

Reading Preferences among Different Generations: A Study of Attitudes and Choices in Singapore

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Abstract

A survey of reading habits of a selected group of readers between the ages of 28 and 43 in Singapore indicated that they tended to adopt pragmatic and utilitarian approach towards reading. The preference for television and internet-related activities shifted them away from reading. Internet ranked the top source of information acquisition. While online sources were preferred, some readers were still willing to travel to libraries and bookstores to get the books they would like to read. The profile of book readers was likely to be female, single, having higher educational qualification, and with no children. The changing reading trends suggest that libraries need to consider shift in focus of services offered.

Introduction

Concerns have been expressed since early eighties about the fall in reading on account of the various environmental factors and social trends typical of the era (Clammer, 1981; Meyer, 1985). Older readers had less choice of media compared to younger readers who were raised at a time when new media were proliferating. It was observed that year of birth determined the level of readership as 71% of the age cohort 18-24 years old read newspapers in 1967 compared to just 42% in 1999. Generational analysis allows researchers in the area to extend beyond basic understanding of reading habits to that of social trends and processes that affect reading habits. For example, generation X experienced the impact of television on reading habits. This generation of people born roughly during the years 1965 to 1980 is often regarded as disillusioned, cynical, or apathetic. They have been exposed to television and radio since childhood. It will be important for libraries to know about the reading patterns and information seeking behaviour of different generations. Goldstein & Brown (2004) reported that more than half of Generation X read the paper on a given day. It was also reported that just 28% of them read the paper the day before and only for about 10 minutes on average. They favoured other media to newspapers (Goldstein & Brown, 2004).

This paper reports the results of a study that was conducted to profile reading habits of a selected group of Generation-X Singaporeans. Singapore offers a good case for such analysis with its homogeneous cross-section of the population. The study under report describes reading profile focusing on the attitudes, motivations and preferences of a selected group about reading. The paper also reflects on information sources preferred, relationship between gender and reading, impact of academic attainment on reading, and preferences for relevant activities. It discusses the possible impact of changing reading trends on focus of library services.

A survey conducted in 2005 revealed that Singaporeans spent most of their leisure time at home watching television and listening to radio (Ngian & Manoo, 2005). Only half of those surveyed enjoyed reading. The top reasons for reading were knowledge, work/study and hobbies. Attitude towards learning was positive, and choices included books, magazines and newspapers. A nation-wide reading campaign, Read!Singapore, was inaugurated in 2005 to encourage leisure reading especially among working professionals, otherwise known as the 'missing generation' from the libraries (National Library Board of Singapore, 2005).

Commonly known classifications for generations include pre-war, baby boomers, Generation-X, Generation-Y, and Millennial. Every generation is about 20 – 30 years apart, bearing in mind that boundaries are appropriated arbitrarily by researchers or census as deemed fit. Each generation is presumably different from another in behaviours given its context of social conditions and period. We chose the so called Generation-X for our study of changes in reading habits. The term Generation X is associated with the stereotypes as slackers who are constantly on the lookout for instant gratification (Coupland, 1991). In general, Generation-X was portrayed as a spontaneous, interactive and unstructured bunch whose beliefs and values were based on lifestyle, fun and no absolutes (McCrinkle, 2003). Their motivations were derived from self-discovery, community and relations. Their learning styles were marked by stories, kinaesthetic and multi-sensory experiences.

Generation-X accounted for approximately 30% of the population (Singapore Department of Statistics, 2007), the majority of which were married, well-educated, and have had career coupled with family commitments. We thought that data about reading habits of this group will be typical and will provide important clues to libraries to align their services to the changing trends and preferences.

Research Methodology

A questionnaire was considered appropriate for this study. Questionnaire was used to collect data on reading trends of the selected group. Demographic variables were used to distinguish between reading habits with respect to education, gender and marital status. The study focused on reading for pleasure, done in leisure time and unrelated to work or study obligations. For the purpose of this study, we included reading materials such as newspapers, magazines, and books of different genre. The participants were asked to give information pertaining to attitude towards reading, the motivation to read, and preferred medium and materials. Demographic information was also collected for analysis of relationship between readings habits and characteristics of the group. A copy of the questionnaire is given in Appendix A. Questions were posted on a commercial survey website, and participants were directed to the website for online completion. The purpose of the survey and instructions were available to guide the participants. The survey was conducted over two weeks 8–18 March 2008.

