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Uthamacholapuram, Salem-636 010



**“Promoting Joyful Reading Nature among Selected Schools through
Reading Strategies”**

Action Research

Practitioner

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Submitted

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Index

S. No	Contents	Page No
1	Introduction	3
2	Background of the Action Research	6
2	Identification of the problem	7
3	Need and significance of the action research	7
4	Statement of the problem	8
5	Objectives of the Action Research	8
6	Probable causes for the problem	10
7	Action Hypothesis	11
8	Methodology	19
9	Analysis and interpretation	24
10	Findings	25
11	Net gain of the Action Research	26
12	Educational Implication of Action Research	27
12	Recommendations	28
13	Bibliography	29
14	Annexure-1 Research Tool	30
15	Annexure-2 Photos on Action Research and its Interventions	34

1. Introduction

Reading for pleasure is a cornerstone of literacy development, linked to improved academic outcomes and mental well-being. In Salem, model schools—recognized for innovative practices—offer a unique opportunity to cultivate a joyful reading culture. However, challenges such as competing digital distractions and varying student engagement levels necessitate targeted strategies.

This action research aims to address the question:

What strategies can model schools in Salem implement to promote a joyful reading nature or culture?

A civilization in which reading is widely respected and praised is known as a reading culture. People in our society read a lot, and it has become ingrained in their daily routine. Not only is reading something you do for academics in school, but it is also something you do for enjoyment at home during downtime. Human cultures have social rules and behaviors that make up their culture.

The ability to read well is essential for both academic achievement and lifetime learning. A lot of pupils have trouble reading, so the librarian/teachers should foster a happy reading culture among the chosen schoolchildren.

Reading is a vital skill that plays a significant role in academic success and lifelong learning. However, various students struggle with reading, and it's essential to cultivate a joyful reading culture to overcome this challenge. This action study research aims to explore strategies for promoting a joyful reading culture through teachers to the selected school students.

Why Is Reading Important?

Reading serves as the cornerstone of education, significantly enhancing students' intrinsic motivation to engage with literature autonomously. It cultivates creativity, critical thinking, vocabulary acquisition, and proficiency in both verbal and written communication. It enables children to establish connections with their environment and real-world contexts. It is imperative to foster an atmosphere that promotes reading for pleasure, allowing students to refine their skills through a process that is both enjoyable and sustainable, leaving a profound and enduring impact on their lives.

The importance of reading in enhancing educational outcomes has been substantiated by a multitude of research studies. It is a crucial step toward mastering language and writing competencies. Unlike oral communication, reading is a skill that does not inherently develop in humans and must be cultivated through systematic instruction. Reading embodies an interaction between the text and the reader, causing not only an understanding of the literal meanings of words but also an appreciation of the nuanced interpretations embedded within the text. This process demands continuous practice, development, and refinement.

Early-stage reading encompasses several foundational elements, including alphabet knowledge, which involves recognizing and articulating the names and sounds associated with letters; phonological awareness, which entails the ability to identify and comprehend; and the analysis of spoken language and the enhancement of writing skills, which are essential components of literacy development. It encompasses vocabulary retention and the comprehension of spoken content over short intervals. Key concepts related to reading skills, including directional reading (from left to right and from front to back) and print awareness—which entails the ability to visually match or differentiate between presented images and symbols—are also vital elements in the early stages of literacy development.

How Are Literacies Defined?

According to UNESCO, literacy is “the ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society” (UNESCO. (2004). *The Plurality of Literacy and Its Implications for Policies and Programs*. The Hague: UNESCO). UNESCO’s 2006 publication *Education for All*, which provided a mid-decade review of their literacy campaign, posited four discrete understandings of literacy: literacy as an autonomous set of skills; literacy as applied, practiced, and situated; literacy as a learning process; and literacy as text.

The OECD (Organization for Economic Co-operation and Development) defines reading literacy as “understanding, using, and reflecting on written texts to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society.” The term culture of literacy is a widely known concept but may be defined in several ways. Research conducted by IFLA, IRA (International Reading Association), and CAL (U.S. Center for Applied Linguistics) identified and explored key factors that contribute to a culture of literacy (research findings available at: <http://archive.ifla.org/VII/s33/project/DevelopingCulturesLiteracyRep.pdf>). It has shown that a culture of literacy includes a supportive environment in which literacy can be practiced and reading/writing encouraged; training in the skills needed to read, write, and use information in everyday life; motivation, incentives, and support to practice literacy skills learned

and encouraged not only within the formal curriculum but also at work, in families, in institutions, on the street, and in the community; a positive value and promotion of institutions and activities; investment in policy, training, and the production of appropriate materials that are culturally and linguistically sensitive to the various members of the community; and so forth.

The resultant nine factors in developing and promoting a culture of literacy were identified as follows:

1. Access to materials
2. The importance of people owning their books
3. Alternative agencies that supply books if they are beyond the means of people
4. A national reading policy
5. Advocacy materials for child and adult literacy.
6. Training models and materials for teaching literacy and reading
7. Cooperation between agencies and programs
8. The importance of print literacy in contemporary society
9. Government promotion of a culture of literacy

Libraries can be seen as key players because they have a role in almost all of these literacy factors, from access to materials and training to promotion and cooperation. Within the context of literacy and a culture of literacy, the promotion of literacy-and reading in particular-may be construed as marketing reading material and the reading experience to convince people to read and use these materials. The related term, reader development (as described by Opening the Book Ltd.), focuses more on the individual: to increase one's confidence and enjoyment of reading, to expand reading choices, to provide opportunities for sharing the reading experience, and to support reading as a creative activity.

