

Estimulación de los hábitos lectores desde las materias de Metodología de Investigación y Titulación en los estudiantes de la Maestría en Gestión Educativa de la Universidad de Especialidades Espíritu Santo (UEES)

Stimulation of reading habits in the Research Methodology and Thesis students of the Master's Degree in Educational Management of the Universidad de Especialidades Espíritu Santo (UEES)

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RESUMEN

Esta investigación resulta de la experiencia de los investigadores durante tres años consecutivos dictando la materia de Metodología de la Investigación (MR) en la Maestría en Gestión Educativa (MDEM) de la Universidad Espíritu Santo (UEES), detectando los malos hábitos lectores como una de las principales limitantes en los estudiantes. Existe la necesidad de profundizar el componente lector y la producción científica y académica, evidenciado por el diagnóstico aplicado en las diferentes promociones del 2019 al 2022.

Para su desarrollo se consultó una extensa bibliografía considerando los vacíos en la investigación y la enseñanza relacionada con la lectura y la necesidad de incentivar a los estudiantes a leer. La aplicación de diferentes instrumentos científicos a los estudiantes del MDEM permitió diseñar estrategias metodológicas para estimular y desarrollar hábitos lectores en los estudiantes. La factibilidad de la propuesta fue evaluada y resultó en treinta publicaciones de estudiantes en diferentes revistas científicas indexadas, lo que demuestra la pertinencia e impacto de la investigación realizada en el contexto universitario.

Palabras clave: estrategia teórico-metodológica, estimulación, hábitos lectores, procesos de enseñanza y aprendizaje

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Descargar para Mendeley y Zotero

ABSTRACT

This research results from the researchers' experience for three consecutive years dictating the subject of Research Methodology (RM) in the Master's Degree in Educational Management (MDEM) at Espiritu Santo University (UEES), detecting poor reading habits as one of the main limitations in students. There is a need to deepen the reading component and the scientific and academic production, evidenced by the diagnosis applied in the different classes from 2019 to 2022.

For its development, an extensive bibliography was consulted while considering the gaps in research and teaching related to reading and the need to encourage students to read. Applying different scientific instruments to MDEM students allowed to design methodological strategies to stimulate and develop reading habits in students. The proposal's feasibility was assessed and resulted in thirty students' publications in different indexed scientific journals, which demonstrates the relevance and impact of the research carried out in the university context.

Key words: theoretical-methodological strategy, stimulation, reading habits, teaching and learning processes

Introduction

Reading has traditionally been considered a key to access to social, cultural, and economic progress. For this reason, modern societies, aware of its importance, have wanted to incorporate it into their educational systems since the first years of compulsory education. However, despite the value given to reading and the literacy rate achieved in the contemporary world, there is a decrease in the reading habit, a situation attested to by publications, research, and events, which in recent decades have been developing in the contemporary world (Cassany, 2017 & Álvarez, 2018). This contradicts the immense mass of information that is permanently published in books and publications in almost all countries.

To read is to expand the references of the world one has, to get in touch with the prodigy of intellectual creation and with the work of other human beings. Reading, therefore, is essential learning that contributes powerfully to schooling. Everyone who learns to read efficiently and frequently develops his or her thinking in some way. As a result, the need to read requires constant assumption. It must be facilitated, induced, and stimulated in various ways, considering the profound transcendence and mark it leaves on individuals' intelligence and spiritual growth, professional qualification, and conscience.

As an essential pillar of cultural formation, reading can contribute to the battle to preserve values. It is customary to sell and buy everything in the world in which one lives, so reading and books have often become hostages to the consumerist practices generated by the market. Similarly, a cultural industry that promotes a wide range of alienating and mediocre editorial, audiovisual and electronic productions has broken out.

In hegemonist globalization, the vertiginous nature of life that prioritizes other occupations and the advance of the mass media offers a cultural product with beautiful, communicative springs. Nevertheless, it turns the recipient into another consumer, the intellectual

dialogue that a good book fosters must be preserved and developed.

Isel Pérez (2017) provides considerations on reading habits today. Leyva-Hernández (2018) proposes an alternative for the preparation of families in the formation of reading habits of Basic Secondary students. Others, such as Sacristán (2017); Mañalich (2017); Rodríguez-García (2018); Solano (2019); Montaña (2018), develop methods, strategies, inherent to the process of reading and understanding the text, as well as alternatives for the reading process and proposals for activities to develop reading habits. Despite this, the problems around reading are still present, so it is necessary to continue working systematically to develop reading habits.

