Reading habits in university students of new income of the Academic Unit Tejupilco, 2018

Received 18 August, 2019  Revised 4 October, 2019  Accepted 8 October, 2019

Denisse Ramírez García1, Daniel Cardoso Jiménez*1 and Salvador Bobadilla Beltrán1

1Tejupilco Professional Academic Unit. Autonomous University of the State of Mexico.

*Corresponding Author Email: dcj400@hotmail.com

Orcid ID: Daniel Cardoso Jiménez https://orcid.org/0000-0002-1762-1511

The objective of this study was to identify the reading habits of new entrants to the Psychology department of the Tejupilco Professional Academic Unit of the Autonomous University of the State of Mexico during the period 2018B; the population consisted of 126 new entrants of both sexes. In order to identify reading habits, the structured and valid reading habits questionnaire was applied; the information obtained was processed with the SPSS statistical package, to calculate the percentage of habit utilization. The results obtained show that 82.4% of the student population were women, 60.33% of the population were from rural communities, 73.01% of their parents did not read a book a year, 76.19% of parents did not read with their children when they were young, 76.19% of parents did not read a book a year, and 76.19% of parents did not read with their children when they were young. 59.52% have never visited the library to read, 69.04% had reading problems, 58.73% read to learn, while 70.06% spent less than one hour reading a week, 82.4% spent less than one hour reading a day, 59.52% read in silence and finally, 81.2% of teachers left readings and asked for summaries, 73.60% and 61.10% of students did not like the teacher and parents inviting them to read respectively, 70.3% of students were annoyed by not finding books to research in the library. It was found that 80.95% of students indicated that the school organized some reading activities a year, 53.17% did not read the books recommended by their teachers, and 94.44% commented that teachers took extra class reading into account as a grade score.

**Keywords:** Habits, reading, university students, psychology, CHL.

INTRODUCTION

One cannot imagine reading without understanding its meaning, which includes a series of cognitive exercises that conclude with the setting in motion of previous knowledge that is activated with reading and that develop a frame of reference where the new learning that the text awakens is inserted (Ausubel, 1976). Piaget, Vygotsky and Ausubel are the representatives of constructivist thought in pedagogy, some of these authors' contributions to the subject of reading are expressed hereafter.

Piaget (1956) outlined the evolution of the mental structures that are constructed in the child thought into four periods: sensory-motor, preoperative, concrete operations and formal operations. The emergence of language in the child occurs in the preoperative period of developing reading skills. Piaget argued that mental life implies an assimilation of environmental stimuli and an adaptation to the environment. But this process is not innate, it requires construction, the mind can only adapt to a reality if there is a balance between assimilation and accommodation of information (Piaget, 1956).

Vygotsky (1986) emphasized the extent of contact that
the student must have with other people, companions and friends, who help in the development of their next development zone by producing the scaffolding that refers to what the student can build with the help of other people and thereafter will be able to do it alone. Some elements of constructivist learning are associated with the practice of reading: Learning is an internal constructive process, the degree of learning depends on the level of cognitive development of the student, i.e., must have prior knowledge as a starting point. Learning is a process of cultural knowledge reconstruction that is facilitated through mediation and interaction with peers, teachers and adults. This implies a process of internal reorganization of schemes and occurs when what the student already knows conflicts with what he or she is learning (Vygotsky, 1986).

Ausubel (1976) stated that learning involves an active restructuring of the knowledge, ideas, concepts and schemes that the student possesses in his cognitive structure and that he has obtained through empirical and theoretical practice, the latter through reading. It also recognizes the student as an active computer of information, and points out that learning is systematic and organized. Based on the above, it develops its model of significant learning where the student must have disposition, as well as previous knowledge in order to significantly relate the new knowledge of learning and favorable attitude to learning (Ausubel, 1976; Ausubel et al., 1983).

The principles of constructivist learning state that it is possible to relate learning with the practice of reading, emphasizing that it is an internal constructive process, the degree of learning depends on the level of cognitive development, the starting point of all learning is prior knowledge, which is a process of cultural knowledge reconstruction, facilitated through mediation or interaction with other people. This implies a process of internal reorganization of schemes and is produced when what the student already knows conflicts with what he or she is reading (Garcia, 1999).

