Factors of non-Fiction Texts Comprehension Among Primary School Pupils in the Czech Republic

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Abstract: In the context of Society 4.0, the ability to comprehend electronic forms of everyday non-fiction texts is increasingly important. International PISA research (2009, 2018) has repeatedly identified lower levels of reading literacy among Czech fifteen-year-old boys. The demand for comprehending both formal and informal texts with professional content, such as technical, economic, and media texts, continues to rise. Online media risks, particularly those associated with social networking, constitute considerable threats to primary and secondary school pupils in both educational and family environments. Reading comprehension should also support cognitively and affectively balanced communication. This research examines the roles and models of reading by primary school pupils in the Moravian-Silesian region of the Czech Republic. The qualitative study, using semi-structured interviews with 14 pupils, aimed to identify the types of electronic non-fiction texts preferred by pupils, the e-texts included in recommended secondary school reading lists, the instructional methods employed to develop digital, informational, and reading competencies, and the factors influencing pupils' comprehension of non-fiction texts. The results show that Czech fifteen-year-old pupils frequently find it difficult to interpret visually presented information and tend to prefer texts written in informal abbreviations. Media education is frequently not integrated as a distinct component of the primary school curriculum. This study forms a component of a broader research initiative under the Just Transformation Operational Programme, specifically the REFRESH project (Research Excellence for Region Sustainability and High-tech Industries), registration number CZ10.03.01/00/22_003/0000048.

Keywords: Reading and Digital Literacy, Communication, Text Comprehension, Everyday, non-Fiction Text, Primary/Secondary School Pupils

1. Introduction

In the Czech and broader European context, Society 4.0 in the 2020s is characterised by an information-based, digital era shaped by accelerated lifestyles and work patterns.

In both educational settings and daily life, there is a clear demand for media safety in digital environments, encompassing both formal and informal communication. The processes of digitalisation, automation, and robotisation, driven by advances in artificial intelligence, have both positive and negative effects on everyday life across generations and contribute to growing educational needs. Simultaneously, the need for adaptability is increasing as the labour market rapidly evolves and certain professions in traditional industrial sectors disappear. “A person is influenceable by the social and cultural environment to which they belong.” (Nakonečný, 2014, s. 137).

In the Czech Republic, educational practices in primary and secondary schools increasingly emphasise engagement with traditional artistic texts. Media education for these pupils is frequently undervalued, with greater attention given to informal communication activities.

The Moravian-Silesian region remains shaped by a long industrial tradition, especially hard coal mining and mechanical engineering. Employees of industrial and mining companies and their children form a social community marked by demanding physical labour, psychological strain and specific attitudes, values, lifestyles, educational needs and career adaptability. Janků (2014) recorded interviews with OKD miners employed between 1955 and 1999; these recordings were later published by the Mining Museum.

Mining education in the Moravian region developed from the late 19th century through mining schools and, after 1948, vocational and industrial mining schools. Today, OKD/DIAMO is transforming into a technologically advanced enterprise focused on automation, digitalisation of internal strategies and key data systems, and competitiveness in foreign markets. Digitalisation, robotisation and artificial intelligence therefore also influence educational trends.

The transformation of the Moravian-Silesian coal region brings new visions of regional identity, including restoration of natural environments, environmental ecology and readiness for change. This shift supports environmentally responsible behaviour, positive attitudes toward alternative energy sources and changes in human capital.

In the global, European and Czech regional context, pupils increasingly need functional literacy, including reading, mathematical, financial and environmental literacy, especially when working with different types of texts and environmental attitudes, values, beliefs and behaviour. According to Kroufek and Činčera (2021), environmental literacy includes pupils' environmental knowledge, attitudes, values and beliefs. Czech research has been conducted by Svobodová and Kroufek (2018), while Erdogan and Ok (2011), Spínola (2023), and Johnson and Činčera (2023) contributed to the international "Green School" research program.

The REFRESH research project—Research Excellence for Region Sustainability and High-tech Industries—aims to bridge science and educational practice. Two research teams at the Faculty of Education, University of Ostrava, are engaged in the REFRESH project. One cohort addresses primary education in MSK; the second examines OKD/DIAMO employees' children through quantitative and qualitative research on education, career orientation, functional literacy and media safety.

