

## SUMMARY OF MASTER'S DISSERTATION

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<p>Title</p> <p style="text-align: center;">Causal Factor Analysis for Reluctant Attitude Towards Reading</p>			
<p>Abstract</p> <p>The purpose of this study is to reduce the sense of distress among elementary school students who face difficulty in gaining benefits from reading. In order to achieve this goal, we will analyze the factors that contribute to the reluctance to read and clarify the causes of this reluctance.</p> <p>The "Law on the Promotion of Reading Activities for Children" enacted in 2001 and the "General Policies Regarding Curriculum Formulation" for elementary schools implemented from the year 2020 indicate the importance of reading. However, there are no concrete teaching methods for elementary school students who are reluctant to read. In addition, there is no previous research that clarifies the reasons why students are reluctant to read. This is probably because it is difficult to distinguish between different types of reluctance to read, since reluctance to read is not limited to those who dislike reading, but also to those who like reading.</p> <p>In this study, we hypothesized that there is a difference in the situations that made people reluctant to read depending on the likes and dislikes of reading. This hypothesis will be tested. Then, we analyzed the differences in the situations that made people reluctant to read to find the cause. In order to investigate the factors from various angles, we conducted a questionnaire survey and an interview survey targeting a wide range of generations. In addition, the results of this survey were verified through interviews with school personnel.</p> <p>This survey and analysis supported the hypothesis that there is a difference in the situations leading to the reluctant attitudes toward reading depending on the likes and dislikes of reading. In addition, it was found that the type that was found to be reluctant to read had a reluctance to read that was caused by the ability to imagine. Therefore, a test was devised and administered in order to confirm and measure the weakness of imaginative power. As a result, it was presumed that the reluctance to read was due to a weakness in imagination.</p>			
<p>Key Word (5 words)</p> <p>Reading, Dislike Reading, Reluctant Attitude Towards Reading, Imagination, Qualitative Research</p>			