

Study of Reading Habits in Secondary Education in Ceuta and Melilla (Spain)

Estudio de los hábitos de lectura en la Educación Secundaria en Ceuta y Melilla (España)

休达和梅利利亚 (西班牙) 中学教育阅读习惯研究

Исследование привычки к чтению в средней школе Сеуты и Мелильи (Испания)

Francisco Javier Jaraíz Cabanillas
University of Extremadura
jfjaraiz@unex.es
<https://orcid.org/0000-0003-3575-3136>

José Antonio Gutiérrez Gallego
University of Extremadura
jagutier@unex.es
<https://orcid.org/0000-0002-2375-7087>

José Soto Vázquez
University of Extremadura
jsoto@unex.es
<https://orcid.org/0000-0002-9967-5694>

Ramón Pérez Parejo
University of Extremadura
rpp@unex.es
<https://orcid.org/0000-0002-7802-979X>

María Teresa Aguilar Torrelo
IES Siete Colinas (Ceuta)
mariteresa.aguilar@educruta.es
<https://orcid.org/0000-0002-6233-9822>

Dates · Fechas

Received: 2024.06.25
Accepted: 2024.10.19
Published: 2024.12.30

How to Cite this Paper · Cómo citar este trabajo

Jaraíz, F. J., Gutiérrez, J. A., Soto, J., Pérez, R., & Aguilar, M. T. (2024). Study of Reading Habits in Secondary Education in Ceuta and Melilla (Spain). *Publicaciones*, 54(2), 211–232. <https://doi.org/10.30827/publicaciones.v54i2.30432>

Abstract

Introduction: In the context of a survey carried out in Ceuta and Melilla among 735 students of Secondary Education, Vocational Training and Baccalaureate during the 2021/2022 academic year, this study aims to analyze their reading habits and the different circumstances that may influence them.

Method: After detailing the method and field of study, different variables have been examined (such as reading time, book purchasing, preferred genres, free-time reading, etc.) and the results have been disaggregated according to biographical aspects such as sex or age. Socio-economic aspects have also been considered such as the place of habitual residence (neighborhood) or the level of academic training of their parents and/or legal guardians.

Results: As more relevant results, no major differences are observed between the reading habits of Ceuta and Melilla with respect to other areas of the country.

Conclusions: However, the graphs obtained from the correlation of reading data with social factors demonstrate that the education background of the parents and the place of residence (neighborhood) determine the reading habit in a very noticeable way in these two cities.

Keywords: reading habits, Ceuta and Melilla, secondary education, survey, neighborhood.

Resumen

Introducción: En el contexto de una encuesta propia realizada en Ceuta y Melilla entre 735 estudiantes de Educación Secundaria, Formación Profesional y Bachillerato durante el curso académico 2021/2022, este estudio pretende analizar su hábito lector y las diferentes circunstancias que pueden influir en el mismo.

Método: Tras detallar el método y el campo de estudio, se han examinado distintas variables (como el tiempo de lectura, compra de libros, géneros preferidos, lectura en tiempo libre, etc.) y se han desagregado los resultados en función de aspectos biográficos como el sexo o la edad. Se han considerado también aspectos socio-económicos como el lugar de residencia habitual (barriada) o el nivel de formación académica de sus padres y/o tutores legales.

Resultados: Como resultados más relevantes, no se observan grandes diferencias entre los hábitos lectores de Ceuta y Melilla con respecto a otras zonas del país.

Conclusiones: Los gráficos obtenidos de la correlación de datos de lectura con factores sociales demuestran que la formación de los padres y el lugar de residencia (barriada) determinan de forma muy pronunciada el hábito lector en estas dos ciudades.

Palabras clave: hábitos de lectura, Ceuta y Melilla, enseñanza secundaria, encuesta, barriada.