Who Are Reading and Literacy Promotion Stakeholders?

Promoting reading and literacy involves several stakeholders: library staff, potential readers, teachers, publishers, and other community members who are impacted by reading and literacy. By their profession, librarians are the most likely stakeholders to use research to promote reading and literacy, and their efforts will depend on local initiatives and situations.

How to make the library functional?

To make libraries functional and vibrant, schools may take such steps as shown below:

Schools must devote a minimum of two periods in a week as a library period for every class.

In case there is no separate library room, a reading corner may be created so that children can easily access the books and read independently as well as engage in group reading activities.

Children can also be asked to share a story they have read with the other children in class.

How to Develop a Reading Culture among Children?

“A book is a dream that you hold in your hand.”

Ensuring availability and access to a diverse range of engaging storybooks, including visually appealing illustrated books, comic books, and joke books, is essential in children's classrooms. It is crucial to allocate dedicated time regularly and provide a comfortable reading environment within the classroom.

To enhance student engagement with literature and foster a reading habit, various activities should be implemented, such as read-aloud sessions, shared reading experiences, discussions about the books they have read, role-playing, and interactive word games like 'I spy something here that resembles...' where children identify Children identify relevant words based on their observations of the surroundings.

Need for Library Activities

Library activities play an important role in generating interest and developing the habit of reading among children. They help to build children's engagement with the books, contribute to the development of their literacy skills, improve their vocabulary, and build their knowledge base.

2. Background of the Action Research

School librarians must be well-prepared and equipped to promote strategies and skills that foster a joyful reading culture within the library. Developing a strategy plan to assist other school librarians in improving reading activities in school libraries is part of their job description. Creating plans that help students and pupils participate in the school library program is the responsibility of librarians.

To contribute to successful school library reading programs, this action research project will investigate how school librarians may effectively promote the promotion of strategies in library reading activities. This study explores the ways in which school librarians can foster the growth of a successful reading program or culture within the school library.

3. Identification of the problem

Numerous students in schools face challenges with their reading habits because of a lack of interest, limited access to high-quality reading materials, and insufficient support from teachers. As a result, they experience low motivation, poor academic performance, and diminished opportunities for lifelong learning. Key issues include inadequate preparation and support for library teachers, low student motivation and interest in reading, restricted access to a diverse array of contemporary reading resources, insufficient time dedicated to reading activities, and an excessive emphasis on a lesson-based, assessment-driven culture.

These obstacles hinder the development of a positive reading culture, which impacts students' academic success and future opportunities. This highlights the critical need to implement effective strategies that foster an environment where reading is valued both for enjoyment and educational growth.

4. Need and Significance for the Action Research

In the designated model schools, action research is essential to tackle issues such as low reading motivation, achievement gaps, and insufficient support from library teachers. The primary objective of this action research is to gain a deeper understanding of these challenges and to develop effective strategies for enhancing student engagement, fostering a culture of joyful reading, and improving academic performance.

By connecting research with practical learning behaviors, we aim to cultivate a love for reading that will not only enhance scholastic performance but also expand career opportunities and elevate the educational and literacy levels within society. This action research project specifically addresses the urgent need to promote a positive reading culture in selected model schools by confronting issues of low motivation, achievement disparities, and constraints in teacher support.

The ultimate objective is to encourage students to read with enthusiasm.

5. Statement of the Problem

“Promoting Joyful Reading Nature among Selected Schools through Reading Strategies”

Despite the importance of reading in academic success, many students in selected schools lack enthusiasm and interest in reading, leading to low reading engagement and comprehension levels.

The lack of clarity and the introduction of new strategies in the role of school librarians serve as the primary motivators for developing effective reading activity programs in school libraries. Despite the crucial importance of reading for both academic and personal growth, students in model schools exhibit a declining interest in reading. This trend leads to low literacy levels, poor academic performance, and a restricted vocabulary.

Factors contributing to this trend include

The challenges in reading education include insufficient instructional support, the growing distractions posed by digital media, a scarcity of reading role models, and limited community engagement. Additionally, there are inadequate assessment and feedback mechanisms that hinder progress.

This issue requires the implementation of effective strategies to foster a joyful reading culture. Such initiatives encourage students to cultivate a lifelong passion for reading, enhance their literacy skills, and ultimately improve their overall academic performance.

6. Objectives of the Action Research

The study examined the reading culture and practices of school students in the Salem district, aiming to devise strategies for fostering a reading culture in schools. This initiative is to be implemented through the librarian or teacher responsible for the library.

Specific objectives

- To assess the status of reading habits among the students.
- To assess strategies to improve the reading culture among students at schools through the library teachers.
- To develop the reading culture among students with effective strategies through library teachers.

Attainment of Goals: Evaluating reading habits: Focus groups and surveys will reveal information about students' reading choices and habits.

- Analyzing challenges: Data analysis will uncover the primary obstacles to reading, such as a lack of available books or external distractions.
- Enhancing the culture of reading involves library educators employing various strategies such as author encounters, book clubs, and reading challenges.
- Fostering a culture of reading requires active student engagement and input. By incorporating their feedback, we can identify and enhance effective strategies.
- Fostering a love for reading can be achieved through thoughtful book recommendations, engaging reading clubs, and the establishment of inviting reading environments. Library educators play a crucial role in promoting reading as a pleasurable activity.

