SECONDARY SCHOOL MATURITA READING LISTS AS A MOTIVATION TO SUPPORT READING

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Abstract: Reading motivation is incredibly important for both formal and informal lifelong learning. According to research studies such as PISA (2018) (Programme for International Student Assessment), PIRLS (2021) (Progress in International Reading Literacy Study), educating active readers is a key priority. A study was conducted using the content analysis method of documents "School Maturita reading lists" to determine the actual content of the current school reading lists of artistic texts in the reality of technically oriented secondary schools in the Moravian-Silesian and Olomouc regions of the Czech Republic. In addition, the researchers aimed to discover what kinds of non-cognitive aspects influence reading among students at technical secondary schools using the method of semi-structured interviews with 12 students. One of the most exciting findings of this research was that more than half (75%) of respondents believed that motivational reading recommendations from parents, family spending free time reading, and awareness of the value of reading for life were among the solid non-cognitive factors influencing their interest in reading, the joy of talking about what they have read, experience sharing. External and internal factors can shape pupils' attitudes and motivation to read. The majority (90%) of the respondents considered school Maturita reading lists a formal study obligation.

Keywords: reading motivation, reader education, secondary school Maturita reading lists, cognitive and non-cognitive aspects of reading, reading research

1 Introduction

The Czech School Inspectorate (ČŠI) conducts national-level testing of primary school students' reading skills and competencies in the Czech Republic. The PIRLS (2021) research offers an international perspective on ten-year-old readers' reading abilities, attitudes, and cognitive and non-cognitive aspects. Meanwhile, the PISA (2018) research focuses on the quality of reading abilities, reading culture, and social aspects of reading among fifteen-year-old readers.

Children's motivation to read develops formally and informally during their early (pre-school), primary, and secondary education. It is a need that develops as part of lifelong learning. Various factors can influence the development of reading skills across different reading ages. These include the availability of reading support in the school environment, such as libraries, reading clubs, reading excursions, author readings, reading portfolios, and school reading lists. Reading motivation is closely related to activating a person's targeted behaviour.

2 Motivation and Education of the Reader

According to Homolová (2008), the pubescent age can be seen as a crucial point for readers. Kassin (2007, p. 407) defines motivation as an internal drive that motivates individuals towards a particular goal. Plháková (2023, p. 395) describes motivation as the summary of all intrapsychic dynamic forces or motives, which organise behaviour and experience to change unsatisfactory situations or achieve positive outcomes. Homolová (2008) focuses on the pubescent age, which significantly changes personality, interests, and orientations towards reading. Reading interest, competence, and need decrease during this period, and individuals choose romantic stories with a central hero they can perceive as a role model. The reading needs of both sexes also change. Pubescents view reading as an escape from reality and a way to spend their free time. Reading is closely linked to a basic human need for activity and dynamic personality traits like temperament, character, or will (Homolová, 2008, pp. 26-28).

As part of the research "Reading in the system of pubescent values and norms" (Homolová, 2008), dealing with the issues of the influence of reading on personality development, types of motivation leading to higher reading intensity or the amount of reading from the perspective of pupils and teachers, showed that pupils perceive the influence of reading on personality development as less important than teachers. Pupils consider the amount of reading a trivial factor for lifelong reading. An important finding is that pupils are primarily emotionally motivated to read, but teachers do not reflect this motivation (Homolová, 2008, pp. 95 - 103). Motivation by classic authors and artistically valuable literature is falling due to pupils' predominantly emotional motivation to read, and it is necessary to focus on this issue (Homolová, 2008, p. 113). The author (2013) also dealt with the problem of adolescent reading with an emphasis on the significance of the adolescent stage of the process of developing an individual's relationship with a book, as in this period, there is a shift in a different interest and individual focus concerning independent learning for the next phase of secondary school and university studies. Students at this age no longer read to unravel the plot but also perceive the composition of sentences, the text's structure, or the vocabulary's richness. The fundamental difference between the perception of reading by adults and teenagers is in the position of reading within the reference groups. Adolescents frequently do not report reading. On the contrary, adults perceive it as a positive thing within general standards. However, adolescents need much more motivation to read than a child or adults. Reading provides new experiences and educates. (Homolová, 2013, p. 267-269). Readership research was also conducted by Trávníček (2007, 2010 in Homolová, 2013, p. 272-273), who focused on adolescent visits to public libraries and reading fiction and reading in a digital environment. The research findings were that 86% of adolescents are readers (however, the debatable criterion for the concept of the role of "reader" was reading at least one book per year). Also, 50% are passionate readers (the criterion for evaluating the role of a "passionate reader" was reading at least 50 books per year). Another result of the research was that interest in reading increases with the reader's age. From a research perspective on the digital reading environment, it emerged that the Internet does not significantly compete with books and, on the contrary, supports the sale of books.

