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RELEVANCE OF JEAN TWENGE'S PUBLICATIONS TO RESEARCH ON TEENAGE READING CULTURE

DOI: 10.36155/PLib.9.00007

ABSTRACT

Jean Twenge is a psychologist associated with San Diego State University who analyses generations' differences including values, life goals, and the perception of the world of young Americans. This paper argues that Twenge's scientific achievements should be known and used for analyses of teenagers' reading culture not only abroad, but also in Poland. It is likely that a lot of behaviours observed among the next generations of Americans can be adequate also for Polish children and Polish adolescents. The reasons for the decline in the young generation's interest in reading books should be perhaps sought in the psychological and sociological aspects, to which Jean Twenge pays attention. The article has discussed the availability of her book publications in Polish university libraries; the analysis of her texts' citations was carried out, and the perception of her research by Polish and foreign scientists compared. To fulfil the assigned aims, the following methods were used: case study, critical analysis of source literature, bibliographic method, bibliometrics, and content analysis of documents.

KEYWORDS: Jean Twenge, teenagers' reading culture, university libraries, iGen

Research into reading culture in Poland has a long history, beginning in 1955 by the Book and Readership Institute (IKiCz)¹ operating at the National Library. As part of the Institute, the Department of Readership Research researches the social reach of books, readership (including teenagers)², the impact of digitization on Poles' readership and their participation in wider culture. The results of this research have been released in the form of non-serial publications,³ reports,⁴ and academic papers, published e.g., in journals like *Polish Libraries*,⁵ *Rocznik Biblioteki Narodowej*,⁶ *Biuletyn*

- 1 Krystyna Remerowa (1898-1986), member of the Readership and Book Council, was the originator of placing IKiCz within the structure of the National Library. Founded in 1954, the Institute launched its activity on 1 April 1955.
- 2 In Polish, teenagers are "people of different sexes aged 11-19". W. Doroszewski [ed.] *Słownik Języka Polskiego* [Polish Dictionary] [online:] <https://sjp.pwn.pl/slowniki/nastolatowie.html>, [accessed: 7.07.2021]; in their research, IKiCz distinguishes the group aged 15-24, thus its members only partially fit the group classified as "teenagers".
- 3 See e.g.: G. Straus, *Czytanie książek u progu liceum* [Book Reading at the Threshold of Secondary School], Warszawa, Biblioteka Narodowa, 2004; Eadem, *Modelowi sukcesorzy, indywidualiści, eklektycy* [Model Successors, Individualists, Eclectics], Warszawa, Biblioteka Narodowa, 2005; eadem, *Wykształceni amatorzy książek* [Educated Book Enthusiasts], Warszawa, Biblioteka Narodowa, 2008; Z. Zasacka, *Nastoletni czytelnicy* [Teenage Readers], Warszawa, Biblioteka Narodowa, 2008.
- 4 *Stan czytelnictwa w Polsce. Raporty BN* [Readership in Poland. National Library Reports] [online:] <https://www.bn.org.pl/raporty-bn/stan-czytelnictwa-w-polsce>, [accessed: 12.02.2021].
- 5 O. Dawidowicz-Chymkowska, "Stability and Volatility of the Textual World: Choices Made by Book Readers and Buyers", *Polish Librarianship*, 2013, vol. 1, pp. 76-165; I. Koryś, "A Social Map of Readership", *Polish Librarianship*, 2013, vol. 1, pp. 6-75; Z. Zasacka, "Reading Satisfaction: Implications of Research on Adolescents' Reading Habits and Attitudes", *Polish Librarianship*, 2016, vol. 4, pp. 1-25;
- 6 Wolff K., "Dawne i nowe dylematy badań czytelnictwa" [Old and New Dilemmas of Readership Research], *Rocznik Biblioteki Narodowej*, 2009, vol. 3, pp. 131-157; eadem, "Współczesny czytelnik w świetle badań Instytutu Książki i Czytelnictwa Biblioteki Narodowej" [Contemporary Reader in the Light of the Research of the Book and Readership Institute at the National Library], *Rocznik Biblioteki Narodowej*, 2011, vol. 42, pp. 319-327; Z. Zasacka, "Wypożyczenia biblioteczne w obiegu książek nastoletnich czytelników" [Borrowing of Books in the Circulation of Teenage Readers], *Rocznik Biblioteki Narodowej*, 2015, vol. 46, pp. 413-433

Polonistyczny,⁷ other collective studies⁸ and also papers addressed to librarians in their trade journals: *EBIB*,⁹ *Poradnik Bibliotekarza*,¹⁰ *Bibliotekarz*,¹¹ and *Biblioteka w Szkole*.¹²

Furthermore, in Poland conferences are held at which researchers and practitioners share their knowledge and experience of this field. During such meetings international research is presented (see e.g., Usha Pokharel,¹³ Anna Karlskov Skygebjerg,¹⁴ Za-

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- 7 J. Andukowicz, "Problemy kultury czytelniczej w pracach i planach Instytutu Książki i Czytelnictwa Biblioteki Narodowej w Warszawie" [Questions of Reading Culture in the Works and Plans of the Book and Readerships Institute at the National Library in Warsaw], *Biuletyn Polonistyczny* 1984, vols. 3-4, pp. 102-113.
 - 8 See e.g.: Z. Zasacka, "Książka na papierze i ekranie w życiu codziennym nastolatków" [A Book on Paper and Screen in Teenagers' Everyday Life], in: *Biblioteki i książki w życiu nastolatków* [Libraries and Books in Teenagers' Life], eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa; WUŁ, Łódź 2015, pp. 91-108; eadem, "Czytelnicy zaangażowani - jak rozbudzać motywacje czytelnicze dzieci i Młodzieży" [Engaged Readers: How to Inspire Reading Motivations in Children and Adolescents], in: *Nowoczesne technologie czy tradycyjne metody?: o tendencjach w krzewieniu kultury czytelniczej młodego pokolenia* [Modern Technologies or Traditional Methods? : on Tendencies in Popularizing Reading Culture among Young Generation], WUŁ, Łódź; Wydaw. SBP, Warszawa 2017, pp. 107-119.
 - 9 See e.g.: G. Lewandowicz-Nosal, "Wypożyczone i czytane - książki w bibliotekach publicznych dla dzieci" [Borrowed and Read: Books in Public Libraries for Children]. *EBIB*, 2011, no. 4, pp. 1-8, [online:] http://www.ebib.pl/images/stories/numery/122/122_lewandowicz.pdf, [accessed: 7.06.2021].
 - 10 See e.g.: Z. Zasacka, "Chłopcy coraz częściej wykluczają się z kultury czytelniczej: trendy w postawach czytelniczych nastolatków" [Boys Increasingly Frequently Exclude Themselves from Reading Culture : Trends in Teenagers' Reading Attitudes]. *Poradnik Bibliotekarza*, 2017, no.1, pp. 4-7.
 - 11 See e.g.: Z. Zasacka, "Budowanie wspólnot czytelniczych - angielski projekt wspierający czytanie dla przyjemności" [Building Reading Communities : English Project Supporting Reading for Pleasure], *Bibliotekarz*, 2016, no. 12, pp. 4-6; Eadem, "Czytanie książek papierowych a lektura cyfrowa: wyzwania dla bibliotek" [Reading Paper Books Versus Digital Reading : a Challenge for Libraries], *Bibliotekarz*, 2020, nos. 7/8, pp. 13-19.
 - 12 See e.g.: Z. Zasacka, "Nastolatki i książki: najnowsze wyniki badania czytelnictwa" [Teenagers and Books : the Latest Results of Research into Teenagers' Reading Attitudes and Habits], *Biblioteka w Szkole*, 2018, no. 5, pp. 4-7.
 - 13 Govardhan Sharma, Organic Agriculture Resource Center, paper title: *The Stabilization of the Concept of Recreational Reading in Children and Young Adults in the United States of America*. "Reading Culture of the Young Generation" Conference, Łódź 2012.
 - 14 University of Aarhus, Denmark, Centre for Children's Literature, paper title: *Non-fiction as Part of Children's Literature*. "Reading Culture of the Young Generation" Conference, Łódź 2012.

