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How Students' Reading Habits are Affected by Library Genrefication

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College of Education

Doctorate of Education Program

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How Students' Reading Habits are Affected by Library Genrefication

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College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in

Higher Education

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Abstract

Reading for pleasure has multiple benefits, including an increase in math and science skills, in the capability to empathize, and in inferential abilities. Unfortunately, as students reach adolescence, there is a decline in reading for pleasure. The purpose of this case study was to explore what effect the genrefication of a school's library may have on the reading habits of self-identified reluctant readers in the seventh grade. The research questions of this study were focused on self-efficacy in terms of reading skill and self-selection materials, as well as time spent reading for pleasure. The study site was a public middle school with 12 participants selected from a literacy support class. Data were collected through two rounds of interviews, observations, and questionnaires. Data were coded using open and axial coding and then triangulated. Five themes emerged: engagement, independence, confidence, priorities, and motivation. The results of this study showed an increase in the participants' self-efficacy in terms of reading skills and self-selection of high-interest reading material. There was also positive growth in how the participants viewed reading for pleasure. However, the time the participants spent reading for pleasure did not show a significant impact over the two months of the study. The findings of this study indicate there are methods that can be utilized by school personnel to positively affect the reading habits of adolescents that do not negatively impact the workload of the classroom teachers.

Keywords: genrefication, library, self-efficacy, reading

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Chapter 1: Introduction

There are a number of benefits associated with reading, including an increase in academic skills, inferential abilities, and empathy (Bal & Veltkamp, 2013; Berns, Blaine, Prietula, & Pye, 2014; Kidd & Castano, 2013; Ritchie, Bates, & Plomin, 2015; Sparks, Patton, & Murdoch, 2014; Sullivan & Brown, 2013, 2015a). However, as students reach adolescence, the time spent reading outside of the academic setting begins a decline (McKenna, Conradi, Lawrence, Jang, & Meyer, 2012; Merga, 2014a, 2014b). One of the factors identified is a decrease in motivation and confidence triggered by an awareness of a lack of proficiency in reading, in part due to standardized tests scores being shared with students and families (Wigfield, Gladstone & Turci, 2016). Students begin standardized testing in the third grade, and results are shared and discussed amongst administrators, educators, parents, and students. As students enter middle school, those who have not tested as proficient in reading can lose the opportunity to enroll in the elective classes offered; instead being placed in a literacy support class. In addition to their self-efficacy being affected by a perceived lack of proficiency, students can also struggle to find good reading material, further impacting their lack of interest in reading (Merga, 2014).

Addressing motivation is one step that schools can take to rectify this situation. Researchers has shown that the self-selection of high-interest reading material increases the time and energy students will invest in reading for pleasure (Allington et al., 2010; Barber, 2014; Creel, 2015; Ivey & Johnston, 2015; Rodrigo, Greenberg, & Segal, 2014). The problem facing secondary schools is how to increase motivation in a manner that positively affects the reading habits of adolescents. One method available is the genrefication of the library collection. Traditionally, young adult literature is arranged according to the Dewey Decimal System. This arrangement does not designate any distinction between the genres in young adult literature.

Within a library setting, all fictional material is placed in a single category and alphabetized by author. Also referred to as the bookstore model, genrefication arranges fictional material by genre, allowing students to access the types of books they find interesting with greater ease than browsing a collection arranged in the traditional Dewey Decimal System (Kaplan, 2013). The purpose of this study was to explore the effects the genrefication of a public middle school library had on the reading habits of self-identified reluctant readers.

Background, Context, History, and Conceptual Framework for the Problem

Considering how best to positively affect students' self-efficacy in terms of reading is meaningful to those in education because reading is considered an essential skill in our society (Hernandez, 2011). While its usefulness in terms of employment and social well-being has been well established (Hernandez, 2011), the benefits of reading for pleasure are also well-documented in numerous studies (Bal & Veltkamp, 2013; Bern et al., 2014; Kidd & Castano, 2013). However, there is a trend in which reading for pleasure decreases as students move from elementary school to middle school (Merga, 2014), dropping by nearly 15% in children between the ages of 9–14 ("Kids & Family Reading Report," 2015). An increase in extracurricular responsibilities, access to technology, and academic responsibilities have been cited by students as factors affecting the decrease in the amount of time they spend reading (Merga, 2015; Twenge, Martin, & Spitzberg, 2018).

Additionally, a perceived lack of reading proficiency could have a detrimental impact on the students' reading habits and motivation (Wigfield et al., 2016). Students, parents, and teachers are aware of the students' reading proficiency, or lack of, as early as third grade due to standardized testing beginning that year. By the time students reach sixth grade, they have been

involved in standardized testing for three years on an annual basis, and this yearly testing continues through sixth, seventh, and eighth grade.

It has been revealed through research that there are a number of consistent factors that students cite as getting them excited about reading, even those students who are self-identified reluctant readers or have low self-efficacy in reading (Bozack & Salvaggio, 2013; De Naeghel et al., 2014; Huang, 2013). Self-selection of reading material is consistently given credit by middle school and high school students as a strong indicator of the time and energy they will invest in reading material outside of the academic expectations (Hall, Hedrick, & Williams, 2014). Arranging materials in a manner that provides guidance according to interest and eases the self-selection process for students who have been shown to lack proficiency in reading skills could have a positive effect on their reading habits, increasing their self-efficacy in both self-selection and reading of high-interest material.

At the middle school this study was conducted, students who did not pass standardized testing in English language arts were denied the opportunity to participate in electives. They were instead placed in a reading support class. This two-month exploratory case study focused on students in the seventh grade who had been placed in Literacy Lab due to not achieving scores that denote proficiency in the English language arts section of the Smarter Balanced assessment the previous year.

The conceptual framework for this study was created around Bandura's (1986) social cognitive theory and self-efficacy theory. Bandura (1986) explains that humans are less products of their environment and more a result of their own introspection and interpretation of an environment. A belief in a person's capability is a strong indicator of motivation towards success, and that belief is established through a person's self-efficacy (Bandura, 1982). While

success at a task is helpful in creating a high self-efficacy, it is not always necessary. Students with high self-efficacy have been shown to achieve higher levels of reading comprehension than those with low self-efficacy (Ivey & Johnston, 2013). It could be that completing a task that is perceived as challenging, such as selecting and reading a book independently, could increase the perceived competency a student feels towards reading and positively affect reading habits. Those who have self-identified as reluctant readers may have struggled with reading in the past, but that does not disqualify them from becoming confident in selecting high-interest reading material and practicing their reading skills.

Statement of the Problem

As students enter middle school, there is a decline in the time spent reading for pleasure (McKenna et al., 2012; Merga, 2014a). This is unfortunate as reading is not only considered an essential skill, but it also has been shown to increase skills in other academic areas and inferential capabilities, as well as in a person's ability to empathize (Bal & Veltkamp, 2013; Kidd & Castano, 2013; Sullivan & Brown, 2013). However, the opportunity and ability to self-select high-interest material has a highly favorable view by students and increases motivation (Allington et al., 2010; Creel, 2015). Libraries are an accessible source of young adult literature for middle school students in most public schools. The majority of those libraries in schools are arranged according to the Dewey Decimal System, which groups all young adult literature, regardless of genre, into one large fiction section. The problem is that the self-selection of an interesting book, which has been shown to increase motivation, could be problematic for students who lack confidence in their reading abilities, hindering efforts to stymie the decline in reading for pleasure among adolescents.

Purpose of the Study

The purpose of this study was to explore what effect the genrefication of a school's library may have on the reading habits of self-identified reluctant readers in the seventh grade. It was possible that arranging a library collection according to genre would increase the self-efficacy in terms of self-selecting interesting reading material. This in turn could have an effect on the reading habits of (ages 11–14) adolescent students.

Research Questions

The research questions which guided this study are the following:

1. How are reluctant readers affected by the genrefication of the library collection?

2. How does the collection arrangement affect students' self-efficacy in self-selecting materials?

3. How does the collection arrangement affect students' self-efficacy in reading skill?

4. How does the collection arrangement affect the time students spend reading for pleasure?

Rationale, Relevance, and Significance of the Study

The rationale for conducting this study was to discover methods that could positively impact the reading habits of middle school students that would not add to the workload of the classroom instructors. The choice to utilize a case study design was rooted in the opportunity to gather data through multiple methods while investigating a contemporary phenomenon within real-life context (Yin, 2009). The issue concerning the decline in reading among adolescents is not a specific experience nor is it a problem waiting to be discovered, making the use of grounded theory study or phenomenology not applicable to this problem. Developing this exploratory case study allowed me to research how a distinct group of participants, self-

identified reluctant readers, responded to an alteration in a school library collection. Interviews, observations, and questionnaires were the data collection tools that were used in this case study, and content analysis allowed me to identify the themes that emerged from this data.

The relevance of this study is its application to literacy in the educational setting. In 2017, only 36% of eighth grade students in the United States performed at or above proficiency in reading ("The Condition of Education," 2018). With reading independently outside of the academic setting showing a decline as student reach adolescence (Merga, 2014), that number does not improve as students move through high school, with only 37% of 12th graders reading at proficiency in 2017 ("The Condition of Education," 2018). There is a relevant need to address the decline of reading for pleasure among adolescents. While it has been established that self-selection is a positive motivating factor in this task, research on how best to utilize libraries to assist in facilitating this motivation is lacking (Huang, 2013). The rearrangement of a collection by genre is a simple step that does not place any burden of effort or time on classroom educators and may increase the confidence with which students make use of this resource.

This study could be significant to administration, classroom teachers, media specialists, and other library personnel. If this rearrangement could be shown to have a positive effect on the seventh grade participants in this study, it could be applied as a tool by administrators and other school personal that would place no burden on classroom teachers. Multiple studies have shown that while there is a decline in reading for pleasure for adolescents, self-selection of high-interest reading material is a high-impact motivator for students of all reading abilities (Bozack & Salvaggio, 2013; Creel, 2015; De Naeghel et al., 2014; Huang, 2013; Ivey & Johnston, 2015; Merga, 2014; Reardon, Valentino, & Shore, 2012). Libraries are a resource which are accessible to students and can be utilized to promote this activity, but there has been little work done in

exploring how that can be effectively managed. Findings from this exploratory case study could be a catalyst for other positive effects in terms of the reading skills of students with little to no negative impact on school personnel.

Definitions of Terms

These terms will be used throughout this dissertation. This list has been developed to assist the reader in understanding and interpreting the concepts expressed throughout the explanation of the study and the findings.

Adolescents: Children between the ages of 10–14 (Beolens, 2016).

Bookstore model: An arrangement of reading material according to genre (Butcher, 2013).

Extrinsic motivation: Motivators that are outside of the individual, such as rewards or punishments (Wigfield et al., 2016).

Genrefication: A model of organizing a collection by genre (Hembree, 2013).

Intrinsic motivation: An individual's own interests promoting motivation (Wigfield et al., 2016).

Literacy: The ability to access, evaluate, and integrate information from textual sources (Reardon et al., 2012).

Reading achievement: Students' proficiency in reading to answer questions requiring conceptual integrations of text-based content (Guthrie, Klauda, & Ho, 2013).

Reading for pleasure: Reading outside of the classroom for reasons not academically necessary but for the satisfaction it would bring (Whitten, Labby, & Sullivan, 2016).

Reading motivation: Students' goals, values, beliefs, and dispositions toward reading, as portrayed in prior reviews (Guthrie, Wigfield, & You, 2012).

Recreational reading: Reading of books by choice as opposed to assigned reading (Merga, 2017).

Reluctant reader: A reader who either does not like to read or is not willing to find the time to read (Brinda, 2011).

Assumptions, Limitations, and Delimitations

I assumed the students who were chosen as participants in this study would be in attendance for the interviews and observations, and that the students would answer the questionnaire and interview questions honestly. It was also assumed that the permission and support of the administration would remain intact and that the parents of the participants would continue to allow their students to participate. The final assumption was that the time allowed for the study would be adequate for the multiple levels of data collection that are to occur.

Delimitations for this study included the location, the participants' demographics, the study design, and the data collection methods. The research middle school was selected due to accessibility as a partner of the district. The single site allowed for me to focus on a class and participant group that was consistent in its formation and attendance. Utilizing seventh grade students ensured that the students had been placed in a Literacy Lab class due to not reaching reading proficiency according to the Smarter Balanced Assessment taken the year prior.

This study would be limited by the brief span of time the study could be conducted which was two months. A positive increase in self-efficacy in regard to reading is helped significantly by a feeling of mastery, which would be difficult to achieve in the limited amount of time given (Bandura, 2008). I also explored what effects this arrangement of reading material could have on the reading habits of these participants. Habits, by definition, are a regular practice that is put

into place over a period of time. A change in habit may not be able to be observed during this two-month time period, but that is not to say that it will not at some point occur.

Summary

The purpose of this study was to explore what effect the genrefication of a school's library may have on the reading habits of self-identified reluctant readers in the seventh grade. Research has shown that the ability to self-select reading material is a motivational element to engage students in reading for pleasure (Barber, 2014; Creel, 2015; Ivey & Johnston, 2015). However, how libraries could be best arranged to assist in this endeavor within a school setting has yet to be answered. It could be that arranging items according to genre would assist students in locating reading material that they consider high interest, increasing confidence and improving reading habits.

It was illustrated in this chapter that an exploratory case study design was best suited for the project. This design allowed me to study an isolated event within a real-life context utilizing a variety of data collection methods. Also explained were the background and conceptual framework that contributed to the explanation of the problem and research questions. Additionally, foreseen limitations and assumptions were also discussed.

Chapter 2: Literature Review

In this study, I explored the impact that the genrefication of a public middle school library had on the reading habits of seventh grade students who identified as reluctant readers. Often called the *bookstore model*, genrefication refers to organizing a collection by genre as opposed to the Dewey Decimal System. The literature search in a research study is conducted to collect, study, and synthesize data that is pertinent to the research topic (Machi & McEvoy, 2016). This literature review is designed to reveal the work that has been done in terms of the role motivation plays in the reading habits of adolescents. However, it also illuminates the lack of research that has been done in terms of increasing accessibility of high-interest reading material. The purpose of this literature review is to examine the studies that have been conducted which demonstrates the need for schools to be proactive in this endeavor. First, a description of the strategies utilized for the literature search will be described. This chapter will then move to a discussion of the conceptual framework that guides this study. This literature review explores the research that has been published in regard to the following topics: the positive effects of reading, the decline of reading as students reach adolescence, reading for pleasure and the motivation to do so, the role of libraries, and the concept of genrefication. Finally, the chapter will conclude with a summary of the research findings.

Literature Search Strategy

Information for the literature review was limited to peer-reviewed work that had been published within the last five years, although a limited number of works found from earlier dates were also included. The databases utilized for this search were the following: ProQuest, ERIC, JSTOR, Wiley Online Library, Taylor & Francis Online, Sage Journals Online, as well as Google Scholar. I began my search with the effects that reading has on people in terms of

emotional and cognitive growth. *Literacy, effects of literacy*, and *society literacy effects* yielded

18 articles that fell within the parameters of being within the last five years, were peer-reviewed,

and pertained to this specific topic. The decline of recreational reading in adolescents was then

explored using the following terms: *decline reading, decline reading adolescents, reading*

pleasure decline. The Concordia librarians were utilized multiple times during the search for

academic, peer-reviewed work to explain the decline that occurs in adolescence as much of the

work cited to explain this phenomenon was done by government agencies and nonprofit

organizations. Reading for pleasure and the motivation to do so were examined with the search

focusing on adolescents. *Reading motivation* put forth a large number of results which were

narrowed down in relevance when I used the term *reading motivation adolescents*. Finally,

information about the role of libraries within communities and schools and the concept of

genrefication were evaluated. *Library, library collection, genrefication, bookstore model,* and

library effects were the terms utilized for this search.

Conceptual Framework

The theorists utilized for this study provide a framework on how to best address the

habits of adolescent reluctant readers. The employment of Heider's (1958) attribution theory

provided an explanation as to why students see books and the act of reading as a manifestation of

their failures. When a person is made aware of a perceived deficit in the self, attributing that

failure to an external object is a more comfortable position than to find the fault as an internal

factor. Once identified and acknowledged, Ryan and Deci (2017) offer an understanding of how

to create a dissonance that can alter that perception while creating an intrinsic change with self-

determination theory. The examination of Bandura's (1986) self-cognitive theory provides an

explanation as to how this will alter a student's sense of belief in self with an increase in

perceived self-efficacy. With the application of these theories, it is possible that students finding success in a task that they had not previously perceived as possible for them raises their self-efficacy, and this could increase the intrinsic motivation necessary for a positive shift in reading habits of struggling readers.

Heider (1958) developed the attribution theory to show how humans explain the world around them. Heider (1958) began this explanation when he looked to understand the relationship between a person's senses and the real objects being perceived. He hypothesized that the real objects shape the media around them, and then the perceptions of a person reconstruct the objects based on the object's effect on the media. Heider (1958) called this process attribution. People who are perceiving objects see them as external due to the need to categorize the data that is being received. Applied to the environment, Heider (1958) demonstrated how people view the events outside themselves in terms of causation and affective significance. Unable to take in information objectively, humans apply a negative or positive connotation to experiences based on the perceived causation.

This attribution process was also applied to social interactions (Heider, 1958). This process of attribution between people was viewed as much more complicated than that concerning inanimate objects or environmental events. The data being taken in by a person is affected by a myriad of underlying causes such as beliefs, wants, and emotional state (Heider, 1958). Also, attempting to assimilate and make meaning of a social interaction involves factoring in the perception that there is intent underlying a person's action and words during that moment.

Heider's (1958) attribution theory contributed two major themes to understanding how people process data and attach meaning to their world; there are two options: internal attribution

and external attribution. Internal attribution occurs when an individual attributes the behavior to an internal characteristic of another person or self being the cause of the behavior. External attribution is assigning the cause of the behavior or attitude to an outside force. Internal and external attribution can be applied to both interpersonal interaction and those that are situational (Heider, 1958).

Heider's (1958) attribution theory can assist educators in understanding the process students engage in while attempting to place meaning in their struggles and success. Included in this theory are the ideas of *can, trying, sentiment*, and *belonging*. *Can* and *trying* refer to how a person perceives the ability to do something. *Sentiment* is the value that is placed on the action or event, specifically whether it was positive or negative. *Belonging* is the sense of community that can be achieved through perceived similarities. Heider (1958) explains that these concepts influence people's perceptions of the actions of others and self. This is tied to motivation, and the ability to alter or influence these concepts could affect how students perceive their abilities.

Annual high-stakes testing begins in the third grade, and students are privy to those scores starting at age eight. Students who have been unable to achieve proficiency in reading are privy to that knowledge years before entering adolescence and may view reading as source of anxiety and failure. Heider's (1958) attribution theory explained that the causation of this discomfort has become placed on an external force as it is more comfortable to place the blame on an external factor rather than on themselves. When struggling readers are faced with the task of selecting and reading a book, it is easier on them emotionally and mentally to blame the book or even the process of reading the book than to admit that reading is difficult for them. The negative connotation tied to this experience have created a perception that is in need of

alteration. While there may be an awareness of any reading deficiencies they possess, increasing their confidence in their ability to control the external factors is a necessary step.

One factor that could be affected by this confidence is motivation. Deci and Ryan (1985) developed a self-determination theory (SDT) to study the relationship between extrinsic and intrinsic motivation. Extrinsic motivation occurs when a person is motivated by outside influences such as praise, grades, and rewards. Intrinsic motivation comes from within the individual; pride, enjoyment, and interest are examples (Deci & Ryan, 1985). Ideally, educators wish to encourage intrinsic motivation as it will apply in multiple settings throughout life. However, extrinsic motivators may create the habits and moments of success that will positively affect intrinsic motivation.

In developing SDT, Ryan and Deci (2017) identified three psychological needs that people possess that when fulfilled increase well-being: competence, relatedness, and autonomy. Beginning with the theme of competence, Ryan and Deci (2017) posited that the need to feel satisfaction in a job well done and the accompanying efficacy are a basic psychological need of all humans. It begins as infants with things as simple as learning to walk and speak, and it continues through childhood when children regularly stretch beyond their current capabilities for the pure pleasure of the achievement. Those times of competence that can be tied to a choice in the activity are those that build the strongest motivation.

Relatedness was the second need that Ryan and Deci (2017) identified in explaining SDT. Relatedness refers to humanity's gravitation toward others and the underlying desire for connectedness that guides our actions and emotional well-being. Humans do not want to be excluded or viewed as less than their peers. The want of group acceptance shapes the

interactions people have with all those around them and heavily influences the development of self-identity within a group dynamic (Ryan & Deci, 2017).