Literature Review

In view of the above, the ability to read can be considered as a constructive learning process throughout people's lives. The habit of reading is an acquired behavior, is associated with a mechanical repetition, is a manageable and unconscious behavior. The formation of the habit requires, in numerous cases, a high dose of conscience, will and affectivity (Covey, 1989, cited in Salazar, 2005). It also defines habit as an intersection of knowledge, capacity and desire. Knowledge is theoretical information, which allows the subject to know, analyze and apply it to solve a social need (Salazar, 2005).

Two basic constructivist hypotheses about reading are, firstly the social context, which plays an important role in reading and secondly, the readers who know a culture that helps the less knowledgeable readers in their reading learning (Santrock, 2002).

These assumptions describe the study of reading habits in young university students in line with Santrock's opinion that the contribution of the social context to reading influences the degree to which parents have exposed their children to books before they enter the formal education system, the communication skills of teachers, and the degree to which teachers give their students opportunities to discuss what they have read with their peers (2002).

For Caiano (2001), the first aspect that has to do with the act of reading is the desire to read. There is no lasting and meaningful learning that is not sustained by the desire to learn (quoted in Salazar, 2005).

They concluded that the former is not formed if the latter is not originated by the student. Due to the above, it is interesting to indicate the case of Finland, a country that according to the Program International Student Assessment (PISA) test, for more than a decade has had students at the highest levels in the world in reading comprehension. As pointed out by Salazar, one of the factors that eminently stimulate Finnish students to read 21 books per year is the climate of reading. The latter benefits from teachers who read, talk or comment on book content, motivate each other to read by free choice and have time for conversation (Salazar, 2006).

Cerrillo (2005) stated that the reader is not born, but it can be done if in his family the parents read and buy books. In addition, Pinzás (1987) mentioned that parents are primarily responsible for their children becoming readers. The best way for parents to help their children become better readers is to read to them from an early age. Parents can encourage reading by offering books and magazines as gifts, visiting bookstores and libraries.

Reading habits are complex to study, direct observation of behavior reveals nothing more than posture and not the act of reading, which is nothing more than appearance (Paredes, 2003).

Reading information sources indicate decoding and comprehension as products of reading activity (González, 1996, cited in González, 2006). Decoding is the deciphering of the printed letter, that is to say, it is the process that must be automated in the reading and serves as the core of textual comprehension. Comprehension is to understand the meaning or content of the statements of a text (Ausubel, 1976).

The concept of reading competence is very broad compared to the traditional notion of the ability to read and write. In this sense, as pointed out by the OECD, the reading training of students includes the ability to decode the text, interpret the meaning of words, sentences or statements, as well as to construct meaning. It also involves the ability to read between the lines and reflect on the purposes for which texts are intended. Reading ability therefore involves the ability to understand and interpret a wide variety of text types and to give meaning to what is read by relating it to the contexts in which it appears. In summary, reading ability is based on understanding and reflection on written or virtual texts in order to achieve established goals,
develop knowledge and personal potential (OECD, 2000, cited in Gutiérrez and Montes de Oca, 2002).

Sánchez (1999, quoted in Marchesi, Coll y Palacios, 1999) affirmed that understanding a text is creating relationships; in the same way, writing means avoiding fragmentation or the flight of ideas. These relations are ordered in a progressive way, that is to say, once created these relations bring forth the need to build others.

The problems of comprehension are of three types: the first type is that they turn what they read into a collection of little articulated ideas but are not capable of summarizing what they read, the second type of problem refers to the inability to interconnect the text with the knowledge it possesses on the subject, and finally, the third type of problem is related to the inability to determine where the problem of comprehension resides. Sánchez (1999) pointed out some explanations to the problems of reading comprehension.

He considered, for example, that comprehension problems are the consequences of a limited working memory, thus, it is evident that such a limitation can explain why readers lose the connection between two ideas or do not use the connectors, and these memory limitations manage to be the result of the slowness of the process of information recovery (Marchesi et al., 1999).