We chose a group of participants born between the years of 1965 – 1980. They were recruited randomly via social networks and through emails using social contacts of the researchers, friends and colleagues of friends. A total of 198 responses were gathered in two weeks, and after removing eight respondents who fell outside the age category, and 10 respondents who did not provide their age, the study was left with 180 responses comprising 104 females and 76 males. Demographic data was used to group participants according to their gender, education, marital status and number of children. The majority of the participants belonged to the tail-tip of the generation spectrum. Nineteen participants were born between 1965 and 1970; 66 were born between 1971 and 1975; and 95 were born between 1976 and 1980. Ninety-nine respondents were married, and 81 were either single or divorced. Only 59 had children under the age of 12. A majority of participants attained a minimum university education. A total of 146 had graduate and post-graduate qualifications, whereas 34 had diploma or lower qualifications.

Findings and Discussion

Preferred Leisure Time Activities

A list of common activities in a preferred sequence was presented to the participants. They were asked to choose three of their most preferred leisure activities from the list. As expected, use of internet and television turned out to be the most popular activities followed by reading. Activity preferences of participants are shown in Table 1.

Sports and hobbies ranked as the most preferred activities, followed by internet related activities and television watching. Reading was a popular activity but not a priority. Respondents would devote time to reading as reading was believed to be beneficial. As suggested by an earlier survey (Ngian and Manoo, 2005), reading was found to be a consistent activity as 57 percent of respondents reported reading as one of the preferred activities. However, the participants in our study preferred internet-related activities instead of listening to music as found in the previous survey. Reading was more popular as a hobby among women, graduates, and those married with children compared to their counterparts, who opted for internet-related activities, watching television and hobbies.

Table 1: Preferred Leisure Activities (N = 180)

Activities	1 st Preference	2 nd Preference	3 rd Preference	Total
Internet	39.4 %	37.6 %	23.9 %	109
TV	33.0 %	45.0 %	22.0 %	109
Reading	27.5 %	37.3 %	36.3 %	102
Sports	53.2 %	27.7 %	19.1 %	94
Going out	34.5 %	31.0 %	34.5 %	84
Music	29.6 %	42.6 %	27.8 %	54

Participants were asked when they last read a book. More than half (53.3%) responded that they had read books within the previous week. About 10% reported that they did not read any books at all. Even the readers appeared to be less frequent, as they reported five or less books read in the past year. Only a minority was found to be heavy readers who read on the average more than 30 books in the last 12 months. However, they were less than 10% of the sample population. They were mainly single, female, and graduate, without children. We noted that demographic differences were not significant as all factors except education registered less than 3% difference. Participants who were not graduates had mild attitudes towards reading. They recorded no heavy reading at all, while graduates recorded the heaviest reading. The findings did suggest that education was a strong predictor on attitude towards reading. When asked about reasons of less reading, time could only partially account for the lack of reading among non-graduates. Results indicated that 30% of non-graduates expressed no interest in reading, and 27% reported that they had no idea what to read. We thought libraries could have played a role in this regard. Pro-active reader advisory services in libraries could have attracted the attention of this group.

Female participants expressed more positive attitude toward reading. So did graduates and married participants with children. A closer look at the responses indicated that those who had expressed less interest in reading actually read more, while male participants were found more consistent in reading, women participants registered higher interest in reading. The number of non-readers was slightly higher among the men, but not significantly. Also,

single participants read significantly more books. There were fewer non-readers among single participants.

Reasons for Lack of Reading

The following were indicated as main reasons for lack of interest in reading:

- Lack of resources
- Cost of material
- No idea what to read
- Work commitment
- Preference to surf the Internet

We noted that married respondents were engaged in household chores three times more than singles. They spent 20 times more time with their family and children. Similarly, the participants with children devoted most of their energies with family and children.

Participants were asked if they would be willing to make a special effort to source the material they would like to read. Majority of participants (92.8%) were willing to make a special effort to obtain – buy, borrow, or download – a book that they wish to read. Accessibility was as an issue for 55% of the participants. They stated that they might read more if libraries or bookstores were closer to their homes. This appears to be particularly important for married women with children. It is desirable that libraries take this into account for making decision about the location of library branches or deciding on services such as home delivery or online access to e-books and other popular material.

Preferred Sources of Information

Participants indicated a variety of sources for accessing information. Internet was almost always used with a combination of other methods for obtaining information. About 90% of the respondents would surf internet to seek information pertaining to topics of interest. This is consistent with the heavy

use and choice of internet related activities. Participants reported that they also sought information from magazines and books. Friends were always considered a preferred choice; however it was still a fair trail behind the internet. This appears to be good clue for libraries to shift focus from individual users to user communities.