A third need explained by Ryan and Deci (2017) was autonomy. As the authors described autonomy, they were not referring to independence but to the internalization of self. While it can manifest itself as a sense of independence, it is more the need to feel like the decisions made are self-directed and come from a place of internal motivation rather than external motivation. The level of engagement reached when autonomy is at a high level consistently outweighs those situations when an action is forced through external measures (Ryan & Deci, 2017). The authors viewed their definition of autonomy differently from other theories in that it is dependent on the view of self that is provided by the levels of competence and relatedness a person feels in life. Understanding the relationship between these three needs is a necessity when utilizing self-determination theory.

Cognitive evaluation theory (CET), a facet of self-determination theory, is the application of external forces on intrinsic motivation (Deci & Ryan, 1985). While intrinsic forces have been shown to have a greater impact on achievement than external, it is evident from Ryan and Deci's (2017) three psychological needs that the impact of those evaluated from outside can heavily influence the sense of self that will drive the intrinsic motivation. Ryan and Deci (2017) discovered that the wrong sort of external reward system can actually decrease the intrinsic motivation that leads to the highest sense of well-being. However, external motivation that is not tangible, such as praise on a task well-done, is not perceived as interfering with the autonomy of the decision to perform the task (Ryan & Deci, 2017). If a person feels in control of the work performed, the sense of competency experienced increases intrinsic motivation.

Ryan and Deci (2017) shared that there are two types of events that can be considered external motivators: controlling and informational. Controlling are those that feel forced onto the person while informational are those that allow the person to experience autonomy and competence. Informational allow for the causality of the event to be perceived as coming from the person, increasing the intrinsic motivation, especially when paired with a perceived competence. Choice plays a large role in which of the two events is perceived by the participant. When choice is used as an extrinsic factor, it is determined to be an informational event (Ryan & Deci, 2017).

As a person finds competency in tasks that involved a perceived sense of autonomy, a person enters what Ryan and Deci (2017) have termed a zone of mastery. Confidence builds and a person begin to select tasks that are slightly above levels that have before been mastered, increasing skill and pleasure. This progression in learning is optimal within a school setting and determining the manner in which it can be achieved is the goal of this study.

According to their cognitive evaluation theory (CET), Ryan and Deci (2017) illustrated that asking struggling readers to browse through 5,000 books to select material for leisure reading is not going to have a positive effect on their reading habits. The discomfort associated with this process is applied to the student's perception of the task, decreasing the intrinsic motivation to read for pleasure. With that perceived failure, the student's sense of competency is reduced, and the feeling of relatedness that could occur in that setting with peers and staff becomes diminished.

Deci and Ryan (1985) explained that humans wish to set goals and to achieve them, they wish to share these experiences with others, and they wish to have independence and control over this process. Often associated with a negative connotation for struggling readers, using a

library to enhance this process could cause the transformational learning necessary to stimulate a feeling of competency. According to Ryan and Deci's (2017) self-determination theory, the autonomy present in self-selecting reading material that is of interest to the student in a manner that allows them to feel a sense of connection with peers could be a catalyst for growth.

 The next theorist whose work contributed to this framework is Bandura (1986), who put forth the theory that humans are self-reflecting, self-organized, and self-regulating with his creation of the social cognitive theory. While environmental factors play a part in a person's perception of self, humans are not products of their environments. Instead, it is a person's introspection and interpretation of the environment that produces a sense of self. Bandura (1986) explained that people are capable of being in control of their development and actions. This is brought about by a sense of beliefs that enable them to control their perceptions and feelings. According to Bandura (1986), this system of self-awareness plays a larger part in human's perception of self-identity than environmental factors, such as family, education, and economic conditions. Bandura (1997) argued that a person's belief in one's capabilities is a stronger predictor of motivation towards success than what is objectively true. This belief is termed self-efficacy.

 Bandura (1982) explained intrinsic change could occur if success is met in this task through the theory of self-efficacy. Self-efficacy is a person's perception on how well a person can perform in a situation. Those with high self-efficacy see themselves as capable and will continue to exert energy at a task, even if failure has occurred at some point. Those with low self-efficacy expend little effort in the task as they have perceived themselves as not able to perform to success. According to Bandura (1982), people avoid tasks in which the self-efficacy is low, and they undertake to perform tasks in which the self-efficacy is high. A person does not

necessarily need to feel highly skilled or successful to achieve high-efficacy. In fact, if success is reached with little effort, the lack of challenge does little to build high-efficacy (Bandura, 2008).

Building high self-efficacy is achieved through a variety of methods, including building mastery; Bandura (2008) stated that mastery is achieved not by unending success, but by an attitude that success is possible and responding in a positive manner to challenges. It is the belief and grit that are necessary to attain high self-efficacy, not natural talent or a history of ease with the task. Optimism is a term that can be used to describe this process—a person sets goals based on a perceived belief in success (Bandura, 1993). Students who have low self-efficacy lack this component. This may be due to a belief that ability is inherent and they lack it, or it may be that repeated failures viewed by peers, adults, and self were more taxing than could be surmounted.

Bandura's (2008) self-efficacy theory has numerous impacts on the choices and actions a person takes. It influences a person's willingness to engage in a task and how much effort will be expanded. The emotional state that is experienced as well as the perseverance put forth are also products of self-efficacy. Bandura (1986) did not state that it is this self-belief which is a singular determinant of success; a person should be aware of the skills necessary for the task and ideally have a model or mentor that can assist in guidance. However, possessing high self-efficacy is an indicator of the high motivation and willingness to persist in the face of perceived obstacles.

Bandura (1982) established that people are not just a product of their environments but are constantly evaluating their own reactions to their successes and failures. This internalization produces self-beliefs that can control a person's thoughts, feelings, and actions (Bandura, 1982). Struggling readers have low self-efficacy in regard to their ability to perform a task. With the

advent of annual standardized testing beginning in third grade, there are students who have understood they are below grade level for multiple years before beginning middle school. In some cases, these students who have not passed these standardized tests have been placed in literacy classes in an attempt to assist them in meeting those standards. These years of perceiving themselves as less capable than their peers is then paired with a lowered expectation of reading for pleasure at the middle school level. In the middle school years, the opportunity to engage in extensive reading of personal reading material fades from the classroom. Students are given the opportunity to check out books, but they are rarely given time during the school day to read them beyond that initial time of check out. These readers with low self-efficacy have no opportunity to challenge the belief in their ability or desire to read for pleasure. Bandura (1982) provided an explanation as to how this low self-efficacy has been established. However, in concert with Heider's (1958) attribution theory and Deci and Ryan's (1985) self-determination theory, this low self-efficacy could be reversed in concert with altering the perception of books and increasing positive motivation towards leisure reading.

Conceptual Framework Summary

Heider (1958) explained how the perception of reading and books is formed by struggling readers. The external and internal factors that have been processed have created a connotation that should be evaluated and understood by those who wish to reduce the negative construct. The ability to do so can be examined by applying Ryan and Deci's (1985) self-determination theory. Within that theory, CET shows how external motivators can be manipulated to positively influence the three psychological needs of the students: competence, relatedness, and autonomy. Meeting those needs and reconstructing the perception of reading have the potential to induce a

transformation of the student's self-perception, which could in turn lead to a higher self-efficacy in this area.

Struggling readers do not view a library of 5,000 books as a safe space where they will find success. Repeated failures in testing, school work, and attempts to access books independently have created a perception that reading is not worth their time. In order to create a dissonance that will challenge that perception, students must be given the opportunity to succeed at a task that they have previously viewed as too difficult or even failed in the past. The idea that they are as capable as their peers in successfully selecting and reading books for pleasure may be helpful in transforming those beliefs. If the process of selecting reading material can somehow become a task associated with enjoyment instead of dread, it may provide the catalyst to increasing a student's intrinsic motivation to read. With increased comfort can come increased confidence, creating the cognitive dissonance necessary to transform a student's perception of what it means to read a book.

Review of the Literature and Methodological Issues

A literature review is developed to provide evidence that supports a thesis by presenting and synthesizing current information available about the topic (Creswell, 2007). This literature review has been composed to ascertain how best to approach the task of addressing the reading habits of adolescents, specifically those who consider themselves nonreaders. First developed is an explanation of the beneficial effects of reading. Next examined is the problem of the decline of reading for pleasure among adolescents. Reading for pleasure and the motivation to do so are then evaluated. The role of libraries both in communities and in schools will then be explained. Finally, the process of genrefication and its effect on those libraries that have utilized this arrangement system is then discussed. Through this compilation and review of literature, the

problem of how to utilize the collections in libraries to promote reading for pleasure among adolescents is explored.

Beneficial Effects of Reading

Literacy, as defined by Reardon et al. (2012), is a set of skills that combine word-reading skills and knowledge-based comprehension. Word-reading skills are usually developed by the third grade with the inferential and application skills of knowledge-based comprehension developing after that time (Reardon et al., 2012). As individuals, reading has been shown to have a slew of positive effects. A study conducted by Berns et al. (2014) looked to determine the effects reading a novel had on the connectivity of the brain. The authors used magnetic resonance imaging (MRI) to track the changes in resting-brain activity over a period of 19 consecutive days while the participants read a novel. There was a washing-in and washing-out period that were also tracked when the participants were not reading at the start and end of the study to use for contrast. Berns et al. (2014) found that reading the novel caused a higher rate of connections to form within and between the four lobes of the brain that peaked during the climax of the story. Several of the connections remained even after the novel had been completed. The significance of work done in this study is that it shows reading novels increases the connectivity of the different sections of the brain, even more so if a book can be read through its entirety.

Reading has also been shown to have an impact on a person's ability to feel empathy (Bal & Veltkamp, 2013). Using transportational theory, Bal and Veltkamp (2013) studied the effects that reading fiction would have on a person's empathy when the person is transported into the story. The participants were 66 Dutch college students. The students were divided into two groups: one read a fictional work, the other read nonfictional material. Empathy and transportation were measured using scales. A second study was conducted to assess if the

increased feelings of empathy carried across fictional genres. The authors found that empathy

did increase for those readers who read a fictional work and considered themselves transported

during the reading. This effect was found to occur due to the high emotional involvement with

the text which caused the participants to feel sympathy for characters and engage with multiple

perspectives (Bal & Veltkamp, 2013). This effect did not occur with those who read nonfiction.

The authors suggested that this was due to the participants feeling a sense of obligation when

feelings of sympathy were induced, causing them to become defensive rather than empathetic.

This finding was paralleled in a study by Kidd and Castano (2013); their study

investigated what influence reading fiction has on the understanding of others' mental state and

ability to navigate personal relationships, termed Theory of Mind (ToM) by the authors. The

authors claim that the reading of fiction has a positive effect on ToM as it forces readers to

engage in the inference of characters' thoughts and actions, encouraging engagement and

fostering empathy. Five experiments were conducted measuring how reading fictional works

affected the 86 adult participants in a number of manners. The following is a sample of the

measure utilized by the researchers: the ability to infer emotions based on facial expressions; a

false belief test; a cognitive test measuring the understanding of character's motivations; a

Diagnostic Analysis of Nonverbal Accuracy (DANVA); and the Positive Affect Negative Affect

Scale (PANAS). The authors found that reading fictional works improved performance on the

ToM measures indicating an increased ability to empathize and interpret social cues.

Feelings of positivity have also been associated with the act of extensive reading (ER;

Yamashita, 2013). Yamashita (2013) designed a study to identify the effect of ER on the

specific components of reading attitude: comfort, anxiety, intellectual, practical, and linguistic

value. ER was found to have a stronger effect on enhancing positive feelings than reducing

negative feelings. Students who had increased access to a variety of reading material showed greater effects as they used linguistic capabilities less as a guide in their selection than an interest in the author or subject matter (Yamashita, 2013).

There has also been a strong relationship shown between reading and cognitive gains (Bailey & Littlefield, 2016; Ritchie et al., 2015; Sparks et al., 2014; Sullivan & Brown, 2013, 2015a). Multiple studies have been undertaken utilizing data collected from the 1970 British Cohort Study (BCS70). This study followed 17,000 people born in Britain within the same week in 1970 over the course of 42 years using questionnaires and educational measurements tracking health, educational, social, and economic growth. Sullivan and Brown (2013, 2015a) have conducted a number of studies using the data from BCS70 that have shown a strong correlation between cognitive growth leisure reading. A 2013 study by Sullivan and Brown looked to discover the degree to which the social inequalities impact a student's cognitive development. The authors found reading for pleasure had a positive influence on a student's cognitive development in the areas tested, regardless of a parent's SES. The authors also stressed that the time between the ages of 10–16 was crucial in supporting teenagers in their reading.

Sullivan and Brown (2015a) utilized data from the BCS70 to determine how vocabulary scores changed between the ages of 16 and 42 and to what extent reading for pleasure influenced those scores. The study found links between vocabulary development and reading habits in both childhood and adulthood. A long-term effect on vocabulary acquisition was more heavily influenced by childhood reading habits than social origins and adult characteristics (Sullivan & Brown, 2015a). A second study done in 2015 found a connection between vocabulary development and reading habits in both childhood and adulthood; a long-term effect on

vocabulary acquisition was more heavily influenced by childhood reading habits than social

origins and adult characteristics (Sullivan & Brown, 2015b).

Ritchie et al. (2015) also used the data from BCS70 to track the participants' information

pertaining to vocabulary growth up to the age of 16, and then they tracked the vocabulary growth

between the ages of 16–42. The authors found a high rate of reading in adolescence showed

itself in higher scores across vocabulary, spelling, and mathematical skills, even into adulthood.

One of the more interesting findings is that reading was shown to have a greater impact than the

education level of the parent(s) (Ritchie et al., 2015).

In an earlier study, Ritchie and Bates (2013) used the BCS70 data to explore the

relationship between reading levels at age seven and the attained socioeconomic status (SES) of

the participants at age 42. The authors found reading and math achievement are a viable

indicator of the SES that an adult will achieve in life. The researchers were able to show that the

reading and math measurements taken at seven, 10, and 14 years old correlated to a higher SES

level at age 42 beyond the SES at birth (Ritchie & Bates, 2013).

These benefits translate into positive societal impacts. Literacy rates in a society have a

direct correlation with that society's economic and social well-being (Dewan, 2016). In a meta-

analysis, Dewan (2016) evaluated multiple studies to determine the impact literacy has on

societal well-being. First, Dewan established the connection between reading for pleasure and

high literacy rates using data from the Organization for Economic Co-operation and

Development (OECD) as well as a study conducted by Rodrigo et al. (2014). Data collected

from 70 countries showed those who read for pleasure score higher on literacy assessments.

Utilizing the data collected through the Program for International Assessment of Adult

Competencies (PIAAC) as well as other large-scale studies, the author found that high literacy

rates had a positive effect on multiple societal factors: high-skilled workforce, reduced incarceration, higher political activism, and increased charitable actions.

Decline of Reading for Pleasure

While there are a multitude of benefits to reading, the rate of growth in reading achievement becomes stagnant as students enter middle and high school (Reardon et al., 2012). Only one third of middle school students in the United States possess the skills to read in a comprehensive manner according to assessment data (National Center for Education as cited in Reardon et al., 2012). Reardon et al. (2012) looked to large-scale testing data to ascertain the direction of this trend. The authors utilized data from national and international tests. To trace the years before middle school, the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) was utilized as well as the National Assessment of Educational Progress (NAEP). It was found that the rate of growth in reading skills stagnates as students enter middle and high school. This slowing of growth is not reflected in the math scores of these same students; students showed growth in math. Also, the divides found along racial and SES lines were more pronounced with reading than with math.

Paralleling this stagnation or decline in achievement is the attitude adolescents have towards reading as they reach and progress through middle school. The study developed by McKenna et al. (2012) examined the attitudes of adolescents towards reading. The authors looked outside of school-based literacy, which they cite was the reading that is usually examined in studies. They took a broad view of reading in all environments and looked to identify how the students' attitudes towards reading influenced their reading identity. A self-report questionnaire was used to gather data from 5,080 middle school students in 23 states (McKenna et al., 2012). The questionnaire was designed to measure five different elements: how attitudes differ by grade

level, how attitudes differ according to gender, how the medium of reading affects the attitudes, how the purpose of the reading affects attitudes, and the interactions between these different elements. McKenna et al. (2012) found that between the grade levels of sixth, seventh, and eighth grade, the attitudes towards reading showed a steady decline in print text both inside and outside the school environment.

The impact of social perception on the reading habits has also been evaluated in studies. It may be a misconception to attribute this decline to perceived peer-reaction. Students do not initially reply that they do not enjoy reading or that they perceive reading to be *not cool*. Instead they cite a lack of accessible, interesting material and an inability to connect with peers through reading (Merga, 2014a, 2014b). Questionnaire data collected through the West Australian Questionnaire of Adolescent Book Reading (WASABR) showed that initially, only 9% of the students agreed with the statement "It is not cool to read books." However, when questioned about who influences the students to read, only 16% responded with their peers. In addition, when asked about whether their friends read recreationally, 28% of students responded in the positive. A disconnect between how students perceive reading and how they believe their social circle perceives reading was discovered (Merga, 2014b).

An additional study by Merga (2014a) was designed to understand what leads to the decline of recreational reading in adolescents. Utilizing data from the West Australian Questionnaire of Adolescent Book Reading (WASABR), the author sought to determine the specific reasons for students not reading during their spare time. Data were collected from students in Year 8 and Year 10 from 20 schools within the Western Australian schools. A 41-item questionnaire was given to 520 participants. For this particular study, one question from the questionnaire was studied, "Please choose why you don't like to read during your free time."

The top three responses from those readers who considered themselves infrequent readers were as follows: I would rather do other things with my time, reading books is boring, and I would rather read something else. A third of the respondents also selected not being able to find a good book to read. When students were given the opportunity to include reasons for their selections, common responses were the following: unable to concentrate, unable to find a good book, and there are no good books to read.

Reading for Pleasure

It is possible for schools to leverage their resources to positively affect the reading habits of their students in regard to reading for pleasure. Utilizing data from the West Australian Study in Adolescent Book Reading (WASABR), Merga (2017) explored student perception on how teacher encouragement influenced their feeling of support in recreational reading. The data collected from the WASBAR included 20 schools from Western Australia. There were 520 student participants in Year 8 and Year 10 who participated in the questionnaires. There were also interviews conducted in a random selection of 34 students. The data used for the findings of this particular study were drawn from the interviews. Students identified primary teachers to have be more encouraging than secondary teachers in their efforts to create a culture of reading for pleasure. The author identified four primary themes in what the students stated they remembered as being the most helpful: read-alouds by teachers, encouraging reading at home, discussing books with the students, and creating a culture that promoted reading as a skill that would have value in the future. Also included in the students' interpretation of encouragement was that reading for pleasure was not a tested academic area. The students remarked that as they moved to high school, teachers only assigned reading in an effort to improve test and

achievement scores. This reading to perform a task was not included in the students' perception of encouraging a habit of reading for pleasure.

Reading to perform a task is associated with extrinsic motivators, such as grades. However, academic reading or reading performed to achieve a grade are not tasks that increase intrinsic motivation in regard to reading habits (Jennifer & Ponniah, 2015; Kavi, Tackie, & Bugyei, 2015). In a meta-analysis conducted by Jennifer and Ponniah (2015), the authors utilized the term *readicide* to describe what they found to be occurring in the United States school system. The authors posit that the superficial reading encouraged for academic gain is not the sort that will instill the life-long habit of reading for pleasure that will have stronger long-term benefits over cognitive growth.

Schools must be wary of forming associations between reading instruction and reading in the minds of the students (Kavi et al., 2015). If students are only taught reading as it pertains to assessment and instruction, reading for pleasure easily loses the battle when students are deciding what to do with their free time (Kavi et al., 2015). Data for the study undertaken by Kavi et al. (2015) were drawn from a middle school in Africa. In the initial interviews, the researchers found that over 50% of the students at the school did not read for pleasure. Kavi et al. (2015) found that the association between reading and pleasure was not well-established for these students. This was attributed to students viewing the reading instruction and work being a means to improving academic performance and a lack of access to a functional library. The researchers concluded that a vibrant school library should be set within the educational system that is conducive to serving the reading needs of its students. The researchers also argued that schools should work to counteract the draw away from reading in the middle years with school-wide reading programs that make reading a social engagement as much as personal one.

One key to increasing reading pleasure could be access to material that is tailored to people's interest and perceived as applicable to their lives (Barber, 2014; Rodrigo et al., 2014; Wilhelm, 2016). Barber (2014) designed a study to explore the impact of students being exposed to material that is leveled to their reading level and interests in terms of increasing the pleasure of reading. The author found that increased exposure to a wide selection of reading material that was broken into leveled groups increased overall reading pleasure, both in and outside of the classroom. Lower readers benefited from guidance in their book selection, as well as having choice within those selections.

