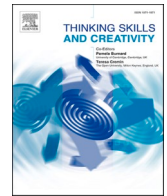


Contents lists available at [ScienceDirect](https://www.sciencedirect.com)

Thinking Skills and Creativity

journal homepage: www.elsevier.com/locate/tsc

The contributions of children's libraries in disadvantaged areas to critical thinking skills

Sakine Hakkoymaz

Department of Primary Education Teaching, Hasan Kalyoncu University, Gaziantep, Turkey

ARTICLE INFO

Keywords:

Critical thinking
Children's libraries
Disadvantaged children in earthquake area
Information access
Community-based education

ABSTRACT

Critical thinking emerges as a crucial skill that can bring meaning to the lives of children, particularly those facing challenging living conditions. This qualitative study aims to examine the critical thinking tendencies of 30 children (15 girls and 15 boys) aged 7 to 10 from disadvantaged areas who experienced the 2023 Kahramanmaraş earthquake and regularly attended a children's library in Gaziantep, Turkey. The participants were selected using a purposive sampling method and participated consistently in workshops offered by the library. Data were collected through written interview forms designed to evaluate the children's critical thinking skills and assess the impact of the library programs. These data were analyzed using content analysis to gain a deeper understanding of the children's thought processes and the influence of library programs on these processes. The findings revealed that the library environment and workshop activities significantly enhanced the children's critical thinking skills. Through group discussions and interactions with diverse information sources in the library, children developed key components of critical thinking, including the ability to evaluate different perspectives, analyze information, and think independently. This study highlights the pivotal role of children's libraries in supporting critical thinking skills, particularly among children in disadvantaged areas. Based on the study's findings, it is recommended to diversify and expand workshop programs in children's libraries that target critical thinking skills. Additionally, implementing community-based educational programs in collaboration with local communities could further strengthen children's critical thinking abilities, equipping them to become more capable individuals in the future.

1. Introduction

The skill-oriented approach emphasized in the vision statements of various organizations, such as the European Union, the United Nations, the OECD, and UNESCO, is noteworthy. Recent studies conducted by these international organizations highlight that critical thinking is an indispensable component of both individual and societal life. Consequently, it has become a priority in the education systems of many countries and international organizations ([Organisation for Economic Co-operation and Development, 2018](#); [United Nations Educational, 2018](#); [World Economic Forum, 2020](#)). These studies further underscore that critical thinking equips individuals with skills such as evaluating information, analyzing diverse perspectives, making logical inferences, and solving complex problems. In today's world, where access to information has become increasingly effortless, the importance of critical thinking has grown even more. It enables individuals to identify accurate information, distinguish misinformation, and make informed decisions. In this regard, fostering critical thinking skills significantly contributes to individuals' personal development and their active participation in societal

E-mail address: sakine.hakkoymaz@hku.edu.tr.

<https://doi.org/10.1016/j.tsc.2025.101882>

Received 10 December 2024; Received in revised form 26 May 2025; Accepted 28 May 2025

Available online 6 June 2025

1871-1871/© 2025 Elsevier Ltd. All rights are reserved, including those for text and data mining, AI training, and similar technologies.

life.

Critical thinking can be defined as the ability to actively analyze, evaluate, and synthesize information, enabling individuals to make logical inferences and decisions (Facione, 1990). This process involves comparing existing knowledge with newly acquired data, evaluating different perspectives, and identifying potential fallacies to achieve a deeper understanding. In the literature, critical thinking is addressed as a series of cognitive processes, including questioning information, evaluating evidence, analyzing assumptions, considering alternative explanations, and generalizing conclusions (Anderson et al., 2001; Ennis, 1993; Paul & Elder, 2020). Critical thinking encompasses not merely the memorization of information but also the ability to interpret, make sense of, and develop one's own thoughts based on that information. It is a fundamental skill that helps children in the modern world develop the capacity to analyze, evaluate, and synthesize information from various sources (Koyuncu-Şahin & Akman, 2018). In developing countries, such as Turkey, families frequently encounter various constraints in supporting their children's critical thinking, language, and cognitive development. Research indicates that in low socioeconomic households, particularly where parents have limited educational backgrounds, the home communication environment does not sufficiently foster the development of critical thinking skills (Basmaz, 2017; McLoyd, 1998). This disadvantage may result in deficiencies in core cognitive abilities such as critical analysis, inquiry, and problem-solving. If these deficiencies are not addressed through early intervention, they may persist throughout life. Fundamental skills that underpin critical thinking, such as questioning, reasoning, and constructing arguments, must be actively supported through various engaging activities (Savage, 1998; Valenzuela et al., 2011). In this context, children's libraries offer an ideal setting for the development of such skills. With their extensive book collections, access to a wide range of information resources, guidance from experienced librarians, and a free learning environment that fosters children's curiosity, libraries play an active role in promoting the development of critical thinking skills.

1.1. Children's libraries: places that foster critical thinking

Once perceived merely as book repositories, libraries have evolved into dynamic hubs of information, technology, and community engagement (Adetayo et al., 2024). Children's libraries are non-profit public institutions that cater to the developmental needs of children, serve multicultural communities, and particularly support disadvantaged children in achieving educational equity. These libraries provide a wide range of services, from fostering early literacy skills (Cevher, 2015; Kipfer, 2019) and supporting linguistic, social, and motor skills (Altun et al., 2018; International Federation of Library Associations and Institutions (IFLA) 2018a, 2018b; Kakirman Yıldız, 2015; Ozanne & ve Ozanne, 2011) to strengthening critical thinking abilities (Bohrer, 2005; Hughes, 2004). The diverse collection of children's libraries, encompassing genres from fiction and non-fiction to biographies and historical narratives, enables children to explore different cultures and ideologies. This diversity encourages them to evaluate multiple perspectives and gain a deeper understanding of the world around them (Beers et al., 2003). Thus, the rich resources provided by children's libraries form a critical foundation for the development of critical thinking skills.

Critical thinking processes such as synthesizing information and extracting purpose-driven knowledge are vital for independent learning and lifelong education (Lipman, 2003; Paul & Elder, 2020). Collaborative spaces that foster social critical thinking skills are among the core components of children's libraries. Group reading sessions and discussions encourage children to share diverse perspectives and understand various interpretations, while also requiring them to articulate their thoughts clearly, engage in active listening, and respond to their peers' viewpoints. These interactions create an ideal environment for the development of critical thinking skills and enhance children's social critical thinking abilities. Interactive learning activities such as creative writing, storytelling, scientific experiments, robotics and coding, art, STEM, music, and logic games organized in children's libraries contribute significantly to the development of children's cognitive, social, and linguistic skills. These workshops aim to equip children from different age groups with essential 21st-century skills such as creative thinking, problem-solving, and collaboration, while also fostering critical thinking and evidence-based inquiry skills (International Federation of Library Associations and Institutions (IFLA) 2018a, 2018b; International Federation of Library Associations and Institutions (IFLA) 2019a, 2019b; International Federation of Library Associations and Institutions (IFLA) 2020a, 2020b). The workshops go beyond enhancing literacy skills by offering experiential learning practices that encourage active participation. They create an educational environment that promotes cultural awareness, strengthens social bonds, and supports critical thinking (Blankenbicker, 2021; Eisenberg & Berkowitz, 1990; Hattie, 2009). In this context, the workshops provide equitable learning experiences, particularly by offering accessible educational opportunities for disadvantaged children (UNICEF, 2004). This process not only enables children to discover their individual talents but also contributes to reinforcing the principles of social justice and equality.

Children's libraries also promote a culture of independent learning by supporting visitors in seeking information and evaluating resources autonomously. Such autonomy enables children to take responsibility for their learning journey and develop critical thinking skills (American Association of School Librarians, 2007). The library environment fosters self-directed learning by allowing children to explore topics of interest at their own pace. Furthermore, these libraries encourage lifelong learning habits and instill in children a perspective that emphasizes continuous learning and critical engagement with information (Yenice et al., 2020; Paul & Elder, 2020). This approach not only helps individuals make more informed and effective decisions in the information age, but also strengthens their sense of social participation and responsibility. The cognitive support role of children's libraries becomes particularly significant during times of crisis or trauma.

In order to more comprehensively evaluate the role of children's libraries in the development of critical thinking skills—which are among the most important indicators of cognitive development (Tozduman Yaralı, 2020)—it is necessary to consider current global research on the cognitive effects of trauma in early childhood and on educational resilience in post-disaster contexts. Recent studies have shown that traumatic experiences during disasters can significantly impair children's attention, memory, and metacognitive

functions, yet these effects may be mitigated through supportive and structured learning environments (Aykaç et al., 2024; Çalış, 2023; Okuzono et al., 2024; Tanhan & Mukba, 2015). Similarly, research on educational resilience emphasizes that secure, nurturing, and interaction-oriented learning environments play a critical role in preserving children's academic and emotional well-being (Polat & Aliyev, 2024; Şam et al., 2025). In this context, children's libraries stand out as safe learning spaces that support both cognitive and emotional recovery, especially in post-disaster periods. The extant literature also highlights that learning environments function as protective factors (Ye, Teig & Blömeke, 2024).

Furthermore, the necessity for structured learning environments to support the development of children's critical thinking skills is increasing not only in the aftermath of disasters but also in the digital age, where access to information is rapidly accelerating.

