

Validation of the adolescent Reading Motivation and Preferences Scale

Sara Nicolau-Ramos 
Universidad de Las Palmas de Gran Canaria, Spain
sara.nicolau101@alu.ulpgc.es

Juana-Rosa Suárez-Robaina 
Universidad de Las Palmas de Gran Canaria, Spain
juanarosa.suarez@ulpgc.es

Juan-Carlos Martín-Quintana 
Universidad de Las Palmas de Gran Canaria, Spain
juancarlos.martin@ulpgc.es

Received: 16-November-2024

Accepted: 17-May-2025

Abstract

A study was conducted to validate the Reading Motivation and Preferences Scale in adolescents, designed to measure various aspects of reading motivation within this age group. The sample included 835 secondary school students from Gran Canaria, with an average age of 15.1 years. Exploratory and confirmatory factor analyses identified six main factors that structure the scale, such as journalistic genres and digital reading, novel genres, and imaginative-creative motivation. The results showed adequate fit indices and high overall reliability for the scale, with an omega value of .96, ensuring the instrument's internal consistency. The validated scale enables the assessment of adolescents' reading motivations and preferences, providing a useful tool for analysing reading habits in educational and leisure contexts.

Keywords: Reading motivation; reading preferences; reading habits; Secondary School students; test validity.

How to cite: Nicolau-Ramos, S., Suárez-Robaina, J. R., & Martín-Quintana, J. C. (2025). Validación de la Escala de Motivación y Preferencias Lectoras de los adolescentes. *Ocnos*, 24(2). https://doi.org/10.18239/ocnos_2025.24.2.572



Validación de la Escala de Motivación y Preferencias Lectoras de los adolescentes

Sara Nicolau-Ramos 
Universidad de Las Palmas de Gran Canaria, Spain
sara.nicolau101@alu.ulpgc.es

Juana-Rosa Suárez-Robaina 
Universidad de Las Palmas de Gran Canaria, Spain
juanarosa.suarez@ulpgc.es

Juan-Carlos Martín-Quintana 
Universidad de Las Palmas de Gran Canaria, Spain
juancarlos.martin@ulpgc.es

Recibido: 16-Noviembre-2024

Aceptado: 17-Mayo-2025

Resumen

Se realizó un estudio para validar la Escala de Motivación y Preferencias Lectoras de los Adolescentes, diseñada para medir diversos aspectos de la motivación lectora en este grupo etario. La muestra incluyó a 835 estudiantes de secundaria de Gran Canaria, con una media de edad de 15.1 años. Mediante análisis factoriales exploratorio y confirmatorio, se identificaron seis factores principales que estructuran la escala, como Géneros periodísticos y lectura en plataformas digitales, Géneros novelísticos, y Motivación imaginativa-creativa. Los resultados reflejan índices de ajuste adecuados y una alta fiabilidad total de la escala, con un valor de omega de .96, lo que asegura la consistencia interna del instrumento. La escala validada permite evaluar las motivaciones y preferencias de lectura de los adolescentes, ofreciendo un instrumento útil para el análisis del hábito lector en contextos educativos y de ocio.

Palabras clave: Motivación lectora; preferencias lectoras; estudiantes de Educación Secundaria; validación de pruebas.

Cómo citar: Nicolau-Ramos, S., Suárez-Robaina, J. R., & Martín-Quintana, J. C. (2025). Validación de la Escala de Motivación y Preferencias Lectoras de los adolescentes. *Ocnos*, 24(2). https://doi.org/10.18239/ocnos_2025.24.2.572

INTRODUCTION

Reading comprehension is a key skill that largely determines how well students perform at school. This skill also determines their success and development in adult life, where it continues to be of vital importance. For this reason, there is concern about fostering this skill from an early age, and numerous instruments have been developed to assess reading performance, including the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) by [Mokhtari and Reichard \(2002\)](#), the PROLEC-SE ([Ramos-Sánchez & Cuetos-Vega, 1999](#)) and the Reading Awareness Scale (ESCOLA) by [Puente et al. \(2009\)](#).

The design and validation of psychometric instruments is an essential process in scientific research. Accumulation has a long history in the field of psychology and has gradually gained ground in the field of education, specifically in the interest in reading and its consequent impact, both on the learning process and on the personal development of students at different stages of education.

However, interest in reading is not only focused on competition, as it is a fundamental learning tool, but the enjoyment of reading and the regular practice of reading for pleasure have also been studied. Reading habits not only provide multiple benefits that facilitate literacy and vocabulary expansion, but also promote critical thinking and personal and intellectual development in individuals ([Fernández-Durán, 2005](#); [Mendes-Belo et al., 2024](#)). These benefits are widely recognised both in academic and school circles and by society as a whole, with reading being valued as an activity capable of improving the emotional well-being of those who engage in it ([Alonso-Arévalo et al., 2020](#)).