Self-selection increases a person's feeling of pleasure while reading (Allington et al., 2010; Creel, 2015; Ivey & Johnston, 2015; Rodrigo et al., 2014). In a study by Rodrigo et al. (2014), low-level reading adults were placed into two groups. One group was immersed in an extensive reading program that allowed for sustained silent reading and self-selected material; the other had direct instruction administered during the time with researchers. A Reading Pattern Questionnaire was used three times during the study: before, at the end, and six months after the study had ended. The questionnaire measured the participants' attitude toward reading, the number of books read, and the frequency of visiting the library and/or bookstore. Results showed that the group which was immersed in the extensive reading program, which offered choice and had a wide range of books to choose from, became more motivated to read, developed a reading habit, and experienced a positive change in reading behavior.

The impact of self-selection was also explored by Creel (2015). Referencing the decline in leisure reading that occurs in adolescence, this study looked to determine what impact self-selection of reading material had on a student's perceived pleasure in reading. Data were collected from 833 students ages 12–18. Questionnaires were used to determine their reading

habits and their responses to the last book that was read in school. Open-ended responses were also allowed. The authors found that over 70% of the reading books the students read in school were teacher-assigned. Of the students who were allowed to self-select the literature, 41% reported they loved the book in contrast to 21% of the students who responded the same about teacher-selected material. The authors reported that the difference between those two groups was statistically significant as a Pearson X^2 (3) of 49.65 ($p = 0.000$) was revealed in this findings. Even controlling for gender, age, and the self-identification as a reader, that statistically significant effect remained (Creel, 2015).

  This same phenomenon was observed in a study conducted by Ivey and Johnston (2015). This study followed a shift in teaching focus from assigned class reading to self-selected works by four eighth grade teachers in an attempt to track engagement. This program lasted a total of four years, and the authors used Cultural Historical Activity Theory (CHAT) to analyze the changes within the community of teachers and learners. This theory tracked the cultural-historical, social and microgenic effects this shift had within the classroom. The participants were 258 eighth graders across four classes, all contained in one school. Data were collected using the following: teacher interviews, student interviews, and observations. The authors found favorable results from the implementation of this shift in reading practices. The students reported increased reading volume, changes in peer-relationships, self-regulation, and concepts of self. The teachers, through the study's observations, shifted the program to allow for discussion and a sharing of the task of teaching, which resulted in a higher level of social interaction between peers. There was also a reduction in the number of students who failed the state test in reading. The authors claim that the shift in curriculum development is practical in how it can be applied to other classrooms.

Including the variable of access to self-selected materials was the focus of a study by

Allington et al. (2010). Citing the phenomenon of summer slide in reference to academic study,

the authors of this study evaluated the effect access to self-selected reading material during the

summer would have on students from low-income families. There were 852 participants from 17

schools in high-poverty schools. These students were granted access to self-selected material

over three years. The control group was composed of 478 students who received no books

during that time. Reading proficiency was recorded using the Florida Comprehensive

Achievement Test (FCAT). Questionnaires were utilized at the beginning of each summer to

measure summer reading activity, access to books, and home reading support, all of which could

be considered variables. There was a statistically significant difference in the testing results

between the students in the treatment group and those in the control group in that the treatment

group scored higher on the reading tests. Also, according to the questionnaire data, those

students in the treatment group reported a higher frequency of reading over the summer.

In addition to accessing self-selected reading material that is of interest, the creation of a

culture that places value in reading for pleasure increases the motivation and time associated

with leisure reading (Broeder & Stokmans, 2013; Ivey & Johnston, 2013; Pruzinsky, 2014).

Broeder and Stokmans (2013) conducted a study aimed to evaluate the leisure-time reading

activity of adolescents from three separate areas: the Netherlands, China, and Cape Town. The

three determinants of reading behavior that were discussed were reading attitude, subjective

norms, and perceived behavioral controls (including book choice). Data were collected over the

course of four years from the three areas; the total number of participants was 2,173.

Questionnaires were developed using questionnaire data collected previous to the study. These

were used to measure reading attitude, subjective norm, and perceived behavioral control to

determine reading behavior. In the China and Netherlands, there were shared components that positively increase reading motivation: students feel competent in reading skills; they have the opportunity to read; and there is a social connection found with either peers or family members surrounding reading.

Similar themes were found in a study by Merga (2017). Using the data from the Western Australian Study in Children's Book Reading (WASCBR), the author assessed what students in Years 4 and 6 perceive as factors that will make them read more. Forty-seven students from 24 schools were recruited for this data sample. Using interviews, the participants were asked the question: "What would make you read more?" The answers were coded thematically and evaluated. There were five primary themes discovered when data had been studied. First, students need assistance finding engaging reading material. Students have an idea of what they enjoy, but they cited difficulty in locating those books which they would consider interesting. Second, students enjoy engaging in a series. A familiarity with the characters and ongoing storyline generated high-interest. In addition, students wished for books that were challenging. Conversely, a skill deficit was also cited by students as being an impediment to reading more. Finally, having more time was recorded as being a factor in what hinders students from reading more.

The culture that can be created to increase reading pleasure and make students read more was also documented in a study by Ivey and Johnston (2013). The authors followed four eighth grade classrooms as the curriculum shifted from whole-class texts for reading to self-selected texts. The students were instructed to choose books that they found personally relevant and of high interest, and the researchers followed their reading engagement throughout the year. The primary data were collected from 71 end-of-year student interviews. There were also teacher

interviews, bi-weekly observations, conversations with students and staff, and video/ audio

recordings. The students identified the changes that had occurred due to the high level of

engaged reading which was promoted and expected within the school culture. Students

identified with the characters, the settings, and the situations that were presented in the self-

selected books. Statements such as "I used to pretend to read, but now I'm actually reading"

were repeated. Students' perception of themselves shifted to seeing themselves as readers, even

those who considered themselves slow or behind their classmates. In the year between seventh

and eighth grade, which students made the change to this program, reading scores for Hispanic,

Black, and economically disadvantaged groups all rose (Ivey & Johnston, 2013).

Motivation

Multiple works have revealed the relationship between self-efficacy, motivation,

engagement, and reading achievement (Froiland & Oros, 2014; Guthrie et al., 2013; Retelsdorf,

Köller, & Möller, 2014). Guthrie et al. (2013) designed a study to investigate how a

concentrated effort to increase engagement can affect motivation and achievement. This study

followed two different practices for teaching in the ELA classroom over a four-month

period. One class followed the traditional ELA curriculum. The other class followed a Concept

Oriented Reading Instruction (CORI) program of instruction. CORI emphasizes reading

engagement and reading motivation with a focus on self-selection of reading material.

Motivational constructs were tracked which included the following: intrinsic motivation, self-

efficacy, valuing, and prosocial goals. Those motivational concepts that are usually aligned with

negative connotations were also followed: perceived difficulty, devaluing, and antisocial goals

(Guthrie et al., 2013). The authors wished to determine if motivation is tied directly to

achievement or if there is connection to achievement reached through engagement. The study

followed 1,159 seventh grade students and seven middle school teachers across four schools. The Motivations for Reading Information Books in School (MRIB-S) questionnaire was used to measure engagement and motivation before and after the six-week intervention. The students who participated in the CORI intervention showed an increase in self-efficacy in terms of reading (Guthrie et al., 2013). The classroom instruction, which focused on the affirming motivations and engagement, was found to have a positive effect on motivation and achievement. Increased engagement showed itself as a stronger indicator of long-term success as it became an indicator of the relationship between motivation and achievement. This program also decreased the undermining motivations that decrease engagement (Guthrie et al., 2013).

This connection between encouragement, engagement, and motivation was also documented in a study by Barone and Barone (2018). The study was conducted to describe the volume of reading, book choices, and self-identification of students as readers while they were encouraged to read 50 books independently over the course of a school year. The initial formulation of this study began when a teacher noticed that not one of her 30 fourth grade students identified as a reader, and this was occurring in a school which received the highest evaluations available at the state level. This program was supported by daily group meetings with peers and the teacher, additional reading material being made accessible for the students, and independent reading time each day. Data were collected from 30 students within one classroom in an economically-diverse classroom. Reading assessment scores from states tests and Developmental Reading Assessments (DRA) were used for base data to measure achievement. Teacher interviews were also conducted to evaluate students' achievement. Data were collected from students using reading logs, assessment data, interviews, observations, and student writing. Students' self-perceptions as readers was measured with one interview prompt

three times during the school year: "Describe yourself as a reader." The authors grouped the

participants into three groups based on their achievement scores: above-grade-level readers, at-

grade-level readers, and below-grade-level readers. The above-grade-level readers ended the

year identifying their increased fluency as a mark of success of the reading program. At-grade-

level readers shifted from identifying with reading speed as an indicator of reading success to

intrinsic motivators such as empathizing with characters. Data collected from below-grade-level

readers highlighted that they persisted in reading, even as they indicated it was difficult. At the

end of the year, they viewed the physical qualities of the books, such as length, as an indicator of

reading success. In terms of achievement, the authors used a variety of measure to indicate

improvement. Barone and Barone (2018) cite state test scores and DRA levels to show that most

students grew beyond the growth targets set by the district. Even more encouraging, one student

who was singled out during the project grew from reading six words a minute to reading 16

books over the course of the year. Self-identification as a reader also showed gains in that

students, specifically those who were below-grade level, shared in interviews and narrative

writing samples that they now liked reading and became better as the year progressed (Barone &

Barone, 2018).

A high self-efficacy in reading also forms a reciprocal relationship with achievement

(Louick, Leider, Daley, Proctor, & Gardner, 2016). Louick et al. (2016) conducted a study to

explore the developmental relationship between reading comprehension and motivation and to

characterize the nature of the students' motivation to read. There were 112 students tracked from

two middle schools using questionnaires, standardized reading test scores, and interviews. The

questionnaires and interviews were constructed to measure self-efficacy, intrinsic, and extrinsic

motivation in relation to reading. The students were considered struggling readers. The first

middle school (North) was suburban with a higher SES than its counterpart (Kennedy), which had over 80% of its students enrolled in the Free and Reduced Lunch program. They found that students who scored higher on the self-efficacy portion of the questionnaire had higher scores on the reading assessments.

Froiland and Oros (2014) looked at the impact that intrinsic motivation, perceived competence, and classroom engagement have on reading achievement between fifth and eighth grade. This was done while controlling for different races, socioeconomic status, and external motivating factors (such as grades). The data used were collected in the Early Childhood Longitudinal Study−Kindergarten (ECLS-K). The researchers in this study followed 8,960 students for 10 years. Froiland and Oros (2015) used the data from the children's fifth-eighth grade school years for their study. Perceived competence, motivation, engagement, and grade-level achievement were measures using questionnaires, scales, and assessments. Measure of perceived competence, motivation, and engagement had a higher rate of influence over students reading achievement between fifth and eighth grade than SES, gender, and ethnic background combined. Intrinsic motivation outpaced extrinsic motivation consistently as a factor in motivation and achievement.

Intrinsic motivation has a higher impact on long-term habits; however, extrinsic motivators can be utilized to strengthen or weaken intrinsic motivation (Huang, 2013; Schaffner, Schiefele, & Ulferts, 2013). Huang (2013) designed a study to determine how self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation impact the reading motivation of Chinese students' reading motivation. The relationship between motivation and high and low readers was also evaluated. The participant group consisted of 247 middle school students who voluntarily completed the Chinese Motivation for Research Questionnaire (CMRQ). Sixteen of

these students were purposely selected to be interviewed and observed within the classroom setting. The students were selected based on previous reading scores (one high and one low from each classroom). It was found that motivation for all students, including the low-readers, was increased by the option to select material that was of interest to them. Teacher support and guidance, external motivators, were shown to be crucial components of reading motivation.

Extrinsic factors that have repeatedly been shown to influence motivation and engagement are social interaction with others concerning reading and self-selection of reading material (Bozack & Salvaggio, 2013; De Naeghel et al., 2014; Huang, 2013; McKenna et al., 2012; Stevens, 2016). A study by De Naeghel et al. (2014) was designed to show the relationship between teacher behavior and reading motivation in adolescents. This study utilized data from the 2009 Program for International Assessment (PISA). The data were collected from a sample of 4,269 Flemish 15-year-old students. The students were questioned using a four-point Likert scale that measured intrinsic reading motivation, teacher support in autonomy, structure developed by the teacher, and teacher involvement. It was found that students responded positively to autonomy-supportive, structured, and involved teacher behavior in the area of reading. It was also found that there was as much as a 14.7% difference between schools, demonstrating the influence a school culture has on the students' perception of their instructors and their support. In tracking one school's implementation of a reading workshop program, Stevens (2016) found a nearly unanimous positive reaction from the students. Points in favor were the following: time dedicated to silent reading, the ability to self-select books of interest to the students, and the allowance of time the students had to discuss the books with peers and the teacher.

These findings were mirrored in a study by Hall et al. (2014). This study focused on the impact choice of reading material and reading environment has on students' reading involvement. Students had a daily time set aside for independent reading that allowed for self-selection, listening to music, and an opportunity to discuss their reading with peers. The study was conducted with a third grade population in the southeastern United States where 75% or students are on a free or reduced lunch program. The researchers used observations to collect data, utilizing field data and cross-checking their findings. The level of reading involvement increased during the time of this program. Observations showed students were engaged in the independent reading: reminding the teacher it was reading time, sharing observations and recommendations with peers, and outwardly showing signs of engagement while silent reading. The inclusion of listening to music during the silent reading was also observed as being favorably viewed by the students (Hall et al., 2014).

Libraries

The library is a resource that can be utilized to create an environment that fosters a culture of reading for pleasure within schools and communities (Beolens, 2016; Loh, 2016; Smith, 2018). One of the first steps needed to ascertain the best practices for doing so is to explore the perception of the library by the community it serves. Howard (2011) created as study that investigated the attitudes of teens towards the public library. Data were collected in two phases. Phase one was a questionnaire which analyzed satisfaction and usage of the library. Phase two utilized focus groups to delve deeper into the quantitative data that were collected through the questionnaires. The questionnaire was distributed through mail to a sample of students grades 7–9. From those who responded, 249 did so in a manner that allowed the researcher to utilize the data to form the premise for the focus groups in Phase 2. There were a

series of nine focus group discussions with 70% of the participants being female and 30% being male. The information collected through the questionnaire showed a distinct difference in the attitudes of students who consider themselves active readers and those who do not. Those who do not consider themselves active readers responded that they can never find anything of interest in the public library, while active readers reported a satisfaction rate of 70% (Howard, 2011). This included reading material, programs, and electronic resources. Within the focus groups, both active and inactive readers responded that they felt overwhelmed by the number of books on the shelves when attempting to locate reading material. Several participants responded that a system that was organized by genre would make it easier to browse for books (Howard, 2011).

Providing data to those who facilitate the library space is an important component of planning for how best to leverage this resource. A study developed by Mahwasane (2017) investigated how teacher librarians view the impact the arrangement of a library has on patron accessibility and ease of usage. Data were collected through interviews with the teacher librarians from eight schools in the Vhembe District of South Africa. The author also employed observations between the teacher librarians and the student participants. There were themes that emerged in the effort to discover how teacher librarians can best facilitate the usage of their collections: teacher librarians' attitudes, viewpoints, and awareness of how the arrangement of a collection affects the patrons; the challenges associated with a library collection that is not properly arranged; and the teachers' view on how they choose to arrange the collection. Within these themes, it was indicated by the teacher librarians that a poor arrangement is an impediment to the patrons (Mahwasane, 2017).

The utilization of the library space to increase usage, comfort, and to foster a positive perception of the area was researched in a study by Loh (2016). This study was designed to investigate the differences between two schools serving different academic tracks in how the designs and utilization of their libraries impact the reading practices and usage. The two schools used in this comparison were chosen because of the demographic of students they serve. The first school is considered an elite all-boys' school that is heavily competitive in terms of admission, and the author assigned the pseudonym Ace. The second school is a co-educational government school, and the author named this school Tembusu. The researcher used the following as data: visual maps of the spaces, time maps of usage student and staff interviews, observations, and questionnaires. The interview and observation data were coded to determine how the library was perceived by students and staff. Then the interview data were cross-referenced with usage and mapping.

The author found that applying the socio-spatial perspective to the two libraries assisted in explaining the differences that were observed in their usage. The first mapping was usage insofar as for what purpose the space was utilized. The Tembusu school used the library as a space to teach classes not related to literacy as well as for a detention area. The author observed that the space was not utilized as a social space to discuss books or literacy projects, but as an extra classroom space. The Ace school used its library as an independent student area that allowed for students to drop in to select books, work on school projects, and read silently. At Tembusu, the library was hardly ever in use by either staff or students as a valued resource, and it showed in the percentage of students who had ever visited the school library, a scant 40.9%. In contrast, the Ace library was never empty and had a consistent rotation of students entering and leaving throughout the day. Through interviews, the author found that the students'

perception of the utilization of the library space affected the role they believe the library to play in their schools (Loh, 2016). Those at Tembusu were hesitant to enter the space as it was considered boring and always empty. Those at Ace perceived the library to be a space that they used before, during, and after the school day for their work and leisure reading. The author posits that this difference in culture concerning the value of the space could have implications on the reading practices of the students. When the library is undervalued, it becomes difficult to foster an environment that promotes literacy (Loh, 2016).

The library's promotion of literacy was explored by Smith (2018) who sought to explain how a library space presents and promotes literacy to young children. Data were collected from interviews, mapping, and observations of one library in England. The author observed and interviewed the primary caregivers, children, and librarians that utilized and worked in the library space designated for children. From the observations and interviews, the author discovered three primary themes. The first theme discussed is which books are presented to the children and how it impacts their choice. The author observed that the books on display offered different book choice, but not necessarily different literacy choice. An example of this was that there were multiple examples of fiction with picture displayed, but few nonfiction. The second theme that emerged was how the public library was attempting to support the work being done with the classrooms of the community, reinforcing the procedures seen in a classroom in the space designated for these activities, such as lining up, sitting quietly, and raising the hand. The third theme discussed is deprivation, interaction, and parental responsibility. The librarians discussed their observations that the children are not used to live entertainment as they are being exposed to screens at a young age and on a consistent basis. The librarians have attempted to offer a space that promotes entertainment in an interactive manner, such as Wriggly Readers

sessions which fosters peer and adult interaction while promoting literacy. The overriding finding was that those creating the space saw the need to do so in a manner that catered to the needs of its patrons in specific and well-thought out ways (Smith, 2018).

Beolens (2016) formulated her study to address how best to facilitate the task of meeting the needs of library patrons. In Auckland, New Zealand, librarians are given the directive to create and nurture readers. This study designed by Beolens (2016) aimed to discover how librarians can best facilitate this task through readers' advisory practice. Data were gathered through interviews with librarians and focus groups comprised of tweens, which are youths between the ages of 8–12 according to the Cambridge Dictionary. There were nine staff participants and three focus groups comprised of 19 tweens total. Questions for the interview were semistructured allowing a wide scope of responses. The staff members were those who regularly work with tweens in the young adult and teen sections of the libraries and have a familiarity with the material and age group. The tweens were considered avid readers and were frequent patrons of the library. The author found that there are practices that were observed by both tweens and librarians that being positively associated with the practice of creating and nurturing adolescent readers: possessing a working knowledge of young adult reading material; providing choice; maintaining enthusiasm about the books; and individualizing the book selection to specific readers based on their genre or topic selection (Beolens, 2016). There was a pronounced discomfort with being given one or two books by a librarian, as well as having an entire collection to choose from when searching. The ideal was to be guided to a number of possibilities, and then given time to browse through the selection. Members of the focus groups and librarians both agreed that genre preference had a strong influence on what was requested and selected (Beolens, 2016).

Genrefication

The ability to aid students in their self-selection of high-interest reading material is in the control of the schools. School libraries are a resource that can be utilized to increase the reading motivation of students by increasing its accessibility. One change that has been implemented by some schools is to alter the system that books are catalogued and arranged within the library. Moving from the Dewey Decimal System (DDS) to what has been termed the bookstore model is a process called genrefication.

Genrefication increases circulation rates at middle and high schools (Butcher, 2013; Hassan, 2014; Hembree, 2013; Moreillon, 2013; Parrott & Gattullo, 2013). A study conducted by Parrott and Gattuloo (2013) was created with the reference that the Dewey Decimal System was created in the late 1800's, and it was not created with the purpose of making material easy to locate for young children. As libraries look to keep relevant and easy for young patrons to use, the authors looked to rethink the organization of printed material. Circulation rates and patron questionnaires were used to determine the success of two different projects: First-Five Years collection and the children's nonfiction. The authors found the changes to be a success. In the first year of tracking circulation for the First-Five Years collection, circulation increased by over 500% (Parrott & Gattuloo, 2013). At the time of publication, circulation numbers were not yet available for the nonfiction changes, but the questionnaire data found positive reviews from both children and parents.