Reading, therefore, is an indispensable part of the learning process that allows the students to expand their culture by consulting sources of information and references while exercising the correct use of the structures that make up the mother tongue. Furthermore, suppose reading is one of the ways of contributing to the development of the individual with a high cultural, academic and scientific level in the current society. In that case, it regains cardinal importance to promote the taste for reading from an early age, along with the social objectives of promoting humanistic and cultural values to construct the Ecuadorian identity, emphasizing university contentment.

Consequently, schools, universities, social institutions, and libraries promoting books and reading are renewed today as essential spaces to promote reading habits. Thus, work has been done and developed on RM and the MDEM students at UEES.

It is intended that students who turn into educational managers are regular readers who use reading to inform themselves about what is happening around them, expand their cultural horizons, and interpret and delight in it. Besides, they see it as something valuable and enriching, as an activity that favors contact with the most different experiences of human beings. It also allows achieving a more outstanding scientific,

academic, and research output to publish their scientific results in Indexed Journals, raising the prestige of the different Educational Institutions where they work and that of the UEES as a prestigious formation center of graduates in MDEM.

In recent decades there has been a decrease in the habit of reading in Latin America, especially among young people and particularly in Ecuador, as not too many young individuals spontaneously indulge in the beautiful act of reading. However, the application of different instruments such as surveys to the students of MDEM at UEES allowed us to verify that there are still some irregularities in the development of promoting the reading habits in the students of the MDEM, despite the efforts made to increase academic and scientific production in such a way that it influences the research competencies of educational managers.

The main empirical inadequacies that were identified are :

-Little development of reading habits and motivation for reading in general in the subject of Research Methodology at the UEES.

-Reading is not considered beneficial and enriching or an activity that favors contact with the most different experiences of human beings and education professionals. Neither do students see it as an educational tool to transform the current Ecuadorian education.

-Visits to the UEES library are not done systematically, and the prominent Indexed Journals in education, educational management, and pedagogy are not read.

-Insufficient use of the potential offered by the subject of RM to favor the development and stimulation of reading habits.

-Few teaching and extra-teaching activities that favor the development of reading habits in students as part of the integration of substantive processes: teaching, research, and university extension, permeated by the effects of the Covid-19 Pandemic as virtuality prevails over

face-to-face education, which allows a more individualized work with the students of the MDEM.

To awaken the taste for reading without avoiding the diversity of interests is to instill in each individual the need to read and discover the pleasure of personal fulfillment, knowledge acquisition, recreation, and even fun. Reading is currently considered the most important mechanism of transmission of knowledge, not only throughout the Educational System represented by schools and the University but throughout life.

The above raises the following scientific problem in this research: How to stimulate the reading habits from the subjects of Research Methodology in students of the Master's Degree in Educational Management at the UEES?

Literature review

State of the Art of Research: An Approach to the Conceptualization of Reading as a Process

Guardiola and Baños (2021) state that reading during the COVID-19 pandemic has increased the interest in studies carried out on digital reading platforms, which indicates a rise in reading through this means. Thus, this education has doubled in these times. Furthermore, the confinement caused by the health emergency has changed the ways of reading and has caused the migration to the digital format. Consequently, many people have chosen to read in electronic format, also known as digital reading, and have taken it as a hobby.

Reading can also be defined as the recurrent action of receiving and assimilating information from third parties through writing and therefore contains two components, routine, and understanding, which refer to understanding and reflecting on what is read (Venegas, 2019).

Guerrero and Ponce de León (2018) mention that the habit develops metacognition according to daily. In the development of this, one should consider principles such as stimulating learners to read systematically,

exercising reading to achieve the automation of the operations of the reading process, and previous knowledge of the reader, among others.

Álvarez (2018) exposes something similar by arguing that the reading habit goes beyond the technical learning of reading itself because it supposes the passage from essentially passive reading to make it alive and active. As a result, it deepens the text and exchanges experiences and concerns, making it possible to understand and analyze the text from a particular and contextualized vision.