Convenience appeared to be the main factor in choosing a source of information. Easy access of information on the internet was a natural motivating factor. Among all groups of participants, more than 90% would look up information first on the internet. Magazines provided up-to-date information on their topics of interest and friends were always a popular choice for quick information. Similar to convenience, proximity of book facilities was also an encouraging factor in reading. More than 50% participants expressed willingness to read more if the bookstores or libraries were closer to their homes. The sentiments correlated with their material acquisition patterns. About half of the survey participants (51%) would buy from bookstores, about a quarter (23%) would borrow from libraries and about one-fifth (20 %) would obtain materials online.

In terms of acquiring materials online, male showed a higher propensity comparing with female participants. More than 35 % of male respondents chose the web compared to 9.6% female. Generally, female participants borrowed more from public libraries and friends – 29.8% and 8.7% compared to 13.2% and 1.3% respectively. Convenience was also a big factor in determining attitude towards reading in earlier studies (Stokman, 1999; Fishbein and Ajzen, 1975). Vadon (2000) also stated that reading did not appear to take on feminine persona in the case of America.

Reading was considered important to meet the need for information and personal development in addition to a leisure activity. The males, singles and non-graduates particularly highlighted this point. Their attitude towards reading had strong pragmatic underpinnings with exception of females, who were driven by affective needs. Relaxation was more pertinent than utility for females. The profile of book readers was likely to be female, single, having higher educational qualification, and with no children. Differences on all demographic categories were slight, except education. Non-graduates read significantly less books than graduates. Many participants seemed to read for pragmatic reasons. Convenience and utility appeared to influence their attitude towards reading.

Motivational Factors

Participants indicated the degree of relevance on 13 statements in terms of frequency: most of the time, sometimes or rarely. As shown in Table 2, internal motivations surpassed external factors. One in every two participants read primarily for information and personal development while enjoyment and relaxation came after. There was consensus across demographic variables except for women. They read primarily for relaxation and personal development. The demographic trends of reading motivations correlated positively with those who read most books – males, graduates, singles and respondents without children. Motivation could be a better predictor of reading behaviour, compared to attitude. External motivations such as friends and bestseller lists also played important roles. Although not the strongest motivators in influence, many respondents would read upon recommendations.

Table 2: Top Ten Motives of Reading (N=180)

Reasons to read	Most of the time	Sometimes	Rarely
Personal development	56.1 %	35.6 %	6.1 %
Information finding	54.4 %	37.8 %	6.1 %
Relaxation	46.1 %	32.2 %	18.9 %
Hobby	45.6 %	28.9 %	23.9 %
Current affairs	43.9 %	39.4 %	13.9 %
Book by favourite author	23.3 %	31.7 %	40.6 %
Language skills	20.6 %	42.2 %	34.4 %
Recommendation	20.0 %	60.0 %	18.3 %
Bestseller	17.8 %	53.9 %	23.9 %
Kill time	13.3 %	40.6 %	41.1 %

To ten motivating factors listed in Table 2 show the pragmatic stance of the selected group adopted in reading. They perceived that reading had to be firstly, functional with tangible rewards. Participants seem to have developed a utilitarian mentality encouraging them to think that their investment of time in reading to reap useful return in the form of knowledge. They appeared to be

convinced that reading is a prerequisite to attain knowledge that may enable them to be successful in life. This is a good clue for libraries to emphasize in their promotion and awareness activities. Socio-cognitive motivation could not be the only force to encourage reading. It could be an effect of several factors of motivation, as exemplified by reading done to be abreast with current affairs. Our impression after close analysis of responses of participants suggests that some participants read with an internalised need, while others read with an innate interest to know. In both cases, readings appeared to be pleasurable for the participants. We considered those participants who read for hobby or relation as intrinsically motivated.

Approximately 50% of the participants stated that they enjoyed reading during childhood. It seemed that those who read were influenced by childhood reading pleasures. However, they were insufficient to determine the intrinsic reading motivation for relaxation in adulthood. It may therefore be concluded that there are multiple motivators for reading for adults. Furthermore, these motivations seem to be overlapping. This reinforces the findings of Schutte and Malouff (2007). Self-efficacy is another motivating factor for reading. No participants appeared to have problems with their capabilities to read or comprehend texts.