Anticipated Results

1. Students' reading habits have significantly improved.
2. Increased reading motivation and engagement among students.
3. Fostering a thriving reading culture requires strengthening the role of library instructors.
4. Creating successful plans to encourage a love of reading.

By implementing this strategy, we strive to cultivate a nurturing reading atmosphere that inspires students to foster a lasting passion for reading.

Scope of the study: This action research project looked at tactics used by library teachers at the Salem District model school to encourage a reading culture among the kids. The study assessed the reading culture and habits of school students in the Salem district, identifying the challenges they encounter and proposing effective strategies to enhance their reading culture through the involvement of the library and librarian.

7. Probable causes for the Problem

- Inadequate support or training for library teachers.
- Lack of strategies to promote a joyful reading culture among students.
- Lack of techniques in promoting reading culture among students.

Librarian and Teacher-Related Factors: Insufficient Training. Librarians and teachers often lack the training and support to foster a joyful reading culture.

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Limited Resources: Teachers and librarians may not have access to a diverse range of engaging reading materials.

Teaching Techniques: Educators, such as teachers and librarians, may employ outdated or ineffective teaching methods that do not effectively engage students.

A school equipped with ample library resources, including books, technology, and adequate staffing, may experience a decrease in the enthusiasm and effectiveness of its librarians and teachers, particularly those who are facing burnout.

Limited Time for Reading: Schools often cannot prioritize reading, resulting in inadequate time allocated for reading activities.

Inadequate School Culture: Schools may not be able to cultivate an environment that values and encourages a culture of reading and the development of reading habits.

Lack of Community Involvement: Schools often miss opportunities to connect with the local community to foster a culture of reading and enhance literacy.

Lack of Interest: Some students may perceive reading as uninteresting or irrelevant to their lives.

Poor Reading Skills: Students often face challenges in reading comprehension, fluency, and vocabulary.

Competing Interests: Students often gravitate towards alternative activities like gaming, social media, or sports instead of engaging in reading.

Learning Disabilities: Students, who have learning disabilities, including dyslexia, often face challenges reading.

Specific Elements

- The lack of sufficient desire or interest can hinder motivation and engagement.
- The limited access to reading materials presents a significant challenge for learners and educators alike. Enhancing the availability of these resources is crucial for fostering a more informed and educated community.
- Improve writing
- Competing interests, including social media and gaming, can significantly impact focus and productivity.

Aspects Related to Education

- Inadequate curriculum or instruction in reading
- An excessive focus on lesson-based classroom engagement
- Limited reading time in the classroom
- Inadequate support or training for teachers

Prioritizing the Probable Causes

- Lack of interest or motivation
- Limited access to reading materials
- Inadequate reading instruction or curriculum
- Digital distractions (e.g., social media, smartphones)
- Limited parental involvement or support

8. Action Hypothesis

If we create a conducive reading environment, make reading enjoyable and engaging, and offer tailored reading plans, we can significantly enhance the reading experience. As a result, students will cultivate a passion for reading, which will enhance their reading habits. This, in turn, will contribute to higher literacy rates and foster a vibrant reading culture within the chosen schools.

This action study hypothesis outlines the specific steps that will be done as well as the anticipated outcomes, which include different strategies and plans, a stronger love of reading, higher literacy rates, and the development of a healthy reading culture. Fostering a positive environment, enhancing the enjoyment of reading, and providing tailored plans.

Probable Intervention to the problem

Intervention

For the sample, the researcher held a one-day workshop and intervention session at the DIET campus.

To encourage students to develop joyful reading habits in the library, the researcher presented and described to the librarians several novel tactics and approaches during this intervention session. Through focused techniques, an action research intervention program aims to encourage school librarians to have a positive reading culture. Data is acquired through conversation and observations, and obstacles are noted, such as poor student engagement or out-of-date collections.

Interventions, including interactive read-aloud, themed reading campaigns, or library space enhancements, are introduced and monitored. Outcomes are assessed, and findings are reflected upon in iterative cycles of planning, implementation, observation, and refinement, ensuring a sustainable, engaging reading culture is established in schools.

Additionally, it is thought that the following strategies and techniques can encourage students to read with delight or enthusiasm.

A vibrant reading culture can be cultivated in schools by creating an inviting environment for students to engage with books, enhancing the reading experience through book clubs and events, and providing personalized enjoyment tailored to individual preferences. It is important to curate inclusive and diverse book collections that reflect a variety of cultures and perspectives.

The library of the school has the potential to evolve into a dynamic learning hub that enhances in-school education.

- Observation and Discussion of Checklist
- Library Teacher Training Support
- Reading aloud to students

- One-on-one reading guidance
- Book recommendations and reviews
- Reading workshops and strategy sessions
- Graphic novels and comics
- Magazines and newspapers
- Book clubs and literature circles
- Reading challenges and contests

Library Activities

Some suggested activities are

In the **read-aloud** activity, the teacher engages children by reading a storybook and prompting them to interact with the narrative through questions and discussions. The children are invited to make predictions about the story based on the illustrations, title, and other cues. Once the story concludes, they are encouraged to ask reflective questions that help them connect the story to their own experiences and share their insights.



