

READING HABITS AND PREFERENCES: THE CONTEXT OF READER'S EXPERIENCE

Kristina Kulikauskienė

Vilnius University Šiauliai Academy
Lithuania

Laima Naujokienė

Šiaulių valstybinė kolegija
Lithuania

Annotation

In this article the reading habits and preferences from the reader's perspective, highlighting the factors that have impact on reading experience are analyzed. The theoretical analysis of the scientific literature and empirical study revealed that reading habit can be quantified in terms of the materials read, frequency of reading, and amount of time spent reading, or in other words, by established reading preferences. Reading habits and preferences are influenced by a variety of factors, which are internal (age, gender, free time etc.) and external (technology advancement, crisis situations, etc.), reading habits and preferences may alter over time.

Key words: Reader, reading experience, reading habits, reading preferences, Library.

Introduction

Relevance of the topic. Reading is an important tool for person's intellectual development. Reading requires a variety of sophisticated abilities and is a process, a way of thinking, and a real-world experience. Success is based on reading, not just in school, college, or university but also in other areas of life (Clavel, Mauro Mediavilla, 2020). Many studies on people's reading habits have revealed the importance of reading. Research on reading habits and preferences has been conducted on youth (Clavel, Mauro Mediavilla, 2020), students (Priajana, 2013; Nadelson, Villagómez, Konkol, Haskell, McCulley, Campbell 2013; Huang, Capps, Blacklock Garza, 2014; Baba, Affendi 2020; Deale, Lee, 2021), gender differences (Loh, Sun, Majid, 2020), specific cultures, such as Norwegian, Indian, Singaporean, Malaysian (Scales, Rhee, 2001; Lee, 2018; Samsuddin, Shaffril, Jusang, 2019, Gupta, Po, 2021; John, Tater, 2022). Also, such aspects as reading promotion in public libraries (Ramos, Vila, 2015), reading motivation (Öztürk, Mayıs, 2021), reading interests and habits (Pehlivan, Serin, Serin, 2010; Choi, Liang, Jordan, 2011), the methods and means of promoting reading that increase access to literature for children and adults, the importance of reading education and ways of promoting it (Balčiūnienė, Kornev, Oganov, 2015; Bergen, Torppa, Vasalampi, 2021) have been analyzed in previous studies conducted in this field. Even though measures of reading habits and reading perceptions vary across studies, the findings show that reading is an important skill throughout person's lifespan, which can have the impact on social life and economic prosperity.

Looking at the field of reading research in Lithuania, it can be noted that in the 20th and 21st centuries a number of scholars have been interested in reading issues. At the end of 1980's the term lectology was introduced, which can be described as the branch of librarian sciences, oriented towards reading and readers. L. Barzdžiukienė (1989) wrote about reading as a function of personal development. The situation of reading, the issues of children's and young people's reading and its significance for their development have been analyzed by G. Raguotienė (1996, 2008) and V. Mozūraitė (2008). The various aspects of information sciences, librarianship and reading were investigated in the works by R. V. Rimša (1980, 1987) and A. Glosienė (2004, 2006, 2010, etc.), L. Robinson and A. Glosienė (2007). M. Gustainienė (2014) examined the causes of non-reading and noted that the problem of non-reading is not only a problem in Lithuania but also in many other countries. D. Janavičienė (2018) examined the reading statistics of e-books available through the website of the Lithuanian National Martynas Mažvydas Library and revealed readers' experiences and perceptions of the changing reading process. Current scientific discussions (e. g. such as the conference "Books and Screens and the Reading Brain", 2017) have been oriented towards such topics as the influence of book formats on reading habits, the situation of the book publishing industry and the use of media, the changing definition of literacy, the characteristics of the reading process in learning and leisure processes, reading practices, etc.

The reading habits of Lithuanian population can be illustrated with the statistical information presented in the Review of the Development of the Book Publishing Sector in Lithuania (2017), which analyzed the reading habits and reading intensity of Lithuanians. The review showed that the reading habits of the Lithuanian population are almost in line with the

overall EU average: 17 pct. (19 pct. in the EU) have read at least 1-2 times in the past 12 months, 11 pct. (12 pct. in the EU) have read 3-5 times and 38 pct. (37 pct. in the EU) have read more than 5 times. Compared to 2007, these results are almost unchanged. In Lithuania, 74 pct. of women and 58 pct. of men have read a book at least once in the last 12 months (EU: 64 pct. and 72 pct. respectively). The difference is most prominent between women and men who read more than 5 times a year - 47 pct. and 27 pct. (EU: 42 pct. and 31 pct.). In the case of the most intensive readers, the divide between rural/urban and metropolitan populations is more pronounced in Lithuania, with 51 pct. of metropolitan residents reading more than 5 times a year, compared with 43 pct. in the EU average. Those who identify themselves as having a low social status read less or not at all. The PISA reading habits of young people (PISA, 2018) show that Lithuanian 15-year-olds' reading proficiency is significantly lower than the average for all 65 countries studied. In terms of reading skills, the proportion of Lithuanian pupils who are poor readers is about 21 pct., which is higher than the European Union average.

The research problem. Taking into account the statistical data and previous research in this field it can be noted, that despite the variety of the studies, little research investigates the reading habits and preferences of various age group readers, especially adults, little attention is paid to the analysis of the impact of external and internal factors (such as gender, age, technological development, crisis situations, etc.) to their reading practices. To fill this gap, this article is focused on the investigation of reading habits and preferences from the reader's viewpoint and include such areas as type of reading content, reading frequency, reading motivation. To meet the previously mentioned gap in research, this article is aimed to investigate which internal and external factors can be related to reading habits and preferences of adult readers.

The **aim** of this article is to investigate the reading habits and preferences from the reader's perspective, highlighting the factors that have impact on reading experience.

To reach this aim, the following **objectives** are foreseen:

1. To clarify the theoretical concepts of reading habits and preferences.
2. To examine the factors that have impact on readers' reading experience.
3. To investigate the reading habits and preferences of the readers.

Research methods and tools:

1. The analysis and synthesis of scientific literature.
2. The mixed - method study for the empirical research which comprised the qualitative analysis of I Library electronic catalogue and the quantitative survey of the reading habits and preferences of the readers. The empirical research was conducted at Šiauliai County Povilas Višinskis public library.

