू एस मा छ । क्लास असानमेन्टको कुरा त अझै हुन्छ । तर किताबको कुरा अहिले हामी गर्दैनौं । पछि बहिनीहरूपनि ठूला भएपछि हामी एक अर्का सँग किताब आदान प्रदान गर्दछौं ।

मेरो बुबा पुस्तक किनेर साध्य हुदैन साथीहरूसँग साट्न पर्छ भन्नुहुन्छ । उहाँ पनि त्यसै गर्नुहुन्छ । तर मलाई आफुले पढ्नु पुस्तक किन्नै पर्छ । मसँग अहिले ५० किताब छन् ।

प्रश्न: विद्यालय र विश्वविद्यालयमा पढ्ने अनुभव चाही कस्तो रह्यो ? यसमा तपाईंको कथा सुनाउनुस न ।

सहभागी: मलाई लाग्छ म कक्षा ५ मा थिए होला । त्यो बेला हाम्रो स्कुलमा रिडिङ क्लास हुन्थ्यो। जहाँ सम्म लाग्छ म त्यो स्कुलमा एक साल मात्र पढे । रिडिङ क्लासमा हामी किताब पढ्थियौं अनि छलफल पनि हुन्थ्यो । अर्को स्कुल गएपछि पनि लाइब्रेरीको लागि एउटा छुट्टै क्लास त हुन्थ्यो तर पहिलेको जस्तो छलफल चाँही भएन । कक्षा ५ ताका रोटेन स्कुल भन्ने सेरिज पढे । यो चाँही भूतको कथा हो। मिडल स्कुलमा मैले फेरी स्कुल फेरे र त्यो स्कुलमा पनि खाली पिरिअडमा लाइब्रेरी लग्थ्यो । मलाई चाँही खसै लाइब्रेरीको बुक पढ्न मन लागेन । बरु म मेरो दाईसँग किताब मागेर पढ्थे । मिडल स्कुलमा आउँदा मैले अली गहन आख्यान पढ्न थाले । कक्षा सात पुगेपछि चेतन भगतका आख्यान पढ्न थाले । कक्षा ८ मा हुदा मैले चेतन भगतको वान नाइट एट अ कल सेन्टर पढ्को थियो । यो किताब पढे पछि अहाँ भन्ने अनुभव भएको थियो । एकदमै रमाइलो लागेको थियो । कक्षा ९ मा आइपुग्दा ड्यान ब्राउनको दा भिन्सी कोड पढे । यो चाही धेरै सुनेको किताब भएर पढेको हो (कहाँ सुनेको)। तर मलाई यो किताब सक्न एकदम गाह्रो भयो । अ... जब म हाई स्कुल पुगे, मैले खसै लाइब्रेरी प्रयोग गरिन । घर बाटनै पुस्तक लगेर पढ्थे । घरबाटै लगेर मैले खालिद हुसेनीको सबै किताब स्कुलमै पढेर सके । एउटा कुरा चै मैले हाई स्कुलमा आएपछि नेपाली बूक्स पढ्न थाले । त्यो महत्वपूर्ण कुरा हो ।

मैले बुढानिलकण्ठ स्कुलबाट ए लेभल्स गरेको हो । त्यहाँ चाहीं पढ्ने माहोलनै बेग्लै थियो । हाम्रो कक्षालाई पाँच सेक्सनमा बाडिएको थियो । एकजना बेलायती शिक्षक हुनुहुन्थ्यो । हामी पाँचै सेक्सनका विद्यार्थीहरु उहाँकै कक्षामा पर्न पाए पनि हुन्थ्यो जस्तो गर्थेयौं । म पनि उहाँकै कक्षामा थिए । उहाँलाई पुस्तकालयमा कुन पुस्तक कति कति छ सबै थहाँ हुन्थ्यो । उहाँलेनै यो यो पुस्तक पढ भनेर लिस्ट दिनुहुन्थ्यो । उहाँले दिनुभएको लिस्टबाट खालिद हुसेनीका किताब पढेको याद छ मलाई । उहाँले यो बुक पढ्नै पर्छ भनेर कहिले फोर्स गर्नु भएन । बरु किताब पढ्यो भने के हुन्छ भनेर हामीलाई बुझाउनु हुन्थ्यो । उहाँले यो यो बुक पढ भने पछि त्यो बुकको बारेमा छलफल पनि चलाउनुहुन्थ्यो । रमाइलो कुरा त उहाँले हामीलाई आफ्नै फ्याटमा बोलाउनु हुन्थ्यो अनि चिया बनाएर हामी सबैलाई खुवाउनु पनि हुन्थ्यो । त्यस्तो माहोलको हिस्सा हुन पनि हामी किताब पढेर छलफल गर्न जान्थ्यौं । उहाँको एउटा मन पर्ने कुरा भनेको बेलायती भइकन पनि र उहाँ पाश्चात्य सोचकै उत्पादन भए पनि हाम्रो पूर्विय दर्शन र हामीले उठाएका कुराहरुलाई जहिले पनि स्वकार्नु भयो । उहाँले धेरै प्रोत्साहान गर्नु भो हामीलाई किताब पढ्न । पछि त्यति सम्म गर्ने शिक्षक खासै भेटिएन । विद्यालय तहमा शिक्षकहरुले दशै र जाडो विदामा बुक पढ्ने र समिक्षा लेख्न दिनुहुन्थ्यो तर त्यस्तो मोटिभेट गर्नु भएन रिडिङमा । अड्कको गृहकार्य बुझाउथ्यौं । कतिले त इन्टरनेटबाट सोरर गृहकार्य बुझाइदिन्थ्यौं । शिक्षकलाई त्यो कुरा वास्ता पनि हुन्थेन ।