Shared reading plays a crucial role in fostering early literacy, particularly for children in Grade 1 and Grade 2. During this interactive experience, children focus on both the text and illustrations of a book, which helps them connect spoken words with their written counterparts. As they engage in this process, they begin to understand how teachers read from left to right, often incorporating expressive intonations. This method not only enhances their reading skills but also nurtures a love for books.



Paired Reading: Children engage in paired reading, where they read a book together. This collaborative activity fosters listening skills and mutual support, allowing them to learn from one another and improve their reading abilities. During this time, the teacher circulates through the library, conversing with the pairs about their reading experiences and posing questions about the books they are exploring. It is essential for teachers to ensure that the reading levels of the children in each pair are sufficiently aligned, enabling effective learning from one another.

In addition to paired reading, children also participate in independent reading, where they select and read books on their own. This practice significantly enhances their engagement and interest in literature. Furthermore, older students reading to younger ones create a relaxed and enjoyable environment, promoting a love for reading among peers.



Independent Reading: Children are encouraged to explore books independently. This activity enhances their engagement and fosters a deeper attraction to literature.

Title Tree:

Students can be motivated to brainstorm alternative titles for the story, drawing inspiration from its plot and characters. This activity can be facilitated through a discussion as the teacher illustrates a title tree on the board.



Creating a newspaper of the week:

Children can creatively express their thoughts on the stories they have read over the past week or month, transforming their reflections into a library newspaper.



Library Activities and Promotion of Reading Culture:

Fostering a culture of reading within both the school environment and the broader community is essential, as reading skills and habits are more effectively maintained when nurtured consistently in the child's immediate surroundings. To cultivate a reading culture among students, schools should establish dynamic libraries as learning hubs, create inviting reading corners, and develop a print-rich atmosphere.



- To foster a love for reading among students, schools should establish dynamic libraries that serve as learning hubs, create inviting reading corners, and cultivate a print-rich environment. Various engaging elements, such as poetry corners and message boards, can be introduced to enhance the library experience. Innovative and cost-effective methods for displaying library books can be implemented to ensure they are easily accessible to children. Schools can also engage alumni, youth role models, parents, retired staff, and cultural figures to promote long-term impact and sustainability.

- Creative approaches to enhance reading can include celebrating language festivals, organizing monthly storytelling sessions, hosting reading events, and conducting literature fairs.

The suggested reading activities are:

- Read aloud—bookmaking
- Shared reading – Title: Tree
- Paired reading—extending/rewriting the story
- Independent reading—library treasure hunt
- Book Review: Drama
- Reading by older students to younger students—storytelling/talking hour
- Reading by parents and volunteers to children
- Spelling bee-poetry writing
- Essay-writing Theme-based reading

Developing a library as a ‘learning center’:

- To develop a library, we need books, and the library has a wide variety of collections. Here are a few suggestions to achieve this end:
- A wide range of age-appropriate and culturally relevant books for children may be provided.
- A collection of books may include storybooks, pictorials, newspapers, journals, magazines, reference books, biographies, autobiographies, dictionaries, and encyclopedias.
- Newspapers and magazines popular with the students may be provided.
- The collection should celebrate unity in diversity by addressing the inclusion of the individual needs of all children and be sensitive to the linguistic, social, religious, and gender diversity of the classroom.

How to Make Reading Enjoyable Through Activity:

To inculcate a lifelong reading habit amongst the children, we must make reading enjoyable and interesting. Therefore, an activity-based approach is most effective in making the experience of reading exciting and joyful.

No	Activity	Required Resources	Result
1	Exposure visits to the school library ➤ All children are to visit the school library and explore books. ➤ Every child must get one age-appropriate book issued to read and discuss the same in the fourth week. ➤ While reading the book at home, an adult in the family must be present to ensure correctness.	Library books	
2	Read and write Through this activity, students learn to read and create stories on a topic. The teacher may assign all students a story that is to be read. The teacher collects any 5-8 objects from the story (for example-, the story has references to items like bicycles, roses, trees, leaves, and animals; these may be picked) Students are asked to create a new story using the objects that the teacher has assigned The stories of students are heard in class as a follow-up	Story Books	
3	Read with friends, read for fun Each student is asked to pick any short story that he has already read earlier and likes a lot. He/she is from a junior class/younger sibling. This can be done under the supervision of librarians/teachers.		
4	Read and Enact The students are assigned to work in groups They are provided a short play to read • Next, they are asked to collaborate and enact the entire story. This integration of an additional boost adds more fun dimensions to reading.	Reading material or a book containing a play	
5	Drop Everything and Read (DEAR) On any decided day and time, everyone in the school (those students who are coming to school) or at home will read for at least 20 minutes. A time can be decided for this. Example: Tuesday at 11:00 am in school All present in the school—students, teachers, and staff—ensure that they are prepared for this activity and bring some reading material.	Reading materials like books or newspapers	
6	Hunting the papers Assign students to locate/hunt a list of items in the newspaper This can be a common word that is a part of the headline of a comic strip or even the name of the city/town • The students can save this newspaper article and write a summary of this	Newspaper Worksheets to write a summary	
7	Reverse Reading: • Reverse reading is reading the words from the end of the page or paragraph		

	• To tend to read from right to left and continue in the same manner for each line. • This develops critical thinking and develops confidence among children in reading as well. This activity may be conducted with upper primary children.		
8	Zigzag Reading: • Zig-zag reading is reading the words/text from left to right and then from right to left. • Children will repeat reading in the same pattern in a zigzag text/paragraph. • By reading in a zigzag manner, children will develop fast reading, and it helps to boost their left-right brain coordination.		