The theoretical conception of reading, reading habits and reading preferences

In today's world, where change is unavoidable, fast changes are also occurring in information, information resources, and access to information. It is a fact that a person who keeps his knowledge up to date, rather than a person who is simply knowledgeable, will adapt easily to these changes and succeed in all fields. Reading accounts for a significant portion of acquired knowledge and the importance of reading for adapting to the changing world becomes clear (Erdem, 2015). Reading is closely related to personal and intellectual development, which leads to success. Individuals who practice good reading habits can broaden their mental horizons and multiply their opportunities. Reading, regardless of status, gender, or age, is the fundamental factor that determines the foundation of prominence in individuals' lives (Dorji, 2020). According to I. Kasparaitienė (2019), reading not only develops creative thinking, but is also one of the factors influencing personality formation. A. Erdem (2015) notes that developing a good and sound reading habit in students at a young age or from the school level of education is critical, and this valuable habit must be maintained in their lives as it is beneficial to them throughout their academic life and beyond. These statements might be supplemented with S. F. Samsuddin, H. A. M. Shaffril, N. A. Mohamed (2019) insights, that reading is a method of gathering information and gaining knowledge. Each person may obtain information differently, whether through reading, listening, observation, or other means. Reading for leisure, pleasure, examination, and curiosity are all valid reasons for reading. As A. Erdem (2015) states, reading is a complex process that involves several stages. Above all, it is a perceptual process in which symbols are recognized. Making reading a habit and maintaining it throughout life is one of the primary goals of education. Reading is the foundation of lifelong learning and for this reason reading must be done on a regular basis. A. J. Baba, F. R. Affendi (2020), K. John, B. Tater (2022) emphasize, that reading is essential in all aspects of life, including education, professional careers, and even retirement. It allows everyone to stay informed and up to date. It

is also one of the most important activities in the learning process. Reading is both a fundamental issue of enjoyment and an essential educational tool. Furthermore, reading promotes intellectual, emotional, and social development, as well as personal and social adjustment. Reading is a gateway to social, economic, and civic life, in addition to personal and mental development.

The importance of reading was also emphasized in the works of A. Glosienė (2004, 2006, 2010), in which author analyzed the changing roles and functions of public libraries, including their role in reading promotion, the prominence of creativity and social capital development, which is closely related to reading as well. According to V. Mozūraitė (2008), reading makes people more creative, develops critical thinking, helps to learn about the past, reflect on the present, anticipate the future, better understand one's own nature, see things and phenomena in a different way, experience other people's lives, experiences, and events, learn, know oneself, escape from reality, reduce stress. The author states, that the following aspects are important in developing a reader: the example of family members, their reading experiences, attitudes, and habits; reading resources (quantity and quality of books, newspapers, magazines, and other publications); social and psychological conditions - communication and cooperation between family members (helping children to read, reading together, reading aloud, motivating them to read, talking about reading).

K. John, B. Tater (2022) note that reading imparts knowledge, and knowledge imparts power. As a result, reading is a source of power. It empowers us to know, learn, think, and comprehend. According to the authors, reading is the only complex intellectual process that combines many functions in the brain such as seeing, perceiving, vocalizing, comprehending, and constructing. Reading on a regular basis develops into a reading habit, it is a type of repetitive activity. Reading habit might be measured in terms of the materials read, the frequency of reading, and the amount of time spent for reading (Erdem, 2015). When reading becomes a habit, a new concept known as "reading habit" emerges, which can be conceptualized as the act of reading, carried out in a constant, regular, and critical manner throughout life because of the individual perceiving it as a need and source of pleasure (Erdem, 2015, Kasparaitienė, 2019; Baba, Affendi, 2020; John, Tater, 2022). A good reading habit is essential for individuals' healthy intellectual growth because it provides the reader with a sense of values, allowing him to gradually develop the ability to understand rather than condemn. A reading habit is also essential for achieving practical efficiency and healthy intellectual growth (Erdem, 2015, Baba, Affendi, 2020).

According to A. J. Baba, F. R. Affendi (2020), K. John, B. Tater (2022), how often and what people read, or in other words, "reading preferences", can be used to determine a simple reading habit. Reading preferences frequently refer to subject matter or a preference for a genre of literature being read. The reading preference is also determined by the amount of reading materials and the intensity of reading.

Reading habits and preferences of the individual might be affected by various factors, which can be either internal or external. For example, one of the most prominent external factors is internet revolution that has had an impact on the long-standing reading culture. Nonetheless, thanks to cell phones and other similar technological devices, the availability and variety of digital reading content, electronic books, etc. everyone can now read at any time and from any location, regardless of the type of reading source. However, the overly sophisticated functionality and application of cell phones and other devices provide its users with additional options besides reading, such as playing mobile games or surfing the internet (Samsuddin, Shaffril, Mohamed, 2019). I. Kasparaitienė (2019) notes that technology is changing not only reading habits, but also society's relationship with books. Reading culture is going through another evolutionary phase, and humanity's reading habits are adapting to the availability of modern information technologies. Regarding the usage of electronic books, D. Janavičienė (2018) emphasizes that nowadays general reading characteristics are transforming and evolving to include the use of new reading media and technological devices, while media change is perceived as one of the processes of reading change. The author points out that text and personal motivation are more important than the media in which the content is contained. The influence of media on reading is most evident in the choice of reading repertoire (intensive use of the internet and social networks), while the advantages of new reading tools (e-readers, cell phones, tablets) are most recognized in terms of mobility. However, despite remarkable technological advances, print books continue to be more popular than digital, according to growing research on reading habits in relation to technology, which suggests that readers still prefer print, but may use technology to search for information or read short articles (Loh, Sun, Majid, 2020).

Another significant external factor that recently has had impact on reading habits is the COVID-19 pandemic, which caused several changes in individuals' life, most notably in leisure

time, work, reading preferences, and so on. It has been observed that during the lockdown period, the reading habits of students, teachers, and the general public have improved; everyone has begun reading something of interest, and even the inclination to read has increased (John, Tater, 2022).

Among the most prominent internal factors, such aspects as age and gender might be identified. Research on the gendered reading habits and preferences of men and women has presented them as being very different. The findings of the studies on men's and women's reading habits and preferences have shown that men read fewer books than women, men read different books than women, and men read differently than women. In terms of reading habits, earlier studies suggest that women prefer leisure reading in comparison to men, men prefer non-fiction and women prefer fiction. Considering the age impact on reading habits it is noted that adolescent reading habits, regardless of gender, must be understood against the backdrop of adolescence, where it has been reported that reading declines with increasing age (Loh, Sun, Majid, 2020). It should be emphasized, that gendered and age-related reading habits and preferences may shift over time.