The independent learning opportunities and lifelong learning habits provided by children's libraries have become even more significant in the age of widespread online resources. The prevalence of online resources has raised arguments questioning the necessity of libraries (Herring, 2008). While the ease of internet access allows children to find information without visiting libraries, the instantaneous nature of online resources can hinder deep thinking and pose challenges to the development of analytical skills. Studies indicate that digital distractions affect children's focus and concentration, making it difficult to cultivate the deep thinking promoted by libraries (Prensky, 2009). Continuous streams of information and shortened attention spans, in particular, are noted to limit children's ability to engage with topics in depth. This dynamic highlights the growing importance of the structured learning environments offered by children's libraries. Such environments support children in approaching information thoughtfully and fostering critical thinking skills (Ertaş et al., 2011; Dillon et al., 2016). Children's libraries provide significant contributions to the learning process, offering critical support for children's cognitive development.

1.2. The aim and initial value of the study

The primary aim of this study is to thoroughly explore the impact of library usage habits on the critical thinking skills of children aged 7–10 from disadvantaged areas affected by earthquakes. The research focuses on understanding how the experiences children gain in library environments support their critical thinking processes. Thus, the study will provide a detailed analysis of how social interactions and information access processes within libraries contribute to the development of children's critical thinking skills.

A review of the literature reveals a limited number of studies on children's libraries conducted across various disciplines, often focusing on students and teachers (Polat, 2018; Ramazan & Özdemir, 2020; Temiz & Yılmaz, 2024). These studies have examined the role of children's libraries in educational and social development but have not specifically addressed the relationship between library experiences and the critical thinking skills of children in the 7–10 age group. To fill this gap, this research was conducted in a disadvantaged region affected by an earthquake and aims to provide an in-depth exploration of how library experiences contribute to the critical thinking skills of children within this age group.

The findings of this study address a significant gap in the field of children's librarianship by offering a strategic framework to enhance the effectiveness of library services in fostering critical thinking skills among children. The results provide practical recommendations for reevaluating the content and delivery methods of library services for children, serving as a guide for improving and expanding these services. Focusing on how libraries contribute to critical thinking development through access to information, social interactions, and activities encouraging active participation, this study serves as a valuable resource for library management and educational policies. In this regard, the findings have the potential to redefine the role of children's libraries within the education system and to guide policymakers and educators in leveraging libraries more effectively as learning environments. Additionally, the findings offer a foundational framework for future research on various age groups, cultures, and types of libraries, contributing significantly to the literature and enriching scholarly discussions in the field of children's librarianship. The critical role of children's libraries in supporting the development of critical thinking skills, particularly in disadvantaged areas, underscores their importance in children's overall development. The study's central research question is:

How do children's libraries in disadvantaged areas contribute to the development of critical thinking skills among children?

Answering this question is crucial for enhancing the effectiveness of library services and ensuring educational equity for children in disadvantaged areas.

2. Methodology

2.1. Research design

The present study was conducted using a qualitative research approach and a phenomenological design. Phenomenology is a methodological approach that aims to elucidate the meanings of phenomena, situations, or lived experiences that are frequently encountered in everyday life but not fully understood in depth (Creswell, 2020; Van Manen, 2007; Yıldırım & Şimşek, 2018). As Van Manen (2007) asserts, the primary goal of this approach is to facilitate a comprehensive understanding of human experience. In this context, a phenomenological design was selected for the study, as it seeks to explore in depth the perceptions, emotions, and thoughts of children who regularly attend library settings regarding critical thinking. Phenomenology is particularly effective in understanding internal and personal processes, including critical thinking, by virtue of its emphasis on the meanings that individuals ascribe to their lived experiences. While other qualitative research approaches, such as case studies, tend to describe events and processes within a specific context, phenomenology allows for a more profound exploration of subjective experiences and the meanings attributed to them. In this regard, the phenomenological approach employed in the study offers a direct way to understand children's experiences of critical thinking through their narratives, thus making it the most suitable method for the research objectives.

2.2. Participants and process

The data collection process for the study was conducted in accordance with the established protocol, the necessary correspondence was conducted and official permissions were obtained from the Alaaddin Yavaşca Children's Library Directorate, which operates under the Gaziantep Metropolitan Municipality. Following the requisite approval, informed consent forms were collected from children who regularly attended the library and from their parents who voluntarily agreed to participate in the study. As of 2024, the participants consist of 30 children—15 girls and 15 boys—aged between 7 and 10 years, who regularly attend the Alaaddin Yavaşca Children's Library in Gaziantep.

The participants were selected using purposive sampling, a method that enables the inclusion of individuals who meet specific criteria aligned with the objectives of the research. It is noteworthy that the children participating in the study were affected by the two major earthquakes, measuring 7.7 and 7.6 on the Richter scale, that struck Kahramanmaraş on February 6, 2023. These earthquakes directly affected 11 provinces: Adana, Adıyaman, Diyarbakır, Gaziantep, Elazığ, Hatay, Kahramanmaraş, Kilis, Malatya, Osmaniye, and Şanlıurfa. The consequences of these seismic events included the deaths of 50,783 individuals, injuries to 115,353 individuals, and extensive destruction (AFAD, 2023).

The children involved in this study are individuals who have resided in socioeconomically disadvantaged neighbourhoods of Gaziantep following the earthquake. In the aftermath of the disaster, there was a considerable disruption to their education, social lives, and emotional development. The economic losses experienced by families, displacement, housing problems, and psychological trauma have the potential to negatively impact children's cognitive development, particularly their critical thinking skills.

In this particular context, the decision to include these children in the study can be considered both deliberate and well-justified. The objective of the present study is to understand how library environments facilitate the cultivation of critical thinking skills in children who face such vulnerable circumstances. Libraries not only provide access to information but also serve as alternative learning spaces that foster key elements of critical thinking, such as questioning, reflection, discussion, and the development of multiple perspectives. Therefore, the interviews conducted with these children in the post-disaster period are directly aligned with the scope and purpose of the study.

For the data collection process of the study, necessary correspondence was conducted with the Directorate of Alaaddin Yavaşca Children's Library under the Gaziantep Metropolitan Municipality, and official permissions were obtained. Following the approval, informed consent forms were collected from children who regularly attended the library and their parents, who voluntarily participated in the study. The participants comprised a total of 30 children, 15 girls and 15 boys, aged between 7 and 10, who regularly attended Alaaddin Yavaşca Children's Library in Gaziantep in 2024. The participants were selected using the purposeful sampling method, which ensures that individuals meeting specific criteria and aligned with the study's goals are included. On February 6, 2023, Türkiye experienced two devastating earthquakes centered in Pazarçık (magnitude 7.7) and Elbistan (magnitude 7.6) in the

Table 1

The general characteristics of the children.

Gender	Age	Grade	Frequency of Library Use (Weekly Hour)	Reading Duration (Daily Hour)
Girl	7	2. grade	2	30 min.
Girl	9	3. grade	1	15 min.
Girl	10	4. grade	3	45 min.
Boy	7	1. grade	1	20 min.
Girl	10	4. grade	2	60 min.
Boy	7	1. grade	2	15 min.
Boy	9	3. grade	3	30 min.
Girl	10	4. grade	1	25 min.
Girl	10	4. grade	2	35 min.
Boy	7	1. grade	4	15 min.
Boy	8	2. grade	1	20 min.
Boy	9	3. grade	3	40 min.
Girl	10	4. grade	2	25 min.
Boy	10	4. grade	2	50 min.
Girl	9	3. grade	2	60 min.
Boy	8	2. grade	2	30 min.
Girl	9	3. grade	1	25 min.
Boy	10	4. grade	1	15 min.
Girl	10	4. grade	3	60 min.
Boy	9	3. grade	2	45 min.
Boy	8	2. grade	3	40 min.
Boy	9	3. grade	1	20 min.
Girl	10	4. grade	2	25 min.
Boy	10	4. grade	3	60 min.
Girl	8	2. grade	2	90 min.
Girl	8	2. grade	1	15 min.
Girl	9	3. grade	2	30 min.
Boy	10	4. grade	1	20 min.
Girl	10	4. grade	2	35 min.
Boy	7	1. grade	4	30 min.

Kahramanmaraş province, followed by over 30,000 aftershocks (AFAD, 2023). This disaster impacted 11 provinces—Adana, Adıyaman, Diyarbakır, Gaziantep, Elazığ, Hatay, Kahramanmaraş, Kilis, Malatya, Osmaniye, and Şanlıurfa—causing widespread destruction. According to official reports, 50,783 individuals lost their lives, and 115,353 were injured (AFAD, 2023). Recognized as one of the largest earthquakes in Türkiye's modern history, the disaster profoundly affected the lives and social fabric of those in the region, necessitating extensive rebuilding and recovery efforts. The participants of this study are children who experienced the February 6, 2023, Kahramanmaraş earthquakes and reside in disadvantaged areas. This context provides critical insight into the challenges faced by these children and the role of library environments in supporting the development of their critical thinking skills. The general characteristics of the participants are presented in Table 1.

The data collection process was conducted through individual, semi-structured interviews with children during a series of workshops and activities that took place at the library. In this study, only individual interviews were employed, as the primary objective was to make an in-depth exploration of the children's individual thought processes, emotions, and lived experiences through their own expressions, without the influence of group dynamics (Morgan, Gibbs, Maxwell & Britten, 2002).

In this study, the observation method was consciously not employed due to ethical and practical considerations. The participants, aged between 7 and 10 years, had experienced a traumatic period following the earthquakes centred in Kahramanmaraş on 6 February 2023. This was one of the primary reasons for the restriction of observational techniques. It was hypothesised that conducting observations in the library setting might create a sense of being monitored among the children, which could have a detrimental effect on the data collection process. Similar concerns were also expressed in the feedback received from the library staff. This served to raise further questions regarding the suitability of the observation method during the research process. Moreover, the extant literature suggests that observational studies may be inadequate in capturing children's internal experiences directly (Greig et al., 2007). The interview method was selected for the following reasons: it has been demonstrated to engender a more relaxed atmosphere, thus enabling children to express their thoughts with greater ease. Additionally, given the limited attention spans of young children and the potential fatigue caused by prolonged interactions, it was decided that the interviews would be conducted in a single session. The interviews took place in a specially designated environment where children could feel secure and at ease. This setting enabled participants to express themselves openly and display natural responses. The selection process for the study participants is detailed further in Fig. 1.