विश्वविद्यालय तहमा आएपछि चाहीं म आफै खाजा खाने पैसा जम्मा गरेर भएपनि किताब किन्ने भइसकेको थिए । कहिलेकाही टेक्स्टबुकमा आएको रेफरेन्स बुक पढ्न मन लाग्यो भने सर सँग माग्थे । म प्राय सेकेन्ड ह्यन्ड बुक पनि जम्मा गर्छु । कोर्ससँग सम्बन्धित किताब पढ्न मन पर्यो भने मगेर पनि पढ्छु । सम्झना पर्दा जेन अस्टिन पढे त्यसरी । महिलबादका पुस्तक पढे । आफुले पढ्न चै पर्छ शिक्षकहरुले सहयोग गर्छन् कलेजमा । म बि ए दोस्रो वर्षमा हुदाँ तेस्रो

वर्षमा पढ्ने एकजना दाई हुनुहुन्थ्यो । उहाँले मलाई गहन किताब पढ्न प्रोत्साहान गर्नु भयो । उहाँकै संगतमा मैले काइम एन्ड पनिसमेन्ट किने । एकदुवटा माइकल फुकोका पुस्तक पनि किने । दाईले पनि बेला बेला किताबहरु दिनुहुन्थ्यो । तर उहाँले पढ्नेको मलाई किन्न लगाएको र उहाँ आफैले दिएका किताबहरु मैले खासै पढ्नै सकिन । किनभने मैले पढ्ने अरु किताबहरुमा एउटा हुक हुन्थ्यो । त्यसले मलाई त्यही किताबमै अड्याएर राखिराख्थ्यो । तर दार्शनिक किताबहरु पढ्दै गयो अगाडीको बिसर्दै जाने, जति ध्यान दिएर पढ्दा पनि नबुझ्ने जस्तो भयो ।

अहिलेको विश्वविद्यालयको तहको हाम्रो कोर्षले बाहिरको खासै डिमाण्ड गर्दैन । शिक्षकहरुले किताब पढ्न पर्छ है भन्नुहुन्छ । विशेष गरेर हामीलाई अङ्ग्रेजी साहित्य पढाउने शिक्षक र टुरिजम पढाउने शिक्षकले चाहिँ धेरै किताबको कुरा गर्नुहुन्छ । कोर्षमा नभएको पुस्तक यो पढ्नै पर्छ त उहाँहरुले पनि भन्न नमिल्ने थियो । तेस्रो वर्षमा हामीलाई टुरिजम पढाउने शिक्षक त किताब विक्रेता र प्रकाशन गर्ने सस्थामा काम गर्नुहुन्थ्यो । उहाँले त आफु काम गर्ने पुस्तक पसलबाट पुस्तक लेरादिनु हुन्थ्यो अनि पढेर फिर्ता गर्ने सुविधा दिनु भएको थियो ।

(२४ मिनट २७ सेकेन्ड)

प्रश्न: साथी, छिमेकी, सामुदायिक पुस्तकालय, अथवा मिडियाले तपाईंलाई किताब पढ्नलाई प्रोत्साहान गरेको घटना सुनाउनुस्न न ।

