

Gender Differences in the Use of Study Habits in High School Students in Mexico

Cardoso-Jimenez Daniel*

Autonomous University of the State of Mexico

Carreño Saucedo Leticia

Autonomous University of the State of Mexico

Bobadilla Beltran Salvador

Autonomous University of the State of Mexico

* Lead Author and Corresponding Author

Abstract

Reading is the pathway to access knowledge generated by scholars and shared with students and society through printed or digital media. The research aimed to identify reading routines according to the gender of high school students in a rural community of a Mexican province during the 2022-2023 academic period. The population consisted of 187 students, including 103 female students and 84 male students, aged 15 to 18 years, originating from 11 cities, 32 municipal seats, and 144 rural communities.

The purpose of the study was to describe and compare in a non-experimental cross-sectional project (Rojas, 2006). To determine reading routines, a structured and validated test by the author was used, achieving a Cronbach's alpha of 0.859. The collected and organized data were analyzed using statistical software for Social Sciences, calculating descriptive statistics, cross-tabulations, and the chi-square test, considering gender and the corresponding item.

Reading habits were found to be better among females than males concerning family, institutional, and school human resource factors.

Keywords: behavior, reading, schoolchildren, high school, rural community.

Introduction

In general, habits are behaviors and routines that are acquired through reproduction; it is considered as an intelligent component that increases the efficiency of instruction (Vilca & Mamani, 2017). These define forms of existence such as: strength, subsistence, studies and reading. Appropriate behaviors achieve their goals and bad habits can be corrected with praxis (Mondragon et al., 2017).

From pedagogy, behaviors are the way in which schoolchildren carry out their academic tasks, which means organizing their time, space, skills, and methods of academic training (Sanchez et al., 2016).

Reading is the gateway to the teaching of the human being. Through the practice of reading, the brain cements and unfolds its creative potential, observation and reasoning skills, as well as other higher-level mental knowledge. However, reading is more than connecting letters to form words. It is the comprehension of texts through sight, using

the decoding of sign language and its representation, the text read must relate previous thought with the new knowledge provided by the content, then transform it into new knowledge (Martinez, Perez & Perez, 2019).

Therefore, reading impacts the development of perceptual, lexical, syntactic and semantic processes. With these, the knowledge and discursive wisdom that admits the construction of new wisdom is achieved (Flores, 2016).

Currently, instruction is distinguished as a different way of teaching, in which the teacher is not the main protagonist, although he is the facilitator of it. The techniques, processes, and objectives in customary teaching were different (Martinez, Perez, & Perez, 2019; Flores, 2016).

Formal education aims to manifest in students their practice in actions related to thought. Although educational models show the use of digital information, which currently seeks the effectiveness of the learning process by demonstrating its cognitive, conceptual and procedural competence, reading finally allows demonstrating such efficiency (Salazar, 2013).

Reading is essential to obtain the knowledge required in the educational community, which makes it easier for them to be able to face the challenges that arise both in the school environment and in society. The library in the collegiate environment safeguards inquiry and teaching by incorporating reading instruction events for its students, constituting multidisciplinary teams that participate in these decisions (Jimenez Davila et al., 2020).

In Mexico, university students have a reading behavior to compete in a modern society, since they spend 450 minutes a week reading and read 2.9 texts annually. Despite the above, the challenge of the absence of reading behavior persists in university school society, who have been trained in a culture of not reading (Cardoso, 2013).

In relation to this, Yubero and Larrañaga (2015) indicate that university students face serious reading difficulties, since not only do they not like it, but they also do not understand what they read. Therefore, it is often mistakenly thought that students at the higher level have incorporated the habit of reading and possess the reading skills required to carry out their studies efficiently. Likewise, they reported that one of the important factors why university students do not read is the lack of time, which is the most common reason, followed by lack of interest, training and habit.

Likewise, reading and writing is directly linked to personal and academic development (Gil, 2011), leading students to use the lesson as a means of participatory learning, and to develop self-learning from a thoughtful and questioning quality. Criticism is the high-level mental capacity to judge the positive and negative aspects of facts. Therefore, reading can develop critical thinking, if it is possible to promote among students, areas of paraphrasing, research, evaluation, clarification and feedback of contents or texts of scientific information (Dezcalla, 2014).