Extensive research over the last few decades has focused on identifying the factors that determine motivation to read, especially during the formative years of education. Nevertheless, despite growing interest in understanding the factors that influence the formation of reading habits, there is limited psychometric evidence available to ensure the reliability and validity of the instruments used ([Soldevilla-Elduayen, 2019](#)). For this reason, efforts to promote reading have often focused on proposing and designing actions, but have neglected empirical analysis aimed at identifying the variables that influence reading habits ([Lluch & Sánchez-García, 2017](#)).

Yes, in recent years, research has been documented in Spanish-speaking countries that addresses the task of formulating and defining the factors that influence a taste for reading. Thus, there is a Spanish adaptation of the Merisuo-Storm questionnaire ([2006](#)) on reading attitudes and interests ([Villalón et al., 2016](#)), and the Spanish translation and validation of the AMSR questionnaire ([González-Valenzuela et al., 2014](#)) by [Guthrie et al. \(2009\)](#), or the ACTIM-LEC ([Artola-González et al., 2013](#)), an adaptation of the Finnish questionnaire by [Merisuo-Storm and Soininien \(2012\)](#) aimed at children, subsequently implemented in an instrument for pre-adolescents and adolescents ([Artola-González et al., 2021](#)). There is also an English translation of the well-known Reading Motivation Scale (EML), applied to the Chilean child population ([Navarro et al., 2018](#)), originally published by [Gambrell et al. \(1996\)](#).

On the other hand, it is essential to start from a study of reading preferences in adolescence, understood as the choices that students make when selecting a particular work, text or literary genre. Thus, several studies explore these choices, finding that, beyond content, reading choices also fulfil an identity and social function: teenagers construct part of their collective identity around the books they read, especially when it comes to successful sagas that circulate through cultural products. Works such as *Harry Potter*, *The Hunger Games* and *Divergent* not only become their favourite books but also shared symbolic references that allow them to recognise and connect with other readers of their generation ([Manresa-Potrony, 2007](#)).

In view of the above, it is necessary to propose reliable instruments that delve deeper into the factors that shape the reading habits and preferences of adolescents. Therefore, the main objective of this study is to validate the Adolescent Reading Motivation and Preference Scale (hereinafter referred to as the *EMyPLA* Scale), which was developed *ad hoc*, by evaluating its psychometric properties through factor analysis. Along with the psychometric analysis of this instrument, this study also looks at the results obtained after applying it to a large sample of students, providing an initial insight into the motivation patterns

and reading preferences of teenage students. In this way, the study not only technically validates the instrument, but also provides data that enriches our understanding of adolescent reading habits in school settings.

METHOD

Design

A non-probability, intentional sampling method was used for this research. On the one hand, in non-probability sampling, not all elements of the target population have the same probability of being selected. Unlike probability sampling, in this case the selection of elements is not based on random methods, which means that the results may not be representative of the entire population. On the other hand, purposive sampling is a specific type of non-probability sampling in which the elements considered most suitable for the study are deliberately selected. The sample selected (835 participants) corresponds to a 95% confidence interval and a 3.4% margin of error.

Participants

The sample population consists of a total of 835 subjects from 25 secondary schools on the island of Gran Canaria (Las Palmas, Spain). Among them, 43.8% were boys and 53.4% were girls, while 2.8% of participants identified as non-binary, meaning that their gender identity does not fit into the gender binary (male or female). The average age of participants is 15.1 (ranging from 12 to 19 years old) and they are enrolled in secondary education (54.3%) and upper secondary education (44.3%).

Procedure

Participation in the study was made possible thanks to the collaboration of the management teams and teaching staff at the participating schools, who authorised the collection of data and supervised the completion of the questionnaire during school hours. Informed consent was obtained: concise information about the purpose and academic aim of the study, ethical protocol, and guarantee of anonymity and confidentiality throughout the process (Creswell, 2007).

From the outset of the research, the operational structure of the educational establishments was taken into account and efforts were made to facilitate the collection of data from students. To this end, an online form was created using Google Forms. In this way, students, accompanied by teachers, could access the programme via computers in the computer room, tablets loaned by the school, or their own devices. At the same time, the competence level of the informants was taken into account, so that during the development of the scale, special care was taken in the wording of the items to ensure their comprehension by adolescents at different educational levels.

Instrument

The EMyPLA Scale is an *ad hoc* instrument designed to explore the motivations that drive reading for pleasure in adolescence, as well as reading preferences associated with genres and reading formats. Its final design integrated the prescribed sociodemographic profile section and a specific section (Table 1) that, following intentional criteria, chose a factorial structure of six elements and a total of 31 closed-ended questions, scaled with a six-category Likert scale:

1. Never,
2. Hardly ever,
3. Sometimes,
4. Quite often,
5. Almost always,
6. Always.

Data analysis

Initially, both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were carried out, using the exploratory structural equation model (ESEM). To facilitate interpretation of the factors, the orthogonal geomin method was chosen (Schmitt, 2011).