Another possibility is that, if students read little, they will have less opportunity to understand, appreciate or identify the ideas presented in the texts (Sánchez, 1999).

Reading comprehension strategies are considered a diversity of high order procedures; they are described by the fact that they are not subject to one type of text, but can be adapted to different reading situations. They include the metacognitive components of control over one's own comprehension, given that the reader not only understands, but knows what he understands and when he does not understand (Solé, 2000).

For Palincsar and Brown (1984), cited in Solé (2000) and Palincsar and Brown (1984), cited in Solé (2000), the cognitive activities that should be activated or encouraged are the following:
- Understanding the implicit purposes of reading corresponds to answering the questions: What do I have to read? Why / what do I have to read for?
- What do I know about the content of the text? and What other things do I know that can help me: about the author, about gender, about the type of text?
- Evaluate the internal stability of the content expressed in the text and its relationship with previous knowledge, and with what common sense dictates. Does this text make sense? And does the ideas expressed in it present coherence?
- Check whether comprehension takes place through periodic review, recapitulation and self-examination; what was intended to be explained in this paragraph, section or chapter?
- Elaborate inferences of various types, such as interpretations, hypotheses, predictions and conclusions. What could be the purpose of the text?

The teaching of reading comprehension strategies, under the constructivist approach, considers the presence of the teacher who exercises the function of guide. Collins and Smith (1980, cited in Solé, 2000) proposed the teaching of strategies in three phases:

In the first or modelling phase, the teacher reads aloud, stops in an orderly manner to verbalize and comment on the processes that make it possible to understand the text. For example, he comments on the doubts he finds, the comprehension sentences and the mechanisms he uses to solve them.

This is followed by the student's participation phase, for example by asking questions that suggest a certain hypothesis about the content of the text, which is a delicate phase because it must ensure the progressive transfer of responsibility and control from the teacher to the student.

Collins and Smith (1980, cited in Solé, 2000) have spoken of the silent reading phase in which students, on their own, perform activities that they carried out in previous phases with the help of the teacher.

The dictionary of the Royal Academy defines reading as "the action of reading". If we turn to voice reading, it states that: "To look at what is written or printed, taking charge of the value and significance of the characters used, whether or not the words represented by these characters are pronounced"; as a third meaning it adds: "To understand or interpret a text".

Neisser (1976) defined reading as thinking guided by a text. This definition considered the psychological function of reading, reading is not only the mechanical process of looking through a written text and understanding the meaning of words, it is also about establishing relationships between what has been read and the previous knowledge of the reader, that is, it is about thinking and thinking does not imply passivity, but implies actions such as mental work, elaboration and construction of new meanings.

Reading is an interactive process of communication between the text and the reader, who processes it as language, internalizes it, and develops its own meaning. In this field, reading is known as a constructive process, seeking that meaning is not a property of the text, but of the reader who, as he or she reads, gives meaning to the text according to his or her knowledge and experience in a given context (Gómez, 1996).

UNESCO identified the worldwide problem of reading and pointed out that books and the process of reading constitute the pillars of education. It also indicated that books and reading are and will remain a necessary set to preserve and transmit the cultural capital of the scientific society, and recognizes that knowing how to read is the basis of other life skills (UNESCO, 2000).

This is also supported by UNESCO which has developed a number of research projects among its member countries, with the countries lagging behind in reading such as Mexico, occupying the penultimate place with 2% of its population (UNESCO, 2009). The issue of reading is a problem that most countries in the world complain about. According to the OECD (2003-2012), in the specific case of
Mexico, after nine years of having been evaluated, the results have not been so encouraging, but is worth mentioning that there was an improvement of 4% of the student population in the years 2000 to 2009 from the insufficient level to the minimum, as well as 6% of students for these years with maximum skills to perform in today’s society.

Reading is the essential axis in any curriculum, as it is considered one of the factors for the most important learning achievement provided by schooling (Cassany, Luna and Sanz, 2008). This reflection is based on the idea that reading is one of the main learning tools, and that, in addition, it favours the development of cognitive skills. It favours the academic formation of men and women in an integral way, capable of forming citizens who help in the formation of democratic and participative societies (UNESCO, 2016).