सहभागी: म सानै थिए । सायद चार पाँच कक्षामै थिए होला । हजुरबुवाको गुरड थरका एकजना साथी हुनुहुन्थ्यो । उहाँको राजनितिमा पनि राम्रै पहिचान थियो । हाम्रै पारिवारिक सम्बन्ध पनि राम्रै थियो । दुबैतर्फ आउने जाने हुन्थ्यो । हामी उहाँको घरमा बेला बेला गइरान्थ्यौ हजुरबुवासँगै । उहाँको घरको एउटा छाप ममा राम्रोसँग पन्थो । गुरुड बुवाको छोरा र दुवै छोरीहरु सबै पुस्तक निकै पढ्थे । कोठाभरि पुस्तकहरु सजाएर राखेको थियो । त्यसैले सानैमा मलाई के छाप पन्थो भने धनी धनी मान्छेले किताब पढ्छन् । त्यस्तै मेरो फूपुको घरमा पनि किताब धेरै थियो, चट्ट सजाएर राखेको थियो। दादा दिदिहरु पनि सबै किताब पढ्नुहुन्थ्यो । धनी जान्ने बुझ्ने मान्छेहरुले मात्र किताब पढ्छन् भन्ने लाग्थ्यो । म पनि उनीहरु जस्तै हुन किताब पढ्छु जस्तो लाग्थ्यो ।

म कक्षा आठमा थिए होला । त्यो बेलामा हामी घरबाट अपार्टमेन्टमा सिफ्ट भएका थियौं । हाम्रो घरकै छेउकै घरमा एउटा पाकिस्तानी परिवार बस्न आएका थिए । त्यस परिवारमा पनि एकजना मात्र छोरी थिइन् । अनि म पनि एउटा मात्र छोरी । म कक्षा आठमा हुदा पाकिस्तानी दिदि इन्जिनियरिड गर्दै थिए । तर उहाँसँग मैले पढ्ने जस्तै किताबहरु थियो । त्यस बेला मसँग पढ्न किताबहरु हुन्थेन तर म पढ्न चाही खोज्थे । थिएन अनि स्कूलको पुस्तकालयमा पनि खासै मलाई मन पर्ने नयाँ पुस्तक थिएन । आफ्नै पैसाले किनेको निकै कम पुस्तकहरु थिए । त्यस पाकिस्तानी दिदिले मलाई किताब पढ्न दिनुहुन्थ्यो । करिब करिब दुई वर्ष मलाई किताब दिएर ठूलो सहयोग गर्नु भयो ।

मेरो घरवर परको अरु साथीहरु कमिक्स र एनिमे पढ्थे । उनीहरूसँग खासै त्यस्तो किताबको कुरा कहिले पनि भएन । अधि भनेको जस्तो आइडिया अफ फेन्सीले नै मलाई किताब तिर तानिसकेको थियो । साथीहरु पछिसम्म पनि त्यही

कमिक्स र एनिमे हेरें । उनीहरूको गुपनै थियो । मलाई यस्तो कुराले कहिले पनि तानेन त्यसैले मेरो उनीहरूसँग कहिलेपनि कुरै मिलेन ।

अहिले मेरो किताब पढ्ने साथीहरू धेरै नै छन् । पोखरामा हावट द बुक क्लबको मेम्बर हो । त्यहाँ पुस्तकको छलफल गर्दा राम्रो पुस्तकको कुरा आयो भने मलाई उसले त्यो पढ्न भन्छ । त्यस्तै अमेरिकामा मेरा केही साथीहरू पढ्दै छन् । उनीहरूले पनि मलाई पि डि एफ पठाईदिन्छन् यो पढ्न है भन्दै । यो एउटा सामाजिक कृत्याकलापनै हो जस्तो लाग्छ मलाई । यसले आफुलाई थाहा नभएको पुस्तकको बारेमा सूचना दिन्छ । साथै नयाँ दृष्टिकोण पनि दिन्छ ।

म कक्षा १० मा थिए । त्यो बेला जोन ग्रिन निकै लोकप्रिय थिए । उनको 'वगति क्षल इगच क्तवचक ले हामीहरूको माफ्र पनि राम्रै छाप छोडेको थियो । सरकलकै प्रभावले मैले ग्रिनको अर्को पुस्तक पनि पढें । अर्को एउटा घटना, मैले टेलिभिजनमा विजयकुमारले सञ्चालन गर्ने कार्यक्रम दिशानिर्देशमा कलाकार मदन कृष्ण श्रेष्ठको अन्तर्वाता हेरेको थिए । त्यो अन्तर्वाताको यति प्रभाव पऱ्यो कि मैले मदन कृष्णको जीवनी महको म कहिले पढौं जस्तो भएको थियो । मलाई मान्छेको कथाले छुन्छ । अहिलेको बेला टि.भि रेडियो ले भन्दा नि सोसियल मिडियाले बढि प्रभाव पाउँछ । यस्ता मिडिया बाट अलग्गै बस्छु भन्न सकिदैन । अघि मैले 'वगति क्षल इगच क्तवचक को कुरा गर्दै थिए । त्यो पुस्तक आएको एक वर्ष पछि त्यसैमा आधारित सोही नामको फिल्म पनि बन्यो । मैले पुस्तक नसकिदै फिल्म हेरें । मलाई फिल्म हेर्न भन्दा पनि पुस्तकने पढ्न मन पऱ्यो । पुस्तकसँग नै आफुलाई बढि जोड्न सकें । अर्को कुरा म सोसियल मिडियामा पढेको पुस्तक पोष्ट गर्नको लागि पुस्तक पढ्दिन । कहिले काही चाहि गरेको छु । त्यसको कारण देखाउन भन्दा पनि अलि फरक पुस्तक मेरो फिडमा रहिरहोस भनेर यसो गर्छु । जस्तो मैले सदगुरुको म्भवतज र ड्यानियल केहेनम्यानको *त्वप्लपप्लन वक्त वलम क्विध* पोष्ट गरेको छु ।