2. Traditional and Digital Readership as Educational Capital

Traditional paper textbooks (specialised texts) across professional fields remain the primary and most prevalent means of information transfer in Czech primary and secondary educational practice in the 2020s. The harmonisation of cognitive and affective reading comprehension development is central to reading competency within interactions between communicators and communicants across various types of textual communication. Both formal and informal reading underpin the development of individual communication competencies. "Language competences represent the cultural capital of every person and have an impact on educational opportunities, job opportunities, and social status" (Janus-Sitarz and Nowak, 2014, p. 9). The accelerated pace of 21st-century society, in a global context, underscores the necessity of reading diverse texts in both print and electronic formats. The information age demands greater dynamism in working with text, including searching, sorting, evaluating, processing, and understanding information. According to Prázová et al (2014, p. 9), “Reading literacy influences a child’s success in the entire educational process.”

Contemporary readers must possess universal communicative competence and continually build communication capital as a form of educational capital. In the digital age, processes of text administration have evolved to fulfil official communication functions, including managerial, professional, and administrative purposes. There has been a marked increase in the number of language users engaging in administrative texting (Kraus, 1997, p. 92). Elements of communication manipulation, technologization, and marketisation are increasingly present in the digital public text space.

3. Digital Competency of Pupils and Media Safety

In the Czech Republic, binding curricular documents for primary school education are divided into two main categories:

a) "Framework Educational Program" (RVP ZV) at the national level of education
b) "School Educational Program" (ŠVP) at the school level of education

Within the curriculum for primary and secondary school pupils in the Czech Republic, particularly those aged 10 to 18, the objective is to develop social sciences with an emphasis on language education, as well as information and digital strategies. These strategies focus on using technological tools and on understanding safe communication practices in media environments.

4. Pupil Digital Competency and Reading

Reading today is closely linked to the digital environment. As a result, reading activities contribute to the development of both reading and digital competencies.

The risk of vulnerability to disinformation and manipulative content in media and online environments is increasing, particularly among primary school pupils. Schools must therefore counter digital manipulation by developing strategies for searching, processing, comparing and evaluating information. The evaluation of media content is crucial because it concerns the relevance and truthfulness of information in relation to social reality.

Digital and media literacy defence in school practice includes work with formal and informal texts that may contain manipulative or disinformation content. Educational approaches should help pupils identify risk profiles and problematic behaviour in electronic environments, while strengthening critical thinking and the resilience of both individuals and learning communities.

4.1 Reading Roles and Reading Patterns

Literary education creates a stimulating environment for harmonising reader roles and shaping reading patterns when engaging with various types of texts. In the Czech educational context, literary education is grounded in theoretical concepts of teaching literature as a science and its historical dimensions. Currently, emphasis is placed on developing readers from an early (preschool) age, with a focus on the aesthetic and emotional-educational communication functions of texts, considering both content (what the text communicates) and form (how information is conveyed).

Reading manifestations constitute an essential component of functional literacy, influencing both professional success and everyday application. The Czech Institute of Reading highlights the critical state of Czech pupils' reading skills and the level of reading competences among primary and secondary school pupils as "indispensable for the pupils' further study path and their application in real life" (ČŠI, 2019, p. 34).

4.2 Types of Texts in the Educational Reality of Primary Schools, Reading and Literacy

In primary and secondary education, expository texts in print, electronic and digital formats are most common. Höflerová (2011, p. 27) characterises the teaching text as a professional teaching tool: “The teaching text is derived from the professional text in function and style…” Kostečka (2002, p. 184) notes that today “the mixing and interweaving of elements of various functional styles and stylistic procedures is quite common,” reflecting the complexity of the (post)modern world. Expository texts have a long spoken and printed tradition since printing (Gutenberg, 1440). In contemporary schools, electronic texts often combine functional styles. Karlík, Nekula, and Pleskalová (2002, p. 450) define electronic text as “a non-linear way of organising text during computer processing of optical and audio information.” NPI (2024) defines digital competence within the RVP ZV revision as the ability to work with technologies, creativity, digital and formal security, and theoretical and applied knowledge; it includes using technologies safely, confidently, critically and creatively in work, learning, leisure and civic life.

Non-fiction texts encompass several functional styles, including expository, narrative, descriptive, reasoning, reflective, dramatising, polemical, monological, and discussion forms. Educators are not only users of various communication texts but also active transmitters of information in both face-to-face and digital or electronic formats. In the educational context of the 20th and 21st centuries, Internet reading has become one of the most common reading activities, serving diverse purposes. The PIRLS (Progress in International Reading Literacy Study, 2021, p. 12) research highlighted the dominant role of the Internet in the transmission and sharing of electronic data. Reading in the Internet environment “is one of the main ways in which pupils obtain or share information.” (PIRLS, 2021, p. 12).

