

FORMATIVE READING: TYPOLOGY AND HABIT IN COMMUNITIES OF ECUADOR.2020¹

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Abstract

The present investigation was carried out in the San Vicente canton of the Manabí province in Ecuador, with the objective of analyzing the current problem of the habit of reading in society. To develop the research, the descriptive method was used and the following fundamental tools were applied: bibliographic review, documentary review, interviews, sampling, surveys, reliability and validity analysis, and brainstorming. For information processing and analysis, the SPSS 21 software for Windows and Excel were used. The main results obtained can be cited: The current problem of the habit of reading in the community was analyzed, a bibliographic review was carried out that theoretically supported the investigation, the scope of the investigation was defined, which includes the cantons of Sucre and San Vicente, all levels of education, the community, in a period of 3 months; The reading habit in the community under study was evaluated, the current state of the reading habit was diagnosed by typology, actions are proposed that will improve the reading habit in society.

Keywords: reading, habit of reading, information, Ecuador

¹Linkage Project with Society: Los Passaos: Undertake with Stories

I. Introduction

Reading is a habit that has been fostered for many centuries, and despite the fact that times have evolved and technology is part of daily life, this custom or habit cannot be allowed to disappear. Man, as a social being, constantly seeks information about world events and technological advances on each system, and for this activity to develop smoothly, reading must be encouraged, to provide security and allow him to be prepared and be able to learn about what happens in your locality or outside it.

(Cano Garcia, 2008) Throughout life we will need to constantly learn and unlearn. For this, on the one hand, we will need the ability to manage information. But beyond information, learning to learn is the ability to continue and persist in learning, organizing one's own learning, which entails effective control of time and information, individually and in groups.

The first hieroglyphs were designed 5,000 years ago and the phonetic alphabets were born 3,500 years ago. In the 2nd century and the 4th century, parchment originated, opening up interpretation and later the habit of reading was created. Reading became a social practice that has contributed to the development of towns, after man left hunting and prayed to the gods. (Karina, 2010)

According to (Federico, 2010) who mentions that in the 5th century BC, reading was already practiced, but in silence and the author considers that this practice was dominated for several centuries. Reading was called with an important term at the end of the 18th century and the beginning of the 19th century, The crazy fever, since the media appeared that encouraged man to learn about letters and to be able to understand what was transmitted, then The time of mass reading appears, where the consumption of books gives rise to the Industrialized society. A large number of Western countries dedicated themselves to making their communities literate. (Antoinette, 2009)

It is currently, despite the fact that we are living in the era of globalization, and that the planet is inhabited by approximately 7.347 billion people, according to UNESCO, it is only the number of 1.155 billion who have access to a formal education in its different degrees, levels and modalities; while

in contrast there are some 876 billion young people and adults who are currently considered illiterate and 113 billion school-age children are out of the classroom for various reasons.

The author (Robert, 2010) maintains that reading has an evolutionary history, since in all the regions of America it was not taught in the same way, due to the various interpretation schemes immersed in the culture to which man specifically belonged. . The ancestors who lived in different civilizations had mental worlds that were extremely opposite to those of today's man, even the author assumes that they read differently and that thanks to this activity they were able to make sense of their way of life.

In other words, reading is considered since ancient times as a source of information and understanding, this practice has led to the development of cultures allowing circumstantial evolution towards a better future in economic, political and social terms.

Society constantly presents changes and makes these a fixed competition with others, each change is a step to achieve innovation and it is at this point that the human being comes to play a fundamental role, since he must be prepared to analyse the changes. changes and apply them in their daily lives (Alberto, 2010)

Technology came to modify the writings to adapt them to current needs, which has allowed the development of new sources of information, turning them into an intellectual instrument, opening new horizons, but nevertheless, a screen reading with a reading is still not considered to be of equal similarity. Traditional reading.

For (Tamayo, 2010), reading is the action of understanding and assimilating the content of a writing. Unfortunately, individuals are neglecting this activity, and avoiding enriching knowledge. For (Eveline, 2009) "the objective of reading is not for people to listen to others, but for everyone to enjoy reading" and for (Bértolo, 2010), "reading is a disease with advantages".

