Students' Attitude towards Reading Assignments and Reading: The Perception of Students and Teachers in Secondary Schools in Zagreb

Jelena Pavičić Vukičević,[1] Marko Prpić[2] and Irena Cajner Mraović[3]
[1]Faculty of Kinesiology, University of Zagreb
[2]Marin Držić Primary School
[3]Faculty of Croatian Studies, University of Zagreb

Abstract

Reading is a significant and mass phenomenon, but the scientific research of various aspects of reading culture, such as the attitude of students towards required reading assignments, is scarce. Research on assigned reading in Croatia is mainly requested by media outlets for the purpose of publishing sensational titles. The results provided to media outlets by research agencies are of questionable scientific and methodological validity. The aim of this paper is to analyse how students and teachers perceive the attitude of students towards fulfilling the requirements pertaining to reading assignments with the purpose of devising efficient reading strategies. The research was conducted on the sample of 451 final year students in five high schools in Zagreb and 102 teachers of those final year students in the 2017-2018 school year. The results of the research indicate that there is a statistically significant difference between students and teachers in the perception of students' attitude towards assigned reading, where teachers believe to a greater extent than students that students in their school have a positive attitude towards reading assignments.

Key words: *competency in the mother tongue; educational theories; National Strategy for the Promotion of Reading; PISA Research; reading literacy.*

Introduction

The students' and teachers' perception of the attitude of students towards reading assignments and reading is related to the concepts of reading and reading literacy. It is

therefore necessary, alongside the topic of reading and reading classes, to cover basic terms related to the reading competency. Reading is an important interdisciplinary and mass phenomenon, without the mastering of which one is not able to live a full life and become actively involved in the modern social context (Sabolović-Krajina, 2003). It can be referred to as a global phenomenon as well. Taking into consideration the indication of modern trends that the interest of children and young people for reading is declining (Baker & Scher, 2002; Clark & Foster, 2005; Novaković & Medić, 2011), and that there is a growing interest for the internet and other forms of information technologies (instant messages, blogs, podcasts, email etc.), a systematic approach is employed at the European level to the collection of data on the teaching of reading (European Commission, 2011) and to international research of levels of reading literacy by means of PISA and PIRLS researches (Ministry of Culture, 2017), all in order to provide a qualified answer to the modern requirement to achieve and maintain a high level of reading competencies.

The aim of this paper was to examine the differences between students and teachers in the perception of students fulfilling their requirements pertaining to school reading assignments, with the assumption that teachers are more inclined to regard students' commitment and activities as more positive. Taking into consideration that there has been no similar research in the Republic of Croatia, it will simultaneously represent a contribution to the development of more efficient methodological procedures in Croatian language classes and assigned reading classes.

Reading and reading literacy or competency

Reading is, alongside writing and arithmetic performance, one of the three basic educational competences (Zeeuw et al., 2016). They are, in fact, the contents taught from the very beginnings of pedagogical work of teachers with their students or from beginning literacy, through both individual teaching and organised classes. Considering the relevance of reading as a human activity important for the social and economic development, there is comparative research on the territory of the European Union dealing with the respective topic, and reading literacy is here defined as the "comprehensive ability to understand, use and reflect on written texts for the purpose of achieving personal goals and engaging in written texts for personal and social development. (…) It is in accordance with Pierre's definition (1992) of literacy as the *connection that an individual develops with the written word.* The expression *reading literacy* encompasses the difference between *knowing how to read* and *being a reader*" (European Commission, 2011, p. 7).

Let us point out that the achievements of students in reading are tested by two large international researches, PISA and PIRLS. The PISA Research (OECD's Programme for International Student Assessment, which measures the knowledge and skills of 15-year-old students in reading, mathematics and science) defines reading literacy as "the ability to understand and use written texts, to reflect on and engage with while

reading in order to achieve one's goals, develop one's knowledge and potential and actively participate in society" (Ministry of Culture, 2017, p. 8). Fifteen-year-olds from the Republic of Croatia also participated in that research in research cycles of 2006, 2009, 2012, 2015 and 2018, when the research conducted in the Republic of Croatia by the National Centre for External Evaluation of Education encompassed 7,380 students from 197 secondary schools and 4 primary schools. The results from 2015 showed that as much as 19.9% of Croatian students exhibited the achievements in the area of reading literacy below Level 2 (Levels 1a and 1b represent the lowest achievements and Level 6 the highest achievements), which means that they are below the basic level of reading literacy competency which is to be achieved prior to the completion of compulsory education (Braš Roth research 2015). The results of the same research (Braš Roth et al., 2015) indicate a lower result of Croatian students (487 points) in comparison to the average of OECD countries (493 points, with the average deviation of 96 points), but progress is evident in relation to prior research cycles. In recent research from 2018 (Markočić Dekanić et al., 2019), the average of OECD countries in reading literacy is 487 points, which is lower than the scoring result in 2015, while among Croatian students the average result was 479 points. According to the same source (Markočić Dekanić et al., 2019), the best results are achieved by students coming from Chinese provinces of Beijing, Shanghai, Jiangsu and Zhejiang (555 points), Singapore (549 points), Macau (China) (525 points), Hong Kong – China (524 points), Estonia (523 points), Canada (520 points) and Finland (520 points). According to its score, Croatia ranks between the 27th and 37th position.

The Progress in International Reading Literacy Study (PIRLS)) also shows two especially interesting findings: (1) students with high reading engagement and low socioe-conomic status score statistically significantly higher in reading literacy than students of high socio-economic status and low family engagement, and it was also established that (2) as much as 29% of ten-year-olds in the Republic of Croatia said that they do not like reading, which represents the highest percentage in relation to the observed 57 countries participating in the research, and students say that they read only when they have to, in order to find needed information and that they do not read for pleasure (PIRLS, 2012). The results are especially concerning considering the results of the research undertaken by the Sociology Department at the University of Oxford in the UK, which showed that reading books for pleasure is the only extracurricular activity of sixteen-year-olds that positively influences their subsequent work and career. In the research conducted on 17200 participants aged 33 which tested preferences for various extracurricular activities of participants when they were 16 years old in correlation to the type of work the participants did at a later age, the results provide grounds for concluding that those participants who read more frequently when they were younger were also those participants taking up management and expert positions more often than those who had engaged in any other extracurricular activity (Ministry of Culture, 2017).

The European Commission (2011: 18) bases the definition of reading literacy on the concepts of two international studies. PIRLS (Mullis et al., 2006, p. 3) defines reading literacy of fourth-grade students as the "ability to understand and use those written language forms required by society and/or valued by the individual. Young readers can construct meaning from texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment." PISA (OECD 2009, p. 14) defines reading literacy of 15-year-olds as the "ability to understand, use and reflect on the written text in order for a person to achieve one's goals, develop one's knowledge and potential and participate in society."

Following the alarming results of reading literacy in the international PISA research, the Republic of Croatia commenced with the development of the *National Strategy for the Promotion of Reading* (Ministry of Culture, 2017) as an intersectoral document with the purpose of:

> promotion of the reading culture among citizens of all ages, i.e. conjugation, coordination, evaluation and ensuring the continuity of existing quality projects, fostering research and interconnection of scientific studies in order to establish the points of referral in permanent monitoring of the reader and reading, as well as permanent care about the culture of reading, which demands continuous analyses of the condition and changes in the social context of reading, coordination and evaluation of existing and the development of new projects in the area in question. (Ministry of Culture, 2017, p. 4)

or:

> creating the framework for concrete actions at every level, from the national to the local and institutional level, in order to provide conditions for the development of a reader from the earliest age, the training of a reader in reading various types of literary and non-literary texts in different forms, reinforcement of critical reading, and there are specific measures involving the concern for Croatian literature and authors, for the development and application of monitoring mechanisms for readers/non-readers and taking efficient steps to develop the culture of reading in the Republic of Croatia. (p. 4)

The National Strategy for the Promotion of Reading resides on three strategic goals: (1) the establishment of an efficient social framework for the support of reading, (2) the development of reading literacy and fostering a reader's active and critical reading, and (3) the increase in the availability of books and other reading material (Ministry of Culture, 2017, pp. 19-25). The performed SWOT analysis, as part of the methodology in the strategy development, included the analysis of activities of different participants in the actions directed to the promotion of reading: pre-school institutions, schools, libraries, publishers, authors and translators, e-books.

Reading habits of secondary school students in Croatia were the matter of other research as well. In the research of the connection of character traits and reading habits, a moderate positive connection was established between the estimated frequency of

reading books and the intellect as one of the five examined dimensions of a personality, and in addition to 10% of the variance in the amount of reading explained by gender, age and school achievement, intellect explains an additional 10% of the variance in the amount of reading (Kotrla et al., 2017). Another research confirmed the already known correlation between the parents' cultural capital as a predictor of cultural preferences of secondary school students (Krolo et al., 2016). The results of the research undertaken by Novaković and Medić (2011) also on the population of secondary school students have shown that as many as 38.98% have negative associations connected with the words *assigned reading* (boredom, sleeping, obligation, waste of time, nausea, terror…), but also that 47.46% of students have a neutral association towards the words *assigned reading* and 13.54% have a positive association. 7% of the participants talk about the love for reading and discovering new worlds. The research has also shown that only 13.55% of students read primary literature or the assigned reading title, 1.69% of students use the reading assignment guide, and 20.33% of students use only the internet content. The combination of mentioned forms for the preparation for the reading assignment class is used by a total of 64.4% of students, and as many as 72.88% of students point out that reading summaries on the internet is not an adequate substitute for the reading of the assigned literary titles.

Postulating on the already underlined thesis that the syntagm *reading literacy* actually accentuates the difference between *knowing how to read* and *being a reader* (European Commission, 2011), let us point out that, in the process of reading, a reader uses and combines various reading techniques: (1) guided reading, (2) critical reading, (3) cognitive reading, (4) denotative and connotative reading, (5) imaginative reading, and that comprehensive reading and reading literacy or competency simultaneously involve several reading techniques (logical, interpretative and focused reading) (Rosandić, 2005).

