

Understanding from the Reading Habits in Second-Year High School Students from a Public Institution, In San Juan De Lurigancho, Lima, Peru

Romero-Centeno, Rómulo-Cresenciano^{1*}, Mosquera-Molina, Miguel-Angel², Romero-Alva, Rommel-Esnaider³, Romero-Alva, Rider-Oustin-Irnak⁴, Anyosa-Dávila, Ruth-Sofia⁵

^{1*}Universidad Nacional de Ingeniería, Peru; rromero@uni.edu.pe ORCID: <https://orcid.org/0000-0001-9883-0237>

²Universidad Nacional Mayor de San Marcos mmosqueram@unmsm.edu.pe ORCID: <https://orcid.org/0000-0001-8511-2535>

³Universidad Nacional de Ingeniería, Peru; rommel.romero.a@uni.pe ORCID: <https://orcid.org/0009-0006-1340-7581>

⁴Universidad Nacional Mayor de San Marcos, Peru; rider.romero@unmsm.edu.pe ORCID: <https://orcid.org/0009-0002-4438-9145>

⁵Universidad Nacional de Ingeniería, Peru; ruth.anyosa.d@uni.pe ORCID: <https://orcid.org/0009-0004-0375-4112>

***Corresponding Author:** Romero-Centeno, Rómulo Cresenciano,

^{*}Universidad Nacional de Ingeniería, Peru; email: rromero@uni.edu.pe

Abstract

This study examines the findings of the diagnostic test as well as the advancements achieved in the reading habits and abilities of second-grade secondary school pupils at a public school in San Juan de Lurigancho, Lima, Peru, throughout the 2024 academic year. The objective was to determine that reading habits significantly improve reading comprehension; that is, reading allows for the development of appropriate mental structures to better address reading comprehension in everyday situations. This is a longitudinal case study. The study involved 123 students. Data from the diagnostic assessment, the four academic periods, and the exit assessment are presented. The results show significant progress in the "Achieved" and "Outstanding" categories, although a group of students persists at the "Beginning" and "Process" levels. It is concluded that as reading habits develop, students noticeably improve their reading comprehension across all its ranges; they also demonstrate a broader vocabulary in their dialogue.

Keywords: Reading comprehension, action, reading habit, criticality, secondary

INTRODUCTION

Reading competence is a fundamental pillar in the academic and personal development of students at any level, grade, or cycle. This ability not only influences school success but also the ability of individuals to understand and actively participate in society (PISA, 2018). In this context, diagnostic and formative assessments play a crucial role in measuring the progress of basic education students and, with this result, designing effective teaching strategies (Black & Wiliam, 1998). This need is reinforced by Borzone (2025), who states that students arrive at secondary school without knowing how to read and write, not because of teachers or economic issues, but because of ideological causes of the government's education system. In this group of students who know how to read, there is also another number who do not understand what they read.

This study examines the communication proficiency, more especially, reading competency of second-grade basic education pupils in a marginal urban district like San Juan de Lurigancho, Lima, Peru, during the 2024 cycle. It aims to comprehend the trends of improvement and the difficulties that students encounter in this crucial area for the advancement of other areas by analyzing quantitative data. We aimed to establish a reading habit in each study group in order to track progress.

A sophisticated cognitive ability, reading comprehension entails the reader and the text interacting in a process that includes decoding and meaning-making. This process, according to Solé (1992), is not linear and calls for proactive approaches to textual content analysis, reflection, and evaluation. In the field of education, reading comprehension is essential since it directly affects learning across all subject areas, grades, and levels.

In the Peruvian context, the Ministry of Education (Minedu) establishes reading competence as one of the key skills in the National Basic Education Curriculum. This competence is defined as the ability to

"read various types of texts in a reflective, critical, and autonomous manner" (Minedu, 2016). At the international level, the PISA (Programme for International Student Assessment) assessment has also highlighted the relevance of this skill as an indicator of the educational and socioeconomic development of countries (OECD, 2018).

The Organization of Ibero-American States for Education, Science, and Culture (OEI), in collaboration with the Peruvian Ministry of Culture and the Peruvian Book Chamber, launched the project, Reading in Motion in Lima, at the 27th Lima International Book Fair (OEI, 2023). The message of Gaspar Frontini, the European Union ambassador to Peru, is particularly noteworthy in this exercise: When we begin reading a book, our minds become more receptive to new ideas, we can view the world more widely, and we have more resources at our disposal to solve problems. In addition to many other things, we learn how to write and speak properly. However, this mental activity needs to be reiterated day after day, week after week, especially in children and adolescents with little motivation, little basis in reading. As Garrido (2004) says, the "good reader is made, not born"; Reading should be insisted on until it becomes a habit. Among the factors that influence the development of reading comprehension, the socioeconomic context, the quality of teaching, and access to educational resources stand out; these factors put reading in second place in priority. In areas such as San Juan de Lurigancho, Lima, an area with limited economic resources, these factors acquire special relevance due to the educational gaps and socioeconomic conditions faced by public institutions. This is confirmed by the study by Cárdenas and Vera (2025), who indicate that low levels of reading comprehension are associated with the lack of consistent reading habits both at school and at home. For this reason, they suggest that the taste for reading should be encouraged through motivating strategies and welcoming reading environments.