For (Pierre Bourdieu, 2011) reading is the product of the conditions in which someone has been produced as a reader, becoming aware of it is the only way to escape the effect of these conditions, which gives an epistemological function to all reflection. History of reading

Worldwide, reading is related to culture, India is the country that takes the most hours to read, being an average of 40 minutes to 10 hours approximately a week. Thailand, China and the Philippines are countries that dedicate approximately 8 hours a week to the habit of reading and finally Egypt is among the five countries with the most readers in the world, in which its inhabitants dedicate 6 to 7 hours a week to reading. .

Regarding Latin America, countries such as Argentina are mentioned, which is located in country No. 17 and Mexico in No. 24, devoting half the time of India to reading. Ecuador is considered one of the countries that least practices reading, due to the lack of habit of its inhabitants, the production of copies is reduced due to the low demand that is present in the country. The weekly reading average of an Ecuadorian reaches 1 hour, determining the lack of culture towards reading.

Manabí and specifically the cantons of San Vicente and Sucre do not escape this shortcoming, so it is necessary to promote the creation of educational policies that can contribute to the development of the reading habit of each individual, who still lacks this tool. In the case of the province of Manabí, shortcomings are also observed with the habit of reading, evidence of this can be found in:

- Little use of public libraries and educational institutions, both private and public.
- Poor spelling by students at all levels.
- Scarce production of scientific and academic articles in universities
- Low consumption and literary works.

For what is defined as a research problem, how to promote a teaching culture in society?

2. General objective

To solve this problem, the objective of the research is defined: Analyze the current problem of the habit of reading in Ecuadorian society, case study Sucre-San Vicente cantons.

3. Methodology

The researcher and journalist (Garcia, 2011)It raises fundamental things for reflection. He writes: The value of books is not so much the information they give us when reading them, but their potential to help us discover our greatness and/or human frailty. The solitary act of reading, when it marks its mark on us, allows us to look at life from new angles and possibilities.

In Europe, reading is such an important factor that most of its countries extend reading programs financed in a higher percentage by the State, the methodologies applied are different for each community, due to the shortcomings presented according to censuses carried out by the Governments of turn, the mission has been successful, so in recent years this type of contribution to society continues to be practiced in order to prevent illiteracy from rising.(Elsa, 2013)

Reading is really a necessary activity for man, since through it he can enrich his ideas and understand current changes in the technological age, it is unfortunate to realize that young people are not acquiring the need to feed their knowledge, and are they immerse themselves in what technology offers "adapting to models and not investigating the source of change", is what manifests(Matthew, 2011)in his writings, and expresses that he is afraid that in the future reading will no longer be a priority for man. This would be the end of independent thinking civilization.

The school is the base for the child to be motivated to an adequate reading, it is perhaps this stage that is crucial for the handling of the words, this activity extends in the daily life, for the (Catholic University of Venezuela, 2006)"Teaching based on studies is the tool that will allow citizens to function within an evolving society."

Reading is of great importance for the human being because through it practical knowledge is acquired to improve their interrelation in the environment in which they live, its importance is such that if it had not developed in the evolution of society, man would not have been able to develop their communication skills, it is for many the most efficient weapon to reach the people and ensure that each culture is given importance, reading enriches knowledge and allows one to absorb the constant

changes that occur in society and in the world globalized.

Reading in addition to expanding an individual's knowledge manages to enrich the vocabulary, allowing it to function freely in any type of conversation, on any topic. Reading helps man to think clearly and solve all kinds of problems, because through this cultural activity there is access to a lot of past and current information, it is a process where writing, language and speech intervene. .

To carry out the investigation, a series of steps are followed, which are described below.

Firstly, a bibliographical review was carried out that made it easier to determine the typologies of readings and specify the determining variables to evaluate the habit of reading.

Subsequently, the scope of the investigation was defined, establishing that it would cover the cantons of Sucre and San Vicente, all levels of education (primary, secondary, higher level), as well as the community. Setting a study period of three months.

Once the scope is defined, the instruments for the evaluation are elaborated, which were:

Survey. Composed of 16 variables, which has a scale from 1 to 4, with which it evaluates the habit of reading at all levels and in the community. . See annex No. 1

Interview. Composed of 4 variables. See annex No.2

As a fourth step, a pilot sampling of 45 surveys is carried out to validate the instrument.