Based on our results, we concluded that motivations to read were largely internal. Motivations such as pleasure, learning, or knowledge did serve particular needs. External factors such as bestsellers, design of book jacket, passing time or reading campaigns did not have much effect on participants. About 80% participants responded that they would not be encouraged to read more during book reading campaigns. However, they responded that they would occasionally read upon friends' recommendations or if their favourite authors have published new works. We therefore consider external motivation comparatively weak due to the absence of explicit pressures of reward and punishment schemes that students have. Singles and non-graduates participants responded that would read to hold conversations. We interpreted this that perhaps non-graduates felt inapt with their existing knowledge, while singles were socialising more. These gaps warrant further research but do provide good pointers for libraries to look into.

As discussed above, we concluded from the findings that motivation to read was driven by a combination of socio-cognitive and intrinsic factors. A good pointer for libraries is that the quest for knowledge and information were the primary driving forces for most participants, followed by reading for pleasure.

Considering the higher literacy rates of Singapore, self-efficacy did not seem to be a problem as participants were capable of handling difficult texts. Women considered relaxation before utility in selecting reading as a preferred activity.

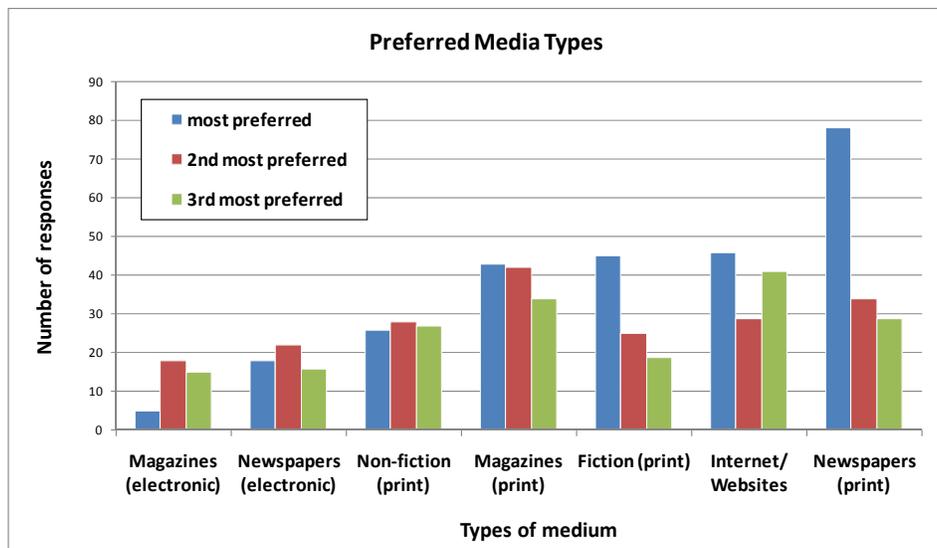
Preferred Reading Locale

Approximately 90 % participants liked to read in the comfort of their homes, while 40% would also read while commuting between places. Bookstores and libraries received lukewarm reception, garnering 13% and 10% respectively. About 50% respondents would obtain materials from bookstores compared to another 20% who would borrow from libraries. Cost was not stated as a reason to stay away from reading. It might again be linked to the affluence in Singapore where most people would be able to afford to buy their favourite books. Participants in the study seem to have issues of ownership, time restraints – the need to read a book within stipulated timeframe; or issues of access and availability – waiting for a book that has already been loaned out, and to return afterward; and proximity of libraries from homes or workplaces. The preference of bookstores and libraries required further investigation.

Internet was the favourite information source for participants. Over 90% of male, graduates, married, and respondents without children favoured the online option reflecting their trust and comfort using electronic sources. The results were fairly uniform across demographic variables. Non-graduates were least likely to source the internet for information. Similarly, females were more likely to rely on books. While a majority of the participants would obtain information from the internet, only a fraction of them would buy material online. Male respondents seemed to have the highest propensity to acquire materials online. About 25% respondents stated that they would borrow from the library. Gender preferences were distinct as females were the heaviest borrowers from libraries and the lightest online acquirers, whereas the opposite was true for men. The results highlighted the differences in demands between the sexes. Convenience seemed more pertinent to men than women. Another factor could be the type of information. Females tended to read fiction, which was traditionally available in print. It was found that participants were unlikely to choose electronic versions of materials that were available traditionally in print format. These findings would provide good clues to libraries for collection development considerations.

