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Presenting a Model for Promoting the Culture of Reading Elementary School Students (Case Study: Bushehr City)

Banafsheh Farhmat[1] , Abdoalrahim Rahimi[2*] , Farhad Emam Jomeh[3]

1. Ph.D. student in culture management and planning, Faculty of Management, South Tehran branch, Islamic Azad University of Tehran, Iran.
2. Ph.D. in culture management and planning, assistant professor of the Faculty of Management, South Tehran Branch, Islamic Azad University of Tehran. Iran.
3. PhD in Sociology, Assistant Professor, Faculty of Humanities, Arak Branch, Islamic Azad University of Arak, Iran.
❖ Corresponding Author Email: a_rahimi@azad.ac.ir

Research Paper	Abstract
  	Purpose: The purpose of this research was to present a model for promoting reading culture among elementary school students. **Methodology**: The current research was applied in terms of purpose and in terms of qualitative data collection method, it was based on the foundation's data theory based on Straus Corbin's plan. The community included education experts of Bushehr city in the academic year of 2020-21. The research tool was a semi-structured interview, content validity was confirmed by the opinion of experts and reliability was obtained by the agreement coefficient method between the coders at 78.8%. Data analysis was done using open, axial coding method and using Max QDA Pro version software. **Findings**: The results showed that the central phenomenon includes book donation, reading associations and institutions, and teaching study skills in schools; Causal conditions include the institutionalization of culture, book reading, story reading program and study targeting; Intervening conditions include the librarian's role, book reading competitions, holding book exhibitions, and contextual conditions including the virtual space, the suitability of libraries, and the role of the family. Identified strategies include factors such as policy making - reducing costs in government subsidies and finally the consequences that include the creation of new libraries, electronic publishing, participation in online book reading criticism. **Conclusion**: Making policies and presenting a suitable policy in line with the expansion of reading culture through offering cheap books, holding festivals and reading competitions, equipping libraries and proper planning in education and media can provide the basis for the development of reading culture.

Detailed abstract

Purpose: Studies show that only 1.1% of students' free time is devoted to reading books and extracurricular studies. Statistics and other studies have shown that only 30 to 35 million people in Iran have extracurricular studies. In the per capita calculation of reading, the reading of non-textbooks is generally included; Therefore, 12.5 minutes, which has been announced as per capita study in Iran. In the following, it should be stated that non-curricular studies among elementary school students is one of the least leisure time studies, to the extent that even per capita of this education level in the whole country reaches less than 3 minutes per day, which is a surprising statistic compared to similar statistics in the whole world. It is considered and compared to the country of Finland, which spends 44 minutes a day on non-curricular studies, it is a lot of reflection. On the other hand, the amount of study in societies is very important, because it is considered one of the important indicators of development. Thus, the culture of reading books should start from childhood and in the family in the initial socialization process and be strengthened in the later stages of the child's life, in the school, peer group and through mass media. Evidence shows that the current state of parenting and formal and school education. In the country, it has not been able to make a large group of children and teenagers interested in textbooks and non-textbooks, or to cultivate in them the desire and taste of free and active reading. The issue of lack of motivation is not the only challenge facing students. Social-communicative challenges are also issues that should be considered because they can affect social relations in verbal and non-verbal interactions, play, understanding other people's goals and intentions, emotion regulation, literacy skills and cause wide-ranging problems. Since today's world is facing a phenomenon called a cultural crisis, expanding the written culture and promoting the culture of books and reading books is one of the most basic and appropriate actions in the direction of developing, growing and deepening the culture of the insider and confronting the foreign cultural invasion. In this sense, today one of the criteria for measuring the cultural growth of nations is their willingness to read books, because the cultural, economic, social and political development of any society shows the level of people's familiarity with cultural tools and levers. According to the theory of social learning, reading, like other social behaviors, is a result of learning and experience, and people learn and experience reading through socialization institutions such as family, school, peer group, and mass media; Therefore, the promotion of reading culture should start from childhood and through the most important institution of socialization, and the child should learn reading from his parents in the process of early socialization and apply it in his daily life. In the next stages, other institutions of socialization such as school, peer group and mass media should also act to strengthen the reading behavior so that the culture of reading is institutionalized in the individual. In this regard, theories related to strengthening behavior, including the "social exchange" theory of "George Homans" can be used. According to the first principle of Homan's social exchange theory, the more a behavior is reinforced, the more likely it will be repeated. The purpose of this research was to present a model for promoting the reading culture of elementary school students.

Methodology: The current research is applied in terms of its purpose and in terms of the method of field implementation using interviews, and it was based on the Strass-Corbin project of the foundation's qualitative method and the type of data theorizing. The study population of this research was the education experts of Bushehr province, and in this research, 17 of them were interviewed (until reaching theoretical saturation) using purposeful sampling. In this research, although the researcher achieved sufficient theoretical saturation by interviewing 14 interviewees; But to achieve more certainty, the interviews were continued up to 17 people. The selected people included primary school teachers who had awards as exemplary teachers at the provincial level, professors of educational management and educational sciences, experts in the field of reading culture (university professors). who had conducted research in the field of reading culture, including publishing books and articles), as well as education managers of Bushehr province who were interested in participating in the research. The semi-structured interview method was used to collect data, and the interviews were recorded with the permission of the participants. The interviews lasted between 40 minutes and 2 hours and 20 minutes, depending on the interest and quality of the participants' answers. The results of coding showed that the total number of codes recorded by both

people (researcher and collaborator) is 104, the total number of agreements between these codes is 41, and the total number of non-agreements between these codes is 22. The reliability between two coders using the mentioned formula is 78.8%, which is higher than 60%, so the reliability of coding is confirmed. The coding method was also used in the conducted interviews to analyze the data. In this type of coding, which is specific to textual and qualitative data (interviews), there are three coding methods: 1- Open coding 2. Axial coding 3. Selective coding. Interviews were analyzed using Max QDA Pro version software.

Findings: The results showed a pivotal phenomenon including book donation, reading associations and institutions and teaching reading skills in schools; Causal conditions include the institutionalization of culture, book reading, storytelling program, and study targeting; Intervention conditions include the role of librarian, book reading competitions, book fairs, and contextual conditions include cyberspace, the appropriateness of libraries, and the role of the family. The strategies identified include factors such as policy-making, cost-cutting in government subsidies, and, ultimately, consequences that include the creation of new libraries, electronic publishing, and participation in online book reviews.

Conclusion: Policy-making and presentation of appropriate policies in order to spread the culture of reading through providing cheap books, holding festivals and reading competitions, equipping libraries and proper planning in education and media can provide the basis for the development of reading culture. Brought. However, in general, identifying the factors affecting the study and providing them for the generation of children and adolescents in society is very important. Because it will lead to the comprehensive development of society. Studies have shown that the situation of study and research in our society, especially among children and adolescents, is unfavorable. Attention to reading is an important thing that should be properly considered, and basically a society whose members care about books and reading is progressive and the people of that society have a higher intellectual growth and maturity. With the culture of correct reading, we learn to think and think right.