4. Results

It is said that man lives in the information society, other times reference is made to living in the knowledge era, and in general terms, information and knowledge are not the same, because the first term is only the accumulation of what is shown in the different ways of communication, while the second term refers to what the individual manages to structure thanks to the relationship between intelligence and understanding, leading to a certain action.(Arthur, 2002)

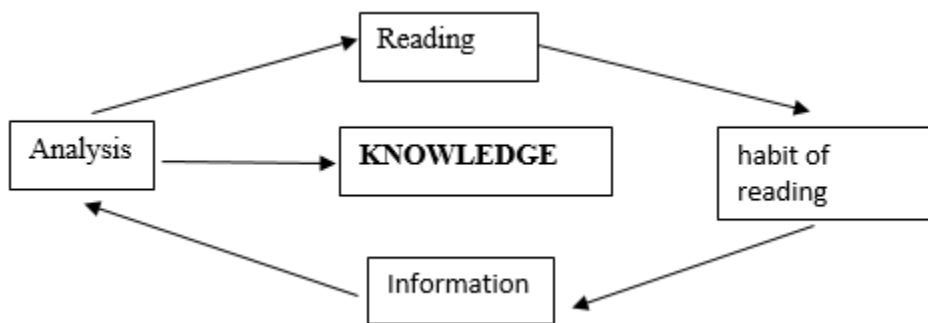


Figure 1. reading process

Man must understand that reading is the basis of knowledge, together with this activity the abilities of knowing how to speak, write and listen are linked, this being part of an evolving society.(Magdalena, 2012)

According to the author, reading is the most effective means of acquiring knowledge, since it enriches the vision of reality, intensifies logical and creative thinking, and facilitates the capacity for

expression. Reading is considered as a knowledge process where data is analyzed.

The types of reading are in accordance with the objectives set to carry it out.

- Recreational reading. Which is done for the purpose of recreation or distribution of the reader, it is generally a quick read, which does not offer complications. Ex: novels, comic strips, etc.

- Information reading. It is done in search of information on a particular topic, or to achieve a piece of information of interest to the reader. For example: consulting a dictionary, reading a news item, etc.
- Intellectual or study reading. This is done with the aim of obtaining knowledge in relation to a specific topic, which implies understanding of what has been read. Example: the study within a specific subject within the programming of a university career.
- Investigative reading. This reading already assumes partial knowledge of a subject and is done

in relation to an investigation to be carried out, which must present a plan in advance that consists of: statement of the problem, theoretical framework, methodology and resources used. Once the research is planned, the reading of the sources or bibliographical subsidies that directly or indirectly will enter into the research will be carried out, as well as the collection of data necessary for it.

To validate the survey, reliability and validity tests of the instrument are carried out, the results of which corroborate its reliability and validity.

Table 1. Reliability analysis results

Cronbach's Alpha	No. of elements
,966	15

Source: IBM SPSS Statistics 26

Results obtained show a very good reliability assessment according to (Celina Oviedo & Campo Arias, 2005) addresses that results between the

ranges of 0.70 and 0.90 indicate good internal consistency.

Table 2. Results of the analysis of variance. ANOVAa

	Sum of squares	gl	root mean square	F	Sig.
Inter-persons	1222,758	177	6,908		
Intra-persons					
inter-elements	1042,643	14	74,474	312,709	,000
Residual	590,157	2478	.238		
Total	1632,800	2492	.655		
Total	2855,558	2669	1,070		

Global mean = 2.3270

Source: IBM SPSS Statistics 21

The value of Cronbach's alpha coefficient is 0.966, greater than 0.8, so the instrument is reliable, the scale is consistent and free of random errors. On the other hand, the ANOVA test shows a significance

of less than 0.05, which corroborates the high reliability of the instrument.

Using the linear correlation coefficient R², the validity of the instrument was determined and an R² value equal to 0.886, greater than 0.7, was

obtained; indicating that the instrument is valid, it is free of random and systematic errors and really measures what it is intended to measure: the

reading habit. The ANOVA test corroborates the validity by showing a significance of less than 0.05.

Table 3. Validity Analysis. Model Summary

Model	R.	r squared	corrected r squared	typ. error of the estimate	change statistics					Durbin-Watson
					Change in R squared	change in F	gl1	gl2	Sig. Change in F	
1	.941a	.886	.876	.24491	.886	84,115	fifteen	162	.000	.706

Source: IBM SPSS Statistics 26

Table 4 Variance analysis. ANOVA

Model		Sum squares	of gl	root square	mean F	Sig.
1	Regression	75,682	fifteen	5,045	84,115	.000b
	Residual	9,717	162	.060		
	Total	85,399	177			

Source: IBM SPSS Statistics 26

The fifth period is made up of the design of the sampling procedure and the determination of sample sizes from the populations defined at each level of study.