According to the fit indices, the model is considered well fitted when the CMIN (χ^2/df) is less than 2; the RMSEA is less than or equal to .05 or less than or equal to .08 when the upper limit of the confidence interval is not greater than .08; the SRMR is less than .08, the CFI is equal to or greater than .90, and the TLI is equal to or greater than .95 (Kline, 2015). Subsequently, reliability evidence was analysed using McDonald's omega (Zinbarg et al., 2005). In addition, the normality of the data was examined by analysing the asymmetry and kurtosis of each factor.

The relationship between the factors was evaluated using Pearson's correlation analysis, which allowed us to verify whether the different motivations and reading preferences identified in the scale were related to each other. All correlations were statistically significant ($p < .01$), indicating that, although the factors represent different constructs, there is adequate internal consistency among them. To verify that the identified factors measured distinct elements of motivation and distinct reading preferences of the construct, a repeated measures analysis (intra-subject ANOVA) was conducted, comparing the mean scores obtained by the students on each of the factors.

Subsequently, t-tests were carried out on paired samples of factors in order to identify which combinations showed significant differences. Results with $p < .05$ were considered significant, and effect sizes were reported using the eta squared statistic (η^2) (Lenhard & Lenhard, 2016).

RESULTS

Validation of the Scale of Reading Motivation and Preferences in Adolescents

In this section, we first analysed the Kaiser-Meyer-Olkin (KMO) values and Bartlett's sphericity test. The KMO yielded an acceptable value of 0.762, while the Bartlett test obtained a value of 1439.903 ($p < .001$). These results support the feasibility of conducting an exploratory factor analysis.

The normality of the data then was analysed before applying parametric analyses. To this end, the Kolmogorov-Smirnov and Shapiro-Wilk tests were performed, which were statistically significant in all factors ($p < .001$). Although this could suggest deviations from normal distribution, it should be noted that these tests tend to be overly sensitive in large samples, such as the one in this study ($N = 835$), detecting trivial deviations that are not relevant from a practical point of view (Ghasemi & Zahediasl, 2012). Therefore, this analysis was complemented with asymmetry and kurtosis values, which remained within acceptable ranges (asymmetry between -2 and +2; kurtosis between -7 and +7), allowing us to assume a reasonably normal distribution of the data: the asymmetry for the 31 items on the scale ranges from -31 to -2,864, while the kurtosis varies between -1.54 and 9.82.31 and 2.864, while kurtosis varies between -1.54 and 9.82. Although one of the items exceeds these limits, it was decided to retain it because of its theoretical importance, given that it addresses the influence of teachers as one of the contextual factors in adolescent reading motivation.

A Pearson correlation analysis was performed between the six factors identified in the scale, with the aim of examining the relationship between the different motivational and preference elements defined by the factor structure. All factors were significantly correlated with each other ($p < .001$), indicating adequate internal consistency. The highest correlations were observed between Imaginative-creative motivation and Recreational-communicative motivation ($r = .731$), as well as between Novel genres and both motivational factors ($r = .507$ and $r = .495$, respectively).

These results show that, although each factor represents a different dimension of reading in adolescence, there is a significant connection between them, which supports the structural validity of the proposed model.

Next, exploratory and confirmatory factor analyses were performed, evaluating factor structures ranging from 1 to 10 factors. The structure with adequate fit indices was selected, where each factor had at least two significant items; in this case, the correlation of the items with the factor must be equal to or greater than .07. For this scale, the six-factor model (table 1) proved to be the most appropriate factorial solution.

Table 1

Six-factor model fit indices

Factors	Factor/Item	χ^2	If	RMSEA	90%	CFI	TLI	SRMR
1	1	8406.94	560	.13	.12-.13	.77	.75	.10
2	2	4889.10	526	.10	.09-.10	.87	.85	.06
3	3	3689.57	493	.08	.08-.09	.90	.88	.05
4	4	2773.79	461	.07	.07-.08	.93	.91	.04
5	5	2112.61	430	.06	.06-.07	.95	.93	.03
6	6	1506.80	400	.05	.05-.06	.96	.95	.03
7	6	1191.32	371	.05	.04-.05	.97	.96	.02
8	6	979.09	343	.04	.04-.05	.98	.96	.02
9	8	808.98	316	.04	.04-.04	.98	.97	.01
10	8	663.78	290	.03	.03-.04	.98	.97	.01

The original questionnaire consisted of 36 items. After factor analysis, five items were discarded because they did not meet the statistical significance criteria required for factor configuration. The following were removed: 'I usually look up words I don't understand in the dictionary', 'When I like a book and find it entertaining, I find time during the day to read it', 'I read about my hobbies to learn more about them', 'I like writing stories and tales about the books I read' and 'I like learning new things through books'.