摘要

导言: 本研究在休达和梅利利亚对2021/2022 学年的735 名 中等教育、职业培训和中学毕业会考的学生进行了调查,旨在分析他们的阅读习惯以及可能对其产生影响的不同情况。

方法: 在详细说明研究方法和领域后,对不同变量(如阅读时间、购买书籍、偏好类型、空闲时间阅读等)进行了研究,并根据性别或年龄等个人情况对研究结果进行了分类。此外,还考虑了社会经济方面的因素,如常住地(街区)或其父母和/或法定监护人的学历水平。

结果: 从最相关的结果来看,休达和梅利利亚的阅读习惯与国内其他地区相比并无很大的差异。

结论: 阅读数据与社会因素的相关性图表显示,父母的教育程度和常住地(街区)在很大程度上决定了这两个城市的阅读习惯。

关键词: 阅读习惯、休达和梅利利亚、中等教育、调查、街区。

Аннотация

Введение: В рамках опроса, проведенного в Сеуте и Мелилье среди 735 студентов средних учебных заведений, профессионального обучения и бакалавриата в 2021/2022 учебном году, данное исследование направлено на анализ их привычек к чтению и различных обстоятельств, которые могут на них повлиять.

Метод: После подробного описания метода и области исследования были изучены различные переменные (такие как время чтения, покупка книг, предпочитаемые жанры, чтение в свободное время и т. д.), а результаты были разделены по биографическим аспектам, таким как пол и возраст. Также учитывались социально-экономические аспекты, такие как место обычного проживания (район) или уровень академической подготовки родителей и/или законных опекунов.

Результаты: По сравнению с другими регионами страны, в Сеуте и Мелилье не наблюдается значительных различий в привычках чтения.

Выводы: Однако графики, полученные в результате корреляции данных о чтении с социальными факторами, показывают, что образование родителей и место проживания (район) определяют привычку к чтению в этих двух городах весьма заметным образом.

Ключевые слова: привычка к чтению, Сеута и Мелилья, среднее образование, опрос, район.

Introduction

Reading is an indispensable tool for literacy and social education in addition to being a leisure activity linked to cultural and editorial aspects, competing or cohabiting with new forms of entertainment resulting from new technologies. If the macro statistical measurement of reading indices has been habitual in recent decades, particularly by institutions, both national and international, linked to education and publishing houses, in recent years it has been developed considerably further by academic groups closely focused on reading habits and the factors that incide on literary consumption. These are not therefore studies that substitute previous ones but complement them either by analyzing specific population groups or by studying different variables that may affect reading habits. To put this in context, among the former the studies about educational quality and reading promotion are well known in Spain, such as those by Pisa and the Gremio de Editores; in these studies, different results were obtained regarding reading habits and comprehension, and progress in literacy depending on variables such as sex, age, place of origin or educational and socioeconomic level. For example, the last edition of its study of reading habits (Conecta, 2022) states that 67.9% of the Spanish population read books, 64.4% of whom do it as a leisure activity, while 21.2% read for work or study. This study also reveals that 52.7% of the population over 14 years old reads weekly. When we consider the population over 18 years old, 52.4% consider themselves frequent readers, 11.6% occasional readers and 36% do not consider themselves to be readers. The study shows that the adolescent (64.9%) and children (77.5%) populations read more than adults. Also, women read about 11% more than men, therefore this difference decreases in the population of over 65 years (+1.2%). Some other macrostatistics in the same study are also very interesting: the reading index increases as does educational level, while the reading index of university students stands out at 82.1%; lack of time is the main reason given for not reading; nearly 30% read on electronic devices; a quarter of the population sometimes go to libraries. The reading indices of Euskadi, Navarra, Cataluña, La Rioja and Aragón are above the mean of 64.4 % (Escalante, 2023). According to the last report from Programme for International Student Assessment (PISA) (Ministerio de Educación y Formación Profesional, 2023) Spain is close to the mean of the OCDE countries, but this is due to sharp falls in other countries. Spain appears to have adapted better to the COVID-19 pandemic. For example, Spanish students on the last course of secondary suffered a decline of 8 points in mathematics, 3 points in comprehension and an increase of 2 points in sciences.