According to Vargas (2016) and Cleric (2015), literacy and handwriting are directly related to school achievement, confirming that students with reading and writing problems are less likely to obtain good results (Sanguinetti, 2013), while Navarro (2003) emphasizes that the student's skill and character are not synonymous, since skill

does not endorse self-improvement. and therefore, a student with more reading skills could dedicate little effort and, despite this, achieve the same academic performance as a student with a lower level of reading skills or abilities, but with a greater character or effort.

Methodology

The inquiry was carried out with 187 schoolchildren, 103 schoolgirls and 84 schoolchildren, with an average age of 16.5 years, from the preparatory school of the province of San Diego Cuentla, Jurisdiction of San Simón de Guerrero, Mexico, 11 come from the city, 32 from the municipal capital and 144 from rural provinces.

For the inquiry process, the reading habits or routines (RL) test or questionnaire was used, which was structured and validated, by the same author in 2022, with Likert-type items considering the reading routines of schoolchildren, lineages and schools.

Initially, the pilot step of the RL was carried out on 20 schoolchildren from each group, then, the data were processed with the software for the Social Sciences (SPSS) ver 2023, achieving a Cronbach value per item, those items with a minimum value of 0.8 were excluded and items with a value equal to or greater than 0.8 integrated the RL test, a Cronbach's alpha of 0.859 was achieved.

The purpose of the research was to describe and compare a cross-sectional non-experimental project (Rojas, 2006).

Hypothesis of the investigation

Ho: There are no statistical differences ($P < 0.05$) between schoolgirls and schoolchildren in the use of study habits.

Hi: There are statistical differences ($P < 0.05$), when determining that schoolgirls have better use of study habits than schoolchildren.

Inquiry Process

Previously, permission was requested from the school authority to enter the classrooms of the schoolchildren and proceed to apply the study habits test, according to the authorized date and time.

Subsequently, the purpose of the research was explained to the teachers and students, asking for their support and collaboration in answering the RL test, likewise, the students were asked for their authorization for the application of the RL through an informed permission form, fortunately 100% of the students agreed to respond.

Immediately, a detailed clarification was provided to the students by the scholar, on how to answer the 27-item test.

Next, the survey obtained, created, was examined with the SPSS ver 23, automating: frequencies, percentages, cross-tables and X^2 , to determine the use in reading routines, considering gender and items for schoolchildren, teachers and school.

Resulting

Once the survey was constituted and examined, it was possible to:

Regarding gender, 55 and 45% were schoolgirls and schoolboys respectively.

At their origin, 11, 19, 70% of schoolgirls come from cities, municipalities and rural provinces respectively; and 17, 06 and 77% of schoolchildren come from cities, municipalities and rural provinces correspondingly.

Table 1
Percentage and X^2 of items of routines read by gender in undergraduate students

Item name	M %	H %	X^2
P<0.05			
Referring to students			
I feel happy when I read			
I don't feel happy reading	68	72	10.9
0.02*			
If I feel happy to read	32	28	
The main reason why you read?			
I like it	43	31	5.74
0.11ns			
to learn	42	52	
complement tasks	15	16	
How often do you go to the school library to read?			
once or twice a week	17	19	1.99 0.20ns
I never visit her to read	83	81	
How many hours do you spend reading books weekly?			
less than 60 minutes	58	64	3.2 0.07ns
60 minutes to less than 120 minutes	40	31	
120 to 180 minutes	2	5	
How many hours do you spend reading daily?			
less than 60 minutes	62	68	3.4 0.08ns
60 minutes to less than 120 minutes	37	31	
120 to 180 minutes	1	1	
Do I have difficulty reading?			
answered yes	29	36	7.2 0.04*
they answered no	71	64	
Do you read silently?			
never	13	29	4.5 0.02ns
sometimes	44	39	
often	43	32	
Do you read aloud?			
never	27	35	12.3 0.00**
sometimes	41	54	
frequently	32	11	
Do I understand the readings texts?			