To determine the sample size, the ISO 2859-1 Sampling Procedure for inspection by attributes was used, using Table I Code letter for sample size

on page 29, a code letter was determined for each size of the population and according to the code letter and starting from a normal inspection level II, the respective sample sizes are defined for each level to be sampled, in table 2-A on page 30.

The sampling by levels was carried out in the following way:

Table 5. Sample at population level

	No.	no
Level	Population	Sample
University	433	fifty
Community	200	32

7th grade	200	32
Tenth year	240	32
3rd Bacculaureate	200	32
Total		178

Once the number of surveys to be applied is defined, the instrument is applied and the results are processed, determining the central tendency

statisticians: mean, median and mode, then the results obtained are analyzed.

The results of the applied surveys are shown below:

Table 6.Statistics of the applied surveys

	No.		Half	Median	Fashion
	valid	lost			
1. Do you think reading is important?	178	0	3.8596	4,0000	4.00
2. Do you think that the methods used in teaching stimulate the habit of reading?	178	0	2.6124	3,0000	3.00
3. Do you think that students have the habit of reading?	178	0	2.3989	2,0000	3.00
4. Does the family influence the reading habit?	178	0	1.8483	2,0000	1.00
5. Are there suitable books available to read?	178	0	1.8315	2,0000	2.00
6. Do ICTs (Information and Communication Technology) have a negative influence on the habit of reading?	178	0	3.1348	3,0000	3.00
7. Is there a reading habit in the students?	178	0	2.4607	2,0000	2.00
8. Do you regularly spend hours reading?	178	0	2.1854	2,0000	3.00
9. Do you like to read?	178	0	1.9888	2,0000	1.00
10. Do you acquire knowledge by reading?	178	0	2.9045	3,0000	2.00
11. Do you consider that reading is your main source of knowledge?	178	0	2.6404	3,0000	3.00
12. Do you have access to interesting books?	178	0	1.7416	2,0000	1.00
13. Do the teachers encourage you to read?	178	0	2.2921	2,0000	1.00
14. Does your family practice reading?	178	0	1.4382	1,0000	1.00
15. Do your friends practice reading?	178	0	1.5674	1,0000	1.00

16. Do you generally evaluate the reading habit of your group?	178	0	1.5787	1,0000	1.00
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Source: IBM SPSS Statistics 26

The general results of the evaluation of the habit of reading indicate that 53.93% of the respondents never read, that 33.15% do it almost never and that 12.92% do it almost always. In the case of the level the habit of reading indicates that 40% of the students surveyed never read, that 30% almost never do it, while 30% do it almost always.

For the community, the habit of reading is detailed as follows: 62.5% of the sample indicate that they never read, 31.25% almost never practice reading, and 6.25% almost always do so.

In the case of students in the seventh year of basic education, when evaluating the habit of reading, it was obtained that 56.25% do not practice reading, while 37.5% indicate that they almost never do so, and that 6.25 % almost always read.

From the results obtained in the students of the tenth year of basic education, it was obtained that 56.25% do not practice reading, while 37.5% indicate that they almost never do so, and that 6.25% almost always read. . In the case of the third year of high school, the following information was collected: 62.5% do not have the habit of reading, 31.25% do it almost never, while 6.25% only do it occasionally.

The interview is also applied and the records of visits of students and professors to the library of the University Extension are taken, in a period of three months. The frequency in which students use the library services was determined according to the existing records and the records of teacher visits to the library were also reviewed, the following information was obtained:

Table 7. Average visits to the library

NO. EXISTING		VISITS (JUNE)	
Teacher Enrollment	Student Enrollment	Educational visits	Student visits
35	398	19	3192

Source: University Extension Library

According to the current enrollment of 398 students and considering 6 subjects per semester and one visit per subject, the number of visits that should have been in the quarter should have been 7164, for which reason the library is currently being used at only 44.55%.

In the case of the 35 teachers that the Extension has, only 19 visits were registered, which represents 27.1% of teachers who used the library service in the quarter, considering at least 2 visits by teachers in the three months, which is low.