Several studies have explored reading comprehension in high school students in contexts similar to that of San Juan de Lurigancho. According to Cueto and Chávez (2005), Peruvian students have significant difficulties in reading skills, particularly in the interpretation and evaluation of texts. This finding is reaffirmed in the national evaluations carried out by Minedu (Ministry of Education), which show a considerable percentage of students at the "Beginning" and "Process" levels (grades with a vigesimal base below 12) in this competence, at whatever grade they are.

In a study conducted by Saavedra et al. (2019), in public institutions in Metropolitan Lima, they identified that the implementation of structured reading programs and the use of educational technology contributed to improving reading comprehension results. However, the need to strengthen teacher training and ensure the sustainability of these initiatives is also highlighted. Sustainability is understood as starting in the first grades and continuing in the following grades with intensity.

Torres and López (2024), Lima, Peru, worked on reading comprehension. They consider the basis for the effective learning of the subjects, which is why various strategies have been developed, especially the formation of critical thinking. The objective was to analyze the various reading comprehension strategies in their mother tongue; strategies that were applied to secondary school students to contribute to the achievement of a deep level of understanding. To do this, they conducted a systematic review using the PRISMA method, where they identified 22 articles in Redalyc, Scielo, Sciencedirect, and Scopus, between 2019 and 2023. The strategies identified in the analyzed works promote the active participation of the student, meaningful, collaborative, and interactive learning with the teacher, as well as the support of the family and the use of ICTs as attractive and innovative resources. These two strategies, in the case of the sample studied, do not work. The first is because the family only expects the educational institution to do the work and does not collaborate in the reading comprehension training of their children, either because they do not have the time or because they have little interest in their children. The second is that educational institutions lack ICT classrooms, and not all of them have cell phones or internet.

Zuniga (2024) investigated, in Guanajuato, Mexico, reading comprehension as a skill that develops from a process that contains a large number of factors. It was proposed to generate an educational intervention process to improve the reading comprehension of students through the meaning and function of the main ideas, the secondary ideas, the summary, and the key words. To this end, four purposes were proposed: 1) to identify previous knowledge; 2) to carry out an informative class; 3) to develop a practical activity; and 4) to identify the learning and progress obtained. The work corresponded to a qualitative study, with action research, developing instruments such as the questionnaire and participant observation. The main results are: 1) there are a few small notions of the concepts; 2) there is confusion between the conceptualizations of the terms; 3) the intervention generated a high percentage of assertiveness in the development of the activity. The research showed that the role and commitment of the teacher to the student's learning process is fundamental to creating scenarios and tools that promote

reading and comprehension, in addition to the fact that there are several factors to take into account to obtain this skill.

On the other hand, UNICEF (2024) organized a broader study on the challenges in reading and writing at the secondary level, with the aim of quantitatively dimensioning this problem in Argentina and Uruguay. First, it used available data sources to approximate the percentage of students who are finishing primary school and/or attending the first cycle of secondary school and do not achieve the minimum learning in reading comprehension. For that matter, they studied international, regional, and national learning tests. Second, they sought to estimate, based on a common methodology, how many students enter secondary school in each of these countries without reaching the minimum levels of reading comprehension. This data is very important given that, in San Juan de Lurigancho, Lima, many students are also in secondary school without knowing how to read, without understanding, without knowing reading strategies, and without reading comprehension habits. The reasons are diverse, among which stand out is that Minedu requires the teacher to pass everyone, it is not interested in the domain itself, but in the number of passes.

Lara and Gómez (2024), in Mexico, present a documentary analysis on reading comprehension within the framework of the New Mexican School, with the aim of identifying the specific challenges faced by this key competence in the Mexican educational context, in order to propose strategies and approaches to improve it. They review the main concepts and theories on reading comprehension, as well as some academic studies on the subject. Through the methodology of documentary research, they analyze and interpret various documents from different sources and formats. The results show that reading comprehension is fundamental for the personal and social development of students, but faces challenges such as the lack of literacy skills and the need to adapt to the New Mexican School, which poses new challenges and demands for learning. Strategies such as leisurely reading and the promotion of the habit of reading are proposed, as well as approaches focused on critical thinking and the active participation of students, which allow them to develop their capacity for analysis, reflection, and action on texts and their context. This study contributes to the strengthening of educational practices that promote the integral development of students in the Mexican context, from a sociocritical perspective that recognizes the importance of reading comprehension as a tool for social transformation and the exercise of citizenship.