2.1 Reading and reading attitudes

According to Ernst Pöppel (in Garbe, 2008, p. 10-11), reading is a natural activity of the brain that involves various components, such as cognitive (thinking about the content of reading and expanding one's knowledge), affective (feeling and appreciating the experience of reading), and conative (maintaining a regular or irregular reading habit). Toman (2009, p. 52) defines reading attitude as an individual's connection with reading, which may vary according to their level of reading intensity. Homolová (2013, p. 171) explores whether reading frequency affects one's reading attitude and interest. Helšusová (2012) considers a reader to read at least 1-2 times a week.

3 The Current Concept of the School Maturita List of Artitic Reading in the Czech Republic

Significant changes were made to the Maturita examination in the Czech language from 2020 to 2022. The oral exam now has a profile character, and each secondary school that administers the Maturita exam has specific rules for organising it while adhering to the Ministry of Education's requirements, effective January 1, 2022. The oral exam is conducted as a structured interview using a worksheet containing excerpts from a literary work. Each secondary school that administers the Maturita exam provides a mandatory list of reading materials to students in their fourth year of study. The Catalogue of Examination Requirements of the Common Part of the Maturita Examination (Cermat, 2019/2020) served as the starting point for compiling the

Maturita reading lists, which includes genres of works, types of works, selected Czech and world literary works, and exact numbers of literary works for secondary school reading. The Catalogue's basic rules for creating the School Reading List (2019-2020) included:

1. "The minimum number of offered literary works is 60. The upper limit is not set.
2. A comprehensive work, not a part of it, is considered a literary work.
3. The edition is specified for a literary work from world literature.
4. The student submits a list of 20 literary works based on the criteria for selecting Maturita reading for the oral part of the examination to the head teacher" (Catalogue, 2019/2020).

Literary works, including prose, poetry, and drama, should be part of the School Maturita reading list. Furthermore, the School list contains a maximum of two works by one author. Pupils create Pupil reading lists from the School Maturita reading lists.

4 Research Methodology 1

As part of the Student Grant Competition project (SGS, 2023), we surveyed the Faculty of Education of the University of Ostrava from January to March 2023. The aim of the research was to address the issue of motivation to read among students at secondary technical schools in two regions of the Czech Republic. A total of 12 respondents were selected for the research, five from a technical secondary school in the Moravian-Silesian Region and seven from a secondary school in the same region. The research adopted a semi-structured interview method to explore the non-cognitive factors influencing reading among students at technical secondary schools.

The interview was divided into three categories, containing 18 closed and semi-open items. The three categories were: A Motivation to read (reading experiences, needs, communication about what has been read), B School list of secondary school reading, and C Reading activities, behaviour, and attitudes. We evaluated the qualitative research data using the method of coding and categorising data according to approach (Švaříček & Šeďová, 2014).

Research results
A Area: motivation to read, reading experiences and needs, communication about what has been read:
▪   respondents commented in A1 whether they like to read for pleasure and have a personal relationship with literary texts. Half, i.e., six (50%) respondents, answered positively (yes, I read artistic texts for pleasure). On the contrary, another 6 (50%) respondents stated that they do not read for pleasure and do not have a personal relationship with literary texts. Respondents' answers to the question of a qualitative nature (explain why you do not like reading literary texts) were categorised into three areas: 1. lack of interest in reading a literary text (examples of answers: literary texts are boring, I'm not interested in poems, I don't enjoy novels), 2. misunderstanding of the literary text (examples of answers: the literary text is difficult, I don't understand the prose, artistic texts are difficult, I'm bored, I don't read them to the end, I often don't understand them), 3. preference of other activities for pleasure (examples of the answers: I do sport instead of reading, reading slows me down, I'd rather fish, I can only read for a while, it's a waste of time).
▪   question (A2), whether the pupils discuss the book they read, was positively answered only by three respondents (yes, I discuss the book I read), and nine replied (no, do not discuss a book I read). From the respondents' qualitative answers, why they discuss/don't discuss the artistic text, it is clear that half of the respondents did not answer the given question (the respondents did not justify the problem). The answers of the other 6 (50%) respondents