म सानै हुदाँ हाम्रो घरसँगै एउटा पुस्तकालय थियो । बुबा त्यो पुस्तकालयको सदस्य हुनुहुन्थ्यो । म पनि बुबासँगै कहिलेकाही जान्थे । पछि विद्यालयहरूमा सामान्य किसिमको पुस्तकालय थियो । खासै मैले ती पुस्तकालयबाट पुस्तक लगेर पढिन । तर बुढानिलकण्ठको पुस्तकालय विशेष थियो । यो कुरा म ए लेभल गर्दाको हो । मैले त्यहाँको जस्तो पुस्तकालय अहिलेसम्म कुनै विद्यालय अथवा कलेजमा देखेकै छैन । एकदमै राम्रो पुस्तकालय छ त्यो । पुस्तकालयलाई तीन भागमा विभाजन गरिएको छ । पहिलो, सर्कलेन सेक्सन । यो सेक्सनमा आफुलाई मन परेको पुस्तक घर ल्याएर पढ्न पाइन्थ्यो । म प्राय जान्थे अनि किताब लिएर पढ्थे । दोस्रो सेक्सन रिफरेन्स थियो । यहाँ चाहि पुस्तक घर लगेर पढ्न लाने सुविधा हुन्थेन । जति पढे पनि त्यही बसेर पढ्न पर्थ्यो । र तेस्रो सेक्सन पिरियोडिक थियो । यहाँ पत्र पत्रिका, म्यागिजनहरू पढ्न पाइन्थ्यो । हामी यो सेक्सनमा प्राय हरेक दिननै जान्थ्यौं ।

पछि कलेज पढ्ने भए पछि मलाई अमेरिकी पुस्तकालयको सदस्य बन्न मन लागेको थियो । तर त्यत्तिकै भइरहेको छ । अहिले मैले पढिरहेको कलेजको पुस्तकालयमा खासै पुस्तकहरू छैन । अस्तिको पालि अलिकति पुस्तकहरू थपेको थियो कलेजले तर त्यो मेरो लागि खासै चाख लाग्ने थिएन । भन्न पर्दा ती पुस्तकहरू मैले पढ्ने पुस्तकहरू भन्दा

अलि हल्का खालकै थिए । भर्खर पढ्न शुरु गरेकाहरूले पढ्ने खालको । उदाहरणको लागि मैले कक्षा ७-८ मै पढिसकेको चेतन भगतको किताबहरु र अन्य रोमान्स थिए ।

अहिले चाही हामी मिल्ने साथीहरु लगभग एउटै खालका पुस्तकहरु पढ्छौ । हाम्रो क्लोज्ड सरकल छ । हामी किताब पढ्छौ अनि छलफल पनि गछौ । एकजनालाई मन परेको पुस्तक अर्कोलाई रेकेमेन्ड पनि गछौ । यो ग्रुपको हो म भन्ने एउटा कभलकभ या दभयिलनप्लनलभकक चाही छ ।

प्राय म आफ्नो उत्सुकता मेटाउन किताब पढ्छु । जस्तो भर्खरै मैले सदगुरुको डेथ पढेर सके । पहिले देखिनै मैले सदगुरुलाई सुन्थे अनि यो पुस्तक बजारमा आए पछि किन पनि मैले पढे भने मैले मेरो परिवारमा मृत्यु नजिकबाट देखेको छु । सानोमा आमा गुमाए मैले । अन्य पारिवारिक सदस्यको पनि मृत्यु अनुभव गरे । त्यसैले यो पुस्तकले मृत्युलाई कसरी हेरेको छ, मृत्युको के के कुरा गरेको छ भन्ने जान्न मन लाग्यो । अर्को कुरा चाही हाम्रो मृत्युको जुन संस्कार छ त्यो किन र त्यसको वैज्ञानिक आयाम के हो भनेर म जहिले जान्न चाहन्थे । डेथले धेरै हदसम्म मेरो जिज्ञासा र उत्सुकता मेटिएको छ ।