Respondents had many choices to choose from, as sources are available in multiple forms. Print newspapers emerged as the most popular and preferred choice, when participants were asked to indicate three most preferred type of reading material in either print or electronic format. As shown in Figure 2, printed material was ahead by a healthy margin over other materials. More than 50 respondents stated that they would read the print first across all demographic categories. More than 70% of participants favoured newspapers as their top three reading sources. Internet and websites were second on the list, followed closely by fiction and print magazines. We noted a growing competition between internet web pages and traditional publications. Most respondents appeared preferring fiction to non-fiction when juxtaposed. Also, electronic magazines enjoyed the least popularity. Preferences for media types are shown in Figure 1.

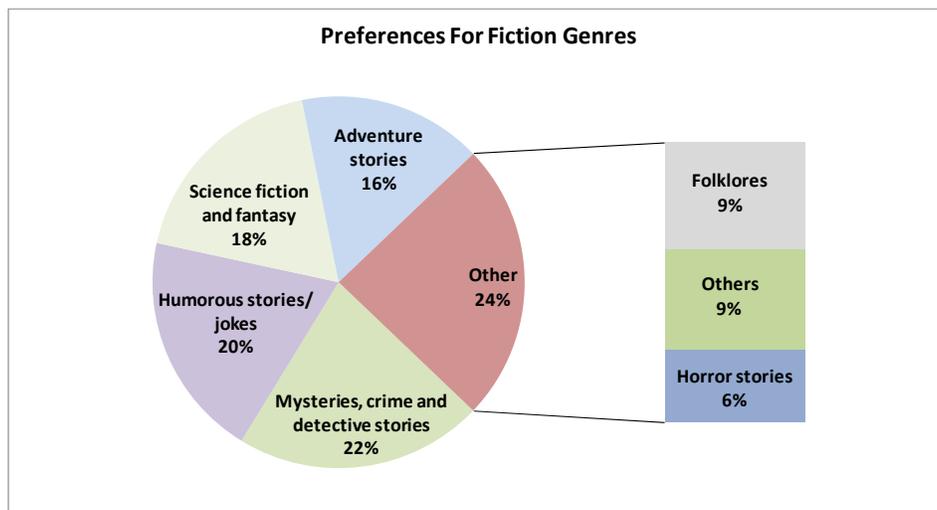
Figure 1: Reading Materials and Media Preferred by Participants



Electronic news and magazines paled against their print counterparts. Participants appeared to be more comfortable and familiar with paper, layout and structure of traditional print publications instead of reading off the screens. Subsequently, they preferred print counterparts when it comes to news and magazines. The low ratings for electronic newspapers and magazines also highlighted the reading of web pages unrelated to these types of publications. When compared across demographic variables, non-graduates were found the heaviest users of web sites.

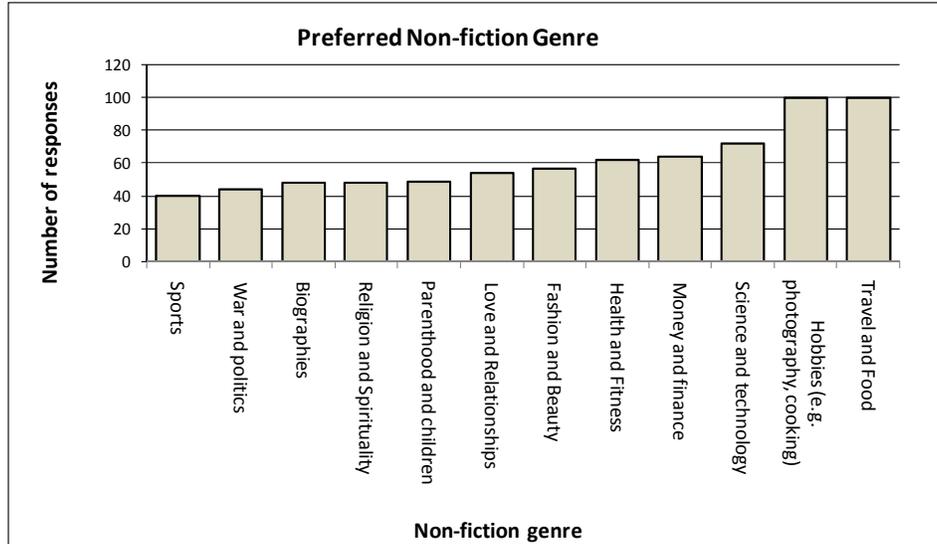
More than 20% participants voted in favour of mysteries, crime and detective stories when asked to pick their preferred genre for fiction books. They were asked to choose all that applied. Data in Figure 2 shows the most popular genres Humour was chosen by 20%, followed by sci-fi and fantasy which was preferred by 18% participants. Less than half of the sample favoured the most popular fiction genre. Non-fiction books were preferred more than fiction books when asked to indicate preference. More than 50% respondents would read books on hobbies such as photography, cooking and crafts; and on travel and food. Other favoured topics included science and technology, money and finance; and health and fitness. As shown in Figure 3, the former garnered 40%, whereas 36% and 35% of respondents preferred the latter two respectively. However, it was difficult to conclude that respondents preferred non-fiction books to fiction books, although there were more participants who partook in genre preferences for non-fiction to fiction books.