To summarize, reading is a method of obtaining information and knowledge that is required for individual's personal and intellectual development. Reading is also an important activity in the learning process; it serves as the foundation for lifelong learning. It is necessary in all parts of life, such as education, professional careers, and retirement. Reading on a regular basis develops into a reading habit, which might be measured in terms of the materials read, the frequency of reading, and the amount of time spent for reading or in other words, by defining the reading preferences. Reading habits and preferences of the individual might be affected by various factors, which can be either internal (age, gender, etc.) or external (crisis situations, technological development, etc.), also reading habits and preferences may shift over time.

Research methodology

The mixed method's approach was chosen for this article's empirical research. It consisted of two phases. In the first qualitative phase Šiauliai County Povilas Višinskis public library's electronic catalogue (I Library) data related to library's document issues for a one-year period (from the 1st of September 2021 to 1st of September 2022) was analyzed. The analysis focused on the evaluation of the distribution of the document issues by gender and age of the users, and the distribution of the document issues by UDC classification.

In the second phase, a quantitative study of the reading habits and preferences of library users was carried out using a quantitative survey method. The survey questionnaire consisted of 23 multiple-choice questions, rating scales, and response fields, focusing on the evaluation of users' reading habits and preferences. To assess the reading habits and preferences the study looked at the respondents' most frequently read content, their favorite types of literature, the amount of time they spend reading and their reading goals. The study was held in September-November 2022. In total, 197 responses were received. This survey sample is representative and valid with a probability of 95 pct. and a relative standard error of 7 pct. when measured against the library's current number of registered users - 5,212 (<http://www.apklauskos.lt/imties-dydis>). In a population surveys, estimates are accurate if their relative standard error does not exceed 8 pct. (Department of Statistics, 2022).

The results of the qualitative and quantitative phases of the empirical research were combined during the final analysis of the results and helped to get a deeper understanding of the reading habits and preferences of the readers and to investigate the internal and external factors that affect reading from the readers' point of view.

Results of the empirical research

The analysis of the library's electronic catalogue I Library data related to the issue of documents showed that during the period under analysis (from the 1st of September 2021 to 1st of September 2022) 92697 documents were issued to users. Looking at the distribution of the library's issue of documents by gender (see Fig. 1), it can be seen, that during the period under analysis, 81 pct. of the issued documents, were issued to women, while 19 pct. of documents were issued to men. This information allows to state, that as it is noted by C. E. Loh, B. Sun, S. Majid (2020), the internal factor of gender has a notable impact on reading and women are much more active readers than men.

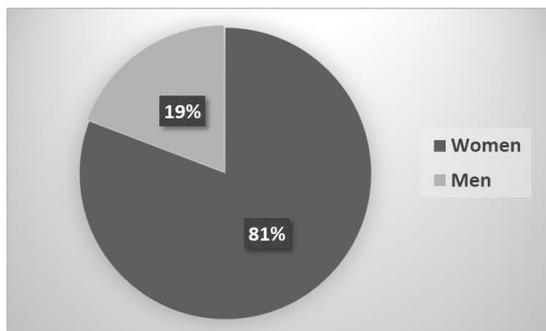


Fig. 1. Issue by gender (pct.)

Looking at the distribution of library issue of documents by age group (see Fig. 2), it can be seen, that users aged between 36 and 55 years old take out the largest share of the loans - 30 pct., followed by users aged 66 years old and above, who take out 18,5 pct. of the loans.

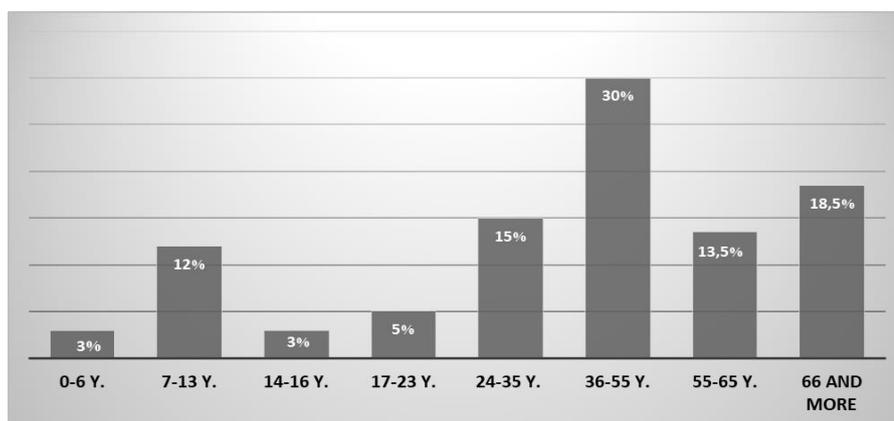


Fig. 2. Issue by age group (pct.)

The information in this figure shows that users aged between 14 and 16 years are the least active readers and take the smallest share of the loans which comprises only 3 pct. of total issue. It is evident, that the percentage of issued documents significantly decreases between users aged 7–13 and 14–16 years, indicating that children in their late teens read less books. Compared to other age groups, users aged between 17 and 23 years read relatively less, accounting for only 5 pct. of the total number of issues. This information shows that age, as stated by A. Erdem (2015), C. E. Loh, B. Sun, S. Majid (2020) can be identified as another internal factor that has significant impact on the reading habits. As it is seen from the data provided in the figure 2 the impact of the age factor on reading habits tends to change with the increasing age and adults are more active readers that children and adolescents.

Looking at the classification of the documents issued during the period under analysis according to the Universal Decimal Classification (UDC), it is evident that fiction accounts for the largest share – 73 pct. of the total number of documents issued (see Fig. 3).