This increased circulation rate was paralleled in the study of an action plan which included genrefication implemented by Hassaan (2014). Data were collected at two points. First, a school-wide questionnaire to determine the priorities of the school. Second, interviews, questionnaires, and circulation data were collected to determine the success of the

implementations. Hassan (2014) found that circulation rates increased by 60% in the first year of changes, and then they leveled. Students' reading rates increased, as did the staff and students' perception of the reading climate in the school.

Another finding associated with the genrefication was discovered in a study by Butcher (2013). A new school in a district in Colorado developed its cataloging system to reflect subject-based search rather than the usage of the Dewey Decimal System. Butcher (2013) tracked usage over a three-year period to document the impact this new system had on the check-out habits of elementary-aged children. The first year's data were collected from the schools the students attended prior to the opening of the new building; the next two years tracked those same students but at the new facility with the new system. Circulation increased, but even more interesting was the expansion across subjects and genres that was witnessed. Within the first six weeks, the author found that 100% of students checked out books in different categories than the previous year. The new school, with approximately the same population as the other two schools nearby, had 372 more checkouts than the other schools. There was a corresponding increase in reading achievement as circulation rates increased (Butcher, 2013). Using first-hand observations, state reading test scores, and circulation rates, the author noted that after the genrefication of the library, circulation rose by 336%, and students' test scores rose an average of 20% (Butcher, 2013).

The genrefication of a library has the potential to increase access to high-interest reading material and the social interaction that accompanies a positive reading culture. The two factors cited the most often as influencing students' motivation to read are the ability to self-select material and the guidance offered by adults and peers (Garcia, 2015). In a study by Garcia (2015), the role of how choice in the assigned literature within classrooms affected the

motivation of struggling and reluctant readers was investigated. In addition, the students'

interest and level of independent reading following the intervention were also assessed. There

were two primary findings from the study. First, students crave choice in their classroom

reading materials. The more ownership or control the students feel they possess over the

material, the more engaged they become in the process of reading. Second, the students needed

guidance in selecting books that they could interest them. Students want control over their

reading material. However, they also want guidance and an opportunity to engage in social

discourse about their interests (Garcia, 2015). Organizing fictional reading material according to

genre can supplement the student's history with stories and the adult and peer suggestions the

students may be considering.

Synthesis of Research

There were themes that emerged in the research pertaining to this study, and taken

together, demonstrated that schools are in a position to positively influence the reading habits of

adolescents. Reading has been proven to increase the connectivity of the brain, positively impact

a person's ability to feel empathy, and strengthen a person's skill in social navigation (Bal &

Veltkamp, 2013; Bern et al.,2014; Kidd and Castano, 2013). The cognitive gains that are

achieved through reading have been illustrated through a number of studies (Bailey &

Littlefield., 2016; Ritchie et al., 2015; Sparks et al., 2014; Sullivan & Brown, 2013, 2015a). One

of the more exciting findings is that a child's reading habits had a stronger impact on cognitive

achievement than a student's SES (Ritchie & Bates, 2013; Ritchie, et al., 2015). This point

illustrates the influence schools could have on the achievement of their students, regardless of

the home circumstances of the students.

Recreational reading begins to decline as students reach adolescence (Merga, 2014a, 2014b). Students cite a variety of reasons for this stagnation: less time; fewer opportunities to read self-selected material; and having difficulty finding interesting reading material (Merga, 2014a). Interestingly, the impact of peer perception had little influence on the students' reasons for not engaging in recreational reading. Those reasons cited by students in Merga's studies could be addressed by schools in the effort and time they take to create a culture that promotes recreational reading. Merga (2015) showed that students associated a higher level of encouragement and engagement during their primary years of school due to reasons that are within the control of educators: read-alouds; book discussions with peers and adults; and being encouraged to read material that is not associated with academic expectations. That sort of motivation is an extrinsic factor that has actually been shown to harm students' reading habits by creating a negative association between reading and achievement (Kavi et al., 2015). To harness the motivation that will positively influence students' reading habits, educators can look to increase the intrinsic motivation associated with long-term growth. This means working towards building an association between reading for pleasure and personal interests.

Self-selection of material and the opportunity to discuss reading material are consistently found to be factors that increase the motivation to read for pleasure (Allington et al., 2010; Barber, 2014; Creel, 2015; Ivey & Johnston, 2015; Rodrigo et al., 2014). In the longitudinal study performed by Ivey and Johnson (2015), the effects of self-selection and discussion increased students' volume of reading, concepts of self, and association with reading being a pleasurable activity. The self-selection of high-interest material has also been shown to have a positive effect on achievement scores in comparison to those students who were not offered the same opportunity (Allington et al., 2010). This impact was shared by both students who

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considered themselves readers and those who viewed themselves as non-readers (Ivey & Johnston, 2013). These two factors in reading are both extrinsic motivators, which are of the type that are less associated with creating the transformation that can create life-long habits material (Bozack & Salvaggio, 2013; De Naeghel et al., 2014; Huang, 2013; McKenna et al., 2012; Stevens, 2016). However, these are two extrinsic motivators that have been shown to positively influence motivation in regard to reading for pleasure (Huang, 2013; Schaffner et al., 2013).

There is a change in self-concept that occurs when students begin to read for pleasure and find success in doing so (Barone & Barone, 2018). This increase in self-efficacy has been shown to have a positive effect on the intrinsic motivation that will outlast the time the students spend within the schools, hopefully forming reading habits that spur the cognitive and emotional gains documented in the research tracing the effects of reading (Barone & Barone, 2018).

Increasing the accessibility of high-interest material within the libraries is one possible avenue schools can take in an effort to positively affect the reading habits of students. The utilization of the library space to best serve its patrons is not simply a matter of having books on shelves (Belone, 2016; Loh, 2016; Mahwasane, 2017). An area which makes students feel comfortable and seems well-used is attractive to students and increases their inclination to frequent the library (Loh, 2016). One of the areas that are within the control of those who maintain the library is the arrangement of the collection. It has been a consistent finding that locating high-interest material in a fiction collection would be an easier task if the books were arranged by genre (Belone, 2016; Howard, 2011; Mahwasane, 2017).

Genrefication, or the bookstore model, is a process of arranging reading material according to its genre rather than grouping the entire fiction section together (Hassaan, 2014).

Libraries which have switched to this model have found a large increase in the circulation rates 60–500% (Butcher, 2013; Hassan, 2014; Moreillon, 2013; Parrott & Gattullo, 2013). Additionally, student selection was found to cross genres more than was documented in previous years (Butcher, 2013). Most encouraging was the connection that was documented between increased ease of self-selection and students' motivation to read (Garcia, 2015). An increase in the ability to self-select reading material while still having some level of guidance provided was found to be the optimal situation to engage student readers (Garcia, 2015).

Critique of Previous Research

Scholarly research concerning the effect accessibility within the library has on the reading habits of adolescents is limited. Beyond circulation rates, there is little data that measures other impacts this change could initiate. Research about reading for pleasure and motivation in regard to reading, however, is plentiful. Through this review of the literature, some tendencies in the methods used to gather data concerning these themes were discovered. The mixed method approach was the primary research design in the studies concerning motivation and reading for pleasure. Narrative research, assessments, questionnaires, interviews, and observations were the top tools that were utilized to gather data.

An issue that arose consistently across the studies was the topic of self-reporting on the questionnaires. The study conducted by Rodrigo et al. (2014) consisted of adult participants who were low-level readers. The information concerning the change in reading habits and perceptions of themselves as readers could potentially contain bias as wish to show success within the study, even if it does not necessarily hold as objectively true. This issue could have potentially created limitations in multiple studies. Broeder and Stokmans (2013) used self-reporting methods to determine social pressure, perceived reading proficiency, and reading

attitude. Again, the utilization of self-reporting to determine reading proficiency does not seem accurate in terms of gathering data on objective skills. That being said, data collected through questionnaires is consistently used to measure those variables which involve self-perception, such as self-efficacy (Bandura, 2006).

A second consideration concerning motivation and reading for pleasure is the lack of time given to many of the studies. While immersed in a program, participants showed positive effects in regard to motivation, reading habits, and self-efficacy (Barber, 2014; Barone & Barone, 2018; Guthrie et al., 2013; Hall et al., 2014; Stevens, 2016;). Ultimately, however, most of these participants do not continue in these programs for extended periods of time. The opportunity to conduct longitudinal studies that followed these participants past the point of the study's end to ascertain the long-term effects would be beneficial in ascertaining the changes that occurred in intrinsic motivation and self-efficacy.

When looking specifically at the research to measure the impact genrefication has on the patrons of a public school library, there is little work done beyond measuring circulation rates (Butcher, 2013; Hassan, 2014; Hembree, 2013; Moreillon, 2013; Parrott & Gattullo, 2013). The ability of students to self-select material, especially those who consider themselves non-readers, has been proven to have a positive impact on the reading habits and self-efficacy of students (Allington et al., 2010; Creel, 2015; Ivey & Johnston, 2015; Rodrigo et al., 2014). Given the lack of peer-reviewed work available about this topic, it is evident that there is more work to be done to examine how this alteration in collection accessibility impacts students, with an eye towards those who consider themselves nonreaders.

Summary

This literature review was designed to demonstrate the need to address reading habits among adolescents, especially those that are reluctant readers. There is sufficient evidence to support the claim that students prefer the self-selection of reading material. Self-selection is shown to directly impact motivation which in turn affects a student's self-efficacy in a positive manner. However, there is limited information on how libraries can be utilized to provide an ease in accessing those books that are of high-interest to these students. The genrefication of a library's collection is a possible avenue towards that goal, but there has been little work done to show the impact this classification system has on those students who do not consider themselves to be readers. This literature review has revealed an opportunity to expound on one possible method schools can utilize in their work to strengthen the reading habits of their students. The next chapter will address the methodology, methods of data collection, participants, and procedures for data analysis that will be utilized to undertake this study.

Chapter 3: Methodology

The positive effects of reading for pleasure include increased empathy, inferential abilities, and overall academic skills (Bal & Veltkamp, 2013; Bern et al., 2014; Kidd & Castano, 2013, Ritchie et al., 2015; Sparks et al., 2014; Sullivan & Brown, 2013, 2015a). There is a decline in reading for pleasure as students reach adolescence (Clark, 2014; Merga, 2014a, 2014b). According to a 2013 study, two-thirds of children 8–11 indicated they enjoy reading. That number slipped to half for students ages 11–14, and it decreased again to one-third for students 14–16 (Clark, 2014). Self-selection of high-interest reading material has been proven to increase the amount of time and energy students will spend on reading beyond what is expected for academic purposes within the classroom (Allington et al., 2010; Barber, 2014; Creel, 2015; Ivey & Johnston, 2015; Rodrigo et al., 2014). School libraries are a resource that can be employed to engage student in this practice. The research presented in the literature review illustrated that self-selection of reading material is a positive motivational tool that can be utilized to promote reading for pleasure in adolescents (Ivey & Johnston, 2015). However, how schools can utilize their libraries to promote an ease in that self-selection process has been neglected.

Through this exploratory case study, I discovered how adolescent, reluctant readers were affected by the genrefication of a library collection. The confidence, comfort level, and reading habits of seventh grade students who considered themselves reluctant readers were described as this method of collection arrangement was introduced in a middle school library. Throughout this study, I made use of questionnaires, interviews, and observations to assess the reading habits of a group of sixteen or more seventh grade students over a two-month period as they explored a library arranged by genre rather than the traditional Dewey Decimal System, which groups all

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young adult literature into one large collection. In this chapter, I will present the research

questions, research design, and methodology that were used to guide this study. My role as a

researcher will be explained, as well the participant selection logic. Ethical considerations and

participant safety will also be addressed in depth as this study involved adolescent participation.

Research questions

The research questions which guided this study are the follows:

1. How are reluctant readers affected by the genrefication of the library collection?

2. How does the collection arrangement affect students' self-efficacy in self-selecting materials?

3. How does the collection arrangement affect students' self-efficacy in reading skill?

4. How does the collection arrangement affect the time students spend reading for pleasure?

Purpose and Design of the Study

This study was developed to explore students' individual reading habits and perceived

self-efficacy in self-selection and reading skills. For this purpose, qualitative research design

was an appropriate choice for this project. Qualitative research allows for the researcher to

assess a complex relationship that promotes an understanding of the situation (Stake, 1995). Of

those designs that fall under the guidelines of qualitative research, the exploratory case study was

selected as the design best suited for this research. An exploratory case study design was used

because the process of genrefication for young adult literary material is relatively new, and there

has been little work done on its impact on adolescents. Utilizing the exploratory case study

design allowed me to explore the topic of genrefication in public school libraries without an

expectation of a single outcome, instead having the opportunity to collect data on the impact of this arrangement with little previous research having been done by others.

I decided that a quantitative research design would not be applicable to the purpose. Quantitative research is used to quantify a problem by addressing the *what* or *how many* that will be associated with the findings (Creswell, 2007). The results are shared in a statistical format that benefit from a large sample size, which I would not be using. I was instead intent on exploring the *how* of the effect of this rearrangement.

Case study research explores a contemporary phenomenon within real-life context (Yin, 2009). Utilizing the case study design would allow me to address the question of how an alteration in students' environment affected their reading habits, allowing me to observe a real-world situation. This design would allow for the research to be contained within the boundaries of an identified setting while specific cases were studied (Creswell, 2007). The data collection methods associated with this design allowed for themes to be identified while employing a holistic analysis (Creswell, 2007). Because of its inclusivity in data collection methods, the impact an alteration in accessibility to self-selected reading material could have on the reading habits of self-reported reluctant readers would be supported by this selection in research design.

Research Population and Sampling Method

The population of this study consisted of public middle school students enrolled in a single institution located in the Pacific Northwest. The number of students who attended this school fluctuated between 415–445 during the 2018–2019 school year, and there was a fairly even divide between the percentage of male and female students. Racially, this school is primarily White, with 80% of the students self-identifying in this category. The Hispanic

population has the second largest percentage at 15%, with Black, Asian, and two or more races completing the ethnic composition ("Your Schools," 2018).

This sample group was selected from seventh grade students enrolled in a class titled Literacy Lab. Students were placed in this class when they failed to pass the Smarter Balanced assessment in English language arts the previous spring. I sent home parent consent forms (see Appendix A) with 84 seventh grade students, ages 12–13, enrolled in this class for the 2018–2019 school year with a request for the permission slips to be returned within a week. The consent forms included an explanation of the study and an outline of the data collection methods. Parents were informed that any participation would be confidential and would not impact the time students spent in their academic classes. Those students who returned with the permission slips with an affirmative reply were asked to complete a questionnaire measuring reading habits (see Appendix B).

Students who were on individualized education plans (IEP) or were English-language learners (ELL) were not considered for this project but were still included in this initial stage of the study to limit perceived discrimination. While students who fall under one or more of these designations were most assuredly be enrolled in Literacy Lab, the legal protections surrounding these students could cause complications for the administration if any were selected to be participants of the study. Some of these students were on slightly different schedules than their peers to provide legally-mandated support, and the administration requested that this was not infringed upon by the time used for this study.

Questionnaire data were utilized to identify students who considered themselves reluctant readers. It was not valid to assume that students who were placed in Literacy Lab were automatically reluctant readers as there could be a variety of reasons students do not score well

on standardized tests. For this sample, 12 students were selected with the conditions that they identified as reluctant readers according to data collected from the questionnaires, were not identified as English language learners (ELL), and did not have identified learning disabilities which had placed them on individualized education plans (IEP) or a 504 plan. These particular groups of students may have factors that hinder their reading habits that are beyond their control at the time, and the administration asked for limited interference with students who have additional federal protections.

The preliminary questionnaire was designed to identify students who perceived themselves as reluctant readers; those who make a conscious choice to not read during their free time (see Appendix B). Using a Likert scale of 1–5 for the questionnaire, those students who answered in the range of 2–4 for all the statements provided were considered as participants for this study, with 12 students being randomly selected from that group. As interviews were the primary method for data collection, a small sample group was best suited to this study (Crouch & McKenzie, 2006). This allowed enough time to interview and to achieve a depth of understanding of the participants during the course of this project.

Participation Selection Logic

Purposeful sampling was used to select the population of students who would participate in this study. Purposeful sampling was useful for this particular research as it allowed me to choose students who were representative of the research problem (Creswell, 2007). The participants were adolescent reluctant readers who were enrolled in a class specific to those who had not shown proficiency in reading according to standardized state assessment scores. Students who were identified as ELL or had specific learning disabilities in reading were not

considered due to those students having additional federal protections, and the administration had requested they do not participate in this study due to scheduling conflicts.

Middle school students were selected because there is a significant drop in the time spent reading for pleasure as students reach adolescence (Merga, 2014a, 2014b). Students who were currently enrolled in Literacy Lab were the population of students that were used to select the sample because they have been shown to have difficulty with reading as it relates to standardized testing. This could be assumed to influence their self-perception in terms of reading fluency (Kavi et al., 2015).

Instrumentation

Interviews, questionnaires, and observations were the three instruments used to collect data for this study to ensure a saturation of data. Interviews were necessary in order to obtain the impressions of the subjects in a manner that allowed for the personal interpretation of the student (Stake, 1995). Questionnaires were designed to reflect the themes of the interview questions, and they provided the students an opportunity to share their thoughts in a more private manner than the interviews could provide. Observations coincided with the purpose of a case study in that they allowed the researcher to utilize a real-world setting in data collection (Yin, 2014).

Interviews

With the sample group, one-on-one interviews (see Appendix E) were used twice; the first interview took place directly after the library rearrangement, and the second interview occurred roughly six weeks later. Interviews are one of the most important sources of data for case studies (Yin, 2014). Case studies are a form of research that look to document the experiences and interpretations of others, and it is through interviews this information can be gathered (Stake, 1995). There were 12 middle school students who were selected to participate

in these interviews. I designed the interview questions to reflect the questions which were guiding this study: how are reluctant readers affected by the genrefication of the library collection; how is students' self-efficacy in self-selecting materials within the library affected by this collection arrangement; how is students' self-efficacy in reading affected by this collection arrangement; and how is the time students spend reading for pleasure affected by the genrefication of the library collection. I allowed myself to follow-up on the participants' answers if they lent themselves to a richer understanding of their opinions and feelings.

Questionnaires

Questionnaires were also utilized for data collection. Yin (2014) explains that questionnaires can be considered structured questionnaires, and the data collected from this method was used to support the data collected through interviews and observations. An initial questionnaire was administered to all seventh grade students within one school who were enrolled in Literacy Lab. Upon selection of the participants, additional questionnaires were utilized twice during the study: the first week of the study before students had been introduced to the new library collection method and then towards the last two weeks of the study. These questionnaires were designed to reflect the themes of the questions that comprised the interview questions and were meant to allow the students another opportunity to express their thoughts but with more privacy and reflection.

Observations

Case studies are designed to take place in a real-world setting, making observations a strong method for data collection (Yin, 2014). Observations for this study were done during the time the students visited the library. I used an observation protocol sheet rubric to take both descriptive and reflective notes (see Appendix F). I conducted an observation before the

rearrangement of the library to provide baseline data on three actions: students' interactions with peers, time spent self-selecting reading material, and behavior while self-selecting reading material. After the collection was arranged according to genre, an additional observation was conducted that focused on the same three behaviors. Confidentiality was maintained as I did not interact with the participants during this time. This data was used as support for the research question concerning self-efficacy in self-selecting materials within a library setting.

Data collection

There were three methods of data collection utilized in this study; interviews, questionnaires, and observations. Two rounds of each method of data collection were conducted, although the timing was slightly different for the observations and the interviews. The questionnaires were given at the time of the interviews to minimize disruption.

Interviews

When the participants were selected from the sample group, interviews were held in person in the conference room twice over the course of the study during the participants' advisory time, which is a nonacademic class. The first interview took place directly following the genrefication of the library collection, and the second interview followed roughly six weeks later. These interviews consisted of open-ended questions that allowed for students to share thoughts and feelings concerning their confidence in selecting and reading books. Allowing the interview questions to be modified as data was collected allowed for emerging issues to be incorporated into the study if the need arose (Stake, 1995). The focus of the interview questions revolved around the following themes: student comfort level within the library; reading for pleasure; and confidence with reading (see Appendix E). Confidentiality was maintained as this was a closed-door space, and the times for the interviews were pre-arranged with the teacher and

student to facilitate the ease of the transition from the classroom to the interview space. The interviews were recorded using an iPad and Google voice-to-text, and I transcribed the recordings.