were categorised into two areas: 1. I don't have anyone to discuss this reading with/don't want to discuss it (examples of answers: "I don't know anyone to tell anything about the short story I've read", "no one is interested in what I'm reading, I don't tell it"), 2. I discuss what I have read with friends, parents, classmates, and the teacher ("I often tell my friend what I read, we mainly enjoy historical prose, battles", "I talk at home with my parents about what everyone often reads during the holidays ", "I must regularly tell the teacher which fiction I read", "we talk about what we read with our classmates".
▪   question (A3), whether pupils have a reading pattern that motivates them to read artistic texts, was answered negatively by 9 (75%) respondents (no, I do not have a reading pattern for reading artistic texts). Only 3 (25%) respondents answered affirmatively (yes, I have a reading pattern for reading artistic texts). From the qualitatively oriented answers of only 3 (25%) respondents to the question of how a reading role model motivates them to read artistic reading, it is clear that one respondent stated that "the father is a passionate reader of everything, what can be read, mostly fantasy stories, for which we both draw pictures of monsters". From other respondents' statements about their motivators (models) for reading artistic texts, it is clear that they influence the intensity of their emotional experiences, which is evident from the statements of 2 respondents: "When reading war novels, my father sometimes shouts, other times he lowers his voice, that also attracts me to read", "my friend often cries at sad stories."

B Area: School Maturita reading list
▪   respondents commented in B1 whether: a) they consider School Lists of Maturita Reading as a school obligation or b) they consider School Lists of Maturita Reading as motivation for reading. An alarming finding is that 10 (83.33%) respondents consider them a school obligation, and only 2 (16.66%) consider them a motivation to read. Three categories were determined from a total of 10 qualitatively oriented answers to the question of why they consider School Lists of Maturita Reading as a school obligation: 1. SL as an unnecessary (formal) study tool for reading (examples of answers: "the list does not offer me what I enjoy reading, there are formal titles", "often outdated book titles", "I don't need a list, the school hasn't changed it for more than 20 years"), 2. SL as a demotivating factor to study ("lists keep me from reading, which I enjoy", "books in the lists bore me", "I don't read reading lists, I read texts that I enjoy, that have meaning in life"), 3. SL as a manipulative way to reading and studying ("lists are a scarecrow to reading anything, they just order something", I consider the lists as persuading the school to read by force", the lists do not allow the free choice of books to read for students", "the lists take away our freedom to study by reading").
▪   respondents expressed their opinion in B2 whether students can cooperate in creating SL. 12 (100%) respondents answered negatively (no, I cannot participate in creating the SL). From the qualitative answers of the respondents, why would students like to be involved in the creation of the proposal of the SL, we categorised 3 areas: 1. deeper interest of students in recommended reading by the school (examples of answers: "I like to read, so I have a general overview of quality literature, what would I also recommend to students read", "I enjoy reading, I would like to help with what to read for school"), 2. students' motivation to create a more modern secondary school ("the lists are quite inflexible, I would include more modern literature", "the list could be formally more innovative in terms of content and with digital references to artistic texts"), 3. interest in cooperating with teachers in the creation of secondary schools ("I would like to help the teachers if they wanted", "there is no offer for cooperation in the construction of the list by the teachers, they think that we don't understand, I would like to help", "they say we are not educated in this literary and didactic field, but I would be involved").

- respondents commented in B3 whether they understood the information in SL. 6 (50%) respondents answered the question positively (yes, I understand the information in SL), and 6 (50%) respondents answered negatively (no, I do not understand the information in SL). In the case of a negative answer, the respondents had the option to specify what they did not understand, but none of them used it. The respondents could not specify what information they did not understand regarding the SL content.