अर्को भनेको म रमाइलोको लागि पुस्तक पढ्छु । सानैमा पढेको न्ययकभदगउक कभचषभक रमाइलो लागेर नै पढें । अर्को मलाई पढ्दा एकदमै रमाइलो लागेको एवततथ कषतज को *वाकत प्मक* हो । मेरो एकजना साथीले रेकेमेन्ड गरेर पढेको थिए । मलाई एकदमै रमाइलो लाग्यो । लेखकको जीवनी र उनले गरेको संघर्षको कथा पढ्न साह्रै रमाइलो भयो । कक्षा ८ मा हुदा मैले चेतन भगतको इलभ ल्पनजत ब् व ऋर्वी ऋभलतचभ पढेको थियो । म अझै सम्भन्धु, त्यो किताब पढे पछि आहा भन्ने जस्तो भएको थियो । म यस्तै आफुलाई रमाइलो लाग्ने किताबहरुको खोजीमा हुन्छु ।

अर्को मैले किताब पढ्नुमा आफुले आफैलाई च्यालेन्ज गर्न पनि हो । मैले त्यलःयचचष्कयल को दभयिखभम नबुभ्दा नबुभ्दै पनि पढेर सके । अझै रमाइलो एउटा घटना छ । कक्षा ९ मा हुदाँ एउटा साथीले म्वल दचयधल को म्व छलअः ऋयमभ पढे भनेर खुब फूर्ती लगायो । त्यो साथी चाही खासै किताब पढ्ने पनि थिएन अनि पढ्नमा पनि म भन्दा कमजोर नै थियो । मलाई के लाग्यो भने त्यसले पढ्न सक्ने म किन नसक्ने भन्ने इगो आयो । पढ्न त शुरु गरे तर मैले खासै बुझिन । फेरि अर्को पटक प्रयास गरे । तर पनि यो पूरै पढ्न सकिन । तेस्रो पल्टको प्रयासमा मैले रातभरि बसेर मिनिड हेरेर भए पनि त्यो पुस्तक पढेरै सके । मलाई यो पुस्तक पढेर तेस्तो रमाइलो पनि लागेन तर मैले आफुलाई च्यालेन्ज गरे यो गहन खालको पुस्तक पढ्न ।

अहिले मलाई उवचभलतप्लन सम्बन्धी पुस्तक पढ्न मन लागेको छ । यस्तै एउटा पुस्तक च्वष्कप्लन व न्चर्वा पढिराखेको छु । मेरो तीन वर्षको बहिनी छ । उसलाई हेरेर नै मैले यस्तो किताब पढ्न इच्छा गरेको हो । यस्ता पुस्तकले व्यावहारिक कुराहरु सिकाउछ । मैले त्यो पुस्तकबाट सिकेको ज्ञान आफ्नै बहिनी हुर्काउन पनि उपयोग गरिरहेको छु ।

प्रश्न: तपाईंलाई के ले कसरी किताब पढ्न प्रोत्साहन गर्नुभयो ।

मैले पुस्तक पढ्न शुरु गर्दा परफर्मेन्स राम्रो बनाउछु भनेर शुरु गरेको त थिइन । तर पढ्ने बानीसँगै यो कुरा पनि सुधार हुदै आयो । पछि मैले एउटा वर्ड मिनिडको छुट्टै कपि बनाएको थिए । पढेको पुस्तकको नयाँ वर्डको मिनिड त्यो

कपिमा लिष्ट गर्थे । मेरो यो बानी कक्षा १० सम्मै थियो । अनि त्यो वर्ड कतै पढ्दा वा सुन्दा यो शब्द त त्यो पुस्तकमा थियो भन्ने हुन्थ्यो । मेरो यो बानीले पक्का पनि मेरो भाषामा मद्दत गर्‍यो । भाषा राम्रो भएपछि मेरो लेखाई राम्रो भयो । वअवमभ्रष उभचायकबलअभ पनि राम्रो नै भयो । यसमा दुईमत त छैन ।

मैले सानै देखि पुरस्कार अथवा सहभागि र मलाई पनि कैलेकही त्यस्तो भएको हो । तर पढ्ने छोड्ने चै भएन । मलाई लाग्छ बुक पढ्नाले मलाई फोकस गर्न सजिलो हुन्छ । एक प्रकारको ध्यान नै हो यो । मेरो क्लास मा खासै पढ्दैनन । तर बहिर का साथी हरु चाँही पढ्छन । हामी एक अर्कालाई पुस्तक सिफारिस पनि गर्छौ । छलफल गर्छौ । यो कुराले पनि मलाई रिडिडमा निरन्तर लाग्न सहयोग गरेको छ ।

Appendix C: Sample Interview Transcription (English)

Participant 1: Bari

May 9, 2020 (1 PM) Zoom Interview

(Start of Interview)

Interviewer: Please tell something about your background.