Gonzales (2019), in Chihuahua, Mexico, conducted qualitative educational action research in a basic education school, where the goal was for third-grade students to develop reading comprehension and thinking skills for lifelong learning, due to low academic performance. The study focused on skills such as reading comprehension, working memory, attention, reasoning, prior learning, and thinking abilities. The analysis involved natural observation of eight participants, their educational diagnostic evaluations, and an educational intervention with ten strategically designed strategies. The findings show progress in most evaluated variables; notably, students' reading comprehension skills in vocabulary, working memory, and thinking skills improved. The teaching and learning of reading comprehension and thinking skills, transformed into strategies for reading, reasoning, and task interpretation, are achievable for students with low academic performance. Additionally, students developed skills for lifelong learning, and the more they experiment with didactic strategies, the more they transform their thinking into learning to think.

According to Mejía (2024), students show difficulties in reading comprehension, especially in inference; they lack a strategy to achieve their reading comprehension. The goal was to ascertain whether using reading strategies helped students at the I.E.P. Ramón Castilla School in San Juan de Lurigancho enhance their reading comprehension. According to the findings, 20% are at the process stage and 80% are at the achievement level. This led to the conclusion that using reading methods has a favorable impact on students' ability to increase their reading comprehension.

At the Shona García Valle Private Educational Institution in San Juan de Lurigancho, Flores (2024) worked with fourth-grade pupils on their reading methods and text comprehension. Implementing reading practices at all three levels of the institution was the goal.

The results indicate that in literacy, 12% were beginning to read skills; 80% showed that the process is still underway; and 8% of them showed that they have already achieved literal reading. Likewise, in terms of inference, 8% were found to be initiating reading strategies; 72% showed that it is still in process; and 28% of them showed that they have already achieved the inference; and, in terms of critical reading, they showed that 20% have started reading strategies, 76% showed that it is still in process and 4% of them showed that they have already achieved critical reading.

Reading habits

At the local level, research carried out in San Juan de Lurigancho reveals that traditional pedagogical strategies, that is, before, during, and after, have not been sufficient to address the needs of students. A report by the Institute of Peruvian Studies (IEP, 2021) suggests that the application of participatory methodologies and a focus on meaningful learning could have a positive impact in this context.

In this instance, it has been suggested that reading regularly helps kids become more proficient readers. Reading consistently, as a habit, allows one to learn a great deal of information, as well as different ways of thinking and reflecting. For this reason, the earlier the habit is stimulated and encouraged, the more effectively one can act when faced with the challenges of the outside world, which can ultimately improve one's social and human circumstances. In this regard, Vilca and Mamani (2017) illustrate that every person who has been successful in their life has simply created the habit of reading, as opposed to individuals who do not like to read. The development of the reading habit should be promoted from a very young age. This should not be imposed or conditioned by parents and institutions, but students should be guided to develop the habit of reading every day.

Rodríguez (2007) states that if one accepts, without pretending to a complete definition, that a habit is a relatively stable mode of action in the person and that it persists over time, it could be agreed that, when delving into the subject of reading habits, two presuppositions should be assumed without which talking about the formation of these habits loses meaning: first, to have appropriated the written code, which is the same, to have learned to read; second, inseparable from this, to feel motivated by reading. No one who does not know how to read or who does not feel an interest in reading will be able to acquire the habit (2007, p. 42).

In order for students to get used to reading, it is necessary that they are offered reading opportunities from the first grades of primary education. If we only use textbooks, we will not be able to develop correct reading habits. "No, a school lesson should not resemble a book reading for the joy of reading," said Herminio Almendros (1972, p. 118).

The reading habit is understood from different points of view. Some studies qualify as follows:

The significance of reading for high school students' cognitive development is examined by Sarmiento et al. (2024). Decoding, understanding, and interpreting texts are all influenced by the basic process of reading. The study's goal was to examine the reading habits of tenth-grade students at the Celso Augusto Rodríguez Educational Unit and how they relate to their academic achievement and cognitive development. 85% of the pupils demonstrated interest in reading, albeit at varying frequencies, with a considerable percentage reading sometimes (29%), according to the quantitative results of the mixed approach methodology. Among the opinions of the students, it stands out that reading is beneficial to improve concentration and critical thinking. However, they also recognize that technology affects their traditional reading time. The qualitative results reflect that teachers observe irregular reading habits and a generalized interest in short and accessible materials, highlighting the influence of technology and lack of motivation as the main barriers. Teachers agree that reading habits have a positive impact on academic performance, improving reading comprehension, memory, and critical analysis skills. Ultimately, the need to address educational strategies that encourage regular and pleasure reading, integrating technologies in a positive way, and offering a variety of materials that adapt to students' interests, was highlighted. In addition, he suggested the involvement of parents and the community in the promotion of reading, as well as the use of extracurricular activities and tutoring programs to overcome the barriers identified.