The PISA report (Ministerio de Educación y Formación Profesional, 2020) shows a reading yield among Secondary students in Spain (470 points) lower to the mean OCDE (487 points) and the total of the Europe significantly lower an Union (489 points). That is, Spain fails to reach level 4 of the reading scale (480-553 puntos), which is the European mean. Reading standards among Spanish students are quite similar, but with a low yield in reading competence, comparable with other OCDE countries such as Croatia, Lithuania or Turkey. Regarding the results by autonomous community, only Castilla y León, Asturias, Galicia and Aragón have better results. As for differences by sex, the male reading index is 26 points lower than the women. Is also convenient to have a look of the results obtained by the Ministerio de Cultura y Deporte (2022: 155-236) concerning reading and libraries are also worth a look, paying special attention to the data of age range, particularly in ranges referring to both sexes between 15 and 19 years, which coincide with the ranges considered in this study, though this information is not separated by city.

As previously mentioned, unlike the traditional macrostatistical studies, which opened up a line of research two decades ago in general backed by university institutions or research groups and which focused on specific smaller populations, educational levels or factors that reading habits might be sensitive to (Molina, 2006), such as, for example, the frequency of visits to libraries (Serna *et al.*, 2017). It is true that this academic area of study presents a not inconsiderable geographical area, but it is no less true that, thanks to the rigour of the method and the validity of the surveys, the results are usually very solid and, therefore, help to gain an understanding of the occasionally surprising fluctuations of the international reports, at the same time establishing interesting comparisons among groups.

In this field of study it is convenient to mention some articles of significance within the national context, such as Olaziregui (2000) for the Basque country; the Fundación Germán Sánchez Ruipérez (2009) for Castilla y León, Extremadura (2007) and Castilla-La Mancha (2010); Gil (2009) for Andalucía; a specific case closely linked to the present research, though only for students of the first course of secondary, is the comparative study of Campos and Trujillo (2012) in Melilla on reading comprehension in students with marked multiculturalism; Yubero and Larrañaga (2015) on university students of Spain and Portugal; Elche *et al.* (2019) for university students of the socioeducative area of the universities of Castilla-La Mancha and Santiago de Compostela; and Castillo Rodríguez and Santos-Díaz (2022) for the students of the Primary Education Grade of the University of Málaga.

The training profile of these groups of students and their motivation for reading in this research is also of special interest, since it will be the reason underlying the rise in reading in future students who will develop their reading competence and literary education (Llamazares-Prieto *et al.*, 2015; Pérez Parejo *et al.*, 2018a, 2018b, 2019; Juárez-Calvillo, 2019; Álvarez-Álvarez & Diego-Mantecón, 2019; Soto Vázquez *et al.*, 2020a, 2020b), and even in present and future teachers (Applegate & Applegate, 2004; Cremin *et al.*, 2009; Benevides & Peterson, 2010; Granado, 2014; Santos-Díaz *et al.*, 2021).

This article compiles and comments on the results of the statistical research carried out in the centres of Secondary Education, Vocational Training and Baccalaureate in the autonomous cities of Ceuta and Melilla during the 2021-2022 course. Firstly, the representative population will be described using the standard parameters for a research project of these characteristics. The study design will then be explained, together with an explanation of the process followed in carrying it out, followed by the analysis and discussion of the results obtained, such that future strategies of intervention can be designed with the aim of knowing students' reading habits and competence.

In the light of previous monographic studies on reading habits in Secondary Education in Spain (Soto Vázquez *et al.*, 2020b), the following hypotheses of the research are proposed: 1. Women read more than men in percentages similar to other contexts in Spain and Europa; 2. Within the 12 to 14 years age segment the greatest fall in reading consumption takes place; 3. It is to be expected, Thanks to the different socioeconomic variables, that there are noteworthy differences among the different urban areas of the two cities studied; 4. The educational level of parents may be a key factor in reaching the highest reading indices.