2.3. Research setting

This study was conducted at the Alaaddin Yavaşca Children's Library, one of five children's libraries in the Gaziantep province. The Alaaddin Yavaşca Children's Library is a significant community-based educational institution dedicated to fostering reading habits, enhancing critical thinking skills, and supporting access to information for children. By providing an extensive collection of reading materials and interactive learning environments, the library contributes to the development of children's cognitive and social skills. In addition to offering a space for reading, the library organizes various workshops and educational programs aimed at strengthening children's creativity and critical thinking abilities. These workshops, held each term, include activities such as storytelling, fairy tale analysis, arts and crafts, basic science experiments, robotics coding, and problem-solving. In storytelling and fairy tale analysis workshops, children engage with both classical and contemporary literary works, reflecting critically on the themes and values embedded in these narratives. This approach encourages children to develop skills in analyzing and questioning the symbolic meanings and societal implications of the stories they explore. In art and craft workshops, children have the opportunity to apply their creative thinking and artistic expression skills using various techniques and materials. These activities encourage children to express themselves in unique ways, thereby strengthening their self-confidence and creativity. Similarly, in science experiment workshops, children acquire skills in scientific methods and observation, which deepen their conceptual understanding of science and enhance their analytical thinking abilities. Robotics coding and problem-solving activities, on the other hand, provide children with the chance to learn algorithmic thinking and systematic problem-solving steps. Through such programs, children are supported in developing critical thinking skills while becoming more equipped to access knowledge, question effectively, and engage in multidimensional thinking.

This study aims to examine how the pedagogical strategies and activities implemented by the Prof. Dr. Alladdin Yavaşca Children's Library impact children's analytical thinking skills and enhance their access to knowledge. These efforts will contribute to a deeper understanding of the library's educational influence and provide valuable insights for similar institutions to refine their effective practices. Fig. 2 for the research setting are presented below to support the study's findings.

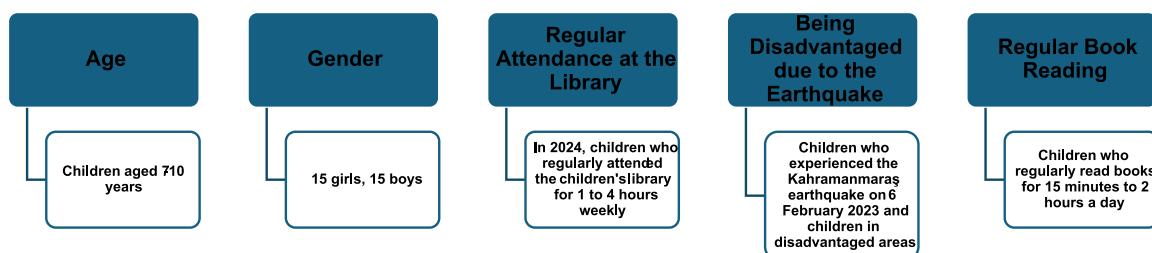


Fig. 1. Selection criteria for participants.

2.4. Written interview form

To assess the critical thinking skills of children attending the children's library, the researcher developed a written interview form containing open-ended questions. Feedback on the draft form was sought from two academics specializing in Turkish education and one expert in assessment and evaluation. Necessary revisions were made to the draft based on their suggestions. Subsequently, pilot interviews were conducted with children registered at the library to evaluate the clarity of the questions. Any expressions causing ambiguity or miscommunication were revised, and the form was completed following the pilot interviews. It was explained to the children that answering all questions would take approximately 25–30 min and that the data collected during the study would be used exclusively for scientific research conducted by the researcher. The interviews were conducted face-to-face at the Alladdin Yavaşca Children's Library in 2024. The form included six questions designed to assess children's critical reading, questioning, and evaluation skills. The questions were developed based on a review of studies evaluating critical thinking skills in the literature (Facione, 1990; Lipman, 2003; Paul & Elder, 2020). Some of the critical thinking-oriented questions included in the written interview form are as follows:

- How often do you visit this library, and how do you use the resources available (books, magazines, and activities)?
- What do you consider when choosing a book? What topics or genres interest you the most?
- What do you think about the activities you participate in at the library (e.g., reading sessions, storytelling, art, and science workshops)? How do these activities help you discover new ways of thinking or view events from different perspectives? For instance, are there moments when you question, interpret differently, or discuss with others a piece of information or a story you learned during these activities?
- When reading a book or encountering information, how do you evaluate its accuracy? Do you consider different viewpoints or perspectives?
- Do you think your experiences at the library have contributed to thinking more deeply about events and information?
- When you need information, how do you use the library? Once you find a piece of information, how do you evaluate its reliability and accuracy? Do you compare it with different sources?

2.5. Data analysis

The obtained data were analyzed and interpreted using the content analysis method. This method aims to uncover concepts and relationships that can explain the collected data (Yıldırım & Şimşek, 2018, p. 242). The process involves coding the themes and patterns identified in the data (Hsieh & Shannon, 2005, p. 1278). The children's responses were examined using a written interview form developed by the researcher. In cases where a child's response did not fit neatly into a single category, all relevant aspects of the



Fig. 2. Prof. Dr. Alladdin Yavaşca children's library.

response were coded, allowing a single response to be included in multiple categories. Consequently, the numerical values may exceed or fall below the total number of participants in the study.

To ensure validity and reliability, the criteria represented by credibility, transferability, dependability, and confirmability—concepts aligned with the nature of qualitative research—were carefully considered (Yıldırım & Şimşek, 2018, p. 277). To achieve credibility, the coding of interview data was meticulously conducted by the researcher. The data were repeatedly analyzed to ensure internal consistency. The generated codes were then reviewed and verified by an independent expert with expertise in the subject, and necessary adjustments were made to enhance the reliability of the coding process. To fulfil the criterion of transferability, direct quotations from participants’ responses were included in the findings section. For confirmability, participants’ responses were securely stored in a digital format for future reference. To ensure dependability, Miles and Huberman’s (1994, p. 64) formula for inter-coder reliability, $reliability = \frac{agreements}{agreements + disagreements}$, was applied. Upon examining the children’s responses, agreement was identified in 127 out of a total of 150 responses. For the 13 responses where discrepancies were noted, a meeting was held, and the researcher revised the coding. The inter-coder reliability ratio was calculated using the formula $\frac{127}{127 + 23} \times 100$, yielding a result of 85.6%. Considering the minimum reliability threshold of 80% recommended by Miles and Huberman (1994), the reliability rate of 85.6% demonstrates that the coding process was consistent and reliable.

3. Findings

This section presents the data obtained from interviews conducted to explore the perspectives of children using the library regarding their library usage, resource preferences, and tendencies toward critical thinking. Ensuring the confidentiality of the children’s identities, the data have been organized systematically into themes, subthemes, and codes, and displayed in the form of figures. The findings are supported with participants’ original statements to ensure transparency in the analysis process.

Table 2 provides a summary of the library usage and visit frequency, the types of resources preferred by participants, and the number of participants corresponding to each resource category.

When we examine Table 2, several significant findings emerge regarding children’s library use and preferred resources. In terms of weekly visit frequency, the number of children who visit the library twice a week (13 participants) is higher than other frequency groups, which indicates that a substantial number of children visit the library regularly. Regarding preferred resources, books (25 participants) stand out as the most favored choice. These are followed by workshop activities (23 participants) and magazines (15 participants). Additionally, there is considerable overlap among participants who prefer books and those who participate in workshops. In conclusion, this data suggests that children visit the library regularly and show a strong preference for books and workshop activities. Such insights can be used to enhance the effectiveness of children’s library services. Below, some evidence based on children’s perspectives is presented.

"I enjoy going to the library twice a week because it gives me enough time to both study and discover new books. I usually study with my friends at the library. It's easier to focus in a quiet environment. Additionally, the librarians are very helpful when it comes to selecting books." (B7)

"I try to visit the library three times a week because it allows me to complete my assignments and find new books to read. Being in the library helps me develop better study discipline. I also enjoy participating in various activities, such as joining book clubs." (G6)

The second question focused on their book selection intentions. These selections were analyzed by categorizing them under specific themes and sub-themes that reflect their reading habits. Table 3 provides a detailed breakdown of how each theme and sub-theme is distributed based on participants’ levels of interest, highlighting prominent codes. This table contributes to a deeper understanding of children’s preferences in book selection.

When we examine Table 3, various themes related to children’s book preferences and reading habits come to light. In the adventure genre, the sub-themes of mystery and exploration (9 participants), bravery and heroism (6 participants), overcoming challenges (8 participants), and danger and survival (8 participants) stand out. In the fantasy genre, preferences include the hero’s journey (10 participants), mythical creatures (8 participants), and mythological worlds (12 participants). In the science fiction genre, popular sub-themes are artificial intelligence and robots (7 participants), technological advancements (5 participants), space travel and futuristic

Table 2
Children’s library use and preferred resources.