never	38	49	8.7 0.03*
sometimes	14	18	
almost always	48	33	
Do you read books to discuss in class?			
never	66	63	8.3 0.04*
sometimes	32	31	
frequent form	2	6	
Do you read books to learn new vocabulary?			
never	19	31	6.7 0.08ns
sometimes	53	49	
frequently	28	20	
Do you read books and summarize?			
never	26	37	7.1 0.06ns
sometimes	49	38	
frequent form	25	25	
Do you write texts based on reading?			
never	58	46	7.8 0.05*
sometimes	25	39	
frequently	17	15	
Do you make comments in class on researched readings?			
never	42	46	8.3 0.03*
sometimes	39	49	
frequent mode	19	5	
In relation to the family			
Number of books your parents read annually?			
zero	40	42	2.8 0.17ns
one	40	35	
two	15	14	
three	5	9	
Do they buy or give you books at home?			
They don't buy or give them books at home	51	52	2.6 0.14ns
if they buy or give them away.	49	48	
Do my parents motivate me to read?			
yes	64	54	8.8 0.05*
no	36	46	
When you were a child did your parents read to you?			
yes	69	56	5.4 0.04*
no	31	44	
Concerning the institution			
Do you read books recommended by teachers?			
sometimes	66	63	4.1 0.05*

They don't read	9	20	
If you read	25	17	
Do professors solicit jobs from students of the readings made individually?			
Almost always	55	58	3.5 0.09ns
always	45	42	
Do professors solicit jobs from students of the readings carried out in a group way?			
almost always	75	61	6.0 0.04*
always	25	39	
Do teachers ask students the readings done outside of class?			
almost always	31	48	6.1 0.04*
always	69	52	
Do my teachers motivate me to read?			
agreement	79	71	14.5 0.00**
disagree	21	29	
Do I know what books exist in the library in question to my high school studies?			
yes	17	14	3.6 0.36ns
no	83	86	
Do you have help from library staff to locate texts that I want to read?			
yes	19	18	3.5 0.35ns
no	81	82	

Note: M = female, H = male, % = percentage, X² = Chi-square test,
P<0.05 = probability less than or equal to 5%

Students

Using the X² test, a significant difference (P<0.05) was obtained between reading habits and gender in the following items: I feel happy when I read, I have difficulty reading, I understand the readings of the text, you read books to discuss in class, you write texts based on the reading and you make comments in class on the researched readings; and a highly significant difference (P<0.01) in the item: you read aloud (table 1).

Family

Applying the X² test, a significant difference (P<0.05) was achieved between reading habits and gender, in the following items: when you were a child your parents read to you and my parents motivate me to read (table 1).

Institution

Using the X² test, a significant difference (P<0.05) was reached between reading habits and gender, in the following items: you read books recommended by teachers, teachers

ask students for work on group readings, teachers ask students for readings done outside of class, and a highly significant difference ($P < 0.01$) in the item; My teachers motivate me to read (table 1).

The results reflect that three-quarters of the students have reading problems, their parents did not read with them when they were little, they do not attend the school library to read, they spend less than an hour reading per day, they do not like that teachers do not take into account readings for the evaluation scale and finally they do not like that their teachers leave homework for home and especially when they have to research and reading, these indicators indicate that more than 50% of schoolchildren do not have good reading routines, of the factors mentioned above women present a better behavior, this may be due to the responsibility of women with respect to their parents, since they want to be recognized both family and socially, commenting that their daughters obtain good grades and have a scholarship, all thanks to their academic performance with grades equal to or greater than eight points on a scale of one to 10. In general, female students have better reading habits than male students, taking into account these items from their origin, family, institution, teaching staff and the context where the research was carried out.

Discussion

The student population studied presents particular characteristics of the southern territory of the State of Mexico, that is, women predominate and their place of origin is mostly from the rural community, data accessed from the high school collegiate registry.