Perez (2017) expresses that reading is a significant process, where a reading space in everyday life tends to develop, has a learning process, and then fixation becomes a necessity. The person who reads is driven to investigate and feels it necessary to know something. It is estimated that a person has a net taste for reading, but not because he has to. Gerrero & Ponce de Leon (2018) refer to the habit of reading as something done voluntarily and not by obligation, doing it as a free exercise where the reader enjoys, enriches his vocabulary, and acquires new knowledge. This means that the individual performs it constantly and is part of his or her activities where the main objective is to interpret the information received, which awakens and improves the cognitive skills for teaching and learning.

Similarly, Del Valle (2017) refers that reading is the reader's encounter with the text, thus understanding that it is a complex process in which internal and external factors intervene. Also, it can be considered individual and collective since the person interacts with what is read through prior knowledge and context, which contributes to the one who is reading, building meaning through the relationship with their experience, knowledge, and linguistic skills.

Durango (2018) postulates three levels of reading which are literal, inferential, and critical:

- Literal reading is the basic level focused on the ideas and information that is exposed in the text.

- Inferential reading constitutes the implicit of the text and requires a high degree of abstraction from the reader.

Critical reading is evaluative, where the reader's previous knowledge, criteria, and reading knowledge intervene.

Consequently, reading is considered a formative activity, which implies a relationship between what is written and the reader's subjectivity. This activity allows the individual to have a great imagination, enrich the universe with its recreational possibilities, and enhance the ability to create new ideas integrated into the personal experience (Jiménez, Fierro, & García, 2016).

Reading is not only to give answers but to ask questions. Therefore, it is an instrument of formation that completes and improves individuals, expands them, shakes them, and speeds up the faculties of their intellect, so that it becomes a transcendental learning for the formation and intellectual growth of the person.

As a result, many concepts about reading and many researchers venture into this subject. For instance, García-Alzola (2017) explains that reading is a set of skills and, at the same time, a complex and variable process. Hence, as a means, it serves to obtain information and to learn through the written language specifically. However, as an end, it ends in comprehension, interpretation, and enjoyment, as it happens when reading a literary work.

According to Henríquez-Ureña (2019), reading is understanding. Her ideas have great value to initiate students to reading. Kenneth Gorman (2017) affirms that reading constitutes an active thought process.

Álvarez (2018) defines reading as a communicative activity with two interconnected spheres, orality and writing. Hence, by its characteristics, reading displaces the sender and requires a greater dynamism of the reader.

María A. Carbonell (2010, as cited by Kenneth S. Gorman, 2017) points out that to read

is to move from graphic signs to the meaning of the thoughts indicated by these signs. According to Sacristán (2016), reading is a cognitive activity that involves concepts and thoughts. To read is to give meaning to the text by elaborating the signs. The reader, therefore, is the one who assigns meaning to the text by elaborating the printed signs and establishing relationships with his experience and knowledge. The writer communicates through signs his thoughts, opinions, and attitudes to the extent that the perspective of the writer and the reader are synchronized and the author's message is related to the information stored by the reader.

Rosario Mañalich (2017) expresses that reading will occur when the need for communication arises because reading means opening up to others, reconstructing, and decoding what others offer us. Besides, it is an intellectual curiosity and an innovation, although the will must be imposed for this. Only reading makes it possible to practice this search for information constantly, and on this basis, the individual can elaborate behavior and reception of the world and himself.

Montaño, J. R. (2018) expresses that reading, writing, and counting are all they think children need to know. However, what should one read? If one does not instill the love of reading, the conviction that it is tasty and valuable is the joy of lifting the soul with the harmony and greatness of knowledge. What should one write? If ideas do not nourish the mind, nor is the taste of those ideas revived. Reading opens the doors to reverie, to new unknown worlds, inhabited by charm and mystery with an enormous power of convocation to the imagination.

According to Nerys Pupo (2018), reading is learning and enjoyment, not just learning to know, but above all, sharing. Reading transmits knowledge, recreates, communicates with the world and with others, with life, which is why it is so important. It teaches that one is in a larger context that modifies and affects.

Many definitions have been provided on what reading is, and the authors of this

research agree that reading is a process whose main objective is the search for meanings or the understanding of what is read. The teaching of reading as a cultural process must be broader than in the past, for the ever-increasing demands of contemporary life must be met. Reading instruction must develop capacities and skills that stimulate people to seek information and references, broaden their interests, cultivate reading taste, adapt to various types of reading, establish relationships between what is read and the problems intended to solve, and develop the ability to distinguish facts from opinions. Thus, one should conclude from reading and sharing exciting books and materials through interpretive oral reading and content discussion.