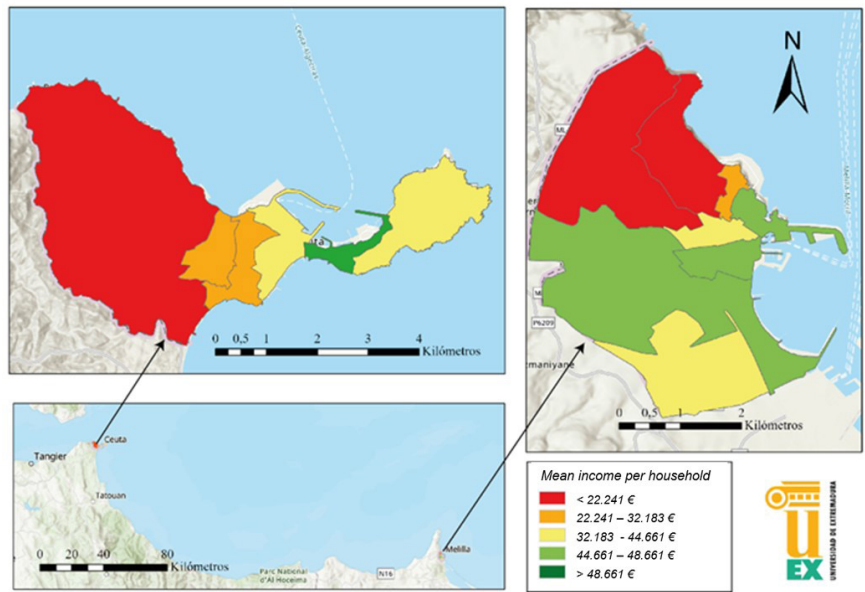
Description of the study area

Ceuta and Melilla are two autonomous Spanish cities on the north coast of Africa. Both have lower levels of competence than the other communities, as they are understood as being peculiar autonomous territories (Jefatura de Estado, 1995a, 1995b). The history of conflicts that have characterized the two cities has led to their geostrategic location between the continents of Africa and Europe and the proximity of the Strait of Gibraltar.

From various contacts with Mediterranean towns and cultures in the two cities, Ceuta now has a total of 84 071 inhabitants (Censo de Población and Vivienda, 2021, INE) and an area of 18,5 km². GDP *per capita* is 21 244 € (Contabilidad Regional de España, Serie 2000-2021, INE) compared with the Spanish national figure of 25 498 €. In the case of Melilla, which has an area of 12,3 km² and 86 450 inhabitants, GDP *per capita* is 19 266 €. People of different cultures and religious beliefs live in both cities and their students are accustomed to this diversity, and the catholic and islamic religions are predominant in schools.

Figure 1

Study area and mean income per household in Ceuta and Melilla



Note. Taken from Atlas de distribución de renta de los hogares, by INE, 2020.

Another of the characteristics of these two cities is the difference between districts or neighbourhoods of both regarding their levels of income (Atlas de distribución de renta de los hogares, 2020, INE). The mean income per household is obtained by dividing the net total household incomes by the number of units of consumption taking into account the number of people. In Ceuta, for example, the mean household income is 38 227.70 €, however there is a difference of 40 029 € between the central area (District 1, at 61 942 €) and the neighbourhoods of El Príncipe and Benzú (neighbour-

hood 6, at 21 913 €). In Melilla, on the other hand, the mean income (39 868 €) is very similar to that of Ceuta, however the great difference between them lies in the fact that the divergences among neighbourhoods are lesser. In this case, the difference in mean household income between the most differentiated neighbourhoods is 25 554 €. In neighbourhood 6, made up of the areas of Concepción Arenal and TSecondary-rillo, this difference is 48 075 €; and in neighbourhood 4, with the neighbourhoods Polígono, Hebreo and Tiro Nacional, it is 22 521 €.

Methodology

Sources and methods

In order to develop the research into reading habits of Secondary Education students in Ceuta and Melilla the following information sources were necessary: Municipal Population Census of 2021 and declared surveys of preferences. The data of the census used were of great use in defining the size of the population under study as well as how to proceed to the suitable stratification of the process of survey. The surveys turned out to be an excellent way of finding out about reading habits of the groups analysed. The part of the survey that used analysis in reading habits was tested by the authors in other areas, such as Extremadura, La Rioja, Madrid and several area of Ecuador. This questionnaire consists of two sections: one to describe the profile of the person surveyed and another to evaluate their reading habit. The information collected in the first section included sex, age, educational level, geographical origin and study centre, as well as of the legal guardians of the student. Regarding reading habits, they were asked just six questions, two of which were dichotomous and another four with hierarchic scale with four ítems.