This may be due to the greater number of women living in the southern region of the State of Mexico in relation to men, with a ratio of 10.3:8.4 in this school of women: men, this is due to the fact that men emigrate at the end of their secondary studies to the United States of America or to a city in our country. looking for a job to support the economic support of their parents, grandparents, aunts, uncles, brothers and sisters; the women staying in their place of origin so they look for some alternative of academic improvement close to their community, being the high school of San Diego Cuentla, Mexico, which represents an alternative to continue their high school studies near their places of origin, being subsidized by the government of the State of Mexico.

The above coincides with Cardoso, Bobadilla and Perez (2018) in their research mention that students at the end of their undergraduate studies change residence to the United States or to the city of Toluca or Mexico in search of a job to obtain economic income that supports family sustenance, in their research they reported a relationship between women: men of 5:1 and in this study it was 10.3:8.4 and the results were similar.

Another aspect, which is related, refers to the non-reading of books per year by parents; highlighting a better behavior in the case of women.

The aforementioned directly influences the children since when there is no motivation or interest on the part of the parents, the children reproduce this same behavior by reading.

The aforementioned agrees with Yubero and Larrañaga (2013) when they point out that the father or mother who comments on some information or story verbally, the student confirms it in a text, since it catches his attention and seeks to read to corroborate what is narrated by one of the parents, this is due to the stimulus that this learning process causes in the child. which generates the development of reading habits.

The above is consistent with the research of Colomer (1993), Hernandez and Quintero (2001), Moret (1999) and Reading the situation (2000); When confirmed, reading is fun or pleasure at ages around 11 years old. Since this time, the preference has been reduced, mainly among men and increases widely among female students; so that when they finish secondary schooling, they comment that reading does not benefit, it is thought that this action, at various times, is mandatory in the school enviro Likewise, they indicate that reading is an educational and social need that is fundamental for the progress of students and people. Reading is gender identity, and it is where the individual's personality is consolidated. The read has social and cultural importance whose uses, repetitions and discrepancies correspond to an analysis from the educational-family-social sphere.

Marchesi (2005) mentions that the reading rates presented by men are lower than those of women, with this comparison there are enough arguments to reinforce reading in terms of skills that are developed collaboratively, refers to the choice of specific content and a learning environment conducive to improving critical reading for both men and women. that allows them to understand reading comprehension as a strategic element in the mobilization of skills and competencies and as a strategy for education on ment. Likewise, they indicate that reading is an educational and social need that is fundamental for the progress of students and people. Reading is gender identity, and it is where the individual's personality is consolidated. The read has social and cultural importance whose uses, repetitions and discrepancies correspond to an analysis from the educational-family-social sphere.

Marchesi (2005) mentions that the reading rates presented by men are lower than those of women, with this comparison there are enough arguments to reinforce reading in terms of skills that are developed collaboratively, refers to the choice of specific content and a learning environment conducive to improving critical reading for both men and women. that allows them to understand reading comprehension as a strategic element in the mobilization of skills and competencies and as a strategy for education.

Reading the situation (2000) comments that the motivations that laziness creates in young people towards reading are multiple. A possibly determining element is the presence of leisure actions that from the beginning of this period enter into competition with reading; diligence more evident due to their social form and more related to their aspirations of independence, benefit from the environment, lack of pressing networks with their peers, generating teamwork, discussion tables among other activities.

Camareno (2000) highlights that adolescence is above all a social and cultural figure, the context of existence of young people is intimately related to public schools, which regulate the educational environment from lineage, instruction, work, entertainment,

mass media, politics and management of adolescence, among others. Therefore, culture and relationships among young people cannot be analysed in a uniform way, without taking on board the contemporary guidelines of national entities and organizations. This fact encourages the investigation of discrepancies according to the rural and urban environment, which must be addressed by government, educational and family authorities. In this sense, adequate guidance is necessary to motivate young people to identify their reading preferences and discover cultured content that is more appropriate to the changes that are taking place in them, resolving difficulties and psychic conflicts, at the same time, that they have information related to their real life and concerns related to their own and can identify themselves. Other evidence that women read documentary information more frequently in the nations of the world, such as that of Bentjes, Kielstra, Marcel and Van der Voort (2001) and Pindado (2004), which raise the question if the reading is for women? (Börsner, 2008), the answer is no, because this diligence mainly affects people, both men and women, whether or not there are discrepancies such as those observed. Otherwise, the decisions to encourage reading with such impetus in various environments would not achieve their impact.