For Pandey and Chandra (2024), reading habits are essential for university students in the creation of knowledge based on perspective, the creation of critical thinking, and curiosity. They attest to the fact that kids' reading preferences are now evolving quickly. Understanding university students' reading habits about different facets of reading was the aim of the study. According to the study, 32.10% of pupils had no interest in reading, but 67.2% of them enjoyed it. Of the students, 77.90% emphasized reading both digitally and in print, 49.64% prioritized reading as a subject of study, 56.93% read or searched for their course material online, and 43.80% said they use the internet extensively. Of the participants, 78.10% said they read for academic objectives. Every day, 65.7% of pupils read on electronic devices. It is acknowledged that in order to improve literacy development, increase comprehension of various subjects, increase vocabulary, enhance communication fluency, etc., it is essential to encourage reading habits among students on a big scale.

Dayang (2024) asserts that reading has many advantages and that the majority of industrialized nations have demonstrated the benefits of reading. The technological revolution can alter reading habits and

indirectly support efforts to continue reading throughout life, even if it is mostly responsible for the erratic shifts and pervasive impacts that have changed modern society. As a result, the difficulties of establishing persistent and rapidly expanding reading habits have been exacerbated by the quick development and demands of technology.

Dayang (2024) aimed to determine and assess students' reading habits, or the inclinations and actions related to reading that are indicative of the influence of digital resources accessible over the Internet. 2340 out of 10060 first semester students, ages 17 to 21, were enrolled at Universiti Teknologi MARA Sarawak. In contrast to other reading options like print books, e-books, periodicals, comics, novels, and newspapers, the majority of students (44%) choose to read on websites, according to the survey. Sixty-eight percent of students liked fiction, while thirty-two percent favored nonfiction.

According to the results, most students (49%) preferred reading on their phones, while others (44%) and 7% preferred reading on a computer and a paper book, respectively. According to the study's findings, students' reading habits have undergone significant changes as a result of the development of information and technology, gradually shifting from printed books to resources found online. But Muhamad (2023) asserts that he looked into reading habits as elements that significantly affect pupils' intellectual performance. According to this, students who read often can enhance their critical thinking abilities and eventually perform better academically. They can also improve their language skills by reading non-academic novels.

After completing extended reading assignments, students with poor reading habits have shown discernible changes. Students who read a lot develop abilities including originality, adaptability, appreciation, and critical thinking. According to the study, students who consistently read both academic and non-academic literature develop their critical thinking abilities, language fluency, and conceptual understanding, all of which enhance academic performance. Muhamad (2023) noted that the absence of a cozy setting makes it difficult to develop the habit of reading at home. Students' reading habits can be influenced by a number of factors, including their home environment, family income, book availability, and parental participation.

Students are more likely to form positive reading habits if they come from homes where reading is valued, have access to a variety of reading resources, and have parents who support and model reading. According to the study's findings, reading is an essential ability that should be promoted consistently throughout childhood in order to support individuals in becoming lifelong learners. Conventional beliefs, poverty, and a lack of reading materials all negatively impact how readers form habits. According to the study, educators should develop plans to motivate children to read more. This entails ensuring that reading materials are accessible in resource areas and libraries. Books must be easily accessible in both homes and schools if they are to become an essential part of kids' lives. In order to allow kids to visit the library and read, schools must establish a library hours schedule. Children should be encouraged by their parents to read quietly at home.

For Jiménez et al (2020), habit comprises the habitual repetition of the act of reading and with it the set of skills and abilities involved in this activity, acquired in iteration and the progressive mastery of its mechanisms, and underlies the will versus the obligatory nature. For this purpose, the habit of reading every Monday during 2024 has been implemented with students in the second year of secondary school. For Lestari et al (2018), the habit of reading is important for the construction of an educated society because it shapes a person's personality, supports the development of appropriate thinking methods, and establishes new ideas. It happens that, with reading, disruptive students began to improve and participate frequently in classes.

Meanwhile, for Erdem (2015), the habit of reading is a form of reading behavior that is carried out continuously, regularly, and strictly throughout life, because students consider it a source of demand and enjoyment. For that matter, at first it became mandatory to pass the course, and progressively the same students requested the topic or reading of the date.

Córdoba et al. (2015) define the family as the central axis in the acquisition of children's reading habits. It considers the impact of this last aspect on reading acquisition and on the construction of meaning of the use of reading as a means of acquiring new knowledge. Without reading habits, it creates difficulty in comprehension and development in other subjects.

Lastly, Baba and Affendi (2020) point out that four elements support the growth of kids' reading habits: First, parents and reading-loving friends have an impact; in other words, everyone in a child's social circle has an impact. Second, books that are available at home or in aesthetically pleasing local libraries. The teacher's influence comes in third. Since they serve as role models for all of the pupils in the school,

teachers ought to be readers. Lastly, library reading and homework are tightly intertwined. Readers naturally turn to books because of their reading habits, and it is the teacher's job to connect schooling with library reading. In order to shape the reading habits of second-year high school students at a public institution in San Juan de Lurigancho, Lima, Peru, this proposal is crucial.