Themes	Sub-themes	Codes	Participants	F
Children’s Library Use	Weekly Visit Frequency	2 h	G2, G5, G9, G11, G13, G15, B2, B3, B6, B8, B9, B12, B14	13
		3 h	G6, G8, G14, B1, B4, B11	6
		1 h	G1, G4, G7, G10, G12, B5, B7, B10, B13	9
		4 h	G3, B15	2
	Preferred Resources	Books	G1, G2, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G14, G15, B1, B2, B3, B5, B7, B9, B10, B12, B13, B14, B15	25
		Magazines	G1, G3, G5, G7, G9, G10, G12, G13, G15, B2, B5, B9, B10, B12, B14	15
	Workshops	G1, G3, G4, G5, G8, G9, G11, G13, G14, G15, B1, B2, B4, B5, B6, B8, B9, B10, B11, B12, B13, B14, B15	23	

worlds (10 participants), and scientific discovery and innovation (8 participants). In the history genre, notable sub-themes are famous historical figures (17 participants) and wars and peace (13 participants). In the sports genre, sub-themes such as the lives of famous athletes (8 participants), teamwork and collaboration (10 participants), and healthy living and discipline (12 participants) are prominent. In the animal stories genre, the sub-themes of loyalty and friendship (9 participants), communication and bonding with animals (8 participants), nature and environmental awareness (8 participants), and empathy and sensitivity (5 participants) are observed. In the fairy tale genre, sub-themes like the contrast between good and evil (12 participants) and happy endings (18 participants) are particularly preferred. These findings reflect children's diverse interests and reading preferences. Below, evidence based on children's perspectives is presented.

"I enjoy reading adventure books that include courage and heroism. Such books always teach me to stay strong and overcome challenges. Following the characters' heroic actions inspires me." (G3)

"I love fantastical worlds filled with dragons and fairies. These kinds of books take me away from reality and lead me on a journey through my imagination. I especially enjoy stories featuring mythical creatures." (G5)

"I am very interested in stories set in space and the future. I enjoy reading science fiction books because imagining future technologies and space explorations is incredibly exciting." (G14)

Table 4 systematically presents children's thoughts on libraries and the benefits they gain from using them. The main themes regarding their library experiences, along with related opinions, are represented through specific codes, offering a detailed analysis of how children perceive and utilize libraries.

When Table 4 is examined, it becomes clear that it provides a comprehensive overview of children's perceptions of library activities and the various benefits they gain from participating in these activities. Under the theme of Perceptions and Participation in Activities, it is evident that children find the activities enjoyable and engaging. Within this theme, the "fun activities" code includes 25 participants, "love for drawing" 20 participants, "favorite stories" 21 participants, and "exciting experiments" 17 participants. The theme of Self-Expression and Sense of Participation highlights how activities such as sharing opinions (17 participants), interpreting stories (16 participants), feeling comfortable (22 participants), and storytelling (19 participants) help children enhance their ability to express themselves and foster a sense of belonging. Below, evidence based on children's perspectives is presented.

"Library activities are so enjoyable and engaging for me! For example, last week I participated in the Fairy Tale Writing Workshop held at the library. We wrote our own fairy tales with friends, and listening to everyone's stories was so much fun! Additionally, during the storytelling event, the library staff narrated beautiful tales. The characters and events in those stories deeply moved me. The activities at the library always help me learn new things, and I love spending time with my friends there. That's why coming to the library is such a wonderful experience for me!" (B5)

Table 3
Children's book preferences and reading habits.

Themes	Sub-themes	Codes	Participants	f
Book preferences and reading habits	Adventure	Mystery and Exploration	G2, G5, G7, G8, G12, G13, B2, B8, B13	9
		Bravery and Heroism	G3, G10, B1, B5, B10, B14	6
		Overcoming Challenges	G1, G4, G9, G14, B3, B7, B12, B15	8
		Danger and Survival	G6, G11, G15, B4, B6, B9, B11	7
	Fantastic	The Hero's Journey	G3, G7, G12, G15, B2, B4, B7, B10, B12, B15	10
		Mythical Creatures (e.g. dragons, fairies)	G1, G4, G9, B1, B3, B6, B8, B14	8
	Science-fiction	Mythological Worlds	G2, G5, G6, G8, G10, G11, G13, G14, B5, B9, B11, B13	12
		Artificial Intelligence and Robots	G1, G9, G11, B6, B10, B12, B14	7
		Technological Advancements	G4, G14, B3, B7, B11	5
		Space Travel and Futuristic Worlds	G2, G5, G6, G8, G12, G15, B2, B5, B8, B13	10
	History	Scientific Discovery and Innovation	G3, G7, G10, G13, B1, B4, B9, B15	8
		Famous Historical Figures	G2, G3, G5, G6, G7, G9, G10, G12, G13, G15, B2, B4, B5, B8, B10, B12, B15	17
	Sport	Wars and Peace	G1, G4, G8, G11, G14, B1, B3, B6, B7, B9, B11, B13, B14	13
		The Lives of Famous Athletes	G5, G10, G12, B2, B5, B9, B12, B13	8
		Teamwork and Collaboration	G1, G4, G7, G9, G15, B3, B6, B7, B10, B15	10
	Animal stories	Healthy Living and Discipline	G2, G3, G6, G8, G11, G13, G14, B1, B4, B8, B11, B14	12
		Loyalty and Friendship	G3, G6, G11, G14, G15, B4, B7, B10, B15	9
		Communication and Bonding with Animals	G2, G4, G8, B3, B6, B8, B11, B13	8
		Nature and Environmental Awareness	G1, G5, G10, G13, B2, B5, B9, B14	8
	Fairy Tale	Empathy and Sensitivity	G7, G9, G12, B1, B12	5
The Contrast between Good and Evil		G1, G4, G8, G11, G14, B1, B3, B5, B6, B9, B11, B13	12	
	Happy Endings	G2, G3, G5, G6, G7, G9, G10, G12, G13, G15, B2, B4, B7, B8, B10, B12, B14, B15	18	

Table 4
Children's perceptions of library activities and self-expressions.

Themes	Sub-themes	Codes	Participants	f
Perceptions and Participation in Activities	Finding Activities Enjoyable and Engaging	Fun activities	G1, G3, G4, G6, G8, G9 G11, G13, G14, G15, B1, B2, B4, B5, B6, B7, B8, B9, B11, B12, B13, B14, B15	25
		Love for drawing	G2, G3, G5, G7, G9, G10, G11, G12, G13, G14, G15 B1, B3, B5, B6, B10, B11, B13, B15	20
		Favorite stories	G1, G2, G4, G5, G6, G7, G9, G10, G11, G12, G14, G15, B2, B3, B4, B7, B8, B9, B10, B12, B14	21
		Exciting experiments	G2, G5, G8, G9, G11, G12, G14, B1, B3, B5, B6, B8, B9, B11, B12, B13, B15	17
	Self-Expression and Sense of Participation	Sharing opinions	G1, G3, G4, G7, G9, G10, G12, G13, G15, B1, B2, B4, B6, B7, B9, B10, B12, B13, B14	17
		Interpreting stories	G1, G3, G4, G6, G9, G10, G12, G14, G15, B2, B3, B7, B9, B12, B13	16
		Feling comfortable	G1, G2, G4, G5, G7, G8, G10, G11, G13, G14, G15 B1, B2, B3, B5, B6, B7, B8, B9, B10, B11, B12, B13, B15	22
	Storytelling	G1, G3, G4, G7, G10, G11, G14, G15, B1, B4, B5, B6, B7, B9, B10, B12, B13, B14	19	

"The robotics coding workshop at the library was amazing! I attended last week and had so much fun. In the workshop, we built our own robots and learned how to code them. At first, I found it a bit challenging, but our instructor was very helpful. When I figured out how to control my robot's movements and give it commands, I felt so excited! We worked on different projects with friends, and we even organized a robot race to build the fastest one. This activity wasn't just fun—it also helped me learn new things about science and technology. Coming to the library always means new adventures for me!" (G9)

Table 5 highlights the contributions of various activities to the development of critical thinking and inquiry skills among children.

Table 5 summarizes data on how various activity types enhance participants' critical thinking and inquiry skills. It provides an in-depth analysis of how these activities strengthen cognitive abilities and influence children's thought processes. Under the theme of Critical Thinking and Inquiry Skills, children are shown to develop abilities such as diverse thinking (21 participants), inquiry skills (20 participants), outcome prediction (16 participants), and problem-solving (24 participants). These activities provide children with opportunities to think critically and enhance their questioning skills from multiple perspectives. In the Questioning Information and Interpreting Alternatives section, children are observed to adopt critical approaches to information through practices like verifying accuracy (12 participants), comparing sources (15 participants), exploring hero alternatives (14 participants), and engaging in creative drawing (10 participants). The theme of Activities' Contribution to Thinking Skills highlights the development of problem-solving and

Table 5
Children's critical thinking and inquiry skills and the contribution of activities to thinking skills.