kir Hossain,¹⁵ Jana Segi Lukavska,¹⁶ Ildiko Szabo,¹⁷ Juan Araujo¹⁸), as well as Polish studies of quantitative¹⁹ and qualitative charac-

- 15 Inter-Community School Zurich, paper title: *Reading and Library Habits of Vietnamese Students in the Age of Internet*. "Reading Culture of the Young Generation" Conference, Łódź 2018.
- 16 Charles University in Prague, Faculty of Arts, paper title: *Czech Children's E-books : The Ideal of Interactivity?*. "Reading Culture of the Young Generation" Conference, Łódź 2018.
- 17 John von Neuman University Hungary, Department of Mother Tongue Education and Art, paper title: *Good Practices Involving Libraries to Improve Literacy Skills*. "Reading Culture of the Young Generation" Conference, Łódź 2016.
- 18 Texas A&M University-Commerce USA, Department of Curriculum and Instruction, 2016, paper title: *Writing Instruction that Makes a Difference for English Learners*. "Reading Culture of the Young Generation" Conference, Łódź 2012.
- 19 See e.g.: M. Antczak, "Kultura czytelnicza piątklasistów szkół łódzkich w świetle badań własnych" [Reading Culture Among Fifth Graders of Lodz Primary Schools Based on the Author's Research], in: *Biblioteki i książki w życiu nastolatków*, eds. eadem, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa; WUŁ, Łódź 2015, pp. 109-146; D. Borkowski, "Czytają czy nie? O preferencjach czytelniczych krakowskich nastolatków" [Do They Read or Not? On Reading Preferences of Cracow Teenagers], in: *Biblioteki i książki w życiu nastolatków*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa; WUŁ, Łódź 2015, pp. 147-158; M. Deńca, "Rola Biblioteki szkolnej w rozwijaniu kompetencji czytelniczych uczniów niesłyszących" [Role of School Library in Developing Reading Competences of Deaf Pupils], in: *W kręgu kultury czytelniczej dzieci i młodzieży*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa; WUŁ, Łódź 2015, pp. 169-189; A. Grenina, "Teenagers' Perception of a Contemporary Library", in: *Biblioteki i książki w życiu nastolatków*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa; WUŁ, Łódź 2015, pp. 65-75; A. Has-Tokarz, "Czytelnictwo współczesnych nastolatków (opinie, obserwacje, badania)" [Readership of Contemporary Teenagers (Opinions, Observations, Research)] in: *Kultura popularna w szkole. Pobłażliwe przyzwolenie czy autentyczny dialog* [Pop Culture in School. Lenient Permission or Authentic Dialogue], eds. B. Myrdzik, M. Latoch-Zielińska, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2006, pp.169-180; Z. Krupa, "Skuteczność internetu w promocji czytelnictwa w opinii studentów Uniwersytetu Rzeszowskiego" [Effectivity of the Internet in Promoting Reading in the Opinion of Students of the University of Rzeszów], in: *Nowoczesne technologie czy tradycyjne metody? O tendencjach w krzewieniu kultury czytelniczej młodego pokolenia* [Modern Technologies or Traditional Methods? On Tendencies in Popularizing Reading Culture of the Young Generation], eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa; WUŁ, Łódź 2015, pp. 89-103; A. Maroń, "Będę pisać o książkach... - książkowa blogosfera i jej młodzi twórcy" [I Shall Write about Books... : Book Blogosphere and Its Young Creators], in: *W kręgu kultury czytelniczej dzieci i młodzieży*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź 2015, pp. 23-50; M. Ostrowska, "Młodzieżowe trendy czytelnicze - od «Harry'ego Pottera» po «Igrzyska śmierci» [Youngsters' Reading Trends : from Harry Potter to the "Hunger Games"]], in: *Inspiracje czytelnicze w życiu młodego pokolenia* [Reading Inspirations in the Life of Young Generation], ed. M. Antczak, Wydaw. SBP, Warszawa; WUŁ, Łódź 2017, pp. 221-239; G. Walczewska-Klimczak, "Typologia bibliotek szkolnych w gminach wie-

ter.²⁰ Teachers, librarians and stakeholders from the cultural sector also participant in sharing examples of good practice.²¹ Research-

- jskich w świetle badań własnych i Raportu o stanie bibliotek szkolnych w Polsce w 2012 r. "[Typology of School Libraries in Rural Communes in the Light of the Author's Research and the Report on School Libraries in Poland in 2012], in: *Biblioteki i książki w życiu nastolatów*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź 2015, pp. 33-52; A. Wandel, "Współczesne encyklopedie dla dzieci i młodzieży - analiza księgoznawcza 1990-2015" [Contemporary Encyclopaedia for Children and Adolescents : Bibliological Analysis], in: *Inspiracje czytelnice w życiu młodego pokolenia*, ed. M. Antczak, Wydaw. SBP, Warszawa, WUŁ, Łódź 2017, pp. 161-185; Z. Zasacka, "Książki na papierze i ekranie w życiu codziennym nastolatów" [Books on Paper and Screen in Teenagers' Everyday Life], in: *Biblioteki i książki w życiu nastolatów*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź 2015, pp. 91-108.
- 20 See e.g.: H. Dynel-Trzebiatowska, "Dla dzieci czy dla dorosłych? O dwuadresowości w literaturze dziecięcej na przykładzie książek o Muminkach Tove Janson" [For Children or Adults? On Dual Addressee in Children's Literature on the Example of Tove Janson's Books on the Moomins], in: *Książki w życiu najmłodszych* [Books in the Life of Children], eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź 2015, pp.13-24; E. Kilian, "Audialne twory poetów cybernetycznych - analiza współczesnej formy słuchowiska radiowego" [Audial Creations of Cybernetic Poets : Analysis of Contemporary Form of a Radio Play], in: *Nowoczesne technologie czy tradycyjne metody? O tendencjach w krzewieniu kultury czytelnicej młodego pokolenia*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź , 2015, pp. 61-72; A. Mazan-Mazurkiewicz, "Najstraszliwszy smok na tej ziemi". O samoświadomości czytelniczej dziecka, podpatrywanej przez pośrednika lektury" ["The Most Horrendous Dragon in this World". On Reading Self-Awareness of a Child Observed by the Reading Mediator], in: *Książki w życiu najmłodszych*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź , 2015, pp.33-48; M. Sayim, "Passionate Reading of a Child Character and Its Consequences in Ian McEwan's The Cement Garden", in: *Książki w życiu najmłodszych*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź , 2015, pp. 49-59; A. Walczak-Niewiadomska, "Poczytaj mi Tato! Czyli o roli ojca w edukacji czytelniczej dziecka" [Read to Me, Daddy! Namely on Father's Role in Child's Reading Education], in: *Książki w życiu najmłodszych*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź 2015, pp.121-132; M. Wójcik "Najnowsze technologie informacyjno-komunikacyjne w edukacji czytelniczej i medialnej. Potencjał i przykłady wdrożeń" [The Latest ITC Technologies in Reading and Media Education. Their Potential and Implementation Examples], in: *Nowoczesne technologie czy tradycyjne metody? O tendencjach w krzewieniu kultury czytelnicej młodego pokolenia*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź 2015, pp. 21-31.
- 21 See e.g.: S. Borowik, "Muzeum jako przestrzeń kształtowania kultury czytelniczej młodego odbiorcy (na przykładzie doświadczeń Muzeum w Gorzowie)" [A Museum as Space of Shaping Reading Culture of a Young Addressee (on the Example of the Experience of the Gorzów Museum)], in: *Książki w życiu najmłodszych*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź 2015, pp. 77-88; A. Krawczyk, "Centrum Literatury Dziecięcej - aby służyć tym, którzy służą dzieciom" [Centre for Children's Literature : to Serve Those who