The survey was carried out in secondary educational centres of Ceuta and Melilla during the academic course of 2021-2022. This was carried out both directly, in the centres previously mentioned, and indirectly, through the reception of responses once the students had filled in the questionnaires on the Google application forms. The total number of high schools from which information was obtained was nine in Ceuta and four in Melilla. The centres surveyed were: in Ceuta IES Abyla, IES Clara Campoamor, IES Almina, IES Luis de Camoens, IES Puertas del Campo and IES Siete Colinas, state schools, and CC Beatriz de Silva, CC La Inmaculada and CC San Agustín, state subsidised schools; in Melilla CIBPT Reina Victoria Eugenia, EA Miguel Marmolejo, IES Juan Antonio Fernández Pérez, and IES Miguel Fernández. The titularity of the educational centers, state schools or state subsidized schools, were not taken into account in the data exploitation. The limitations of the study prevented a more homogeneous distribution of surveys in the two autonomous cities, but this limiting factor was taken into account in the analysis to scale the results as a function of the weight and characteristics of each area and study type.

Taking as a starting point the total student population (8 516 and 7 997), the number of surveys needed to guarantee a maximum estimated error of 5% for a confidence interval of 95% was 734. Nevertheless, the number of surveys was greater, at 768. The formula to determine the sample size was the following:

$$n = \frac{N \times z_{\alpha}^2 \times p \times q}{d^2 \times (N-1) + z_{\alpha}^2 \times p \times q}$$

Where Z is equal to 1.96 (value estimated for 95 % of the data), p and q are equal to .5 (as they are the most unfavourable case) and d is the maximum admissible error, .05 %.

Table 1
Students surveyed by study level

Study level	Total No. of Students Ceuta	Sample size Ceuta	Total No. of Students Melilla	Sample size Melilla
Secondary	4 654	355	4 593	355
Baccalaureate	1 321	298	1 459	304
BPT	2 541	334	1 945	321
Total	8 516	368	7 997	367

With regard to data exploitation it must be mentioned that when sampling the results none of the items in which a value below 25 answers were taken into account.

After carrying out all of the surveys, a series of tables within an Access database (used as a database manager) with the results of the surveys was generated. The information was analyzed using descriptive statistical methods, and the resulting variables were considered to be as follows: 1) The biographical profile of the subject surveyed (sex, age, parents’ or legal guardians’ study levels and city of origin); and 2) reading habits (time dedicated to reading, number of books read per month, weekly hours spent reading and reading in free-time).

The correlation was calculated among the variables that define the reading habit and the educational level of the parents or legal guardians. The variable of educational level was obtained by the transformation of an ordinal qualitative variable in which the lowest educational level (no studies) were defined and the highest level (university studies) using a quantitative variable obtained by taking the sum of the educational levels of the parents (0 no studies, 1 elementary studies, 2 Baccalaureate or similar, and 3 university). The end result of the educational level of the parents corresponds to the sum of both parents, determined on a scale between 0 and 6. The index of correlation established was that of Pearson.