Reading functions as a lifelong communication and information pathway linking generations in family, work and leisure contexts. In education, it is both a natural and formal act of communication involving cooperation, understanding, listening, text selection, reading purpose and reading experience. “The literacy of the population is considered one of the basic indicators of a nation’s education and a factor in the country’s economic development…”; it also supports social participation and is important in the context of globalisation (Doležalová, 2009, pp. 223-224).

In reading education, work with information sources is changing, and written expression reflects language specificity, language norms, literary activity, opinion formation and critical thinking. Akimov's research (2019) examined understanding of Internet texts and the influence of Internet experience, using semantic and receptive experiments, semantic-pragmatic interpretation, content analysis and subjectively oriented scaling with 716 respondents. More than half underestimated the complexity of Internet texts, and a 15% correlation was confirmed between Internet experience and the quality of understanding. Hník (2016) examined attitudes toward reading and school reading experience, indicating the need to study motivation, strategies, variability and competence in different types of artistic and non-artistic texts.

According to the National Report of the Czech School Inspectorate (NZ ČŠI, 2023, p. 5), reading skills are characterised in educational practice as an essential prerequisite "for the effective acquisition and mastery of many other skills, including, for example, mathematical or scientific skills."

The ability to recognise manipulative text content is influenced by a range of factors, including diagnostic, cognitive, technological, pedagogical, psychological, social, media, communication, and interpersonal elements.

5. Teaching Methods for Developing Critical Thinking, Digital and Reading Skills

Methods that enhance critical thinking skills (RWCT methods) are among the teaching methods that develop digital and reading competencies. One effective approach is the Five-Leaf Method, which uses a five-line graphical structure to clarify the characteristics of a selected concept, such as the word "school." This method provides a clear and engaging way to understand key concepts, resulting in rapid comprehension of the selected term.

Grecmanová and Urbanovská (2007, p. 15) examined methods that foster critical thinking, including the ability to express opinions on selected phenomena, formulate questions, think logically, defend arguments, and develop creative thinking.

Critical thinking methods represent an effective strategy for supporting functional literacy, including reading, digital information literacy, environmental literacy, and mathematical literacy across diverse age groups. Digital literacy is integral to the UNICEF framework, which aims to equip children and adolescents with the skills necessary for success in school, the workforce, and their broader lives. (UNICEF, 2025)

Research by the Czech Institute of Secondary Education (2019, p. 34) identified a gap in Czech primary and secondary education regarding the promotion of independence, critical thinking, and shared responsibility for educational outcomes. This gap is evident in the limited use of diverse non-fiction texts and strategies that facilitate comprehension of various text types. The Czech education system pays insufficient attention to engaging with different types of everyday texts, such as by encouraging pupils to question opinions presented in texts (VZ ČŠI, 2023, p. 97). There is also a notable absence of instruction in reading techniques, including digital strategies and skills such as skimming and scanning.

6. Research Methodology

Researchers from the 2nd REFRESH cohort conducted qualitative research using semi-structured interviews with 15-year-old pupils from the lower-secondary schools and multi-year grammar schools. These pupils come from families whose parents were employed in heavy industry at OKD/DIAMO companies in the 1920s. Currently, OKD is undergoing a transformation into a company focused on coal abatement and the development of new technologies in the Moravian-Silesian Region of the Czech Republic.

The research is based on the literacy-focused report entitled "National PISA Report 2022," published as a planned output of the project "Data-analytical support for the assessment and management of the education system of the Czech Republic." This report builds upon findings in mathematical, reading, and science literacy published by the Czech School Inspectorate (2023). The report identifies a significant issue among pupils from diverse socio-economic backgrounds. The sample of children of OKD/DIAMO employees is considered an at-risk community due to their presumed lower motivation to read and pursue further study at secondary or higher education institutions in the Czech Republic.

The qualitative research aimed to identify the types of non-fiction texts used by children of OKD/DIAMO employees; whether, how often and for what purpose they read electronic or digital non-fiction texts; and how these activities relate to everyday, study-related or occasional reading. It also focused on pupils from families with an active relationship to different types of texts, including artistic/non-artistic, printed/electronic and professional/advertising texts.

