

Reading Comprehension, Reading Self-Efficacy And Attitude Towards Reading In Students At A Metropolitan Lima State University

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Abstract

The relationship between reading comprehension, reading self-efficacy and attitude towards reading in students at a Metropolitan Lima state university was studied. The participants were 1102 university students, obtained through a non-probabilistic sampling procedure, the proportion of students per professional area was established, maintaining the proportion of the population, finally the participants were selected. A correlational design was used. The results show the existence of a significant relationship between reading comprehension and reading self-efficacy, between reading comprehension and attitude towards reading and between reading self-efficacy and attitude towards reading, with which it can be pointed out that there is a statistically significant relationship between reading comprehension, reading self-efficacy and attitude towards reading in the participants.

Keywords: Reading comprehension, reading self-efficacy, attitude towards reading, state university.

INTRODUCTION

The objective was to study the relationship between reading comprehension, reading self-efficacy and attitude towards reading in students at a Metropolitan Lima state university. Reading comprehension is very important in the academic training of university students because it is necessary for them in order to acquire knowledge. In Peru, González (1998) pointed out that secondary education was responsible for the

reading deficiencies of university students and that the university was responsible for developing programmes to support and consolidate reading skills.

Currently, the concept of reading is treated from a variety of approaches and various definitions have been proposed that have changed over time and with research. Vallés (2005) considers that reading is a very important tool to have access to knowledge and to be able to construct reality, it is a basic

competence to process information and to generate other skills such as imagination, analysis, deduction, reading codes, symbols, among others. Defior (1996) considers that when reading the code of the printed letter is deciphered so that it can have a meaning and, as a consequence, the understanding of the text takes place, that is, when a person reads, he is trying to look for a meaning, he will carry out an active construction using keys and strategies, which will allow to understand. Guevara and García (2017) propose that in reading there is an interaction between the text and the reader, where the reader will actively build a personal meaning to what the author tries to communicate. Vallés (2005) states that, from the cognitive perspective, reading comprehension is considered a product and a process. It is a product because it becomes as a result of the interaction between the person reading and the text, this result will be stored in the long-term memory (LTM), to be evoked later when questions are raised about the topic. Both long-term memory and access routes will have an important role since they will determine the success or the degree of achievement that can be achieved by those who read. It is considered as a process because it is dynamic in access to information, while the meaning is extracted gradually, progressively and not necessarily in a linear way, because when it is read there will be moments in which the person may not understand and moments in which you will have a higher level of understanding.

Guerra and Guevara (2017) point out that Washer in 2007 states that reading comprehension has such relevance worldwide that it is considered at the training level as one of the most important generic competences. They also indicate that according to Pérez, in 2005, reading comprehension will be developed at the following levels: Literal comprehension, in which the content will be recognized and remembered; reorganization of information, when ideas are ordered using classification and synthesis; the inferential level is one in which the person reading makes use of experience and previous knowledge on the subject, make guesses or assumptions; the level of critical reading or evaluative judgment of the reader, in which the content

of the text is reflected and, finally, the reading appreciation, which refers to the psychological and aesthetic impact that the text has on the person who reads.

According to García et al. (2014) the university student must not only have the ability to ask questions from what he reads and look for new information, be able to analyze other people's ideas and argue pointing out what he considers to be most important to him, but he must also be able to form systematic thinking, creative, autonomous and scientific. Frade (2009) considers that reading comprehension is a skill that should be stimulated from the initial levels of schooling so that the student can reach the higher level with the tools that allows to understand texts of greater complexity.