Reading is a fundamental activity in daily work, academic life, mastery of any form of language, and personal and social development. To understand its importance, it is enough to mention that learning, a process that lasts a lifetime, is not conceived without reading. Reading should be considered a process of active participation to the extent that it is necessary to continuously give oneself feedback as a reader, based on one's own experiences and those of others, to benefit from the value of the message communicated. Thus, the benefits of reading can be summarized in the stimulation of the imagination, the education of sensitivity, the promotion of reflection, the cultivation of intelligence, and constant personal enrichment. Undoubtedly, it is a fundamental element for obtaining knowledge in the new society and for the growth of the individual as a person and human being.

Reading makes decisive progress in the structure of the student's thoughts. For instance, when one reads a sentence, one has before oneself the material signs without any concrete support, so reading forces one to represent oneself recreate the actual situation that the phrase produces with thought and imagination. Consequently, the student must analyze, synthesize, abstract, and generalize, which should not consist of a mere passive process, for one has to give meaning to what is read. Besides, a necessary condition for any form of reading is comprehension,

since reading is not only the mechanical act of following with the eyes the letters and words that form the lines of the text, but that the understanding of reading allows knowing the facts, thoughts, feelings, and sensations that the author wants to communicate.

Knowing how to read implies knowing what is spoken. However, understanding applies intelligence and prior knowledge to any writing that one decides to read and understand. Therefore, reading and understanding well are privileges that allow one to be an informed and educated person, making individuals autonomous and independent.

For Salazar (2019), comprehension is a cognitive process through which the reader interacts with the text and attributes meaning. In this process, the reader relates the content to the system of hypotheses about what will happen in it and confirms these as they read.

Verde (2017) expresses that reading is understanding, and anyone who learns to read efficiently and does it constantly, develops in part his or her thinking and ensures his or her intellectual growth. The authors of this research consider it is vital to recognize comprehension as a determining factor in reading. However, it is necessary to consider that for the learning of this form of language, the participation of the teacher, the one who directs the student's learning and determines the characteristics of his or her zone of immediate development to know what he or she can learn alone or with the teacher's help, is essential since reading is learned within teaching. For the skill to be acquired, directed and oriented systematization is necessary.

Reality has shown that students read without understanding the meaning (repetitive and rote learning) in most cases and consequently do not develop their ability to think. So Cassany (2018) assumes the criterion that one should learn to read, read to learn, and learn to learn with reading.

In the theoretical assumptions of cognitive psychology and other sciences, a conception of

reading comprehension is appreciated, which offers a new methodological option for its learning. The scheme concept is revitalized and introduced in almost all studies. Thus, it introduces the concepts of comprehension expressions such as knowledge schemes stored in the memory of the individual and activated during the reading process. Therefore, cognitive abilities such as perception, attention, memory, reflection, and thinking are developed in the reading process. In this way, it is given importance to what is in the reader's mind and not to the meaning in the text.

Habits constitute the assimilation of those structural aspects of the activity that are known as operations and their systematization so that their automation occurs. An easily detectable index manifests the achieved mastery of the actions: By its degree of automation and the possibility of executing it simultaneously with other processes. The authors share the opinion of these authors since a habit is a relatively stable mode of action in the person that persists over time.

The formation of reading habits requires essential presuppositions that the individual has first appropriated the written code, has learned to read, and at the same time has felt motivated by reading. Therefore, no one who does not know how to read or who does not feel interested in reading will acquire the habit. This training is reached in different ways and with the participation of multiple factors. As a result, the family and the school, with its library, play a fundamental role as mediators, as true promoters of reading, to contribute to the development of aesthetic taste and spirituality of children, adolescents, and young people.

In developing the personality, reading is an essential skill since it has effects in the short, medium, and long term. However, teachers tend to evaluate the more technical aspects such as correction, speed, intonation, and comprehension (large-scale and literal). As a result, inferential reading, creative understanding, and practical involvement in what is read are less exploited.

The driving interest of the reading habit, which would develop the proper training of this skill, is not sufficiently educated and much less evaluated as the quality of learning. The development of personality requires patience, and teachers usually evaluate the immediate results of teaching but avoid those that, due to their complexity, have a more accessible and, at the same time, much slower evolution. So when one talks about skills and habits, not only should they be thought of as practical actions, but as mechanisms responsible for the efficiency of human behavior, integrating activity, communication, motivations or interests, values, and feelings.