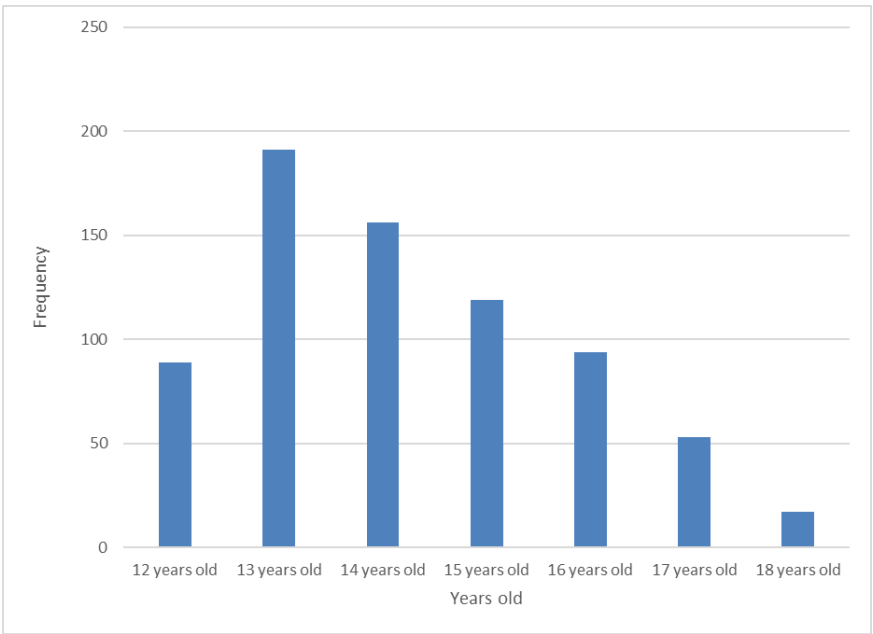
The results taken from the survey are represented through bar charts, columns and sections, as well as thematic cartography of results drawn up using a system of geographic information. Maps were used when a comparison of census neighbourhoods was needed to compare the data, such that the main variables dealt with could be analyzed territorially.

Description of the sample

The mean age of the students surveyed was 14 years. The age groups included in the levels of studies analyzed was from 12 to 18 years. Since there are normally more students in Secondary education than in Baccalaureate, the mean age of the students analyzed was 14 years. The mode regarding the ages of students interviewed was 13 years, as can be seen in the following graph (Figure 2). If we take age range into account, as can be seen in the figure, it would appear obvious that the BPT students surveyed belong to Basic Professional Training.

Figure 2

Number of students surveyed by age



There is a balance the sex of those surveyed: 51 % are women, 45 % are men and 4% prefer not to say. It could be considered that the sample used fits very well to the population it represents, since it coincides with the municipal data in both cities for the ages analyzed. These data corroborate the fit of the sample to the population studied.

The student population surveyed corresponds to the number of centres analyzed in each city. Moreover, the total population and the population in the same age group is also greater in this proportion in Ceuta (Figure 3). As can be seen in the graph, two thirds of those surveyed were students from Ceuta, whereas the remaining third were from Melilla.

Figura 3
Residence of students surveyed

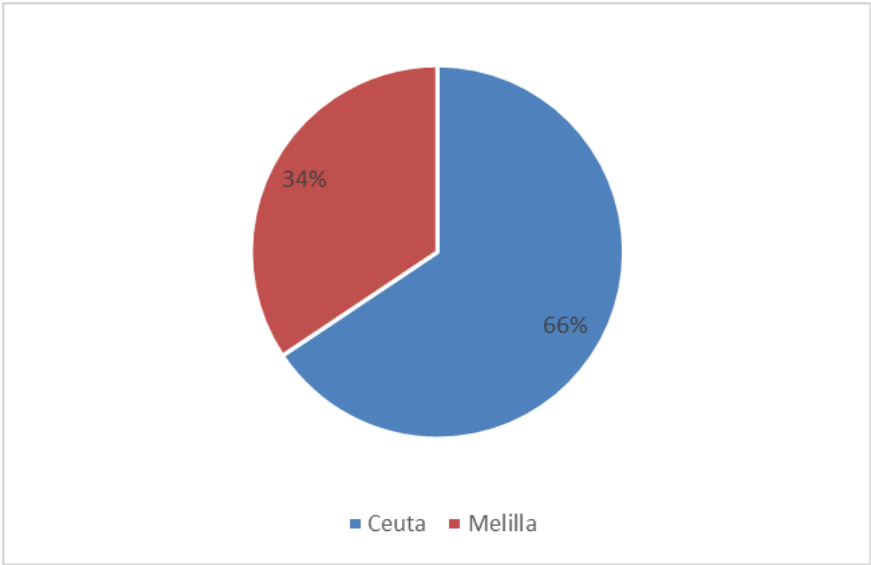
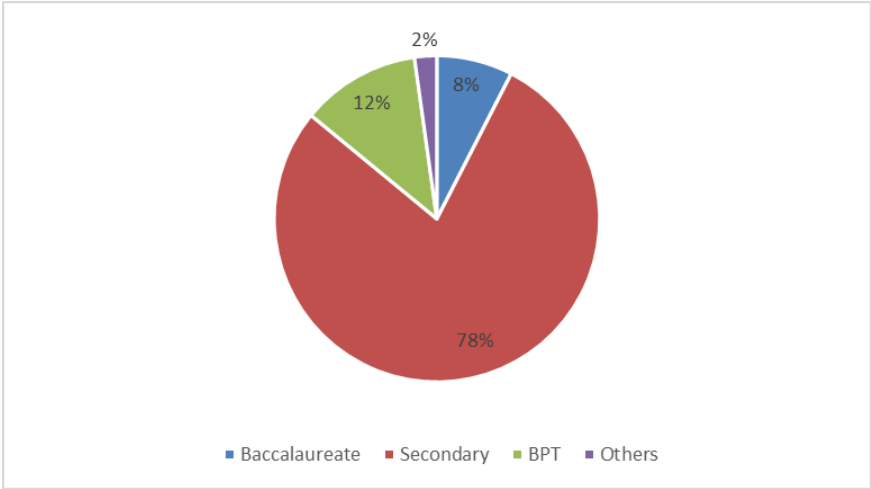