The above agrees with Vygotsky (1986) when he mentions that social behavior is directly influenced by the knowledge and cultural experiences in which the student lives and coexists, whether they are relatives, schoolmates, friends and neighbors.

The foregoing agrees with Yubero cols. (2009), when he mentions that reading routines are cemented by teaching steps and that at various times they are deployed by imitation or example of the subjects who cohabit on a regular basis. It is a complex process that must be learned, in which several elements act. Indeed, the motivational elements on the part of parents and society are of great relevance, to establish reading habits in your own way of subsistence and incorporate reading into your free space.

Bandura & Walters, cited by Rodriguez and Cantero (2020), agree that reading habits are also developed by imitation of parents towards their children, when the former demonstrate it with their actions, the child reproduces them.

Another component that clearly intervenes in the results of this research is the low economic level that prevails in families or parents in this rural area, who hardly have a source of employment. Another component that clearly intervenes in the results of this research is the low economic level that prevails in families or parents in this (rural) area, who hardly have a source of employment to cover their needs for food and clothing, much less to acquire a book and read it with their children, in addition there are no public libraries in rural communities. to cover their needs for food and clothing, much less to acquire a book and read it with their children, in addition there are no public libraries in rural communities.

The above coincides with Marquez (2017) when he mentions that the number of books or other sources of information are read in greater quantities as the economic level is higher, with respect to the number of salaries that parents receive, whether weekly, biweekly or monthly, since they dedicate a part of their salary to the purchase of books, magazines, newspapers, or other sources.

This agrees with Vygotsky (1986) when he points out that the behavior and behavior of schoolgirls has to do directly with the social and economic level that prevails in their places where they live and coexist 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 with low reading levels, since parents are more concerned about bringing home food and clothing.

The above coincides with Piaget (1956), when he refers to the fact that the key to student thinking is found in the practical activity itself that he carries out and that, subsequently, he internalizes and transforms himself into cognitive operations. A similar statement corresponds to what Vygotsky indicated, when he mentions that the student's relationship with objects becomes an organized and controlled activity or information. In this sense, it is understood that the student's relationship with books is a fundamental part of their development as a reader.

Santrock (2002) agrees with the above, mentioning that the social context influences reading, since some parents have shown and read the texts to their offspring prior to entering school.

Cerrillo (2005) reaffirms by indicating that the reader is not born, he can be formed a reader if in his lineage they read and compare books.

Pinzas (1987) agrees that fathers are the main ones involved in their offspring being readers. The main way that parents can help daughter and son to be excellent readers is to train from childhood, they can stimulate reading, offering books as a gift and visiting libraries in the company of their daughters and sons. This last idea is confirmed by Salazar (2005) when he points out that in Finland it offers society public libraries where the family can attend to read, which brings the benefit that schoolchildren have excellent reading routines.

Conclusions

According to the database collected and processed in the field, the following was achieved:

With respect to the hypothesis proposed, the H_a is accepted, as it presents statistical differences ($P < 0.05$), with schoolgirls using more study habits.

The students have better reading habits than the students, this difference is due to their social context where they live and coexist, there are no reading events in the high school where they are involved: parents, sisters, brothers, relatives, friends, neighbors, students, teachers, school authorities and government authorities.

The school community comes from rural provinces with low socioeconomic status, their parents do not have knowledge from reading, schoolchildren and students, their parents and teachers motivate them to read, schoolchildren read aloud, do not attend the shelf of books to read and show reading difficulties.

That parents and teachers of the high school continue to motivate their daughters or students in reading habits permanently, in addition to organizing cultural events with an emphasis on reading.

That local government authorities manage public libraries in the communities of the south of the State of Mexico, in order to motivate reading habits at the school and family level.