ers representing different disciplines seek opportunities to share the results of their research²² The need to conduct interdisciplinary research within the sphere of reading culture has been raised by researchers including Anita Has-Tokarz,²³ Maria Kocójowa,²⁴ Irena Socha,²⁵ and Katarzyna Wolff.²⁶ Disciplines exploring the function-

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- Serve Children], in: *W kręgu kultury czytelniczej dzieci i młodzieży* [Within the Circle of Reading Culture of Children and Adolescents], eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź 2015, pp.139-148; U. Li-sowska-Kożuch, "Zapraszamy na konkurs - czyli formy pracy w bibliotece. Garść refleksji z doświadczeń własnych" [Take Part in the Contest, Namely on Forms of Work in a Library. A Handful of Reflections Stemming from Author's Experience], in: *Biblioteki i książki w życiu nastolatków*, eds. M. Antczak, A. Walczak-Niewiadomska, Wydaw. SBP, Warszawa, WUŁ, Łódź 2015, pp. 221-236.
- 22 See e.g.: Kisiłowska M., Paul M., Zajac M., *Jak czytają Polacy? Raport badawczy projektu Zmiany kultury czytelniczej w Polsce w kontekście upowszechnienia etekstów i urządzeń pozwalających z nich korzystać* [How Do Poles Read? Research Report of the Project: Changes in Reading Culture in Poland in the Context of the Spread of e-texts and Devices Allowing to Use Them], Warszawa: Centrum cyfrowe, 2016 [online:] <https://ngoteka.pl/bitstream/handle/item/368/Jak-czytaj%c4%85-Polacy-raport-ko%c5%84cowy.pdf?sequence=1> [accessed: 25.03.2021]; some papers that resulted from shared projects to be found in: ed. M. Wojciechowska, *Czytelnictwo w dobie informacji cyfrowej. Rozwój, bariery technologie* [Readership in the Era of Digital Information. Development, Barriers, Technologies]. Warszawa: SBP, 2015.
- 23 A. Has-Tokarz, "Problematyka książki dla dzieci i młodzieży i jej odbioru w obszarze współczesnej bibliologii - o potrzebie badań interdyscyplinarnych" [Books for Children and Teenagers and Questions of Their Reception in Today's Bibliology : on the Need of Interdisciplinary Research], in: *Bibliologia i informatologia* [Bibliology and Information Science], ed. Kuźmina D., SBP, Warszawa 2011, pp. 111-124.
- 24 M. Kocójowa, "Badania interdyscyplinarne bibliotek, informacji naukowej, książki: szansa i utrapienie dla uczonych" [Interdisciplinary Researches into Libraries, Scientific Information, Books : an Opportunity and Worry for Scholars], in: *Biblioteki, informacja, książka: interdyscyplinarne badania i praktyka XXI wieku* [Libraries, Information, Books : Interdisciplinary Research and 21st-century Praxis], ed. M. Kocójowa, Instytut Informacji Naukowej i Bibliotekoznawstwa, Kraków 2010, pp. 183-191 [online:] <http://www.inib.uj.edu.pl/wydawnictwa-iinib-uj/seria-3/07>, [accessed: 2.03.2021].
- 25 I. Socha, "Czytelnik jako interdyscyplinarny przedmiot badań w nauce o książce, literaturoznawstwie, socjologii i psychologii - odrębność czy komplementarność?" [A Reader as an Interdisciplinary Object of Research in the Science of Books, Literature Studies, Sociology, and Psychology : Separate or Complementarity], in: *Biblioteki, informacja, książka: interdyscyplinarne badania i praktyka XXI wieku*, ed. M. Kocójowa, Instytut Informacji Naukowej i Bibliotekoznawstwa, Kraków 2010, pp. 183-191 [online:] <http://www.inib.uj.edu.pl/wydawnictwa-iinib-uj/seria-3/07>, [accessed: 2.03.2021].
- 26 K. Wolff, "Dawne i nowe dylematy badań czytelnictwa", *Rocznik Biblioteki Narodowej*, 2009, vol. 3, pp. 139.

ing of reading and books in culture include: sociology, psychology, mediology, philosophy and history to name a few.

The changes in society observed by researchers over the last decades, result in part from technology advancements, access to the Internet and social media. They directly affect not just the economy, politics, education, science and the labour market, but also culture: citizens' attitude to reading books and press, and forms of spending the leisure time. Of relevance here are publications by the American psychologist Jean Twenge, whose analysis impact not only the circles of sociologists and psychologists, but also mediologists who have been dealing with reading culture since 2018.²⁷ Through a case study, this article will discuss the relevance of Twenge's sociological and psychological research on a group of American teenagers to research into reading culture of teenagers worldwide and also in Poland. The following questions will be addressed:

1. Who is Twenge and what are her areas of interest?
2. Which scientists does Twenge cooperate with?
3. Why are Twenge's publications of interest to Polish researchers?
4. What university libraries can Jean Twenge's books be found at: which ones and how many?
5. What has been the academic response to Twenge's books in Poland and outside Poland?

To address these questions, the following methods were chosen: bibliographic, bibliometric²⁸ and document analysis, as well as a literature review.

27 *Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 20 września 2018 r.* [Regulation of the Minister of Science and Higher Education of 20 September 2018], *Journal of Laws of 2018 Item 1818*.

28 A. Drabek, "Wykorzystanie bibliometrii w polityce naukowej" [Use of Bibliometrics in Scientific Policy] [online]. *Biuletyn EBIB*, 2012, no. 3, pp. 17 [online:]; http://www.ebib.pl/images/stories/numery/130/130_drabek.pdf [accessed: 14.05.2021].