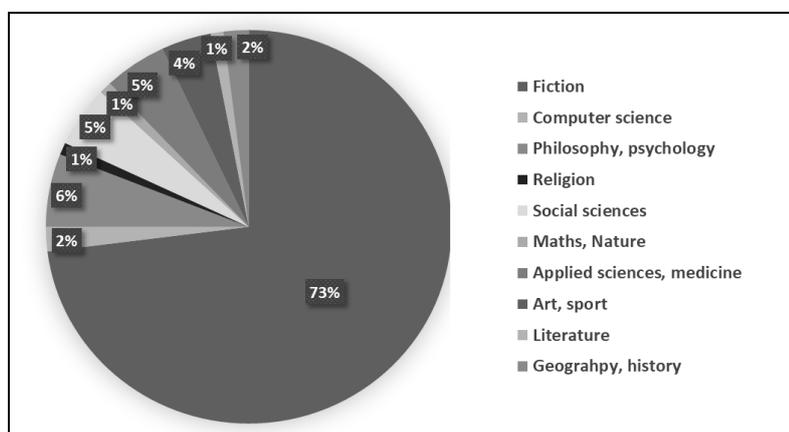


Fig. 3. Issue by UDC classification (pct.)

The issue of other documents is significantly lower: the circulation of philosophy and psychology literature accounts for 6 pct. of the total number of issues, the circulation of applied sciences, medicine and technology literature and social sciences literature – 5 pct. each, the circulation of computing and information sciences – 4 pct., and the circulation of other groups amounts to about 1– 2 pct. of the total number of issues. These numbers indicate that readers are mostly interested in fiction while the specialized literature of other fields is so not popular.

The data gathered through the quantitative survey of the reading habits and preferences of library users allowed to identify the basic characteristics of the statistical reader: it is a working woman aged from 36 to 55 years with a university degree. This data correlates with the information obtained in the qualitative phase of the study, which showed that women aged from 36 to 55 years take out the majority of document issues.

The quantitative survey revealed that respondents are active readers and spend a significant amount of time reading. The information presented in Fig. 4–6 illustrates the reading habits of the respondents in terms of the average time spent on reading, reading goals and motives.

As it can be seen in Fig. 4, respondents spend quite a lot of time reading – on average several hours a day (indicated by 48 pct. of respondents) or several hours a week (indicated by 38 pct. of respondents).

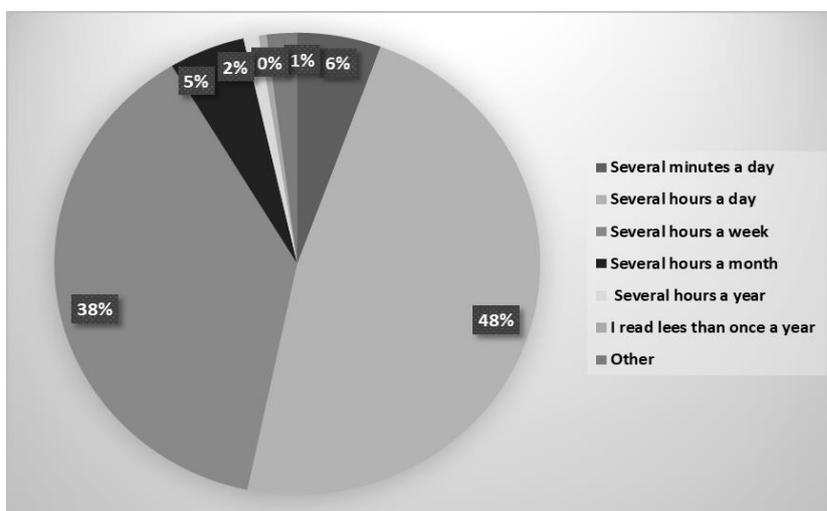


Fig. 4. Average time spent on reading books, magazines, newspapers, etc. (pct.)

While filling the survey, respondents were asked to indicate their reading goals. The results showed that the vast majority (79 pct.) of respondents read for leisure and relaxation (see Fig. 5).

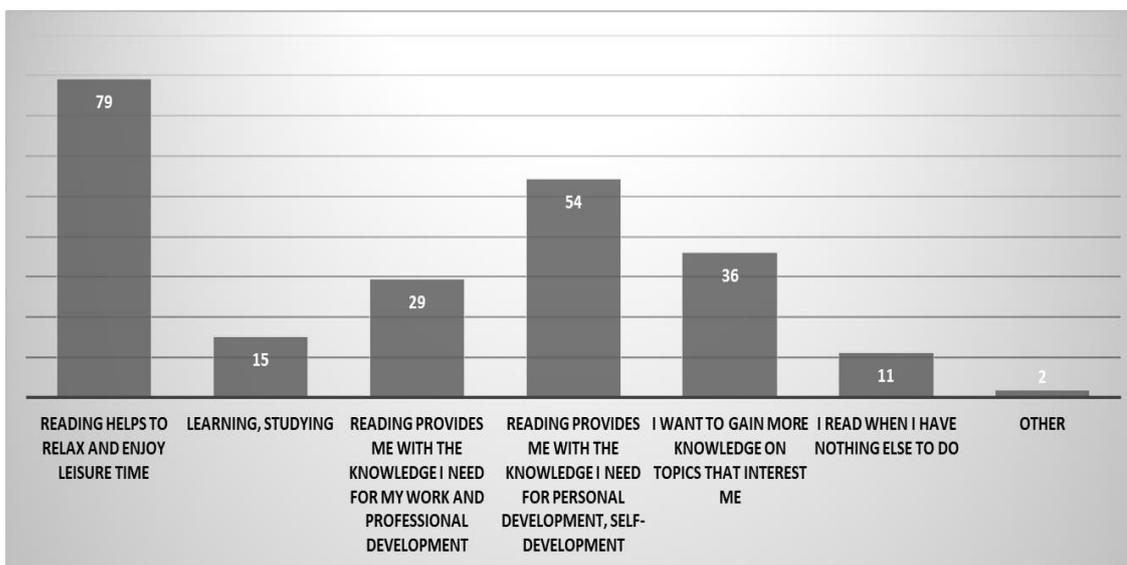


Fig. 5 Reading goals (pct.)

Other reading-related goals include gaining the knowledge needed for personal development (indicated by 54 pct. of respondents) and gaining more knowledge on topics of interest (indicated by 36 pct. of respondents).

In the survey respondents also were asked to indicate what would encourage them to read more often (see Fig. 6).