These percentages show the shortcomings of the habit of reading, even at an educational level that

requires bibliographic consultations and maximum use of books. On the other hand, the low percentage of teachers who use the library explains why surveys show that teachers do not encourage the habit of reading.

Discussion

In this analysis, the scientific production of the professors of said extension was specified and it was possible to specify that at the end of September there were 16 articles published in indexed journals, out of 27 that should have been published

according to the publication plan that includes the 35 teachers, that is, 11 less.

On the other hand, only 12 teachers of the 35 enrolled have published this year, which represents 35% of teachers with indexed publications. Also in an interview with the researchers, it was possible to specify that there are only 17 teachers incorporated into research projects. All this shows shortcomings in the scientific-investigative activity, which is the foundation for teaching, the improvement of teachers, educational teaching work and to promote knowledge management.

The next step of the procedure followed was the diagnosis of the causes that affect the habit of reading, for this the variables most affected in the applied survey are analyzed, which constitute the causal events of the low culture for reading. How can you differentiate the factors that are affecting the habit of reading are: lack of family influence, love for reading, lack of access to interesting books, teachers are not motivating them to read, family and friends do not practice reading, all valued with fashion 1.

With mode 2, also considered due to its low level, it can be noted: there is no availability of adequate bibliographic materials to read, here the library comes into play as the main means that facilitates this availability, there is no habit of reading in the students, as well as who also consider that they do not acquire knowledge through reading.

In conclusion, most people recognize that they do not like to read and that in most cases people who have this habit do so out of professional obligations; In addition, they present difficulties for a correct processing of information, due to the ease of the technological resources that are currently available.

This means that technology has replaced customs that were applied in ancient culture, which causes certain habits to have been lost, among them; the habit of using reading as something necessary for the acquisition of knowledge.

It is undeniable that the current situation is dangerous so to speak, what is happening with reading and its habit in man; for this reason, it is necessary to create incentive programs where an opening can be created for children and adolescents

about the true importance of enriching knowledge through it, incorporating it into the use of technology.

Finally, several proposals are made because in Ecuador it is necessary to create campaigns so that citizens come to understand that reading is very useful to function within their community, it will not only allow them to acquire more knowledge, but they will be a fundamental pillar for the development of its sector and to ensure that favorable opportunities are created to publicize its culture.

1. The industry and the sale of books must be in accordance with the purchasing power of end customers.
2. Make use of social networks, and create a type of virtual library open to the general public, whose purpose is to exchange reading data, whether these are stories, novels or essays, and which at the same time serves to be part of a system that exchanges own emotions and ideas.
3. Implement through a previous analysis, reforms in the usual way of teaching reading, to make it more intense and enriching, through engaging activities for children.
4. Another way for reading to remain present in society is to create incentives for youth through school, university and even community fairs, so that they can understand that reading is the tool that opens doors for them and allows them to know from another perspective to the world around them.
5. Carry out more social activities within establishments that refer to good reading, be it contests or theatrical scenes, creating a social and family environment that focuses on enriching knowledge.
6. Publishers should create new ways of making books, trying to change and reinvent their presentation, even adapting environments within institutions to create motivation for daily reading.
7. Another way that is considered efficient to encourage young people to read is by creating writing workshops, where competition is a reason

to read and learn more about cultural, social, political and scientific terms and situations.

8. The teacher must require the student to read a book or an investigation so that it is presented at the end of the class in the form of a final evaluation so that this habit is improved. Academic essays can be oriented in each semester that integrate the knowledge acquired by the subjects taught.

5. Conclusions

1. An analysis of the current problem of the habit of reading in the community was carried out, identifying the causes that are related to the lack of interest in reading.

2. A bibliographical review was carried out that allowed to theoretically base the study carried out, define the typologies and importance of reading and select the variables that make up the evaluation instruments used.

3. The scope of the research was defined, which includes the Sucre and San Vicente cantons, at all levels of education and the community, contributing actions that favor the improvement of the habit.