Figure 4 shows that the students are mainly Secondary students surveyed in Ceuta and Melilla (78 %). The second most important group is that of BPT students from both territories (12%), whereas the data of those of Baccalaureate lower but similar to those of BPT (8 %).

Figure 4
Students surveyed by level of studies



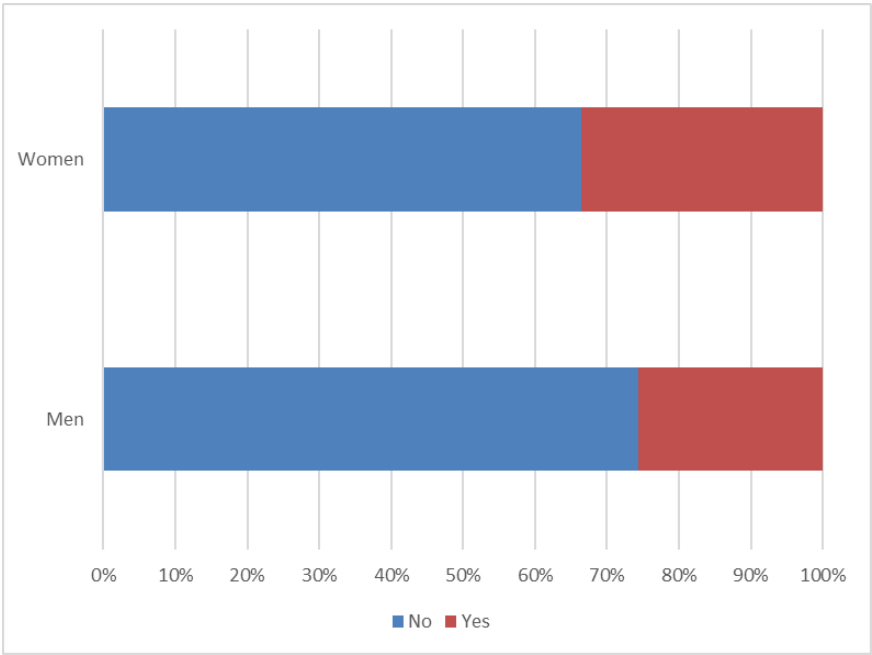
Results

Reading and Free Time

Regarding other possible areas or regions such as Extremadura (55 % do not read in their free time), we find that the total of those not reading in their free time is high (Soto Vázquez et al., 2020b). According to the data shown in Figure 5, approximately 70 % of the Secondary Education, BPT, Baccalaureate students of the cities of Ceuta and Melilla do not read in their free time, whereas only 30 % do so.