Another objective was to determine whether pupils read mainly for compulsory study or according to other preferences, what types of electronic non-fiction texts they prefer, which non-fiction texts appear in school reading lists, what teaching methods support their comprehension, and what factors influence comprehension from their perspective. The study also examined whether media education is taught as a separate subject or within other subjects, and how pupils perceive reading competence, digital technologies and preferred types of technology.

Another aim of the research was to identify selected educational characteristics of children, reading interest, reader profiling, and preference for types of non-fiction texts for everyday life. The research task was also to specify key educational/reading characteristics, as well as the professional orientation, of children of miners and employees of OKD/DIAMO during the period of OKD's transformation and the transformation of society 4.0.

A traditional or non-traditional reader can be understood through interest in artistic or non-artistic texts, preference for print, electronic, digital or hybrid texts, and manifestations of reading and digital literacy. Another criterion is whether texts include an image (illustration, graph, drawing or symbol), informative text, or alternative text such as “Alt text” in an e-commerce environment.

The research method was a semi-structured interview. The answers were transcribed verbatim, analysed through open coding and categorised into profiles of traditional reader and non-traditional reader (digi/profiling). Respondents then reflected on whether they considered themselves traditional or non-traditional readers and formulated characteristics of both profiles in relation to school and home reading environments. Connections were sought between the codes and the profiles of a traditional pupil-reader and a non-traditional pupil-non-reader. Primary schools were characterised by textbook-based instruction and an emphasis on verified information sources for media safety reasons. Pupils expressed interest in a school media-safety regime; at home, media safety is usually ensured by adults, although three pupils stated that parents or legal representatives may be less media literate than the child.

Semi-structured interviews with 14 respondents (fifteen-year-old pupils of lower-secondary schools in the Moravian-Silesian Region) were carried out in person in the classroom of the Faculty of Education of the University of Ostrava in the period from December 11, 2025, to March 3, 2026.

The research survey was intentional. The research sample consisted of 8 boys and 6 girls (14-year-old Czech pupils in 8th grade from two primary schools in Ostrava, in the Moravian-Silesian Region).

7. Description and Analysis of Semi-Structured Interviews with Selected Primary School Pupils

Research sample:

- Primary school pupil (14-15 years old) – traditional primary school reader
- Primary school pupil (14-15 years old) – non-traditional primary school reader

7.1 Code Categorisation

During the interviews with selected primary school pupils, categorised codes were created:

- 1A Category of characteristics of a primary school pupil (traditional reader aged 14-15)
- 2A Category of characteristics of a primary school pupil (non-traditional reader aged 14-15)
- K – code designation of characteristics of traditional and non-traditional readers

7.2 Codes Focusing on the Characteristics of the Traditional Reader

K1: regularity of reading due to interest in school reading, K2: priority of reading printed books, K3: priority of reading environment, K4: library visitor (city, public library), K5: number of (printed) books read in 1 year, K6: number of e-books read/in 1 year, K7: reading for pleasure, K8: reading for duty, K9: reading information with pictures/illustrations, K10: reading audio text, K11: priority of media education, K12: understanding information in visual form, K13: motivation to read poetry, K14: motivation to read prose, K15: relationship to sci-fi, K16: priority of texts written informally, K17: reading combined texts, K18: interest in fantasy, K19: interest in comics, K20: interest in fairy tales, K21: interest in reading Czech literature, K22: interest in reading foreign literature, K23: interest in poetry/poems, K24: interest in music, folk, K25: authorship of poems, I am the author of poems, K26: drawing while reading, K27: factors motivating reading – most often, K28: interest in digital text, K29: interest in creativity, K30: popularity of oral folk literature, K31: interest in the environment, K32: interest in media safety, K33: taking notes while learning from a textbook, K34: preference for writing information on a notebook or PC at school.

7.3 Descriptive Analysis of the Traditional Reader (1A)

1A Characteristics of a primary school pupil (traditional reader aged 14-15):

Codes focusing on the characteristics of the traditional reader (samples of respondents' answers)