C Area: Reading activities, behaviour, and attitudes

- the respondents commented in C1 whether they consider reading artistic texts valuable for life. Half, i.e., 6 (50%) of the respondents, answered positively (yes, I consider reading artistic texts a life value). On the contrary, another 6 (50%) respondents said they do not consider reading artistic texts a life value. Respondents' answers to the question of a qualitative nature (justify why you consider reading artistic texts to be valuable for life) were categorised into three areas: 1. reflection of the wisdom of our ancestors, tradition (examples of answers: "My grandmother has already told me about some stories and poems", "He who reads a lot knows a lot, for example, my grandfather", I can find what I don't understand in a storybook"), 2. Relationship to art (examples of answers: "I like to draw and pictures are in books, that's valuable", "after all the word is art") 3. Connection with life (examples of answers: "in the Bible, there is a connection with life", "what happens around us in life is captured by stories").
- respondents commented in C2 whether they spend their time reading in the family. Only 4 (33.33%) respondents answered positively (yes, we spend our free time reading in our family). A total of 8 (66.66%) respondents answered that they do not spend their free time in the family reading. 0 (0%) respondents answered the qualitatively oriented question to specify how the family spends their free time reading.
- respondents commented in C3 whether they read more than three books in 1 school year. Only 3 (25%) respondents answered positively that they read more than three books in 1 school year. Nine respondents (75%) said they read at most three books in 1 school year. Based on coding, we categorised respondents' answers to a question of a qualitative nature (why you read more than three books a year) into two areas: 1. reading for fun (examples of answers: "I read a lot, I enjoy it", "I read for pleasure, to it brought fun, joy, satisfaction", "I enjoy reading nice books", I read what my brother also enjoys" 2. reading for knowledge (I choose to read what I am interested in, what I want to know more about", I read, to be smarter than father").

An attractive research discovery reveals that 75% of those surveyed were influenced by non-cognitive factors, such as parents providing motivational reading recommendations, spending free time reading with family, and understanding the value of reading in life. These factors contribute to their interest in reading, the pleasure of discussing what they've read, and sharing with other readers. The research clearly shows that both external and internal factors play a role in shaping students' attitudes and motivation towards reading. Furthermore, 60% of those surveyed consider the school Maturita reading lists a formal study obligation.

5 Research Methodology 2

Between December 2022 and March 2023, the second phase of our research focused on analysing the school Maturita reading lists from ten technical secondary schools in the Czech Republic. We began with a qualitative research approach to develop our research plan and tool for analysing the content of the reading lists at the selected schools (Vicherková et al., 2020). Our research objective was to determine the types of literary texts in the reading lists of schools completed by the Maturita examination in the Moravian-Silesian and Olomouc regions

using a content analysis method. Using document analysis, we analysed ten school reading lists from 10 technical secondary schools in these regions. The first phase of our research was also conducted between December 2022 and March 2023.

Our research aimed to analyse the reading lists of artistic texts in secondary schools focused on technical education in the Moravian-Silesian and Olomouc Regions of the Czech Republic. By conducting a content analysis of the school Maturita documents, we determined whether the current school reading lists align with the guidelines outlined in the Catalogue of Requirements (CERMAT, 2019/20) for graduation.

5.1 Content analysis of school Maturita reading lists (artistic literature)

5.1.1 Objectives of content analysis and research questions

Main objective
The research objective is to analyse the content of the school Maturita reading lists of 10 secondary technical schools completed by the Maturita examination in the Czech Republic.

Partial objectives
1. To find out how many works of contemporary Czech literature of the 21st century (published since 2000) are represented in selected school Maturita reading lists.
2. To find out how many works of contemporary world literature of the 21st century (published since 2000) are represented in selected school Maturita reading lists.
3. To find out how many world and Czech literature works up to the end of the 18th century are represented in selected school Maturita reading lists.
4. To determine how many world and Czech literature works up to the end of the 19th century are represented in selected school Maturita reading lists.
5. To find out whether there is a difference in the number of books in individual selected school Maturita reading lists of selected secondary technical schools.
6. To determine how many printed publications are represented in selected school Maturita reading lists.
7. To determine how many electronic publications are represented in selected school Maturita reading lists.
7.1 To find out whether the number of printed publications prevails over electronic ones in selected school Maturita reading lists.