Questionnaires

In addition to the initial questionnaire which determined the participants, questionnaires were used twice during this study: before exposure to the new collection arrangement and after the collection had been arranged by genre. I created the questionnaire to measure the primary three themes through three statements apiece (see Appendix G). The participants were given a questionnaire that measured the following elements for base data: their comfort levels within a library setting, their self-efficacy with reading, and the time spent reading for pleasure. A Likert scale with five options for responses was used to measure the participants' interpretations. The data from the questionnaires was reported using a narrative format.

Observations

I utilized an observation protocol rubric which allowed for both descriptive and reflective notes to be taken and organized for an increased ease of recording and evaluation (see Appendix F; Creswell, 2007). There were two observations recorded during this study. The first was held before the arrangement of the library had occurred. The following was held during participants' visit to the library during the study after the genrefication had happened. Along with a description of the environment, I documented the following categories in regard to the participants: interactions with peers, the time spent browsing the collection, and the behavior while self-selecting materials. These elements were selected as they reflected the students' comfort and confidence in an environment that promotes an expectation of reading for pleasure.

Identification of Attributes

The attributes that defined this study originated with the conceptual framework of the study: Heider's (1958) attribution theory, Ryan and Deci's (2017) self-determination theory, and Bandura's (1986) self-cognitive theory. The identified attributes were self-efficacy, engagement, and motivation. Self-efficacy is a measure of the participants' confidence in a given task (Bandura, 1986). As the self-efficacy is positively impacted, autonomy in regards to self-selection is achieved, and engagement in the task increases (Deci & Ryan, 2017). It is not necessary to achieve success with every task to increase self-efficacy, and as self-efficacy rises, so does the motivation to perform the task (Bandura, 2008). These attributes were measured utilizing multiple data collection methods.

Data Analysis Procedures

The analytical strategy that was used for this case study relied on theoretical propositions. Yin (2014) shares that this will allow the researcher to follow the theories that initiated the study. For this study, it had been ascertained through the literature review that the opportunity to self-select reading material is considered an important factor in the level of enjoyment adolescents associate with reading (Creel, 2015; Ivey & Johnston, 2015). However, reading for pleasure decreases sharply in adolescence (Merga, 2014a, 2014b). The purpose of this study was to explore what effect the genrefication of a school's library may have on the reading habits of self-identified reluctant readers, and it was designed following the information that the access to and self-selection of high-interest reading material can increase the motivation of adolescent students.

Interviews

        The interviews were recorded and transcribed the week they were held with the participants. The transcripts were coded using an open coding system according to the concepts discovered from the information gathered. When the interviews concluded at the end of the study, axial coding was used to further identify the similarities, differences, and relationships revealed through the data collection; this information was arranged chronologically (Yin, 2014). The results of this data analysis show what, if any, changes the participants experienced in their reading habits during the time of the study.

Questionnaires

        The questionnaires measured three elements: self-efficacy in terms of reading skill; comfort level within the library setting; and time spent reading for pleasure. The responses were recorded according to the categories they were developed. Responses were recorded according to the individual participants; correlated with the results from the interviews and observations of each student; and reported in a narrative format.

Observations

        One observation occurred before the time of the rearrangement of the collection, and one observation was held after that event. The observation protocol table was coded using an open coding system to categorize the behavior of the study participants in this setting; verbal and physical interactions and behaviors were documented and arranged in a chronological format that spans the time of the study (see Appendix F). An axial coding system was used at the conclusion of the study to identify the similarities and differences in the themes developed through the open coding (Yin, 2014).

The triangulation of this data source allowed for me to ascertain the consistencies in responses across three methods of data collection. This includes the participants having the opportunity to share information as individuals with the questionnaire, with myself during the interviews, and with their peers during the observations. Stake (1995) shares this method of collecting data across multiple settings illustrates if the case findings remain the same in a variety of circumstances.

Limitations of the Research Design

Qualitative research lends itself to being understood in a subjective manner (Stake, 1995). Researchers are human and therefore will be imperfect in the collection of data as it pertains to interviews, observations, even the formation of questionnaires. Additionally, researchers in case studies are highly susceptible to allowing bias to influence data analysis and findings due to the extensive amount of research that must be done beforehand to have a firm grasp of the issues (Yin, 2014).

The phenomenon observed during qualitative research can be long in its evolution (Stake, 1995), but this particular project was not of great length, limiting my ability to gather more extensive data. This case study was limited by the short amount of time that was given to studying the effects the genrefication has on the reading habits of the students. Self-efficacy is something that is built through a perceived mastery of a skill (Bandura, 2008), and mastery is a process that involved multiple attempts (Ryan & Deci, 2017). That evolution would be hard-pressed to find success in this two-month time period.

This case study was also limited by the small number of students who were participating in the study. While the selection of a small sample size was deliberate in an effort to collect as much data as feasible in a short time frame, the factors that influence the reading habits of the

participants may not be universally applicable to all adolescents in the public school

system. Students with IEP's, 504's, or who were ELL were not considered for this study, which

limits how these findings could influence its application to a broader population of students in

other settings.

One final limitation is the lack of electronic media that is available to include in this

project. This project is developed around the collection of print material, and it is possible that

the exclusion of electronic media options could have an effect on the data results. The

availability of books on electronic devices and its impact on students' reading habits was not a

part of this study. Electronic books are available for download from public libraries, but they are

not available from the public school library where this study was held.

Validation

Validation for this study was attained utilizing the triangulation of the multiple sources of

data. Creswell (2007) explains that validation in qualitative research is still in the process of

acquiring a definition and means that is agreed upon by the research community. However, the

cross-verification of data that is collected through multiple methods strengthens the validity of

the findings (Creswell, 2007).

The interview questions and questionnaires were developed to measure corresponding

themes that would illustrate the effect genrefication has on the habits of reluctant readers:

perceived self-efficacy in reading, ability to self-select high-interest reading material, and time

and effort spent reading for pleasure. As this data were collected, recorded, and analyzed,

similarities and relationships were illustrated through the reporting of data from these two

different methods. The observations were conducted by me during the students' library time.

Although I was not a direct instructor, I was an adult that the students found familiar in that

setting, which should have granted a level of ease to the participants as they were observed. These notes remained simple and focused on the behavior of the students in this environment when they were asked to self-select reading material. This information is presented alongside the data from the interviews and questionnaires which followed the confidence in the task of self-selection within the library setting; self-efficacy in reading; and time spent reading for pleasure.

Credibility

The triangulation of the data collected through the interviews, observations, and questionnaires is one method of ensuring credibility. The interviews questions and questionnaire statements were created to assess identical themes for this study: the comfort level of the participants in a library setting while self-selecting high-interest reading material; self-efficacy in reading independently; and time spent reading for pleasure. Observations were conducted during the participants' library time to corroborate the first theme and to track any changes that may have occurred in the participants' behavior over the course of the study; the focus in the observations paralleled those themes used for the interviews and questionnaires.

Member checking was also a method used to ensure the credibility of the data collected through interviews. Interviews were recorded and transcribed, and the participants had the opportunity to reviews the notes at the following session. Participants were also invited to review the data collected from the observations and questionnaires at the conclusion of the study to offer clarification or to correct any errors. This was done through individual conversations with the participants at the conclusion of their final interview session.

Dependability

Dependability was achieved through the use of an audit trail which was constructed during and after the research project. Records of the process were kept throughout the study to document my insights, questions, and discoveries as I interacted with the participants. I foresaw that the interviews may be modified based on the participants' answers as we moved through the study, and an audit trail assisted in tracking the alterations that were made and my justification for doing so. The audit was tracked using a reflexive journal that was utilized following interviews and observations on the days they were conducted so as to keep my reactions and interpretations fresh and accurate.

Expected Findings

I expected the participants to be engaged in the self-selection process that the genrefication of the collection would provide, and this could be observed during scheduled library visits. Confidence in self-selection and comfort level within the library setting could also increase. This could lead to an increase in time spent reading for pleasure as it could increase the self-efficacy that could be found in the self-selection process. However, I did not believe self-efficacy in reading would show significant growth due to the short amount of time the study would span as well as this being one component of the overall culture that can contribute to reading for pleasure.

Ethical Issues

Being aware of the ethical issues surrounding this project was of paramount importance due to the participants being minors and the research taking place within a public school during school hours. Creswell (2007) stated that ethical considerations are to be implemented before, during, and after the project takes place to ensure that there is no lapse in the protections for the

participants. Towards that end, I worked to understand any conflicts of interest I may have

possessed. I also identified my position as a researcher, and I worked consistently to protect

participant safety.

Conflict of Interest Assessment

I am a former language arts teacher and the current media specialist for my district's

three middle schools. As a partner of the district, I was in a position of trusted authority over the

students who were selected as participants in this study. Most foreseeable as an issue was the

inclination I would have to move the students forward in a manner that did not allow for

objectivity and retaining a neutral position as the researcher. Something as simple as making a

book recommendation during the interview could skew the results in a manner that negatively

impacted the ability of other schools to institute this project with similar results. It was

necessary to keep myself removed from offering the encouragement and personal interactions

that have been a hallmark of my time working in public education.

Researcher's Position

Yin (2014) states that avoiding bias is one value that must be ever present in the minds of

those researchers conducting case studies. As a former teacher, I have an inherent need to

encourage students in all they do in terms of academic and emotional growth. The bias that

could emerge is one that includes wanting to see students grow, especially in the area of reading

skills and enjoyment of that activity. However, in my position as a partner with the district, my

interaction with students as an instructor has changed to one that the students considered a

support staff. I was a presence they were familiar with which assisted in building trust and ease

for the interviews and observations. I was not, however, an adult that the students formed the

close relationship that exists with their classroom teachers. This lack of personalization assisted

me in retaining the objectivity to maintain credibility in my data collection and analysis. I was not privy to the more detailed information that classroom teachers possess in terms of student needs and struggles.

Ethical issues in the proposed study.

One of the most important factors to consider when designing this study was the use of minors as participants. Protecting human subjects is an ethical consideration that must be kept at the forefront during the research project, and children are an especially vulnerable group, and informed consent by parents, students, and administrators is a necessity (Yin, 2014). Students are expected to impart a certain level of trust and respect to the authority figures within a school setting, and during all interactions I worked to make students aware that this was a voluntary research project, and they had the option to remove themselves from the data collection procedures at any time.

Confidentiality is also of paramount importance when interacting with children. While enrollment in Literacy Lab was not a confidential matter in the school setting, reinforcing that students are placed in that class due to failing test scores would not be a professional action to take with the participants or to share with their peers. For this reason, I made every attempt to maintain confidentiality and discretion while conducting interviews and observations. Interviews were conducted at a prearranged time in a conference room removed from the general classroom area. Questionnaires were administered during that same time to limit time spent with me and out of their advisory class. During observations, I limited personal interaction with the students to only that which was initiated by the students in that setting. All data were recorded using numbers in lieu of names, and there was only one document which included the names of the participants that was kept in a locked area that only I had access to during the study.

Summary

With this study, I explored the effect the genrefication of a library has on the reading habits of middle school students who are reluctant readers. Reading for pleasure has a slew of benefits, and the ability to self-select reading material has been shown to increase the interest and time spent in this task. Utilizing school libraries to assist in this endeavor is an option available to all schools with a working library, but how best to engage the students within this setting has not yet been determined. Arranging the collection in such a manner that aides in that self-selection process may be a step in a positive direction.

Chapter 3 included information on the following: research purpose and design, research methods and rationale, research population and sampling method, instrumentation and data collection, data analysis, limitations of research design, validation, and expected findings. The ethical issues were also considered and explained as this study will include participants who are adolescents in a setting that should exemplify safety, trust, and respect.

Chapter 4: Data Analysis and Results

In this study I explored how the reading habits of adolescent, reluctant readers were affected by the genrefication of a library collection. Further concepts that were investigated were the impact on the participants' self-efficacy in self-selecting materials and in their reading skills, as well as any impact this rearrangement had on the time spent reading for pleasure. The number of students who read for pleasure begin a decline as students reach adolescence (defined as ages 11–14), and it continues as they advance through high school (ages 14–16; Merga 2014a, 2014b). Providing students with the opportunity to self-select high-interest reading material is one method of increasing students' motivation reading for pleasure (Ivey & Johnston, 2015). In this study I utilized a method of arrangement called genrefication, which arranges fictional material according to genre rather than the Dewey Decimal System. While there has been work done to study the effects of genrefication, previous studies primarily targeted the arrangement's impact on circulation numbers (Butcher, 2013; Hassan, 2014; Hembree, 2013; Moreillon, 2013; Parrott & Gattullo, 2013). In this study I sought to explore what effect it had on the reading habits of reluctant readers.

Utilizing an exploratory case study design, data were collected through interviews, observations, and questionnaires. There were two rounds of each data collection method utilized; the first occurred before the rearrangement of the collection, and the second after the participants had visited the setting with their classroom teachers. These data collection methods were utilized to explore the research question guiding this study which how are reluctant readers affected by the genrefication of the library collection. Additional sub-questions included the following:

1. How are reluctant readers affected by the genrefication of the library collection?

2. How does the collection arrangement affect students' self-efficacy in self-selecting materials?

3. How does the collection arrangement affect students' self-efficacy in reading skill?

4. How does the collection arrangement affect the time students spend reading for pleasure?

Within this chapter, I will provide a description of the sample population and site for this exploratory case study. An explanation of the methodology will follow. Next, I will provide an analysis of the data that will include the themes and commonalities which were discovered through open and axial coding. A summary of the findings will follow which will include evidence of the trustworthiness, validity, credibility, and dependability of this study.

Description of the Sample

The participants for this study were enrolled in a middle school in the rural Pacific Northwest that had approximately 420 students during the 2018–2019 school year. Demographically, the school was predominately White in race at 80%. Hispanic students had the second largest number at 15% ("Your Schools," 2018). The number of male and female students was approximately 50% for each gender.

Purposeful selection was used to gather participants in the seventh grade who were enrolled in a class titled Literacy Lab. It is at this age, between 11–14, when a sharp decline is noted in the number of students who read for pleasure (Merga, 2014a, 2014b). Students were placed in this class when they failed to pass the Smarter Balanced assessment in English language arts the previous spring. These students were enrolled in this class in lieu of an elective. Parent consent forms (see Appendix A) were sent home to 84 seventh grade students, ages 12–13, enrolled in this class for the 2018–2019 school year, with a request for the

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permission slips to be returned within a week. The consent forms included an explanation of the study and an outline of the data collection methods. Those students who returned with the permission slips with an affirmative reply were asked to complete a questionnaire measuring reading habits (see Appendix B).

There were 18 permission slips returned, and of those 18, 12 self-identified as reluctant readers according to a preliminary questionnaire (see Appendix B) distributed after the permission slips had been received. This was fewer participants than the 16 who had originally been predicted for this study, but the selection of the participants was consistent with what was approved by the Institutional Review Board. Of the 12 selected, there were eight females and four males. Racially, two participants were Hispanic; the remaining 10 were Caucasian. All 12 participants participated in the two rounds of interview, collection of questionnaire data, and observations.

Methodology and Analysis

An exploratory case study was selected for this project because it investigated a contemporary phenomenon within a real-life context (Yin, 2009). With this model, I was able to address the question of how an alteration in the participants' environment affected their reading habits. This design allowed for the research to be contained within the boundaries of an identified setting, which was a library in a public middle school (Creswell, 2007).

Multiple data collection methods were utilized to provide a rich understanding of how the reading habits of the participants were affected by this project. Data were collected from the 12 participants through three tools: interviews, observations, and questionnaires. The principal granted permission for a secure space to be utilized for the time needed to conduct the questionnaires and interviews, and the observations were conducted during the participants' time

in the library setting with their classes. The principal was given a copy of the interview

questions, the questionnaire statements, and the observation protocol rubric. Parents were

offered to view these data collection tools, although none took the opportunity to do so.

There were two rounds of interviews for this case study. The interview questions were

aligned to answer the research questions and were constructed to measure the following:

participants' perception of reading for pleasure; self-efficacy in self-selection of high-interest

reading material; self-efficacy in reading skills; and time spent reading for pleasure. The first

interview was held while the library collection was arranged according to the Dewey Decimal

System. The second round was held after the genrefication of the collection and the participants

had visited with a classroom teacher.

Interviews were conducted in the library, and confidentiality was maintained through

communication with the teachers beforehand so students were excused to the interview site with

minimal interruption to the day, and signs were posted so the interviews would not be interrupted

while they were being conducted. Each interview began with an explanation of the study and the

participants' right insomuch as there would be no negative consequences if they choose not to

continue with the study. I followed the scripted interview questions but allowed for follow-up

questions if the answers lent themselves to that strategy. These were recorded using both the

Google voice-to-text tool and iPad voice memo recording. I then typed all the transcripts

utilizing the notes and recordings. I invited students to review the transcripts at any time to

check for veracity during the interviews, but no participants ever accepted that invitation.

Hard copies of the transcripts were utilized to begin the process of open coding. Notes

were kept on each participant's response to the questions concerning how the participants'

reading habits were affected by the genrefication of the library collection. This process was

consistent for data collected in both sets of interviews. Repetition of words and phrases were used to create codes; these were then used to identify the concepts which were consistent throughout the interview responses. Concepts for each question were created according to the data that were collected through the open coding, and properties of the concepts were identified. Examples of the participants' responses were also recorded. At the conclusion of the open coding, axial coding was then utilized to consolidate the themes revealed through the open coding. The themes which dominated the coding process were engagement, independence, confidence, priorities, and motivation. A third-party coding examination was conducted by a colleague after axial coding was applied to the data to ensure validity.

Questionnaires were completed immediately prior to both rounds of interviews. There was one fewer questionnaire administered to all the participants than had been scheduled due to inclement weather which cancelled multiple days of school in this district. The questionnaire statements were designed to align with the research questions and were constructed to measure the following: participants' perception of reading for pleasure; self-efficacy in self-selection of high-interest reading material; self-efficacy in reading skills; and time spent reading for pleasure. I deliberately made an attempt to not observe the participants as they completed the questionnaire. The questionnaire was developed as a complement to the interviews with the themes remaining consistent but with the data collection method being more confidential than interviews. It is possible that the participants may have altered their interview answers to those that they believed I wished to hear; the questionnaires were an attempt collect additional data without that possible impediment (Anderson, 2010). The same questionnaire was administered during the first and second round of interviews. Answers were recorded, and then movement

between responses between the first and second questionnaire were tracked for the 12 participants.

Observations were conducted as classroom teachers brought their classes into the library for a scheduled visit. Observations were included in the exploratory case study to provide data concerning the participants' self-efficacy in the self-selection of reading material. I was seated behind the checkout counter so as not to bring attention to myself or my task. The first observation was held before the library had been rearranged, and the second was following the genrefication of the fictional material. Four of the participants were absent during the second observation due to sickness, so notes were gathered on those four participants during a later visit. Notes were recorded by hand, and I utilized an observation protocol rubric to do so (see Appendix F). During the time of the observations, I recorded *descriptive notes*; immediately following the observation I recorded *reflective notes*. Behaviors that were noted during the observations included verbal and physical interactions with peers, adults, and the setting. Open coding was used to categorize the behaviors, and then axial coding was used to identify the similarities and differences in the themes developed through the open coding. There were two themes which were found utilizing this data: engagement and confidence. A third-party coding examination was conducted after axial coding was applied to the data to ensure validity.

Methodological triangulation was utilized to establish and verify meaning from the data (Yin, 2014). Utilizing multiple data collection methods strengthened the validity of the findings and resulted in discovery based in objectivity rather than perception and bias. Utilizing multiple data collection methods was also included in an effort to use one method to compensate for the weaknesses of another, as with the questionnaires being used to compensate for the lack of confidentiality in the interviews.