UNESCO has indicated that reading must be a competence, and is the way to access knowledge given that one lives in an increasingly complex literate world. Reading involves different techniques depending on the level of education; one does not learn to read at once or in the same way; reading competence develops from learning and becomes more complex throughout life, that is, it becomes updated as society changes (UNESCO, 2016).

The changes that have stimulated the progress of the electronic and digital means of communication are reflected in the reading habits of the population, in some cases they are seen with fear and fear by the usual means of print reading, starting with a book. The computer, the tablet, cell phones, the Internet, among others, are viewed with suspicion in the face of the fear of abandoning the book. Others, on the contrary, see in these media the opportunity to reach more people and the possibility of access to reading, through the new formats that the digital era has brought with it, including books, magazines and newspapers among others (Martos and Campos, 2012).

Ferreiro also stated that readers have multiplied as much as texts have diversified, and there are now different ways of reading. Far from worrying about the new changes around reading, it is indicative that in a new context we must adapt and enlist to the dynamics (2006). The new orientations of reading offers an advantage for the educational system, not only for its teaching, but also for developing the habit of reading. The way of conceiving the processes through which reading is acquired brings with it implications and challenges for the educational system, including the transformation of traditional methods of teaching reading (UNESCO, 2016).

The large-scale learning achievement study (TERCE) reported details that for several years the culture of reading was thought to be the technical learning of grammar, pronunciation, vocabulary, morphology and structural features of discourse were learnt separately. The teacher was seen as the professional who reproduced knowledge through rules and models, and the student as the receiver of knowledge. From this approach, the educational processes were intended to form a self-regulated reader, that is, one who becomes aware of the qualities that are capable of knowing, selecting, applying, and evaluating his or her own reading strategies. However, new educational approaches have succeeded in improving students’ reading skills; in some cases, reading is worked on as a sociocultural practice that gives meaning to what is read, where the teacher plays a primordial role. This approach implies contextualizing their learning in the cultural and social environment determined by the students’ living conditions (UNESCO, 2016).

Finland’s reading roots come from classical libraries, which have taken them to the privileged place they have at the level of education, as they occupy one of the first places in the Program for International Student Assessment (PISA) report, the education of this country is supported by the excellent system of libraries, one of the most popular worldwide. Children are raised with books, partly because libraries offer many and varied titles to people of all ages, which makes the promotion of reading not a financial matter of the family thereby making reading a natural and deep-rooted habit. Parents read and children watch, reading becomes a family experience with a very positive effect on education. At these ages, children have contact not only with books, but also with writers. They often go to schools and libraries through workshops or talks. Their libraries have large corridors consisting of shelves of books in different languages and wifi coverage, their key function is that anyone over the age of 15 can get their library card. Although there is a general schedule, it remains open 24 hours a day, so that students and the general public can make their returns at any time of the day (PISA, 2015).

The average number of books that Colombians read per year is 2.7, taking into account all Colombians who read and those who do not read books, this is the correct data and the one to keep in mind when making comparison with other countries. Without a doubt, the average of 2.7 is higher than the 1.9 reported in 2014, and it should be noted that Colombians are reading a little more. The explanation is clear when Colombians are asked why they read a little more than in previous years. They responded that today it is easier to access books. And they are absolutely right, Colombia has 1,484 public libraries and 91% of them are connected to the Internet, an aspect that must be highlighted because connectivity is the essential route through which libraries will necessarily have to travel. In 2017, 27% of Colombians utilized public libraries and 93% had a very favorable image of them, as an ideal space to learn.

According to the results of PISA in 2015, 43% of young Colombians who have been in the educational system for ten years cannot extract a single idea from a paragraph. They do not understand what they read; and although they are 15 years old, they read as if they were 7 and had only been in school for a few months, their processes of thinking and interpreting reality were delayed. At the age of 15, only one in a hundred young people can find inconsistencies, fallacies and weaknesses in the arguments of a written text. This data is significantly lower than that obtained from
young people from Chile, Uruguay and Costa Rica but similar to the results of young people from Mexico using the same test and for the same year. They are not the best readers in Latin America, but there is room for improvement if pedagogical changes are made in the curriculum, in the selection and training of teachers, and in the library system.