Developing reading habits ensures that the students regularly and willingly resort to written materials as an effective means of satisfying their cognitive and leisure demands. A habit is formed over days, months, and even years and manifests itself after a long practice. Thus, it should be borne in mind that the worst enemy of reading is boredom, then everything related to learning to read should be attractive and, whenever possible surprising.

Several factors must be considered to encourage reading habits since one is not born a reader but converted through social life. As a consequence, the student's need for reading is not spontaneous but is given by the interaction with specific factors that influence the stimulation of it, such as the behavior of society, school, family, and library, which can contribute to the promotion of reading or on the contrary, to maintain a position away or indifferent to it.

There are no absolute rules in the conduction of the reading habit, so the reader's capacity for appreciation must be respected on how he or she receives and understands the text because, ultimately, the delight is individual and given by personal appreciation. Therefore, the professor of RM, an essential object in forming reading habits for the scientific, academic, and research production of students of the EM, must adopt a different attitude. Therefore, inside and outside the classroom, he has to look deep into each student, provide them with aesthetic

pleasure, motivate them to visit libraries, encourage them with different readings, dedicate each class space to the reflection of what has been read, and carry out different debates on these topics.

In developing reading habits, the first thing that must be awakened is the student's motivation so that the strategies that are applied have a positive effect, especially the skills and abilities for reading and its concretion in the process of teaching and learning the mother tongue. To motivate is to get the individual to resort regularly and of his own volition to written materials, by adequate means, to satisfy his cognitive demands for entertainment. As a result, it is of the utmost importance to start from the knowledge and the benefits that motivation brings in forming the personality.

The students of the MDEM who were part of the research considered that:

-The variety of activities offered by the proposal on the subject of RM is precious since they can work in teams, in research pairs from the approval of the research topics prior to degree and socialize with their peers.

The activities have exciting books such as Research Methodology by Roberto Hernández Sampieri-Sixth Edition, which are in the preference of the students' taste for what it contributes in terms of research and academic training that the teaching-learning process becomes fun and enjoyment with an educational nuance.

- The activities encourage interest in reading, instill the desire to read in them, and take advantage of their free time, reading the recommended topics in the subject of Research Methodology.

-With the stimulation by reading in the subjects under study, the scientific production and publication of scientific articles in Indexed Journals are increased.

The students' interest in the request for consultations and extra virtual tutorials, in

addition to the classes, was verified to clarify the doubts that were presented to them with what they read and to request guidance about new readings and research.

-From the presentations of research books and motivation for their reading, the students' attendance to the virtual tutorials developed as part of the Degree modules was raised to read them and use their content in the solution of tasks and construction of theoretical and applied research.

The results obtained demonstrate once again what can be done to raise the quality of education for future generations and to consolidate and promote reading habits from the students of MDEM for the integral and cultural formation of the present and future educational managers in charge of transforming the Ecuadorian education.

Methodology

In this scientific article, the research's mixed (quantitative-qualitative) approach is described, oriented to the interpretation of the subjects' actions in function of the educational practice. Also, it was considered the type of research, the design, the population, the instruments and techniques of data collection, the topics and indicators, and finally, the procedure of the organization and analysis of results.

As part of the research, a population of 300 students and a sample of 65 students taking MDEM at the UEES were intentionally selected to allow the researcher to follow up on the stimulation of reading and academic scientific and research output.

Type of research

The present research is qualitative-quantitative since it has the following characteristics. Cardenas (2017) mentions four typical phases of these two types of research, also called mixed research:

a) To carry out observation and evaluation of educational phenomena, in the case of research.

b) To establish assumptions or ideas resulting from the observation and evaluation carried out.

c) To test and demonstrate the degree of assumptions or ideas.

d) To review such assumptions or ideas based on the tests or analysis through the application of quantitative instruments, surveys, or questionnaires in Google Forms, which guaranteed that 100% of the students responded, favoring the obtaining of the results and being able to perform the qualitative interpretation.

This research developed a mixed methodology based on quantitative methods to measure and check the variables involved to generate later the change and improvement of the reality of qualitative methods. Questionnaires, observation grids, virtual tutorials, interviews, surveys in Google Forms and class sessions were applied.