I think we should buy books that we want to read. Borrowing books doesn't make us reader in real sense. Have a collection of more than 50 books.

Interviewer: Can you share your story how your parents and other family members help you develop your book reading habit?

Interviewee: Well, so far as I remember, I was in Grade 1. I mother owned a Montessori school at my house and she was the principal. We would live in the upper flat and school was in the ground floor of our house. She had set up a small library in the school. I have a faint remembrance I would go downstairs everyday and read books till I was in Grade 2. While reading books, I would go for titles suitable for upper kindergarten. At one point, I finished reading all the titles in the library. I think this was the first time I was attracted to books. My exposure to books, at this early age, helped me get closer to books. I am not sure but this could be the turning point in my life. My home environment and the availability of books gave me opportunities not just to flip pages of these interesting stories and illustrations but attracted me towards the magic of storytelling.

My father also reads books. But he is not a regular reader. Initially, he had a different view towards my reading habit. To be precise, he didn't support my reading habit. During my school years, I was master in hiding a novel inside my course books. I clearly remember I was in Grade 8. I was reading a novel hiding it inside my science course book. My father discovered my technique of reading books other than

textbooks. He was so furious that he took all of my books unless I finished my final examination that year. Even now, he insists me to read books. He always complains about my habit of collecting books. My father and my grandfather support me only when I read course books and they don't see any point reading non-textbooks.

My mother died when I was in Class 5. I have a step mother and she does not read books. Except books collected in the library, I never received any other book from other family members. Talking about other relatives, my maternal uncles are sporadic book readers. And, they helped me a lot when I was doing my A Levels. I would ask for particular books and they would bring to my school. In addition, I am also influenced by my cousin brother. He was only 3 days younger to me. This could be the reason why our interest was same. After the demise of my mother we returned to our ancestral house and I was united with my cousin brother. I think his influence is immense on me in imbibing reading habit. His school had a reading club and he would share interesting things discussed in his reading club. I started reading *Goosebumps Series* since he shared a lot about it. We shared many things about books we read till I reached Grade 8.

After that we shifted to another house and my meeting with him was not that frequent. He is in US now and we talk about books occasionally. We do converse on video calls and he shares about his assignments. However, our talks on books are very rare these days. These days I share my book conversation with my sisters. We also exchange books often.

Interviewer: Please tell a story of your reading experience in your school years (Elementary, middle and high school) and university level.

Interviewee: This is interesting. I think I was in Class 5 and we had an allocation of time for reading. This was known as reading class. We would read and discuss books. I only studied there for a year. After I shifted to another school, we had a library class.

However, we didn't discuss much about books as we did in the previous school. I read *Rotten Series* in Class 5. It was a horror story. Like I mentioned earlier, I was introduced to *Goosebumps Series* before this series and probably I started to enjoy horror stories by then. Again I changed my school in middle school period and this new school also had a culture of taking us to library in our leisure classes. I don't know why but I could not enjoy books in the library. Instead, I started borrowing books from my seniors. During this time, I started reading writers like Chetan Bhagat. I still remember, I had a feeling like 'Wow' after reading Bhagat's *One Night At A Call Centre*. I really enjoyed this novel. It was written in simple English and the plot was similar to what we face in our school and college life. Now my interest moved slowly to some deep books. I read Dan Brown's *Da Vinci Code*. I had heard a lot of this in my friend circle. Comparatively, this was a tough book and I had to struggle to finish this.

When I reached high school, I hardly used library for reading books. I would take books from home. I read all the title from Khaled Hosseini in schools and I took these from my home. I also started reading Nepali books during these days. This was an important step for me. Next, I did my A Levels from Budhanilkantha School. The environment was completely different than what I experienced in other institutions. Our class was divided into 5 sections. And, there was a British teacher. All the students from every section wanted to be in her class. Luckily (smiling), I was in her class. The most fascinating thing about her was she knew all the titles with their available copies collected in the library. She would also recommend us books to read. However, she never forced us to read a particular title. Instead, she would make us understand what happens when we read books.

Another interesting aspect about her was she would invite us in her residence and discuss about books. We were served with tea and cookies. Just to be part of this

atmosphere, we would read books and go there to take part in the discussion. She was a British citizen and was brought up in the western culture. Despite this fact, she always respected the eastern philosophy and culture. She did a lot for us.

Unfortunately, I never had such teacher and mentor in my life after her. In schools, we were assigned to read books and write the summary during the winter and Dashain vacation. But, no one motivated us in reading in real sense. They never cared even if the assignment was copied from the internet.