K1: regularity of reading due to interest in school reading (“only when I have to”, “for study obligations”), K2: priority of printed books (“I prefer paper”, “I like the rustling of pages”), K3: preferred reading environment (“home”, “house”, “apartment”), K4: library visitor (“yes”, “of course”), K5: number of printed books read in 1 year (“4–5”, “rather 5”), K6: number of e-books read in 1 year (“1–3”), K7: reading for pleasure (“yes”, “mostly yes”, “sometimes”), K8: reading for duty (“yes, I have to”), K9: reading information with pictures/illustrations (“yes”, “priority”), K10: reading audio text (“no”, “not often”, “sometimes”, “I miss the image of the text”), K11: media education (“mandatory”, “useful for orientation in media text”), K12: understanding information in visual form (“probably yes”, “not very much”, “I don’t understand images”), K13: motivation to read poetry (“no”, “rather not”, “waste of time”), K14: motivation to read prose (“yes”, “depending on the theme and plot”), K15: relationship to sci-fi (“rather don’t know”, “no”, “depending on the mood”), K16: informal texts (“no”, “I don’t mind”, “rather not”), K17: combined texts (“rather not”), K18: fantasy (“rarely”, “little”), K19: comics (“yes”, “enthusiastically”), K20: fairy tales (“yes”, “always”, “only some”), K21: Czech literature (“yes”, “probably yes”, “not much”), K22: foreign literature (“sometimes”, “I prefer Czech literature”), K23: poetry/poems (“no”, “rather not”), K24: music/folk (“no”, “sometimes”, “only modern”).

Table 1: Preferences of a traditional reader

Method of reading for pleasure	**Printed**	**Fairy Tales**	**Pictures**	**Sci-Fi**
	10	9	8	4
Method of reading for learning (school reading)	**Digital Text**	**Combination of Digital/Paper**	**Paper**	
	11	12	8	
Favorite form of text for reading out of interest	**Paper**	**Digital**		
	10	4		

The traditional Czech reader (tab 1.) most often reads school reading as a school obligation, not out of interest. He prefers printed text and fairy tales to read. He likes text with pictures, comics (not sci-fi), he likes to read at home and in the library, not at school. He prefers digital texts for learning text.

7.4 Traditional Reader (From the Perspective of Primary School Pupils)

K1: Regularity of Reading

- Question: Do you regularly read the recommended reading by school? From Jana's perspective: *"I read school reading only when I have to."* On the other hand, Eva stated that she reads school reading *"for study obligations"*.

K2: Priority of Reading Printed Books

- Question: What type of text do you prefer for reading? From Petr's answer, it is clear that he prefers traditional paper text for reading*: "I prefer paper, a sheet of paper for reading"*, and this is due to the popularity of paper text: ... *"I like the rustling of the pages"*

K3: Priority of Reading Environment

- Question: What environment do you prefer for reading a text? Karel: *“I prefer reading in a familiar, home environment”* (i.e. home, house, apartment). On the other hand, Petr prefers to read in a (school) library/study room environment and is a regular visitor to the school (and city) library.

K5: Number of (Printed) Books Read in 1 year

- Question: How many books do you read in 1 school year (10 months)? Pavel reads 6 books in a year.

Eva answered that the number of books read for pleasure in 1 year is 6 books (of which 4 are literary texts, 2 are non-fiction texts (specialised books with an economic focus). Petr reads 28 books in a year, " I am a bookworm, I read everything that is around me, on the bus, at home, at school, in the morning, at night."

7.5 Descriptive Analysis of the Non-Traditional Reader (2A) media"), K4: Classical Library use ("Rather Not", "Irregular Visitor"), K5: e-books Read in 1 School Year ("2–12", "not)

2A Characteristics of a primary school pupil (non-traditional reader aged 14-15):

Codes focusing on the characteristics of the non-traditional reader (samples of respondents' answers)

K1: irregular school-recommended reading ("mostly irregularly", "not often, rarely"), K2: priority of non-printed books ("digital text is a priority"), K3: flexible reading environment ("anywhere, whenever I read and listen to many"), K6: hybrid texts read in 1 year ("many", "can't count them", "probably a lot"), K7: reading for duty ("sometimes", "when I have to", "out of obligation"), K8: reading for pleasure ("yes, I choose the texts", "I like reading with pictures/illustrations", "no, it's boring"), K9: audio texts ("sound is important", "pleasant", "important for life"), K10: media education as a separate subject ("rather not", "unnecessary"), K11: visual information ("yes", "graphs, tables, geometric shapes"), K12: poetry ("rather yes", "lyrical motifs"), K13: prose ("rather no, depending on focus"), K14: sci-fi ("yes", "technology", "visions of the future"), K15: informal texts ("yes", "we save time"), K16: combined written/audio/video texts ("yes", "variety is necessary"), K17: comics ("yes, I like it"), K18: fairy tales ("yes", especially combinations of paper text and film adaptation), K19: foreign literature ("yes", "I read in several languages"), K20: poems ("yes", "folk poetry", "I like reading texts and singing"), K21: robotisation ("technical process", "helper", "invention", "danger", "secret").