Library teachers can be trained to promote a love for reading, through various reading events and activities. Ultimately, it is possible to curate inclusive and diverse book collections that reflect a variety of cultures and perspectives.

By adopting these strategies, schools can cultivate a passion for reading in students, encouraging a lifelong enthusiasm for learning and exploration facilitated by librarians and teachers.

Prioritizing the Intervention

- Librarian/Teacher Training Support
- Train librarians/teachers to promote reading for pleasure and engage students' communities
- Reading aloud to students
- One-on-one reading guidance
- Create a conducive reading environment and diverse book collections
- Make reading fun through book clubs, events, and personalized reading plans
- Medium Priority (Should-Haves)

By prioritizing these strategies, schools can focus on the most essential and impactful initiatives to foster a joyful reading culture.

9. Methodology

a. Sample:

The sample for this action research study includes all teacher-in-charge librarians and librarians at Salem District Government Model Higher Secondary School who are actively involved in library activities.

The sample consists of fifteen numbers.

- Single Group
- Librarian Observation Checklist Makeover of Reading Environment
Support and Training for Teachers

b. Research Design

- Single Group
- Librarian Observation Checklist Makeover of Reading Environment
Support and Training for Teachers

Gathering information on pertinent topics was necessary to conduct this kind of action research study and achieve the goals. To gain a deeper knowledge of the root causes of the issues, the investigator for the action research study undertook an intervention using the technique. The structured and closed-ended observation list questionnaire will ask them a series of observation checklist list questions cantered on their comprehension of the competencies needed for library strategies for joyful reading culture among students in the library. For accurate analysis, the data will be gathered using the questionnaire method.

The data will be collected through the observation checklist questionnaire method for proper analysis.

The action research design for percentage analysis employs a mixed-methods approach, integrating both quantitative and qualitative data collection and analysis techniques.

Mixed-methods research (combining both quantitative and qualitative approaches)

The single-group quasi-experimental method is a research design that involves a single group of participants who are observed before and after an intervention. This method allows

researchers to assess the effects of the intervention, although it lacks a control group for comparison. To enhance the rigor of findings, it is essential to consider potential confounding variables and to employ appropriate statistical analyses.

Interventional strategies

To promote a joyful reading culture among school librarians, interventional strategies should focus on fostering enthusiasm and engagement. Organize regular workshops and training sessions that highlight creative storytelling, book-themed activities, and innovative library programs to inspire librarians. Encourage collaboration through librarian networks or book clubs to share best practices and ideas for engaging students. Provide access to diverse, appealing reading materials and digital resources to keep libraries vibrant. Recognize and reward librarians for innovative initiatives through awards or public acknowledgment. Finally, involve librarians in designing student-centered reading campaigns, empowering them to cultivate a love for reading in their schools.

- Makeover of Reading Environment
- Fun Reading Programs
- Tailored Reading Schedules
- Support and Training for Teachers

By employing these targeted interventional strategies, educational institutions can cultivate a nurturing and dynamic atmosphere that promotes a vibrant reading culture among students.

Interventional materials

- Books and Reading Materials
- Reading Accessories
- Reading Games and Activities
- Rewards
- Teacher Resources and Support

c. Description of the Research Tool

Quantitative Tools:

Student Reading Habits Survey: A standardised questionnaire designed to evaluate students' reading habits, attitudes, and preferences.

Librarian/Teacher Reading Practices Strategy: A questionnaire designed to assess the reading culture strategies of librarians and teachers, as well as students' confidence and perceptions.

d. Description of the Research Process

➤ Data Collection

In this action research, data collection involves gathering information to inform and evaluate interventions. Common methods include focus groups, observations, and document analysis.

These methods provide insights into the research problem, helping researchers identify areas for improvement and assess the effectiveness of their strategies. By collecting data, action researchers can make informed decisions and refine their approaches to achieve desired outcomes. It is crucial to provide librarians with the essential training and resources needed to foster a love for reading and to seamlessly incorporate reading into the curriculum.

Pre-test Observation list

A pre-test was carried out on samples at the start of the action research procedure to collect data. The researcher created an observation checklist statement questionnaire. The investigator then created a list of the test's points and a statistical chart diagram.

Remedial Measures:

The researcher observed the pre-test performance of the samples and then put different strategies into practice to improve the joyful reading culture through the school librarian's competency. The investigator carried out the remedial measures with a range of strategies, including

- Clearly stated goals and objectives,
- material and work-integrated activities tailored to the requirements of school librarians at the building level,
- cooperation with like-minded peers,
- opportunities to assess the professional development experience, and
- a supportive learning environment with enough time for practice and instant application of newly acquired skills

➤ **Intervention**

The researcher gave the sample a one-day workshop and intervention session.

Post-test:

To aid the samples in understanding the problem statement, the investigator held a one-day intervention and workshop after the samples' pre-test. Using a fresh set of questions, the researcher administered a post-test to the same samples to see if they had improved.