According to a document from the Ministry of Education of Peru (2017a) reading is a transversal competence to various areas, given that if it is developed properly, it will have an influence on other areas of the curriculum, such as the process of integration of a person into society. Reading is defined as an interactive and strategic process in which meanings of written texts are constructed from the previous knowledge of the person that is reading within social and cultural practice. In the National Curriculum prepared by the Ministry of Education (2017b) it is proposed that when the competence to read is put into play, knowledge of different types and resources that come from the reading experience and the world around the reader are used, which implies a diversity in the reading purpose so it is necessary that the student has access to various texts. Carrillo (2007) states that reading is a personal experience whose practice will ensure that readers approach books. However, Amador and Alarcón (2006) found in the students at the Autonomous University of Mexico that most of them did not have the habit of reading. The results presented in the PISA report of 2015 are currently known, which show that Peruvian students achieved low results when compared to their peers from other Latin American countries who also participated, although in this area there has been sustained progress in recent years,

being that between 2000 and 2015 the average score rose from 327 to 398 points. For each evaluation cycle there has been an increase of 14 points (MINEDU, 2017c), however, there is still a large percentage of Peruvian students who cannot understand what they read at the end of high school.

On the other hand, according to Bandura (1977, 1995) self-efficacy is a fundamental motivational construct in student learning, which is inserted within the Social Cognitive Theory, and refers to the perception or personal belief of one's own abilities in a given situation, considers that the beliefs of self-efficacy act about thoughts, feelings, and behaviors. Reading self-efficacy is understood as the judgment or self-evaluation of a person about their abilities to read correctly and directly influences both the mastery and the acquisition of reading (Olivares and Fidalgo, 2012).

Alpuche and Vega (2014) point out that reading self-efficacy refers to the belief that a student has about his ability to intentionally direct his behavior in different contexts, to read various written stimuli, to write words or phrases either by copying or generating them, as well as to give meaning to different written stimuli, depending on whether they are perceived as useful. Pajares (2003) states that in recent decades self-efficacy is being considered as a predictor of student motivation and learning, as it is considered as the main component of academic motivation. Fidalgo et al. (2013) point out that positive reading self-efficacy at the behavioral level will generate greater effort, greater persistence and type of help that the student needs when reading a text. It has also been shown to have a direct and significant relationship with other motivational constructs such as intrinsic self-interest, value or usefulness or functionality of the task or positive emotional or affective experiences towards the task. From the cognitive point of view, positive self-efficacy has been linked to a more strategic, metacognitive or self-regulated approach to learning, dimensions that are basic to deeply understand a text. Olivares (2015) states that an optimal level of self-efficacy makes the student commit to reading and assume a more strategic and

self-regulated approach to their comprehension process.

On the other hand, attitude refers to the appreciation that is made about a subject, a person or an object, in general, about any aspect of the social world (Aiken, 2002; Baron, 2005; Eagly and Chaiken, 1993). Attitude, usually with respect to emotion in education, has often been pointed out as equally determining learning achievements as cognitive domain. In the Peruvian curriculum, both the affective and cognitive dimensions are included, so the role of the reader depends on attitudes towards reading.

Regarding the attitude towards reading Andrade, Cueto and León (2003) indicate that the 1998 evaluation asked about the acceptance experienced by primary and secondary school students in language classes, finding a highly positive attitude in both men and women. Aiken (2002) points out that in many international studies it has been reported that female students present a more positive position towards reading and writing compared to men, observing in turn a better performance in both aspects. Pajares and Valiante (Andrade et al., 2003) argue that this difference has implications for personality as well as conceptions of gender. Schumacher (1988) points out that readers can exercise different roles, for example, those who try to understand and think, those who are central figures, and those who participate as listeners and spectators but without expressing their liking to reading.

From the above, the following question arises:

What is the relationship between reading comprehension, reading self-efficacy and attitude towards reading in students at a Metropolitan Lima state university?

Therefore, the general objective of this research is to study the relationship between reading comprehension, reading self-efficacy and attitude towards reading in students at a Metropolitan Lima state university.

As far as international research on reading comprehension is concerned, there is that of

Martínez et al. (2013) whom studied the relationship between reading comprehension and academic performance in 60 students of the fifth semester of Engineering and Psychology in Higher Education centers. They used a test on reading comprehension and the students' grade point averages. They found a low, positive and significant interaction related to the indices studied, which indicated the slight evidence of better academic performance based on better reading comprehension.