These items were excluded from the final model because they had factor loadings below .30 or showed similar loadings on more than one factor, without a minimum difference of .15 between them, which prevented their clear assignment to a single element. The remaining 31 items comprise the final version of the scale presented and analysed in this study.

The factorial structure composed of six factors explains a total of 61.52% of the variance of the instrument, indicating that the model has adequate explanatory power.

In detail, the first factor explains 32.26% of the variance, followed by the second (10.21%), the third (5.43%), the fourth (5.21%), the fifth (4.61%) and the sixth (3.79%). This cumulative percentage is considered satisfactory in exploratory psychometric studies and supports the suitability of the proposed model.

The resulting factor solution consists of a total of 31 items, with factor weights ranging from .42 to .97. Likewise, its adjustment values are considered adequate: RMSEA=.05; CI .05-.06; CFI=.96; TLI=.95 and SRMR=.03. The scale has adequate reliability both as a whole (ω =.96) and in each of its component factors. This ranged between .90 and .71: the first factor, Journalistic genres and reading on digital platforms (ω =.81); the second, Novel genres (ω =.80); the third, Imaginative-creative motivation (ω =.90); the fourth, Recreational-communicative motivation (ω =.85); the fifth, lyric genre and self-help books (ω =.73); and the sixth, books by YouTubers/streamers (ω =.71).

In order to facilitate understanding of the factors identified in the model, a summary table is provided below with their names, descriptions and number of associated items (table 2).

Table 2

Name, description, and number of items that make up each factor

Factor n.º	Factor name	General description	N.º of items
1	Journalistic genres and reading on digital platforms	Reading newspapers, blogs, tweets and other digital news content	7
2	Novel genres	Preference for fiction genres: mystery, fantasy, science fiction, horror	4
3	Imaginative-creative motivation	Reading as a way to imagine, create, project oneself, or participate in fan communities	7
4	Recreational-communicative motivation	Reading for pleasure, as entertainment or to share with others	8
5	Lyric genre and self-help books	Preference for introspective reading	3
6	Books by YouTubers/streamers	Interest in books published by digital content creators	2

The factorial weights of the 31 items that make up the final version of the scale are presented below (table 3).

Table 3

Weights assigned to the different items that make up the scale

Items	F1	F2	F3	F4	F5	F6
Journalistic genres and reading on digital platforms						
I like reading magazines	.62	-.02	.03	.14	.04	.03
I usually read newspapers	.84	-.07	-.04	.02	.03	-.06
I read the news online	.81	.07	.01	-.01	-.05	-.08
I like reading sports news	.61	-0.05	-.02	-.26	-.09	.13
I like reading blogs on the Internet	.47	0.13	.06	.01	.17	.2
I usually read tweets (messages on Twitter)	.42	0.05	-.00	-.08	.19	.06
I read documents on the Internet	.55	0.13	.04	.02	.06	.07
Novel genres						
I like mystery novels	.11	0.64	.00	.10	.09	-.06
I like fantasy novels	.00	0.77	.12	.09	-.04	-.01
I like science fiction novels	.00	.82	.12	-.02	.00	.07
I like horror/terror novels	-.04	.61	-.01	-.01	.19	.14
Imaginative-creative motivation						
When I read, I like to imagine different endings to the story	.14	.01	.85	0	0	-.16
I like to think about what I would do in the place of the characters in the books I read	.13	.06	.88	.03	-.02	-.18
After reading a book, I like to invent new characters that are not in the story	.02	-.17	.76	.08	.01	.14
I like to imagine I am a character in the book	-.02	.01	.89	-.03	.03	.01
I like that there is a community of fans around the book/series that I like	-.04	.09	.47	.33	-.04	.10

Items	F1	F2	F3	F4	F5	F6
I like to imagine what it must be like to live in the worlds described in books	-.02	.09	.75	.10	.04	.00
I like to draw myself as one of the characters in the book	-.012	-.06	.67	-.02	.11	.19
Recreational-communicative motivation						
I like to read books	.00	.27	-.07	.67	.06	-.07
I talk to my family about books we enjoy	.09	.1	-.01	.62	-.00	-.01
When I want to choose a book to read, I usually ask recommendations to my teachers	.10	-.11	-.17	.45	.11	.16
I usually ask for a book, comic, manga, magazine, etc. that I want to read as a gift	-.11	.17	.05	.73	-.01	.01
I like talking about books with my friends	.03	-.04	.34	.54	.05	-.04
When I am bored, I read to entertain myself	-.02	-.01	.13	.85	-.07	.02
When I get hooked on a book, I find it hard to put it down	.00	.09	.27	.62	.01	-.06
If I have to wait somewhere, I take a book with me to keep me entertained	-.02	-.08	.19	.73	.03	.08
Lyric genre and self-help books						
I usually read poetry	.01	.02	.12	.02	.67	-.01
I like reading self-help books	.09	.25	-.01	.13	.48	.02
I like reading poetic prose	-.01	0	.02	.00	.97	-.02
Books by YouTubers/streamers						
I like books by YouTubers/streamers	.04	.24	-.04	-.02	.01	.79
If an influencer (YouTuber, streamer, Instagrammer, etc.) that I like publishes a book, I want to read it	.03	.01	.09	.27	-.04	.7