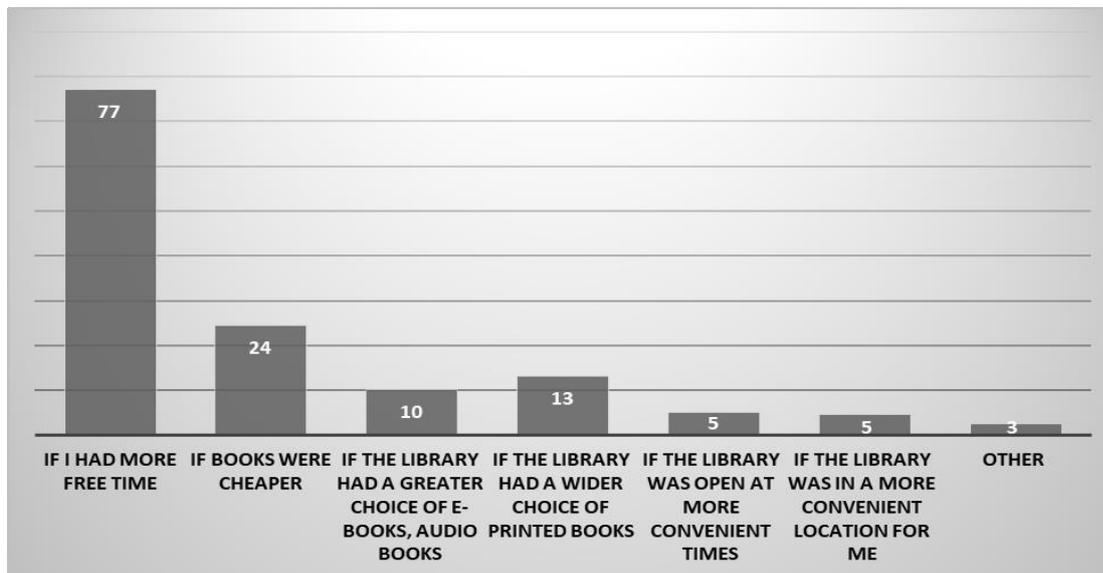


Fig. 6 Reasons for reading more often (pct.)

The information presented in this figure shows that 77 pct. of respondents would read more if they had more free time, and 24 pct. would read more if books were cheaper. This information allows to identify one more internal factor that has an impact on reading habits – time and suggests that one of the main internal factors, limiting reading is the lack of time.

The most frequently read content, which indicates the reading preferences (see Fig. 7) shows that 38 pct. of the respondents read information published on the Internet and social networks, news portals (Delfi.lt, 15min.lt, etc.) several times a day or every day. This is the most preferable reading content.

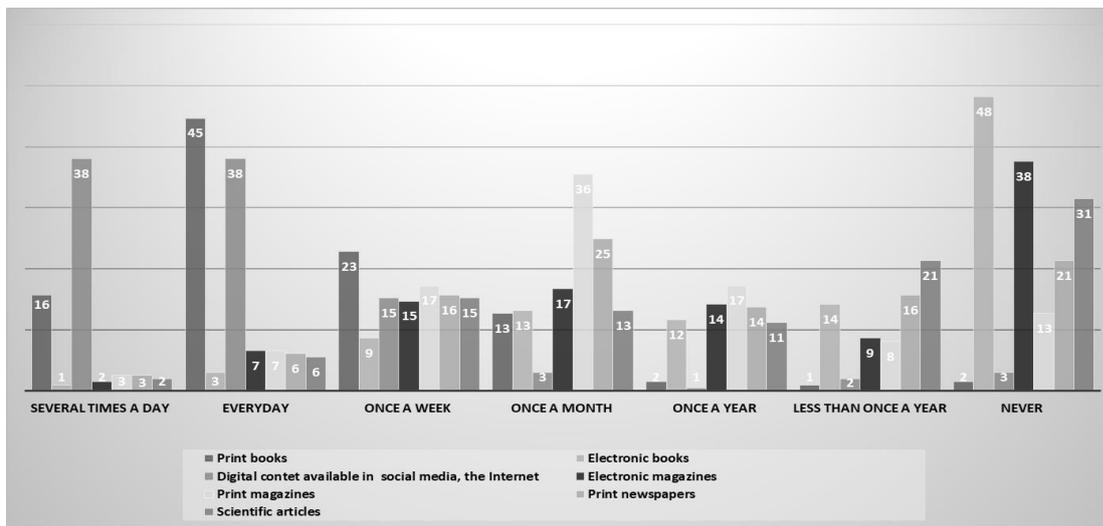


Fig. 7. Reading preferences (pct.)

Another content preferred by readers is printed books, which are read several times a day by 16 pct. and daily by 45 pct. of respondents. The least preferable content is electronic books (never read by 48 pct. of respondents), online equivalents of print journals (never read by 38 pct. of respondents) and scholarly articles available in specialized databases (never read by 31 pct. of respondents). This information allows to state, that reading is affected not only by internal, but also by external factors, such as wide variety of digital content, available for reading in the virtual space and usage of digital technologies. As noted by I. Kasparaitienė (2019),

reading culture is currently undergoing evolutionary phase, with individuals' reading habits adapting to the availability of modern information technologies and digital reading content. However, the survey showed that print books are still remaining popular among readers in comparison to electronic books and other digital reading content (online journals, scholarly articles, etc.).

In terms of the type of the most frequently read literature, the survey showed, that respondents mostly preferred reading psychology and self-help books (reported by 49 pct. of respondents), historical novels (reported by 43 pct. of respondents), and detectives (reported by 41 pct. of respondents). The least popular type of literature is poetry (see Fig. 8).

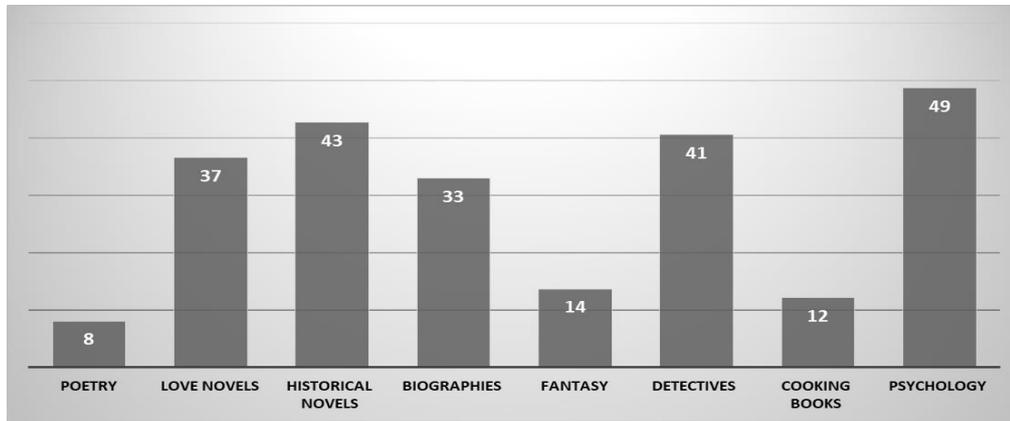


Fig. 8. Most frequently read literature (pct.)