Potentials and challenges in reading assignment classes

Reading assignment can be very broadly defined as everything "being read, reading matter, reading" (Anić, 1994, p. 420). However, regarding the object of the research and participants therein, we will define the school assigned reading as those literary works intended for independent reading at home that are a part of the school programme (Rosandić, 2005), today it being the *Curriculum for the Croatian language for primary schools and gymnasiums in the Republic of Croatia* (Ministry of Science and Education, 2019).

As opposed to the methodological solution from the *National Curriculum Framework* (Ministry of Science, Education, and Sports, 2011) where literature classes, and so the reading assignment classes as well, enter only a language and communication area of the curriculum, in the current *National Curriculum Framework* (Ministry of Science and Education, 2017) teaching literature and assigned reading classes are also a part of the artistic domain of the curriculum together with the curricula for the school subjects of Music Culture, Music Arts, Visual Arts Culture, Fine Arts, foreign languages and Physical Education.

Reading and interpretation of the assigned reading is a part of the *Croatian language curriculum for primary schools and gymnasiums in the Republic of Croatia* (Ministry of Science and Education, 2019), which establishes *Literature and Creation* as an area of that subject's curriculum:

> The subject area of Literature and Creation is based on the understanding of literature as the art of words and particular use of language. A literary text is an artistic and social creation, which has a personal, national, cultural, social and aesthetic value. As a creative linguistic activity, literature is a constituent part of everyday life.

The subject area comprises:

– comprehension, interpretation and evaluation of a literary text with the purpose of personal development, acquisition and development of knowledge and attitudes, and one's own creation;
– comprehension of a creative and artistic role of a language and its cultural significance;
– acquisition of theoretical and historical literary knowledge and insight into representative texts of Croatian and world literature with the purpose of developing creative and critical thinking about a literary text and expanding one's own experience of reading;
– connection of language activities, the active use of vocabulary and gained knowledge with the purpose of deep and associative understanding of a text;
– the need to read literary texts and a positive attitude towards reading for need and pleasure;
– a personal and national identity and understanding of general cultural heritage;
– development of creative verbal and non-verbal communication;
– creative expression inspired by different experiences of a literary text (Ministry of Science and Education, 2019, p. 5)

The document also recognizes the following educational aims of learning and teaching or the outcomes of the reading assignment classes oriented towards students:

– reads and interprets representative texts of Croatian and world literature based on one's personal reading experience and knowledge about literature and develops critical thinking and literary taste;
– discovers different ways of reading by developing the experiences of reading that form and transform personal experiences and open new perspectives, foster the development of literary taste, imagination and reflection on the world, one's self and others. (Ministry of Science and Education, 2019, p. 3)

Taking into consideration the continuous decrease of interest of children and adolescents for reading assignments and reading books as an activity done for pleasure (Novaković & Medić, 2011), motivation for assigned reading and factors influencing the lack of students' motivation make a particularly significant topic. In discussing the motivational procedures in reading assignment classes, Blažević (2007) also proposes

concrete methodical procedures in order for the reading classes to be made more interesting and to avoid the overload and monotony, while defining literature as a specific teaching class intended for specific educational goals, but also educational and functional aims entering the area of a student's experience of the analysis of a literary text which contributes to the understanding of life and the world.

Blažević (2007) proposes that the following procedures are used in the effort to reduce students' resistance towards assigned reading and the abuse of processed material about literary titles available on the internet: (1) enquiring about students' interests within the framework of representative literary works of Croatian and world literature, (2) motivation of children through a) their active participation in the process of analysis of the assigned work (heuristic conversation, playing games – games of charades, musical chairs, detection…) in lower grades of primary schools and b) nurturing a competitive spirit of students in higher grades of primary schools by organising a problem class and the selection of one of the methodological procedures (research, heuristic conversation, working on the text, dialogue method, method of interpretative reading (Blažević, 2007, acc. to Kajić, 1980), a project class, internet research, stage improvisation, comparison of the assigned reading with a movie template etc.).

In his *case study* involving a seventeen-year-old boy from a gymnasium of natural sciences and mathematics, Turk (2014) established three reasons why secondary school students avoid assigned reading: 1 low formal motivation of the teacher, 2 unattractive reading assignment titles considered by the students to be a waste of time, 3 inability of the teacher to differentiate students according to the criterion whether they have read the literary work or have used web pages, reference books, etc. The results of the research do not have a generalising character, but clearly point towards different theory concepts with the help of which studies can be conducted with a representative sample of participants and qualifying results.

If various conveniences of using a computer and temptations of the internet really pose a risk for reading, it is necessary to include this "new" medium into the popularisation of reading, which includes being interested in reading assignment classes, independent comprehensive reading and the analysis of the assigned reading in the context of classes that have an aesthetical and artistic, and not only a linguistic and communicative character (Jerkin, 2012). Such an approach also expands the modern nature of reading literacy and includes the opinion that "the ability of students to read electronic texts encompasses a wider spectrum of skills than it is the case with printed texts" (European Commission, 2011, p. 8). The use of a computer can therefore additionally motivate students in undertaking various creative and exploratory activities, to independent, team and cooperative learning (Matić, 2008). In such manner, Matić (2008) works on a literary text by using interpretative and heuristic methods, and, by using a computer and a student's independent and team researching procedure, she achieves a high level of students' motivation for independent work and group preparation, and presentation of answers to previously assigned research tasks. Namely, the role of the teacher in primary and secondary school is of particular importance because, without their

understanding of the position of students in reading assignment classes, the students will continue to be the most creative in devising strategies of how to avoid assigned reading and its meaningful and comprehensive interpretation, which will result in, alongside the diminished reading competences, the lowering of competences of written expression and expression in general as an assumption of (successful) communication.

Theories of upbringing and their research methodology in reading assignment classes

Turk (2014) approaches the topic of reading assignment classes from the perspective of three basic upbringing theories: spiritual-scientific, critical-rationalistic (empirical) and emancipatory science of upbringing. Each of the mentioned theories of upbringing possesses their own methodology of research, so we will continue with the overview of the theories of upbringing and key methodological principles based on which we selected the theory of upbringing and methodology appropriate for the research task.

In the context of spiritual-scientific theory of upbringing (Köning & Zedler, 2001), which starts from concrete pedagogical or educational situations and research methodology of the hermeneutic procedure, the research methodology of observation through several steps is developed: 1 observing a concrete situation, 2 reaching for one's own experience, 3 reaching for shared experience, 4 the need to take the historical development into consideration. Such a brief introduction to the topic endorses additional deliberation on the research methodology of action research as a process of changes in the educational practice. According to Bognar (2006), the process of changes contains three interconnected phases: 1 initiation consists of the development of a plan for the action research based on needs and with the aim of initiating changes, 2 implementation is a phase of activities based on set goals which have the purpose of solving the problems, 3 institutionalization as a phase marks any innovation that becomes an ineradicable part of the educational practice. It can be concluded that the topic of students' relationship to reading assignments and reading could be researched by using this research method as well. Markowitz (2011) points out that it is exactly action research that enhances the professionalism of teachers and the probability of more successful student learning. Action research enables the practitioners to "deeply observe the inner question of teaching and learning; then, based on the conclusions, can we decide on how to improve the situation and/or evaluate the outcome of the educational practice" (Markowitz, 2011, p. 11).

The critical-rationalistic (empirical) science of upbringing explores the educational reality with the help of experiments and different models of field research (Gudjons, 1994). Within that theory of upbringing, Bašić (1999) describes four characteristics of upbringing: (1) the educator's intention to improve the personalities of other people, (2) the change in the structure of dispositions for experience and behaviour of the educated person as a goal; (3) activity is by nature an endeavour, i.e. attempt, (4) dispositional and positional difference between the subject and the object of upbringing (Turk, 2014, p. 170). There are also eight steps in the research methodology of the

behaviouristic science of upbringing: creation of hypotheses, operationalization of independent and dependent variables, quantification, determining the pattern of behaviour, determining the research draft, the execution of pretesting, conducting the study and data processing (Köning & Zedler, 2007). This classical draft of empirical research is selected for conducting the research in question.

The critical (emancipatory) concept of the science of upbringing, related to the critical theory, argues with both presented theories, resenting the inability of a critical assessment of the social and historical context of upbringing. So, this theory of upbringing starts from the question of "how to structure a pedagogical area in order to improve (and not inhibit) the autonomy and intelligence of the subjects of upbringing?" (Bašić, 1999, pp. 193-194). The upbringing assists the individual in achieving full maturity, which in that manner becomes the aim of all measures of upbringing (Turk, 2014, acc. to Köning & Zedler, 2007) and fulfils one's need for self-determination according to the concept of Abraham Maslow. The critical (emancipatory) theory of upbringing does not possess its own methodology, but, by combining them, it uses hermeneutic and empirical procedures and action research (Turk, 2014).

It is exactly the critical-rationalistic (empirical) science of upbringing, which developed its research methodology based on the behaviourist science of upbringing, that is the theoretical basis in this scientific and research project as well. The results of this research, in accordance with the critical concept of upbringing, can be implemented into the reading assignment classes so that they become a part of the action research in which new methodological tools and procedures can be tested in practice.

Methods

Aim and hypotheses

The aim of this research was to examine the differences between students and teachers in the perception of students' fulfilling their requirements pertaining to school reading assignments.

Based on the aim of the research, some research questions emerged:

– Is there a difference in the perception of students and teachers regarding students' fulfilment of their school obligations?

– Is there a difference in the perception of students and teachers regarding students fulfilling the requirements pertaining to school reading assignments?

Based on the research questions, the following null hypotheses were set, which were posed due to the scarce literature in this area, which makes it impossible to make directional hypotheses:

Hypothesis 1: There are no differences between students and teachers in the perception of studnets' fulfilment of their school obligations.

Hypothesis 2: There are no differences between students and teachers in the perception of students fulfilling the requirements pertaining to school reading assignments.

Sample

The intentional appropriate sample comprised 451 students of senior classes of secondary schools in Zagreb. Students (174 students of grammar school programs, 277 students of secondary vocational, four-year and three-year programs) and teachers (102 teachers teaching in senior classes). The sample, based on the students who provided the answer to the socio-demographic variable of the gender, is comprised of 59% of male and 41% of female students.