The first factor, Journalistic genres and reading on digital platforms, consists of seven items and covers reading various journalistic genres, as well as reading on digital platforms, including blogs, Twitter, and other documents hosted on the Internet. A high score in this factor reflects greater interest among adolescents in accessing information through reading in different media and platforms, while a low score reveals low interest in reading this type of text.

Next, the second factor, Novel genres, consists of four items related to reading different novel genres. A high score on this factor indicates that adolescents have a greater appreciation for fictional narrative genres, while a low score reflects a low interest in these literary genres.

The third factor, imaginative-creative motivation, consists of seven items and considers reading as an activity that can stimulate the reader's creativity, allowing them to come up with alternative narratives or project themselves into the story. This factor is closely related to participation in fan communities (usually online) around a book or series, where members recreate fictional worlds, often of a fantastical nature. A high score in this factor indicates a greater interest among adolescents in using reading as a means to imagine, create and project themselves into the work; a low score reveals less interest in this dimension of reading.

The fourth factor, Recreational-Communicative Motivation, consists of 8 items and focuses on reading for pleasure as a form of entertainment and an opportunity to communicate with others. A high score on this factor suggests that participants view reading as a form of entertainment and an opportunity to share their reading experiences with those around them. A low score indicates less interest in the recreational and social aspects of reading.

The fifth factor, Lyric genre and self-help books, consists of three items linked to both lyric genres, such as poetry and poetic prose, and self-help and personal development books. Both types of reading share the goal of expressing deep feelings and emotions. A high score on this factor indicates a greater appreciation for reflective and meditative reading about oneself and one's emotions, while a low score reveals less interest in this type of introspective reading.

Finally, the sixth factor, Books by YouTubers/streamers, includes two items and refers to interest in books published by influencers with online visibility, such as YouTubers and streamers. A high score on this factor reveals an interest in the posts made by these online content creators and indicates a desire among teenagers to consume posts by YouTubers/streamers; a low score indicates less interest in this type of post.

After completing the factor analysis and understanding the meaning of each factor, it is crucial to validate the scale by calculating descriptive values, such as the central tendency and distribution of the variables that comprise it. It is also necessary to confirm that each factor measures different aspects. This is achieved by analysing repeated measures and t-tests for related samples.

As for the difference between factors, a repeated measures analysis (intra-subject ANOVA) was performed to compare the mean scores obtained by the students in each of the six factors. The results showed statistically significant differences between the factors ($F(5, 4170) = 164.40$; $p < .001$; $\eta^2 = .165$), with a high effect size, indicating that students showed different patterns of preference or motivation depending on the type of reading motivation or reading preferences associated with the different factors.

Specifically, the factor with the highest average score was Novel genres ($M = 3.48$), while the factor with the lowest score was Lyric genres and self-help books ($M = 2.12$). These results do not directly affect the structural validity of the scale, but they do provide relevant information about the reading trends of the students. The average for this factor, Novel genres, is higher than the factor Journalistic genre and reading on digital platforms ($t(834) = 15.38$; $p < .001$); Imaginative-creative motivation ($t(834) = 6.23$; $p < .001$); Recreational-communicative motivation ($t(834) = 15.7$; $p < .001$); Lyric genre and self-help books ($t(834) = 26.08$; $p < .001$) and that the factor Books by YouTubers/streamers ($t(834) = 15.12$; $p < .001$).

Upon analysing each factor individually, significant differences between all factors except between the factor Journalistic genres and reading on digital platforms and the factor Recreational-communicative motivation were found. Among genres, the Novel genres factor has a higher score than the other genres. At the same time, the Imaginative-creative motivation factor has a higher score than the Recreational-communicative motivation factor.

Table 4 shows the means, standard deviations and distribution measures for each of the factors:

Table 4

Mean, standard deviation, and skewness and kurtosis indices of the factors

Factors	M	SD	Skewness	Kurtosis
Journalistic genres and reading on digital platforms	2.64	1.05	.515	-.396
Novel genres	3.48	1.55	-.15	-1.16
Imaginative-creative motivation	3.15	1.46	.05	-1.10
Recreational-communicative motivation	2.71	1.22	.34	-.90
Lyric genre and self-help books	2.12	1.21	1.03	.25
Books by YouTubers/streamers	2.49	1.49	.84	-.31

DISCUSSION AND CONCLUSIONS

The purpose of this study is to validate the Adolescent Reading Motivation and Preferences Scale, created specifically for this research project. Given the inaccuracy of 'reading habit', since it is not limited to the quantity or frequency of reading, but also involves other elements such as attitude towards reading or the types of texts read (Valdés, 2013), the Adolescent Reading Motivation and Preferences Scale aims to assess different components linked to the reading motivation and preferences of adolescents, both in

terms of their recreational and communicative aspects and their imaginative and creative aspects. In turn, the reading preferences of adolescents have also been taken into account, covering both their consumption habits of informative content and their inclinations towards certain literary genres. To achieve this, the psychometric properties of the scale were examined in the assessment design using structural equation models and internal consistency tests.