References

- Bandura, A. & Walters, R. H. (1974). Social learning and personality development. Alhambra.
- Beentjes, J., Koolstra, M., Marseille, N., & Voort, D (2001). Children's use of different media: for how long and why, In S. Livingstone and M. Bovill, Children and their changing medium environment. Lawrence Erlbaum.
- Boersner, J. (2008). The reading: ¿A women's issue?. Retrieved February 14, 2024. <https://deltomate1.blogspot.com/2008/01/la-lectura-un-asunto-de-mujeres.html>
- Camarero, R. L. A. (2000). Young people on the dirt and asphalt. The leisure activities of rural and urban young people. Estudios de Juventud, 50, 63-81. In <https://injuve.es/sites/default/files/Bloque%207%20Ocio%20y%20tiempo%20libre.pdf>
- Cardoso, D. (2013). Reading habits in students in Mexico, 2000-2012. Ibero-American for Educational Research and Development, (11). Retrieved from <http://ride.org.mx/1-11/index.php/RIDASECUNDARIA/article/view/656>
- Cardoso, D., Bobadilla, S., & Perez, M. A. (2018). Habits of reading in college. Case degree of administration of the Tejupilco professional academic unit. Investigaciones sobre Lectura, 9, 73-104. In <http://hdl.handle.net/10481/60405>
- Cerrillo, T. P. (2005). Reading and the Knowledge Society. Education. Extraordinary number. In <https://www.educacionyfp.gob.es/dam/jcr:ea1d71df-322f-4084-bee7-dd7ed1eed667/re200507-pdf.pdf>
- Clerici, C, Monteverde, A. C., Fernandez, A. (2015). Reading, writing and academic performance in university students. CD and T. 26(50):35-70. In <https://pcient.uner.edu.ar/index.php/cdyt/article/view/59>
- Colomer, T. (1993). The teaching of reading. State of the art. Cuadernos de Pedagogía, 216, 15-18. In https://ddd.uab.cat/pub/artpub/1993/164786/cuaped_a1993m7n216p15.pdf
- Dezcallar, S., Clariana M., Cladellas R., Badia M., Gotzens C. (2014). Reading for pleasure: its impact on academic performance, hours of television and hours of video games. Ocnos. (12):107-16. In <https://portalrecerca.uab.cat/en/publications/la-lectura-por-placer-su-incidencia-en-el-rendimiento-acad%C3%A9mico-l>
- First National Survey on Digital Media Consumption and Reading 2015. [online database]. Mexico: Ibbby Mexico and Banamex; 2015. [accessed November 29, 2024].
- Flores, G. D. (2016). The importance and impact of reading, writing and critical thinking in higher education. Nearby Zone. (24):128-35. doi: <https://doi.org/10.14482/zp.22.5832>