The teacher is responsible for the process of teaching reading; therefore, social agents must reconceptualize their corresponding roles, since in order to cultivate reading skills and habits, it is essential to enjoy the pleasure of reading and engage in behavioral reading (Guerrero & Ponce, 2018). Ferado and Argüello (2018) reinforce the interest in forming the reading habit, as the reading habit helps to be smarter. Likewise, Valdemoros et al (2020) state that the habit of reading facilitates the development and enrichment of knowledge and comprehension.

Salazar (2023) established the relationship between reading habits and reading comprehension in students. He conducted a quantitative approach and correlational level research, considering a sample of 42 students. The reading habit questionnaire was based on the following dimensions: motivation, attitude, organization, time, and strategies; and the reading comprehension questionnaire was based on the dimensions: literal, inferential, and criterion. The results reported that 64.3% of the students surveyed showed a medium level of reading habit in reading comprehension; on the other hand, significance ($\text{Sig.} < 0.05$) and $\text{Rho} = 0.833$ allowed him to establish a significant relationship between the variables. He concluded that reading habit is positively correlated with reading comprehension at a very significant level, which implies that the greater the development of the reading habit, the greater the reading comprehension.

Likewise, Tapia (2025), who analyzed the levels of reading comprehension and reading habit in a basic level research, correlational descriptive type, quantitative approach, hypothetical deductive method, non-experimental cross-sectional design, in a sample of 81 students of the primary level (4th, 5th, and 6th grade) of the Enrique Guzmán y Valle educational institution in Los Olivos, 2024. The results obtained in the different dimensions of reading comprehension, as well as reading habits in general terms, highlight that 39.5% of the students presented a low level of reading comprehension, 38.3% a medium level, and only 22.2% reached a high level. Regarding reading habits, 65.4% of students are at a medium level, 24.7% at a high level, and 9.9% at a low level. Finally, in the ability to develop the reading habit, 59.3% were at a medium level, 23.5% at a high level, and 17.3% at a low level. It concludes that there is a challenge in the levels of reading comprehension and in the development of the reading habit in students.

For this work, reading was used from March to December on Mondays, at their respective times. At first, students and parents were reluctant, citing various justifications such as the pandemic. Starting in August, students acquired a taste for reading and began to talk about the content, comparing some content with others. Likewise, parents began to value the effort and dedication of their children to fulfill the reading on Mondays.

METHODOLOGY

The case study was used. To improve reading comprehension, the assignment of reading with varied lexicon every Monday (in order to promote the reading habit) during the 8 months of the year 2024 was also commissioned, and the elaboration of conceptual maps was also commissioned, where the identification of actions was prioritized. Pearson (1983) proposed the interactive reading model and his studies on teaching strategies that promote reading comprehension in students. Pearson has worked extensively on evidence-based methodologies to improve reading performance at different educational levels. Likewise, Solé (1992) contributed significantly to the design of educational programs that promote the development of reading skills in the school environment, both in national and international contexts. According to these authors, the study proposed using the same methodology during the school year.

RESULTS

The results were organized into two exam results (diagnostic and exit evaluation, March and December, respectively) and four progress tables, also called bimonthly period results.

Table 1 Results of the diagnostic evaluation 2024- 2nd secondary

AREA: COMMUNICATION	DIAGNOSIS (MARCH)		TARGET 2024 (May)	
	ACCOMPLISHED	PROCESS BEGINNING	ACCOMP LISHED	PROCESS BEG INNING

COMPETENCES	N°	%	N°	%	N°	%	%	%	%
Reads various types of texts written in their native language	4	3,2	25	19,8	86	68	7	25	65
				%		%			

Note: This table shows the level of comprehension at which students are at the beginning of the year (March 2024) and follows what is expected to be achieved at the end of the first two months.

In the diagnostic evaluation of March, 22% of students between the process and achieved level are appreciated, who quantitatively are above the minimum grade of passes, and 78% of students at the beginning level. However, it should be noted that a good percentage of the students did not assume due responsibility for the diagnostic evaluation.

Table 2 Results of the first period 2024- 2nd secondary

AREA: COMMUNICATION	First period (May)					TARGET 2024 (July)				
	ACCOMPLISHED		PROCESS		BEGINNING	ACCOMPLISHED		PROCESS		BEGINNING
COMPETENCES	N°	%	N°	%	N°	%	%	%	%	%
Reads various types of texts written in their native language	19	14,8	28	21,9	80	62,5	15	27	60	
		%		%		%		%		

Note: This table shows the level of reading comprehension achieved at the end of the first two months (May 2024) and follows what is expected to be achieved at the end of the second two months.