While filling the survey, respondents were also asked to indicate what means have impact on their reading preferences, or, in other words, what helps them to choose books to read (See Fig. 9).

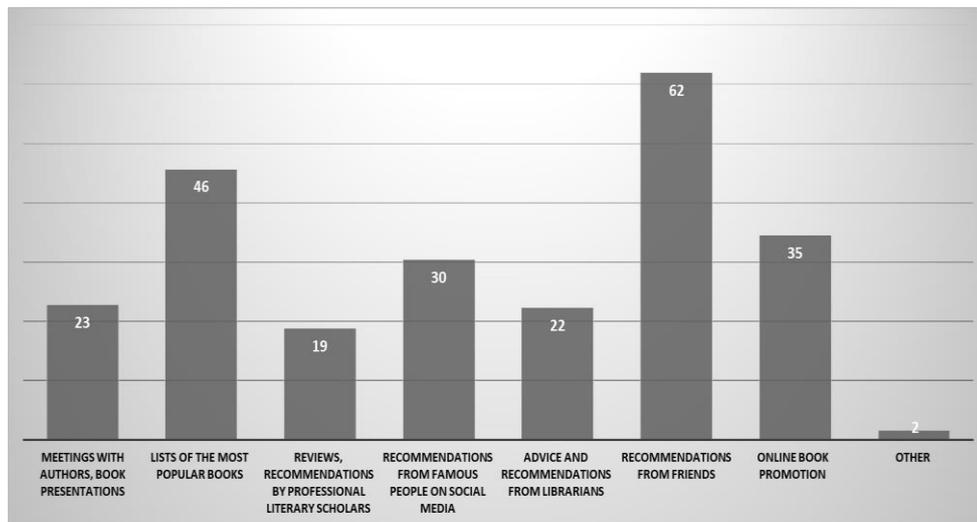


Fig. 9 Means that have impact on reading preferences (pct.)

This information shows that the most popular means that have impact on reading preferences and help respondents to choose books are recommendations from friends and acquaintances (indicated by 62 pct. of respondents), lists of the most popular books (indicated by 46 pct. of respondents) and book promotion on the internet (indicated by 35 pct. of respondents). The least popular means are reviews and recommendations by professional literature experts (indicated by 19 pct. of respondents).

In order to assess how respondents' reading habits have been affected by one of the most significant external factor that recently has struck the whole world– the COVID-19 pandemic and the quarantine imposed as a result of the pandemic, respondents were asked to indicate whether the quarantine had an impact on their reading habits, and to describe how the content they preferred to read had changed as a result of the pandemic (see Fig. 10 – 11).

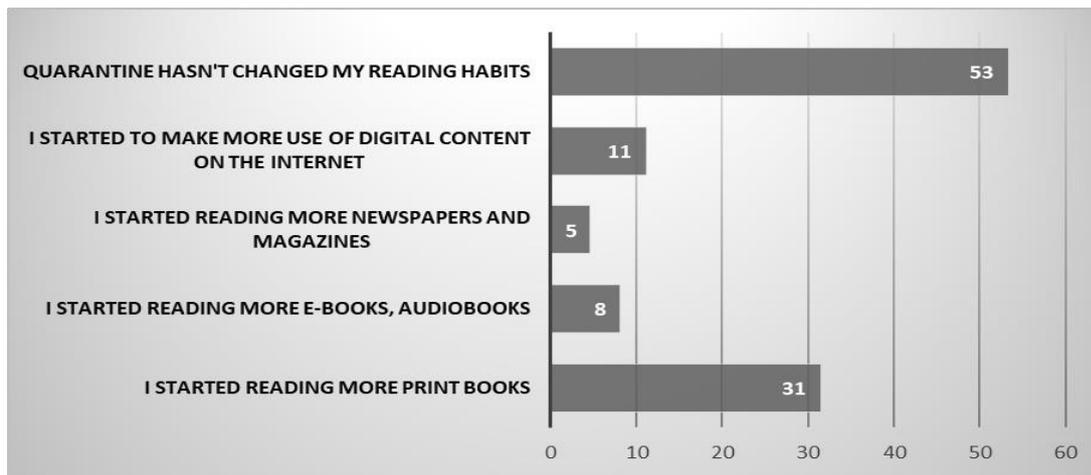


Fig. 10. Changes in respondents' reading habits because of the quarantine imposed by the COVID-19 pandemic (pct.)

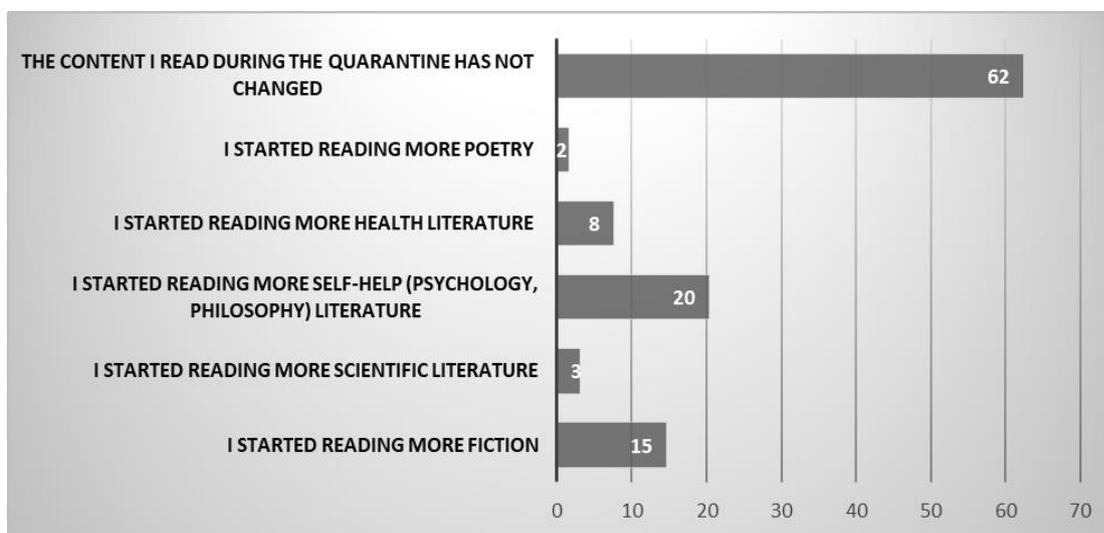


Fig. 11 Changes in the reading content preferred by respondents because of the quarantine imposed by the COVID-19 pandemic (pct.)