JEAN TWENGE: SPHERE OF RESEARCH INTEREST, COOPERATION WITH OTHER RESEARCHERS, RECEPTION OF HER PUBLICATIONS OUTSIDE POLAND

A professor of psychology at San Diego State University, Jean M. Twenge has authored and co-authored over 120 academic publications: papers and books. As a psychologist, she focuses mainly on the attitude of the young generation to social roles, family, religion, work and sex. Twenge introduced into the academic language the concept of the *iGen* which she applied to define the generation of Americans born in 1995–2012.²⁹ This is the generation covering 25% of the American population (74 million out of 323,995,528), and a similar percentage of Poles: 27% (7 million, and precisely: 7,089,514 out of 38,386,476),³⁰ statistically a substantial group of young people. The *iGen* symbolizes the dominating influence that the Internet and social media have on such people. Twenge's research argues that the current generation of teenagers are less rebellious than before, more tolerant, less happy, and entirely unprepared for

29 *iGen* 1995–2012; Millennials 1980–1994; Generation X 1965–1979; Baby boomers 1946–1964. *iGen* is short of *Internet generation*. Alternative names for the *iGen* generation are as follows: post-millennials, Generation Z, homelanders, founders; limit dates: 1995, writes Twenge, is the year when the Internet was born. Around 2012, she continues, I began observing a sudden huge change in teenagers' behaviour and their emotional states. Graphs suddenly began resembling steep mountains: in merely several years the declines erased increases from some / several decades. Then it dawned on me, she says, that precisely in 2011–2012 the majority of Americans got mobile phones with access to the Internet, popularly called smartphones. This sudden change yielded *iGen*. Twenge continues by claiming that it does not really matter where exactly the borderline is placed. What matters is for us to understand how the people born after 1995 differ from those born merely several years before See J.M. Twenge, op. cit., 2018, p.5–8 citation for an author referred to as aso]: "Czy wychowaliśmy pokolenie wrażliwców? *iGen* wkracza właśnie w dorosłość" [Have We Brought up a Generation of Softies? *iGen* Is Entering Adulthood], *Gazeta.pl* 11 March 2019 [online:] <https://kultura.gazeta.pl/kultura/7,114528,24537657,czy-wychowalismy-pokolenie-wrazliwcow-igen-wkracza-wlasnie.html>, [accessed: 9.07.2021].

30 Author's calculations after: *Baza Demografia* [Demography Database], in: *GUS* [online:] <http://demografia.stat.gov.pl/bazademografia/Tablepp.aspx> [accessed: 17.12.2020]; "Demografia Stanów Zjednoczonych" [Demography of the United States], in: *Wikipedia* [online:] https://pl.wikipedia.org/wiki/Demografia_Stan%C3%B3w_Zjednoczonych [accessed: 17.12.2020]; B. Grygiel 2019. *Samobójstwa nieletnich: Polska na drugim miejscu w Europie* [Juvenile Suicide : Poland Second in Europe], 2019 [online:] <https://www.focupp.pl/artykul/samobojstwa-nieletnich-polska-na-drugim-miejscu-w-europie> [accessed: 17.02.2021].

adulthood. And although not all scientists agree with her conclusions (see Jeffrey Arnett, Rose Cavanagh³¹), Twenge has discussed her arguments widely on the internet.³²

To boost Twenge's research quality and publication reach, her cooperation with other scientists is analysed below. Table 1 includes identification of the individuals who Twenge cooperates with; their academic identity and their shared publications. The research plan focused on the following data: the number of citations of such a person since 2016, the h-index, and citations in 2020. Table 1 presents data of only several such scholars owing to the citation rate of the output of their academic research. The following scientists have been included: Brad J. Bushman, professor of communication at The Ohio State University; W. Keith Campbell of Kennesaw State University; Joshua D. Foster at University of South Alabama; Tomi A. Roberts of Colorado Collage; Diane Quinn at University of Connecticut.

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- 31 See J. Arnett, K. H. Trzesniewski; M. B. Donnellan, "The Dangers of Generational Myth-Making: Rejoinder to Twenge", *Emerging Adulthood*, 2013, No. 1(1), pp 17-20 [online:] <http://jeffreymarrett.com/Arnett%20new%20website/Articles/Arnett2013DangersofMythmakingEA.pdf>. [accessed: 24.02.2021]; P. R. Cavanagh, *No, Smartphones Are Not Destroying a Generation*, 2017, 6 August [online:] <https://www.psychologytoday.com/blog/once-more-feeling/201708/no-smartphones-are-not-destroying-generation> [accessed: 24.02.2021]; Ch. Jarrett, "Rising social media use has sparked a passionate debate among psychologists: are today's young people more 'Generation Me' or 'Generation We'?", *BBC Future*, 2017, 17 November [online:] <https://www.bbc.com/future/article/20171115-millennials-are-the-most-narcissistic-generation-not-so-fast?referer=http%3A%2F%2Fwww.jeffreyarnett.com%2F> [Accessed: 24 Feb 2021]; F. R. C. Savin-Williams, "Do Smartphones Delay Sex and Dating?", *Psychology Today*, 2017, 16 August [online:] <https://www.psychologytoday.com/intl/blog/sex-sexuality-and-romance/201708/do-smartphones-delay-sex-and-dating> [accessed: 24.02.2021].
- 32 See e.g.: J. M. Twenge, *iGen: The Smartphone Generation* [online:] https://www.ted.com/talks/jean_twenge_igen_the_smartphone_generation_mar_2018 [accessed: 11.03.2021].

TABLE 1: LIST OF INDIVIDUALS JEAN TWENGE COOPERATES WITH: SELECTION WITH EXAMPLES OF PUBLICATIONS RESULTING FROM COOPERATION

First and family name, degree or title, university	Total of citations since 2016	h-index since 2016	Citations in 2020	Example publication of cooperation results
Brad J. Bushman Professor of Communication The Ohio State University	21,331	72	4,153	J. M. Twenge [et al.], "Egos inflating over time: A cross-temporal meta-analysis of the Narcissistic Personality Inventory", <i>Journal of Personality</i> , 2008; 76 (4), pp. 875-902
W. Keith Campbell Professor of Psychology University of Georgia	22,303	80	4,975	W. K. Campbell [et al.], <i>The Narcissism Epidemic: Living in the Age of Entitlement</i> , 2009
Stacy Campbell Associate Professor of Management Kennesaw State University	3,421	18	754	J. M. Twenge [et al.], "Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing", <i>Journal of Management</i> , 2010; 36 (5), pp. 1117-1142
Joshua D. Foster Professor of Psychology University of South Alabama	9,387	28	2,074	J. M. Twenge [et al.], "Egos inflating over time: A cross-temporal meta-analysis of the Narcissistic Personality Inventory", <i>Journal of Personality</i> , 2008; 76 (4), pp. 875-902
Tomi-Ann Roberts Professor of Psychology Colorado College	6,427	21	1,306	B.L. Fredrickson [et al.], "That swimsuit becomes you: sex differences in self-objectification, restrained eating, and math performance", <i>Journal of Personality and Social Psychology</i> 1998; 75 (1), pp. 269-284
Diane Quinn Professor of Psychology University of Connecticut	6,249	33	1,414	B.L. Fredrickson [et al.], op. cit.

Source: The author's analyses based on data after Jane Twenge's data after Jean Twenge's profile and scholars enumerated in Google Scholar

To analyse the response to Jean Twenge's publications outside Poland, the scholar's profile available at Google Scholar was then followed. The citation number of Twenge's work has been systematically growing since 2002, in 2020 reaching almost 6,000. Her h-index has reached 74 since 2016.

TABLE 2: CITATIONS OF JEAN TWENGE'S SELECTED PUBLICATIONS ACCORDING TO GOOGLE SCHOLAR; STATE AS OF 2 FEBRUARY 2021

Publication title	Year of the first US edition	Number of citations
D. G. Myers, J. M. Twenge, <i>Social Psychology</i>	2019	Not visible in the system/ data unavailable
J. M. Twenge, <i>iGen: Why Today's Super-connected Kids Are Growing up Less Rebellious, More Tolerant, Less Happy?: And Completely Unprepared for Adulthood: and What That Means for the Rest of Us</i>	2017	899
J. M. Twenge, <i>Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled – and More Miserable Than Ever Before</i>	2014 2013	2,975 42
J. M. Twenge, W. K. Campbell, <i>The Narcissism Epidemic: Living in the Age of Entitlement</i>	2009	1,78033

Source: The author's analyses based on Google Scholar

Table 2 registers the number of citations of the books that Twenge (co-)authored, showing the number of citations of *Generation Me* has amounted to over 3,000 since 2013 when it was first published in the United States. The second publication, whose first edition was released in the USA in 2009, has achieved almost 1,800 citations, whereas *iGen* (2017) has almost 900. No data are yet available in the system for *Social Psychology* published in the USA in 2019. The analysis demonstrates that outside Poland Twenge's books resound loudly.