The results of the first period, that is, March, April, and May, show a slight improvement of 35% of students between the process level and achieved, and 65% remain at the start level. In this period, there was no interruption, and the students assumed, as part of a habit, a lot of responsibility. At first, some parents were uncomfortable with the low level of their protégés and later assumed this condition.

Table 3 Results of the second period 2024- 2nd secondary

AREA: COMMUNICATION	Second Period (August)						TARGET 2024 (October)				
	OUTSTANDING		ACCOMPLISHED		PROCESS		BEGINNING	ACCOMPLISHED		PROCESS	
COMPETENCES	N°	%	N°	%	N°	%	N°	%	%	%	%
Reads various types of texts written in their native language	9	7,4	12	9,9	25	20,6	75	61,9	15	30	55
		%		%		%		%		%	

Note: This table shows the level of reading comprehension achieved at the end of the second quarter (July 2024) and follows what is expected to be achieved at the end of the third quarter.

The results of the second period, June and July, in terms of progress, are minimal. Passing students remain at approximately 37.9%, and 61.9% remain at the beginning level. It should be noted that this period was the shortest and had interruptions such as the anniversary, Teacher's Day, and the national holidays that distracted the students.

Table 4 Results of the third period 2024- 2nd secondary

AREA: COMMUNICATION	Third Period (October)							TARGET 2024 (December)			
	OUTSTANDING		ACCOMPLISHED		PROCESS		BEGINNING	ACCOMPLISHED		PROCESS	
COMPETENCES	N°	%	N°	%	N°	%	N°	%	%	%	%
Reads various types of texts written in their native language	17	14,1	33	27,2	24	19,8	47	38,8	30	30	30
		%		%		%		%		%	

Note: This table shows the level of reading comprehension achieved at the end of the third quarter (May 2024) and accompanies what is expected to be achieved at the end of the fourth quarter.

The results of the third period (August, September, and mid-October), in terms of progress, are better.

The approved students reach approximately 61.1%, and 38.8% remain at the beginning level. The students who remained at the beginning were invited to the additional hours of reinforcement, but they did not stay; their representatives were summoned, but did they appear at the institution?

Table 5 Results of the fourth period 2024- 2nd secondary

AREA: COMMUNICATION	Fourth Period (December)							TARGET 2025 (March)				
	OUTSTANDING		ACCOMPLISHED		PROCESS		BEGINNING		ACCOMPLISHED		BEGINNING	
COMPETENCES	N°	%	N	%	N°	%	N°	%	%	%	%	%
Reads various types of texts written in their native language	16	13.2 %	25	20.7 %	39	32.2 %	41	33.9 %	30 %	30%	30 %	30 %

Note: This table shows the level of reading comprehension achieved at the end of the fourth quarter (May 2024) and accompanies what is expected to be achieved at the beginning of March 2025.

The results of the fourth period (mid-October, November, and the first fortnight of December), in terms of progress, show a minimum progress of 5%. The approved students reach approximately 66.1%, and 33.9% continue at the beginning level. As in the third period, the students who remained in the beginning were invited to the additional hours of reinforcement, but they did not stay; their representatives were summoned, but they did not appear at the institution. It should be added that the activities had interruptions for the two evaluations of the ministry, the year-end activities, such as the day of achievement, the election of the municipality, and sharing. These activities prevented the development of all the proposed reading activities.

Table 6 Results of the 2024 Exit Assessment - 2nd Secondary

AREA:	Fourth Period (December)								TARGET 2025 (May)			
COMMUNICATION	OUTSTANDING		ACCOMPLISHED		PROCESS		BEGINNING		ACCOMPLISHED		PROCESS BEGINNING	
COMPETENCES	N°	%	N	%	N°	%	N°	%	%	%	%	%
Reads various types of texts written in their native language	6	4.9 %	38	31.4 %	20	16.5 %	57	47.1 %	30 %	30%	30 %	30 %

Note: This table shows the level of reading comprehension at the end of December (2024) and accompanies what is expected to be achieved by the end of the first two months of 2025.

If the diagnostic table is compared with the exit evaluation, there is undoubtedly some improvement. Although the result of the fourth period has fewer students at the beginning, the exit evaluation indicates a higher percentage. It should be added that students do not develop with the same enthusiasm or motivation for a reading with a decisive result as they do for a reading that does not have a clear purpose.

DISCUSSION

Analysis of the results showed significant improvement in the "Achieved" and "Outstanding" categories over the course of the year. In March, only 3.2% of students reached the "Achieved" level, while in December this percentage increased to 31.4%. However, the "Start" level still represents a considerable percentage, particularly in the early periods, indicating the need for more targeted interventions. It should be added that those who are at the beginning generally give little importance to their responsibility as students.

It is relevant to note that, although the "Outstanding" category experienced a significant increase in the third period (14.1%), it decreased significantly in the exit evaluation (4.9%). This decline could be related to contextual factors, such as the complexity of assessments or student motivation at the end of the school year, and the various activities that are scheduled. This is also seen in the work of Flores (2024), Reading strategies and text comprehension of fourth-grade students of the Shona García Valle Private Educational Institution in San Juan de Lurigancho, where the passage from one level to another is a very low percentage, and most of them remain in process.