Analysis of the results

The study sample used was 65 students. The questionnaire consisted of 9 questions of mixed typology, between closed and open answers, in which the former prevailed. Finally, the analysis was carried out quantitatively and qualitatively.

Question 1: Do you consider that reading is necessary for the formation of research skills and forming academic and scientific production in students?

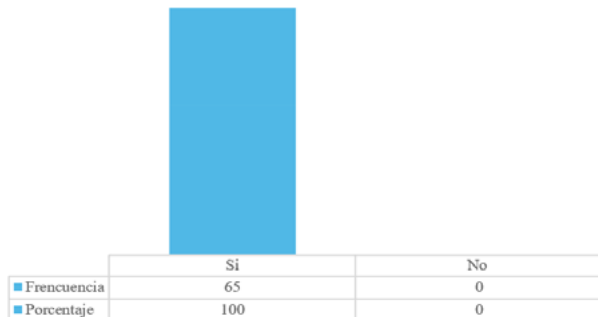
Table 1

Survey results for question 1

Response option	Frequency	%
Yes	65	100
No	0	0
# Students Surveyed	65	100

Figure 1

Bar charts showing the frequency and percentage of the results in question 1



From the results obtained in question 1, it is evident that all respondents fully agree that it is necessary to train research skills and academic and scientific production in students. Furthermore, vital (2019) points out research as a tool that allows the individual to approach the reality of their context and an opportunity to transform it from their critical action, generating viable solution alternatives. Finally, possessing these skills makes them highly competitive for their insertion into working life.

Question 2: How do you like to read?

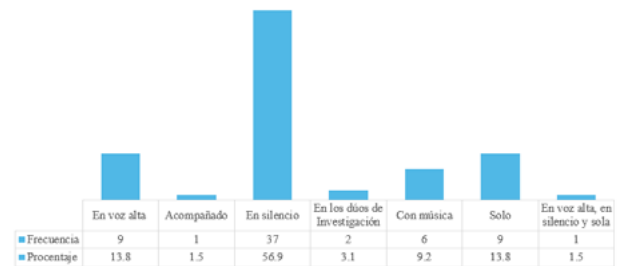
Table 2

Survey results for question 2

Response option	Frequency	%
Out loud	9	13.8
Accompanied	1	1.5
In silence	37	56.9
In the Research Pairs	2	3.1
With music	6	9.2
Alone	9	13.8
Out loud, silent and alone	1	1.5
# Students Surveyed	65	100

Figure 2

Bar charts showing the frequency and percentage of the results in question 2



Regarding the results obtained in question 2, it is evident that the most representative percentages concerning the preferential condition for reading are: 56.9% prefer to do it in silence, 13.8% out loud and alone, and 9.2% with music. In this context, Ciuffo et al. (2017) highlight that reading in silence is the best alternative due to the speed with which the reader can assimilate words, having an average of 12.5 syllables per minute, compared to other reading methods, such as oral, which reaches half of its efficiency. For this reason, those people who read silently cover more excellent content, which allows them to obtain more knowledge and, therefore, better direct their research.

Question 3: What do you like to read most about the subjects of Research Methodology?

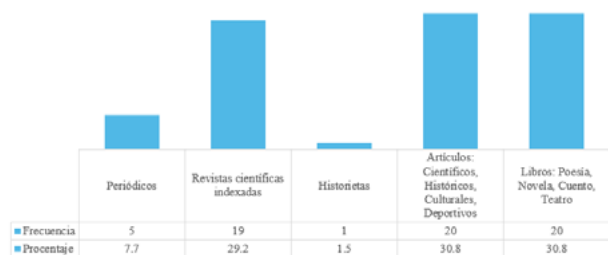
Table 3

Survey results for question 3

Response option	Frequency	%
Newspapers	5	7.7
Indexed Scientific Journals	19	29.2
Comics	1	1.5
Articles: Scientific, Historical, Cultural, Sports	20	30.8
Books: Poetry, Novel, Short Story, Theatre	20	30.8
# Students Surveyed	65	100

Figure 3

Bar charts showing the frequency and percentage of the results in question 3



About question 3, it is evident that the most representative percentages concerning reading tastes and preferences while studying the subject of research methodology are: 30.8% says they read scientific, historical, cultural, and sports articles, at the same time another 30.8% read books of poetry, novel, stories and theater and, 29.2% indexed scientific journals. Cárdenas (2017) points out that students whose reading habits are not directly related to the subjects show more significant difficulties in learning, causing that in order to interpret a book correctly, they must read it 3 or 4 times more as a result of ignorance in vocabulary and technical or scientific terminology.