- Gil, F. J. (2011). Reading habits and basic skills in students of compulsory secondary education. *Education XX1*, 14(1):117-34. Retrieved from: <https://www.redalyc.org/articulo.oa?id=70618224005>
- Hernandez, A. & Quintero, A. (2001). Written comprehension and composition. Learning strategies. Synthesis. <http://web.educastur.princast.es/cpr/oviedo/web/index>.
- Jimenez Davila, R. G.; Izquierdo Dorantes, M.L. & Hernandez Trejo, M. A. (2020). Reading habits in first-year students of educational psychology at the National Pedagogical University (UPN), Mexico. *e-Information Sciences*, 10(1). doi: [10.15517/eci.v10i1.38682](https://doi.org/10.15517/eci.v10i1.38682)
- Marchesi, A. (2005). Reading as a strategy for educational change. *Education, special issue*, 15-35. In <https://www.educacionyfp.gob.es/dam/jcr:96a1028f-db6a-46d5-95e2-2bff619abaad/re200505-pdf.pdf>
- Marquez, J. A. (2017). On reading, reading habit and the educational system. Profiles. Vol. 31. Number 155. In http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-26982017000100003&lng=es&tlng=es.
- Martinez, J. P., Perez, M. G. A. and Perez, M. M. G. 2019. Reading habits in new students entering the Bachelor's Degree in Nursing. *Research in Medical Education*. Vol. 8. No. 32. doi: [http://dx.doi.org/10.22201/facmed.20075057e.2019.32.18145](https://doi.org/10.22201/facmed.20075057e.2019.32.18145)
- Mondragon, A. C., Cardoso, J. D., & Bobadilla, B. S. (2017). Study habits and academic performance. Case of students of the bachelor's degree in Administration of the Tejupilco Professional Academic Unit, 2016. *Ibero-American RIDE for Educational Research and Development*, 8(15), 661–685. doi: <https://doi.org/10.23913/ride.v8i15.315>
- Moret, Z. 1999. Encourage writing to encourage reading. Salamanca. Germán Sánchez Ruipérez Foundation.
- National Reading Survey 2015. [online database]. Mexico: National Council for Culture and the Arts; 2016. [accessed July 10, 2024]. In: <https://observatorio.librosmexico.mx/encuesta.html>.
- Navarro, R.E. (2003). Academic performance: research and development concept. *REICE*. 1(2):1-15. Available in: <http://www.redalyc.org/articulo.oa?id=55110208>
- Piaget, J. (1956). The origins of intelligence in children. International Universities Press.
- Pinzas, J. (1987). Notes for a proposal on the relationship between family and education. *PUCP Psychology*. Year 5. Vol. 5 (No. 2). doi: <https://doi.org/10.18800/psico.198702.005>
- Reading the situation (2000). Book reading, buying and borrowing habits in the UK. Book Marketing Ltd: The Reading Partnership
- Rojas, S, R. 2006. Guide to carry out social research. Plaza and Valdés.
- Salazar, P. S. (2013). Relationship between the most frequent diseases and the academic performance of students at the José María Arguedas National University. *ECI Peru*. 9(2):89-97. In <https://dialnet.unirioja.es/servlet/articulo?codigo=4814353>

- Salazar, S. (2005). Keys to thinking about the formation of the reading habit. Retrieved from http://eprints.rclis.org/8551/1/habito_lector_salazar.pdf
- Sanchez, B. R., Flores, N. B., & Flores, N. F. (2016). Influence of study habits on the academic performance of students in an Ecuadorian secondary education institution. *Latin-American Journal of Physics Education*, 10(1406), 1–7. Available in: <https://dialnet.unirioja.es/servlet/articulo?codigo=5517258>
- Sanguinetti, J.M., López, R., Vieta, M.E., Berruezo, C. (2013). Factors related to academic performance in pathophysiology students. *Research in Medical Education*. 2(8),177-82. In http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-50572013000400002&lng=es&tlng=es.
- Santrock, J. (2002). *Psychology of education*. McGraw Hill.
- Vargas, V. E. D., Valadez, G. A. (2016). School quality, economic status and school dropout of Mexican adolescents. *REDIE*. 18(1);82-97. Retrieved from <http://redie.uabc.mx/redie/article/view/713>
- Vilca, A. H. M. & Mamani, A. W. W. (2017). The Seven Habits of Children with High Academic Performance in Puno: Analysis from the Context and Type of Management. *Comuni@cción: Research in Communication and Development*, 8(1), 48–60. Available in: <https://www.redalyc.org/articulo.oa?id=449852109005>
- Vygotsky, L. S. (1986). *Thought and language*. Cambridge: The MIT Press.
- Wittrock, M. (2007). *Learning and instruction*. Berkeley, CA: Mc Cutchan.
- Yubero, S. & Larrañaga, E. (2013). The process of building the reading habit: contributions from ICTs. *Language and Texts*. 37, 133-140. In <https://dialnet.unirioja.es/servlet/articulo?codigo=5333931>
- Yubero, S. & Larrañaga, E. (2015). Reading and university: reading habits of university students in Spain and Portugal. *The Information Professional*, 24(6), 717-723. DOI: <http://dx.doi.org/10.3145/epi.2015.Nov.03>
- Yubero, S., Larrañaga, E., Cerrillo, P.C. (2009). The value of reading in the formation of the reading habit of university students. In: Martos, E., Rosing, T.M.K. (coords.). *Reading and writing practices*. UPF.