If the results of this study are compared with those shown above, it is confirmed at the continental level that the difficulty of students in the first years of secondary school is general (UNICEF, 2024). On the other hand, the formation of the reading habit is reinforced with the proposal of Gonzales (2019), in Chihuahua, where he concludes evidence of progress in most of the variables evaluated, such as vocabulary, working memory, and thinking skills. In other words, the reading habit allows them to acquire strategies to improve their reading comprehension. This proposal coincides with Vilca and Mamani (2017), who illustrate that every person who has been successful in their life has simply created the habit of reading, as opposed to individuals who do not like to read. We reaffirm that the development of the habit of reading should be promoted from a very young age.

We do not agree with the studies by Flores (2024) and Mejía (2024), who show a high average of achievement levels, since this does not coincide with the information provided by international entities that are dedicated to reading research.

It is consistent with Muhamad (2023), who noted that the absence of a comfortable atmosphere hinders the habit of reading at home because students' reading habits are influenced by their home environment, family income, access to books, and parental engagement. It should be mentioned that the teacher's tenacity and diligence have an impact on time as well.

The study is reinforced by the results stated by Cisneros et al (2024), Ecuador, where the results indicated a significant negative correlation between lack of reading habits and low level of reading comprehension. They also indicate that 50% of students spend less than an hour reading weekly, and 68.75% had low levels of reading comprehension. An important issue you point out is the low involvement of parents in the promotion of reading, where 50% of parents never read at home, which reinforces the lack of reading habits at home. They suggest that it is necessary to implement educational strategies to encourage reading habits in students, through the creation of school libraries and the training of teachers in the promotion of reading.

It also coincides with Vicuña (2023), Mexico, when it suggests valuing the importance of reading and how, by encouraging the reading habit, it improves text comprehension in students of Higher Basic Education; it also indicates that comprehension is a primary factor for both their academic and personal learning.

CONCLUSIONS

The results obtained highlight positive advances in the development of reading competence in second-grade secondary school students during the year 2024. However, significant challenges remain in reducing the "Start" and "Process" levels.

The formation of a reading habit favors the student's constant reading practice and meaningful comprehension of texts, unlike those who lack the reading habit.

By forming the habit of reading, students improve ostensibly in reading comprehension in all its variety; likewise, they show a lexical breadth in the dialogue.

It is recommended to implement innovative pedagogical strategies that promote reading comprehension, as well as training programs for teachers aimed at strengthening this competence. In addition, it is crucial to keep a more detailed track of students who remain at the lower levels to ensure sustained improvement.

Acknowledgement:

To the Office of the Vice-Rector for Research of the Universidad Nacional de Ingeniería, Lima, Peru".

To the teachers of EI 132 Toribio de Luzuriaga for their permanent collaboration.

Corresponding author: Romero-Centeno, Rómulo Cresenciano

REFERENCES

1. Almendros, H. (1972). *About The Golden Age*. Havana: Editorial Gente Nueva.
2. Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.
3. Baba, J., & Affendi, F. R. (2020). Reading Habit and Students' Attitudes towards Reading: A Study of Students in the Faculty of Education UiTM Puncak Alam. *Asian Journal of University Education*, 16, 109-122. <https://doi.org/10.24191/ajue.v16i1.8988>
4. Borzone, A. (June 19-2025). Schools allow children to reach secondary school without knowing how to read or write. WMCMF. <https://webdelmaestrocmf.com/porta/ana-borzone-las-escuelas-permiten-a-los-chicos-llegar-a-la-secundaria-sin-saber-leer-ni-escribir/>
5. Cárdenas, L. & Vera, I. (2025). The reading habit to strengthen reading comprehension in middle school students. *Peer-reviewed Multidisciplinary Journal of Scientific Research*. <https://doi.org/10.56048/MQR20225.9.3.2025.e840>
6. Cisneros, P., Serrano, M., Timbila, M., & Del Campo, G. (2024). Relationship between reading habits and reading comprehension in Basic Education students in Ecuador. *Scientific Journal of Educational Innovation and Current Society*