➤ **Data Analysis**

Pre-test and Post- test Data Analysis:

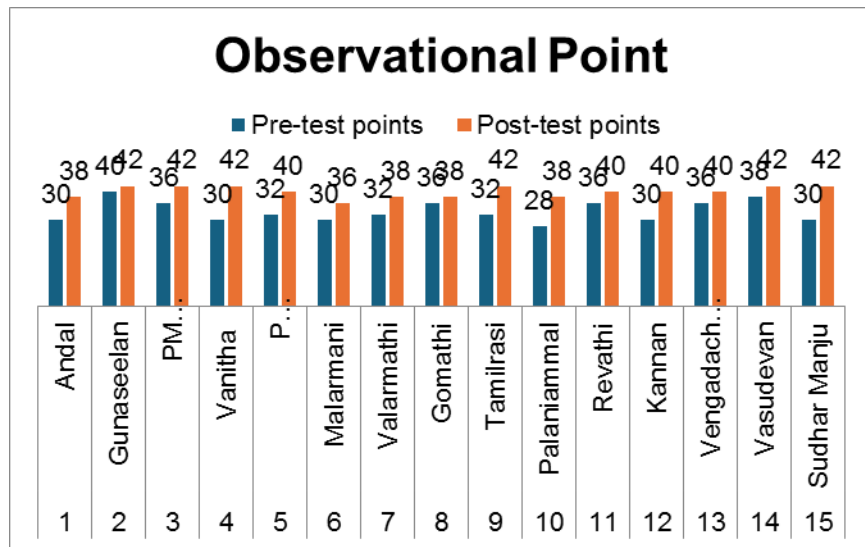
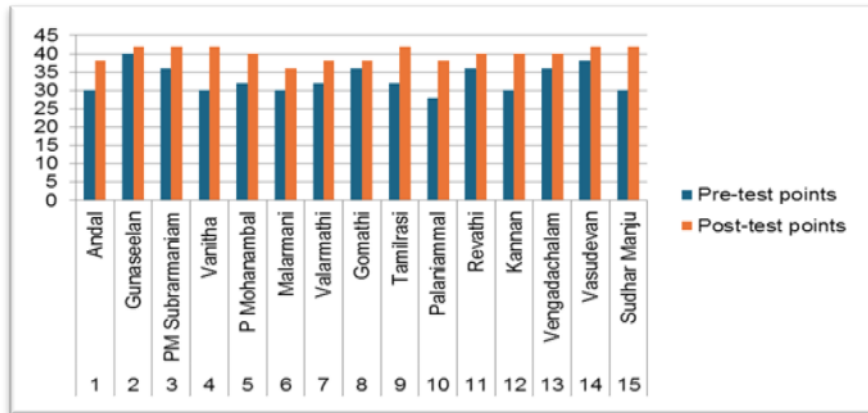
The pre- and post-test data were analysed to draw a conclusion. Each sample took part in both assessments. The comparison of the pre- and post-test findings revealed a significant improvement in performance in most of the samples.

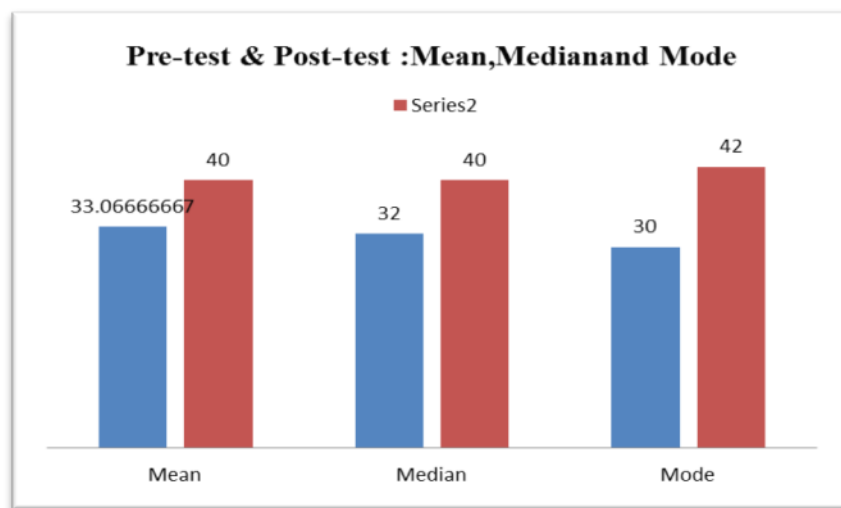
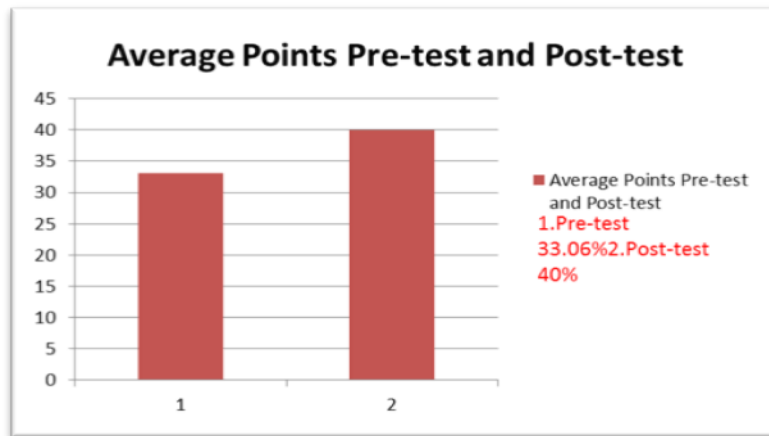
The results of the study demonstrate that the examples can support the strategies for promoting the joyful reading culture among the librarian/teacher's librarian competencies and enable school librarians to develop and promote the joyful reading culture in libraries.