Instrument

Data were collected based on a survey containing 17 scales, within the framework of which there was also the relevant set of nine questions relating to the fulfilment of school requirements. Within the mentioned set of questions, there were four statements related to the perception of students fulfilling the requirements pertaining to school obligations, and five statements related to the perception of students fulfilling the requirements pertaining to reading assignments. Students and teachers answered the same set of questions, and rated their degree of agreement with each of the nine statements on a six-point scale, with 1 indicating "strongly agree" and 6 denoting "strongly disagree".

Methods of data collection and processing

Data was received by anonymous and voluntary surveying of students in their final year of secondary schools in Zagreb during the first term of the 2017/2018 school year complying with the rules of ethical scientific research. The participants were all students of randomly selected final year grades who were present in class upon the arrival of survey conductors. The approach to students, i.e. the permit to conduct the research was issued by the City Office for Education of the City of Zagreb. In addition, consent was given by head teachers of the schools. The schools were selected by the City Office for Education based on previous positive experiences and cooperation. The sample of 451 students and 102 teachers was created by the arrival of survey conductors to the classes. Data was collected by using a questionnaire containing 17 sets of questions.

Data processing included descriptive methods such as the arithmetic mean and frequencies per variables. Furthermore, a non-parametrical Mann-Whitney U test was done because of unmet assumptions for the use of the t-test. To be more specific, there was a discrepancy in the assumption on the normality of distributions and homogeneity of variances for utilized variables and also the two groups of participants were not nearly of the same size. A non-parametrical Mann-Whitney U test was applied in order to examine the differences between students and teachers in the perception of students' performing the tasks pertaining to school reading assignments.

Results

Prior to determining possible differences between students and teachers in the perception of students fulfilling the obligations pertaining to school reading assignments,

it is necessary to establish the extent to which students and teachers agree with the statements questioning the relationship of students towards school obligations, with a focus on school reading assignments.

Table 1

Descriptive indicators for statements pertaining to the fulfilment of obligations related to school reading assignments in the context of school obligations on the sample of students

	N	Minimum	Maximum	Arithmetic Mean (M)	Standard Deviation (SD)
Students actively participate in classes	448	1	6	3.25	1.368
Students perform tasks regularly	446	1	6	3.47	1.347
Students learn gladly	449	1	6	4.19	1.300
Students read gladly	445	1	6	4.28	1.341
Students have a positive attitude towards reading assignments	445	1	6	4.41	1.320
Students read for the assignments regularly	448	1	6	4.31	1.361
Students perform tasks pertaining to reading assignments regularly and independently	449	1	6	4.05	1.405
Students exhibit the desire to read particular contents	447	1	6	4.19	1.406
Teachers accept the students' suggestions when selecting reading assignments	447	1	6	4.50	1.442

Regarding school obligations in general, students are more inclined to the attitude that students in their school mostly do not actively participate in classes (M=3.25, SD=1.368), that they do not perform their tasks regularly (M=3.47, SD=1.347), and they do not learn (M=4.19, SD=1.300) and do not read (M=4.28, SD=1.341) gladly.

Similar to that, students on average disagree with all the statements relating to fulfilling the obligations pertaining to reading assignments. To be more precise, students do not think that students in their school have a positive attitude towards reading assignments (M=4.41, SD=1.320), that they read for the assignments regularly (M=4.31, SD=1.361), that they independently perform tasks related to reading assignments (M=4.05, SD=1.405), that they exhibit the desire to read particular contents (M=4.19, SD=1.406) and that their teachers accept the students' suggestions when selecting reading assignments (M=4.50, SD=1.442).

In addition, the minimum and maximum values for the mentioned items indicate the heterogeneity of students in their assessments, i.e. that there are students who

assess the relationship of students towards school obligations as completely positive, but there are those who assess it as completely negative.

Table 2

Frequencies of students regarding the estimations of agreement with statements on fulfilling school obligations

		strong-ly agree	mostly agree	agree	dis-agree	mostly disagree	strongly disagree
Students actively participate in classes	N	33	111	142	79	41	42
	%	7.4	24.8	31.7	17.6	9.2	9.4
Students perform tasks regularly	N	25	88	125	117	44	47
	%	5.6	19.7	28.0	26.2	9.9	10.5
Students learn gladly	N	12	34	71	170	63	99
	%	2.7	7.6	15.8	37.9	14.0	22.0
Students read gladly	N	13	36	59	150	78	109
	%	2.9	8.1	13.3	33.7	17.5	24.5
Students have a positive attitude towards reading assignments	N	16	22	56	137	99	115
	%	3.6	4.9	12.6	30.8	22.2	25.8
Students read for the assignments regularly	N	20	23	69	131	97	108
	%	4.5	5.1	15.4	29.2	21.7	24.1
Students perform tasks pertaining to reading assignments regularly and independently	N	25	35	89	130	83	87
	%	5.6	7.8	19.8	29.0	18.5	19.4
Students exhibit the desire to read particular contents	N	18	31	94	122	70	112
	%	4.0	6.9	21.0	27.3	15.7	25.1
Teachers accept the students' suggestions when selecting reading assignments	N	20	24	56	119	68	160
	%	4.5	5.4	12.5	26.6	15.2	35.8

Table 3

Descriptive indicators for statements pertaining to the fulfilment of obligations related to school reading assignments in the context of school obligations on the sample of teachers

	N	Minimum	Maximum	Arithmetic Mean (M)	Standard Deviation (SD)
Students actively participate in classes	102	1	6	2.93	0.957
Students perform tasks regularly	102	1	6	3.21	1.205
Students learn gladly	102	1	6	3.37	1.143
Students read gladly	101	1	6	3.61	1.174
Students have a positive attitude towards reading assignments	98	2	6	3.69	1.179
Students read for the assignments regularly	96	2	6	3.73	1.183
Students perform tasks pertaining to reading assignments regularly and independently	94	1	6	3.60	1.203
Students exhibit the desire to read particular contents	92	1	6	3.53	1.104
Teachers accept the students' suggestions when selecting reading assignments	90	1	6	3.38	1.195

As it was with the sample of students, it is visible that teachers (Table 3) are also inclined towards heterogeneous assessments, i.e. that there are teachers strongly agreeing with the measured statements, as there are those who do not agree with them at all. On average, teachers do not have a clear attitude on whether students participate in classes actively (M=2.93, SD=0.957), and they mostly disagree that the students in their school perform their tasks regularly (M=3.21, SD=1.205), and that they learn (M=3.37, SD=1.143) and read (M=3.61, SD=1.174) gladly.

Regarding the perception of the relationship of students towards reading assignments, teachers mostly do not think that the students in their school have a positive attitude towards reading assignments (M=3.69, SD=1.179), that they read for the assignments regularly (M=3.73, SD=1.183), that they perform tasks pertaining to reading assignments regularly and independently (M=3.60, SD=1.203), that they exhibit the desire to read particular contents (M=3.53, SD=1.104) and that teachers accept the students' suggestions when selecting reading assignments (M=3.38, SD=1.195).

Table 4

Frequencies of teachers regarding the estimations of agreement with statements on fulfilling school obligations

		strongly agree	mostly agree	agree	disagree	mostly disagree	strongly disagree
Students actively participate in classes	N	2	34	43	17	4	2
	%	2.0	33.3	42.2	16.7	3.9	2.0
Students perform tasks regularly	N	3	35	20	29	12	3
	%	2.9	34.3	19.6	28.4	11.8	2.9
Students learn gladly	N	2	26	23	39	7	5
	%	2.0	25.5	22.5	38.2	6.9	4.9
Students read gladly	N	1	19	25	37	11	8
	%	1.0	18.8	24.8	36.6	10.9	7.9
Students have a positive attitude towards reading assignments	N	0	16	30	29	14	9
	%	0.0	16.3	30.6	29.6	14.3	9.2
Students read for the assignments regularly	N	0	17	23	34	13	9
	%	0.0	17.7	24.0	35.4	13.5	9.4
Students perform tasks pertaining to reading assignments regularly and independently	N	1	18	27	27	14	7
	%	1.1	19.1	28.7	28.7	14.9	7.4
Students exhibit the desire to read particular contents	N	2	11	38	22	15	4
	%	2.2	12.0	41.3	23.9	16.3	4.3
Teachers accept the students' suggestions when selecting reading assignments	N	2	20	31	22	9	6
	%	2.2	22.2	34.4	24.4	10.0	6.7

The non-parametrical Mann-Whitney U test was done in order to examine whether there are differences between students and teachers in the perception of students' performing the tasks pertaining to school reading assignments, in the context of school obligations. Prior to the test results shown in Table 6, the results of the Kolmogorov-Smirnov test for distribution normality (Table 5) are presented, which confirms the need to perform a nonparametric test since the Kolmogorov-Smirnov test result for each variable on both samples is statistically significant ($p < .01$), i.e. indicates that the assumption about the normality of the distributions of variables is not satisfied.

Table 5

Testing the normality of the distributions of variables that measure the perception of students performing the tasks pertaining to school obligations on the sample of students and teachers by the Kolmogorov-Smirnov test

	Students	Teachers
	Kolmogorov-Smirnov test	Kolmogorov-Smirnov test
Students actively participate in classes	.211**	.244**
Students perform tasks regularly	.168**	.204**
Students learn gladly	.197**	.217**
Students read gladly	.174**	.185**
Students have a positive attitude towards reading assignments	.168**	.171**
Students read for the assignments regularly	.161**	.176**
Students perform tasks pertaining to reading assignments regularly and independently	.156**	.178**
Students exhibit the desire to read particular contents	.153**	.234**
Teachers accept the students' suggestions when selecting reading assignments	.211**	.209**

Note: $p < .01$**; $p < .05$*

The results shown in Table 6 indicate that students and teachers do not have statistically significant differences in the assessment of whether students participate actively in classes (U=20216.500, p>.05) and whether they perform the tasks regularly (U=20352.500, p>.05). Taking into consideration the descriptive indicators, it can be concluded that both students and teachers to the same extent consider that students in their school do not actively participate in their classes and do not perform the tasks regularly. As opposed to that, the results have shown that teachers, in comparison to students, are more inclined to the position that students in their school learn (U=14745.500, p<.01) and read (U=15720.000, p<.01) gladly.