As I entered University level, I started saving my pocket money to buy books. When I wanted to read any reference books, I would ask to my English teachers. I often collect used books. Similarly, when I wanted books related to academic issues, I borrow from friends and someone who can help me. If I have to remember, I read Jane Austen and other books on Feminism. I think if you want to read, people are always there to help you including your teachers.

When I was in BA 2nd year, a friend who was a year senior to me, encouraged me to read serious books. I read *Crime and Punishment* as suggested by him. In addition, I also read few titles from Michael Foucault. At times, he also lent me books. However, I could not enjoy reading these heavy stuffs. As per my erstwhile reading experience, I would find a hook that kept me glued to the plot of the book. But finding such hook in philosophical books was really difficult. It was very obvious to forget what I read in the previous pages while I was flipping pages further. I could not understand no matter how focused I was.

In our undergraduate level, the course does not demand us to read books other than textbooks. But still, teachers of English Literature and Cultural Tourism often talk about books they read. Our tourism teacher works at a book publishing and distributing company and he was very helpful in offering us a facility of reading

books without purchase and we have to return it after we finish the book. I read two books this way– one about Muslim girl education and another on spirituality.

Interviewer: Do you have your peculiar experience where you were motivated by your friends, neighbors, community library and media?

Interviewee: Oh yes, I think I was in Class 4 or 5. My grandfather had a friend. We would call him *Gurung Buwa*. He was also active in politics. Our family had a very good relationship with his family. I would accompany grandfather to his house. One thing that really influenced me about Gurung Buwa's family was his son and two daughters would read books a lot. Their house was also furnished with books everywhere. Likewise, I had also seen hundreds of books nicely showcased in my aunt's house. There too, my cousin brother and sister would lose themselves in books for hours. At that time, I had an impression that rich and wise people read books. I too wanted to vow to read like them. I wanted to be like them– rich and wise.

Another incident that influenced me to read books was during I was in Class 8. We had just shifted to an Apartment. There, we had new neighbors who were from Pakistan. Alike me, this family had also a single daughter. If I am not wrong, Pakistani *didi* (the only daughter in the family) was doing her engineering. During this time, I wanted to read books but I didn't possess many to read. My school library too had not a sizable collection so that I could borrow. Luckily, the Pakistani *didi* had collected titles suitable to me. I read borrowed books from her for about two years.

The friend circle around my house would read comics and Anime. I never talked about books with them. Like I mentioned earlier, I had the 'Idea of Fancy' which had drawn me to books. That is why I never read comics and Anime like my friend circle. Now I have many friends who have a passion for reading. Just to mention few, I have a friend from Pokhara and she is a member of a book club called

What The Book Club. She recommends a book to read when they have a fruitful discussion about the book. In addition, my friends in US also share pdf of books. For me, reading is a social activity. Books are the window to the world and it provides new perspective to look at the world.

Fault In Our Stars by John Green was very popular when I was studying in Class 10. I read another book by Green. Thanks to my friend circle. After a year a film based on the book was released. I watched the film while I was reading the book. I enjoyed the book more than the film. I could relate more to books than the film. Another incident that I really want to mention about the influence of Mass Media is I had watched a television program called *Dishanirdesh* hosted by Vijaya Kumar Pandey. In the program, Mr. Pandey had conversed with Madan Krishna Shrestha, a renowned personality of Nepal. I was so influenced by his life journey that I was dying to read his autobiography *Maha Ko Ma*. I am really touched by stories of people.

In this contemporary world, we cannot stay away from social media. Or not getting influenced by social media is almost impossible. It is also seen that we are influenced by social media more than television or radio programs. Occasionally, I post information related to books on social media. However, I do not read books so that I can post the book cover or anything related to the book to show that I am a bookish. I just want various books to be on my news feed. It's kind of an archive of books I read. For example, I have posted Sadhguru's *Death* and Daniel Kahneman's *Thinking Fast And Slow*.

So far library is concerned, we had a small library in my locality and my grandfather was a member of the library. I would accompany my grandfather to the library. Afterwards, we had simple libraries in schools but I never borrowed and read books from these libraries. It could be because the libraries had had not enough

suitable titles for me. Later in my high school days, Budhanilkantha had a wonderful library. I have never seen such resourceful library in my life. The library was divided into three sections—circulation, reference and periodic. We could borrow books from circulation section. I often used the facility of borrowing books. However, the reference section was just for reference reading. Borrowing books was not allowed. And, the last section was resourced with magazines and periodicals. We would visit this section every day.