Themes	Sub-themes	Codes	Participants	f
Critical Thinking and Inquiry Skills	Developing Multiple Perspectives	Diverse thinking	G1, G2, G3, G5, G6, G8, G9, G12, G14, G15, B2, B3, B4, B5, B7, B8, B9 B10, B11, B12, B13, B15	21
		Inquiry skills	G1, G2, G4, G6, G7, G8, G10, G11, G12, G13, B2, B4, B5, B6, B8, B9, B11, B12, B14, B15	20
		Outcome prediction	G15, G5, B11, G14, G13, B10, B12, B4, B15, B5, B2, B1, G10, G9, B13, B3	16
	Questioning Information and Interpreting Alternatives	Problem-solving	B5, G1, B8, B1, B12, G9, B2, G8, G6, B10, G7, B9, B11, B14, G4, B13, B15, G5, G3, B4, B3, B6, G14	24
		Verifying accuracy	G1, G14, G6, G4, G7, B12, B6, B1, B11, G8, B15, B3	12
Activities' Contribution to Thinking Skills	Questioning Information and Interpreting Alternatives	Comparing sources	B10, G13, B15, G5, B7, G11, G2, B1, G9, B4, G15, B8, G7, B3, G4, B6	15
		Exploring hero alternatives	G14, B11, G8, B2, G3, B9, G6, B5, G12, B14, G1, B13, G10, B15	14
		Creative drawing	B1, G7, B4, G11, B8, G2, B13, G15, B10, G5	10
		Thinking assistance	B5, G13, B1, G8, B7, G4, B2, G15, B4, G11, B6, G2, B3, G6, B10, G9, B8, G14, B9, G1	20
	Problem-solving and Analytical Thinking Skills	Solution generation	G14, B11, G8, B2, G3, B9, G6, B5, G12, B14, G1, B13, G10, B15, G7, B1, G9, B4, G11, B8, G2, B1, G5	23
		Establishing cause-and-effect relationships	B1, G7, B4, G11, B8, G2, B13, G15, B10, G5, B6, G14, B2, G9, B3	16
		Innovative thinking	G2, G5, G7, G8, G9, G11, G14, G15, B1, B2, B3, B4, B6, B8, B10, B13	16
		Storytelling processes	G1, G3, G6, G8, G10, G12, G13, G15, B2, B4, B7, B10, B14, B15, B1, B3	16
		Experimenting with diverse techniques	G2, G3, G5, G7, G9, G10, G14, B4, B5, B7, B8, B9, B12, B14, B15	14
Fostering Imagination and Creativity	Integrating their own ideas	G1, G5, G8, G9, G10, G11, G13, G14, B1, B3, B5, B9, B10, B12, B13, B14	16	

analytical thinking skills, captured through the codes "thinking assistance" (20 participants), "solution generation" (23 participants), and "establishing cause-and-effect relationships" (16 participants). Finally, under the theme of Fostering Imagination and Creativity, children enrich their creativity through innovative thinking (16 participants), storytelling processes (16 participants), experimenting with diverse techniques (14 participants), and integrating their own ideas (16 participants). This table details the multidimensional growth children experience through library activities, emphasizing their contributions to intellectual, social, and creative competencies. Below, evidence based on children's perspectives is provided.

"Last week, I participated in the Imagination Workshop and had the opportunity to write our own stories. In the workshop, our instructor explained how we could be creative. First, we chose a fairy tale character and developed a story about them. I chose to write about the adventures of a princess living in a magical forest! My friends picked very different characters—one wrote about a talking tree, and another about a flying carpet. Listening to everyone's stories was so much fun, and we inspired each other. Participating in such activities at the library helps me expand my imagination and express my creativity." (B4)

"The problem-solving and analytical thinking activities at the library are incredibly fun and exciting. Last week, I joined the Brain Games Day with a group of friends. There were all sorts of puzzles and thinking games. My favorite was the game about finding a lost treasure. First, we carefully read the clues, then we made a plan together. It was so much fun to hear everyone's ideas—some friends found clues, while others suggested different approaches. Working together to solve the problem made it more enjoyable and also helped us become better friends. These activities not only improve my thinking skills but also make visiting the library even more enjoyable!" (G6)

A question was posed to children to evaluate their effectiveness in accessing information, critical thinking, information seeking, in-depth analysis, and hands-on learning processes, as well as the areas in which they demonstrate strong performance. The responses provided by the children were categorized into themes and sub-themes, as presented in Table 6. This table provides a detailed account of the participants' cognitive skills, highlighting the areas of focus and their performance in processes such as information access and critical thinking.

Upon examining Table 6, various sub-themes related to children's access to information and critical cognitive processes emerge. Under the theme of critical source selection, two significant sub-themes are identified: questioning information sources (18 participants) and evaluating the reliability of sources (17 participants). Within the theme of information seeking and in-depth analysis, sub-themes include research-based information seeking (20 participants) and conducting in-depth examinations of topics (16 participants). As for hands-on learning and critique, key sub-themes are applying knowledge gained from workshops (19 participants) and developing a critical perspective (15 participants). These findings indicate that children actively utilize their critical thinking skills in information access processes by questioning sources and assessing their reliability. Moreover, their tendencies toward research-based information seeking and conducting in-depth analyses demonstrate their active engagement in learning processes and efforts to develop a critical perspective. Below, evidence based on the children's responses is provided.

"When my teacher tells me something, I don't immediately accept it. Instead, I go to the library and look at other sources as well. There, I find different books that support the information I heard from my teacher. For example, if I find the same information in all the books in the library, I understand that it is accurate. Conducting research in the library not only makes learning more enjoyable but also helps me verify the reliability of what I have learned. This way, accessing accurate information makes learning more meaningful and allows me to gain deeper knowledge about the topics I'm curious about." (G5)

"To determine whether the information I read online is accurate, I always ask my teacher. My teacher not only shares the information but also teaches me which sources are reliable. If I have doubts about something, I learn how to compare different sources by discussing it with my teacher. This way, I can avoid misinformation and know what to do to reach accurate information. My teacher guides me through this process, which makes my learning experience more meaningful." (B4)

"Once, during a storytelling workshop, we learned the nuances of writing fairy tales. I was so eager to write my own story at home that day! The knowledge I gained in the workshop improves my work at home. If I don't fully understand how to do something, I keep trying

Table 6
Children's access to information and critical cognitive processes.

Themes	Sub-themes	Codes	Participants	f
Access to Information and Critical Cognitive Processes	Critical Source Selection	Questioning Information Sources	G3, G7, G9, G10, G12, G13, G15, B2, B3, B5, B6, B7, B8, B10, B11, B12, B14, B15	18
		Evaluating the Reliability of Sources	G1, G2, G5, G6, G7, G8, G10, G11, G14, G15, B1, B3, B4, B7, B9, B12, B14	17
	Information Seeking and In-depth Analysis	Research-based Information Seeking	G1, G3, G5, G6, G8, G10, G12, G13, G14, G15, B2, B4, B5, B7, B9, B10, B12, B13, B14, B15	20
		In-depth examinations of topics	G2, G4, G5, G6, G7, G9, G11, G13, G15, B1, B4, B6, B8, B11, B13, B14	16
	Hands-on learning and critique	Application of the Knowledge Gained from Workshops	G1, G2, G3, G5, G6, G8, G10, G11, G13, G14, B2, B3, B4, B6, B8, B10, B11, B13, B15	19
		Develop a Critical Perspective	G1, G4, G7, G9, G10, G12, G13, G14, B1, B3, B5, B9, B12, B13, B14	15

until I get it right. For instance, when I couldn't finish my fairy tale, I consulted my teacher, who gave me some fascinating tips. This is an excellent way to reinforce what I've learned. It feels like I'm creating a new story world every time!" (G3)

"When I'm learning about a topic, I don't just rely on one person's opinion. I also value what different people think, because everyone can have a unique perspective. For example, when I go to the library, I gather information from various books, my teacher, and my friends. Last week, my friend Elif and I talked about space; she shared an intriguing theory about what aliens might look like. This way, I learn more and try to figure out which information is most accurate. Knowing that everyone has a different point of view helps me a lot; sometimes, Elif's alien theory even inspires me when I'm writing my own stories." (G15)

"I get very excited when searching for information in the library. For instance, the other day I found a book about "science experiments." It explained how to perform fun experiments. I did some research on the library computer to learn more about what I was curious about. The "volcano eruption" experiment particularly caught my attention! My friend was also interested in learning how to do this experiment, so I suggested that we find more books in the library together. Searching for information in the library is a great way to learn new things and try fun experiments!" (G8)

In addition to findings related to children's information evaluation processes, another question was posed to assess the methods they adopt in these processes. The responses given by the participants were categorized into themes and sub-themes, as presented in Table 7. This table provides a detailed analysis of participants' performance in relation to the theme of "Library Use and Information Evaluation Relationship", focusing on sub-themes that explore their critical perspective on source selection.

Upon examining Table 7, various sub-themes emerge concerning the relationship between the use of children's libraries and information evaluation. Under the theme of critical approach to source selection, significant sub-themes include comparing different sources (19 participants), questioning the quality of sources (20 participants), and selecting information considering content depth (17 participants). These findings highlight how children utilize their critical thinking skills when selecting library resources and how they assess the quality and depth of the content. This information can assist library administrators and educators in developing effective strategies to further enhance these skills among children. Below, evidence based on the children's responses is provided.

"When I participated in the "World of the Sea" workshop, I tried to combine the new information I learned with what I already knew. For instance, in this workshop, I compared the information from the "Marine Life" book I read in the library with details from a documentary I had watched earlier. Last week, after the "Marine Life" workshop, I had a conversation with my friend Zeynep about sea creatures, and we came up with a funny theory about mermaids. This way, I not only gain new knowledge but also recall what I've learned before. As I connect these pieces of information, I begin to understand marine life and why the seas are so vibrant even better. Sometimes, I even imagine maybe mermaids throw underwater parties with all the colorful fish!" (G13)

"When I read a book about "Forest Ecosystems" in the library, it reminds me of the information I previously learned at school about plants and animals. Combining these pieces of knowledge helps me a lot. It makes what I've learned more memorable. As I begin to understand how forests function, it feels like the books in the library are telling me even more. This way, I not only learn about forests but also gain a better understanding of nature as a whole." (B8)

4. Discussion and conclusion

This study provides significant insights into the information-seeking approaches and reading habits of children aged 7–10 through its findings on library use, information access, and the development of critical thinking skills. A notable relationship was observed among the frequency of library visits, the types of preferred resources, and reading habits of the participants. Specifically, the majority of participants reported visiting the library at least twice a week and favoring books during these visits. This indicates a strong connection between regular library use and effective information access (Todd, 2003). These findings highlight the critical role of children's libraries in enriching learning processes by supporting the effective use of library resources. By offering a variety of

Table 7
The Relationship between the use of children's libraries and information evaluation.