Research questions related to sub-objectives 1-7:
1. Are works of world and Czech literature up to the end of the 18th century represented in the selected school Maturita lists in a minimum number of 2 literary works (according to the requirements set out in the Catalogue of Examination Requirements for the Common Part of the Maturita Examination (Cermat, 2019/2020)?
2. Are works of world and Czech literature up to the end of the 19th century represented in the selected school Maturita lists in a minimum number of 3 literary works (according to the requirements set out in the Catalogue of Examination Requirements for the Common Part of the Maturita Examination (Cermat, 2019/2020)?
3. Are works of world literature of the 20th and 21st centuries represented in the selected school Maturita lists in a minimum number of 4 literary works (according to the requirements set by the Catalogue of Examination Requirements of the Common Part of the Maturita Examination (Cermat, 2019/2020)?
4. Are works of Czech literature of the 20th and 21st centuries represented in the selected school Maturita lists in a minimum number of 5 literary works (according to the requirements set out in the Catalogue of Examination Requirements for the Common Part of the Maturita Examination (Cermat, 2019/2020)?
5. Research questions related to sub-objective 5:
   - Do the selected Maturita lists contain more works than the specified minimum number according to the Catalogue, 2019/2020 (i.e., 60 works)?

- How many works match the selected Maturita lists?
- Do the selected Maturita lists contain fewer works than the specified minimum number according to the Catalogue, 2019/2020 (i.e., 60 works)?
6. Are printed publications represented in the selected school Maturita lists?
7. Are electronic publications represented in selected school Maturita lists?
   - Does the number of printed publications exceed electronic ones in selected school Maturita lists?

5.1.2 Research sample

The research sample consisted of 10 documents (i.e. ten school Maturita reading lists from ten Czech secondary schools with a technical focus). These schools agreed to participate in the content analysis research of the school document.

5.1.3 Variables

Variable 1 - works of world and Czech literature up to the end of the 18th century
1 – are present   2 – are not present

Variable 2 - works of world and Czech literature up to the end of the 19th century
1 – are present   2 – are not present

Variable 3 - works of world literature of the 20th and 21st centuries
1 – are present   2 – are not present

Variable 4 - works of Czech literature of the 20th and 21st centuries
1 – are present   2 – are not present

Variable 5 - minimum number of works (60 works)
1 – contains   2 – does not contain

Variable 6 - printed publications
1 – are present   2 – are not present

Variable 7 - electronic publications
1 – are present   2 – are not present

5.2 Table for summarising the research results (the occurrence of individual variables P1 – P7 was recorded in the table)

A table to record data for the content analysis of documents of art reading lists of selected schools in MSK and OL regions (S1 – S10).

Tab 1: Content analysis data of Maturita reading lists

List →	S1		S2		S3		S4		S5		S6		S7		S8		S9		S10	
Variable↓	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
P1	1	–	1	–	1	–	–	2	1	–	1	–	1	–	–	2	1	–	1	–
P2	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–
P3	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–
P4	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–
P5	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–
P6	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–	1	–
P7	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2	–	2

S1 – Secondary school 1, (67)
S2 – Secondary school 2, (90)
S3 – Secondary school 3, (72)
S4 – Secondary school 4, (79)
S5 – Secondary school 5, (83)
S6 – Secondary school 6, (115)
S7 – Secondary school 7, (62)
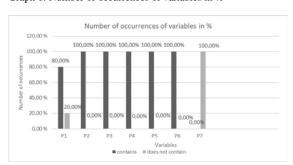S8 – Secondary school 8, (64)
S9 – Secondary school 9, (86)

S10 – Secondary school 10 (147)
We conducted the research using a content analysis of documents from the school Maturita reading lists of 10 Czech technical secondary technical schools completed by the Maturita exam.