The information in these figures shows that the quarantine imposed because of the COVID-19 pandemic did not have a significant impact on the reading habits and preferences of the majority of the respondents. Respectively 53 pct. (see Fig. 9) and 62 pct. (see Fig. 10) of respondents indicated that the quarantine did not change their reading habits and preferences.

Around one third (31 pct.) of the respondents indicated that they had started reading more printed books during the quarantine, while 20 pct. of the respondents indicated that they had started reading more self-help (psychology, philosophy) literature. This coincides with K. John, B. Tater (2022) insights that during quarantine, the reading habits of the individuals have improved. The increase in reading print books could be because some people had more free time during the quarantine period, while the interest in psychological and philosophical literature could have been triggered by the fear, and uncertainty of the future caused by the pandemic, social isolation, and the resulting increased need to take care of psychological and emotional health.

Conclusions

The analysis of the scientific literature (Erdem, 2015; Samsuddin, Shaffril, Jusang, 2019; Kasparaitienė, 2019; Baba, Affendi 2020; John, Tater, 2022, et. al) revealed, that reading is a means of acquiring information and knowledge that is necessary for an individual's personal and intellectual development. Reading is an important activity in the learning process because it lays the groundwork for lifelong learning. It is required in all aspects of life, including schooling, professional jobs, and retirement.

Reading on a regular basis forms a reading habit, which may be quantified in terms of the materials read, frequency of reading, and amount of time spent reading, or in other words, by

establishing reading preferences. Individual reading habits and preferences may be influenced by a variety of factors, which can be internal (age, gender, etc.) or external (crisis conditions, technology advancement, etc.); also, reading habits and preferences may alter over time.

The analysis of the library's electronic catalogue I Library data related to the issue of documents showed that the internal factors of gender and age have a notable impact on reading and women are much more active readers than men, while the most active readers belong to the age group of 36–55 years.

The quantitative survey revealed that respondents spend quite a lot of time reading – on average several hours a day or several hours a week. The vast majority of respondents (79 pct.) read for leisure and relaxation. 77 pct. of respondents would read more if they had more free time. This information allows to identify one more internal factor that has an impact on reading habits – time and suggests that one of the main internal factors, limiting reading is the lack of time.

The most frequently read content, which indicates the reading preferences shows that the biggest part of the respondents (38 pct.) read information published on the Internet and social networks, news portals several times a day or every day. Another content preferred by readers is printed books. This indicates that nowadays reading culture is undergoing evolutionary phase, with individuals' reading habits adapting to the availability of modern information technologies and digital reading content. However, print books are still remaining popular among readers in comparison to electronic books, digital journals and scientific articles. The quantitative survey revealed that one of the most prominent recent external factors, the COVID-19 pandemic, did not have a significant impact on the reading habits and preferences of the majority of the respondents.

References

1. Baba, A.J., & Affendi, F.R. (2020). Reading Habit and Students' Attitudes Towards Reading: A Study of Students in the Faculty of Education UiTM Puncak. *Asian Journal of University Education (AJUE)*, 16(1), 109-122. Retrieved from https://www.researchgate.net/publication/340982251_Reading_Habit_and_Students'_Attitudes_Towards_Reading_A_Study_of_Students_in_the_Faculty_of_Education_UiTM_Puncak_Alam.
2. Balčiūnienė, I., Kornev, A. N., & Oganov, S. R. (2015). Gerai ir silpnai skaitančių studentų kalbiniai ir kognityviniai rašytinio teksto suvokimo ypatumai / Text Comprehension in Good and Poor Readers: Cognitive and Linguistic Aspects. *Kalbotyra*, 67, 7-23. Retrieved from <https://doi.org/10.15388/Klbt.2015.8940>.
3. Barzdžiukienė, L., & Molytė, E.G. (1989). Grožinės literatūros funkcijos asmenybės humanitarizavimo procese. *Moksliniai metodiniai inžinierių rengimo humanitarizavimo aspektai: respublikinės mokslinės metodinės konferencijos tezės* (p.62–64). Kaunas: KPI.
4. Bergen, E. van, Vasalampi, K., & Torppa, M. (2021). How Are Practice and Performance Related? Development of Reading From Age 5 to 15. *Reading Research Quarterly*, 56(3), 415-434. Retrieved from <https://doi.org/10.1002/rrq.309>.
5. Choi, H.S., Liang, Y., & Jordan, D. (2011). Reading Habits and Attitudes of Parks, Recreation, and Leisure Services Professionals. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 26(1), 49-62. DOI: 10.1080/1937156X.2011.11949671.
6. Clavel, J.G., & Mediavilla, M. (2020). The intergenerational effect of parental enthusiasm for reading. *Applied Economic Analysis*, 31(91), 239 – 259. Retrieved from <https://www.emerald.com/insight/content/doi/10.1108/AEA-12-2019-0050/full/html>.
7. Deale, C.S., & Lee, S.H. (2021). To Read or Not to Read? Exploring the Reading Habits of Hospitality Management Students. *Journal of Hospitality & Tourism Education*, 34, 45-56. DOI:10.1080/10963758.2020.1868317.
8. *Department of Statistics*. (2022). Retrieved from <https://osp.stat.gov.lt/>.
9. Dorji, R. (2020). A Survey study on the Reading habits among English Major Students of Sherubtse College: Issues and Perspectives. *International Journal of Information Technology and Language Studies (IJITLS)*, 4(3), 1-11. Retrieved from https://www.researchgate.net/publication/347833317_A_Survey_study_on_the_Reading_habits_among_English_Major_Students_of_Sherubtse_College_Issues_and_Perspectives.
10. Erdem, A. (2015). A research on reading habits of university students: (Sample of Ankara University and Erciyes University). *Procedia - Social and Behavioral Sciences*, 174, 3983 – 3990. Retrieved from <https://core.ac.uk/download/pdf/82730361.pdf>.
11. Glosienė, A. (2004). Komunikacijos ir informacijos mokslai humanitarinių ir socialinių mokslų kontekste. Retrieved from: <https://goo.gl/zDPona>
12. Glosienė, A. (2010). Kūrybiškumas ir socialinis kapitalas žinių visuomenėje: idėjų žemėlapis. Vilnius: Vilniaus universiteto leidykla.
13. Glosienė, A., Petuchovaitė, R., Padagaitė, G. (2006). Biblioteka kaip „trečioji vieta“. *Informacijos mokslai*, 39, 32-52.