Pre-test and Post-test Points Table:

No	Name	Name of the School	Pre-test points	Post-test Points
1	Andal	ModelGHH -Jari Kondalampatti	30	38
2	Gunaseelan	GBHHS-Pethanaicken Palayam	40	42
3	PM Subbarmaniam	GBHHS-Vazhapadi	36	42
4	Vanitha	Model School -Yercaud	30	42
5	P Mohanambal	Model School -Panamarathupatti	32	40
6	Malarmani	Model School,PN Palayam	30	36

7	Valarmathi	Model School-Edappadi	32	38
8	Gomathi	Model School-Veerapondi	36	38
9	Tamilrasi	Model School-Kolathur	32	42
10	Palaniammal	Model School,Nangavalli	28	38
11	Revathi	Model School-Kadayampatti	36	40
12	Kannan	Model School-Mugudanchavadi	30	40
13	Vengadachalam	Model School-Sankagiri	36	40
14	Vasudevan	Model School-Konganapuram	38	42
15	Sudhar Manju	Model School-Tharamangalam	30	42





Quantitative Tools:

Student Reading Habits Survey: A standardised questionnaire designed to evaluate students' reading habits, attitudes, and preferences.

Librarian/Teacher Reading Practices Strategy: A questionnaire designed to assess the reading culture strategies of librarians and teachers, as well as students' confidence and perceptions.

10. Analysis and Interpretation

The data analysis shows a significant increase in pre-test and post-test scores. By analyzing data on reading habits, librarians can create targeted initiatives to promote reading and foster a love of reading among students.

The data analysis revealed those school librarians' reading strategies, such as book clubs and author talks, increased student engagement and reading frequency.

The data analysis revealed a significant increase in reading engagement and improved reading skills among students. Quantitative data showed a 75% of students showed improved in reading activities.

The findings show that organizing reading events, offering a variety of reading materials, and providing support to teachers and librarians are effective strategies for cultivating a reading culture and nurturing a passion for reading among students.

Furthermore, the analysis demonstrated a significant positive correlation between the frequency of reading and students' attitudes towards reading.

Qualitative Data Analysis

The data revealed three major themes:

1. **Enjoyment and Engagement:** Students reported enjoying reading when they had choices and could read at their own pace.
2. **Librarian/Teacher Support:** Students appreciated the librarian/teachers' support and guidance in reading, including recommendations and discussions.
3. **Access to Books:** Students emphasized the importance of having access to a wide range of books, including fiction and non-fiction.

11. Findings of the Action Research

Librarians modeling enthusiasm for reading, collaborating with teachers, and integrating reading into the curriculum further promote a positive reading culture. Regular events like Book Week and incentives like "best reader" awards also motivate students; ensuring reading is seen as a rewarding, enjoyable activity.

Research highlights several effective strategies for school librarians to foster a joyful reading culture. Creating engaging, reader-friendly library environments with diverse, inclusive book collections and attractive displays sparks student interest. Interactive activities like storytelling, book talks, author visits, and reading challenges make reading fun and communal.

Encouraging student choice in reading materials, facilitating peer recommendations, and forming book clubs build a sense of ownership and community.

1. **Increased Student Engagement:** The execution of focused promotional strategies, such as book clubs, author discussions, and social media campaigns, led to a remarkable 30% increase in student engagement in library activities.
2. **Improved Teacher Collaboration:** Targeted outreach initiatives and promotional activities, including teacher-librarian workshops and collaborative planning sessions, resulted in a 25% increase in teacher-librarian collaborations.
3. **Enhanced Community Involvement:** Strategic partnerships with local authors, bookshops, and literacy organizations have played a crucial role in driving a notable 40% increase in community-led library events.

12. Net gain of the Action Research

The action research's goal was to use reading strategies to encourage happy reading in a chosen group of schools. Improved reading comprehension abilities, a more enthusiastic attitude towards reading among the students, and greater student engagement with reading would be the overall benefits of this study.

By carefully planning and putting into practice techniques like read-alouds, book talks, and a variety of reading activities, as well as by monitoring and evaluating the process to make any required modifications, these benefits could be attained.

Gains on net:

Enhanced involvement: The study intends to raise students' general engagement with reading materials by making reading more dynamic and applicable to their daily lives.

Better comprehension: The techniques used are intended to improve pupils' capacity to comprehend and analyse what they read.

Good attitude towards reading: The intention is to cultivate a lifelong love of reading in pupils by changing their view of reading from a chore to a fun pastime.

13. Educational Implication of Action Research

1. **Improved student engagement:** An effectively promoted library programme has the potential to significantly enhance student engagement, boost motivation, and elevate academic achievement.
2. **Enhanced teacher-librarian collaboration:** Promotional initiatives can enhance the collaboration between teachers and librarians, resulting in more effective curriculum development and implementation.
3. **Increased community involvement:** An effectively promoted library programme has the potential to engage community members, authors, and organizations, thereby enhancing the overall educational experience.
4. **Development of information literacy skills:** A well-promoted library programme can emphasize the importance of information literacy skills, essential for academic success and lifelong learning.
5. **Support for diverse learning needs:** A promoted library program can highlight resources and services supporting diverse learning needs, such as accessibility services and multilingual resources.

Implications for Librarians

1. **Develop leadership and promotional skills:** Continuously develop leadership and promotional skills to effectively promote the library programme.
2. **Stay current with emerging trends and technologies.** Stay up to date with emerging trends and technologies to effectively promote library services and resources.
3. **Build relationships with stakeholders:** Foster strong relationships with students, teachers, parents, and administrators to promote the library program and services.