A study by the National Association of Universities and Institutions of Higher Education (ANUIES, 2004) carried out by Adrián de Garay Sánchez, whose objective was to find out who students are and what they do in their transit through higher education both inside and outside the university environment, reported that 48.4% of Mexican university students spent between one and five hours a week reading school textbooks, 21.7% spent between five and ten hours a week on the same activity. According to ANUIES, this average is insufficient to read the texts included in the university curriculum, which must be a minimum of 13 hours per week.

The Intercensal Survey conducted by the National Institute of Statistics and Geography (INEGI) in 2015, the National Institute of Adult Education (INEA) reported the existence of 4.7 million illiterates, representing 5.5% of the population of 15 years and older, which includes both those who can not read and write and those who have not completed basic education, the figure amounts to 30.3 million people, corresponding to 35% of the population of that age range (INEGI, 2015 quoted by Marquez, 2017). The entities of the Mexican Republic in the most serious situation of illiterate people are Chiapas, Oaxaca, Michoacán and Guerrero, ranging between 8.3 and 14.8%; and in the educational gap between 47 and 52.2%. The above was confirmed by Hernández et al. (2012) in their research on the situation of accumulated backwardness in Mexico, which argued that the relationship between opportunities to access and advance in their studies and the living conditions of the population directly influence illiterate students, given that it is the poor who always have the right to education.

Data on the reading performance in Mexico are those reported by the National Plan for the Evaluation of Learning (PLANEA) implemented in 2015, as well as those obtained by ENLACE (implemented by SEP) and EXCALE (implemented by INEE) which are not encouraging, since half of the students 49% for the first case, half of the students are capable of selecting simple information that is explicitly found in descriptive texts, resulting in their insufficient performance, and directly affecting their learning. In the second case, students must meet the requirements of level 1 and be able to understand information from expository and literary texts, but their performance is considered indispensable to understand the important aspects of the curriculum (INEE, 2015).

The results coincide with the 2006 National Reading Survey (ENL), reporting that 69% of university students do not read for lack of time, followed by lack of taste with 30.4%, lack of interest with 18.2% and lack of habit with 13.1%. Attendance at libraries showed that 66.4% have attended a library. A total of 52.6% of the population surveyed have not attended a library due to lack of time. The close link between education and reading is also strategic. The NLA (2012) reported a decrease in reading habits in Mexico, compared to the sample made in 2006, where 56% of Mexicans read books. However, in 2012 a study recorded 46.2%, one of the main reasons for this decrease in reading expressed by Mexicans is: lack of time to devote to other recreational activities or because they simply do not like reading.

But the problem does not occur only in the low social strata, the data shows that four out of every ten Mexicans in the richest sector of the country do not read. When asked how many books they read in the last six months, 40% said none, 22% said they read only two and only 4% mentioned reading six books in that period, that is, one per month on the average (ENL, 2012). The task of learning to read is the greatest undertaken by the human mind (Díez and García, 2015).

Reading has been typified as an important means of measuring the educational level of a society. Thus, different international programs have been promoted since the beginning of the 21st century, such as the international student assessment program (PISA) focused on the evaluation of reading comprehension and competence (Jiménez-Pérez, 2014), therefore, knowledge indicates that the best basic competence is reading. García-Llamas and Quintanal (2014) also alluded to the fact that the best student works are those that handle vocabulary best due to their reading competence (Oakhill and Cain, 2012) and that reading for pleasure favours an increase in school grades (Dezcallar, Clariana, Cladelles, Badia and Gotzens, 2014) and has a positive impact on students’ attitudes (Krüger and Formichella, 2015).

It is necessary to train students in reading from other perspectives, e.g. extended reading, to prevent information and communication technologies from creating ever shorter texts and preparing the brain to connect fewer words; but rather it is the task of the teacher to instruct the student in the improvement of reading skills and habits from a point of view of pleasure and not as an obligation (Milliner and Cote, 2015). It is also necessary to take into account social, economic, cultural and emotional variables that directly impact on reading habits (Dávalos and León, 2013).