14. Gupta, A., Randhawa, S.K., & Po, I.I. (2021). Reading Habits, Library Perceptions and Library Usage of the South Asian Population in British Columbia, Canada. *Public Library Quarterly*, 41, 1-29. DOI:10.1080/01616846.2021.1964336.
15. Gustainienė, M. (2014). Skaitymo įgūdžių reikšmė šiuolaikinei visuomenei. *Gimtasis žodis*, 8, 20-24. Retrieved from <https://etalpykla.lituanistika.lt/fedora/objects/LT-LDB-0001:J.04~2014~1478263466912/datastreams/DS.002.0.01.ARTIC/content>.
16. Huang, S.H., Capps, M., Blacklock, J. & Garza, M. (2014). Reading Habits of College Students in the United States. *Reading Psychology*, 35(5), 437-467, DOI:10.1080/02702711.2012.739593.
17. Janavičienė, D. (2018). *Skaitymo evoliucija: elektroninių knygų skaitymo Lietuvos nacionalinėje bibliotekoje tyrimas*. Vilnius: Lietuvos nacionalinė Martyno Mažvydo biblioteka.
18. John, K., & Tater, B. (2022). Changing Reading Habits of Faculty of Higher Education in India: A Study of the COVID-19 Lockdown Period. *The Serials Librarian*, 83(1), 60-80. DOI:10.1080/0361526X.2022.2078923.
19. Kasperaitienė, I. (2019). Skaitymo kultūra išgyvena dar vieną evoliucijos etapą. *Sapere Audi*, 2, 30-34. Retrieved from https://vilniustech.lt/files/3289/164/8/1_0/%C5%BDurnalas%20%E2%80%9ESapere%20Aude%E2%80%9C%202019%20ruduo.pdf
20. *Knygų leidybos sektoriaus vystymasis Lietuvoje: apžvalga*. (2017). Vilnius: Lietuvos leidėjų asociacija. Retrieved from http://www.kulturostyrimai.lt/wp-content/uploads/2017/08/Knygu_leidybos_sektoriaus_vystymasis_Lietuvoje_apzvalga.pdf.
21. Lee, A. (2018). Physical and Digital Reading Habits of Adult Singaporeans. *Journal of Library Administration*, 58(6), 629-643. DOI:10.1080/01930826.2018.1491189.
22. Loh, C. E., Sun, B., & Majid, S. (2020). Do girls read differently from boys? Adolescents and their gendered reading habits and preferences. *English in Education*, 54(2), 174-190. DOI:10.1080/04250494.2019.1610328.
23. Mozūraitė V. (2008). Skaitymas kaip vienas iš vaiko socializacijos faktorių. *Žvirblių takas*, 6, 29-32.
24. Nadelson, L.S., Villagómez, A., Konkol, D., Haskell, C., McCulley, M., & Campbell, D. (2013). Messages are Everywhere: Reading Perceptions, Habits, and Preferences of Undergraduates. *Journal of College Reading and Learning*, 43(2), 70-90. DOI: 10.1080/10790195.2013.10850367.
25. Öztürk, M. B., & Mayıs, O. (2021). Relational Assessment of Metacognitive Reading Strategies and Reading Motivation. *International Journal of Progressive Education*, 17(1), 357-375. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1286465.pdf>.
26. Pehlivan, A., Serin, O., & Serin, N.B. (2010). Determining reading interests and habits of candidate teachers. *Procedia Social and Behavioral Sciences*, 9, 869–873. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042810023566>.
27. *PISA 2018: Insights and Interpretations*. (2019). Retrieved from <https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf>.
28. Priajana, N. (2013). Student Teachers' Reading Habits and Preferences. *Journal on English as a Foreign Language*, 3 (2), 71-76. DOI:10.23971/jefl.v3i2.65.
29. Raguotienė, G. (1996). *Spaudą atgavus: knyga ir skaitytojas 1904-1918 Lietuvoje*. Vilnius: Stepono I-kla.
30. Raguotienė, G. (2008). ... *atversta knyga: kai kas apie skaitymą* Vilnius: Lietuvos nacionalinė Martyno Mažvydo biblioteka.
31. Ramos, A. M., & Vila, I. (2015). The role of public libraries in promoting reading within the family. *International Federation of Library Associations and Institutions*, 41(4), 364–369. DOI:10.1177/0340035215596351.
32. Rimša R. V. (1987). Lokaliniai skaitybos tyrimai: organizavimas ir metodika. Vilnius.
33. Rimša, R. V. (1980) Skaitymo tyrimai Lietuvoje: analitinė 1918–1978 metų veiklos apžvalga ir būdas šiam darbui gerinti: metodika bibliotekoms, atliekančioms skaitymo tyrimus. Vilnius.
34. Robinson, L., Glosienė, A. (2007). Continuing professional development for library and information science: Case study of a network of training centres. *Aslib Proceedings*, 59, 462-474. DOI: 10.1108/00012530710817645.
35. Samsuddin, S.F., Mohamed Shaffril, H.A., Bolong, J. & Mohamed, N.A. (2020). Understanding the reading habit and attitudes among the rural community in low literacy rate areas in Malaysia: Rural library perspectives. *Library Management*, 41(1), 39-52. Retrieved from <https://doi.org/10.1108/LM-06-2019-0037>.
36. Scales, A. M., & Rhee, O. (2001). Adult Reading Habits and Patterns. *Reading Psychology*, 22 (3), 175-203. DOI:10.1080/027027101753170610.