Six factors make up the scale: Journalistic genres and reading on digital platforms, Novel genres, Imaginative-creative motivation, Recreational-communicative motivation, Lyrical genre and self-help books, and Books by YouTubers/streamers. The most important factor in terms of reliability is imaginative-creative motivation. This reflects the tendency of teenagers to become personally involved in the stories they read by imagining alternative endings, new characters, or seeing themselves as part of the narrative. In this sense, reading is an encounter between the reader's consciousness and the fictional text, with imagination as an essential pillar (Prada-Londoño & Luna-Bravo, 2020), which is a key function of the human mind that enhances reading beyond the verbal, creating symbolic meaning (Oliveira & Rodrigues, 2021). In turn, the creative approach also constitutes an aspect of the exercise of reading and suggests active involvement on the part of the reader in reinterpreting and transforming the text read, as well as constructing new elements. This factor is closely linked to the very definition of reading, which is the active process of reconstructing meanings from language represented by graphic symbols. (Smith et al., 1970)

The next most reliable factor on this scale is recreational-communicative motivation. This measures how reading forms part of adolescents' daily routine, including their social interactions and their perception of reading as an activity to be carried out in their leisure time. The nature of this aspect of reading coincides with factors from scales such as the Scale of Motivation for Reading for Adolescents and Young People (Gomes & Boruchovitch, 2016) or the Inventory on Motivation for Reading (Bzuneck et al., 2015), both based on Self-Determination Theory (Ryan & Deci, 2004). Among its factors, intrinsic motivation also considers reading as a source of pleasure and entertainment.

On the other hand, this factor not only constitutes the union of various variables that shape reading as a form of entertainment, but also enables relationships with peers. Reading is therefore a form of escape and, at the same time, allows us to start conversations, connect with others and discover different points of view, understanding reading as a fully social act (Cerrillo-Torremocha, 2009). The items that constitute this factor of Recreational-communicative motivation relating to the reader's interaction with others have been taken into account in previous instruments such as the Motivation to Read Scale, widely used and adapted in a number of studies on reading habits (Gambrell et al., 1996), and which has been translated and validated into Spanish by Navarro et al. (2018).

This is followed by the factor 'Journalistic gender and reading on digital platforms,' which measures interest in reading magazines, newspapers, online press, blogs, and other documents on the Internet. This reflects reading behaviour that is entirely geared towards consuming information from physical or online newspapers, as well as other Internet sources. Teenagers' taste for digital reading has been taken into account in recent research due to the link between Generation Z (those born between the mid-1990s and the end of the 2000s) and technology and Internet use. However, although this relationship might suggest a preference for reading online newspapers, young people tend to prefer shorter, more visual reading material, leaving longer texts for print media (Tabernero-Sala et al., 2020).

Next is the factor of Novel genres. In this case, reading behaviour reveals a certain preference for fiction across different genres such as mystery, fantasy, science fiction, and terror/horror. This factor measures adolescents' inclinations towards certain types of literary narrative.

This factor is followed by lyrical genre and self-help books, which focuses on examining the taste for reading poetry, poetic prose and self-help books, evaluating a more introspective and reflective dimension of reading, related to personal development and the appreciation of poetry. Unlike earlier stages of life, adolescence is a period of greater emotional complexity in which peer relationships and self-assertion become vitally important in the search for identity. Therefore, this type of reading, which is closely

linked to personal growth and emotional development, also has a place among the reading preferences of adolescents.

Finally, there is the YouTubers/streamers factor, which assesses the impact that influential figures on social media, such as YouTubers and streamers, have on teenagers' reading choices. This factor represents a point of convergence between the digital culture prevalent among young people, who have a wide range of digital content creators as their reference point, and literary consumption through the publications of these new figures.

In conclusion, the Adolescent Reading Motivation and Preference Scale is a valid and reliable tool for measuring various aspects of reading in adolescents, covering both the recreational and communicative dimensions as well as the imaginative and creative dimensions. The factorial structure confirmed in this study reflects different motivations for reading, such as personal enjoyment, imaginative escape, communication with peers, and emotional expression, which allows us to interpret that reading, for many adolescents, transcends the academic sphere and becomes a space for personal and social construction.