REASONS FOR INTEREST IN JEAN TWENGE'S PUBLICATIONS BY POLISH RESEARCHERS INTO TEENAGER READING CULTURE

In exploring the interest of Twenge's publications to Polish researchers into reading culture, common features that can be observed

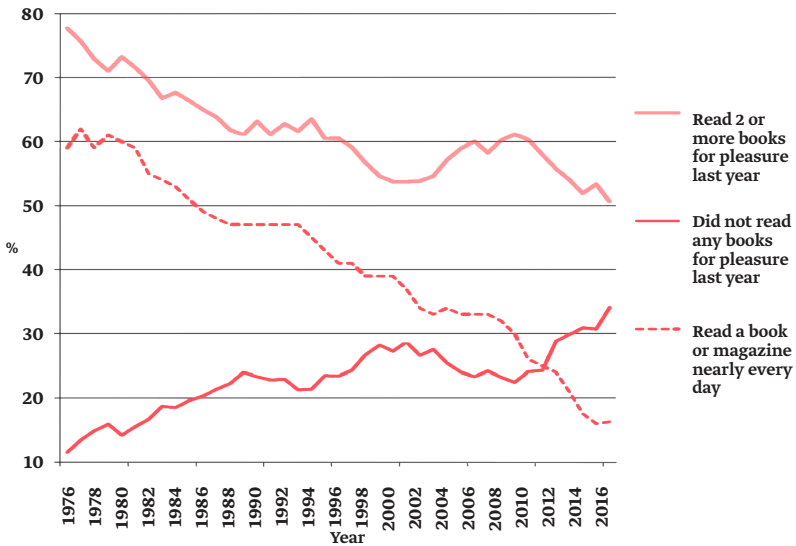
33 Google Scholar for Prof. Campbell.

in American and Polish teenagers. Furthermore, Monika Janusz-Lorkowska has indicated this fact emphasising that representatives of the young generation in Poland and abroad spend their free time in similar ways; on their smartphones³⁴ and social media.³⁵ Żbikowska has also discussed the rarely-before investigated means of youngsters' leisure time organization, such as work (in the grey economy) and teenage 'Internet' creative work.³⁶

Recent research by the Polish Book and Readership Institute has reiterated signals of teenagers' (age group 15-24³⁷) reluctance to read: almost a half of them did not read a single book in a year. Figure 1 below by Twenge A similar one, although referring to high school seniors and college freshmen can be found in *iGen*.³⁸ shows that interest in reading books among young people in America has been falling significantly; in daily book or magazine reading it has been declining even faster.

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- 34 M. Tanaś, [et al.]. *Raport z badania Nastolatki 3.0* [Report from the Research Teenagers 3.0]. NASK Instytut Badawczy, Warszawa 2017 [online:] https://akademia.nask.pl/publikacje/Raport_z_badiana_Nastolatki_3_0.pdf [Published 25 Aug 2019, accessed: 16.03.2021].
- 35 M. Janusz-Lorkowska, op. cit., p. 150.
- 36 A. Żbikowska, "Czas wolny nastolatków w perspektywie socjologicznej" [Teenagers's Leisure Time As Seen from the Sociological Perspective]. *Kultura i Społeczeństwo*, 2020 No. 3, pp. 27-50.
- 37 Importantly, the researches conducted in the US and Poland on "teenagers" are difficult to compare. In Poland, IKiCz distinguish data for the youngest participants of readership in Poland classifying them in the age group 15-24, while the research analysed by Twenge classified as iGen encompasses young people aged 9-26 in view of their birth year in 1995-2012. The definition of teenagers comprises individuals aged 11-19. Therefore, it is impossible to compare Twenge's results with those obtained by IKiCz, and refer to the group identified as "teenagers". However, since we do not have access to full data, and as scholars we should at least attempt a comparison, in the future maybe it would be recommendable to isolate the surveyed group aged 15-19 from 20-24-year-olds. Such a move would be also justifiable in view of students' different behaviours, interests, and reading habits than of the rest of society. See e.g., the latest research by R. Chymkowski, Z. Zasacka, *Stan czytelnictwa w Polsce w 2020 roku* [Readership in Poland in 2020] DIAGRAM 8. Readers' sex and age versus types of read books, N=853 (in percentage), p. 16, [online:] <file:///C:/Users/Acer/OneDrive/stan-czytelnictwa-w-polsce-2020.pdf>, [accessed: 7.06.2021].
- 38 See Fig. 2.4. in: J. Twenge, *iGen...*, 2018, p. 61.

FIG. 1: READING BOOKS AND MAGAZINES BY AMERICAN 12TH GRADERS IN 1976-2016



Source: https://twitter.com/jean_twenge/status/1034103140541325312/photo/1

Twenge asks whether American teenagers are reading less for pleasure, since they have more homework and extracurricular activities.³⁹ However, this is not the direct cause, which the author writes about in the first part of her book. Compared to previous years, teenagers dedicate to the above activities the same or even smaller number of hours than before.

Twenge argues that the decline in the interest of teenagers in reading books and magazines is more affected by the way they spend their leisure time, since the latter has been more and more dedicated to operating in social media. Such a result, among others, stems from the analysis of the data related to Polish youth presented in the *Survey Report: Teenagers 3.0*.⁴⁰ “Contemporary teenagers most commonly cannot imagine living without access to the

39 Ibidem, p. 62.

40 M. Tanaś, [et al.]. *Raport z badania Nastolatki 3.0*. NASK Instytut Badawczy, Warszawa 2017 [online:] https://akademia.nask.pl/publikacje/Raport_z_badania_Nastolatki_3_0.pdf [published: 25.08.2019, accessed: 16.03.2021].

Internet. The multiplicity of tools and their minimization cause that young people remain 'within Internet access' almost continuously, while the time spent using technology achievements gets longer with age", warn the authors.⁴¹ Importantly, the results come from 2016 surveys of teenagers at the age of lower-secondary school and above. However, looking at the generation of the youngest kids it is hard to believe that the average age of "Internet" initiation for the current youngest generation would stand at nine years and seven months (median = 10 years).⁴² The change that had occurred in the subsequent generation was signalled in 2015 by the authors of yet another report who claimed that as many as 64% of children aged: 6 months - 6.5 years had used mobile devices.⁴³

The data shows little change in how Polish and American teenagers spend their leisure time over the last 12 years. The vast majority of the time spent is concentrated on the Internet, including social media. The latter, in turn, is used more often by girls than by boys who prefer to use desktop computers, possibly since the latter have a better potential for playing games.

From a psychological perspective, Twenge's insights show that the *iGen* generation displays a more extreme reaction to external stimuli, and lacks the support of their parents who are busy working. These are patterns that boost teenage suicide statistics and depression rates, which grew in the US as of 2011.⁴⁴ Meanwhile, according to a 2019 report, Poland takes second place in Europe for suicide rate of young people.⁴⁵ It is not an overestimation, claims

41 Ibidem, pp. 11-12.

42 Ibidem.

43 A. Bąk, *Korzystanie z urządzeń mobilnych przez małe dzieci w Polsce. Wyniki badania ilościowego* [Use of Mobile Devices by Little Children in Poland, Results of Quantitative Research]. Warszawa, 2015, p. 4 [online:]: https://fdpp.pl/wp-content/uploads/2016/05/Bak_Korzystanie_z_urzadzen_mobilnych_raport.pdf [accessed: 17.03.2021].

44 J. M. Twenge, "Have Smartphones Destroyed a Generation?", *The Atlantic*, 2007, [September] [online:]: <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/> [accessed: 17.02.2021].

45 B. Grygiel, *Samobójstwa nieletnich: Polska na drugim miejscu w Europie*, 2019 [online:]: <https://www.focupp.pl/artykul/samobojstwa-nieletnich-polska-na-drugim-miejscu-w-europie> [accessed: 17.02.2021].

Twenge in the paper, to therefore describe the *iGen* generation as facing the greatest crisis in mental health for decades.⁴⁶

Evidence suggests that young people read less than their older counterparts, related to the fact that in books the action does not develop quickly enough.⁴⁷ Twenge's research demonstrates that the *iGen* generation spend their time online, mainly using social media, exchanging ideas, or writing brief texts, not talking, occasionally playing video games.⁴⁸ "Over seven years, writes Twenge, using such media every day has become a routine activity of almost all teenagers, as distinct from a half of them as used to be before."⁴⁹ In this respect the words of Umberto Eco do not bring any consolation: "... the emergence of a new expression means ... does not kill the previous one"⁵⁰. We have to do with the situation when the emergence of social media has entirely changed the functioning of the young generation (the question remaining open whether only of the young one?).

Essentially, the way teenagers spend their free time directly affects the reading culture among this population. In terms of the impact of nationality, research approximates that national influences are of no relevance. Through the access to the Internet, national differences can become blurred regarding how teenagers spend their free time and their attitude to reading books and magazines.

Twenge's publications are therefore useful for researchers exploring the reading culture of the young generation also in Poland.⁵¹ "J.M. Twenge's research into that generation [*iGen* generation] may be interesting to researchers from multiple humanistic

46 J. M. Twenge, *Have Smartphones Destroyed...*

47 J. M. Twenge, *iGen...* 2018, p. 59-65..

48 Ibidem, p. 66-68.

49 Ibidem, p. 54.

50 U. Eco, *Nowe środki przekazu a przyszłość książki* [New Expression Means and the Future of Books], Warszawa: PIW, 1996.

51 Books/magazines every day (1976-2016) gives the following decline in interest in reading beginning as of 1976: 60% 56% 48% 46% 41% 35% 32% 26% 25% 24% 21% 18% 16% 16%. J. M. Twenge [et al.], *Trend in U.S. adolescents' media use, 1976-2015: The rise of the Internet, the decline of TV, and the (near) demise of print citation for:* Twenge J. M. *iGen...* 2018, p.60.

social disciplines, also for numerous bibliography subdisciplines”,⁵² claims Monika Janusz-Lorkowska in her paper.

JEAN TWENGE'S BOOKS IN POLISH UNIVERSITY LIBRARIES

To judge how many non-serial Twenge's publications can be found in Polish university libraries, the decision was made to search through the Distributed Catalogue of Polish Libraries (KaRo Catalogue) and catalogues of the relevant institutions available online. The author was interested in Twenge's four books published in English and an additional one as the first translated into Polish and published in 2018. Bibliographic descriptions of all five publications together are been given in Table 3. If libraries had editions of the selected titles from other years, these were also taken into consideration, for clarity the number of copies also featuring the edition year.

In the book written by Twenge and Campbell '*The Narcissism Epidemic*', the authors present the result of extensive research: defining "*narcissism*" and giving guidance on how to identify and address it. The publication was commented on by Keryl McBride, PhD, with the following words: "It is filled with important, disturbing research detailing the alarming cultural spread of narcissism today - a serious social problem to which many people are unwittingly contributing without awareness of the disastrous consequences. The authors give sound advice and provide an important resource for families, parents, teachers, and individuals who care about compassion, empathy, and emotional connection rather than the popular focus on Me, Me, Me!"⁵³ The celebrity life coach and human behaviour relationship expert Patric Wanis, PhD, further wrote that the book "not only clearly and succinctly identifies the dangerous disease and the catastrophic ways it threatens our society

52 See e.g., M. Janusz-Lorkowska, p. 146.

53 J. M. Twenge, W. K. Campbell, *The Narcissism Epidemic: Living in the Age of Entitlement*, Atria Paperback, New York [et al.] 2013, p. [1].

and future, it also reveals urgently this book priceless and should be compulsory reading for every parent".⁵⁴ Similar opinions have been expressed by Robert L. Leahy, PhD,⁵⁵ and Kathleen Vohs, PhD.⁵⁶

In the second of her selected books⁵⁷ Twenge explains why young people born in the 1980s and 1990s whom she calls "*Generation Me*" are tolerant, confident, open, ambitious, but also disengaged, narcissistic, distrustful, and anxious. Twenge used data from 11 million respondents to critically examine *Generation Me*, including differences in sexual behaviours and religious practices together with a controversial forecast about their future and wider society. This generation has an impact on the education, culture and economy within the United States. The question remains whether the generation of Poles of corresponding age is characterized by similar qualities, and whether putting more emphasis on reading could benefit the social behaviour of young people? If it is possible to demonstrate this through comparative studies, it means that national differences blur, while interdisciplinary and international research teams could work out solutions adaptable to many countries. What has been demonstrated with certainty is the interdependence between reading culture and qualities observed in subsequent generations.

The third of the books selected for analysis is *Social Psychology* in its current version (it is already its 13th edition), was published in 2019.⁵⁸ Twenge co-authored it together with Myers, a psychology professor at Hope College G. Meyers's academic papers have been published in several dozen journals, including *Psychological Bulletin*, *Psychological Science*, *American Scientist*. Social psychologists investigate the mutual impact of people on thoughts, emotions, convictions, and behaviours, and the contemporary problems of everyday

54 Ibidem, p. [II].

55 Ibidem.

56 Ibidem.

57 J. M. Twenge, *Generation Me : Why Today's Young Americans Are More Confident, Assertive, Entitled - and More Miserable Than Ever Before*, Atria Paperback, New York [et al.] 2014.

58 Myers D. G, Twenge J. M., *Social Psychology*, 13th edition, McGraw-Hill Education, New York 2019.

life. The whole is composed of 31 short modules introducing concepts such as love, hatred, conformism, independence, persuasion, education. The book can be compared to such publications as *Psychologia społeczna* [Social Psychology]⁵⁹ by Bogdan Wojciszke; *The Social Animal*⁶⁰ by Elliot Aronson and Joshua Aronson; and to the publication of a slightly different character by Eric Berne *Games People Play*⁶¹.

*IGen*⁶² is a book about the generation born in 1995–2012. Its representatives grew up with mobile phones, with many having an Instagram account from the earliest years, and do not have a living memory before the Internet. Twenge argues that its representatives take longer maturing and are vulnerable to depression and suicide attempts, yet at the same time they are more tolerant, open-minded and safety-concerned with behaviours such as drugs and sex than previous generations. Twenge argues that parallel with this prudent behaviour is avoiding responsibility connected with adulthood, delaying moving out of their parent's home or achieving financial independence. They do not like focusing on printed texts, they are not interested in books, magazine articles, and they spend their free time on social media (particularly females) and playing video games (mainly males).

In the search in the KaRo Catalogue 15 university libraries were taken into account, these included in the 'University' Category in the Catalogue.⁶³ Regrettably, KaRo does not have access to the catalogues of the following universities: John Paul II Catholic University of Lublin, University of Wrocław, Pedagogical University of Cracow, and the Kazimierz Wielki University in Bydgoszcz. To obtain results for those institutions, also their online catalogues were inspected. In total, catalogues of 19 university libraries were searched (see Table 3).

59 B. Wojciszke, *Psychologia społeczna*, Wyd. 3. Warszawa: Wydawnictwo Naukowe „Scholar”, 2020.

60 Aronson E. & Aronson J. *The Social Animal*. Twelfth edition. Worth Publishers, 2018.

61 E. Berne, *Games People Play*. The psychology of human relationships. Penguin Books Ltd, 2016

62 J. M. Twenge, 2018.

63 UMK Collegium Medicum in Bydgoszcz was not taken into account, since the research focus was mainly on the universities which conduct research in humanities and social sciences.

TABLE 3: RESULTS FOR JEAN TWENGE'S SELECTED BOOKS IN POLISH UNIVERSITY LIBRARIES: IN THE ORDER OF THE HIGHEST NUMBER OF TITLES

		Jean Twenge's publications sought in University libraries; as of 2 February 2021							
University libraries which have Jean Twenge's publications in their collection		J. M. Twenge, D. G. Myers, J. M. Twenge, Sociologia Psychologia, 2019	J. M. Twenge, iGen: dlaczego dzisiejsi dorośli są mniej zbuntowani..., 2019	J. M. Twenge, iGen: Why Today's Super-connected Kids Are Growing Up Less Rebellious..., 2018	-4-	-5-	-6-	-7-	Total number of titles
University of Lodz	1	1/LD	1	1	1	1	1	5	5
Adam Mickiewicz University in Poznan	2 (2018, 2017)	1/LD	0	0	0	1 (2010)	4	3	
University of Gdańsk	0	1/LD	0	1	2 (2010)	4	3		
University of Warsaw	0	7/LD	0	1 (2006)	8	2			
Nicolaus Copernicus University in Toruń	0	1/LD	0	1 (2006)	2	2			
University of Silesia	0	1	0	0	1 (2009)	2	2		
University of Wrocław	0	1/LD	1	0	0	2	2		
University of Opole	0	4/LD	0	0	0	4	1		
Jagiellonian Library	0	2/LD	0	0	0	2	1		
Kazimierz Wielki University in Bydgoszcz	0	2	0	0	0	2	1		
Marie Curie-Skłodowska University in Lublin	0	2/LD	0	0	0	2	1		

-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-
John Paul II Catholic University of Lublin	0	1/LD	0	0	0	1	1
Jan Kochanowski University of Kielce	0	1	0	0	0	1	1
Pedagogical University of Cracow	0	1	0	0	0	1	1
University of Rzeszów	0	1	0	0	0	1	1
University of Szczecin	0	1	0	0	0	1	1
University of Warmia and Mazury in Olsztyn	0	1	0	0	0	1	1
Cardinal Stefan Wyszyński University in Warsaw	0	0	0	0	0	0	0
University of Białystok	0	0	0	0	0	0	0
University of Zielona Góra	0	0	0	0	0	0	0
Total	3	18	2	4	5	32	x

Source: The author's analyses after the KaRo Catalogue and library catalogues. x- filling in the cell is pointless.

Column 1: Grey marks the libraries whose catalogues are not visible in the KaRo Catalogue.

Columns 2-6: Blue marks the cells where the presence of the given publication in the library collection is signalled. In brackets publication year other than in the header row is given.

Column 8: this one orders the data. In the event of the same number of points, Column 7 results were taken into consideration, and the alphabetical order in university names.

LD- entitled to Legal Deposit

Three libraries did not have a single copy of Twenge's books: the Cardinal Stefan Wyszyński University in Warsaw, University of Zielona Góra, and the University of Białystok. As the result of the search in the KaRo Catalogue conducted for two libraries: for the Jan Kochanowski University in Kielce and the University of Warmia and Mazury in Olsztyn, "data error" was signalled. To confirm these results, additional respective catalogues of these libraries were consulted. In each, a copy of the Polish translation of Twenge's publication *iGen* from 2019 was found.

The Polish translation of *iGen* (2019) was found in 17 out of 20 investigated libraries, additionally in at least two copies at five of them (University of Warsaw, University of Opole, Kazimierz Wielki University in Bydgoszcz, Jagiellonian Library, Marie Curie-Skłodowska University). A half of the researched libraries, based on the legal regulations binding in Poland,⁶⁴ were entitled to a copy as a Legal Deposit, this meaning that as many as seven libraries purchased the Polish translation of *iGen*.

All the selected publications were found in only one of the libraries, that of the University of Lodz. In the Library of the University of Gdansk four of Jean Twenge's books were found, with two copies of *The Narcissism Epidemic...* (2010), thus in total three from the four of the sought titles (regardless of whether the Polish or the English version). Two titles were found in four libraries each; eight had only one title each: it was *iGen...* (2019).

In sum, in all the 20 investigated university libraries in Poland there are in total 32 copies of the four titles of Jean Twenge's books, 20 of which are *iGen...* in Polish (18; 56% at N=32) and in English (2; 6% at N=32). In six out of the 20 investigated libraries (30%), Twenge's single publications other than *iGen...* can be found,

64 Act of 7 November 1996 on Legal Deposit Copies (Journal of Laws of 2018 Item 545) [online:] <http://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU19961520722/T/D19960722L.pdf> [accessed: 30.03.2021] and Regulation of the Minister of Culture and Art of 6 March 1997 on the List of Libraries Entitled to Receive Mandatory Copies of Respective Publication Types and Principles and Mode of Their Supply (Journal of Laws, No. 29 Item 161 [online:] <http://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU19970290161/O/D19970161.pdf> [accessed: 30.03.2021].

whereas in seven (35%) there are the English versions of her books. The ratio between the publications in Polish and English stands at 56% to 44%.

Analysing the presented data, it can be stated that scholars in Poland have the possibility to become acquainted with the results of the American psychologist's research, particularly the ones which are available in the form of a non-serial publication, translated into Polish. Polish researchers find it much harder, however, to reach Twenge's original publications in English, although this is not impossible. In Polish libraries Jean Twenge's papers are available; in the media also interviews with her can be heard or watched.

REACTIONS TO JEAN TWENGE'S PUBLICATIONS IN POLAND

When looking for texts of Polish scholars exploring Twenge's work, American psychologist, the unpublished doctoral dissertation of Grzegorz Polański from 2021 has been found: *Social Competences of Individuals from the X and Y Generations in the Context of Reality's Mediatization* defended in January 2021.⁶⁵ Its supervisor was Fr Janusz Miąso, PhD, Assoc. Prof, at the University of Rzeszów.

Grzegorz Kiedrowicz, in his turn, has published two papers in the academic journal *Edukacja-Technika-Informatyka*.⁶⁶ Its editors wish to draw attention to the consequences resulting from the continuously appearing new directions in the development of IT society.⁶⁷ The research Kiedrowicz presents focused on second-graders from

65 G. Polański, *Kompetencje społeczne osób pokolenia X i Y w kontekście mediatyzacji rzeczywistości* [Social Competences of Individuals from the X and Y Generations in the Context of Reality's Mediatization] [unpublished doctoral dissertation], in: *Repozytorium* [Repository], [supervisor: Fr Janusz Miąso, PhD, Assoc. Prof. at the University of Rzeszów, 255 pp.][online:] <https://repozytorium.ur.edu.pl/handle/item/5871> [accessed: 17.02.2021].