"ALCON" 4 (4) pp 299-314. ISSN: 2960-8473

7. Córdoba Rey, E. M., Cadavid Ruiz, N., & Quijano Martínez, M. C. (2015). Reading habits and expectations of parents of children with reading difficulties. *CES Psychology Journal*, 8(2), 31-46. Online document. Available: <http://www.scielo.org.co/pdf/cesp/v8n2/v8n2a03.pdf>
8. Cueto, S., & Chávez, C. (2005). Educational opportunities in Peru. Lima: GRADE.
9. Dayang Azimah Abang Yusof (2021) Reading Habits Among Students in the Digital Era: Changes of Trends and Behaviours ~ Tun Abdul Razak Library, Universiti Teknologi: DOI: <https://doi.org/10.24191/aclim.v1i1.5>
10. Erdem, A. (2015). A research on reading habits of university students. Elsevier
11. Ferado, A., & Argüello, F. J. (2018). Programs to promote reading as a student welfare policy. Case: UAEM. *Spaces*, 21(52).
12. Flores, F. (2024). Reading strategies and text comprehension of fourth grade students of the Shona García Valle Private Educational Institution in San Juan de Lurigancho. Thesis (Master's Degree). UNE La Cantuta
13. Garrido, F. (2004). A good reader is made, not born. Mexico: Ediciones Sur. <https://www.ues.mx/movilidad/docs/convocatorias/ues/elbuenlector.pdf>
14. Guerrero, J. V., & Ponce, R. A. (2018). The development of the reading habit in students. *Opuntia Brava*, 10(4)
15. Institute of Peruvian Studies (IEP). (2021). Educational strategies in vulnerable contexts. Lima: IEP.
16. Lara, S. & Gómez, J. (2024). Reading Comprehension in the New Mexican School: A Documentary Study. *Strategic Training*, 7(1), 159-176. Retrieved from <https://formacionestrategica.com/index.php/foes/article/view/120>
17. López, M. G. (2019). The teaching of thinking skills and reading comprehension in students with low school performance. *Areté: Digital Journal of the Doctorate in Education of the Central University of Venezuela*, 5(9), 145-167.
18. Mejía, Y. (2024). Reading strategies in reading comprehension in students of the V cycle of the I.E.P. Ramón Castilla School San Juan de Lurigancho Lima, 2024. Uladech Repository
19. Ministry of Education of Peru (MINEDU). (2016). National Basic Education Curriculum. Lima: MINEDU.
20. Muhamad, B. K., Hoang, D. Y., Chu, C. D. (2023). Reading Habits and Educational Achievement of Secondary Schools Learners in Bishan, Singapore. *Journal of Sociology, Psychology & Religious Studies*, 5(1), 11-20. <https://doi.org/10.53819/81018102t5155>
21. OECD. (2018). Programme for International Student Assessment. Results of the Reading Assessment. Paris: OECD Publishing.
22. OEI, (18-07-2023). Reading in Motion. <https://oei.int/oficinas/peru/noticias/lectura-en-movimiento-en-lima-una-iniciativa-que-une-a-14-entidades-para-promover-la-lectura-en-el-pais/>
23. Pandey, J. & Chandra, S. (2024). Reading habits among college students. *Pedagogy of Learning*, 10 (2), 11-22. Available at: <http://pedagogyoflearning.com>. <https://doi.org/10.46704/pol.2024.v10i02.002>
24. Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8(3), 317-344.
25. PISA (2018). Programme for International Student Assessment. Results of the Reading Assessment. Paris: OECD Publishing.
26. Rodríguez Pérez, L. (2007), Reading and Comprehension: Purposes, Realities, Solutions. Havana: Editorial Organ Cuban Education.
27. Saavedra, J., Arias, R. Y Martínez, P. (2019). Use of educational technology to improve reading comprehension. Lima: Pontificia Universidad Católica del Perú.
28. Salazar, E. (2023). Reading and reading comprehension habits in students of an Alternative Basic Education Center in the district of Ate - Lima <https://hdl.handle.net/20.500.14597/6040>
29. Sarmiento Santillán, L. J., Yépez Ramos, M. I., & Parra Lezcano, V. P. (2024). Reading and cognitive development: study of the reading habits of high school students. *LATAM Latin American Journal of Social Sciences and Humanities* 5 (4), 4432 - 4447. <https://doi.org/10.56712/latam.v5i4.2578>
30. Solé, I. (1992). Reading strategies. Barcelona: Graó.
31. Tapia De la Cruz, A. R. (2025). Reading comprehension and reading habit in primary school students of the Enrique Guzmán y Valle Educational Institution, Los Olivos, 2024 (Undergraduate thesis). Enrique Guzmán y Valle National University of Education, Lima, Peru.
32. UNICEF (2024). Adolescents, young people and high school students. In: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.unicef.org/argentina/media/22971/file/UNICEF>
33. Vicuña, N. (2023). Encourage reading habits to improve reading comprehension. *Revista Ciencia Latina*. 7(4). Doi: https://doi.org/10.37811/cl_rcm.v7i4.7210
34. Vilca, H. M., & Mamani, W. W. (2017). The Seven Habits of Children with High Academic Performance in Puno: Analysis from the Context and Type of Management. *COMUNI@CCIÓN*, 8(1)
35. Zúñiga, A. (2014). Intervention in reading comprehension difficulties in first-year secondary school students. *Journal of Educational Research, Pedagogical Intervention and Teaching*, 2(2), 119-132. <https://doi.org/10.71770/rieipd.v2i2.2530>