Themes	Sub-themes	Codes	Participants	f
The Relationship between the Use of Children's Libraries and Information Evaluation	A Critical Approach to Source Selection	Comparing Different Sources	G2, G3, G5, G6, G7, G9, G10, G11, G13, G14, G15, B1, B3, B4, B7, B8, B11, B13, B14	19
		Questioning the Quality of Sources	G1, G3, G4, G6, G7, G8, G10, G11, G12, G14, G15, B2, B3, B5, B6, B9, B10, B12, B13, B15	20
		Selecting Information Considering Content Depth	G1, G2, G4, G5, G8, G9, G11, G12, G13, G15, B2, B5, B7, B8, B10, B12, B14	17
	The Use of Sources and Critical Thinking Skill	Questioning the Information Obtained from Sources	G2, G3, G4, G7, G8, G10, G11, G13, G14, G15, B1, B2, B3, B5, B6, B7, B8, B9, B11, B12, B13, B14, B15	23
		Different Perspectives on Knowledge	G1, G3, G4, G5, G6, G9, G10, G12, G14, G15, B4, B6, B8, B9, B10, B12, B13, B14	18
		Reconciling New Information with Old Information	G2, G5, G6, G8, G9, G11, G13, B1, B3, B6, B7, B9, B10, B11, B13, B15	16

materials and activities that foster critical thinking, libraries encourage children to view information access not as passive consumption but as an active learning process. Through this approach, children not only acquire information but also develop skills to question, analyze, and form their own ideas. Such practices strengthen their lifelong learning habits and critical thinking abilities.

In this study, it is crucial to consider the disadvantaged conditions of the region where the children's library is located. The fact that libraries in disadvantaged areas can facilitate children's access to knowledge by providing rich information resources should not be overlooked. In this sense, the role of libraries in socially and economically disadvantaged areas holds critical importance for ensuring equality in access to information (UNICEF, 2004). Libraries are not merely storage spaces for information but serve as essential hubs that contribute to social development and enhance educational opportunities (Akkaya et al., 2019). Therefore, the diversity and accessibility of resources offered by libraries stand out as determining factors, particularly in children's educational processes. The literature frequently highlights the contributions of libraries in disadvantaged areas to reducing social inequalities and improving individuals' access to information (Alaca, 2022; International Federation of Library Associations and Institutions (IFLA) 2003). In this context, evidence suggests that the resources provided by libraries have a positive impact on children's academic achievement (Akkaya et al., 2019; Ergün & Güneş, 2022). Thus, the findings of this study will make a significant contribution to better understanding the role of children's libraries in disadvantaged areas and offering recommendations for improving library services in such regions. The children's library examined in this study, like others in different parts of the city, plays a critical role in providing a safe space, particularly in the aftermath of disasters such as earthquakes, supporting children's emotional recovery processes and ensuring the continuity of their education. As part of post-trauma rehabilitation, these libraries enable children to rebuild their social connections and continue their education, becoming a source of hope for communities.

In this study, it was determined that books are the most preferred resources among children in the context of library use. Numerous studies in the literature have highlighted that children predominantly choose books when using libraries (Karadeniz & Yılmaz, 2017; Kartal et al., 2019; Katrancı & Yetgin, 2019; Kuh & Gonyea, 2003). Majid and Tan (2007), in their research conducted with 4th, 5th, and 6th-grade students in Singapore, found that students primarily preferred materials such as storybooks, comics, and magazines. Much earlier, Vostrovsky (1899) emphasized that children in libraries tend to select books, particularly in the genres of stories and novels. Furthermore, this study revealed that regularly organized workshops in children's libraries—such as storytelling, robotics and coding, art, and logic games workshops—are also notably popular among children. These activities are seen to enrich children's active learning experiences significantly. Commeyras (1990) noted that the complex process of critical thinking encourages students to reconsider the validity of their own ideas when new evidence supporting alternative perspectives emerges. Indeed, collaborative workshops with students have been shown to foster critical thinking tendencies, such as open-mindedness, considering others' viewpoints, and revising opinions based on evidence (Devi et al., 2015). However, the library's location in a disadvantaged area may limit participation in such activities. Transportation challenges and economic barriers can negatively impact children's ability to attend library programs. The transportation support provided by the Prof. Dr. Alaaddin Yavaşca Children's Library plays a crucial role in overcoming these obstacles, enabling children to access the library and participate in its activities. This support also concretely fulfills the responsibility outlined in the United Nations Convention on the Rights of the Child to ensure all children—regardless of age, race, gender, religion, language, culture, skills, or abilities—have equal access to information, materials, and programs (UNICEF, 2004). The accessibility offered through such initiatives significantly promotes children's ability to access knowledge and develop their critical thinking skills.

An analysis of reading habits reveals that most participants show interest in almost all book genres, with adventure and fantasy being particularly popular. This diversity plays a significant role in supporting children's imagination, creativity, and critical thinking skills (Boztepe, 2002; Kauffman, 2005; Majid & Tan, 2007). Themes such as courage, exploration, and overcoming challenges especially contribute to helping children understand their own life experiences while enhancing their social and emotional skills (Tenzin, 2021). In the science fiction genre, subthemes like “artificial intelligence and robots” and “space travel and futuristic worlds” stand out. These themes encourage readers to analyze complex concepts and think critically about the future (Sucu, 2019). Such books can enhance readers' analytical abilities and logical thinking skills. In the genres of history and sports, subthemes such as “famous historical figures” and “teamwork and collaboration” are noteworthy. These themes provide opportunities for readers to engage in critical thinking through historical events. Reading habits that emphasize such topics help individuals develop social awareness and historical consciousness by making connections between the past and the present (Filiz, 2010; Seyhan, 2023). Animal stories and fairy tales also establish a strong connection with readers through universal themes such as “loyalty and friendship” and “the contrast between good and evil.” These stories provide readers with opportunities to develop empathy while enhancing their emotional intelligence, contributing to more critical and understanding approaches in their social relationships (Duran & Ercan, 2018). Therefore, it can be said that book selection and reading habits play a significant role in fostering critical thinking skills. Books of various genres and themes introduce readers to new ideas and perspectives, enriching their cognitive processes. This, in turn, helps individuals become more adept at conducting in-depth analyses, generating creative solutions, and addressing complex problems.

Another key finding of the study is that children's libraries are perceived not merely as spaces for reading books but as multi-functional environments where children can socialize and enjoy their time. This finding aligns with the study conducted by Gürsoy (2015), who highlighted that children view libraries as safe spaces for learning and socializing, distinct from the home environment. Children described library activities as fun, engaging, and relaxing, which fostered a positive attitude toward these spaces. As emphasized in Tanju (2010) research, this positive perception is crucial in encouraging children to develop regular library-visiting habits and fostering a closer connection to reading culture. Library activities provide a rich environment that supports the development of children's social skills and self-expression. Particularly, activities such as storytelling, interpretation, and creative writing, as noted in the study by Türkylmaz and Arı (2021), help children enhance their language skills, utilize their imagination, and express their thoughts effectively. Moreover, these activities provide children with opportunities to develop empathy, understand different

perspectives, and enhance their social interaction skills. The findings of the study indicate that library activities also make significant contributions to children's cognitive development. Critical thinking, problem-solving, and creativity are fostered through these activities, enabling children to tackle complex problems and make informed decisions. Similar conclusions were drawn in studies by Bohrer (2005) and Hughes (2004), which emphasized that library activities support children's cognitive development and contribute to their success as students. Developing critical approaches to information strengthens children's ability to access accurate information, distinguish misinformation, and use knowledge effectively.

Another significant finding of the study highlights the impact of library use and information evaluation processes on children's critical thinking skills. Critical thinking skills are defined as processes such as analyzing arguments, evaluating evidence, reaching accurate conclusions, and questioning ideas from a critical perspective (Ennis, 1993; Halpern, 2014). The study reveals that participants developed a more in-depth approach to information by comparing various sources and questioning their quality. Specifically, selecting information based on its depth of content enables children to adopt a critical perspective toward knowledge, which has the potential to positively contribute to their academic success. This finding is a significant indicator of the role children's libraries play in the information acquisition processes of their users. These libraries not only serve as sources of information but also function as platforms that help children develop critical thinking skills (Temiz & Yılmaz, 2024). The study found a strong relationship between library use and information evaluation skills. Accordingly, libraries are not merely providers of information resources; they also serve as essential mechanisms for fostering individuals' critical thinking abilities and enhancing their capacity to evaluate information. These findings highlight the strategic role of library services in disadvantaged areas in promoting information literacy and developing critical thinking skills.