Likewise, Carmona (2016) investigated about the interaction corresponding to reading comprehension and academic performance of pedagogy students at the Adventist University Corporation (UNAC), in the city of Medellín, Colombia. 125 students participated, from the specialties of Preschool Education and professional degree in Music. The Cloze Standard test was applied to them to evaluate reading comprehension and to obtain the academic index the average grades of the first semester were considered. It was reported that there was a significant relationship between both variables, most of the students had an average level in terms of reading comprehension, which indicated that they managed to obtain information but needed the assistance and support of a tutor.

In Peru, Llanos (2013) investigated on the level of reading comprehension in first cycle students, 425 students from the schools of Accounting, Administration, Communication, Nursing, Medicine, Industrial Engineering and Psychology, of the subjects of Spanish Language, Communication, Human Communication, Scientific Writing, Language and Communication participated in the academic semester 2012-I of the Catholic University Santo Toribio of Mogrovejo (USAT) of Chiclayo. They developed an instrument to measure reading comprehension. They concluded that the level of a large part of the students was at the basic level in terms of understanding, analysis and interpretation of information. The reading level was below acceptable.

Alcas et al. (2019) studied how metacognitive skills corresponding to reading and comprehension influenced university students at an institution in Lima, Peru. 62 students of Pedagogy participated, 30 made up the experimental group and 32 the control group. The results showed the effectiveness of the metacognitive strategies program because the experimental group had a significant improvement in reading comprehension at the literal, organizational, inferential level, and at the critical level. The participants showed a reading index lower than required, both at the literal level and at the inferential level.

As for research on reading self-efficacy, there is that of Olivares (2015) who studied the differences in reading self-efficacy and reading comprehension in students from third grade to fourth grade and analyzing the possible differences depending on gender. The participants were 1060 students from eight schools in León, Spain. He applied the Auto efficacy Scale towards Reading of Fidalgo, Arias-Gundín and Olivares and the reading of a text taken from the Comprehension Strategies Test of Vidal-Abarca, Gilabert, Martínez, Sellés, Abad and Ferrer. He concluded that the observed changes do not follow the same pattern in the different courses, nor in the other indicators of reading self-efficacy, noting that the scheme of variations differs according to the level of complexity of the reading skills required.

Madalozzo and Navarrete (2017) investigated the relationship between reading self-efficacy and reading comprehension rates in students of the sixth grade of a vulnerable school in the commune of Puente Alto. They conducted a quantitative and qualitative study. The participants were 17 students. They applied the Fidalgo, Arias & Olivares Reading Self-Efficacy Scale, and to assess reading comprehension they used the SEPA UC Learning Advancement Monitoring test (learning progress evaluation system), standardized by the Center for Research, Development and Services of the Pontifical Catholic University of Chile (MIDE UC) and a structured interview. They concluded that there was a direct but very low

correlation between the study variables, if students with special educational needs were considered; if this group of students was not considered, the correlation was greater; in students with special educational needs (SEN) the correlation was inverse and significant. They point out that as regular students advance in age their perception of reading self-efficacy improves, it does not occur in the same way in students with SEN.

Zárate (2019) studied the relationship between self-efficacy towards reading, reading comprehension and academic performance in the students of a private university in Lima. 338 students from the Faculties of Engineering, Business and Communications participated. The instruments used were the Scale of Self-Efficacy towards Reading by Fidalgo, Gundín and Olivares and the Reading Comprehension test by Violeta Tapia, version abbreviated by Miriam Grimaldo, and the grades of the subject of written communication. It reported a direct and significant relationship, a low relationship between the index of reading self-efficacy and the grades obtained, a medium relationship between reading comprehension and academic achievement and a low relationship between the belief corresponding to decoding and reading comprehension, however, a stronger interaction corresponding to self-efficacy for comprehension and reading level was found.

Inciso (2021) studied the mediation of reading comprehension strategies in the interaction corresponding to academic self-efficacy and reading comprehension in 497 students from the Faculties of Communications and Systems Engineering of a public and a private university. She applied the Scale of Perceived Self-Efficacy Specific to Academic Situations (EAPESA), adapted by Dominguez et al., the Gonzales Cloze test and the Questionnaire for the Evaluation of Reading Comprehension Strategies-CEECOL prepared by the researcher. She concluded that reading comprehension strategies played a mediating role in the association between academic self-efficacy and reading comprehension. It also reported a significant relationship between reading

comprehension strategies and academic self-efficacy. It also found that it was women who frequently used reading comprehension resources, and that Communications students used comprehension techniques preferentially compared to engineering students.