Beyond its psychometric validity, this scale allows for more accurate identification of students' reading profiles and understanding of the factors that motivate their relationship with reading, as well as their preferences in terms of genres and formats. At the same time, its application in school settings can help design reading promotion plans that are more attuned to the real interests of teenagers and can be used as a basic tool in research analysing the impact of specific initiatives or as a diagnostic tool in projects promoting reading. Furthermore, the results obtained from its application allow for a deeper understanding of different aspects of adolescent reading habits, offering a broader and more contextualised view of the phenomenon.

In short, this scale helps to place teenage readers at the centre of educational strategies, recognising the diversity of their motivations and the active nature of their reading experience.

AUTHORS' CONTRIBUTIONS

Sara Nicolau-Ramos: Conceptualisation; Data curation; Writing – original draft; Writing – review and editing; Research; Methodology; Validation; Visualisation.

Juana-Rosa Suárez-Robaina: Conceptualisation; Writing – review and editing; Supervision; Visualisation.

Juan-Carlos Martín-Quintana: Conceptualisation; Data curation; Writing – review and editing; Research; Methodology; Supervision; Validation; Visualisation.

NOTES

¹ This article explores dimensions and aspects related to the doctoral thesis of the first author, Sara Nicolau-Ramos, enrolled in the DELLCOS programme at the Doctoral School of Universidad de Las Palmas de Gran Canaria (ULPGC).

² The researcher Juana Rosa Suárez-Robaina is also a member of the Research Institute of Text Analysis and Applications (IATEXT), within its Division of Discourse Analysis in the Social, Behavioural and Educational Sciences.

REFERENCES

- Alonso-Arévalo, J., Fernández-Martín, C., Alonso-Vázquez, A., & Mirón-Canelo, J. A. (2020). Beneficios de la lectura sobre la salud y el bienestar de las personas. Estudio sobre aspectos preventivos de la lectura. <http://eprints.rclis.org/40071/>
- Artola-González, T., Sastre, S., Gratacós, G., & Barraca-Mairal, J. (2013). Differences in boys and girls attitudes toward reading: A comparison between single-sex and coeducational schools. En *EASSE, Single-sex education: An option in the forefront of Education* (pp. 113-128).

- Artola-González, T., Sastre, S., Jiménez-Blanco, A., & Alvarado, J. M. (2021). Evaluación de las actitudes, motivación e intereses lectores en preadolescentes y adolescentes. *Electronic Journal of Research in Educational Psychology*, 19(55), 651-670. <https://doi.org/10.25115/ejrep.v19i55.3923>
- Bzuneck, J. A., Oliveira, M. F. C., Rufini, S. É., & Oliveira, K. L. (2015). Estructura fatorial de uma escala de motivação de adolescentes para leitura. *Avaliação Psicológica*, 14(3), 375-383. <https://doi.org/10.15689/ap.2015.1403.09>
- Cerrillo-Torremocha, P. (2009). *La importancia de los mediadores en la lectura*. Conferencia leída en la Fundación Gubelkian de Lisboa.
- Creswell, J. W. (2007). *Projeto de pesquisa: métodos qualitativo, quantitativo e misto*. Artmed.
- Fernández-Durán, N. (2005). La lectura entre las prácticas culturales de los jóvenes en España. *Revista de Estudios de Juventud*, 70, 13-21. https://www.injuve.es/sites/default/files/art1_revista70.pdf
- Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzone, S. A. (1996). Assessing motivation to read. *The Reading Teacher*, 49, 518-533. <https://doi.org/10.1598/RT.49.7.2>
- Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486-489. <https://doi.org/10.5812/ijem.3505>
- Gomes, M. A. M., & Boruchovitch, E. (2016). Escala de motivação para a leitura para adolescentes e jovens: Propriedades psicométricas. *Psicologia: Teoria e Pesquisa*, 32(2), 1-9. <https://doi.org/10.1590/0102-3772e32227>
- González-Valenzuela, M. J., Martín-Ruiz, I., & Soriano-Ferrer, M. (2014). Características psicométricas del cuestionario AMRS para la evaluación de la motivación lectora en adolescentes. *International Journal of Developmental and Educational Psychology, INFAD Revista de Psicología*, 1(2), 263-267. <https://doi.org/10.17060/ijodaep/2014.n2.v1.032>
- Guthrie, J. T., Coddington, C. S., & Wigfield, A. (2009). Profiles of motivation for reading among African American and Caucasian students. *Journal of Literacy Research*, 41(3), 317-353. <https://doi.org/10.1080/10862960903129196>
- Kline, R. (2015). *Principles and Practice of Structural Equation Modeling* (4th ed.). Guilford Press.
- Lenhard, W., & Lenhard, A. (2016). Computation of effect sizes. *Psychometrica*. <https://doi.org/10.13140/rg.2.2.17823.92329>
- Lluch, G., & Sánchez-García, S. (2017). La promoción de la lectura: un análisis crítico de los artículos de investigación. *Revista Española de Documentación Científica*, 40(4), e192-e192. <https://doi.org/10.3989/redc.2017.4.1450>
- Manresa-Potrony, M. (2007). Lectures dels adolescents: entre la tria personal i la selecció escolar. *Articles de didàctica de la llengua i la literatura*, 41, 71-86. <https://ddd.uab.cat/record/306510>
- Mendes-Belo, E., Jeronimo-Pereira, S. M., Fernandes-da-Silva, B. H., Nunes-Malta, D.P. L., & Soares-de-Andrade, M. A. (2024). A importância da leitura na formação do indivíduo. *Revista Ibero-Americana de Humanidades, Ciências e Educação*, 10(5), 3942-3959. <https://doi.org/10.51891/rease.v10i5.14213>
- Merisuo-Storm, T. (2006). Girls and boys like to read and write different texts. *Scandinavian Journal of Educational Research*, 50(2), 111-125. <https://doi.org/10.1080/00313830600576039>
- Merisuo-Storm, T., & Soininen, M. (2012). Young boy's opinions about reading, literacy lessons and their reading competence. En *ICERI2012 Proceedings* (pp. 4109-4118).