When reading assignments are concerned as one of the school obligations, the results show that students and teachers differ in the perception of the relationship of students towards reading assignments. To be more precise, teachers, in comparison to students, consider to a greater extent that students in their school have a more positive attitude towards reading assignments (U=14539.000, p<.01), that they read for the assignments regularly (U=15688.500, p<.01), that they regularly and independently perform the tasks pertaining to reading assignments (U=16702.500, p<.01), that they exhibit the desire to read particular contents (U=14586,500, p<,01) and that teachers accept students' suggestions when selecting reading assignments (U=10880.000, p<.01).

Table 6

Testing the significance of differences between students and teachers in the perception of the relationship of students towards school reading assignments by Mann-Whitney U test

	students/ teachers	N	Mean rank	Mann-Whitney U test
Students actively participate in classes	students	448	281.37	
	teachers	102	249.70	
	total	550		20216.500
Students perform tasks regularly	students	446	279.87	
	teachers	102	251.03	
	total	548		20352.500
Students learn gladly	students	449	294.16	
	teachers	102	196.06	
	total	551		14745.500**
Students read gladly	students	445	288.67	
	teachers	101	206.64	
	total	546		15720.000**
Students have a positive attitude towards reading assignments	students	445	288.33	
	teachers	98	197.86	
	total	543		14539.000**
Students read for the assignments regularly	students	448	285.48	
	teachers	96	211.92	
	total	544		15688.500**
Students perform tasks pertaining to reading assignments regularly and independently	students	449	281.80	
	teachers	94	225.19	
	total	543		16702.500**
Students exhibit the desire to read particular contents	students	447	283.37	
	teachers	92	205.05	
	total	539		14586.500**
Teachers accept the students' suggestions when selecting reading assignments	students	447	289.66	
	teachers	90	166.39	
	total	537		10880.000**

Note: p<.01**; p<.05*

Discussion

This paper has also tested the differences between students and teachers in the perception of students' fulfilment of their obligations related to school reading assignments. Although heterogeneously, both students and teachers assess that students do not actively participate in classes, they disagree in the statement that the students perform their tasks regularly. In this case, the question arises as to the appropriateness of teaching programs and selected works for complete independent reading at home, i.e. the presence of methods directed towards students, which promote reading and learning as well.

The results of testing the statistical differentiation in the positions of students and teachers indicate that students and teachers do not show a statistically significant difference in their assessment of whether students actively participate in classes and perform their tasks regularly, which proved the first hypothesis in this research. However, at the level of the descriptive indicators we perceive that the teachers are prone to mollification, so they express the position that students in their schools read and learn gladly.

The second hypothesis of this research is rejected, because there were statistically significant differences in the perception of students and teachers regarding fulfilling school obligations related to reading assignments. Those differences are even clearer in the revelation of the inclination of teachers to perceive the situation as better than their students. In comparison to the students, teachers think to a greater extent that students have a positive attitude towards reading assignments, that they regularly read for the assignments, that they regularly and independently perform tasks for school reading assignments, that they exhibit a desire to read assigned books with particular contents, and that the teachers accept the suggestions of students when selecting reading assignments. Taking into consideration that the survey was not taken only by teachers of Croatian language, which presents the limits of this research as well, it is possible that other teachers were inclined to give socially more desirable answers with the purpose of protecting both their colleagues and the school they work in. This is also possible to justify by the avoidance of the defamation of the profession, which is under public scrutiny in the last decade.

According to the new Curriculum for the Croatian language, teachers are given greater autonomy when selecting works for complete reading at home, i.e. reading assignments, and the option of selecting more interesting and modern titles, which are more appropriate for the age of students. However, regardless of the reforms in the system of education, reading assignments have always been a synonym for classes based on the creativity of teachers and students. It is possible to work with each reading assignment in creative ways, which are interesting for students. Some of the numerous methods of an approach to reading assignments are interviews with characters, role playing, the change of perspective, telling trail – telling in stages,

hopscotch etc. This paper has intended to provide insight into the perceptions of students and teachers on students' fulfilment of school obligations and fulfilment of school requirements pertaining to reading assignments. The research of perceptions, especially the insight into the students' perceptions of reading assignments shown in this paper, can contribute to the development of more efficient methodological procedures in Croatian language classes and working on the reading assignment titles that will bring students back to reading.

Conclusion

Reading is, alongside writing and arithmetic performance, one of the three basic educational competences, which is extremely important for social and economic development. Reading is also a precondition for the development of reading literacy, which we define as a comprehensive ability to understand, use and reflect on written texts. Reading assignments in this paper are all literary works intended for independent reading at home that are a part of the school programme (Rosandić, 2005), i.e. the Curriculum for Croatian language for primary schools and gymnasiums in the Republic of Croatia (Ministry of Science and Education, 2019).

The inclination of students towards the position that students in their school mainly do not actively participate in classes, that they do not perform their tasks regularly and that they do not learn has to be taken seriously. Taking into consideration that students spend more time together than can be possible for their subject teachers, it is surely a first-hand insight into the position of students. It is necessary to explore such positions by researching their samples.

Taking into consideration that the sample is made of final year students of schools in Zagreb, the result of average disagreement with all statements related to the fulfilment of obligations pertaining to reading assignments is expected. Apart from that, this can be brought into connection with earlier research of positions of students towards reading assignments which report of a relatively low formal motivation of teachers, unattractive reading assignment titles, which the students consider to be a waste of time, and of the inability of the teacher to differentiate students according to the criterion whether they have read the literary work or have used web pages, reference books or other sources (Turk, 2014). It is necessary to ask ourselves, having in mind the SWOT analyses of the Ministry of Culture (2017, pp. 10-13), through what kind of an educational system, i.e. the Curriculum of the Croatian language the students go through when in their final years we have a situation of average disagreement in the majority with the statements relating to reading assignments and pertaining tasks. It is also necessary to make the public and teachers aware that reading is not just the subject of Croatian language classes (Ministry of Culture, 2017, pp. 10-13).

As their students, the tested teachers are also heterogeneous in their assessments of the relationship of students towards reading assignments. On average, they do not think that students have a positive attitude towards reading assignments, and that

they regularly read for the assignments. It is especially necessary to comment on the information that teachers, on average, disagree with the statement that teachers accept the students' suggestions when selecting reading assignments. Even though it was perceived in the SWOT analysis of the Ministry of Culture (2017, pp. 10-13) that there is an insufficient number of new titles in school libraries, the position of the teachers caused by the possibilities, i.e. limited possibilities of introducing new titles into reading assignment classes is partially understandable: in the large part of the state there are city libraries available together with new media (Jerkin, 2012; European Commission, 2011; Matić, 2008), which can make it significantly easier to find new titles and to introduce those into reading assignment classes as proposed by the students.

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Jelena Pavičić Vukičević
Faculty of Kinesiology
University of Zagreb
Horvaćanski zavoj 15, 10000 Zagreb, Croatia
jpvukicevic@gmail.com

Marko Prpić
Marin Držić Primary School
Nalješkovićeva 4, 10000 Zagreb, Croatia
prpic.marcus@gmail.com

Irena Cajner Mraović
Faculty of Croatian Studies
University of Zagreb
Borongajska cesta 83d, 10000 Zagreb, Croatia
icajner@gmail.com

Odnos učenika prema lektiri i čitanju: percepcija učenika i nastavnika u zagrebačkim srednjim školama

Sažetak

Čitanje je važan i masovni fenomen, no rijetka su znanstvena istraživanja različitih aspekata čitalačke kulture, poput odnosa učenika prema čitanju školske lektire. Istraživanja o lektiri u Hrvatskoj najčešće naručuju medijske kuće kako bi na temelju rezultata objavile senzacionalističke naslove. Rezultati koje medijskim kućama uručuju agencije za provođenje istraživanja upitne su znanstvene i metodološke valjanosti. Cilj rada je analizirati kako učenici i nastavnici percipiraju odnos učenika prema izvršavanju obveza vezanih uz školsku lektiru u svrhu osmišljavanju učinkovitih strategija čitanja. Istraživanje je provedeno na uzorku od 451 učenika završnih razreda pet zagrebačkih srednjih škola i 102 nastavnika koji su predavali učenicima tih završnih razreda tijekom školske godine 2017./2018. Rezultati istraživanja ukazuju na to da postoji statistički značajna razlika između učenika i nastavnika u percepciji odnosa učenika prema školskoj lektiri, pri čemu nastavnici u većoj mjeri od učenika smatraju da učenici u njihovoj školi imaju pozitivan stav prema školskoj lektiri.

Ključne riječi: *čitalačka pismenost; kompetencija iz materinskoga jezika; Nacionalna strategija poticanja čitanja; odgojne teorije; PISA istraživanje.*

Uvod

Percepcija učenika i nastavnika o odnosu učenika prema lektiri i čitanju povezana je s konceptima čitanja i čitalačke pismenosti pa je stoga nužno, uz temu čitanja i nastave lektire, obraditi i temeljne pojmove vezane uz kompetenciju čitanja. Čitanje je važan interdisciplinarni i masovni fenomen bez čijega ovladavanja čovjek ne može živjeti punim životom i aktivno se uključiti u suvremeni društveni kontekst (Sabolović-Krajina, 2003), a također ga možemo nazvati i globalnim fenomenom. S obzirom da suvremeni trendovi ukazuju da interes djece i mladih za čitanje opada (Baker i Scher, 2002; Clark i Foster, 2005; Novaković i Medić, 2011), a raste interes za internet i druge oblike informacijskih tehnologija (instant poruke, blogovi, *podcastovi*,

e-pošta i slično), na europskoj se razini sustavno pristupa prikupljanju podataka o poučavanju čitanja (Europska komisija, 2011) i međunarodnom istraživanju razina čitalačke pismenosti putem istraživanja PISA i PIRLS (Ministarstvo kulture, 2017), a sve u cilju kvalificiranoga odgovora na suvremeni zahtjev za postizanje i održavanje visoke razine čitalačkih kompetencija.

Cilj je ovoga rada ispitati razlike između učenika i nastavnika u percepciji učeničkoga izvršavanja obveza vezanih uz školsku lektiru, uz pretpostavku da su nastavnici skloniji pozitivnije ocijeniti učeničko zalaganje i aktivnosti. S obzirom na to da se do sada u Republici Hrvatskoj nisu provodila slična istraživanja, bit će to ujedno i doprinos osmišljavanju učinkovitijih metodičkih postupaka u nastavi Hrvatskoga jezika i obradi lektirnih naslova.

Čitanje i čitalačka pismenost ili kompetencija

Čitanje je, uz pisanje i računanje, jedna od tri temeljne obrazovne kompetencije (Zeeuw, van Beijsterveldt, Glasner, de Geus i Boomsma, 2016). Zapravo, to su sadržaji koji su se poučavali od samih početaka pedagoškoga rada učitelja s njihovim učenicima ili od početka pismenosti, i to u individualnom poučavanju i organiziranoj nastavi. S obzirom na važnost čitanja kao ljudske djelatnosti važne za društveni i gospodarski razvoj, provode se i komparativna istraživanja na području Europske unije koja se bave predmetnom tematikom, a čitalačka pismenost pritom se definira kao „sveobuhvatna sposobnost razumijevanja, korištenja i promišljanja o pisanim tekstovima radi postizanja osobnih ciljeva i angažmana u pisanim tekstovima radi osobnog i društvenog razvoja. (…) U skladu je s Pierrovom definicijom (1992. g.) koja opisuje pismenost kao *vezu koju pojedinac razvija s pisanom riječi*. Izraz čitalačka pismenosti obuhvaća razliku između *znati čitati* i *biti čitatelj*" (Europska komisija, 2011, str. 7).

Istaknimo da se postignuća učenika u čitanju ispituju putem dva velika međunarodna istraživanja (PISA i PIRLS). PISA istraživanje (OECD-ov Program za međunarodnu procjenu učenika koji mjeri znanja i vještine 15-godišnjih učenika u čitanju, matematici i prirodoslovlju) čitalačku pismenost definira kao „razumijevanje i korištenje pisanih tekstova, razmišljanje o njima i angažman prilikom čitanja radi postizanja osobnih ciljeva, razvoja vlastitog znanja i potencijala te aktivnog sudjelovanja u društvu" (Ministarstvo kulture, 2017, str. 8). U tom istraživanju sudjelovali su i petnaestogodišnjaci iz Republike Hrvatske u istraživačkim ciklusima 2006., 2009., 2012., 2015. te 2018. godine kada je u istraživanju, koje u Republici Hrvatskoj provodi Nacionalni centar za vanjsko vrednovanje obrazovanja, sudjelovalo 7 380 učenika iz 179 srednjih i 4 osnovne škole. Rezultati iz 2015. pokazali su da je čak 19,9 % hrvatskih učenika imalo postignuća u području čitalačke pismenosti ispod razine 2 (1a i 1b razine predstavljaju najslabija postignuća, a razina 6 najbolja postignuća), što znači ispod osnovne razine kompetencije u čitalačkoj pismenosti koje treba dosegnuti prije završetka obveznoga obrazovanja (Braš Roth, Markočić Dekanić i Markuš Sandrić, 2015). Rezultati istoga istraživanja (Braš Roth i sur., 2015) ukazuju na slabiji rezultat hrvatskih učenika

(487 bodova) od prosjeka OECD zemalja (493 boda, s prosječnom devijacijom od 96 bodova), ali se uočava napredak u odnosu na rezultate iz prethodnih istraživačkih ciklusa. U recentnom istraživanju iz 2018. godine (Markočić Dekanić, Gregurović, Batur i Fulgosi, 2019) prosjek OECD zemalja u čitalačkoj pismenosti je 487 bodova, dakle niži nego bodovni rezultat u 2015., dok među hrvatskim učenicima prosječni rezultat iznosi 479 bodova. Prema istom izvoru (Markočić Dekanić, Gregurović, Batur i Fulgosi, 2019), najbolje rezultate postižu učenici koji dolaze iz kineskih pokrajina Peking, Šangaj, Jiangsu i Zhejiang (555 bodova), Singapura (549 bodova), Makaa (Kina) (525 bodova), Hong Konga – Kina (524 bodova), Estonije (523 bodova), Kanade (520 bodova) i Finske (520). Stoga se po svojem rezultatu Hrvatska nalazi u rangu između 27. i 37. mjesta.

Također, i u PIRLS istraživanju (Međunarodno ispitivanje učeničkih postignuća u području čitalačke pismenost) utvrđena su dva posebno zanimljiva nalaza: (1) učenici s visokim čitateljskim angažmanom i niskoga socioekonomskog statusa postižu statistički značajno bolje rezultate u čitalačkoj pismenosti od učenika visokoga socioekonomskog statusa i niskoga obiteljskog angažmana te je također utvrđeno da je (2) čak 29 % desetogodišnjaka u Republici Hrvatskoj izjavilo da ne voli čitati, što je najviši postotak u odnosu na promatranih 57 zemalja koje su sudjelovale u istraživanju, a učenici izjavljuju da čitaju samo kad moraju, da bi pronašli informacije koje su im potrebne te da ne čitaju iz zadovoljstva (PIRLS, 2012). Ti su nalazi posebno zabrinjavajući s obzirom na rezultate istraživanje Odsjeka za sociologiju Sveučilišta Oxford u Velikoj Britaniji koje je pokazalo da je čitanje knjiga iz užitka jedina izvanškolska aktivnost šesnaestogodišnjaka koja pozitivno utječe na kasniji posao i karijeru. Naime, u istraživanju je sudjelovalo 17 200 ispitanika u dobi od 33 godine, a ispitivane su njihove preference za različite izvanškolske aktivnosti kad su bili u dobi od 16 godina koje su se korelirale s vrstom posla koju ispitanici obavljaju u kasnijoj dobi te su dobiveni rezultati prema kojima se može zaključiti da su oni ispitanici koji su u mladalačkoj dobi čitali češće ujedno i oni ispitanici koji su u kasnijoj dobi zauzimali upravljačke i stručne poslove, od onih koji su se bavili bilo kojom drugom izvanškolskom aktivnošću (Ministarstvo kulture, 2017).

Europska komisija (2011, str. 18) definiciju čitalačke pismenosti temelji na konceptima dvaju međunarodnih istraživanja. PIRLS (Mullis i sur. 2006, str. 3) čitalačku pismenost učenika četvrtih razreda definira kao „sposobnost razumijevanja i primjene pisanih jezičnih izraza koje zahtijeva društvo i/ili vrednuje pojedinac. Mladi čitači značenje mogu stvoriti iz raznovrsnih tekstova. Čitaju kako bi učili, kako bi sudjelovali u zajednicama čitača u školi i u svakodnevnom životu te radi zabave." PISA (OECD 2009, str. 14) čitalačku pismenost 15-godišnjaka definira kao „razumijevanje, primjenu i promišljanje o pročitanom tekstu kako bi osoba postigla svoje ciljeve, razvila znanje i potencijal te sudjelovala u društvu."

Nakon alarmantnih rezultata čitalačke pismenosti međunarodnoga PISA istraživanja, Republika Hrvatska pristupila je izradi *Nacionalne strategija poticanja čitanja* (Ministarstvo

kulture, 2017) kao međusektorskom dokumentu u cilju „promicanja kulture čitanja među građanima svih dobi, to jest ujedinjavanja, koordiniranja, evaluacije i osiguranja kontinuiteta postojećih kvalitetnih projekata, poticanja istraživanja i međusobnog povezivanja znanstvenih istraživanja radi uspostave referentnih točaka u trajnom praćenju razvoja čitatelja i čitanja te trajne skrbi o kulturi čitanja koja zahtijeva kontinuirane analize stanja, promjene društvenog konteksta čitanja, koordinaciju i evaluaciju postojećih i razvoj novih projekata u navedenom području" (Ministarstvo kulture, 2017, str. 4) ili „stvoriti okvir za konkretno djelovanje na svim razinama, od nacionalne do lokalne i institucijske, kako bi se osigurali uvjeti za razvoj čitatelja od najranije dobi, osposobljavanje čitatelja za čitanje različitih tipova književnih i neknjiževnih tekstova u različitim formatima, osnaživanje kritičkog čitanja, a posebne mjere uključuju brigu za hrvatsku književnost i autore, za razvoj i primjenu mehanizama praćenja čitatelja/nečitatelja te za poduzimanje djelotvornih koraka za razvoj kulture čitanja u Republici Hrvatskoj" (Ministarstvo kulture, 2017, str. 4). Nacionalna strategija poticanja čitanja počiva na tri strateška cilja: (1) uspostavljanje učinkovitoga društvenog okvira za podršku čitanju, (2) razvoj čitalačke pismenosti i poticanje čitatelja na aktivno i kritičko čitanje i (3) povećanje dostupnosti knjiga i drugih čitalačkih materijala (Ministarstvo kulture, 2017, str. 19-25). Izrađena Swot analiza, kao dio metodologije izrade strategije, uključila je analizu djelovanja različitih dionika aktivnosti poticanja čitanja: predškolske ustanove, škole, institucije (knjižnice), nakladnici, autori i prevoditelji, e-knjiga.

Čitalačkim navikama srednjoškolaca u Hrvatskoj bavila su se i druga istraživanja. U istraživanju povezanosti osobina ličnosti i čitalačkih navika utvrđena je umjerena pozitivna povezanost između procijenjene učestalosti čitanja knjiga i intelekta kao jedne od pet ispitivanih dimenzija ličnosti, a povrh postotka od 10 % varijance količine čitanja objašnjenoga spolom, dobi i školskim uspjehom, intelekt objašnjava dodatnih 10 % varijance količine čitanja (Kotrla Topić, Latković i Stojaković, 2017). Drugo je istraživanje ponovno potvrdilo već poznatu povezanost roditeljskoga kulturnog kapitala kao prediktora kulturnih preferencija srednjoškolaca (Krolo, Marcelić i Tonković, 2016). Rezultati istraživanja koje su poduzeli Novaković i Medić (2011) također na populaciji srednjoškolskih učenika pokazali su da čak 38,98 % učenika ima negativne asocijacije povezane s riječju *lektira* (dosada, spavanje, obveza, gubljenje vremena, mučnina, užas…), ali i da 47,46 % učenika prema riječi *lektira* ima neutralnu asocijaciju i 13,54 % pozitivnu asocijaciju. O ljubavi prema čitanju i otkrivanju novih svjetova govori 7 % ispitanika. Istraživanje je također pokazalo da tek 13,55 % učenika čita primarnu literaturu ili lektirni naslov, 1,69 % učenika koristi vodič kroz lektiru, a 20,33 % učenika koristi se samo internetskim sadržajem. Kombinaciju navedenih oblika pripreme za nastavu lektire koristi ukupno 64,4 % učenika, a čak 72,88 % učenika ističe da čitanje sažetaka na internetu nije adekvatna zamjena za čitanje lektire.

Polazeći od već istaknute teze da sintagma čitalačka pismenost zapravo naglašava razliku između *znati čitati* i *biti čitatelj* (Europska komisija, 2011), istaknimo da se

čitatelj u procesu čitanja koristi te kombinira različite čitalačke tehnike: (1) vođeno čitanje, (2) kritičko čitanje, (3) spoznajno čitanje, (4) denotativno i konotativno čitanje, (5) imaginativno čitanje te da čitanje s razumijevanjem i čitalačka pismenost ili kompetencija istovremeno uključuju više čitalačkih tehnika (logičko, interpretativno i usmjereno čitanje) (Rosandić, 2005).

Potencijali i izazovi nastave lektire

Lektiru možemo definirati vrlo široko kao sve „ono što se čita, čitano gradivo, štivo" (Anić, 1994, str. 420). No, s obzirom na predmet istraživanja i ispitanike koji su u njemu sudjelovali, definirat ćemo školsku lektiru kao ona književna djela za samostalno čitanje kod kuće koja su uključena na nastavni program (Rosandić, 2005), a danas u *Kurikulum za nastavni predmet Hrvatski jezik za osnovne škole i gimnazije u Republici Hrvatskoj* (Ministarstvo znanosti i obrazovanja, 2019).

Na razliku od metodološkoga rješenja iz *Nacionalnog okvirnog kurikuluma* (Ministarstvo znanosti, obrazovanja i sporta, 2011) gdje nastava književnosti, pa tako i nastava lektire, ulazi samo u jezično-komunikacijsko područje kurikula, u aktualnom *Okviru nacionalnog kurikuluma* (Ministarstvo znanosti i obrazovanja, 2017) nastava književnosti i lektire dio je i umjetničkoga područja kurikula zajedno s kurikulima za nastavne predmete Glazbene kulture, Glazbene umjetnosti, Likovne kulture, Likovne umjetnosti, stranih jezika, Tjelesne i zdravstvene kulture.

Čitanje i interpretacija lektire dio je *Kurikuluma za nastavni predmet Hrvatski jezik za osnovne škole i gimnazije u Republici Hrvatskoj* (Ministarstvo znanosti i obrazovanja, 2019) koji kao područje tog predmetnoga kurikula uspostavlja *Književnost i stvaralaštvo:* „Predmetno područje književnost i stvaralaštvo temelji se na razumijevanju književnosti kao umjetnosti riječi i osobite uporabe jezika. Književni je tekst umjetnička i društvena tvorevina koja ima osobnu, nacionalnu, kulturnu, društvenu i estetsku vrijednost. Kao stvaralačka jezična djelatnost, književnost je sastavni dio svakodnevnoga života.

Predmetno područje obuhvaća:

– razumijevanje, interpretaciju i vrednovanje književnoga teksta radi osobnoga razvoja, stjecanja i razvijanja znanja i stavova te vlastitoga stvaralaštva
– razumijevanje stvaralačke i umjetničke uloge jezika i njegova kulturnoga značenja
– stjecanje književnoteorijskih i književnopovijesnih znanja te uvida u reprezentativne tekstove hrvatske i svjetske književnosti radi razvoja stvaralačkoga i kritičkog mišljenja o književnome tekstu te proširivanja vlastitoga iskustva čitanja
– povezivanje jezičnih djelatnosti, aktivne uporabe rječnika i stečenoga znanja radi dubokoga i asocijativnog razumijevanja teksta
– potrebu za čitanjem književnih tekstova i pozitivan stav prema čitanju iz potrebe i užitka
– osobni i nacionalni identitet te razumijevanje općekulturnoga nasljeđa
– razvoj kreativne verbalne i neverbalne komunikacije
– stvaralačko izražavanje potaknuto različitim iskustvima i doživljajima književnoga teksta." (Ministarstvo znanosti i obrazovanja, 2019, str. 5)

Također dokument prepoznaje sljedeće odgojno-obrazovne ciljeve učenja i poučavanja ili ishode nastave lektire usmjerene učenicima:

– čita i interpretira reprezentativne tekstove hrvatske i svjetske književnosti na temelju osobnoga čitateljskoga iskustva i znanja o književnosti te razvija kritičko mišljenje i literarni ukus;

– otkriva različite načine čitanja razvijajući iskustva čitanja koja oblikuju i preoblikuju osobna iskustva te otvaraju nove perspektive, potiču razvoj literarnoga ukusa, mašte i refleksiju o svijetu, sebi i drugima. (Ministarstvo znanosti i obrazovanja, 2019, str. 3)

S obzirom na kontinuirani pad interesa djece i adolescenata za čitanje lektire i čitanje knjiga kao aktivnosti koja se čini iz užitka (Novaković i Medić, 2011), motivacija za čitanje lektire te čimbenici koji utječu na nemotiviranost učenika izrazito su važna tema. Raspravljajući o motivacijskim postupcima u nastavi lektire, Blažević (2007) predlaže i konkretne metodičke postupke kako bi nastava lektire bila zanimljiva te se izbjegli zasićenost i monotonija, pri tome lektiru definirajući kao specifični nastavni sat na kojem se izvršavaju specifične obrazovne zadaće, ali i odgojni i funkcionalni ciljevi koji ulaze i u prostor učenikova iskustva analize i književnoga teksta koji doprinosi razumijevanju života i svijeta.

Blažević (2007) predlaže da se sljedećim postupcima pokuša smanjiti otpor učenika prema čitanju lektire i zloporaba prerađenih materijala o lektirnim naslovima dostupnima na internetu: (1) ispitivanje učeničkih interesa u okviru reprezentativnih književnih djela hrvatske i svjetske književnosti, (2) motivacija djece a) putem njihova aktivnoga uključivanja u proces analize pročitane lektire (heuristički razgovor, igranje – igre pantomime, glazbenih stolaca, detekcije…) u nižim razredima osnovne škole te b) njegovanja natjecateljskoga duha učenika u višim razredima osnovne škole putem organizacije problemskoga sata i odabirom nekog od metodičkih postupaka (istraživačka metoda, heuristički razgovor, rad na tekstu, dijaloška metoda, metoda interpretativnoga čitanja (Blažević, 2007, prema Kajić, 1980), zatim projektna nastava, istraživanje na internetu, scenska improvizacija, usporedba lektirnoga djela i filmskoga predloška i sl.).

Turk (2014) je u svojem istraživačkom radu utvrdio tri razloga zašto srednjoškolski učenici, jer se radilo o istraživanju metodologijom *case-study* u kojem je sudjelovao sedamnaestogodišnji učenik prirodoslovno-matematičke gimnazije, izbjegavaju čitati lektiru: 1. niska formalna motivacija nastavnice, 2. neatraktivni lektirni naslovi za koje učenici smatraju da su gubitak vremena, 3. nemogućnost nastavnice da diferencira učenike po kriteriju jesu li pročitali književno djelo ili su se koristili mrežnim stranicama, priručnicima i sl. Rezultati istraživanja nemaju generalizirajući karakter, ali jasno upućuju na različite teorijske koncepte pomoću kojih se mogu provoditi istraživanja s reprezentativnim uzorkom ispitanika i s kvalificirajućim rezultatima.

Ako je čitanje danas doista u riziku od različitih pogodnosti upotrebe računala i iskušenja interneta, tada je nužno taj „novi" medij uključiti u popularizaciju čitanja

koja uključuje zainteresiranost za nastavu lektire, samostalno čitanje s razumijevanjem te analizu pročitane lektire u kontekstu nastave koja ima estetsko-umjetnički, a ne samo jezično-komunikacijski karakter (Jerkin, 2012). Takav pristup ujedno proširuje suvremenu prirodu čitalačke pismenosti te uključuje mišljenje da „sposobnost učenika da čitaju elektroničke tekstove obuhvaća širi spektar vještina nego što je to slučaj kod tiskanih" (Europska komisija, 2011, str. 8). Stoga uporaba računala može dodatno motivirati učenike u poduzimanju različitih stvaralačkih i istraživačkih aktivnosti, na samostalno, timsko i suradničko učenje (Matić, 2008). Tako Matić (2008) interpretativnim i heurističkim metodama obrađuje književni tekst te uz pomoć uporabe računala te samostalnoga i timskoga učeničkog istraživalačkog postupka postiže visoki stupanj motiviranosti učenika za samostalni rad i grupnu pripremu i odgovor na unaprijed preuzete zadatke u prezentaciji obrađene teme. Naime, uloga učitelja u osnovnoj školi i nastavnika u srednjoj školi izrazito je važna jer će bez njihova razumijevanja položaja učenika u nastavi lektire učenici i dalje biti najkreativniji u osmišljavanju strategija kako izbjeći čitanje lektire i njezinu smislenu interpretaciju s razumijevanjem, a posljedično će se s tako umanjenim čitalačkim kompetencijama smanjivati i kompetencije pismenoga izražavanja i izražavanja uopće kao pretpostavke (uspješne) komunikacije.

Odgojne teorije i njihova istraživačka metodologija u nastavi lektire

Autor Turk (2014) pristupio je temi nastave lektire iz perspektive triju temeljnih teorija odgoja: duhovnoznanstvene, kritičko-racionalističke (empirijske) i emancipatorske znanosti o odgoju. Svaka od navedenih teorija odgoja posjeduje i vlastitu istraživačku metodologiju te u nastavku donosimo pregled teorija odgoja i ključnih metodoloških postavki temeljem kojih smo odabrali odgojnu teoriju i metodologiju koja je odgovarala istraživačkom zadatku.

U kontekstu duhovnoznanstvene teorije odgoja (Köning i Zedler, 2001) koja polazi od konkretnih pedagoških ili odgojnih situacija te istraživačke metodologije hermeneutičkoga postupka u više koraka istraživačke metodologije: 1. promatranje konkretne situacije, 2. posezanje za vlastitim iskustvima, 3. posezanje za zajedničkim iskustvima, 4. potreba uvažavanja povijesnoga razvitka. Već ovakav kratak uvod u temu upućuje na dodatno razmatranje o istraživačkoj metodologiji akcijskih istraživanja kao procesa promjena u odgojno-obrazovnoj praksi. Prema Bognaru (2006) proces promjena sastoji se od tri međusobno povezane faze: 1. inicijacija se sastoji od osmišljavanja plana akcijskoga istraživanja na temelju potreba i u cilju pokretanja promjena, 2. implementacija je faza djelovanja na temelju zacrtanih ciljeva koji služe rješavanju problema, 3. institucionalizacija kao faza označava svaku inovaciju koja postaje uvriježeni dio odgojno-obrazovne prakse. Iz navedenoga možemo zaključiti da bi se tema odnosa učenika prema lektiri i čitanju mogla istražiti i ovom istraživačkom metodom. Markowitz (2011) ističe da se upravo akcijskim istraživanjima unaprjeđuje

profesionalnost učitelja i vjerojatnost uspješnijega učenja učenika. Akcijsko istraživanje praktičarima „omogućuje dubinsko promatranje unutarnjeg pitanja poučavanja i učenja tada, na temelju zaključaka, možemo odlučiti kako poboljšati situaciju i/ili vrednovati učinak obrazovne prakse" (Markowitz, 2011, str. 11).

Kritičko-racionalistička (empirijska) znanost o odgoju istražuje odgojnu zbiljnost pomoću eksperimenata i različitih modela terenskoga istraživanja (Gudjons, 1994). U sklopu te odgojne teorije Bašić (1999) opisuje četiri obilježja odgoja: (1) odgajateljeva namjera unaprjeđivanja osobnosti drugih ljudi, (2) promjena strukture dispozicija za doživljavanje i ponašanje odgajanika kao cilj, (3) djelatnost je po naravi nastojanje odnosno pokušaj, (4) dispozicijska i pozicijska razlika između subjekta i objekta odgajanja (Turk, 2014, str. 170). Tu je i 8 koraka istraživačke metodologije bihevioristčke znanosti o odgoju: tvorba hipoteza, operacionalizacija nezavisnih i zavisnih varijabli, kvantifikacija, utvrđivanje uzorka ponašanja, utvrđivanje istraživačkoga nacrta, provedba predtestiranja, provedba ispitivanja i obrada podataka (Köning i Zedler, 2007). Ovaj je klasični nacrt empirijskoga istraživanja odabran za provedbu predmetnoga istraživanja.

Kritički (emancipatorski) koncept znanosti o odgoju, povezan s kritičkom teorijom, polemizira s obje predstavljene teorije, zamjerajući im nemogućnost kritičkoga osvrta prema društvenom i povijesnom kontekstu odgoja pa ova odgojna teorija polazi od pitanja „kako strukturirati pedagoško područje da se unaprjeđuje (a ne zaprječava) autonomnost i umnost odgojnih subjekata?" (Bašić, 1999, str. 193-194). Odgoj je pomoć individui da postigne punu zrelost koja tako postaje cilj svih odgojnih mjera (Turk, 2014, prema Köning i Zedler, 2007) i ispuni svoju potrebu za samoodređenje prema konceptu Abrahama Maslowa. Kritička (emancipatorska) teorija odgoja nema svoju vlastitu metodologiju, već koristi kombinirajući hermeneutičke i empirijske postupke te akcijska istraživanja (Turk, 2014).

Upravo je kritičko-racionalistička (empirijska) znanost o odgoju, koja je razvila svoju istraživačku metodologiju na temelju bihevioristčke znanosti o odgoju, teorijska podloga i ovom znanstveno-istraživačkom projektu, a rezultati ovoga istraživanja, sukladno kritičkom odgojnom konceptu, mogu se implementirati u nastavu lektire tako da postanu dio akcijskoga istraživanja u kojem se u praksi provjeravaju novi metodički alati i postupci.

Metode
Cilj i hipoteze

Cilj je ovoga istraživanja ispitati razlike između učenika i nastavnika u percepciji učeničkoga izvršavanja obveza vezanih uz školsku lektiru.

Na temelju cilja istraživanja nametnulo se nekoliko istraživačkih pitanja:
– Postoji li razlika u percepciji učenika i nastavnika o učeničkom izvršavanju školskih obveza?
– Postoji li razlika u percepciji učenika i nastavnika o izvršavanju školskih obveza vezanih uz lektiru?

Na temelju istraživačkih pitanja, postavljene su sljedeće nulte hipoteze, koje su postavljene zbog oskudne literature u ovom području koja onemogućuje postavljanje direktivnih hipoteza :

Hipoteza 1: Ne postoje razlike između učenika i nastavnika u percepciji učeničkoga izvršavanja obveza vezanih uz školske obveze.

Hipoteza 2: Ne postoje razlike između učenika i nastavnika u percepciji učeničkoga izvršavanja školskih obveza vezanih uz lektiru.

Uzorak

Namjerni prigodni uzorak ispitanika sastoji se od 451 učenika završnih razreda zagrebačkih srednjih škola. U istraživanju su sudjelovali učenici (174 učenika gimnazijskih programa, 277 učenika srednjih strukovnih, četverogodišnjih i trogodišnjih škola) te nastavnici (102 nastavnika koji su predavali završnim razredima). Uzorak, na temelju učenika koji su dali odgovor na sociodemografsku varijablu spola, čini 59 % učenika te 41 % učenica.

Instrument

Podatci su prikupljeni na temelju upitnika koji je sadržavao 17 skala, u okviru kojih je i relevantan set od devet pitanja vezan uz izvršavanje školskih obveza. U okviru navedenoga seta pitanja nalazile su se četiri tvrdnje vezane uz percepciju učeničkoga izvršavanja školskih obveza, a pet tvrdnji odnosilo se na percepciju učeničkoga izvršavanja obveza vezanih uz školsku lektiru. Učenici i nastavnici odgovarali su na isti set pitanja, a svoj stupanj slaganja sa svakom od devet tvrdnji procjenjivali su na ljestvici od šest stupnjeva, pri čemu je 1 označavao „izrazito se slažem", a 6 „izrazito se ne slažem".

Metode prikupljanja i obrade podataka

Podatci su prikupljeni anonimnim i dobrovoljnim anketiranjem učenika završnih razreda zagrebačkih srednjih škola tijekom prvoga obrazovnog razdoblja školske godine 2017./2018. sukladno svim pravilima etičnosti znanstvenoga istraživanja. Ispitanici su bili svi učenici nasumično odabranih razreda koji su, za vrijeme dolaska anketara, bili prisutni na nastavi. Pristup učenicima, odnosno dozvolu za provođenje istraživanja izdao je Gradski ured za obrazovanje Grada Zagreba. Uz to, pristanak su dali i ravnatelji/ice škola. Škole je odabrao Gradski ured za obrazovanje na temelju ranijih pozitivnih iskustava i suradnji. Uzorak od 451 učenika i 102 nastavnika nastao je dolaskom anketara na nastavu. Podatci su prikupljeni na bazi upitnika koji sadrži 17 setova pitanja.

Obrada podataka uključivala je deskriptivne metode poput aritmetičke sredine te frekvencija po varijablama. Nadalje, primijenjen je neparamatrijski Mann-Whitney U test zbog nezadovoljenih pretpostavki za korištenje t-testa. Konkretnije, postojalo je odstupanje u pretpostavkama normalnosti distribucije te homogenosti varijanci za određene varijable, a dvije skupine ispitanika nisu bile približno jednake veličine.

Neparametrijski test primijenjen je kako bi se utvrdile razlike percepcija učeničkoga izvršavanja obveza vezanih uz školsku lektiru kod učenika i nastavnika.

Rezultati

Prije utvrđivanja eventualnih razlika između učenika i nastavnika u percepciji učeničkoga izvršavanja obveza vezanih uz školsku lektiru, potrebno je utvrditi u kojoj se mjeri učenici i nastavnici slažu s tvrdnjama koje ispituju odnos učenika prema školskim obvezama, pri čemu je naglasak stavljen na školsku lektiru.

Tablica 1.

Tablica 2.

Što se tiče školskih obveza općenito, učenici su skloniji stavu da učenici u njihovoj školi uglavnom ne sudjeluju aktivno u nastavi (M = 3,25, SD = 1,368), da ne izvršavaju redovito zadatke (M = 3,47, SD = 1,347) te da ne uče (M = 4,19, SD = 1,300) i ne čitaju (M = 4,28, SD = 1,341) rado.

Slično tomu, učenici se u prosjeku ne slažu sa svim tvrdnjama koje se odnose na izvršavanje obveza vezanih uz školsku lektiru. Točnije, učenici ne smatraju da učenici u njihovoj školi imaju pozitivan stav prema lektiri (M = 4,41, SD = 1,320), da redovito čitaju lektiru (M = 4,31, SD = 1,361), da samostalno izvršavaju zadatke vezane uz lektiru (M = 4,05, SD = 1,405), da iskazuju želju za čitanjem lektira određenih sadržaja (M = 4,19, SD = 1,406) te da nastavnici prihvaćaju prijedloge učenika pri odabiru lektirnih djela (M = 4,50, SD = 1,442).

Dodatno, minimalne i maksimalne ostvarene vrijednosti na navedenim česticama ukazuju na heterogenost učenika u svojim procjenama, odnosno na to da postoje učenici koji odnos učenika prema školskim obvezama procjenjuju potpuno pozitivnim, ali i oni koji ga procjenjuju potpuno negativnim.

Tablica 3.

Tablica 4.

Kao i na uzorku učenika, vidljivo je da su i nastavnici skloni heterogenim procjenama, odnosno da postoje nastavnici koji se s mjerenim tvrdnjama potpuno slažu, kao i oni koji se s istima uopće ne slažu. U prosjeku, nastavnici nemaju jasan stav oko toga sudjeluju li učenici aktivno u nastavi (M = 2,93, SD = 0,957), a uglavnom se ne slažu s time da učenici u njihovoj školi redovito izvršavaju zadatke (M = 3,21, SD = 1,205) te da rado uče (M = 3,37, SD = 1,143) i čitaju (M = 3,61, SD = 1,174).

Kada se radi o percepciji odnosa učenika prema školskoj lektiri, nastavnici uglavnom ne smatraju da učenici u njihovoj školi imaju pozitivan stav prema lektiri (M=3,69, SD=1,179), da redovito čitaju lektiru (M = 3,73, SD = 1,183), da redovito samostalno izvršavaju zadatke vezane uz lektiru (M = 3,60, SD = 1,203), da iskazuju želju za čitanjem lektira određenih sadržaja (M = 3,53, SD = 1,104) i da nastavnici prihvaćaju prijedloge učenika pri odabiru lektirnih djela (M = 3,38, SD = 1,195).

Kako bi se ispitalo postoje li razlike između učenika i nastavnika u percepciji učeničkoga izvršavanja obveza vezanih uz školsku lektiru, u kontekstu školskih obveza, proveden je neparametrijski Mann-Whitney U test. Prije rezultata provedenoga testa prikazanih u Tablici 4, prikazani su rezultati Kolmogorov-Smirnov testa za normalnost distrubucija koji potvrđuje potrebu za provedbom neparametrijskoga testa s obzirom na to da je rezultat Kolmogorov-Smirnov testa za svaku varijablu na oba uzorka statistički značajan (p < ,01), odnosno ukazuje na nezadovoljenost pretpostavke o normalnosti raspodjela varijabli.

Tablica 3.

Tablica 4.

Rezultati prikazani u Tablici 4 ukazuju na to da se učenici i nastavnici ne razlikuju statistički značajno u procjeni toga sudjeluju li učenici aktivno na nastavi (U = 20216,500, p > ,05) i izvršavaju li redovito svoje zadatke (U = 20352,500, p > ,05). Uzimajući u obzir deskriptivne pokazatelje, može se zaključiti da i učenici i nastavnici u jednakoj mjeri smatraju da učenici u njihovoj školi ne sudjeluju aktivno u nastavi i ne izvršavaju redovito svoje zadatke. Za razliku od toga, rezultati su pokazali da su nastavnici, u odnosu na učenike, skloniji stavu da učenici u njihovoj školi rado uče (U = 14745,500, p < ,01) i čitaju (U = 15720,000, p < ,01).

Kada se radi o školskoj lektiri kao jednoj od školskih obveza, rezultati pokazuju da se učenici i nastavnici međusobno razlikuju u percepciji odnosa učenika prema školskoj lektiri. Točnije, nastavnici, u odnosu na učenike, u većoj mjeri smatraju da učenici u njihovoj školi imaju pozitivan stav prema školskoj lektiri (U = 14539,000, p < ,01), da redovito čitaju lektiru (U = 15688,500, p < ,01), da redovito samostalno izvršavaju zadatke vezane uz školsku lektiru (U = 16702,500, p < ,01), da iskazuju želju za čitanjem lektira određenih sadržaja (U = 14586,500, p < ,01) te da nastavnici prihvaćaju prijedloge učenika pri odabiru lektirnih djela (U = 10880,000, p < ,01).

Rasprava

Ovim su radom ispitane i razlike između učenika i nastavnika u percepciji učeničkoga izvršavanja obveza vezanih uz školsku lektiru. Iako heterogeno, i učenici i nastavnici procjenjuju kako učenici ne sudjeluju aktivno u nastavi, ne slažu se s time da učenici redovito izvršavaju zadatke. U tom se slučaju postavlja pitanje primjerenosti nastavnih programa i odabranih djela za cjelovito samostalno čitanje kod kuće, odnosno zastupljenosti metoda usmjerenih na učenike kojima se potiče čitanje, ali i učenje.

Rezultati testiranja statističkoga razlikovanja stavova učenika i nastavnika ukazuju na to kako se učenici i nastavnici ne razliku statistički značajno u procjeni toga sudjeluju li učenici aktivno na nastavi i izvršavaju li redovito svoje zadatke, čime je potvrđena prva hipoteza u ovome istraživanju. Međutim, na razini deskriptivnih pokazatelja uočavamo kako su nastavnici skloni ublažavanju jer izražavaju stav kako učenici u njihovim školama rado uče i čitaju.

Druga hipoteza od koje se pošlo u ovome istraživanju je odbačena jer su utvrđene statistički značajne razlike u percepciji učenika i nastavnika o izvršavanju školskih obveza vezanih uz lektiru. Te razlike još jasnije otkrivaju sklonost nastavnika da stanje percipiraju boljim nego učenici. U usporedbi s učenicima, nastavnici više smatraju da učenici imaju pozitivan stav prema školskoj lektiri, da redovito čitaju lektiru, da redovito samostalno izvršavaju zadatke vezane uz školsku lektiru, da iskazuju želju za čitanjem lektira određenih sadržaja te da nastavnici prihvaćaju prijedloge učenika pri odabiru lektirnih djela. S obzirom na to da upitnik nisu ispunjavali samo nastavnici Hrvatskoga jezika, što predstavlja i limite ovoga istraživanja, moguće je da su ostali nastavnici bili skloni davati društveno poželjnije odgovore u svrhu protekcije i kolega i škole u kojoj rade. Navedeno je moguće opravdati i izbjegavanjem ocrnjivanja struke, koja je u posljednjem desetljeću na udaru javnosti.

Novim kurikulom Hrvatskoga jezika nastavnicima je pružena veća autonomija pri odabiru djela za cjelovito čitanje kod kuće, odnosno lektire te mogućnost odabira zanimljivijih, suvremenijih i dobi učenika prikladnijih naslova. No, bez obzira na reforme u sustavu obrazovanja lektira je oduvijek sinonim za nastavne sate bazirane na kreativnosti nastavnika i učenika. Svaku je lektiru moguće obraditi na kreativne i učenicima zanimljive načine. Neke od mnogobrojnih metoda za pristup lektiri su intervjui s likovima, igranje uloga, promjena perspektive, pripovjedna staza – pričanje po postajama, igra školice i dr. Ovim radom nastojali smo dati uvid u percepcije učenika i nastavnika o učeničkom izvršavanju školskih obveza te izvršavanju školskih obveza vezanih uz lektiru. Istraživanje percepcija, posebice uvid u učeničke percepcije lektire prikazan u ovom radu, može doprinijeti osmišljavanju učinkovitijih metodičkih postupaka u nastavi Hrvatskoga jezika i obradi lektirnih naslova koje će učenike vratiti čitanju.

Zaključak

Čitanje je jedna od tri temeljne obrazovne kompetencije i jedna od ljudskih djelatnosti, uz pisanje i računanje, koja je iznimno važna za društveni i gospodarski razvoj. Čitanje je ujedno i preduvjet razvoju čitalačke pismenosti koju definiramo kao sveobuhvatnu sposobnost razumijevanja, korištenja i promišljanjima o pisanim tekstovima. Lektirom u ovom radu nazivamo sva književna djela za samostalno čitanje kod kuće koja su uključena u nastavni program (Rosandić, 2005), odnosno u Kurikulum za nastavni predmet Hrvatski jezik za osnovne škole i gimnazije u Republici Hrvatskoj (Ministarstvo znanosti i obrazovanja, 2019).

Sklonost učenika stavu da učenici u njihovoj školi uglavnom ne sudjeluju aktivno u nastavi, da ne izvršavaju redovito zadatke te da ne uče potrebno je shvatiti ozbiljno. Uzimajući u obzir da učenici borave zajedno više negoli su to u mogućnosti predmetni nastavnici, svakako se radi o uvidu u stanje stavova učenika iz prve ruke. Nužno je dodatno istražiti takve stavove istraživanjem njihovih uzorka.

S obzirom na to da uzorak čine učenici završnih razreda zagrebačkih škola, očekivan je rezultat prosječnoga neslaganja sa svim tvrdnjama koje se odnose na izvršavanje

obveza vezanih uz školsku lektiru. Osim toga, navedeno je moguće povezati i s ranijim istraživanjima stava učenika prema lektirama koja govore o niskoj formalnoj motivaciji nastavnika, neatraktivnim lektirnim naslovima za koje učenici smatraju da su gubitak vremena te nemogućnosti nastavnika da diferenciraju učenike po kriteriju jesu li pročitali književno djelo ili su se koristili mrežnim stranicama, priručnicima i ostalim izvorima (Turk, 2014). Potrebno je zapitati se, imajući u vidu Swot analize Ministarstva kulture (2017, str. 10-13), kroz kakav to obrazovni sustav, odnosno kurikul nastave Hrvatskoga jezika učenici prolaze kada u završnim razredima imamo situaciju većinskoga prosječnog neslaganja s tvrdnjama koje se odnose na lektiru i obveze vezane uz istu. Također, potrebno je osvijestiti javnosti, ali i nastavnicima kako čitanje nije samo predmet nastave Hrvatskoga jezika (Ministarstvo kulture, 2017, str. 10-13).

Poput učenika, ispitani nastavnici također su heterogeni pri procjenama odnosa učenika prema lektiri. U prosjeku ne smatraju da učenici imaju pozitivan stav prema lektiri te da redovito čitaju lektiru. Posebno je potrebno osvrnuti se na podatak koji govori kako se nastavnici prosječno ne slažu s tvrdnjom da nastavnici prihvaćaju prijedloge učenika pri odabiru lektirnih djela. Iako je Swot analizom Ministarstva kulture (2017, str. 10-13) uočeno kako ne postoji dovoljan broj novih naslova u školskim knjižnicama, djelomično je razumljiv stav nastavnika uzrokovan mogućnostima, odnosno ograničenim mogućnostima uvođenja novijih naslova u nastavu lektire, na raspolaganju su u velikom dijelu države gradske knjižnice, ali i novi mediji (Jerkin, 2012; Europska komisija, 2011; Matić, 2008) koji uvelike mogu olakšati pronalazak novijih naslova te uvođenje istih u nastavu lektire na prijedlog učenika.