Figure 2: Fiction Genres Preferred by Participants



Men preferred fiction genres like science fiction and fantasy (57.3%), mysteries (52%) and adventure stories (46.7%); whereas females fancied mysteries and humour (49.5%). This was expected that genre preferences would differ along gender lines. Men preferred science and technology (65.8%), hobbies (55.3%), followed by money and finance (50%) while women liked travel and food (65%), hobbies (56.3%), fashion and beauty (51.5%). War and politics was favoured by men and women favoured health and fitness, love and relationships, and parenthood and children.

Figure 3: Non-fiction Genres Preferred by Participants



It was hardly a surprise to see discrepancies between genders because of correlation between genre and gender. For example, more men preferred science fiction than women. Women preferred folklores than men. Demographically, non-fiction preferences provided more diversity. Hobbies were unanimously popular across all demographic groups. Gender, more than other demographic groupings, saw the greatest genre exclusivity.

There were five genres that ranked variations between 10 – 15% differences between singles and married respondents. These include hobbies, sports, history and geography, health and fitness, as well as travel and food. On all accounts, singles ranked higher on the above topics than married individuals. It suggests that marital lifestyle differences influence preferences. Interestingly, when singles were compared with participants without children, the differences between genre preferences were minute. Lifestyle preferences and mentality for these two groups were similar, as suggested by the findings. Parenthood was a significant factor that altered reading preferences and patterns. Parents read heavily on parenthood and children genre over others. Topics that saw the largest variations between participants with and without children, were those favoured by the singles and participants without children. About 20% participants would read to inculcate the habit in their children. Parental reading habits are influential in encouraging reading habits in their young. Though parents were weak readers and this could result in the

perpetuation of weak reading habits. This provides a good clue to libraries that their reading campaigns may be more attractive to users with young children.

Demographic Variables and Reading

We noticed some differences in reading habits among male and female participants. These differences were distinct in areas of attitude, motivation, information source, and genre and media preferences. Participants reported that females spent considerably more time doing housework (22.8%) than males (8%). We also noticed that men preferred to source for materials from the internet. More than 35% male respondents chose the web compared to 9.6% female. In general women borrowed more from public libraries and friends – 29.8% and 8.7% compared to 13.2% and 1.3% respectively. Females expressed that locale was important for them and suggested that they would read more if the book stores or libraries were closer to their homes. More than 60% of females stated that proximity mattered compared to 46.1% males.

The top motivations for women to read were for relaxation (58.4%), followed by personal development (55.4%) while men read firstly for information (60.8%), then personal development (60%). The pragmatism in males was seen in their preference for publications. Apart from newspapers, 44.2% chose Internet websites as their preferred material and medium, which only garnered 35.9% from females. Another noteworthy point was women's preferences for fiction books (55.9%) compared to men (40%).

Genre preferences differed along gender lines. Masculine reads included non-fiction topics such as war and politics, sports, science and technology, history and geography, as well as money and finance; while feminine reads encompassed health and fitness, fashion and beauty, religion and spiritual, travel and food, love and relationships, as well as parenthood and children. Then, there were the 'neutral' genres of hobbies, office relations and management. This was in line with findings in other surveys (Ross, 2001).

Educational factor only influenced the attitude and the number of books read. Non-graduates were less interested in reading. They were likely to read to improve language skills. More graduates (49%) inculcated a reading habit from young age as compared to non-graduates (35.3%). Non-graduates seemed to have a penchant for electronic publications. They also surpassed

graduates in preferences for magazines, comics, non-fiction, and Internet websites. In sum, this section showed that education did make a difference in reading habits, attitudes and motives.