The analysis of the documents pointed to the problem that variable P1 contains works of world and Czech literature up to the end of the 18th century in the specified minimum number of 2 literary works on only eight school Maturita reading lists. Graph 1 shows that only works of world literature up to the end of the 18th century and no works of Czech literature up to the end of the 18th century were offered on the two Maturita reading lists from ten schools (20%). Another research finding is that variable P5 (determining the minimum number of literary works in school lists in the number of 60 literary works) differs in the actual number of literary works listed in the school reading lists of individual ten schools, the number of recommended literary works is listed in the school Maturita reading lists from 62 to 147 publications offered. Variable P7 shows that no titles of literary works in electronic form of text are listed in the school Maturita reading lists (0%). No link to an electronic publication was found on the schools' websites in any analysed school list of art reading from ten technical secondary schools, regardless of the school's location in the Moravian-Silesian or Olomouc region.

Graph 1: Number of occurrences of variables in %

Based on the content analysis of school reading shown in Graph 1, it can be concluded that all ten schools participating in the research have included the recommended minimum number of literary works in their Maturita reading lists. Variable P2 contains the correct minimum number of three works of world and Czech literature up to the end of the 19th century, while variable P3 contains a minimum of 4 works of world literature of the 20th and 21st centuries. Variable P4 contains works of Czech literature of the 20th and 21st centuries in a minimum of 5 literary works. Additionally, variable P6, which pertains to the format of literary works in printed texts, is part of all ten Maturita reading lists. This indicates that the schools have considered the curriculum requirements and included diverse literary works in their reading lists.

6 Conclusion

From the results of the first phase of research using a semi-structured interview method with 12 students from 2 Czech technical secondary schools, it is clear that students do not think deeply about the concept of cultural capital from the point of view of the outcomes of education at the secondary school completed by the Maturita exam. Špaček (2020, p. 58) claims that "the Czech school system is highly selective in curriculum differentiation." Špaček (2020, p. 63) further pointed to the problem of canonisation of works of art in the current Czech concept of education, specifically with the school Maturita reading lists in the Czech Republic. The author claims that "literature is an integral part of the compulsory part of the Maturita exam and thus provides an adequate reflection of the curriculum and the acquired cultural capital" (Špaček, 2020, p. 59). Research finding and a call for expert discussion is that 83.33% of respondents consider SL a school obligation, and only 16.66% consider it a motivation to read. The respondents

expressed that the SL is an unnecessary (formal) study tool for reading because "the list does not offer me what I enjoy reading, there are formal titles", "often outdated book titles", "I don't need the list, the school doesn't change it any more than 20 years". Furthermore, it is clear from the results of the research that the respondents consider SL:

▪ as a demotivating factor to study ("lists keep me from reading that I enjoy", the offer of books in the lists bores me", "I don't read reading lists, I read, texts that I enjoy, that have meaning in life"),

▪ as a manipulative way to read and study ("lists are a scarecrow to read anything, they just order something", lists = convincing the school to read by force", lists do not allow free choice of books to read for students").

Furthermore, the respondents commented in C1 whether they consider reading artistic texts valuable for life. Half, i.e. 50% of the respondents, answered positively (yes, I consider reading artistic texts a life value). On the contrary, another 50% of respondents said they do not consider reading artistic texts a life value. Alarming information is (C3) that only 25% reads more than three books in 1 school year. Bloom (2000) considers the canon a grouping of works based on their aesthetic value. Horáková (2021) and Králíková (2020) dealt with the research analysis of the school list of literary works.

It is clear from the results of the second phase of the research that the content analysis of the documents pointed to the problem that P1 contains works of world and Czech literature up to the end of the 18th century in the specified minimum number of 2 literary works in only eight reading lists. Two Maturita reading lists from ten schools (20%) offered only works of world literature up to the end of the 18th century; Czech literature up to the end of the 18th century was not part of the list. P5 (the norm of 60 literary works) differs in the actual number of literary works listed in the reading lists of 10 schools. The number of recommended literary works in the lists ranged from 62 to 147 publications. There are no titles of literary works in electronic text in the Maturita reading lists (0%). No link to an electronic publication was found on the schools' websites in any analysed school art reading lists from the ten technical secondary schools.

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