Table 1

Themes From Data Analysis

Research questions	How are reluctant readers affected by the genrefication of a library collection?	How does the collection arrangement affect students' self-efficacy in self-selecting materials?	How does the collection arrangement affect students' self-efficacy in reading skill?	How does the collection arrangement affect the time students spend reading for pleasure?
Themes determined from interviews	Engagement	Confidence	Confidence	Priorities
	Independence	Engagement	Challenge	Motivation
	Priorities		Motivation	
Themes determined from observations		Engagement		
		Confidence		
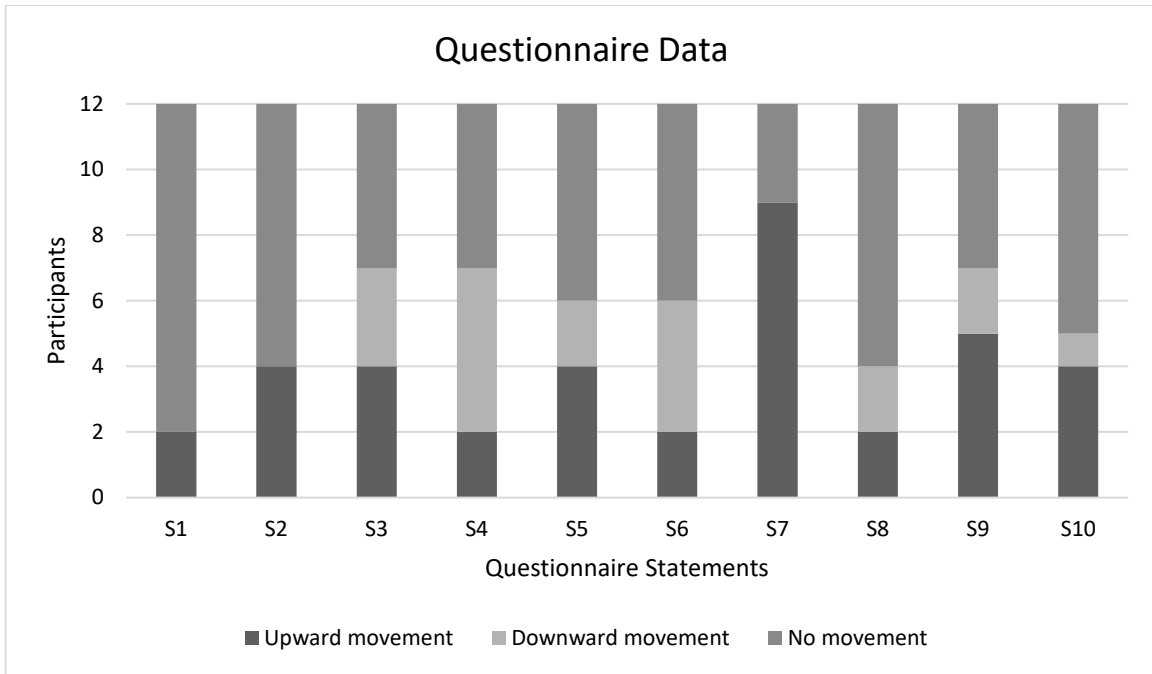
Figure 1. Questionnaire data results. This figure illustrates the movement of the responses from the 12 participants in the study.

Summary of the Findings

Over the course of this exploratory case study, participants were exposed to a library collection in which the fictional material was arranged by genre rather than the Dewey Decimal system, which they had utilized since beginning their time in the academic setting. The interview questions, questionnaire statements, and observation behaviors were designed to explore how the reading habits of the participants were affected by this rearrangement with a focus on self-efficacy in self-selection and reading skills as well as the time participants spend reading for pleasure. Data recorded from the interviews and observations were coded using open coding and then axial coding as patterns emerged and themes were identified. Questionnaire data were processed to explore what movement occurred in the participants' responses on a Likert scale which ranged from s*trongly disagree* to *strongly agree.*

As a result of the coding process, themes were discovered which were focused on the participants' perception of reading for pleasure and time spent doing so, as well as self-efficacy in regard to reading skill and self-selection of high-interest reading material. The themes which were developed from the data collected in the interviews focused on engagement, independence, confidence, priorities, and motivation as illustrated in Figure 1. From the observation data, the themes focused on engagement and independence with self-selection within the library setting. Questionnaire data were recorded and tracked, and it is reported in narrative format. Data from the interviews, observations, and questionnaires were triangulated for verification (Yin, 2014).

The findings from the data analysis are presented in the following section. Research questions are revisited with the themes developed through the data analysis included with the findings pertaining to those questions. Questionnaire data is reported in narrative format.

Question #1: How are reluctant readers affected by the genrefication of the library collection?

The data collected regarding this question yielded some definitive findings, while some would need more time to accurately assess. There was positive growth in the participants' view of reading for pleasure; there was no downward movement in the questionnaires taken before and after the genrefication of the collection in regard to their enjoyment in visiting the library setting and selecting materials with multiple participants moving forward in their assessment of this activity as shown in Table 1. There was upward movement in the questionnaire data from nine of the 12 participants in how often they read for pleasure outside of the academic setting.

Question one of the interview asked the participants to describe how they feel about reading for pleasure, and priority, independence, and engagement were the themes discovered

through the responses. There was positive growth noted in their responses which shifted from of

a lack of priority to actively attempting to find more time to engage in this. During both

interviews, multiple participants stressed a greater enjoyment of reading when they were able to

independently select their reading material. There was also emphasis placed on increased

engagement when the participants considered the material interesting to them as seen in

Table 1.

A subtheme that was revealed pertaining to this question was independence from

familiarity. During the interviews, participants were asked to describe the books they were

currently reading and how those books had come into their possession. Prior to the

rearrangement of the collection, the majority of the participants responded that they selected their

books based on familiarity. During the second interview, the majority of participants were

reading books that were new to them and had confidence that they would complete the books;

this was attributed to understanding their interests and being able to locate them easily.

However, according to the questionnaire data, there were an equal number of participants

who moved both in a downward and upward fashion regarding completion of the material they

began reading, and the questionnaire also showed four participants who moved downward in

regards to how much they like to read on their own. Conversely, the questionnaire also revealed

the majority of the participants moved upward in their responses when asked if they would like

to have more time for reading, which denotes an enjoyment of the activity.

**Question #2: How does the collection arrangement affect students' self-efficacy in
self-selecting materials?**

The themes discovered from the data collected for this question were engagement,

independence, and confidence in self-selection. An overwhelming majority of the participants

replied in the interviews that the arrangement of the fiction collection by genre increased their ease in self-selecting high-interest reading material, with only one participant stating it was not easier as he used the student computers to find his selections. Observation data showed that students moved to the genre sections both as individuals and with peers and browsed those specific sections during their time in the library. From before to after the rearrangement, the questionnaire data showed a growth in the number of participants who had a positive self-efficacy in self-selecting material with no participants feeling less confident after the genrefication as opposed to before the rearrangement as shown in Figure 1.

Question #3: How does the collection arrangement affect students' self-efficacy in reading skills?

This question was addressed through the interview questions and questionnaire statements. Illustrated in Table 1, the themes which emerged pertaining to this question were challenge, confidence, and motivation. An interview question asked participants what they believed would make them stronger readers. While challenging oneself was noted both before and after the genrefication, it was in the post-rearrangement interview when participants noted that they had actively attempted to challenge themselves with more difficult reading material.

Confidence was also a theme which emerged from the data analysis. According to the questionnaire data, four of the 12 participants moved upward in their perception of themselves as engaged readers with no participants disagreeing with that statement. Additionally, data from the interview question concerning the participants' self-perception of their reading skills in comparison to their peers also saw growth. Initially, the majority of the participants responded t viewed their reading skills as below average prior to the genrefication. In the second round of interviews, the majority of the participants perceived their skills as average or above average.

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A questionnaire question which did not follow the positive impact on confidence was in regard to the participants' confidence that they could complete the books that they begin reading. That item had the largest number of participants move downward on the Likert scale with four participants moving from agree and strongly agree to neutral. The responses from the questionnaire data did not match those from the interviews when a similar question was asked, in which the majority of participants responded they believed they would complete the books they were currently reading. This discrepancy in responses could be due to the participants wishing to share answers they believed I wish to hear during the interview process (Anderson, 2010).

Question #4: How does the collection arrangement affect the time students spend reading for pleasure?

The data collected regarding this research question did not yield a definitive answer. The interview questions regarding this question did not show a measurable difference in the time spent reading for pleasure in the time allotted for this project. However, the themes of motivation emerged from the second round of questionnaire data when participants indicated that they would appreciate a greater amount of time to engage in reading for pleasure and feel they would read more if that time was available. When presented with the corresponding statement in the questionnaire, five of the 12 participants indicated a growth in the desire for more time to read for pleasure. The theme of priorities was also present when analyzing the data pertaining to this question. The majority of the participants presented other activities or interests in their lives which superseded reading for pleasure in importance.

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Presentation of the Data and Results

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Data for this exploratory case study were collected using three methods: interviews, questionnaires, and observations. There were two rounds of each method administered, with one

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occurring prior to the genrefication of the fiction collection, and the second occurring after the rearrangement had completed. Interview questions were constructed to collect data regarding the following: perception of reading for pleasure; self-efficacy in self-selection; self-efficacy in reading skills; and time spent reading for pleasure. Open and axial coding were used to explore the themes which emerged from the interviews. Questionnaire data were recorded based on a pre/ post-genrefication participant evaluation. Observations were held during class visits to the library setting before and after the rearrangement, and data were coded using an open and axial coding system.

Interviews

Interview questions were constructed to explore how the reading habits of the participants were affected by the genrefication of the fiction collection in a library setting. Focus was put on self-efficacy in terms of self-selection and reading skills, perception of reading for pleasure, and time spent reading for pleasure. Interviews were held on a 1:1 basis in a confidential setting with the participants being reminded that there was no requirement that they participate in the study, and they had the right to review the transcripts at any time. The first round of interviews was conducted prior to the genrefication of the collection. The second round of interviews took place approximately 4–6 weeks after the rearrangement had occurred. Interviews were recorded using voice memo on an iPad and the voice-to-text tool in Google Docs. Transcripts were typed within one week of the interviews being conducted. Upon the completion of each round of interviews, open coding was employed to determine patterns in the responses which were coded to determine emerging themes. Axial coding was then utilized to find links in those themes and determine the connections between the concepts.

Interview Round One

This round of interviews took place before the genrefication of the library had occurred. The participants had visited the library multiple times with their classroom teachers earlier in the school year, and the collection had been arranged according to the Dewey Decimal System. They were aware of the purpose of the study, although they may not have been familiar with the concept of genrefication. Confidentiality was ensured through prearranging the times and dates with participants and teachers, and signs were posted that private meetings were in progress.

Question #1: **Describe how you feel about reading for fun outside of school. Do you read for fun? How often?** Participants' perception regarding reading for pleasure was explored with this question. The majority of participants responded that reading for pleasure was not a priority in their lives; one participant responded she would read "when she didn't have anything else to do" while another responded he would rather "watch T.V. or play video games." Participant 1 answered that she only liked books with pictures and did not feel like reading "big chapter books." Multiple participants responded that their view of reading for pleasure was greatly increased by having access to interesting reading material and if the book was self-selected and not forced on them. Participant 3 said, "I like reading outside of school when I'm not forced to read, like for school."

Question #2: How much time do you spend reading on your own outside of school? There was a wide range of answers to this question that ranged from daily to twice a month. A consistent concept that was found in the responses was that time was dependent on other activities, primarily sports and household chores. Multiple respondents responded that the time increased if there was a specific routine established with the activity: "I read a half hour before bedtime," and "It helps me sleep so I read at night."

Question #3: How do you know if you are becoming a better reader? Most

participants responded to this question concerning self-efficacy with a response that denoted

practice: "read more" and "discipline and practice, like sports." The ability to develop strategies

and challenging oneself were also concepts that were found in the analysis with multiple

participants noting that recall, using context clues, and rereading difficult passages were signs

they were developing as readers. There was one participant who responded, "I think trying to

use context clues makes you a better reader."

Question #4: Describe your reading skills compared to your classmates. Overall,

participants viewed themselves as having below average skills in reading, denoting a low self-

efficacy in reading skills. "I started out behind everyone else," "Most are better than me because

I'm slow," and "I'm low medium" are examples of the participants' responses. There were two

participants who noted that they had been behind "everyone else" since elementary school.

When I questioned how they knew that, one responded that her DRA (Daily Read Aloud) scores

had always been behind her peers. The other explained to me that she had been pulled from her

regular classroom in elementary school for "extra reading classes." Also, one participant viewed

herself as having higher-than-average skills and attributed that to practice, while two others

answered that they were average.

Question #5: Describe how you usually find a book to read in the library. Do you

find it difficult or easy to find a book you are interested in reading? Nearly all the

participants responded that they went to familiar books and familiar authors; "I go to series I

like," "I find books I've already read," and "I look for authors I know" were some of the

responses to this question. All the participants with the exception of one responded that locating

interesting reading material was difficult. Participant 1 said, "If I don't see anything related to

fantasy, I just go straight to the comic books." Participant 3 shared, "It's kind of hard. I only know one series that I like, so that's what I get." These responses indicate a lack of self-efficacy in the location of high-interest reading material that is not familiar.

Question #6: Describe the book you are reading right now. How long have you been reading it? Where did you get it? How did you find it? Do you think you will finish it? All participants currently had books in possession that could be utilized for reading outside of school. Most of the books the participants had in their possession had been selected due to recommendations from friends and family members. The majority of the books were from the school library, although two participants had found their books in other places. Finishing the books seemed a foreseeable conclusion for the majority of the participants.

Question #7: Do you think finding a book you are interested in will get you to read more for fun? What do you think would get you to read more outside of class? All the participants answered in the affirmative for this question; examples of their responses were "If it's interesting, I would read more" and "I would read more if it was the kind of book I liked." Participant 12 said, "I never read until I finally found a good book. Now I need it to be interesting if I'm going to try to finish it." Nearly all the participants responded that they believed more time would make an impact in how often they read for pleasure outside of class. Participant 12 shared that competition and peer-interaction would assist her in reading more outside of class, "I love it when other kids are reading the books, too, and we can talk about it and how far we have gotten in the books."

Question #8: What do you think it means to be an engaged reader? Do you think you are an engaged reader? There were two responses that multiple participants shared for this question. The first was that a reader who is engaged would be transported into the story: "Like

you are in the book," "You want to be in the story," and "You picture yourself in the story." The second response that was shared was an engaged reader understands the characters and the story: "I can tell how their feeling." The majority of the participants considered themselves engaged readers.

Interview Round Two

The second round of interviews began one month after the final round of interviews had concluded. The fiction collection in library had been rearranged according to genre, and all participants had visited the library either with a class or independently. The same procedures for securing the space and confidentiality were employed.

Question #1: Describe how you feel about reading for fun outside of school. Do you read for fun? How often? Overall, participants responded with positive feelings about reading for pleasure, but nearly all participants cited a lack of free time for participating in this activity: "I like it" and "I really like it but track takes up a lot of my time." There was also a number of participants who cited independent choice and access to interesting reading material as being important to their feelings about reading for pleasure independent of school: "When it's my own time and no one is forcing me" and "If it is a really good book then I will read." Participant 6 shared, "When it's a really good book, I'll read it as soon as I get home, even if I am supposed to be doing other stuff."

Question #2: How much time do you spend reading on your own outside of school? Similar to the first round of interviews, there was a wide-spread of time spent reading for pleasure, ranging from daily to twice a month. Some participants responded that they were reading daily, while others shared that they read maybe once-twice a week. In this set of interviews, more of the participants cited extracurricular activities as a reason for not reading

more consistently: "I really want to, but I have softball," "On weekends when I don't have track," and "Track season is taking a lot of my time."

Question #3: How do you know if you are becoming a better reader? The participants cited fluency, comprehension, and reading text that was challenging as markers that they are advancing in their reading skills. Fluency skills which were cited included reading more quickly and being able to read out loud with few errors: "I can read out loud without stuttering as much" and "I'm reading, like, two chapters when we get to read in class." Comprehension markers that were shared included understanding what a participant was reading and greater range of vocabulary. Multiple participants cited deliberately selecting more difficult reading material as a challenge: "I'm reading bigger books" and "I'm reading harder books than before." Participant 8 shared, "I used to not even finish the little books, and now I'm finishing the bigger ones."

Question #4: Describe your reading skills compared to your classmates. These responses were quite different than the first round of interviews with the majority of participants considering themselves average instead of below average. There was one participant who retained that she still considered herself lower in reading skills than her classmates, citing that she had started out "pretty far behind" her peers as she had entered middle school. She also shared that she felt she was catching up. Participant #8 responded that he was in the middle, and he felt "pretty good about it." There were two participants who considered their abilities higher than their peers and both cited practice as giving them these higher skills.

Question #5: Describe the book you are reading right now. How long have you been reading it? Where did you get it? How did you find it? Do you think you will finish it? Similar to the first round of interviews, all the participants had a book in their possession that

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they used for reading for pleasure outside of the school setting. There was one difference in how the book was selected; in this round of interviews, the majority of the participants had self-selected their reading material as opposed to recommendations: "I went to the Mystery section and found something good." The majority of participants stated that they planned on finishing their books: "I'm going to finish it soon" and "I love it so I have to know what happens."

Question #6: Do you think finding a book you are interested in will get you to read more for fun? What do you think would get you to read more outside of class? Nearly all the participants responded in the affirmative for this question, with many tying high-interest material to increased motivation: "If I'm engaged, I'll read more at home" and "I'll read more if it's interesting." Participant 6 responded, "If I can get a mystery or something, and I get into it, I get obsessed and I know I have to finish it as soon as I get home." Similar to the first round of interviews, participants cited more time as a factor that would increase the amount they read for pleasure outside of school.

Question #7: Describe how looking for books has changed since the library has been rearranged. Has it made it easier to find a book? How has it made it easier to find a book? No change? More difficult? How has it made it more difficult? All but one of the participants stated that the arrangement has made it easier to self-select high-interest reading material: "I can just go to a section," "I don't have to browse the whole library anymore," and "I used to just wander around; not anymore." Participant 2 said, "I think this gives kids more confidence in our choices. It makes you more comfortable." This feeling of confidence was shared by Participant 7, "I like it way better. Instead of going to the same ones, I can get something different without having to look through all those other books." One participant stated that he still uses the computer to locate books that have been recommended to him, and the

arrangement did not affect the selection process when the participants were interested in nonfiction material.

Question #8: Does this arrangement help you find books that are interesting to you? This was an affirmative reply for most of the participants. When asked how this arrangement helped her, Participant 1 said, "Well, I like fantasy, so now I can just go to the Fantasy section and look in there for something good." There was one of the participants who responded that this arrangement made it easier for her to locate books, and it also helped her friends to give recommendations because the interest was genre-specific: "I love mysteries, and she was able to show me some of the good ones." Additionally, one participant replied that there was little change as he reads books that are recommended by others and uses the computer to locate them.

Questionnaire

The questionnaire was administered to measure similar themes as the interview but with a consideration given to increased confidentiality of the answers. Self-efficacy, thoughts on reading for pleasure, and time spent reading for pleasure were elements that were assessed. Participants were asked to address the statements on the questionnaire before each interview, and I would leave the participants' immediate space as they read the statements. The questionnaire was constructed using a Likert scale consisting of five options from *strongly disagree* to *strongly agree*. The answers were recorded and each individual participant's responses were compared from the time of the first questionnaire, which took place before the rearrangement of the library, to the second questionnaire, which occurred after the genrefication of the fiction collection. The two sets of questionnaire data were then compared to evaluate the movement that occurred in the participants' responses.

Statement #1: I enjoy going to the library. The majority of participants agreed with this statement both before and after the rearrangement process. There was one participant who remained neutral, while most and strongly agreed. There were two participants who moved up in their evaluation of the statement from agree to strongly agree. No participants responded with strongly disagree or disagree, and Participant 5 remained neutral in both questionnaires.

Statement #2: It is easy for me to find an interesting book when I go to the library. The majority of the participants selected a neutral response to this statement during both administrations of the questionnaire. There were four participants who moved up in their evaluations of this statement from either disagree or neutral to agree or strongly agree. Participant 12 moved from disagree to neutral; otherwise, no participants responded with strongly disagree or disagree.

Statement #3: I finish the books I check out from the library. This statement produced mixed results. None of the participants strongly disagreed on either administration of the questionnaire, and one participant disagreed each time. An equal number of students moved up and down in their evaluations of the statements ranging from neutral to strongly agree. There was one participant who selected disagree during both questionnaires.

Statement #4: I like to read on my own. The majority of the participants either remained consistent in their responses or their replies moved from agree to neutral. There were two participants who moved from agree to strongly agree. There was one participant who moved from disagree to neutral to disagree.

Statement #5: I feel like I am a strong reader. There were an equal number of responses that remained the same and moved forward in their agreement of this statement. There was one participant who moved from strongly agree to agree, while another moved from agree to

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neutral. There were two participants who moved from forward from disagree to neutral. None of the participants answered with disagree or strongly disagree.

Statement #6: I feel confident I can finish books I start. This statement had the greatest number of participants move backwards from agree and strongly agree to neutral. There was a participant who moved from neutral to disagree; only one participant went forward from disagree to neutral.

Statement #7: I read from a book outside of class at least once a week. All participants moved forward for this statement. There was one participant who moved from disagree to neutral, while the others moved from neutral and/or agree to agree and/or strongly agree. This statement showed the most forward movement of all questionnaire statements.