**MATERIALS AND METHODS**

The objective of this research was to identify the reading habits of new students of Psychology during the period 2018A.

The research was carried out with 126 new students of both sexes (22 men and 104 women) of the Psychology department at the Tejupilco Professional Academic Unit of the Autonomous University of the State of Mexico, who come from rural, semi-urban and urban areas, with ages ranging from 17 to 19 years.
For research development, a structured questionnaire was used, validated with Likert type questions considering the reading habits of the student, family and educational center.

**Research Development**

First, authorization was requested from the Coordinator of the Academic Unit, to enter the classrooms and group students to carry out the application of the questionnaire, according to the date and time authorized.

Teachers and students were then informed of the research objective, requesting their collaboration and participation in the application of the Reading Habits Questionnaire (CHL).

This is a transactional descriptive type of study (Rojas, 2006).

Next, the CHL piloting process was carried out with 12 students from each group, then the information was processed with the SPSS statistical package and the Cronbach alpha value per question was obtained, in those questions where its value was less than 0.8 they were eliminated and those items whose value was greater than 0.8 were part of the CHL, in this case a reliability value of 0.859 was obtained.

Next, a detailed explanation of how to answer the questionnaire was given to each group of students by the researchers. The questionnaire was elaborated with the purpose of identifying to what extent the student has reading habits, which consisted of 60 items.

Subsequently, the information collected and organized was analyzed and processed with the statistical package SPSS version 20, calculating the descriptive statistics: frequencies and percentages of the degree of utilization of reading habits.

**RESULTS**

Once the information was organized and processed, the following was obtained:

In terms of sex, there were 22 men and 104 women, representing 17.6% and 82.4% of the student population, respectively. In relation to the place of origin 13, 37 and 76 students come from city, municipal capital and rural community representing 10.31, 29.36 and 60.33%, respectively.

In the item referring to: How many books do your parents read per year?, 92 parents (73.01%) recorded none, 21 parents (16.66%) recorded one book, 08 parents (6.37%) recorded two books and 05 parents (3.96%) recorded three books respectively.

With respect to parents, 96 (76.19%) did not read with their children when they were young; while 89 students (70.63%) did not receive a gift book at home per year.

As for visiting their school library to read, 75, 44 and 7 students never visited it, visited it once or twice a week and visited it daily, respectively.

Of the student population, 87 students (69.04%) had reading problems; the main reason why students read is to learn, followed by liking and finally by obligation and extra class work with 74, 30 and 22 students, respectively.

It was found that 70.6, 23.5 and 5.9% of the students spent less than one hour a week, between one and two hours and between three and five hours reading texts, respectively.

In the item of how many hours they spent reading daily, 82.4% of the students answered less than one hour and 17.6% answered between one and two hours a day.

In total, 80.95% of the students indicated that at the school, some reading activities were organized each year; 53.17% of the students did not read the books recommended by their teachers and 94.44% of the students commented that the teachers took into account extra class reading as a grade point.

The activities that the students performed frequently in 59.52% were reading in silence and finally, 81.2% of the teachers left readings and asked for a summary.

The students did not like the following activities: teachers inviting them to read, parents telling them that they have to read, teachers asking them to visit the library to research and finally not finding the books they were looking for to research, with values of 73.6, 61.1, 67.4 and 70.3%, respectively.

**DISCUSSION**

The student population studied had particular characteristics according to the southern region of the State of Mexico, that is, women predominate and their place of origin is rural.

The above may be due to the greater number of women living in the southern region of the State of Mexico compared to men, at a ratio of 6:1 on this campus, this is due to the fact that men migrate when they finish their secondary or high school studies to the United States of America or to some city in our country, in search of a job to support the finances of their parents, grandparents, aunts, uncles, brothers and sisters. The women stay in their place of origin so they look for some alternative of academic improvement close to their community, because they present the quality of being very sociable, which facilitates their dealings with people and enjoy it during their studies, social service, professional practices, work and personal environment.

The above coincides with Cardoso, Bobadilla and Pérez (2018) in their research reading habits in university students. If you have a degree in Administration and in this same region, when specifying that the ratio of women: men is 6:1, the above is due to the fact that women predominate in this region, since men emigrate to Mexico City or to the United States of America in search of employment.