Among all participants, 42% were single, and 55% were married. The remaining 3% were divorced or separated. Although time spent and the quantity of books read were similar between the two groups, singles were more directionless as to what books to read -- 23% singles expressed so versus 6.1% married respondents. Marital status did not have significant impact on reading except in cases where participants had children. Singles and those married without children displayed similar patterns. There were 59 participants with children, which accounted for 32% of the sample population. Reading habits did not differ significantly for those with children and those without, except that the former spent more time with family, and read more children or parenthood-related books. Proximity was a concern, and a small percentage of parents would also read for the sake of inculcating the habit in their children.

Conclusion

Analysis of the reading profile of a selected group of Generation X in Singapore indicated that television watching and internet surfing were among the top activities. Reading was also found as a favourite leisure time activity but was not listed as a priority by the participants of the study as only slightly more than half of the participants included reading in their preferred leisure activities. The percentage of readers in this study was comparable to the general adult population as indicated by earlier surveys. Analysis of attitudes, motivations and preferences in demographic segmentation offered deeper insight to reading habits of Generation X group. If their responses are a valid indication, they were generally positive, particularly females, graduates, married, and those with children. While a lack of interest was exhibited, men, singles and respondents without children appeared to be reading more compared with their counterpart in the study. Practicality and convenience were found determining factors with regard to attitude toward reading. We found cognitive forces stronger than affective needs, especially among the males, singles and non-graduates. They read for information and self-development, while females were driven by affective needs first. Internet was the main choice for male participants. This seems to be in line with other

studies. For example, Karim and Hasan (2007) stated that reading habits of different groups were considerably influenced by digital media.

A closer look at responses indicated that motivation for reading was primarily driven by cognitive needs. Reading was seen as fulfilling their affective needs of enjoyment and escape for female participants. Lack of time and energy were considered the main deterrents to reading. Education appeared to be a main predictor of reading, as non-graduates were reluctant readers in general. They lacked interest and also expressed that did not have an idea of what to read.

Newspapers were the most preferred and a popular choice as preferred publication for reading as more than 70% respondents included newspapers in their reading repertoire. Fiction was favoured over non-fiction. Genre preferences highlighted distinct gender discrepancies that rendered genres masculine and feminine. Reading motivation was a better predictor of the number of books read among the Generation X group. Participants list work and family as the main barriers to reading after other competing activities such as television watching, internet surfing and hobbies.

Home was considered the most preferred reading locale by majority of respondents, except by those who needed to commute via public transport and preferred to read on the journey. Internet was the top choice for sourcing information but participants also favoured acquisition of reading materials from bookstores and libraries. Online sources were considered trust worthy and participants appeared comfortable navigating for information on online sites. It might be related to perceived convenience. However, the conventional bookstore was also favoured to acquire reading materials.

Material choice appeared to have been influenced by pragmatic and functional reading habits. Preferred reading materials included newspapers, magazines, web sites, and books. Printed newspapers were considered more popular compared with their electronic counterparts. Print sources still seem to be enjoying higher readership. But internet and web pages were favoured over fiction and books. Generation X group was quite comfortable looking up information on the internet. They considered it as one of the main sources of infotainment. Newspapers and web pages could be read from the comfort of the home, thus causing no need for them to use the library services. In other

words, this cohort would abandon the library unless their services were indispensable and deliverable virtually or in the most accessible methods.

Analysis of reading pattern in the context of demographic variables revealed that gender did not have a significant effect on the number of books read. But, it did influence reading preferences, motivation, and attitude. Education was strong predictor for attitude, motivation and number of books read. Marital status was less significant unless it was paired with children. Singles were found to have similar reading patterns with respondents without children. But family consideration particularly children appeared to have been perceived as barriers to reading. Participants with children largely focused on family-related topics – parenthood and children. This topic was unique to this demographic segment.

The results of the study of reading trends among Generation X provided several pointers that could be helpful in determining the focus of services and programs in libraries. Participants' preference for internet as a source of information, dependence on friends as a choice for advice on reading, and emphasis on convenience and pragmatism as motivators to reading suggest important clues for consideration in collection development and user programs in libraries.

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Appendix

Survey on Reading Habits among Adults

1. How often do you do the following activities in your leisure time? Please tick accordingly.

How often do you:	Daily	Week	Monthly	Rarely
Read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surf internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet up with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify)				

2. Why do you read? Please tick for all relevant answers.

- Information seeking
- Personal development
- Relax
- Keep abreast of current affairs
- Mandatory
- Others (please specify):

3. How often do you read the following publications? Please tick all applicable.

How often do you read:	Daily	Weekly	Monthly	Rarely
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fiction i.e. novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-fiction e.g. biography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference i.e. photography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet web pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How many books (NOT newspapers or magazines) have you read from start to finish in the last 12 months? Please tick accordingly.