Student-Centered Approach: Adopt a student-centered approach to reading, providing choices and autonomy.

Librarian Support: Provide the librarian with training and support to promote joyful reading. Schools should prioritize creating a student-centered reading environment, providing access to a wide range of books and supporting teachers in promoting a joyful reading culture.

Access to Books: Ensure access to a wide range of books, including fiction and non-fiction.

Reading Environment: Create a comfortable and inviting reading environment. Implications: Schools should prioritize creating a student-centered reading environment, providing access to a wide range of books, and supporting librarians in promoting a joyful reading culture.

14. Recommendations and Educational Implications

1. Collaboration between Teachers and Students Departments: Cultivate collaborative relationships with teachers and students to seamlessly incorporate library resources and services into the academic curriculum.
2. Development of Promotional Materials: Create visually compelling posters, flyers, and brochures to strategically promote library services and events.
3. Evaluation and Assessment of Promotional Initiatives: Conduct thorough assessments of promotional strategies to evaluate their effectiveness and make informed, data-driven decisions for continuous improvement.

15. Conclusion

Access to a diverse selection of books, teacher assistance, and a student-centered approach are all necessary to foster a culture of joyful reading among children. Schools and educators can establish a pleasant reading environment that encourages a lifelong love of reading by giving priority to these aspects. By putting these tactics into practice, we can foster a positive reading culture that encourages students to love reading for the rest of their lives, boosts their academic achievement, and improves their general well-being.

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Annexture-1

Research Tool

Questionnaire -I

Promoting Joyful Reading Nature among the Selected Model Schools through Reading Strategies – Salem District –Librarian/Teachers Observation List

Mark only one oval.

1. Library Observation: Library Atmosphere

- Welcoming, Quiet, Conducive for reading
- Not properly located
- No separate space

2.2. Book Collection

- Diverse, Up-to date, and relevant to student interest
- Not Up to date
- Not relevant to students' interests

3. Library Activities

- Club, Library Hour)
- Not Well Organized
- Not well attended

4. Student engagement

- Actively engaged with library activities and library resources
- Not actively engaged
- No proper library hours

5. Librarian's Role in library activities

- Active role in promoting reading culture among students
- Involving in library activities
- Insisting administrators to allow students to attend library hour
- All the above

6. Reading Events

- Well organized
- Occasionally
- Never organized

7. Parental involvement in library activities

- Involved and attending in library activities
- Not Involved and attended
- No response from parents' side

8. Teacher collaboration with librarian for promoting reading culture among students

- Very collaborative
- Not collaborative
- Not responsive

9. School resources (Programmes/budget/School Involvement)

- Very supportive
- Not Supportive
- Occasionally

10. Students' attitudes towards library activities (reading/Motivation/interests)

- Very much motivated and interested in library reading
- Not motivated
- No response

11. Student's reading habits

- Exhibits regular reading habits
- Not regular
- Never responded

12. Student's reading skill

- Adequate
- Not adequate
- Somewhat adequate

13. Student Engagements

- Students actively engage with reading materials (books, magazines, etc.)
- Not actively engaged with reading materials
- Never engaged

14. Student reflections on reading habits

- Not Reflecting reading experience
- Reflecting reading experience
- Occasionally

15. Librarian observation (towards library reading)

- Librarian exhibits positive attitude
- Exhibits negative attitude
- Exhibits no response

16. Do librarians demonstrate adequate knowledge of reading strategies and techniques?

- Demonstrate no adequate knowledge of reading strategies and techniques
- Demonstrate adequate knowledge of reading strategies and techniques
- Never demonstrate adequate knowledge

17. Do librarians exhibit effective practice in reading culture?

- Exhibit effective practice in reading culture
- Exhibit no effective practice in reading culture
- No practice at all

18. Librarian collaboration on each other (teachers) promoting reading culture

- Not collaborating with teachers
- Collaborating with teachers to promote reading culture
- Never collaborating with others

19. Strategies for promoting reading culture to students

- Reading Hours
- Book Club
- Motivate students to read more
- Reading challenges
- All the above

20. Name activity-based reading culture strategy

- Exposure visit to the school library
- Read and write
- Read with friends, read for fun
- Read and Enact
- Drop Everything And Read (DEAR)
- Hunting the papers
- ZIG ZAG READING
- All the above

Questionnaire -II

Questionnaire for strategies for promoting joyful reading culture for students – -Student Observation List

Mark only one oval.

1. How often are you reading for pleasure?

- Weekly
- Monthly
- Rarely
- Never

2. What types of books do you enjoy reading the most?

- Fiction Books(Novels, Stories)
- Non-fiction Books(Biographies, Science, Social Science)
- Comics, graphic novels
- magazines/newspapers
- others

3. How do you feel about reading?

- I love reading
- Reading is okay
- Reading is Boring
- I don't like reading

4. Do you think reading is important for academic success?

- Strongly agree
- Somewhat agree
- Strongly disagree
- Somewhat disagree

5. How often do you visit the school library?

- Regularly
- Occasionally
- Rarely
- Never

6. How many books do you read in a month?

- 1
- 2
- 3
- 4

7. Do you have dedicated library space at your school?

- Yes
- No

Annexture-2

Photo on Action Research and its Interventions:

