

Non-fiction reader profiles. A study with Elementary School students

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Abstract

Reading is a determining factor in the educational field. Research reflects a concern about the growing demotivation and disconnection from school reading. Reasons such as compulsory reading or affinity with students' interests become causes of distancing from an education that must cater to multiple reader profiles. In this context, non-fiction picture books can be a curricular option based on curiosity and interpretive thinking. The objective of this research is to identify reader profiles of 6th grade students based on their reception of these picture books study the analysis of variables with a sample of 160 students from six schools in the province of Cádiz. A quantitative, non-experimental, cross-sectional methodology was chosen, with a validated questionnaire and various analyses (clustering, multiple correspondences, decision trees, and chi-square tests). Three profiles were identified with regard to affinity towards non-fiction picture books, with the main finding being that reading interest is a predictor of profile. Significant differences were also identified according to gender, format, and motivation. The conclusion is that students' interest, motivation, and positive attitude are determining factors in developing profiles that are compatible with non-fiction picture books.

Keywords: Student attitudes; reading motivation; reading interest; non-fiction books; picture books; Elementary School.

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Perfiles lectores no ficcionales. Un estudio con estudiantes de Educación Primaria

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Resumen

La lectura es un factor determinante en el ámbito educativo. Las investigaciones reflejan una preocupación hacia la creciente desmotivación y desconexión por la lectura escolar. Razones como la obligatoriedad o la afinidad con los intereses del alumnado se convierten en causas del alejamiento hacia una formación que debe atender a múltiples perfiles lectores. En este contexto, los libros ilustrados de no ficción pueden suponer una opción curricular desde la curiosidad y el pensamiento interpretativo. El objetivo de este estudio pretende identificar perfiles lectores de estudiantes de 6.º Educación Primaria desde la recepción de este tipo de álbumes mediante análisis de variables con una muestra de 160 estudiantes de seis centros de la provincia de Cádiz. Se optó por metodología cuantitativa, no experimental y transversal con cuestionario y diversos análisis (clúster, correspondencias múltiples, árboles de decisión y pruebas de Chi-cuadrado). Así, se identificaron tres perfiles respecto a la afinidad hacia libros ilustrados de no ficción, obteniéndose como principal hallazgo el interés lector como predictor del perfil. Asimismo, se identificaron diferencias significativas según sexo, formato y motivación. Se concluye determinando que el interés, la motivación y la actitud positiva de los estudiantes son factores determinantes para desarrollar perfiles afines hacia los libros ilustrados de no ficción.

Palabras clave: Actitud del alumnado; motivación lectora; intereses lectores; libros de no ficción; Educación Primaria.

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INTRODUCTION

Reading is an increasingly addressed topic in the field of educational research, as it plays a crucial role in students' social, cognitive, and academic functioning (Bresó-Grancha et al., 2022), making it an essential tool for proper participation in all spheres of society. It is considered a key, cross-cutting skill that must be developed in 21st-century students (Santos-Díaz et al., 2024).

In this regard, one of the main objectives of basic education is to read various types of texts comprehensively in order to write and express oneself correctly, thus making it a fundamental skill for communicating and learning in all areas of knowledge (Errázuriz-Cruz et al., 2019). Numerous studies show a correlation between this linguistic skill and academic success in both linguistic and non-linguistic subjects, as reading facilitates access to knowledge (Granda-Asencio, 2023; Heredia-Ponce et al., 2024).

In the field of institutional assessments, the PISA report (2022) establishes, in its pilot study, a link between academic performance and levels of creative thinking, as this has an impact on academic success (OECD, 2023). This data is supported by educational research, which considers it an effective tool that enhances the development of thinking and knowledge, contributing to the formation of independent, autonomous, and responsible individuals (Morales-Carrero, 2020).

Motivation and interest in reading

Despite the importance of reading in students' personal, social and academic development, it is clear that encouraging reading habits is one of the main challenges facing teachers, since students do not perceive reading as a recreational activity for enjoying their free time, but rather associate it with obligation and academic tasks, which generates disinterest and a lack of reading habits (Galarraga-Arrizabalaga et al., 2023). Furthermore, research shows a decline in reading enjoyment and habits among students (Artola et al., 2021).

This negative perception can be due to a series of factors such as external pressures and imposition as elements of rejection in students, since compulsory education means that there are students who are able to read but are unwilling to do so because they are not free to decide (Larrañaga & Yubero, 2005). Similarly, Castillo-Bravo et al. (2020) highlight that for most students, reading involves a great deal of sacrifice, and they perceive it as a tedious and compulsory activity.

Compulsory reading of classics is thus one of the most debated topics: despite being cultural heritage and transcending any era, the Spanish education system continues to promote the reading of classic works, encountering difficulties such as cultural distance or the language used, not to mention the aforementioned compulsory nature (Hernández-Heras et al., 2024). Similarly, Romero-Oliva et al. (2020) state that young readers are distanced from reading the classics because they consider them to be far removed from their own interests, proposing shared reading based on their reading experiences, life experiences, reading intertext and knowledge of the world, moving away from imposed reading and favouring vernacular reading. Thus, compulsory reading of classical works is presented as a determining factor in the lack of interest in reading (Matruglio & Vale, 2019).

Research by Mora-Venegas and Villanueva-Roa (2022) demonstrated that if students are allowed to choose their own reading material, they show greater intrinsic motivation, which in turn leads to better performance on reading tests and greater self-efficacy. Fabiana-Fabiana and Vega-Intriago (2022) highlight that lack of motivation is determined by the difficulty in understanding teachers' explanations and comprehending the information conveyed in school textbooks. However, Cardozo-Rincón (2015) focuses on the absence of time and space dedicated to reading and even on the lack of motivation among teachers themselves.

As for teacher motivation, Juárez-Calvillo (2019) states that, in order to motivate students, it is essential for teachers to have adequate literacy training, as this is the only way they can successfully mediate and contribute to the development of students' reading education. In this context, research shows

that active teachers do not read frequently and do not consider reading to be a leisurely and enjoyable activity (Errázuriz-Cruz et al., 2020).

Finally, an individual's social environment is another decisive factor in reading habits (Larrañaga & Yubero, 2005). Therefore, Muñoz et al. (2016) argue that, in order to motivate students, this must come from the link between the student's commitment to reading, involving the conscious and voluntary use of cognitive strategies, prior knowledge and social collaboration during reading, making it important to understand reader profiles in order to design strategies.

Reader profiles in the student environment

According to Bauman (2019), our society is constantly changing, which has an impact on attitudes, conceptions and practices related to the enjoyment of reading. This is because young people in the 21st century have grown up in a context marked by technological devices, which has led to a transformation in reading materials and methods (Elche et al., 2021). New scenarios are emerging that integrate multimodality and offer the possibility of choosing between digital or analogue media according to reader preferences (Santos-Díaz et al., 2024; Parodi et al., 2019), as well as vernacular readings versus academic ones (Molina-García, 2020).

With regard to analogue or digital reader profiles, Elche et al. (2021) showed that analogue readers correspond to classic literary readers, while digital readers are linked to informative reading. Likewise, the number of digital readers increases with level of education and age, reaching 96.3% among young people aged 14 to 24. Other authors, such as Caride and Pose (2015), refer to hybrid or poly-literate readers to describe today's readers who can read both print and digital formats.

On this issue, López-Valero et al. (2016) argue that it is necessary to accept the existence of these different types of profiles in order to understand reading, and according to Rivera-Jurado and Romero-Oliva (2020), it is essential to know whether young people read, what they like to read, why they read, what topics interest them, and how they share their reading, in order to facilitate the design of reading proposals that connect children's and young adult works with literary texts of interest to students related to school, thus generating curiosity among students.

With regard to the classifications of reader profiles, Torres-Adame (2022) classifies three profiles based on their disposition towards reading: low, medium and high, depending on how much they like to read, how much they read, how important they consider reading to be, and to what extent they would like to participate in reading activities. On the other hand, Rivera-Jurado and Romero-Oliva (2020) classify reader profiles as non-readers, occasional readers, average readers, and regular readers.

As for the accidental reader, they are characterised by their dual approach to literary and academic texts, being a heteronomous reader (Romero-Oliva & Trigo-Ibáñez, 2019) who requires a mediator to access the works. Furthermore, they are independent readers who enjoy reading works that interest them and sharing their insights, which is why they value reading so highly. The concept of accidental readers stems from the fact that they read randomly, since they access reading by chance, meaning that they read optionally and intentionally, linking vernacular and compulsory reading (Bellver, 1996; Rivera-Jurado & Romero-Oliva, 2020).

Another reader profile highlighted by scientific literature is the false reader. According to Larrañaga and Yubero (2005), these readers have been created because the habit of reading is an attitude, and the intention to approach social desirability causes them to have a distorted image.

The latest profile is established by Moreno-de-León et al. (2024) highlight the strategic reader, characterised by the ability to set reading goals and employ the necessary strategies to identify reliable sources of information that enable interpretation through critical thinking.

Table 1 presents the reader profiles highlighted in the scientific literature.

Table 1*Reader profiles identified in scientific literature*

Authors	Identified profiles	Key features
Elche et al. (2021)	- Analogue reader - Digital reader	Analogue reader: classic literature. Digital reader: informative readings.
Caride & Pose (2015)	- Hybrid or multi-literate readers	Current readers: they combine print and digital reading.
Torres-Adame (2022)	- Low reader - Average reader - High reader	Classification based on criteria such as how much they enjoy reading, how much they read, how important they consider reading to be, etc.
Rivera-Jurado & Romero-Oliva (2020) & Bellver (1996)	- Non-reader - Average reader - Regular reader - Occasional reader	Occasional reader: heteronymous and autonomous, with a dual perspective when reading literary and academic texts. They access reading randomly.
Larrañaga & Yubero (2005)	- Fake reader	Readers with a distorted image when attempting to approach social desirability.
Moreno-de-León et al. (2024)	- Strategic reader	Readers with the ability to set goals for their reading and employ the necessary strategies to identify reliable sources of information.

Source: Prepared by the authors

Non-fiction picture books that encourage curiosity about reading

In terms of text type, young people show less interest in fiction, losing interest in secondary school. However, there is a preference for informative books and non-fiction texts, making this type of book a valuable resource for promoting reading (Artola et al., 2021). Non-fiction picture books are a collection of works with an innovative approach to scientific dissemination aimed at young people, offering them the opportunity to interact with the text through actions that transcend the passive reception of information (Tabernero-Sala & Laliena, 2023). For this to be possible, readers need to get involved and investigate, driven by the curiosity that this type of book generates by linking the dissemination of scientific knowledge with entertainment (Montenegro & Silva, 2019).

Along the same lines, Tabernero-Sala and Colón-Castillo (2023) argue that these books are designed to enable young people to explore and learn through reading in a recreational context, as their playful, artistic, sensory and interactive components make them ideal for attracting readers' interest and arousing their curiosity (Sampérez et al., 2020; Tabernero-Sala et al., 2022).

At this point, it should be noted that non-fiction picture books are a motivational resource for students due to their physical characteristics, as they are more attractive books whose content connects with the reality and interests of the students. Furthermore, the link between knowledge and high-quality pictures stimulates curiosity and promotes the formation of reading habits (Nogues-Bruno et al., 2020).

In this regard, Young et al. (2007) argue that they facilitate authentic readings related to readers' everyday lives through playful and interactive resources, allowing students to link reading to their experiences and concerns, which generates wonder and interest, thus attracting those who are more reluctant to read.

In short, non-fiction picture books are physically appealing and, thanks to the quality of their paratextual elements and the aesthetic and playful elements that complement the written text, they can generate interest among young readers (Sanjuán-Álvarez & Cristóbal-Hornillos, 2022). They also have cognitive, emotional, and experiential elements that facilitate knowledge through curiosity and interaction, inviting a reflective engagement with the information (Taberner-Sala & Laliena, 2023). Furthermore, experimental research shows the usefulness of non-fiction picture books in primary education (Gutiérrez-Molero & Trigo-Ibáñez, 2024; White, 2011).

Consequently, the main objective of this research is to study the reading profile of Year 6 of primary school students in relation to this type of books. From here on, the specific objectives are:

O1: To describe profiles in terms of motivation, interest and attitude towards collective reading.

O2: To identify factors that determine which profile each person belongs to based on their motivation, interest and attitude towards collective reading.

O3: To analyse the links between profiles and non-fiction picture books with contextual variables.

METHOD

The methodology is quantitative, non-experimental, cross-sectional, and descriptive-exploratory with predictive elements (Hernández-Sampieri & Mendoza-Torres, 2018).

Sample

The sample consisted of 160 sixth-year primary school students from six schools in the province of Cádiz (Table 2). As for the type, it is non-probabilistic and intentional, as they facilitated access to the centre, which is consistent with the research conducted by Gutiérrez-Molero et al. (2025a; 2025b).

Table 2

Sample distributed by gender and centres

Schools	Boy	Girl	Others
1	27.3%	72.7%	0%
2	50%	50%	0%
3	26.9%	73.1%	0%
4	24%	72%	4%
5	60%	36.9%	3.1%
6	19%	81%	0%
Total	40.6%	57.5%	1.9%

Source: Prepared by the authors

Instrument

The questionnaire — <https://forms.gle/9R8xctwe2uFuX3Pz7> — was created *ad hoc* and is divided into four sections with different items rated on a Likert scale (1 to 4). A fifth section with socio-demographic

data is also included, containing multiple-choice questions that will enable the development of a correlational analysis.

The first section—motivation to read—assesses the degree of motivation among students towards reading in general and towards different activities related to it. Furthermore, it allows us to understand the student's emotional and attitudinal disposition towards reading. With regard to the second—readers' interests—it explores students' thematic preferences with respect to different literary genres and content. It also helps to determine which topics are most appealing for encouraging reading. The third—attitude towards collective reading—analyses how students feel in shared reading situations, whether in the classroom or with their peers. Similarly, it values the social component of reading and its impact on reading activity. Finally, the fourth section—non-fiction picture books—explores students' preferences for these books: first by asking whether they were familiar with them, and then by evaluating elements such as visual design, the presence of indexes, games, images, and other resources that enrich the reading experience.

As for its validation, the questionnaire developed by Merisuo-Storm and Soinien (2012) and translated by Artola et al. was used for the blocks on motivation to read, reading interests and attitude towards collective reading. (2017), with a Cronbach's alpha of .89, which demonstrates internal consistency. This questionnaire has four dimensions, but we only focused on the three blocks mentioned above, as the others were not relevant to our research. On the other hand, as this instrument did not contemplate the identification of non-fiction picture book profiles, a specific section was included under this title that included items related to the characteristics of this type of book that different studies have identified (Young et al., 2007; Montenegro & Silva, 2019; Taberero-Sala & Laliena, 2023; Sanjuán-Álvarez & Cristóbal-Hornillos, 2022; Garralón, 2013; Ruth-Gill, 2009). In order to verify its consistency, it was validated through expert judgement, involving 10 researchers from different universities in the field of Language and Literature Teaching who work with non-fiction picture books and reading. The process determined that Cronbach's alpha is 0.92 and the degree of agreement between judges (Kendall) was 0.69, which is a high value. Therefore, the items were as follows:

- Tell real stories about everyday life.
- Teach specific words on different topics (animals, music, sport, etc.).
- Contain pictures (drawings, photographs, maps, etc.).
- Be aesthetically pleasing (front cover, back cover, pages, etc.).
- Combine imaginary stories with real information.
- Tell made-up stories, but also include real information.
- Include games, flaps, questions, and other fun things on your pages.
- Have an index so that I can read only what interests me.
- Show me what other books or places I can look for more information.
- Have a list of words with their meanings to better understand what I read.

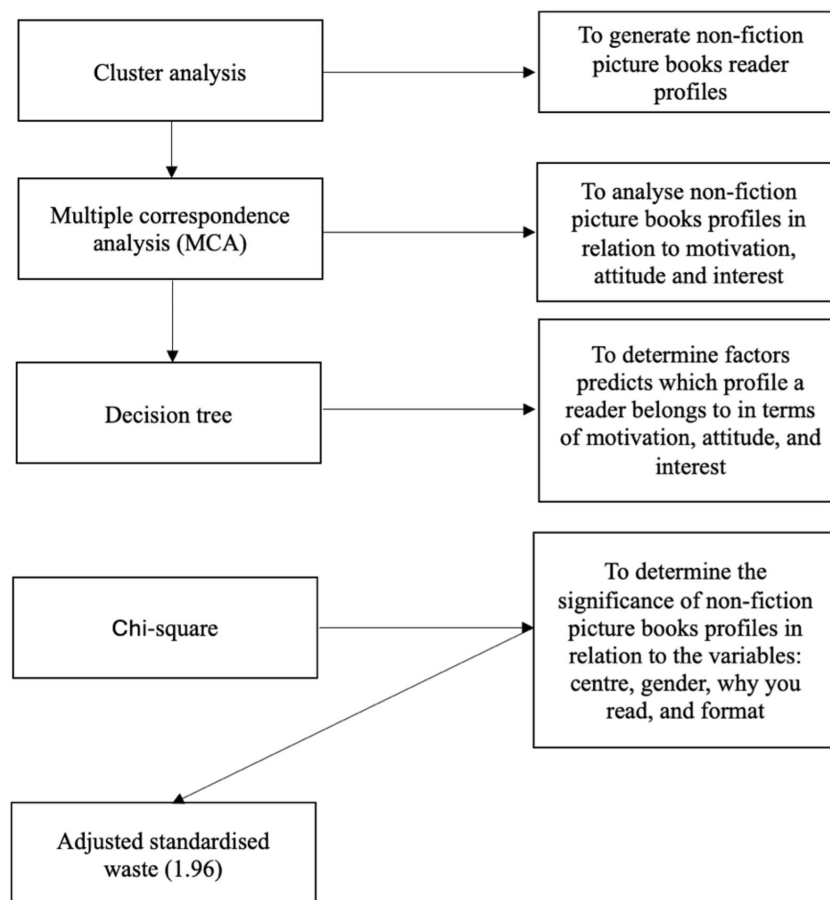
Contextual questions were also included, such as school, gender, why they read, and whether they read more in digital or paper format, which will become predictive variables.

Procedure

Data collection was carried out in person during May and June 2025, following the protocol of the Declaration of Helsinki. The data were analysed using R software, performing the statistical tests shown in Figure 1.

Figure 1

Statistical testing process and its objectives



Source: Prepared by the authors

RESULTS

The different results are shown below, according to the statistical tests in [Figure 1](#).

Generation of profiles

Initially, the aim is to identify profiles based on students' affinity for the characteristics of non-fiction picture books. To this end, a cluster analysis was used across the different items [37-45] that measured the degree of preference or lack thereof for the characteristics of this type of book.

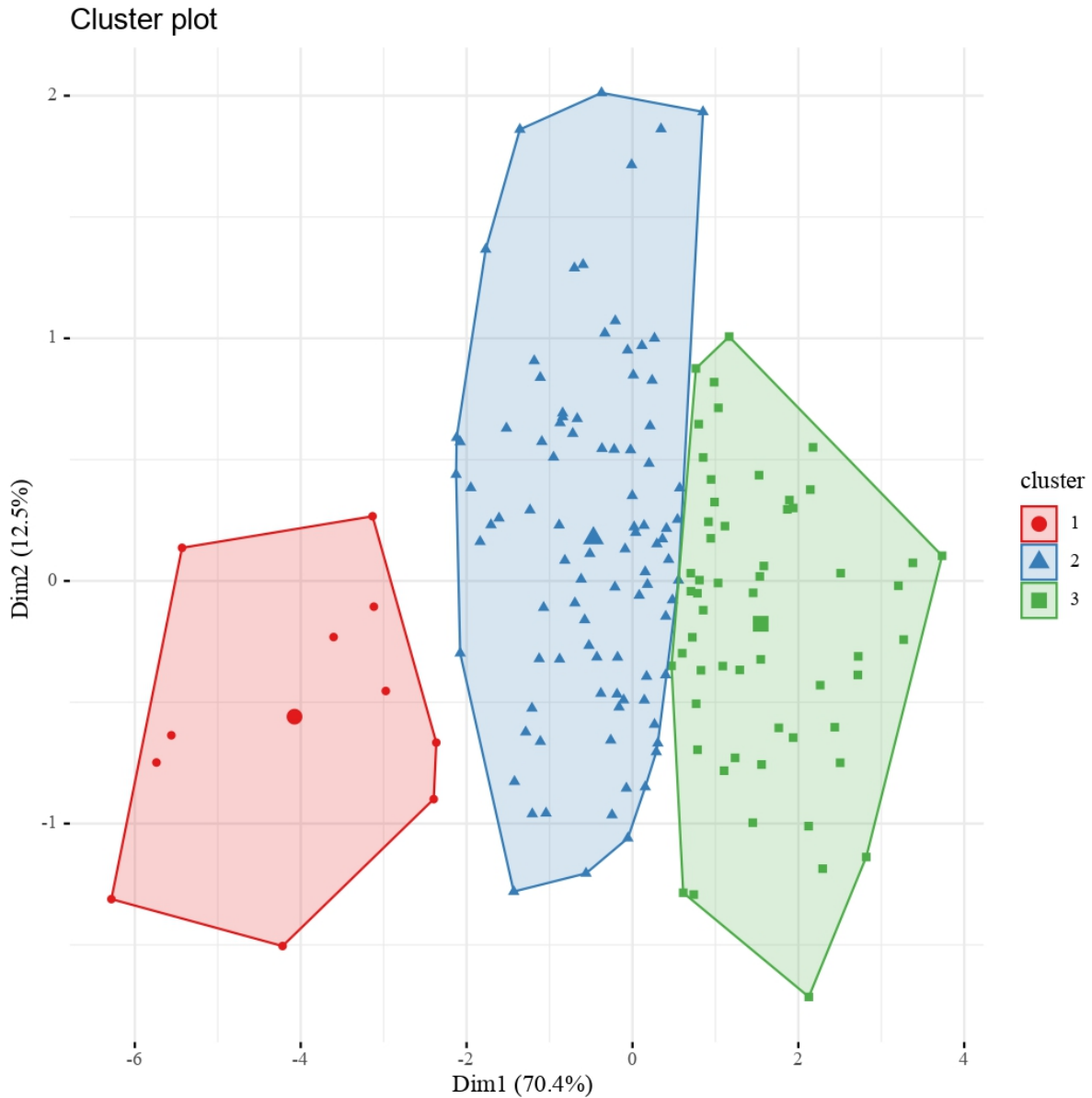
Therefore, the initial aim was to identify the number of profiles that could be generated. To this end, the elbow method was used through the sum of squares within clusters (WCSS), determining the turning point at 3.

The graphical representation of the three profiles, obtained using K-means and projected onto the first two axes of variability, shows a clear separation between the groups ([Figure 2](#)). The first axis (Dim1), which explains 34.6% of the variance, and the second axis (Dim2), which contributes 13.8%, allow us to clearly visualise the differentiation between the clusters generated. In this regard, the first profile grouped 13.1% of the sample, showing a low tendency to read non-fiction picture books; the second, with 37.5%, has

a high tendency to read them; and finally, the third profile groups the majority, with 49.4%, and shows an intermediate tendency towards these books.

Figure 2

Affinity profiles with non-fiction picture books



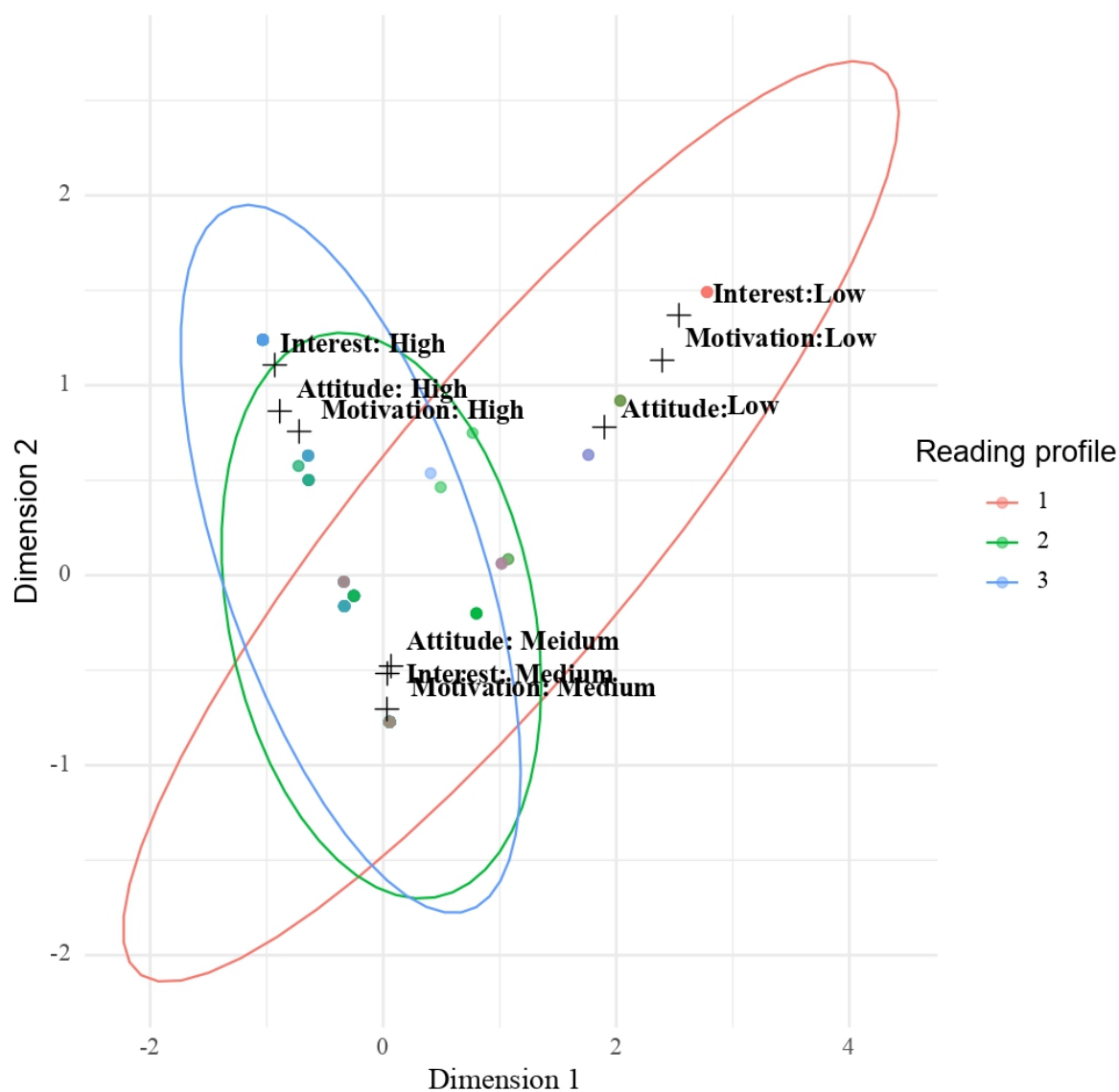
Source: Research data

The relationship between profiles and motivation, interest and attitude

To relate the three profiles to the broad dimensions—motivation to read, interest in reading, and attitude towards shared reading—MCA was performed. To this end, three levels were created based on empirical tertiles, named high, medium, and low (Figure 3):

Figure 3

Reader profiles and dimensions of motivation, interest and attitude



Source: Research data R.

Of the three variables, only attitude and motivation were developed, since, in terms of interest, the majority were at the average level. Profile 1 shows low motivation (28.5 per cent) and a poor attitude (17.9 per cent). Therefore, they are not motivated to read individually, nor do they have any motivation to read in groups. As for profile 2, it is identified with high motivation (9.2%) and attitude (13.6%), hence the coordinates are positive. Finally, profile 3 has an average tendency in both motivation (16.7%) and attitude (9%). In this case, there is a tendency towards indifference.

Decision tree model

The variable reader interest is taken as the first criterion for dividing students: those with a very low score ($z_{interests} < -1.5$) are classified as profile 1, i.e., those with a low reading affinity for non-fiction

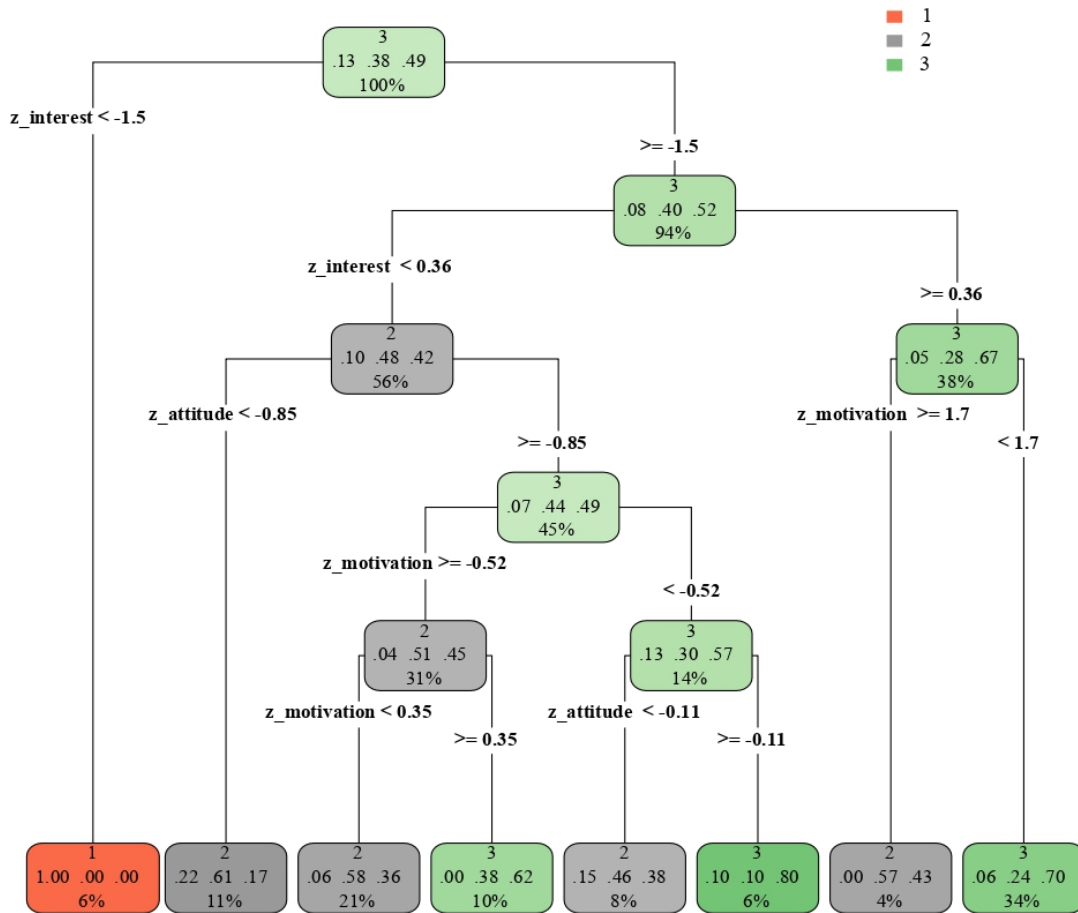
picture books. As a result of this division, combinations of motivation and attitude made it possible to differentiate between profiles 2 and 3.

The highest scores in the motivation variable ($z \geq 1.7$) and positive attitude ($z_attitude \geq -0.11$) are related to profile 2, which has a high affinity for non-fiction picture books. In contrast, the average scores correspond to profile 3.

Therefore, the model (Figure 4) shows that the three reading dimensions have made it possible to clearly distinguish between profiles and that reading interest acts as the main starting point for classification.

Figure 4

Decision tree: reader profile for non-fiction picture books in relation to motivation, attitude and interest



Source: Research data

Analysis with contextual variables

Next, the profiles are analysed in relation to the contextual variables using the Chi-square test. In the case of significance, a corrected typified residual analysis was developed to identify where that significance occurs. In this research, $|1.96|$ was taken as the reference value, according to Williams and Wragg (2006).

Regarding significance according to centres (Table 3), the Chi-square test indicated that there were no significant differences, since $p(.66) > .05$ ($\chi^2 = 108.02$, $df = 110$). It is noteworthy that centres 4 and 6 do not have any students within profile 1.

Table 3

Centres distributed by profile according to percentage

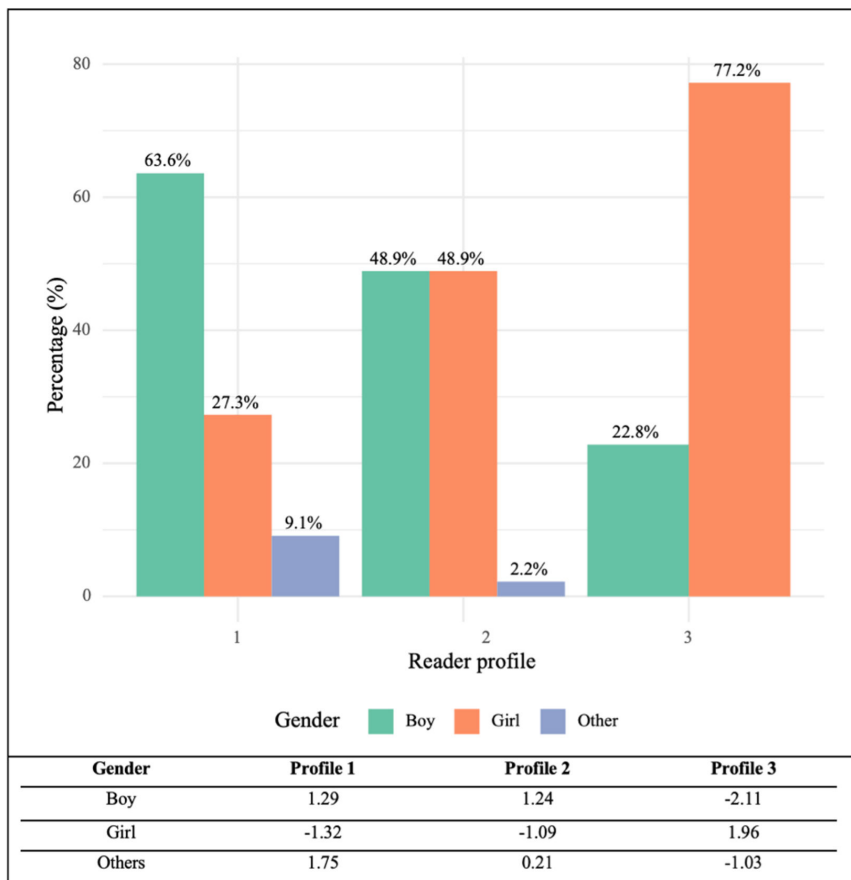
Schools	Profiles	Percentage
1	1	9.1%
	2	63.6%
	3	27.3%
2	1	8.3%
	2	50%
	3	41. %
3	1	3.8%
	2	73.1%
	3	23.1%
4	1	0%
	2	36%
	3	64%
5	1	12.3%
	2	60%
	3	27.7%
6	1	0%
	2	57.1%
	3	42.9%

Source: Research data R.

With regard to the gender variable (Figure 5), girls are more prevalent in profile 3, while boys are more prevalent in profile 1. The results indicated that there is significance, since $p(.001) < .05$ ($\chi^2(4) = 18.38$). The standardised residuals showed that boys were significantly underrepresented in profile 3 (-2.11), compared to girls, who were right on the significance value (1.96).

Figure 5

Percentages and standardised residues distributed by gender according to profile

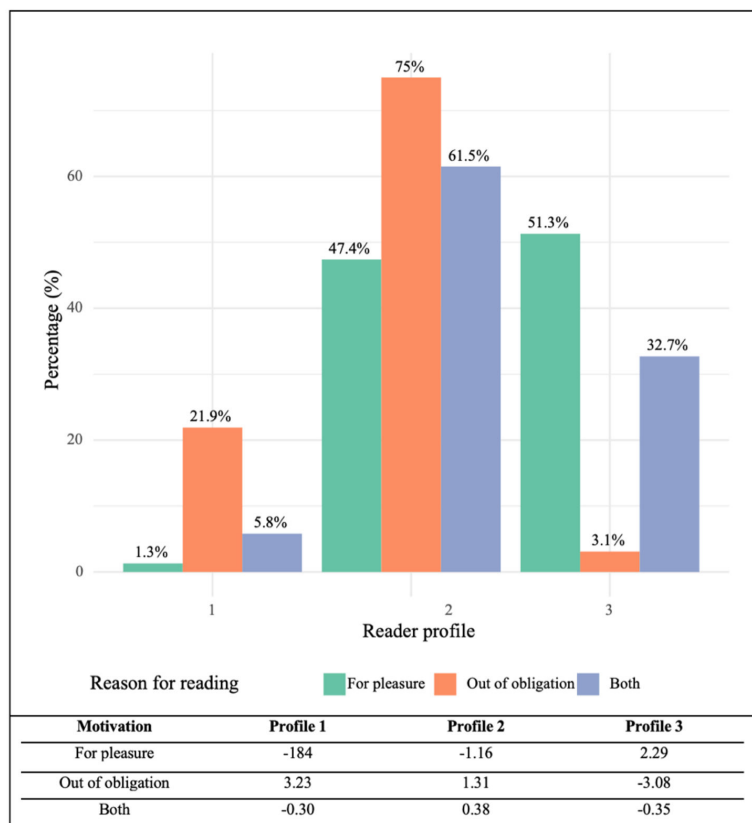


Source: Research data.

As for their motivation for reading (Figure 6), students in profile 2 read out of obligation rather than pleasure. This trend is also seen in those in profile 1. On the other hand, reading for pleasure stands out in profile 3. With regard to this variable, there are significant differences ($p 1.86 \times 10^{-6} > .05$; $\chi^2(4) = 32.06$). Profile 1 shows that motivation “out of obligation” (3.23) is significantly higher, in contrast to profile 3, which is significantly lower (-3.08). On the other hand, motivation ‘for pleasure’ (2.29) stands out significantly in profile 3. What is striking is what happens in profile 2, as there is no significant motivation “for pleasure”, which was not expected.

Figure 6

Percentages and standardised residues distributed by reading reasons according to profile

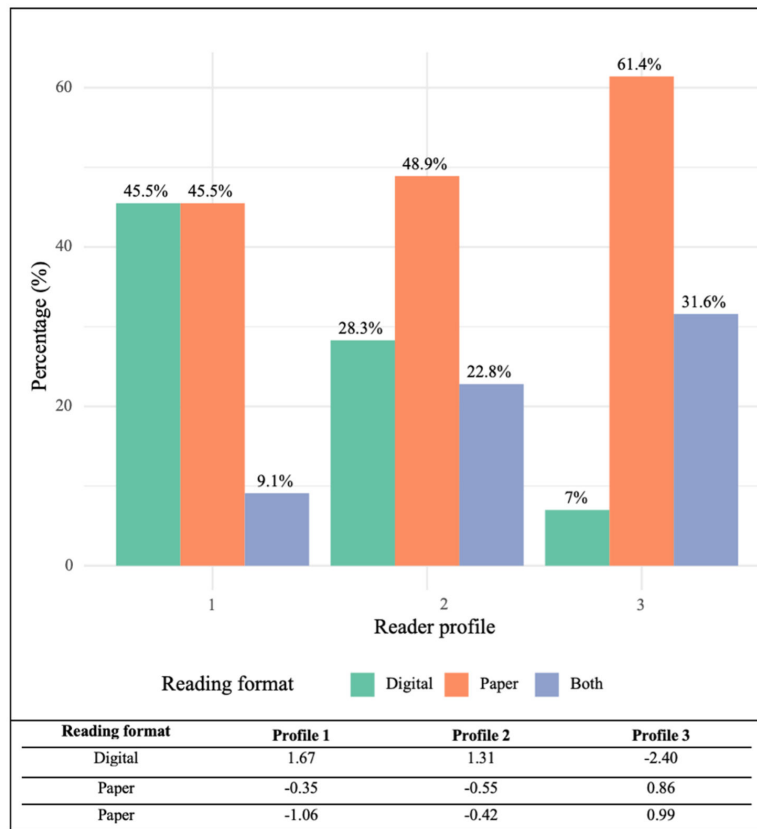


Source: Research data

In terms of reading format, students in profiles 2 and 3 read more in paper format than in digital format. However, the situation is different for students in profile 1, as reading in digital format and on paper are equally popular. There is significance since $p(.0008) < .05$ ($\chi^2(4) = 13.70$). Regarding the categorised waste, in profile 3 there are significantly fewer students than expected who read in digital format. In contrast, in profile 1 (1.67), there are more students who read digitally, without reaching the established value (1.96). In profile 2, it is positive, but it does not reach significance either.

Figure 7

Percentages and standardised residues distributed according to the reading format based on the profile

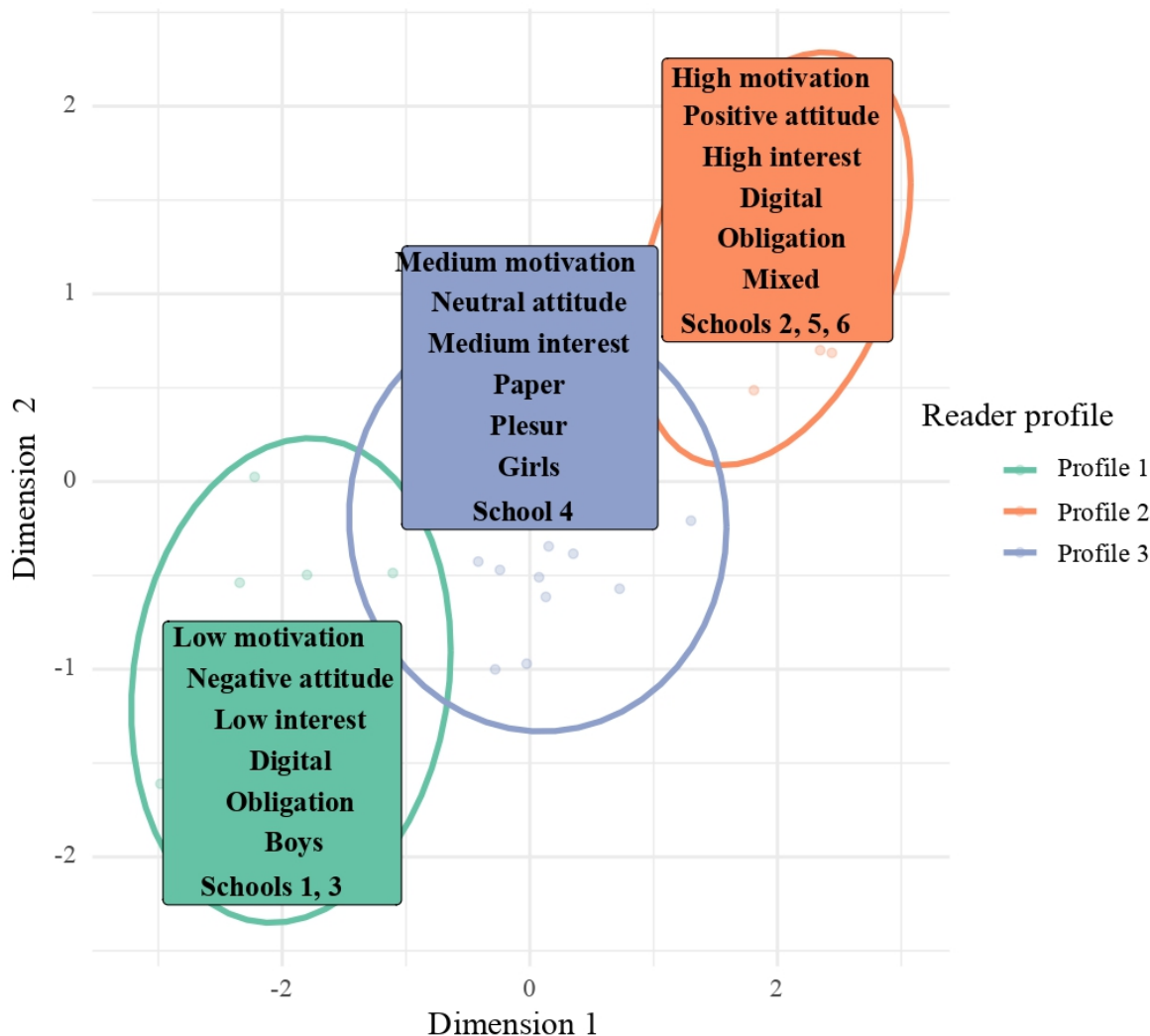


Source: Research data

To conclude, we will proceed to define the profiles of a non-fiction reader –figure 8– in relation to what has been analysed above:

Figure 8

Summary of non-fiction reader profiles



Source: Research data

CONCLUSIONS AND DISCUSSION

This research identified three reader profiles based on the affinity shown towards non-fiction picture books by Year 6 primary school pupils: one with low affinity (13.1%), another with high affinity (37.5%) and another with intermediate affinity (49.4%). This reflects that, although there is a high predisposition towards this type of book, most students have a medium affinity for them, which may represent an opportunity to encourage reading interest through educational proposals that integrate this resource.

In terms of motivation, the results reflect a significant relationship between the three profiles identified and the variables of motivation and attitude towards reading. In this regard, the profile that shows the greatest affinity for non-fiction picture books coincides with those pupils who express high reading motivation and a positive attitude towards shared reading. On the other hand, those who show little affinity for these books are associated with low levels of motivation and attitude, resulting in a lack of

commitment to reading. These findings are consistent with previous research highlighting the importance of these variables in the development of reading habits (Artola et al., 2021).

With regard to contextual variables, the study has enabled the characteristics of each profile to be analysed. On the one hand, in terms of gender, the data show a notable representation of boys in the profile with the least affinity for reading, which coincides with the research by Artola et al. (2017). On the other hand, those who read “for pleasure” are in the intermediate or high profile, while those who read “out of obligation” are in the low profile, coinciding with the research of Mora-Venegas and Villanueva-Roa (2022) and Castillo-Bravo et al. (2020). This may demonstrate that compulsory reading among students leads to a negative attitude and motivation towards reading.

When it comes to reading formats, those most interested in non-fiction picture books show a preference for paper. This format is relevant in this type of book, since, as indicated by Taberero-Sala and Laliena (2023) and Sanjuán-Álvarez and Cristóbal-Hornillos (2022), these books are distinguished by their aesthetic design, their manipulation as book-objects, and their paratextual and playful elements, aspects that are more suited to the paper format.

In general terms, the results show that reader interest, intrinsic motivation and a positive attitude towards shared reading are determining factors in developing an affinity for non-fiction picture books. These books are also a remarkable resource for sparking interest and curiosity and, therefore, improving young people’s approach to reading, especially those with average and low profiles.

Similarly, there are noteworthy aspects such as the fact that there are no significant differences between centres, or that centres 4 and 6 do not have any pupils in profile 1. Other noteworthy findings include the fact that profile 2, which shows the greatest affinity for this type of book, reads more out of obligation than for pleasure, which differs from previous research and expectations.

However, the profiles in this study bear certain similarities to those identified in the scientific literature (Table 1). In general terms, there are similarities with the profiles proposed by Torres-Adame (2022), who classifies readers as low, medium and high according to their level of involvement, enjoyment of reading and reading interests. If we establish a relationship between our profiles and those presented by Torres-Adame (2022), we could say that our profile 2 (greater affinity for non-fiction picture books, greater motivation, positive attitude and reading in digital format) corresponds to the so-called high reader; profile 1 (low affinity for non-fiction picture books, low motivation, little interest and reading in digital format) corresponds to the low reader; and profile 3 (medium motivation, medium interest, neutral attitude and reading in printed format) is related to the average reader.

Similarly, our profiles can be related to others indicated in scientific literature. In this vein, profile 2 shares similarities with the habitual reader presented by Rivera-Jurado and Romero-Oliva (2020), with the hybrid or poly-literate reader by Caride and Pose (2025), and with the strategic reader presented by Moreno-de-León et al. (2024), as they all share high motivation, a certain degree of reading autonomy, and a combined use of print and digital formats. Similarly, profile 1 resembles the non-reader profile described by Rivera-Jurado and Romero-Oliva (2020) and the false reader profile described by Larrañaga and Yubero (2005), as they share a lack of involvement in reading, perceive reading as a compulsory, unpleasant activity, and have low intrinsic interest. Finally, profile 3 could be related to the analogue reader described by Elche et al. (2021), for both have a preference for printed reading formats.

With regard to limitations, this study presents a non-probabilistic sample, as it is intentional and limited to the province of Cádiz, which means that the results cannot be extrapolated to other contexts. Furthermore, the cross-sectional design shows results at a specific point in time, which does not allow for analysis of the evolution of non-fiction reader profiles. As for future research, it would be interesting to expand the sample, incorporate longitudinal designs, analyse the role of teachers in promoting non-fiction picture books, and incorporate qualitative data.

In short, this study supports the incorporation of this type of book as an effective resource for promoting reading in primary education. However, external experts are needed to assess students' interests and take into account aspects such as gender, age, and preferred media, among others, when designing reading proposals, with the aim of achieving a more personalised and inclusive education.

AUTHORS' CONTRIBUTIONS

Salvador Gutiérrez-Molero: Formal analysis; Conceptualisation; Data curation; Writing – review and editing.

Hugo Heredia-Ponce: Formal analysis; Conceptualisation; Data curation; Writing – original draft; Writing – review and editing; Methodology; Validation.

Manuel-Francisco Romero-Oliva: Formal analysis; Conceptualisation; Data curation; Writing – review and editing; Methodology; Validation.

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