66 G. Kiedrowicz, "Pokolenie iGEN- próba charakterystyki w oparciu o badania licealistów" [iGen Generation : an Attempt at Characterising Based on the Research of Secondary-School Students], *Edukacja-Technika-Informatyka*, 2019, Oct, 3, pp. 103-108 [online:] <https://www.ceeol.com/search/article-detail?id=801576> [accessed: 17.02.2021].

67 *Edukacja-Technika-Informatyka* [online:] <http://eti.ur.edu.pl/> [accessed: 17.02.2021].

Secondary School No.6 in Radom. The scope of research was related to the use of mobile devices and the quality of life and daily reality of the students as the oldest representatives of the *iGen* generation.

In 2019–2020, the Polish press published several articles reviewing⁶⁸ and popularizing Jean Twenge's book.⁶⁹ Their authors' goal was to draw attention to the publication they considered interesting, whose author diagnosed the qualities of the new generation of Americans resorting to the teenager-related data amassed in the USA for several decades. In each of the analysed publications, the authors were positive about Twenge's book and recommended reading it.

The results of Twenge's work also proved interesting to the doctoral students of the University of Silesia: Karolina Rak and Franciszek Stefanek, who published a series of three papers in 2020.⁷⁰ In them, they tackled such issues as the understanding of safety by the *iGen* generation, close relationships, and teenagers' mental

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- 68 R. Zdunek, "Review of: Jean M. Twenge, *iGen*. Dlaczego dzieciaki dorastające w sieci są mniej zbuntowane, bardziej tolerancyjne, mniej szczęśliwe - i zupełnie nieprzygotowane do dorosłości - i co to oznacza dla nas wszystkich [iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy - and Completely Unprepared for Adulthood - and What That Means for the Rest of Us], Smak Słowa, Sopot, 2019", p. 376. *Annales Universitatis Mariae Curie-Skłodowska*, 2020 vol. XXVII, 2, pp. 159–163.
- 69 J. Twenge, "Facebook wpędza mnie w depresję" [Facebook Makes Me Depressed] [book fragment], *Rzeczpospolita*, 2019, No. 40, pp. 20–21; O. Dziedzic, "Jak zepsuliśmy nasze dzieci: Igen: pokolenie smartfonów" [How We Spoilt Our Children: iGen: Smartphone Generation], *Gazeta Wyborcza*, 2019, no. 127, Supplement Wyborcza on Children's Day, p. 21 [1–2 June]. Olga Dziedzic translated Jean Twenge's book into Polish; A. Koziński, "iPokolenie pogrąża się w depresji i ciągle narzeka" [iGeneration Is Sinking into Depression and Keeps Complaining] [interview], *Polska Metropolia Warszawska*, 2019, no. 49, pp. 30–31 [21–23 June].
- 70 K. Rak, F. Stefanek, *Igen - paradoks (nie)bezpieczeństwa w bliskich związkach* [iGen : Paradox of (non)Safety in Close Relations]. Part. 1, 2020, 24 June [online:] <http://wiecejestem.upp.edu.pl/igen-paradoks-niebezpieczenstwa-w-bliskich-zwiazkach-cz-i> [accessed: 17.02.2021]; idem, *Igen - paradoks (nie)bezpieczeństwa w bliskich związkach* [iGen : Paradox of (non)Safety in Close Relations]. Part 3. „Więc jestem! Studencki serwis rozwoju” 7 August 2020 [online:] <http://wiecejestem.upp.edu.pl/igen-paradoks-niebezpieczenstwa-w-bliskich-zwiazkach-cz-iii> [accessed: 17.02.2021]; idem, *iGen - paradoks (nie)bezpieczeństwa w bliskich związkach* [iGen : Paradox of (non)Safety in Close Relations]. Part 2, 2020, 31 June [online:] <http://wiecejestem.upp.edu.pl/igen-paradoks-niebezpieczenstwa-w-bliskich-zwiazkach-cz-ii> [accessed: 17.02.2021].

health crises. Furthermore, the authors attempted to define how psychologists should work with representatives of the new generation; they also emphasized the shortage of research into their peculiar features, and unequivocal age classification (borderline dates). Basing themselves on Twenge's research, Rak and Stefan claim that young people more rarely than generations before spend time with their friends in "real life", watch TV, read books, and even work. Additionally, the paper's undertone is clear: psychologists are facing a big challenge, and when working with young people, they should focus on improving their interpersonal competencies. It is therefore important to facilitate young people opportunities for conversation, creating space for meetings and engagement in shared projects.

The importance of the *iGen* concept in Twenge's understanding was explained by Janusz-Lorkowska⁷¹. The author points to the similarities and differences of the generations before *iGen*. In the concluding part of her argument, she recalls Twenge's reflections on the means of cooperation with representatives of *iGen*, and the important role played by the parents.

When analysing the feedback from Polish scholars on Twenge's publication, it should be stated that her book translated into Polish in 2019 has been discussed within psychologists' circles and included in the academic debate. A relatively brief period has passed since its publication in Poland, this also having coincided with the COVID-19 pandemic which made access to literature in libraries difficult. Despite all these obstacles, the results of Twenge's research were considered interesting by the researchers who accessed them. However, the impact of her books that were not translated into Polish has been moderate.

71 M. Janusz-Lorkowska, "iGen jako użytkownik informacji w kontekście kategorii generacji - próba ujęcia na podstawie książki Jean M. Twenge *iGen*. Wydawnictwo Smak Słowa, Sopot 2019 [iGen as Information User in the Context of the Generation Category : View Point Based on Jean M Twenge's Book *iGen*. Wydawnictwo Smak Słowa, Sopot 2019], p. 376. *Toruńskie Studia Bibliologiczne*, 2019, no. 2(23), pp.139-158.

CONCLUSIONS

This study confirmed access to selected Twenge publications in Polish libraries. Her books have been judged as potentially interesting to Polish researchers dealing with teenagers' reading culture, similar as they have been to foreign academics. Research has also confirmed that the qualities of American teenagers diagnosed by Twenge are also visible in Polish young people in the hyperactivity of teenagers in social media and similar social and psychological problems.

Longitudinal research into distributions of large youth populations is an interesting and challenging task, particularly when comparing results across countries. Questions raised by Twenge's work include: Has the decline in the reading culture of the young generation translated into overall education results? What are the preferences for spending leisure time and of Polish and American young people? Is vulnerability to depression and increasing suicide rates problems of one country only, or are they more international? In what ways do technological advancements and social media affect readership, and possibly also other spheres of life, including social relations?⁷²

These are research directions and problems that scholars will have to face in the nearest future. Interdisciplinary research teams, composed of representatives of different countries and various scientific disciplines, may shed new light on the causes of the status quo. Government educational programmes in schools and even playschools involving the return to reading and deriving benefits from it may prove to be a solution, taking into account up to date research and activating young people to participate in reading culture, thus also having a positive impact on social relations.

Translated by Magdalena Iwińska

72 On the topic see e.g., J. Lalewicz, "Społeczny kontekst faktu literackiego i funkcje lektury" [Social Context for a Literary Fact and Reading's Functions], *Pamiętnik Literacki* 1978, fascicle 4, pp. 43-44; PP. Siekierski, *Książka we współczesnej kulturze polskiej* [A Book in Contemporary Polish Culture], Wydawnictwo: Akademia Humanistyczna im. A. Gieysztor, Pułtusk 2006, pp. 205-261; J. Wojciechowski, *Czytelnictwo* [Readership], Kraków, 2000.