Question 4: Where do you like to read more about the scientific articles of the different indexed journals?

Table 4

Survey results for question 4

Response option	Frequency	%
In the House	44	67.7
In the Research Methodology class	8	12.3
At school	0	0
In the park	2	3.1
In the library	2	3.1
Traveling	5	7.7
In formal activities	3	4.6
Everywhere	1	1.5
# Students Surveyed	65	100

Figure 4

Bar charts showing the frequency and percentage of the results in question 4



From the results obtained in question 4, it is evident that the most representative percentages about the preference of the location to read scientific articles are: 67.7% choose to do it at home, 12.3% do it during the classes of research methodology, 7.7% while traveling. This choice could be related to the level of noise respondents encounter elsewhere, with their home being the quietest place. It also shows agreement with the data obtained in question 2, in which silent and solitary reading predominates. Castro (2019) states that noisy environments lead to difficulties in the learning process since they compromise concentration on activities, mainly affecting reading and writing.

Question 5: How often do you read a scientific article from the different Indexed Journals?

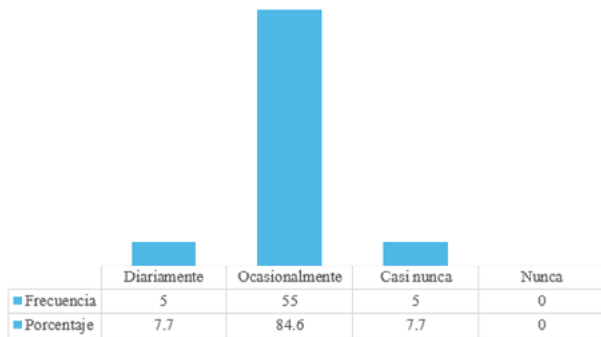
Table 5

Survey results for question 5

Response option	Frequency	%
Daily	5	7.7
Occasionally	55	84.6
Rarely	5	7.7
Never	0	0
# Students Surveyed	65	100

Figure 5

Bar charts showing the frequency and percentage of the results in question 5



Regarding the results obtained in question 5, it is evident that the most representative percentages concerning the frequency of reading scientific articles are: 84.6% does it occasionally, 7.7% every day, and another group with the same percentage rarely. Reading is an activity that has multiple benefits in different aspects of an individual's life; It is considered a neural exercise that stimulates memory and understanding. On the other hand, it has a high impact on one's social and professional life by developing skills such as analysis and critical spirit (García, 2021).

Question 6: Why do you read?

Table 6

Survey results for question 6

Response option	Frequency	%
Because I get knowledge	31	47.7
Because I exercise thought	7	10.8
Because I get experience	2	3.1
Because it helps me to know myself and to know others	7	10.8
Because I improve my learning in the subjects	6	9.2
Because it gives me pleasure	6	9.2
Because I take advantage of my free time	6	9.2
# Students Surveyed	65	100

Figure 6

Bar charts showing the frequency and percentage of the results in question 6



Due to the results obtained from question 6, it is evident that the most representative percentages with the reasons why respondents read are: 47.7% reads for knowledge; in two groups with 10.8%, the first reads to exercise thought, the second to know themselves and others. Finally, in the three groups of 9.2%, the first read to improve academic performance, the second to produce pleasure, and the third to take advantage of their free time.

According to the above, Flores-Guerrero (2017) states that reading is the primary way to access knowledge, innovation, and creativity while stimulating the exchange of information. These characteristics are typical of a critical thinker and researcher. Together, all these benefits allow the respondent to remain competitive, face the challenges of the knowledge age and respond to the needs of a globalized world.

Question 7: Write the title of a scientific article or book consulted in Research Methodology that has impressed you the most. Why?

About the answers provided by the students, it is clear that the diversity of tastes and inclinations is for reading documents in correspondence with their field of professional training.

Question 8: In your opinion, what are reading habits?

From the answers obtained, the following ideas are highlighted in order to define what reading habits are the respondents mention that:

a) it is a behavior that is carried out intentionally as a result of personal motivation, and 2) it is also a beneficial act by arousing the development of skills as a reflective, analytical criterion and improves concentration. Consequently, Soldevilla (2019) indicates that for reading to be considered a habit, it is necessary that it is part of the daily activities of a person's life and that it is carried out voluntarily; therefore, it is in this process that their tastes, their needs, and their values are implicit.