4. The reading habit was evaluated, verifying that 53.93% of the respondents never read and 33.15% almost never read. The following are determined as fundamental causes of the poor reading habit: love for reading, lack of access to interesting books, teachers are not motivating them to read, family and friends do not practice reading

5. Actions are proposed that will improve the reading habit through programs and digital networks

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Appendix 1. Survey to assess reading habit

coefficients					
Model	Unstandardized coefficients		standardized coefficients	you	Next.
	B.	typ. error	Beta		
1 (Constant)	.222	.296		.750	.454
1. Do you think reading is important?	-.026	.072	-.013	-.364	.716
2. Do you think that the methods used in teaching stimulate the habit of reading?	.227	.079	.159	2,881	.005
3. Do you consider the students have the habit of reading?	-.194	.054	-.223	- 3,570	.000
4. Does the family influence the reading habit?	.392	.064	.489	6,128	.000
5. Are there suitable books available to read?	-.035	.069	-.043	-.507	.613
6. Do ICTs (Information and Communication Technology) have a negative influence on the habit of reading?	.001	.059	.001	.022	.983
7. Is there a reading habit in the students?	-.027	.053	-.035	-.511	.610
8. Do you regularly spend hours reading?	.093	.060	.120	1,541	.125
9. Do you like to read?	-.113	.067	-.161	- 1,682	.095
10. Do you acquire knowledge by reading?	-.090	.062	-.104	- 1,453	.148
11. Do you consider that reading is your main source of knowledge?	-.068	.073	-.104	-.927	.356
12. Do you have access to interesting books?	.423	.070	.506	6,031	.000
13. Do the teachers encourage you to read?	.162	.053	.261	3,079	.002
14. Does your family practice reading?	.117	.084	.107	1,390	.166
15. Do your friends practice reading?	-.051	.079	-.057	-.643	.521

to. Dependent variable: 16. Do you generally evaluate the reading habit of your group?

Appendix 2. Reliability analysis results

Reliability analysis

Case Processing Summary			
		No.	%
cases	valid	178	100.0
	excluded to	0	,0
	Total	178	100.0
to. Elimination by list based on all variables of the procedure.			

reliability statistics	
Cronbach's Alpha	No. of elements
,966	fifteen

Item Statistics			
	Half	Typical deviation	No.
1. Do you think reading is important?	3.8596	.34843	178
2. Do you think that the methods used in teaching stimulate the habit of reading?	2.6124	.48859	178
3. Do you consider the students have the habit of reading?	2.3989	.79788	178
4. Does the family influence the habit of reading?	1.8483	.86653	178
5. Are there adequate books available to read?	1.8315	.85352	178
6. Do ICTs (Information and Communication Technology) have a negative influence on the habit of reading?	3.1348	.67550	178
7. Is there a reading habit in the students?	2.4607	.89007	178
8. Do you regularly spend hours reading?	2.1854	.89847	178
9. Do you like to read?	1.9888	.99143	178
10. Do you acquire knowledge by reading?	2.9045	.80034	178

11. Do you consider that reading is your main source of knowledge?	2.6404	1.06561	178
12. Do you have access to interesting books?	1.7416	.83060	178
13. Do the teachers motivate you to read?	2.2921	1.11692	178
14. Does your family practice reading?	1.4382	.63700	178
15. Do your friends practice reading?	1.5674	.78002	178

Total-Item Statistics

	Average of the scale if the element is removed	Scale variance if element is removed	Corrected item-total correlation	Cronbach's alpha if the element is removed
1. Do you think reading is important?	31.0449	100,179	.476	.968
2. Do you think that the methods used in teaching stimulate the habit of reading?	32.2921	96,660	.700	.965
3. Do you consider the students have the habit of reading?	32.5056	93,201	.635	.966
4. Does the family influence the reading habit?	33.0562	89,330	.827	.962
5. Are there suitable books available to read?	33.0730	89,006	.862	.962
6. Do ICTs (Information and Communication Technology) have a negative influence on the habit of reading?	31.7697	93,783	.717	.965
7. Is there a reading habit in the students?	32.4438	89,118	.816	.963
8. Do you regularly spend hours reading?	32.7191	87,751	.895	.961
9. Do you like to read?	32.9157	85,693	.923	.961
10. Do you acquire knowledge by reading?	32,0000	89,401	.897	.961
11. Do you consider that reading is your main source of knowledge?	32.2640	84,241	.933	.961
12. Do you have access to interesting books?	33.1629	89,052	.885	.961
13. Do the teachers encourage you to read?	32.6124	86,702	.754	.965
14. Does your family practice reading?	33.4663	93,064	.826	.963
15. Do your friends practice reading?	33.3371	90,168	.867	.962

Scale Statistics			
Half	Variance	Typical deviation	No. of elements
34.9045	103,624	10.17957	fifteen

