

UNIVERSITI TEKNOLOGI MARA

**AN IN-DEPTH INVESTIGATION
OF HABITS, ATTITUDES AND
INTERESTS OF INTRINSIC
READING MOTIVATION AMONG
GENERATION Z IN A PUBLIC
UNIVERSITY**

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ABSTRACT

The reading trends have changed from one generation to another, from reading hard copy books to digital reading and now social reading. Today, reading is seen as an exciting social activity where readers can share their thoughts, reviews, and recommendations with a global audience over multiple platforms of social media and applications. Emerging stories from various platforms, such as social media, have created a new wave of reading. As exciting as reading being curated now, research and news reports claimed that reading among the young adults in Generation Z has shown a decline in reading, especially when it comes to reading for pleasure. With this in view, this thesis aims to investigate the reading motivation among intrinsic readers of young adults in Generation Z. Intrinsic readers are people who read voluntarily and derive personal enjoyment and satisfaction from the experience. The aim of this thesis is to identify the reading habits, attitudes, and interests and to determine the practices of the young adults in Generation Z to continuously read. The research adopts a case study approach, focusing on Generation Z readers who exhibit high levels of intrinsic reading motivation. Through qualitative and quantitative methods, the study examines the underlying factors and influences that contribute to their intrinsic reading motivation. It establishes a conceptual framework to guide the research and develops research questions based on the existing knowledge. The case study involves 267 readers and 178 intrinsic readers to answer questionnaires and conversational interviews to gather data on the intrinsic reading motivations, preferences, and experiences. Data analysis employs thematic analysis and statistical techniques to identify patterns, themes, and significant findings. It investigates the profiles of the intrinsic readers from three factors: the reading habits, reading interests, and reading attitudes. From the profiling, a conceptual node is being developed to signify the relationship of the themes and factors. The findings of this study contribute to the existing literature by providing insights into the factors that drive intrinsic reading motivation within Generation Z. The results highlight the importance of personal interest and meaningful connections in fostering a continuity of reading habits, attitudes, and interests. Additionally, the research identifies potential practices for educators to cultivate and support reading for reading motivation. Overall, this thesis aims to deepen understanding reading motivation among Generation Z and its implications for promoting lifelong reading habits.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The evolution of reading is a fascinating journey that intertwines closely with the progression of human civilization, shaped by technological and cultural advancements. In the beginning, during prehistoric times, early humans used cave paintings and pictographs as rudimentary forms of communication. These visual representations, found in places like the Lascaux Caves in France, depicted stories, events, or information about daily life (Bahn, 1998). As human societies evolved, these pictographs gradually developed into more complex symbols and proto-writing systems. Ancient civilizations like the Sumerians introduced cuneiform around 3400 BCE (Glassner, 2003), and the Egyptians developed hieroglyphics, which were intricate symbol-based writing systems that laid the foundation for sophisticated written languages.

The creation of the alphabet was a revolutionary step in the history of reading. The Phoenicians, around 1050 BCE, developed one of the first known alphabets, where each symbol represented a sound (Huehnergard, 1992). This system significantly simplified writing and made it more accessible, leading to its adoption and adaptation by the Greeks and Romans. These civilizations contributed to the development of the Latin script and a rich literary culture (Clackson, 2007). The alphabet made writing more systematic and was pivotal in the dissemination of literature and philosophical texts.

During the Middle Ages, reading and writing underwent a different transformation. Books were rare and handwritten laboriously by monks in monasteries, a process described in detail by Bischoff (1990). This manuscript culture was crucial in preserving and transmitting knowledge. The establishment of libraries in monasteries and universities was pivotal in the conservation and dissemination of texts (Clark, 2006). However, the invention of the printing press by Johannes Gutenberg in the 15th century marked a monumental shift in the world of reading, as described by Eisenstein (1979). This innovation democratized access to books, catalysing the spread of literacy and knowledge.