I also wanted to be a member of American Library but this wish is not fulfilled yet. Back in college, the library has very limited collection of books. The administration added few titles last year but the added titles are light than the type of books I have a habit of reading. Books intended for pleasure reading are suitable for someone who has just started reading. It collects college life romance like Chetan Bhagat which I read in Grade 7 and 8.

Interviewer: Could you share your experience when you felt a sense of freedom, relatedness and challenge while you read books? and that encourage/discourage you to read?

Interviewee: I have a friend circle who read almost similar type of books. Ours is a closed circle. We read books and discuss about the books. If one likes a book, she/he recommends the book to other as well. In a way, we have a sense of belongingness because of our reading habit.

Next, I read books to quench my thirst of curiosity. For instance, I just read Sadhguru's *Death*. I have been listening to videos and YouTube channels of Sadhguru. I have come to know few things about *Death*. I have seen death of my dear ones in my family including my mother. That is why I wanted to know about death as a topic and what the book has to offer us about death. Another aspect is I always wanted to know about our culture and the scientific dimension of our culture

including the death rituals. I must agree that *Death* has quenched my thirst to know to the greater extent.

Another answer about *why* I read books is for pleasure and fun. I finished reading *Goosebumps Series* because I really enjoyed it. *Just Kids* recommended by one of my friends is about the writer's struggle. Similarly, I also read to challenge myself. I finished reading Toni Morrison's *Beloved*. I hardly understood anything about the book. Yet, I finished it. I have an interesting memory to share. I was in Class 9 and a friend boasted that he finished reading Dan Brown's *Da Vinci Code*. He was not a frequent reader and was also poor in study in comparison to me. There I felt 'If he can do it why not me?' It was a kind of ego. Then I started to read the book without understanding anything. I was not attracted to read the book because I enjoyed it but just to pacify my ego. I attempted twice and thrice. But finally I finished it. I had to look for word meanings to understand the book. I finished anyhow. Here I was just challenging myself. Now I am wanting to read books on parenting. I have been reading one called *Raising A Girl* since I have a three year old sister. I wanted to understand her better and want to learn practical approaches of rearing a girl. I have also been implementing the knowledge in her upbringing.

I never read books to better my academic achievement. However, it's like buy one get one offer. When you read books, your understanding of the text grows. In addition, your command over the language and critical analysis improves. This means reading habit has direct benefit in academic achievement. I had a habit of listing difficult words in a separate note copy and I would write the meaning of these words looking up in a dictionary. I continued this habit till my 10th Standard. Whenever I come across these words, it reminds me of the context in the book. This habit obviously helped me in boosting my vocabulary.

Appendix D: Sample Research Participant Consent Form

Research Participant Consent Form

I agree to participate in the research titled
 EXPLORING READING MOTIVATION OF UNDERGRADUATE LEVEL
 STUDENTS: A NARRATIVE INQUIRY, conducted by Maheshwor Mahat for the
 fulfillment of his M.Phil degree from Kathmandu University.

I have had the purpose and nature of the study explained to me and I have had the
 opportunity to ask questions about the study.

I consent to participate in the research project and the following has been explained to
 me:

- The research may not be of direct benefit to me and my participation is completely voluntary.
- I can withdraw permission to use data even after the interview, in which case my personal data will be deleted.
- My interview will be audio and video recorded.
- I am able to request a copy of the research findings and reports.
- All information I provide for this study will be treated confidentially.
- My identity will remain anonymous in any report on the results of this research. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in dissertation, conference presentation and published papers.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Name: _____

Signature: _____

Date: _____

Appendix E: Sample Institution Consent Form Sample

We agree to allow our student.....to participate in the research titled EXPLORING READING MOTIVATION OF UNDERGRADUATE LEVEL STUDENTS: A NARRATIVE INQUIRY, conducted by Maheshwor Mahat for the fulfillment of his M.Phil degree from Kathmandu University.

We have had the purpose and nature of the study explained to us and we have had the opportunity to ask questions about the study.

We consent to allow participation of our student in the research project and the following has been explained to us:

- The research may not be of direct benefit to our student and his/her participation is completely voluntary.
- We can withdraw permission to use data even after the interview, in which case participant's personal data will be deleted.
- Participant's interview will be audio and video recorded.
- Participant is able to request a copy of the research findings and reports.
- All information participant provide for this study will be treated confidentially.
- Participant's identity will remain anonymous in any report on the results of this research. This will be done by changing participant's, name of institution and disguising any details of his/her interview which may reveal his/her or institution's identity or the identity of people he/she speak about.
- We understand that disguised extracts from participant's interview may be quoted in dissertation, conference presentation and published papers.
- We understand that we are free to contact any of the people involved in the research to seek further clarification and information.

Name of Institution: _____

Designation:

Signature: _____

Date: _____