Among the reported works corresponding to attitudes and reading there is that of Manini (2017), who studied this variable and the reading comprehension indices in first-year high school students of the educational center 7074 "La Inmaculada" of San Juan de Miraflores. The participants were 70 students, both men and women. The Scale of Attitudes towards Reading elaborated by Cueto et al. was applied, as well as the ECLE-3 test of Galve and Ramos, finding a significant interaction corresponding to the trends towards reading and the reading comprehension index of the participants.

RESEARCH METHOD

Participants

The population was made up of students from a Metropolitan Lima state university. The sample size was estimated considering the characteristics of the population. The procedure used to obtain the sample was a non-probabilistic sampling for convenience, since the institution to be included in the study was selected, then the proportion of students per Faculty was established, maintaining the proportion of the population and finally the 1102 students who participated in the study were determined.

Instruments

The instruments developed for this research were: A reading comprehension test, a test of self efficacy reading and a scale of attitudes towards reading.

Procedure

The tests were applied after the informed consent was obtained according to the Helsinki declaration. It was stated that the students were participating on a voluntary basis, that the results were private and was going to use just for the research and nothing else, that they have been informed about the content of the tests and that they may ask any questions about the tests and the procedure.

Data analysis

The obtained data was analyzed in order to determine the statistical distribution using the Shapiro Wilk's (S-W) test. The results indicated that the evaluation of the hypothesis should be made using a non parametric tool.

RESULTS AND DISCUSSION

The values as a result of applying the Shapiro Wilk's (S-W) goodness of fit test concerning the values of the reading comprehension test, the self-efficacy scale

for reading and the scale of attitudes towards reading of the students at a Metropolitan Lima state university can be seen in Table 1, where it is evident that in all cases statistically significant values are obtained (Reading Comprehension Test for University Students = .974; Self-Efficacy Scale for Reading = .980 and Reading Attitudes Scale = .993), which are indicating that the scores do not show a statistical distribution corresponding to normality, thus establishing the use of a non-parametric statistical test, that is, Spearman's Rho test in order to evaluate the hypothesis.

Table 1 Shapiro Wilk's Goodness of Fit Test for University Reading Comprehension Test, Reading Self-Efficacy Scale and Reading Attitudes Scale scores of students at a Metropolitan Lima state university

| Instruments | Mean | St. Deviation | S-W |
|--|-------|---------------|---------|
| Reading Comprehension Test for University Students | 29.42 | 6.879 | .974*** |
| Self-Efficacy Scale for Reading | 74.00 | 12.108 | .980*** |
| Reading Attitudes Scale | 3.47 | 0.522 | .993*** |

Note: n = 1102, ***p < .001

Regarding the scores of the relationship between reading comprehension and reading self-efficacy in the participants (Table 2), a value in the correlation of .21 can be observed, which is statistically significant, with a small effect size (.04), results that

allow to accept the specific hypothesis H_{1.1}, which raises the existence of a significant relationship between reading comprehension and reading self-efficacy in students at a Metropolitan Lima state university.

Table 2 Spearman's correlation between reading comprehension and reading self-efficacy in students at a Metropolitan Lima state university

| | Reading self-efficacy | p | r ² |
|-----------------------|-----------------------|------|----------------|
| Reading comprehension | .21* | .000 | .04 |

Note: n = 1102, *p < .05

Likewise, table 3 shows the results corresponding to the relationship between reading comprehension and attitude toward reading in students at a Metropolitan Lima state university (specific hypothesis H_{1.2}),

where a correlation coefficient of .12, which is statistically significant, with a small effect size (.01), allows to conclude that this hypothesis is valid

Table 3 Spearman's correlation between reading comprehension and attitude toward reading in students at a Metropolitan Lima state university

| Attitude toward | p | r ² |
|-----------------|---|----------------|
|-----------------|---|----------------|

| | reading | | |
|-----------------------|---------|------|-----|
| Reading comprehension | .12* | .000 | .01 |

Note: n=1102, *p < .05

Regarding the specific hypothesis H_{1.3} that indicates that there is a significant relationship between reading self-efficacy and attitude towards reading in students at a

Metropolitan Lima state university, the table 4 shows a Spearman Rho coefficient of .37, with a median effect size (.14), which shows that this hypothesis can be accepted.