In conclusion, this study highlights the impact of children's library use on access to information and the development of critical thinking skills, providing a significant foundation for re-evaluating the role of children's libraries in education. The presence of children's libraries in disadvantaged areas, in particular, creates valuable opportunities for children living in these areas. Supporting educational policies with programs that encourage library use is crucial for enhancing access to information and fostering critical thinking skills among children in disadvantaged areas. Improving access to libraries in these areas is also essential; strategies such as mobile libraries, transportation support, online resource access, or extended library hours can be particularly beneficial. Furthermore, diversifying library services to meet the needs of local communities and organizing community-specific events can enhance the impact of libraries in these regions. Workshops and training programs aimed at developing critical thinking and reading skills should be organized in libraries, offering participants opportunities to practice analytical thinking and critical reading. Mentorship systems could be established to support children in enhancing their critical thinking skills, where experienced library staff or educators guide them through the process of accessing and evaluating information. Additionally, fostering group activities and collaborative learning environments in libraries can be an effective way to encourage children to share knowledge and develop critical thinking skills through teamwork. Such settings enrich the learning experience by enhancing social interaction. This study was conducted in a children's library in Gaziantep, Turkey, serving disadvantaged children in an earthquake-affected area, with the participation of 30 individuals. Future research could explore various dimensions to further enhance the effectiveness of children's libraries. Developing tailored programs for different age groups and individual needs, providing multilingual resources to support multiculturalism, and ensuring equal access to library services for individuals with disabilities are key areas to focus on. Collaboration between libraries and schools can create synergy to enhance students' access to information. Integrating technological advancements into library services can contribute to the development of digital literacy. Encouraging community participation can transform libraries into social hubs. Long-term studies could measure the impact of library services, and comparative analyses between libraries in different regions could provide valuable insights. Increasing library budgets and establishing national standards could improve the quality of services. In this way, children's access to information will be facilitated, their critical thinking skills will be strengthened, and libraries will significantly contribute to the knowledge-based development of society. Despite the contextual characteristics of this study rooted in a library located in a socioeconomically disadvantaged and earthquake-affected region of Turkey, its findings regarding the importance of children's access to secure information environments offer significant implications for similar settings and conditions in developing countries. In particular, the core functions of children's libraries, namely fostering critical thinking skills, contributing to emotional recovery processes, and supporting equitable access to information—can serve as guiding principles for the design and implementation of library services in socially and economically deprived areas. Future research may contribute to broader societal and educational goals by exploring how such practices can be adapted and scaled across different geographical and cultural contexts.

In this regard, it is also essential to consider the methodological and contextual limitations of the current study that may influence the scope and generalizability of its findings. First of all, the research was conducted in a single children's library located in a disadvantaged area of Gaziantep, involving 30 children aged between 7 and 10 who were affected by the earthquake. This limitation restricts the generalizability of the findings to different geographical and socioeconomic contexts. Moreover, among qualitative data collection methods, interviews were the only method used; the observation method was consciously excluded due to various ethical and practical concerns. Given the age group of the participants (7–10 years) and the traumatic experiences they endured following the earthquakes on 6 February 2023, it was anticipated that conducting observations in the library setting might evoke feelings of being monitored, potentially having an effect on both the children's psychological well-being and their natural behaviour. Similar concerns were also articulated in the feedback received from library staff. Consequently, direct observational data could not be collected. Instead, data were gathered based on the narratives of the children, their families, and the library staff. While observational data might have provided behavioural insights into how children engage with the library and engage in activities, the lack of such data may have led to a lack of certain contextual details. In addition, as is inherent in qualitative data analysis, the interpretive nature of the process renders it challenging to completely eliminate researcher subjectivity. In light of these limitations, future research should consider larger and more diverse samples, conduct comparative studies across different regions, employ a mixed-methods approach, and

include supportive data collection tools such as observation. These measures would serve to enhance the validity and reliability of the findings.

Conflict of interest

None

CRedit authorship contribution statement

Sakine Hakkoymaz: Conceptualization, Methodology, Investigation, Data curation, Formal analysis, Writing – original draft, Writing – review & editing, Visualization, Project administration, Supervision.

Data availability

Data will be made available on request.

References

- Adetayo, A. J., Asiru, M. A., & Oladokun, B. D. (2024). Student perceptions of libraries and librarians: Factors in non-enrollment in LIS programs. *The Journal of Academic Librarianship*, 50(5), Article 102935. <https://doi.org/10.1016/j.acalib.2024.102935>
- AFAD. (2023). Disaster and Emergency Management Authority. <https://www.afad.gov.tr/>.
- Akkaya, M. A., Odaş, H., & Akkaya, M. A. (2019). Children's libraries as the cradle of the library experience. In H. Odaş (Ed.), *Information centers: Libraries, archives, museums* (pp. 82–125). Mikyas Mikyas Publishing and Maatbacılık.
- Alaca, E. (2022). Trabzon public libraries as part of city culture in the light of competencies and necessities. *Arşiv Dünyası*, 9(2), 97–128. <https://doi.org/10.53474/ad.1091617>
- Altun, D., Tantekin Erden, F., & Snow, C. E. (2018). A multilevel analysis of home and classroom literacy environments in relation to preschoolers' early literacy development. *Psychology in the Schools*, 55(9), 1098–1120. <https://onlinelibrary.wiley.com/doi/full/10.1002/pits.22153>.
- American Association of School Librarians. (2007). AASL standards framework for learners. <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>.
- Anderson, T., Howe, C., Soden, R., Halliday, J., & Low, J. (2001). Peer interaction and the learning of critical thinking skills in further education students. *Instructional Science*, 29(1), 1–32. <https://link.springer.com/article/10.1023/A:1026471702353>.
- Aykaç, B., Akdaş, E., Leblebici, B.Ö., & Meral, H. (2024). Psychological and behavioral effects of the earthquake on children. *Ulusal Özgün Eğitim Araştırmaları Dergisi*, 2(1), 21–36. <https://www.ulusaletimdergisi.com/index.php/pub/article/view/16>.
- Basmaz, I. (2017). *Examination of critical thinking dispositions in the context of reading comprehension, student, family, and home environment variables* (Master's thesis). Ankara University.
- Beers, N., Kemeny, A., Sherritt, L., & Palfrey, J. (2003). Variations in state-level definitions: Children with special health care needs. *Public Health Reports*, 118(5), 434–447. <https://doi.org/10.1093/phr/118.5.434>
- Blankenbicker, A. "Informal science education in museums – learning by accident ." 2012. Bioliteracy blog. 2007 2021. <https://bioliteracy.blog/2012/12/17/unintentional-learning-benefits-of-informal-science-education/>.
- Bohrer, C. N. (2005). Libraries as early literacy centers. *Public Libraries*, 44(3), 132, 127.
- Boztepe, F. (2002). *Changes in children's reading and reading techniques* (Master's thesis, Çanakkale Onsekiz Mart University). YÖK Tez Merkezi.
- Cevher, N. (2015). *The role of children's sections in public libraries in Ankara on children's reading habits* (Master's thesis). Hacettepe University.
- Commeyras, M. (1990). Analyzing a critical-thinking reading lesson. *Teaching and Teacher Education*, 6(3), 201–214. [https://doi.org/10.1016/0742-051X\(90\)90013-U](https://doi.org/10.1016/0742-051X(90)90013-U)
- Creswell, J. W. (2020). In M. Büttin, & S. B. Demir (Eds.), *Qualitative inquiry and research design: Choosing among five approaches*. Siyasal Kitabevi.).
- Çalış, S. (2023). From occupational health and safety to life safety. In S. Tepe (Ed.), *Occupational health and safety in the health sector* (pp. 63–75). Akademisyen Kitabevi.
- Devi, A. P., Musthafa, B., & Gustine, G. G. G. (2015). Using cooperative learning in teaching critical thinking in reading. *English Review: Journal of English Education*, 4(1), 1–14. <https://doi.org/10.25134/erjee.v4i1.310>
- Dillon, J., Rickinson, M., Teamey, K., Morris, M., Choi, M. Y., Sanders, D., & Benefield, P. (2016). The value of outdoor learning. *Towards a convergence between science and environmental education: The selected works of Justin Dillon*. Routledge.
- Duran, E., & Ercan, E. (2018). The fables and their importance in value education. *Gelecek Vizyonlar Dergisi*, 2(1), 31–43. <https://doi.org/10.29345/futvis.15>
- Eisenberg, M. B., & Berkowitz, R. E. (1990). *Information problem solving: The big six skills approach to library & information skills instruction*. Ablex Publishing Corporation.
- Ennis, R. H. (1993). Critical thinking assessment. *Theory Into Practice*, 32(3), 179–186. <https://doi.org/10.1080/00405849309543594>
- Ergün, C., & Güneş, S. (2022). The role of public libraries in developing the society's digital literacy skills. *Türk Kütüphaneciliği*, 36(4), 395–422. <https://doi.org/10.24146/tk.1087448>
- Ertaş, H., İlhan Şen, A., & Parmaksızoğlu, A. (2011). The effects of out-of school scientific activities on 9th grade students' Relating the unit of energy to daily life. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, 5(2), 178–198. <https://doi.org/10.24146/tk.1087448>
- Facione, P. A. (1990). *The California Critical Thinking Skills Test—College Level: Technical report#1. Experimental validation and content validity*. <https://eric.ed.gov/?id=ED327549>.
- Filiz, N. (2010). *The use of museums in social studies education* (Master's thesis, Marmara University). YÖK Tez Merkezi.
- Greig, A., Taylor, J., & MacKay, T. (2007). *Doing research with children*. SAGE Publications Ltd. <https://doi.org/10.4135/9781849209045>
- Gürsoy, Ş. (2015). My library: My creativity factory. <https://okd.org.tr/dosyalar/bildiriler/gursoy-yaratificabrikam.pdf>.
- Halpern, D. F. (2014). *Critical thinking across the curriculum: A brief edition of thought & knowledge*. Routledge.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. Routledge.
- Herring, M. Y. (2008). Fool's gold: Why the internet is no substitute for a library. *Journal of Library Administration*, 47(1–2), 29–53. <https://doi.org/10.1080/01930820802110605>
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Hughes, K. (2004). PLA early literacy research demonstrates that libraries do make a difference. *Public Libraries*, 43(1), 58.
- International Federation of Library Associations and Institutions (IFLA). (2003). Information for all: The key role of libraries in the information society. <https://www.ifla.org/wp-content/uploads/2019/05/assets/wsis/Documents/wsis-lugano.pdf>.
- International Federation of Library Associations and Institutions (IFLA). (2018a). Guidelines for library services to babies and toddlers (IFLA Professional Report). <https://repository.ifla.org/handle/20.500.14598/58>.