Statement #8: I regularly have a book in my locker, backpack, or at home that I read when I have time. All participants replied that they agree or strongly agree with this statement. There were an equal number that moved between the two statements over the course of the study. There were no neutral, disagree, or strongly disagree selections from any of the participants over the course of both questionnaires.

Statement #9: I would like to have more time for reading. There were no participants who answered disagree or strongly disagree for this statement. There were two participants who answered in the neutral category, while the remainder of them selected agree of strongly agree. Additionally, five of the participants moved from neutral to agree or strongly agree.

Statement #10: I feel I am an engaged reader. The majority of the participants either remained static or moved forward in their responses for this statement. A participant moved backward from agree to neutral. No participants disagreed or strongly disagreed.

Observations

Observations were conducted two times during this exploratory case study utilizing an observation protocol rubric (see Appendix F). The first observation was held before the library rearrangement project had occurred and material was arranged according to the Dewey Decimal system; the second observation was conducted after the fiction collection had been rearranged by genre. Classroom teachers brought their classes to the library for scheduled visits with the expectation that students would enter, seat themselves, listen to the presented book talks, and then select reading material if they did not already have reading material. I observed participants and recorded their interactions and movements as they related to the question pertaining to self-efficacy in self-selection of reading materials. Specific behaviors I was observing were participations' interactions with peers; time spent self-selecting reading material; and behavior while self-selecting materials.

Interactions with peers during observation #1. All participants were respectful when entering the setting and listening to the adult share book recommendations during the book talks. There were a greater number of participants who sat with friends as opposed to sitting individually. When it came time to leave the seat and begin utilizing the library, an even number of the participants browed with peers as opposed to browsing as individuals.

Time spent self-selecting material during observation #1. There was a wide variety of time spent browsing for reading material. Some of the participants spend as little as three-four minutes before self-selecting material; at two different observations, books that were talked about by an adult were selected quickly by participants. Others spent 20–25 minutes browsing before finding material to check-out. Also, two participants did not select any material and instead read quietly their own material that they had brought to the setting.

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Behavior while self-selecting during observation #1. There was one participant who had behavior that was disruptive enough to warrant adult intervention; he and his peers were not on task. The remaining participants were on-task, either individually or with their peers. Two of the participants began reading silently immediately upon checking-out their materials. A single participant did not select any reading material, and when asked why, she responded that she had reading material at home.

Interactions with peers during observation #2. All participants were respectful when entering the setting and listening to the adult share book recommendations during the book talks. An even number of the participants browed with peers as opposed to browsing individuals; the majority of these participants seemed comfortable in the space as they talked with peers about different book within the genre sections. There was a participant who was with a large group of boys that had to be redirected by an adult.

Time spent self-selecting material during observation #2. There was a wide variety of time spent browsing for reading material. While the majority of the participants browsed in one specific section during their library time, the actual time spent in self-selection ranged from three to 20 minutes. There was no pattern to whether being with peers or self-selecting as an individual influenced the time spent browsing.

Behavior while self-selecting during observation #2. There were two participants who traveled with a large group of peers during this time. Both groups required redirection by an adult. The remaining participants either requested recommendations from the adults in the room or browsed in specific genres to find material. When asked, all participants who did not select reading material replied that they already had a book they were reading at home or in the classroom.

Summary

In Chapter 4, I presented the data analysis and findings from this exploratory case study. The purpose of this research was to explore how the reading habits of reluctant readers were affected by the genrefication of a library collection. Previous research on the reading habits of adolescents have shown numerous connections between motivation and self-selection of high-interest reading material. When students have the opportunity to self-select their reading material, they feel stronger motivation to read for pleasure independent of the academic setting. However, when students have a low self-efficacy in that self-selection process, there is a missed opportunity to positively impact their feeling of competency in this activity.

Overall, it is difficult to determine if the actual reading habits were affected by this genrefication process. The conceptual framework was developed to explain that positive self-efficacy increases motivation which in turn could alter habits. The two months given to this exploratory case study was not enough time to determine if actual habits had been affected. The participants showed an overall increase in confidence as it relates to self-selection and reading skill, but the time they spent reading did not increase. However, there was an increase in the desire students felt to find more time to read for pleasure. Participants also showed a upward movement in how they perceived reading for pleasure.

Data have shown that the genrefication of the collection did indeed positively impact the participants' self-efficacy in terms of self-selection. All of the data collection methods which were designed to measure this question showed a positive movement from the participants. Statements such as "It's so much easier," "All I want are mystery books," and "I can just go to a section now" were used during the interviews. Engagement was a theme that was revealed

through the observations as participants moved within the genre sections to self-select material both individually and with peers.

In terms of self-efficacy in reading skills, the participants also showed a positive movement in their self-perception as compared to their peers. Themes that were discovered from the data included motivation, challenge, and confidence. There was a general increase in their levels of engagement when reading, and they deliberately challenged themselves with more challenging reading material to improve their reading strength. Additionally, the majority of the participants viewed their own reading skills at a higher level after the genrefication of the collection.

Time spent reading for pleasure did not necessarily show growth. Priorities and motivation were two themes that emerged regarding this research question. There was a perceived discrepancy in the data collected from the questionnaires and interviews. There was one statement which showed a downward trend in the participants' confidence they would finish their current reading material whereas they answered in the affirmative for this same question during the interviews. Motivation was consistent in the findings from both the interviews and questionnaires. Participants showed growth in their desire to have more time read when asked what would increase their motivation to read for pleasure more outside of the academic setting. The statement pertaining to this theme in the questionnaire yielded similar results with participants showing an increase in their wish for time to read for pleasure.

Chapter 4 focused on the collection, analysis, and presentation of the data collected through interviews, questionnaires, and observations. The themes which emerged from the data included engagement, independence, confidence, priorities, and motivation. Chapter 5 will

continue this discussion while exploring the implications of the results for the academic

community.

Chapter 5: Discussion and Conclusion

The benefits of reading are well documented; a strengthening in academic and inferential ability, as well as increased capability to feel empathy have been shown as results of reading for pleasure (Bal & Veltkamp, 2013; Berns et al., 2014; Kid & Catano, 2013; Sullivan & Brown, 2013). As children reach middle school, there is a decline in the time and effort spent reading for pleasure that continues through high school (McKenna et al., 2012; Merga, 2014a, 2014b). Increasing the motivation to read independently outside of the academic setting has been positively impacted by independent choice of reading material, but students have cited that finding interesting reading material can be problematic (Merga, 2014a). The purpose of this exploratory case study was to assess the effects the genrefication of a public middle school library had on the reading habits of self-identified reluctant readers.

Using purposeful selection, 12 participants were chosen who were determined through questionnaire data to be reluctant readers. This selection process was used because I wished to focus on students who did not consider reading to be a highly-pleasurable activity and had not experienced a great deal of success in standardized reading assessments. Data were collected through interviews, questionnaires, and observations before and after the genrefication of the fiction collection of a public middle school library.

The results of this study may provide a guideline for a practice that has a minimal impact on the workload of school staff, including the classroom teachers, while providing an avenue towards increasing the motivation to read for pleasure in adolescents. This study will add to the literature concerning genrefication, which is a relatively new practice, and the data collected concerning this system of arrangement has focused primarily on circulation numbers and not its impact on reluctant readers. In this chapter, I will present the findings, a discussion of the

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results, a discussion of the findings in relation to the literature, and the study's limitations. I will conclude the chapter with its impact on practice, policy, and theory, and recommendations for further research.

Summary of the Results

There has been a strong link found between motivation, self-efficacy, and reading achievement (Froiland & Oros, 2014; Guthrie et al., 2013; Retelsdorf, et al., 2014). Additionally, self-selection has also been cited as a motivational factor with adolescents in regard to reading for pleasure (Hall et al., 2014). It is less well known how public school libraries can be effectively used to increase the ease of self-selection and positively impact the motivation to read for pleasure.

This exploratory case study utilized interviews, observations, and questionnaires to determine what effect the genrefication of a middle school library would have on reluctant readers. Open and axial coding were used to analyze data from the interviews and observations. Repeated words, phrases, and ideas were identified, and concepts were determined. Data from the questionnaires were recorded, and then movement between responses between the first and second questionnaire were tracked for each of the 12 participants. This information was analyzed and reported alongside that of the interviews and observations. The themes which emerged from this process were the following: engagement, independence, confidence, priorities, and motivation.

While there was an impact on the participants' perception of reading for pleasure, there was not a definitive finding on its effect on their actual habits as the length of the study was two months. There was positive growth in how the participants viewed reading for pleasure with the majority of participants prioritizing reading above other activities after the genrefication of the

setting as compared to before the rearrangement. There was also a positive movement in how often they read for pleasure outside of the academic setting, although the actual time they spent reading did not show any definitive growth.

The participants' self-efficacy in self-selection also showed growth. The majority of the participants responded that the rearrangement made finding interesting reading material significantly easier. The genrefication also resulted in a shift in the books the participants were selecting. Prior to the rearrangement, the participants tended to select material that was familiar to them. After the collection had been genrefied, participants were selecting material they had not read before with multiple participants alluding to enjoying the opportunity to challenge themselves with new, more robust material.

The participants' self-efficacy in their reading skills moved forward overall. The majority of the participants moved from perceiving their reading skills as below their peers to perceiving their skill as on par or above those of their peers. A number of participants also commented that they had challenged themselves with more difficult reading material, which they cited as a sign of improvement in reading skills.

The question pertaining to the amount of time the participants spent reading was not definitively answered. There was a wide spread of answers for the time students spent reading both before and after the rearrangement. There was no reportable shift in the responses that could be evaluated using these data collection methods. There was growth in the participants' motivation to read more, with the majority voicing a wish for more time. However, extracurricular activities were cited by multiple participants as a priority over reading for pleasure during the time of this study.

There were areas which did not show a consistency across the data collection methods. The confidence the participants felt that they would complete the book they were currently reading showed a downward trend according to questionnaire data but moved upward in the interviews. One explanation for this difference is that the participants may have altered their interview answers to those that they believed I wished to hear; the questionnaires were an attempt to collect additional data without that possible impediment (Anderson, 2010).

<div align="center">**Discussion of the Results**</div>

Working within the conceptual framework, the questions which guided this study concentrated on self-efficacy and motivation. The interview questions, questionnaire statements, and observations were designed to measure these concepts. When the data were analyzed, there were six themes which emerged: engagement, independence, priorities, challenge, motivation, and confidence. These themes reiterated the idea that motivation is directly impacted by confidence (Froiland & Oros, 2014).

Engagement. Findings support the current research which shows that adolescents exhibit an increase in motivation when they feel engaged with their reading material (Hall et al., 2014; Stevens, 2016). One consistency between the two rounds of data collection was the participants' understanding that when they feel engaged in their reading, the priority of doing so moves upward. Participants responded that when they were reading something that was high-interest, they would utilize all available moments, regardless of other responsibilities or activities. The participants found that the genrefied arrangement eased the process of locating high-interest reading material which would indicate it could successfully affect the participants' ability to locate engaging material. The majority of the participants were comfortable explaining

what types of material they enjoyed reading, but prior to the genrefication, had difficulty locating new material in those areas.

Independence. Independence was mentioned frequently by the participants as a motivating factor in reading for pleasure. This is supported by the literature which showed a connection between motivation and independent self-selection of reading materials (Creel, 2015; Ivey & Johnston, 2015; Rodrigo et al., 2014). When students are given choice, the chance that they will read for pleasure increases (Allington et al., 2010). During both sets of data collection, the majority of participants responded that when they did read, they wanted that material to be something they had self-selected.

Priorities. How the participants prioritize the time needed to read for pleasure was a theme visited in both rounds of interviews. Prior to the rearrangement, factors such as television, video games, and sports were mentioned as being prioritized before reading for pleasure. After the rearrangement, the only factor mentioned as being prioritized before reading was sports, specifically track. This may be due to sports also superseding those other activities, but it is notable that not a single participant responded that screen time was prioritized before reading in the second round on interviews.

Challenge. The theme of challenge emerged in two manners during the data analysis. First, multiple participants noted that reading challenging material was one manner of improving a person's reading skills. This was shared by more participants in the second round of interviews than the first. Challenge was also noted when the participants were asked about the progression of their reading skills. If a participant answered in the affirmative when asked if growth was felt in reading skill, I then followed up with a question about how that participant

measured that growth. Multiple participants answered that they were reading more challenging books which they measured by length and difficulty of material.

I believe this to be a direct result of the genrefication of the collection. Prior to the rearrangement, participants responded that they gravitated towards familiar titles and authors when asked to self-select reading material. This practice does not allow for growth in the difficulty of reading material. That same method of self-selection was not cited in any instance during the second round of interviews after the rearrangement. Instead, participants responded that they went to a section in which they had a high-interest and selected materials based on appeal rather than familiarity.

Confidence. Self-efficacy was an important concept in regard to the questions guiding this study. Self-efficacy refers to our perception of our ability to succeed (Bandura, 1982). People are more likely to engage in activities in which they perceive they will find success (Bandura, 1993). These participants were deliberately selected because they were enrolled in Literacy Lab, a class students are placed in when they do not pass the English Language Arts section of the Smarter Balanced standardized test. None of the participants responded in the preliminary questionnaire that they strongly agreed with a statement pertaining to their self-confidence in their reading skills.

Confidence emerged as a theme in two manners. In the first round of interviews, the majority of the participants responded that they believed their reading skill to be below that of their peers. When asked the same question at the end of the study and after the genrefication had occurred, the majority of the participants responded that they perceived their reading abilities as on par with their peers, or in some cases, higher than their peers. Confidence was also noted when the participants were asked how the rearrangement affected their ability to self-select high-

interest reading material. All of the participants responded that this arrangement made finding interesting reading material easier, with the exception of one participant who preferred to use a patron computer. This shift in confidence would seem to strengthen the self-efficacy these participants feel towards their ability to independently select high-interest reading material and to read material that is unfamiliar to them.

Motivation. The relationship between self-efficacy, engagement, and motivation has been well-established, and it was further demonstrated in the findings from this study. As the participants' self-efficacy in reading and self-selection increased, so did their motivation. The participants found themselves wishing for more time to read and feeling that they would utilize that time for reading. They also were motivated to read unfamiliar and more difficult material.

Whether the actual habits of the participants were affected by the genrefication of the collection is not determined. The perception of the act of reading for pleasure was positively influenced as was the desire for more reading time. However, there was little movement in how much actual time the participants spent reading for pleasure with other extracurricular activities still being a priority.

Discussion of the Results in Relation to the Literature

Self-selection of high-interest reading material has been shown to increase the motivation to read for pleasure among adolescents (Allington et al., 2010). Public school libraries are one setting which could be utilized to promote this self-selection process. In this exploratory case study, I sought to examine how the reading habits of adolescent, reluctant readers were affected by the genrefication of the library collection. The conceptual framework for this study was created utilizing the following theorists and theories: Heider's attribution theory (1958); Deci and Ryan's (2015; 2017) self-determination theory and cognitive evaluation theory; and

Bandura's social cognitive theory (1986). The ideas created by these theorists were presented to explain how high-self efficacy can increase internal motivation, even when an activity has developed a negative connotation.

The activity under study was reading for pleasure among adolescent students. Literature pertaining to this activity was reviewed and presented. The literature was divided into six sections: Beneficial Effects of Reading; Decline of Reading for Pleasure Among Adolescents; Reading for Pleasure; Motivation; Libraries; and Genrefication.

The benefits of reading and its decline among adolescents were established in the literature review, but I will revisit those points briefly. Reading for pleasure has been shown to increase the connectivity in the brain, positively impact a person's ability to feel empathy, and strengthen a person's skill in social navigation (Bal & Veltkamp, 2013; Bern et al., 2014; Kidd and Castano, 2013). Additionally, there are cognitive gains that are achieved through reading such as increased science and math skills, and there has been work done that shows that reading habits have a larger impact on a student's cognitive gains than SES (Bailey & Littlefield., 2016; Ritchie et al., 2015; Sparks et al., 2014; Sullivan & Brown, 2013; Sullivan & Brown, 2015a). This points towards schools having the potential to impact the achievement and social well-being of their students through creating strong reading habits, regardless of the environment the students live in outside of the school setting.

The time spent reading for pleasure decreases as students reach adolescence, as does students attitudes towards reading (McKenna et al., 2012; Merga, 2014a, 2014b). Motivation to continue reading is positively impacted by the opportunity and ability to self-select high-interest reading material, as well as a high self-efficacy in reading skills (Barone & Barone, 2018; Ivey & Johnston, 2015). Those students who are able to self-select material experience a positive

change in reading behavior and have a higher chance of developing a reading habit (Rodrigo et al., 2014). In this study, two of the questions I sought to explore were whether arranging a collection by genre could positively affect the participants' confidence in self-selecting high-interest material and the impact it could have on their self-efficacy in terms of reading skills.

The participants in the study expressed that having interesting reading material was necessary for them to have any motivation to read for pleasure outside of school, and that the opportunity to self-select that material was of paramount importance to them. When the collection was arranged according to the Dewey Decimal System, the majority of the participants responded that finding interesting reading material was difficult. Their answers regarding the ease of self-selection after the genrefication of the collection showed a significant increase in their self-efficacy in locating high-interest material. This connection between motivation and self-selection was evident in the literature (Allington et al., 2010; Creel, 2015; Ivey & Johnston, 2015).

An increased self-efficacy in reading skills was also one of the points expressed through the literature (Louick et al., 2016). The studies from the literature showed that there is a change in self-concept that occurs when students begin to read for pleasure and find success in this activity (Barone & Barone, 2018). Students experience a shift in the concept of self, gaining confidence in their reading skills and performing higher on standardized tests (Allington et al., 2010; Ivey & Johnston, 2015). The majority of the participants showed growth in their self-perception of their reading skills in comparison to their peers over the course of this study. These participants moved from regarding their skills as below the average reading skills of their peers to perceiving their skill as equal to or even greater than that of their peers. In the literature, this shift in skill perception compared to their peers and the expectations within the classroom

setting was also seen as students who became engaged perceived themselves as readers (Ivey & Johnston, 2013).

The utilization of the school library to positively affect adolescents' motivation to read for pleasure outside of the school setting has not been well-documented, but the literature does show that creating a space that promotes comfort and confidence can have a positive impact on students' desire to frequent the library (Loh, 2016). The perception by students that the library is a space which is easy to utilize and is arranged in a manner that has the students' best interests in mind serves to increase the usage and circulation (Loh, 2016). When practices are employed that individualize the tastes of its patrons while allowing for self-selection, young adults experience a positive association with the library setting (Beolens, 2016). The participants in this study shared that in previous years, when the library had been arranged according to the Dewey Decimal System, their ability to self-select high-interest material had not been present; they found themselves returning to familiar titles and authors. The majority of the participants expressed that this new arrangement increased their confidence in self-selecting high-interest reading material, and they felt the library was easier to navigate.

In the few studies which have been conducted, arranging a library collection according to genre has increased the ability of patrons to locate high-interest reading material (Belone, 2016; Howard, 2011; Mahwasane, 2017). It has also been shown to increase reading rates the perception of reading within the school (Hassan, 2014). Results from this study support those findings and show an increase in the self-efficacy the participants felt in being able to independently self-select high-interest reading material. Participants reported that they felt confident selecting unfamiliar materials because they were aware the genre coincided with their interests.

Limitations

There were a number of limitations in this exploratory case study. The first limitation was the participant selection, and this was a limitation in multiple ways. I wished to invite middle school students as participants to explore the reading habits of adolescents, which is children ages 11–14. To do so required parent permission. To acquire that parent permission, a form was sent home with students which included an explanation of the study and a space for a signature. To take a form home, talk with parents/ guardians, and bring the form back within the allotted time frame denotes a responsible student with parents/ guardians that are involved in the student's academics. This does not represent all public middle school students.

A second limitation of the participant selection was the lack of diversity, both by race and by gender. There were a disproportionate number of females in the sample—eight of the 12 were female—this is neither representative of the population of the literacy lab class nor of the school itself. Racially, two of the 12 participants were Hispanic; the remaining participants were Caucasian. This is not far from the population of the class or the school, but it could limit the transferability of the results to settings with a more diverse demographic. The final limitation of the participant selection was the relatively small number of participants. While it is recommended to have a small sample size when conducting a case study (Creswell, 2013), the small number of participants narrows the range of experiences that could be used when determining the effect of genrefication on the participants' reading habits.