Question 9: As a result of the subjects of Research Methodology, would you like to publish your research results in a high-impact Indexed Journal?

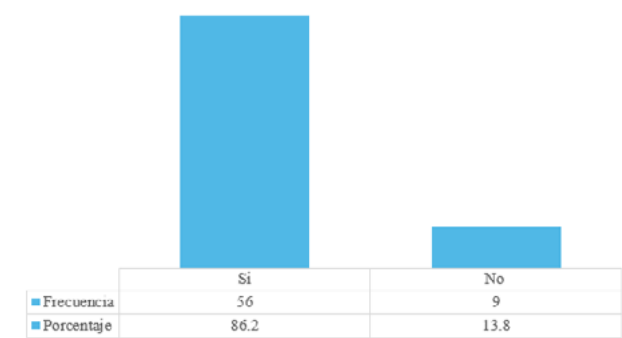
Table 9

Survey results for question 9

Response option	Frequency	%
Yes	56	86.2
No	9	13.8
# Students Surveyed	65	100

Figure 9

Bar charts showing the frequency and percentage of the results in question 9



The results obtained in question 9 show that 86.2% of the interviewees wish to publish their research in contrast to the 13.8% who do not wish to do so. It is essential to understand that these results align with the first question and with the new thoughts of the researchers, who manifest as essential the publication process since an unpublished research is considered non-existent.

Julio (2017) points out that it is fundamental to understand scientific research as a systematic, dynamic, evolutionary process, which requires the publication and communication of the results so that they can be discussed, accepted, or repealed by the community. For this reason, it is considered that the publication process enriches research and allows to achieve what is called a “Knowledge Society.”

Interview with five UEES professors with experience teaching the subjects of Research Methodology and Degree

When analyzing the interview with the professors, it was possible to verify that 100% of the interviewees considered reading to acquire knowledge, get personal enjoyment, and acquire a general culture in students from the subjects of Research Methodology. On the other hand, 40% of the interviewees expressed that they promote extra-class readings to give continuity to the topics covered in the subject through the orientation of readings of books, scientific articles from Indexed Journals, chapters, or fragments of different texts, whether literary, scientific, investigative or not.

The other 60% consider the development of reading through scientific problems and research topics of great importance. Although they conclusively believe that the time limitations to carry out this activity and the accumulation of work and teaching undermine its quality.

In the answer given to what they understand by reading habits, 100% of teachers know what this concept represents. About the different ways that can favor the development of reading habits, 100% of teachers believe that the best way to do this is through innovative ways that motivate their approach to books, such as book presentations, exhibitions, analysis of works, recommended articles, and research projects about influential authors.

As a partial conclusion, it can be stated that there is knowledge among the professors of Research Methodology of MEM at the UEES

about issues as necessary as reading for the promotion and stimulation of reading habits; however, it has been possible to identify some difficulties that undermine its realistic projection, as the interviews carried out have shown.

Conclusions

Reading has long been associated with homework (learning for exam preparation and work), but it can also make an essential contribution to students' cultural and social enrichment from other spaces outside the context of the classroom. The conclusions are as follows:

- The study carried out showed agreement among the authors consulted concerning the fact that the reading habit is a need that the individual has to resort to satisfying his cognitive and motivational demands.

- The diagnosis applied to students of the MDEM at the UEES revealed insufficiencies in developing their reading habits and little treatment of this aspect from the classes of Research Methodology, not taking advantage of the potentialities of this to stimulate reading as part of the classroom process. It also evidenced limitations in the theoretical-methodological preparation of teachers to develop this skill in students from the class and outside it in coordination with the school library.

- The limitations detected in the diagnosis applied to the students allowed to design a proposal to favor the development of reading habits in the university context. They are adapted to the year's objectives and correspond to the needs, interests, and motivations of the students.

The impact of reading habits on students was highly positive since, during the COVID-19 pandemic, they had more free time to read, and some strengthened their taste for reading Indexed Journals, others developed it, and a large part enhanced the pleasure of reading; therefore, they had a high level of self-instruction. The desire to incorporate reading into our lives will depend mainly on the work done in classrooms, libraries, schools, universities and what is given to read now and forever.

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