Table 4 Spearman's relationship between reading self-efficacy and attitude toward reading in students at a Metropolitan Lima state university

| | Attitude toward reading | p | r ² |
|-------------------------|-------------------------|------|----------------|
| Reading self - efficacy | .37* | .000 | .14 |

Note: n=1102, *p < .05

While the three specific hypotheses have been accepted, it can be deduced that the general hypothesis of the research is valid too, because it states that there is a significant relationship between reading comprehension, reading self-efficacy and attitude towards reading in students at a Metropolitan Lima state university.

The results show a statistically significant relationship between reading comprehension and reading self-efficacy in the participants (Table 2), which agrees with Pajares (2003), who points out that in recent decades self-efficacy is being considered as a predictor of student motivation and learning, as it is the main component of academic motivation.

Likewise, Fidalgo et al. (2013) point out that it has been shown that positive self-efficacy has a direct and significant relationship with other motivational constructs such as intrinsic personal interest, the value of the task, its usefulness or functionality, as well as the affective positive experiences towards it.

From the cognitive point of view, positive self-efficacy has been linked to a more strategic, metacognitive or self-regulated approach to learning, dimensions that are basic to deeply understand a text. Thus, Olivares (2015) states that an optimal level of self-efficacy makes the student commit to reading and assume a more strategic and self-regulated approach to their

comprehension process.

The results corroborate what was reported by Madalozzo and Navarrete (2017) on the relationship of self-efficacy in reading and reading comprehension levels in sixth grade students in Puente Alto, Chile, who concluded that there was a direct and low relationship between the study variables, if students with SEN were considered. If this group of students was not considered, the correlation was greater, while in students with SEN the correlation was inverse and significant. They observed that as regular students advanced in age their perception of reading self-efficacy improved, which was not the case in students with SEN.

It is also agreed with the results of the study by Zárate (2019) about the interaction between self-efficacy towards reading, reading comprehension and academic performance in 338 students of a private university in Lima, who reported a positive and significant relationship between the three study variables, also found a median relationship between reading comprehension and academic performance; a low relationship between the self-efficacy and reading comprehension, but medium between self-efficacy for reading and reading comprehension.

A statistically significant interaction between reading comprehension and attitude

towards reading was also found in the students in the sample (Table 3), which coincides with what Andrade et al. (2003) pointed out that in the evaluation they carried about the acceptance experienced by primary and secondary students in language classes it was find a positive attitude in both men and women. Aiken (2002) points out that in many studies it was found that female students had a more positive attitude towards reading and writing than men, while observing that performance was better. The findings of this study are consistent with those of Manini (2017), who studied attitudes towards reading and reading comprehension levels in first-year high school students from a state educational institution in San Juan de Miraflores, finding a significant interaction between attitudes towards reading and the level of reading comprehension.

Regarding the relationship between reading self-efficacy and attitude towards reading, the results show a statistically significant relationship between the variables in the participants (Table 4), which confirms the approach of Olivares and Fidalgo (2012) that point out that reading self-efficacy is directly associated both in the domain and in the acquisition of reading.

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CONCLUSIONS

As a result of the investigation, some conclusions are set out as follows.

1. A significant relationship was found between reading comprehension, reading self-efficacy and attitude towards reading in students at a Metropolitan Lima state university.
2. A significant correlation was obtained between reading comprehension and reading self-efficacy in students at a Metropolitan Lima state university.
3. The results show a statistically significant relationship between reading

comprehension and attitude towards reading in students at a Metropolitan Lima state university.

4. A significant relationship was found between reading self-efficacy and attitude towards reading in students at a Metropolitan Lima state university.

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