- Mokhtari, K., & Reichard, C. A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94(2), 249-259. <https://doi.org/10.1037/0022-0663.94.2.249>
- Navarro, M., Orellana, P., & Baldwin, P. (2018). Validación de la Escala de Motivación Lectora en estudiantes chilenos en Enseñanza Básica. *PSYKHE*, 27(1), 1-17. <https://doi.org/10.7764/psykhe.27.1.1030>
- Oliveira, L. F., & Rodrigues, L. P. (2021). Aula de leitura: Da materialidade semiótica do texto à imaginação simbólica. *Caletroscópio*, 9(2), 254-277. <https://doi.org/10.58967/caletroscopio.v9.n2.2021.4913>
- Prada-Londoño, M. A., & Luna-Bravo, J. L. (2020). Hacia una fenomenología de la lectura: Ricoeur y Husserl en diálogo en torno a las variaciones imaginativas en la lectura de textos de ficción. *Investigaciones Fenomenológicas*, 17, 155-176. <https://doi.org/10.5944/rif.17.2020.29707>
- Puente, A., Jiménez, V., & Alvarado, J. M. (2009). *Escala de conciencia lectora (ESCOLA). Evaluación e intervención psicoeducativa de procesos y variables metacognitivas durante la lectura*. EOS.
- Ramos-Sánchez, J. L., & Cuetos-Vega, F. (1999). *PROLEC-SE. Evaluación de los procesos lectores en alumnos de tercer ciclo de Educación Primaria y Educación Secundaria obligatoria*. TEA Ediciones.
- Ryan, R. M., & Deci, E. L. (2004). An overview of self-determination theory: An organismic dialectical perspective. En E. L. Deci & M. Ryan (Eds.), *Handbook of self determination research* (pp. 3-33). University of Rochester Press. <https://www.elaborer.org/cours/A16/lectures/Ryan2004.pdf>
- Smith, E. B., Goodman, K. S., & Meredith, R. (1970). *Language and thinking in the elementary school*. Holt, Rinehart and Winston.
- Schmitt, T. (2011). Current Methodological Considerations in Exploratory and Confirmatory Factor Analysis. *Journal of Psychoeducational Assessment*, 29(4), 304-321. <https://doi.org/10.1177/0734282911406653>
- Soldevilla-Elduayen, C. (2019). *Los hábitos lectores en Educación Secundaria y Bachillerato*. [Trabajo Final de Máster. Universidad de La Laguna].
- Tabernero-Sala, R., Álvarez-Ramos, E., & Heredia-Ponce, H. (2020). Reading habits and information consumption of adolescents in the digital environment. *Investigaciones Sobre Lectura*, 13, 72-89. <https://doi.org/10.37132/isl.v0i13.302>; <https://digibug.ugr.es/handle/10481/62330>
- Valdés, M. (2013). ¿Leen en forma voluntaria y recreativa los niños que logran un buen nivel de comprensión lectora? *Ocnos*, 10, 71-89. https://doi.org/10.18239/ocnos_2013.10.04
- Villalón, R., Melero, A., & Izquierdo-Magaldi, B. (2016). Reading attitudes and text comprehension of Finnish and Spanish pupils: A comparative study. *EARLI SIG-2 Conference*.
- Zinbarg, R. E., Revelle, W., Yovel, I., & Li, W. (2005). Cronbach's α , Revelle's β , and McDonald's ω H: Their relations with each other and two alternative conceptualizations of reliability. *Psychometrika*, 70(1), 123-133. <https://doi.org/10.1007/s11336-003-0974-7>