- International Federation of Library Associations and Institutions (IFLA). (2018b). Guidelines for library services to children aged 0–18 <https://www.ifla.org/resources/?oPubId=67343>.
- International Federation of Library Associations and Institutions (IFLA). (2019a). IFLA strategy 2019–2024. <https://www.ifla.org/units/strategy/>.
- International Federation of Library Associations and Institutions (IFLA). (2019b). Trend report 2019 update. https://www.ifla.org/trend-report//files/trends/assets/documents/ifla_trend_report_2019.pdf.
- International Federation of Library Associations and Institutions (IFLA). (2020a). IFLA public library service guidelines. <https://repository.ifla.org/404>.
- International Federation of Library Associations and Institutions (IFLA). (2020b). IFLA UNESCO public library manifesto. <https://repository.ifla.org/404>.
- Kakırman Yıldız, A. (2015). Necessity of preschool library in preschool education institutions for the reading habits culture in Turkey. *Millî Eğitim Dergisi*, 208, 90–105. <https://dergipark.org.tr/en/pub/milliegitim/issue/36142/406089>.
- Karadeniz, Ş., & Yılmaz, B. (2017). A research on reading habits of the public librarians in Ankara. *Türk Kütüphaneciliği*, 31(2), 223–244. <https://dergipark.org.tr/en/download/article-file/805141>.
- Kartal, H., Güner, F., Çelik, C., Soyuçuk, M., & Beşer, R. (2019). A qualitative study on the reading preferences and expectations of second-grade students from libraries. *Türk Kütüphaneciliği*, 33(4), 267–281. <https://doi.org/10.24146/tk.597718>
- Katranç, M., & Yetgin, A. (2019). Parents' views on children's reading and library habits and children's library. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 8(3), 1817–1839. <https://dergipark.org.tr/en/pub/teke/issue/49273/629336>.
- Kauffman, S. (2005). *Story elements: Which impact children's reading interests?* (Master's thesis). Bowling Green State University.
- Kipfer, K. (2019). Starting early: A revised early literacy strategy. *ALSC: Association for Library Service to Children*, 17(1), 3–4. <https://doi.org/10.5860/cal.17.1.3>
- Koyuncu-Şahin, M., & Akman, B. (2018). Development of thinking skills in early childhood. *Millî Eğitim Dergisi*, 47(218), 5–20. <https://dergipark.org.tr/en/download/article-file/552209>.
- Kuh, G. D., & Gonyea, R. M. (2003). The role of the academic library in promoting student engagement in learning. *College & Research Libraries*, 64(4), 256–282. <https://doi.org/10.5860/crl.64.4.256>
- Lipman, M. (2003). *Thinking in education* (2nd ed.). New York, NY: Cambridge university press. <https://doi.org/10.1017/CBO9780511840272>
- Majid, S., & Tan, V. (2007). Understanding the reading habits of children in Singapore. *Journal of Educational Media & Library Sciences*, 45(2). <https://www.researchgate.net/publication/26496798>.
- McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53(2), 185. <https://psycnet.apa.org/buy/1997-38813-008>.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.
- Morgan, M., Gibbs, S., Maxwell, K., & Britten, N. (2002). Hearing children's voices: Methodological issues in conducting focus groups with children aged 7–11 years. *Qualitative Research*, 2(1), 5–20. <https://doi.org/10.1177/1468794102002001636>
- Okuzono, S. S., Slopen, N., Shiba, K., Yazawa, A., Kondo, K., & Kawachi, I. (2024). Do adverse childhood experiences modify the association between disaster-related trauma and cognitive disability? *American Journal of Epidemiology*, 193(1), 36–46. <https://doi.org/10.1093/aje/kwad158>
- Organisation for Economic Co-operation and Development. (2018). *Education policy outlook 2018: Putting student learning at the centre*. OECD Publishing. <https://doi.org/10.1787/9789264301528-en>.
- Ozanne, L. K., & ve Ozanne, J. L. (2011). A child's right to play: The social construction of civic virtues in toy libraries. *Journal of Public Policy & Marketing*, 30(2), 264–278. <https://doi.org/10.1509/jppm.30.2.264>
- Paul, R., & Elder, L. (2020). *The miniature guide to critical thinking concepts and tools* (8th ed.). Rowman & Littlefield.
- Polat, C. (2018). The role of children's libraries in gaining information skills to digital natives. In *1st international children's libraries symposium* (pp. 152–162). <https://core.ac.uk/download/pdf/290493932.pdf>.
- Polat, M. A., & Aliyev, R. (2024). Moderated mediating effects of earthquake experiences of adolescents in the relationship between hope, meaning in life and gratitude. *Youth & Society*, Article 0044118X241287848. <https://doi.org/10.1177/0044118X241287848>
- Prensky, M. (2009). H. Sapiens digital: From digital immigrants and digital natives to digital wisdom. *Innovate: Journal of Online Education*, 5(3). <https://www.learntechlib.org/p/104264/>.
- Ramazan, M. O., & Özdemir, H. (2020). Examining the relationship between preschool children's time spent in learning centers and their social skills. *Erken Çocukluk Çalışmaları Dergisi*, 4(3), 682–699. <https://doi.org/10.24130/eccd-jecs.1967202043254>
- Savage, L. B. (1998). *Eliciting critical thinking skills through questioning*, 71 pp. 291–293). The Clearing House.
- Şam, M., Sever, G., Yıldız Yüksek, H., & Aliyev, R. (2025). Earthquake effects on youth: Understanding psychological challenges and support needs. *BMC Psychology*, 13(1), 72. <https://link.springer.com/article/10.1186/s40359-025-02373-0>.
- Seyhan, A. (2023). A study on social studies teachers' experiences in instilling historical empathy skills in students. *Uluslararası Anadolu Sosyal Bilimler Dergisi*, 7(4), 1087–1104. <https://doi.org/10.47525/ulasbid.1386312>
- Sucu, İ. (2019). The effect of artificial intelligence on society and artificial intelligence: The view of artificial intelligence in the context of film (I.A.). *Uluslararası Ders Kitapları ve Eğitim Materyalleri Dergisi*, 2(2), 203–215. <https://dergipark.org.tr/tr/pub/ijotem/issue/50671/643204>.
- Tanhan, F., & Mukba, G. (2015). Investigation of the perception about earthquake based on elementary school students' opinions. *International Journal of Human Sciences*, 12(2), 1581–1601. <https://www.j-humansciences.com/ojs/index.php/IJHS/article/view/3360>.
- Tanju, E. H. (2010). Book reading habit of children: A general review. *Sosyal Politika Çalışmaları Dergisi*, 21(21), 30–39. <https://dergipark.org.tr/tr/pub/spcd/issue/21100/227236>.
- Temiz, N., & Yılmaz, B. (2024). Investigation of the effects of life skills development program in children's libraries on children's life skills. *Bilgi Dünyası*, 25(1), 1–31. <https://doi.org/10.15612/BD.2024.733>
- Tenzin, K. (2021). Promoting reading habits of the children of class IV: Study of upper primary student of Ramchetsekha PS, Paro. *Asian Journal of Education and Social Studies*, 20(2), 1–11. <https://doi.org/10.9734/ajess/2021/v20i230479>
- Todd, R. J. (2003). Adolescents of the information age: Patterns of information seeking and use and implications for information professionals. *School Libraries Worldwide*, 9(2), 27–46. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=a66e830699a61138d36f6d5688944244786be45>.
- Tozduman Yaralı, K. (2020). Developmentally critical thinking and supporting critical thinking in children. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 48, 454–479. <https://doi.org/10.9779/pauefd.536546>
- Türkçüymaz, M. B., & Arı, B. (2021). The effects of creative writing activities on the writing story skills of 7th grade students. *Ana Dili Eğitimi Dergisi*, 9(4), 1151–1168. <https://doi.org/10.16916/aded.944302>
- UNICEF Türkiye. (2004). *Convention on the rights of the child*. Ankara: UNICEF Türkiye Representative Office. Retrieved from (Original work published 1989) <https://www.unicef.org/turkiye/en/convention-rights-child>.
- United Nations Educational. (2018). Scientific and cultural organization (UNESCO). In *Education for sustainable development goals: Learning objectives*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000247444>.
- Valenzuela, J., Nieto, A. M., & Saiz, C. (2011). Critical thinking motivational scale: A contribution to the study of relationship between critical thinking and motivation. *Journal of Research in Educational Psychology*, 9(2), 823–848. <http://hdl.handle.net/10366/157482>.
- Van Manen, M. (2007). Phenomenology of practice. *Phenomenology & Practice*, 1(1), 11–30. <https://doi.org/10.29173/pandpr19803>
- Vostrovsky, C. (1899). A study of children's reading tastes. *The Pedagogical Seminary*, 6(4), 523–535. <https://doi.org/10.1080/08919402.1899.10532977>. ss.
- World Economic Forum. (2020). *The future of jobs report 2020*. World Economic Forum. <https://www.weforum.org/publications/the-future-of-jobs-report-2020/>.
- Ye, W., Teig, N., & Blömeke, S. (2024). Systematic review of protective factors related to academic resilience in children and adolescents: Unpacking the interplay of operationalization, data, and research method. *Frontiers in Psychology*, 15, Article 1405786. <https://doi.org/10.3389/fpsyg.2024.1405786>
- Yenice, N., Faydalıgöl, Ö. D., & Yavaşoğlu, N. (2020). Investigation of library habits with living dimension learning tendencies of teacher candidates. *Kastamonu Education Journal*, 28(3), 1281–1295. <https://doi.org/10.24106/kefdergi.3853>
- Yıldırım, A., & Şimşek, H. (2018). *Qualitative research methods in social sciences* (11th ed.). Seçkin Publishing.