- None 1-10 11 – 20 21 – 30 more than 30

5. Do you prefer to read electronically (e.g. e-book, online newspaper, e-zines)? Why?

6. The following questions relate to frequency of book-related activities. Please tick accordingly.

When did you last:	Last 4 weeks	Within 3 months	Within 6 months	Within a year	Nil
Read a book for pleasure/interest	<input type="checkbox"/>				
Read a book borrowed from friend	<input type="checkbox"/>				
Go to a book store	<input type="checkbox"/>				
Buy a book for yourself	<input type="checkbox"/>				
Go to a public library	<input type="checkbox"/>				
Read a book borrowed from library	<input type="checkbox"/>				

7. How often do you patronise bookstores in your leisure time? Please tick accordingly.

- Several times a week Several times a month Rarely

8. How often do you visit a library in your leisure time? Please tick accordingly.

- Several times a week Several times a month Rarely

9. Do you prefer to borrow or purchase books? Why?

10. The following questions relate to internet/online activities. Please tick accordingly.

How often do you:	Daily	a week	a month	Rarely
Read online newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read online magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read E-books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchase books online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read Wikipedia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read/Participate in Blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read/Participate in Forums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch video e.g. YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Where do you usually read?

- Public transport Home Bookstore Others, please specify:

12. What are the deterrents that keep you from reading? Please tick all relevant answers.

- Time Tiredness No interest Others, please specify:

13. Where do you look for information on topics of interest? Please tick all relevant answers.

- Friends Internet Books Others, please specify:

14. Below are a series of statements about attitudes towards reading.

Please tick accordingly on a scale of 1-5 indicating your agreement/disagreement with the statement.

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Reading is fun if I can discuss with friends. | <input type="checkbox"/> |
| Reading Campaigns motivate me to read. | <input type="checkbox"/> |
| I like reading but haven't time to do so. | <input type="checkbox"/> |
| There is no incentive for me to read. | <input type="checkbox"/> |
| Reading is one of the best ways to learn. | <input type="checkbox"/> |
| Reading is a boring activity for the nerds. | <input type="checkbox"/> |
| I like the convenience of e-reading. | <input type="checkbox"/> |
| I got better things to do than reading. | <input type="checkbox"/> |
| I would prefer someone explain
to me than to try to learn it from a book. | <input type="checkbox"/> |
| I read only when the need arises. | <input type="checkbox"/> |
| I read when I have the time to enjoy it. | <input type="checkbox"/> |
| Unfamiliar words deter me from reading. | <input type="checkbox"/> |
| I don't know what to read. | <input type="checkbox"/> |
| I read books based on reviews. | <input type="checkbox"/> |
| I like reading books since young. | <input type="checkbox"/> |
| I only read on a specific topic of interest. | <input type="checkbox"/> |
| I choose books based on their jackets. | <input type="checkbox"/> |
| When I read an interesting book or article
I like to tell my friends about it. | <input type="checkbox"/> |
| I read to understand more about my work. | <input type="checkbox"/> |
| I only read in English language. | <input type="checkbox"/> |
| I only read books recommended by friends. | <input type="checkbox"/> |

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When I read I usually get tired and sleepy.	<input type="checkbox"/>				
Reading allows me to relax and unwind.	<input type="checkbox"/>				
I avoid reading because it makes me feel anxious.	<input type="checkbox"/>				
My parents fostered reading when I was young.	<input type="checkbox"/>				
There are better ways to learn than book.	<input type="checkbox"/>				
I feel clueless in a library/ bookstore.	<input type="checkbox"/>				
I am more inclined to read during holidays.	<input type="checkbox"/>				
Book clubs encourage me to read more.	<input type="checkbox"/>				
I will read more if the book is more accessible.	<input type="checkbox"/>				
I tend to read books that are highly publicized.	<input type="checkbox"/>				
I only read books by selected authors.	<input type="checkbox"/>				

15. Do you know of the following services offered by the National Library Board? Do you use them? Please tick accordingly.

Services offered	Awareness		Usage	
	Yes	No	Yes	No
Borrowing of books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Borrowing of audiovisual material (DVDs, VCDs, film strips, videocassettes, video discs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Borrowing of music scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising of maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Borrowing of tape recordings & slides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilising microfiche & microfilms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usage of databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital library i.e. e-books, forums, blogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference services: ask a librarian via email, text messages, phone, fax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Story-telling for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talks for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>