Examples of selected pupil responses to questions in a semi-structured interview:

7.6 Non-Traditional Reader (From the Perspective of Primary School Pupils)

K1: lack of interest in reading the recommended school reading material

- Question: Do you regularly read the recommended reading by the school? From Anna's perspective: *"I don't read the reading recommended by the school."* Jiří stated that he considers school reading unnecessary.

K2: priority of reading types of texts

- Question: What type of text do you prefer for reading? It is clear from Josef's answer that he prefers non-traditional hybrid texts for reading: *"I have a preference for the hybrid form of text - it is more practical, more accessible, more interesting."*

K3: priority of reading environment

- Question: What environment do you prefer for reading a text? Alena: *"I like to read in nature, for example, in the garden, especially in spring, when the birds sing, and nature wakes up."* Erik prefers to read at night with a flashlight in the attic. Both Alena and Erik visit the city library and the *"reading marathon"* activity organised by the school once a year on the weekend.

K5, 6: number of books read in 1 school year

- Question: How many different types of books do you read in 1 school year (10 months)? Pavel: reads 12 e-books per year and hybrid texts every day; he doesn't count them because *"they are short texts for everyday information".*

Felix answered that he reads hybrid and various digital texts created by AI every day, so 90 texts per year. Alena answered: *"I read more than 25 books per year, mainly prose (novels, short stories, fables, novellas).*

8. Discussion and Conclusions

According to the National Report of the Czech School Inspectorate (NZ ČŠI, 2023, p. 5), reading skills are foundational for acquiring and managing other skills, including mathematical and scientific competencies. Karaarslan's research (2023-2024) examined digital reading, motivation, attitude, reading comprehension and vocabulary acquisition among 23 Turkish primary school pupils learning English as a foreign language. Digital reading positively influenced comprehension across text types and increased engagement; after a six-week intervention, the average motivation score rose from 57.78 to 68.17.

The school-leaving canon was analysed by Hník (2016, pp. 234–241). Ramsay and Sperling (2015) investigated factors influencing text comprehension experimentally, while Hlebová and Vojteková (2018) focused on diagnosing and stimulating pupils' reading competence, particularly in the Roma community. The interviews

indicate that children of mining employees primarily read literature recommended by schools, prefer paper texts for pleasure and electronic or digital texts for learning. The research identified traditional and non-traditional reader characteristics and factors influencing profiles: motivation, text type, video/film/audio materials, media education and safety, formal and informal education, digital and reading competencies, media literacy and collaboration with artificial intelligence.

The use of a non-standardised research tool constitutes both a limitation and a potential advantage of this study. A notable advantage is the targeted examination of traditional and non-traditional reading, alongside the investigation of curiosity about everyday life as a means to improve adaptability in the labour market within a rapidly changing technological and digital environment. Additionally, the relationship to reading demonstrates a broader pursuit of knowledge.

Future research in the field of reading should investigate the factors that influence academic success among adult pupils, particularly within the context of preparing future teachers to serve as reading role models.

McGeown et al. (2020) identified differences in reading motivation and preferences for various text types among 28 Scottish children aged 9 to 11 years. Respondents reported reading for reasons such as seeking peace and relaxation, maintaining routine, experiencing joy and cheerfulness, and escaping reality. In addition to printed books.

Malach and Vicherková (2020) investigated the characteristics of traditional and non-traditional students in tertiary education, with a focus on locus of control. Rotter (1966) explored the relationships among locus of control, professional, managerial, and academic success, as well as life satisfaction among students. Fazey and Fazey (2001) emphasized the dynamic interplay of factors affecting learning autonomy, motivation to study, and both internal and external control throughout the study period.

The qualitative findings suggest that categorising primary school pupils as traditional or non-traditional readers is influenced by internal and external factors linked to pupils' psychological characteristics and instability during puberty. Traditional readers do not always prioritise school-assigned reading and often read out of obligation, whereas non-traditional readers combine school-recommended texts with personally selected texts, especially those relevant to everyday life.

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Ethics Declaration

Ethical clearance is not required for the research referred to in this paper.

AI Declaration

An artificial intelligence tool was not used to create the presented article.

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