There were also limitations beyond that of the sample population. This study was conducted during a time when inclement weather forced a cancellation of multiple days of school; there was also a number of sicknesses which affected the attendance of the participants during this time. Originally, there had been three observations and questionnaires proposed, but

that had to be shifted to two due to multiple school days being cancelled. A number of the

interviews had to be rescheduled, which resulted in the final round of interviews occurring

during spring sports season. Multiple participants cited track and other spring sports as

consuming their free time, and that may not have been a consideration if the timing of the study

had been able to remain consistent.

<div align="center">**Implications of the Results for Transformation**</div>

The results from this exploratory case study can guide decisions concerning policy and

practice, as well as contribute to the literature concerning the theories which guided this

project. This section is a presentation of the findings' impact and potential implications on

policy, practice, and theory. These implications are presented with the assumption that a school

has a library that is accessible to its students on a scheduled basis and that there is funding to

staff the library.

Implications on Policy

Strengthening literacy skills is a focus for public school administration, but how to do so

in a manner that does not negatively impact the teaching staff by adding to their workload and

can be done in an efficient manner is a conundrum. One facet which composed the development

of this study was how to positively affect the reading habits of adolescents without burdening

classroom teachers. Libraries are a setting which can be utilized by the administration to create a

culture of literacy within the school setting, but how best to use this resource is not well-

documented.

Implementing a policy which shifts the arrangement of the library collection from the

Dewey Decimal System to one arranged by genre is one method that has a low-impact on the

responsibilities of the classroom teachers, and it has a positive impact on the students' ability to

self-select high-interest reading material. It is low-cost; genre-identifying stickers were utilized for this particular study to assist in the identification of the genre type. Beyond the initial labeling and rearrangement, it also has a minimal impact on the workload of all staff.

In addition to working with the library staff to conduct the rearrangement, administration would also work to promote the utilization of the library space by classroom teachers. Students would need the chance to be familiar with the arrangement and to feel supported by the staff in the endeavor of reading for pleasure independent of academic expectations. Ultimately, the collection arrangement would not matter if the space was not perceived as important by both students and staff.

Implications on Practice

The library collection arrangement has been organized according to the Dewey Decimal System since the late 1800's (Chan, 2007). Due to the limited material available and directed towards young adults, it made sense at the time to group that material in one section. That is no longer the case. The young adult genre has grown, and to group the material according to genre as it is for adults positively impacted students' ability to find high-interest material.

The practice of genrefication is a recent movement as those who work in libraries, both public and in schools, are looking beyond tradition and working to increase the accessibility of reading material to their patrons. When funded, school libraries are a resource that could positively impact the reading habits of the students with a minimal disruption or addition of the work done by the school staff. To do so in a manner that has the maximum potential for success would require the staff and administration to engage in practices that would require communication and cooperation.

Role of the administration. The administration would provide the funding for the initial labeling of the collection. The administration would also work with the library personnel to provide a time for the rearrangement to take place as it would cause the closing of the library for a time period. Regularly scheduled visits to the library would be encouraged and perhaps expected by the administration. This would be clearly communicated to the classroom teachers and other staff responsible for bringing students to this setting.

Role of the classroom teacher. Classroom teachers would be expected to assess and strengthen their students' understanding of *genre*. Discussions about how this term applies to the students' likes and dislikes could serve to increase the feeling of independence and competency when students are then asked to self-select reading material. Co-teaching on this topic would be helpful but not necessary. Regularly scheduled visits to the library setting would be expected to give the students access to the reading material.

Role of the librarian or media specialist. The person in this role would be expected to label the current collection and organize the initial rearrangement. The continuation of this practice would be necessary for all new material which is purchased and donated to the space. Supporting the classroom teachers in expanding the students understanding of *genre* would also be expected. This could be done through mini-presentations that are specific to reading material but could also include movies and television shows to promote understanding in students who may not frequently read. Co-teaching this concept would be helpful. Increasing the ease and confidence with which the students utilized the collection is of paramount importance when engaging in this practice.

Implications on Theory

This exploratory case study was constructed utilizing the work of multiple theorists: Heider (1958), Deci and Ryan (1985), and Bandura (1982). With his attribution theory, Heider (1958) explained that humans attribute positive and negative connotations of both self and others based on life experiences. The self-determination theory developed by Deci and Ryan (1985) can be used to explain the relationship between extrinsic and intrinsic motivation and how these motivators can be used to manipulate the three physiological needs of students: competence, relatedness, and autonomy. In his self-efficacy theory, Bandura (1982) explained how self-efficacy affects a person's motivation to perform a task. Those with low self-efficacy will expand little effort, and those with high self-efficacy will exert energy at the task, even if failure in that task has occurred.

When applied to reading, this sample population was selected due to being placed in a literacy support group because they did not pass standardized testing in reading the previous year. They also self-identified as reluctant readers in a preliminary questionnaire. The majority of the participants in this study had low self-efficacy in the task of self-selection and reading during the first round of data collection before the rearrangement had occurred. They often selected books that they had read before because they were familiar, and most of them perceived their reading skills as below that of their peers. The second round of data collection revealed that the participants were challenging themselves with unfamiliar reading material that they considered more difficult, and the majority of the participants perceived their reading skills as equal to their peers. Their self-efficacy showed positive growth in those areas. The effect on their actual motivation is less easily determined. There was not a significant increase in the amount of time the participants spent reading over the course of this study. However, there was

a marked increase in their wish to do so, and there was an upward movement in their perception of their ability to engage with new, more challenging material.

Recommendations for Further Research

There are a number of recommendations for further research that I formed both during the study and at the conclusion of this project. The first recommendation is that more information is needed to understand what causes the decline of reading among adolescents. There is little published, academic work on this issue, and if policies are going to be made in education concerning literacy, it would be helpful to have a better understanding of this phenomenon. I believe a large quantitative study utilizing questionnaire data would be the most helpful method to facilitate an understanding of the causation of this decline in reading for pleasure among adolescents. Ideally, it would be conducted among multiple schools with grade level being the only determining factor in the sample population. The data collected from this project would be excellent information for those determining practice and policy to increase the literacy of students in public schools.

For this specific study, I believe that there are two further research projects that would provide a greater understanding of the impact of genrefication. The first project would be similar to this exploratory case study but studied over a longer time period. The word *habit* denotes a regular practice, and the two months that were given to this particular study do not seem enough time to induce changes that could be viewed as regular practice. Increasing the duration of this study would provide for greater clarity on the impact this collection could have on any alterations in reading habits.

The second research project would be to replicate this study in a school with a more diverse racial demographic. One of the limitations of this study was how narrow the population

was in terms of demographics: overwhelmingly female and Caucasian. This sample population was consistent with the school population in terms of race but not gender. Due to the constraints of conducting a study in a rural public school setting and acquiring parent permission, there was little which could be done to diversify the participant group. However, conducting this exploratory case study at a site with a more diverse population could result in findings which would be more applicable to a wider range of school settings.

Conclusion

The purpose of this study was to explore what effect the genrefication of a school's library may have on the reading habits of self-identified reluctant readers in the seventh grade. It was possible that arranging a library collection according to genre would increase the self-efficacy in terms of self-selecting interesting reading material. This in turn could have an effect on the reading habits of adolescent students. Research questions were formed to assess the impact:

1. How are reluctant readers affected by the genrefication of the library collection?
2. How does the collection arrangement affect students' self-efficacy in self-selecting materials?
3. How does the collection arrangement affect students' self-efficacy in reading skill?
4. How does the collection arrangement affect the time students spend reading for pleasure?

The sample population were self-identified reluctant readers enrolled in a literacy support class at a rural middle school. Data collections were conducted twice; the first round occurred when the library was still arranged according to the Dewey Decimal System. The second occurred approximately two months later when the library collection had been arranged

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according to genre and the participants had utilized the space at least once with their classroom teachers. Data were collected from interviews, observations, and questionnaires. Using open and axial coding, six themes were determined: engagement, independence, priorities, challenge, and confidence. Results from this study show that the genrefication of a public middle school library collection had multiple positive effects on the participants. First, it increased the participants' self-efficacy in self-selecting materials. This was demonstrated by the data collected through interviews when the majority of the participants responded with affirmative replies when asked if the new arrangement made finding interesting books easier for them. Self-efficacy in reading skills also showed positive growth. Within this two-month period of the study, the majority of the participants indicated a growth in their reading skills in comparison to their peers. The theme of challenge was also revealed as participants shared that they had begun challenging themselves with new and more complex reading material.

This study did not show an actual growth in the time the participants spent reading, which is indicative of the habit of reading. However, there was an upward trend in how the participants viewed reading, with the majority of them voicing a wish for more time to read outside of school. If this study was conducted over a longer period of time, the results regarding the time spent reading for pleasure could be different.

The results from this exploratory case study show that there are methods which can be utilized to increase self-efficacy and motivation in reading which do not burden the classroom teacher. Utilizing the library to create a setting which allows for independent self-selection is an avenue which schools could take to stymie the decline in reading for pleasure among adolescents, and perhaps even strengthen the reading habits of all students. It is hoped that the findings from this study provide information and a starting point for how to do so.

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Appendix A: Parental and Guardian Consent

Library Rearrangement Project

To parents/ guardians of seventh grade literacy lab students,

Hello! My name is Sarah Fleming, and I am the middle school media specialist for the [redact] School District. One of my tasks in this position is to figure out how to make the libraries as user-friendly and accessible for our students as possible. A method that I am trying out to assist with this task is rearranging the collection into what is called the *bookstore model*, which means the books will be arranged by genre as opposed to being all lumped together and alphabetized by author.

I am currently proposing a study through Concordia University to find out what, if any, effect this has on students who do not regard themselves as big readers. As a former language arts teacher, I have seen first-hand the decline of reading for fun that occurs in middle school, and I would like to investigate methods to slow that decline as much as possible. To do so, I would like to ask multiple students from the seventh grade literacy lab classes to assist me in this study.

The methods I will be using to determine if this arrangement has any impact on our students includes questionnaires, interviews, and observations in the library setting. The interviews will be conducted by me and will be scheduled to be held during advisory time twice for around five-ten minutes in either the conference room or library, and the observations will be conducted during the students' library time three times over the course of the study. I will be using the questionnaires to identify students who consider themselves *reluctant readers*, meaning they feel that they could read if they wanted to, they just don't want to most of the time. Questionnaires will also be administered one or two other times during the study to see if there is

any change in the students' view of reading and accessing high-interest reading material from the library.

This study is completely voluntary by the students, and I will not allow it to impact their time in the academic classes in any manner. If your student is one of those selected, I will be contacting and letting you know the time and dates I will be holding the interviews and observations and answer any questions you may have about the project. I will remind the students that the study is voluntary at each interview; there will be no negative impact on the student if he/she decides to not participate or continue in the project, and the information gathered can be withdrawn at any time.

The findings from this study will eventually be shared and published by Concordia University, but the students' names will not be used in the documentation of this study and they will be assigned pseudonyms to ensure confidentiality. The principal of the school, the students' advisory teachers, and the students' literacy lab teachers will be the only other adults in the building that will be privy to their participation, and that will only be to ensure the students are excused for interviews.

I am personally excited to see if this project helps raise confidence in self-selecting books from the library, and it will be interesting to see if this has any impact on the students' reading habits. Please feel free to contact me if you have any questions or concerns. Again, I will be contacting you if your child is selected to participate in this project to give you more details and answer and questions you may have at that time.

If you are open to your student being a possible participant in this project, please sign this consent and have your student return it within the next week. You may call and/or email me with any questions you may have about this study at any time.

Thank you for your help!

Sarah Fleming

Faculty chair: Dr. Christopher Maddox

Consent

I have read this consent form and I understand what is being requested of my student to

participate in this study. I freely consent for my child to participate.

_____

Name of Child (Printed)

_____

Name of Parent/Guardian (Printed)

_____ _____

Name of Parent/Guardian (Signed)   Date

_____ _____

Name of Researcher (Signed)   Date

Appendix B: Preliminary Questionnaire

Hello seventh graders! This questionnaire is to see how you feel about reading for fun and how you feel about getting books from the library. Please be totally honest and do not worry about answering anything "correctly" because there is no such thing as correct for this questionnaire.

Statement	1- strongly disagree	2- disagree	3- in the middle, no opinion	4- agree	5- strongly agree
I am a strong reader.					
I read on my own when I am not in school.					
I read at least three chapter books last year on my own.					
It is easy for me to find books in the library that are interesting.					
I finish the books I check out from the library.					
I talk to my friends about which books are worth reading.					
I look forward to the time when I get to read on my own.					

I enjoy it when read in social studies and science class.					

Appendix C: Letter of Assent

Dear Student:

I am doing a research study about how rearranging the library could affect your reading habits. If you decide you want to be part of this study, you will be asked to come talk to me twice during advisory and fill out three questionnaires over two months. The interviews will be conducted at school during your advisory time. I will also be observing your time in the library with your Literacy Lab class three times.

There are some things you should know about this study. Your name will not be revealed in the study, but I will be asking you questions about how you personally feel about reading and selecting books from the library. I will be recording each interview so I can make sure to get your wording exact. I will be using my iPad for the recording and then typing the answers when we are finished. After I type your answers, you are always welcome to look them over to make sure they are accurate.

When I am finished with this study, I will write a report about what was learned. This report will not include your name or that you were in the study. The information will be published in the hopes that the research will help other schools figure out how to get students motivated to read interesting books.

You do not have to participate in this study and not participating will not affect you in any way. If you decide to stop after we begin, that is okay, too.

If you decide you want to be in this study, please sign your name.

I, _____, want to be in this research study.

_____   _____

(sign your name here)   (date)

Thank you for considering being in this study.

Sarah Fleming

Middle school media specialist

Faculty chair: Dr. Christopher Maddox

Appendix D: Student Consent Form

Research Study Title: How Students' Reading Habits Are Affected by Library Genrefication
Principle Investigator: Sarah Fleming
Research Institution: Concordia University
Faculty Advisor: Dr. Christopher Maddox

Purpose of the Study
You are invited to be in a research study of how rearranging the library collection could affect the reading habits of middle school students.
You are being asked to volunteer because you have shown through the first questionnaire in Literacy Lab that you believe that you are not a weak reader, but you do not read for fun very often.

WHY ARE WE DOING THE STUDY?
Kids in middle school (6–8 grade) read less than they did when they were in elementary school, which is not a good thing. Reading has a lot of benefits, especially reading books that tell stories, like those in the library. I would like to find out if grouping books together by type makes it easier for you to find a good book that you will read for fun outside of class.

WHAT HAPPENS IN THE STUDY?
To be in the study, you must agree to talk to me twice during advisory. We will talk for about 10 minutes, maybe a little more. In each visit, I will ask you to volunteer and talk with me about your visits to the library, how you feel about reading, and your reading habits outside of school. There will not be any right or wrong answers, and you can choose to not participate at any time. There will also be three questionnaires like the one you took in Literacy Lab and a few observations when you visit the library.

WHAT ARE THE BENEFITS?
The benefit is that you get to help me figure out a way to get students to read more without making more homework for the students or work for your teachers. You can help me see if grouping books by type makes it easier for students to find interesting books, and if that makes it more likely the students will read and finish the books on their own.

WHAT ARE THE RISKS?
There are not very many risks, but you will be missing a piece of advisory one day a week every other week. The good news is that you will be excused from that work if it ends up being something that could turn into homework. You will also be asked questions about how you feel about reading and selecting books from the library. Some students may be shy about getting interviewed, and you can always choose to not participate if it is too uncomfortable.

WHAT IF I WANT TO STOP, OR TAKE AWAY CONSENT SOME PART OF THE STUDY?
You can stop being in the study at any time. You can ask to look at my notes from the interviews and observations, also, and you can ask that these notes not be included in my study at any time. You will not get in any trouble and it will not affect your grade in advisory or Literacy Lab at all. This is totally voluntary.

HOW DO YOU KEEP MY DATA PRIVATE?
I actually will not be using your name when I keep notes on the interviews, questionnaires, and observations. You will be assigned a number, and that is what I will use to keep track of your answers. I will erase the recordings of our interviews as soon as I finish typing the notes (within a few days). The principal, your advisory teacher, and your Literacy Lab teacher will be the only people in the school who know you are participating in the study. When I share my findings at the end of the study, I will not be using your name; I will use what is called a pseudonym, a fake name. Your participation and answers will be kept as confidential as I can possibly make them.

WHAT IF I HAVE QUESTIONS?
You will be given a copy of this consent form. If you or your parents ever have any questions, I can be contacted by email or phone:

Sarah Fleming
Faculty chair: Dr. Christopher Maddox

YOUR STATEMENT OF CONSENT:
I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.

Participant Name	

Participant Signature	Date

Parent or Guardian Name (if participant is a minor)	

Parent or Guardian Signature	Date

INVESTIGATORS:

Investigator Name	Date

Investigator Signature	Date

Appendix E: Interview Questions

Interview Questions

Participant # _____

First interview only:

Let's read over these consent forms. These explain why I am doing this study and will give you a chance to ask any questions about this study and your role in it. When are done reading and have had a chance to ask questions, I am going to ask you to sign and date the forms.

Interviewer:

Thank you for coming in today. Your participation is appreciated. As a reminder, this interview is voluntary and you may decide you don't want to continue at any time. Are you still interested in participating in this study?

During this interview, I am going to ask you to describe your reading habits. This will involve how much time you spend reading outside of the classroom, how you feel finding a high-interest book in the library, and how you feel about your own reading skills. I will be recording your answers using this iPad, and then I will type the notes and delete the recording. There are no right or wrong answers. Are you ready to begin?

Interviewer will present the statements and questions. Statements and questions are designed to be open-ended. Time will be allowed for reflective questions that may occur based on the participant's responses. Proposed interview time will be 10 minutes and will be electronically recorded. Notes will also be taken of the participant's responses to assist with reflection and follow-up questions. Notes will be shredded and recording will be deleted when interview has been transcribed within three days of the interview.

1. Tell me how you feel about reading for fun outside of school.

     Do you read for fun? How often?

     If not, tell me why you don't read when you have free time.

2. How much time do you spend reading on your own outside of school?

     Per day?

     Per week?

     Per month?

3. Tell me what you think it would take to become a better reader.

4. Tell me how your reading skills compare to your classmates' reading skills.

5. Tell me how you usually find a book to read in the library.

     What are the steps you go through to find something good?

     Do you find it difficult or easy to find a book you are interested in reading?

6. Tell me about the book you are reading right now.

     How long have you been reading it?

     Where did you get it?

     How did you find it?

     Do you think you will finish it?

7. Tell me how looking for books has changed since the library has been rearranged.

      Has it made it easier to find a book?

      No change?

8. What do you think would get you to read more outside of class?

      Do you think finding a book you are interested in will get you to read more for fun?

9. What do you think it means to be into the book you are reading?

      Do you ever get into a book you are reading?

Interviewer:

Thank you for participating today. If you would like to see the notes of this interview, I will have them typed within the next three days. Please come by the library if you would like to view them, or you can see them at our next meeting. Your participation in this interview is appreciated. Do you have any questions?

Appendix F: Observation Protocol Rubric

Researcher will observe students silently in the library setting. The behaviors being observed are the following: interaction with peers; time spent self-selecting reading materials; and behavior while self-selecting reading material. Researcher will attempt to observe with minimal interactions with students and participants. Open coding will be used to categorize the behavior and interactions. At the conclusion of the third observation, axial coding will be used to identify similarities and differences in the themes developed through the open coding.

Date/ time of observation:	Length of observation:
Descriptive notes	Reflective notes

Appendix G: Questionnaire for Study

This questionnaire is a check to see how you feel about reading for fun and how you feel about using the library to find good books. Do not worry about being "right" when you rate these statements; there is no right or wrong answer. This is all about you and how you feel about reading.

Question	1- strongly disagree	2- disagree	3- neutral, neither agree nor disagree	4- agree	5- strongly agree
I enjoy going to the library.					
It is easy for me to find an interesting book when I go to the library.					
I finish the books I check out from the library.					
I like to read on my own.					
I feel like I am a strong reader.					

I feel confident I can finish books I start.					
I read from a book outside of class at least once a week.					
I regularly have a book in my locker, backpack, or at home that I read when I have time.					
I would like to have more time for reading.					
I feel I am an engaged reader.					

Appendix H: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

> As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

> "Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multimedia files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

> "Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:
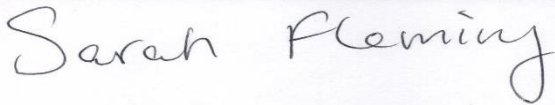
> > • Use of unauthorized notes or another's work during an online test
> > • Use of unauthorized notes or personal assistance in an online exam setting
> > • Inappropriate collaboration in preparation and/or completion of a project
> > • Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been propersly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards oulined in the *Publication Manual of the American Psychological Association*.

Sarah Fleming   12/ 04/ 19

Digital Signature

Sarah Fleming

Name (typed)