ANOVA							
		Sum squares	of gl	root mean square	F	Next.	
Inter-persons		1222,758	177	6,908			
Intra-persons	inter-elements	1042,643	14	74,474	312,709	,000	
	Residual	590,157	2478	.238			
	Total	1632,800	2492	.655			
Total		2855,558	2669	1,070			
Global mean = 2.3270							

Annex 3: Results of the Validity analysis

Descriptive Statistics			
	Half	Typical deviation	No.
16. Do you generally evaluate the reading habit of your group?	1.5787	.69461	178
1. Do you think reading is important?	3.8596	.34843	178
2. Do you think that the methods used in teaching stimulate the habit of reading?	2.6124	.48859	178
3. Do you think that students have the habit of reading?	2.3989	.79788	178
4. Does the family influence the reading habit?	1.8483	.86653	178
5. Are there suitable books available to read?	1.8315	.85352	178
6. Do ICTs (Information and Communication Technology) have a negative influence on the habit of reading?	3.1348	.67550	178
7. Is there a reading habit in the students?	2.4607	.89007	178
8. Do you regularly spend hours reading?	2.1854	.89847	178

9. Do you like to read?	1.9888	.99143	178
10. Do you acquire knowledge by reading?	2.9045	.80034	178
11. Do you consider that reading is your main source of knowledge?	2.6404	1.06561	178
12. Do you have access to interesting books?	1.7416	.83060	178
13. Do the teachers encourage you to read?	2.2921	1.11692	178
14. Does your family practice reading?	1.4382	.63700	178
15. Do your friends practice reading?	1.5674	.78002	178

Variables added/removed to

Model	Variables entered	Deleted Variables	Method
1	15. Do your friends practice reading? 1. Do you think reading is important? 2. Do you think that the methods used in teaching stimulate the habit of reading? Information and Communication) in the habit of reading?, 13. Do the teachers motivate you to read?, 7. Is there a reading habit in the students? Do the students have the habit of reading? reading?, 5. Are there adequate books available to read?, 9. Do you like to read?, 11. Do you consider that reading is your main source of knowledge		Introduce

to. Dependent variable: 16. Do you generally evaluate the reading habit of your group?

b. All requested variables entered.

Summary of model b

Model	R.	r squared	corrected squared	rtyp. error of the estimate	change statistics					Durbin-Watson
					Change in R squared	Change in F	g1	g2	Next Change in F	
1	.941a	.886	.876	.24491	.886	84,115	fifteen	162,000	.706	

to. Producer variables: (Constant), 15. Do your friends practice reading? negatively ICT (Information and Communication Technology) in the habit of reading?, 13. Do the teachers motivate you to read?, 7. Is there a habit of reading in the students? ?, 3. Do you consider the students have the habit of reading?, 4. Does the family influence the reading habit?, 8. Do you spend hours regularly reading?, 12. Do you have access to interesting books?, 14. Does your family practice reading? 5. Are there adequate books available to read? 9. Do you like to read? 11. Do you consider reading to be your main source of knowledge?

b. Dependent variable: 16. Do you generally evaluate the reading habit of your group?

ANOVAa

Model	Sum of squares	gl	root mean square	F	Next.
1 Regression	75,682	fifteen	5,045	84,115	,000b
Residual	9,717	162	.060		
Total	85,399	177			

to. Dependent variable: 16. Do you generally evaluate the reading habit of your group?

b. Predictor variables: (Constant), 15. Do your friends practice reading?, 1. Do you consider that reading is important?, 2. Do you think that the methods used in teaching stimulate the reading habit? negatively ICT (Information and Communication Technology) in the habit of reading? 13. Do the teachers motivate you to read? 7. Is there a habit of reading in the students? , 3. Do you consider the students have the habit of reading?, 4. Does the family influence the reading habit?, 8. Do you spend hours regularly reading?, 12. Do you have access to interesting books?, 14. Does your family practice reading? 5. Are there adequate books available to read? 9. Do you like to read? 11. Do you consider reading to be your main source of knowledge?

Statistics on waste to

	Minimum	Maximum	Half	Typical deviation	No.
predicted value	.7280	2.9560	1.5787	.65390	178
Residual	-.69794	.55079	,00000	,23431	178
predicted value typ.	-1,301	2,106	,000	1,000	178
typ. residue	-2,850	2,249	,000	.957	178