Another aspect of both researches that have a relationship is the lack of reading books per year by parents and parents did not read with their children when they were children.
The foregoing has a direct influence on the children because when there is no such motivation or interest on the part of the parents, the children reproduce the same behavior.

The above was confirmed by Yubero and Larrañaga (2013) who stated that parents who tell stories and confirm it with text to the child calls his attention and seek to read to confirm what is narrated by one of the parents. This is due to the stimulus caused by this learning process in the child, which generates the development of reading habits.

The above also agrees with Vygotsky (1986) who opined that social behavior is directly influenced by the knowledge and cultural experiences in which the student lives and coexists, whether as family, friends and/or neighbors.

The aforementioned agrees with Yubero, Larrañaga and Cerillo (2009) in pointing out that the formation of reading habits is constructed through learning. It is a complex process that must belearnt, in which several factors intervene. Undoubtedly, the motivational elements on the part of parents and society are also necessary in order to establish reading behavior within the personal lifestyle and to insert reading into leisure time.

Bandura and Walters (1974) stated that reading habits are also developed by imitating parents towards their children, as when the former demonstrate this with their actions, the child reproduces them.

Another factor that directly influences the results of this research is the low economic level that prevails in the families or parents of this area, which is a rural area that hardly has a source of employment to meet their needs for food and clothing, much less to buy a book and read it with their children. In addition, there are no public libraries in those rural communities.

The foregoing also coincides with Márquez (2017) when he mentioned that the number of books or other sources of information are read in greater quantity as people's economic level improves, with respect to the number of salaries they receive, whether weekly, fortnightly or monthly, since they dedicate part of their salary to the purchase of books, magazines, newspapers or other sources.

The results show that three quarters of the students have reading problems, among the factors that were identified and that influence the reading habit in this context are the following: their parents did not read with them when they were young, they did not go to the school library to read, they spent less than an hour reading per day, they did not like the fact that teachers did not take into account the readings for the assessment scale and, finally, they did not like their teachers leaving homework, especially when they had to research and read, these indicators show that most students do not have good reading habits.

This agrees with Vygotsky who mentioned that students' behavior and actions are directly related to the social and economic level prevailing in the places where they live and live with their neighbors and relatives, because if a low economic level prevails, it directly influences the cultural level of the inhabitants, which has consequences in several areas, highlighting education and in this case low levels of reading, because parents are more concerned about bringing home food and clothing.

The foregoing coincides with Piaget's (1956) reference to the fact that the key to student thought is found in the practical activity itself, which is later internalized and transformed into cognitive operations. A similar assertion corresponds to what Vygotsky (1986) indicated when he mentioned that student's relationship with objects becomes an organized and controlled activity or information. In this sense, we understand that the relationship of the student with books is a fundamental part of his development as a reader.

Santrock (2002) agreed with the above, stating that the contribution of the social context to reading influences the degree to which parents have exposed their children to books before they enter the formal education system.

Cerillo (2005) reaffirmed the above by indicating that the reader is not born, but this can be done if parents in their family read and compare books.

Pinzás (1987) agreed that parents are the first to be held responsible for their children being readers. The best way for parents to help their children become better readers is to read to them from an early age. Parents can encourage reading by offering books as gifts and visiting libraries in the company of their children. This last idea was confirmed by Salazar (2006) when he stated that Finland offers public libraries to society where the family can attend to read, which brings the benefit that students read 21 books per year.

CONCLUSIONS

Based on the information collected in the field and processed, the following conclusions were reached:

The student population comes from low-income rural communities.

The parents did not have a reading culture, students did not visit the library to read and thus have reading problems.

The students who participated in this research did not have reading habits.

There is no reading program within the Tejupilco Professional Academic Unit that involves the entire university community.

Conflict of interests

The authors declare that they have no conflict of interests.

REFERENCES


Organization for Economic Cooperation and Development.


UNESCO (2016). TERCE: Contributions to the teaching of reading. Santiago de Chile: OREALC/UNESCO.


