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Motivational Effects of Instructor Images in Educational Materials on Early Reading Stages

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Abstract

This study examined the motivational effects of incorporating instructor images into educational materials in the early reading stages. Participants viewed a page of disaster prevention materials for two seconds and rated it on a five-point scale for motivation to read ("Did the page motivate you to read?") and understandability ("Did the page look easy to understand?"). The materials were three types: those without any instructor photographs or illustrations, those with real instructor photographs, and those with instructor illustrations generated from the photographs. Results showed that mean scores were highest for the condition with real photographs, followed by the condition with illustrations, and lowest for the condition without images. These findings suggest that instructor images enhance motivation to read, with real photographs having a stronger effect.

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