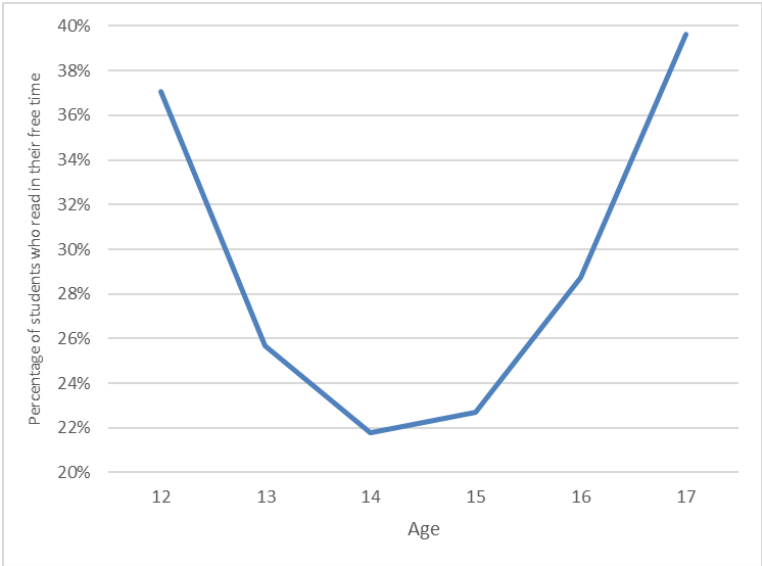
Unlike studies on reading habits in other Spanish regions, differences in sex are practically null. The mean percentage variation in other regions is commonly over 10 %, whereas in the territories studied practically is symbolic if the maximum admissible error for research is respected.

Figura 5
reading in free time by sex



As can be seen in Figure 6, the reading habit initially falls and remains lower throughout secondary, recovering once those surveyed are in Baccalaureate (16 and 17 years). From age 12 there is a decline from 37 % to 22 % in the percentage of students who do read in their free time, reaching a minimum at between 14 and 15 years of age. From age 16 young people develop the habit once more, the age at which students reaching higher academic levels, such as Baccalaureate.

Figure 6
Reading in free-time by age



Just as interesting differences are observed in the reading habit if the educational level of the parents is taken into account (as will be described in the next section), the area students come from and their connection with free-time reading is highly relevant. Areas such as the city centre of Ceuta present a percentage of students that do not read in their free time lower than 45 %, whereas that the students of the neighbourhood Zona Benzú/Barrio of the Príncipe Felipe/Juan Carlos I do not read in their free time in over 85 % of cases (Figure 7).

Figure 7
Students who do not read in their free time by the reader's neighbourhood

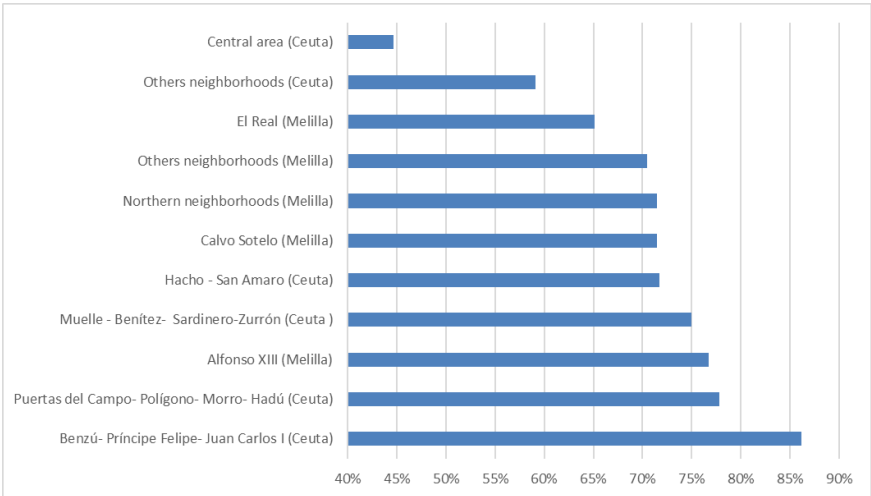
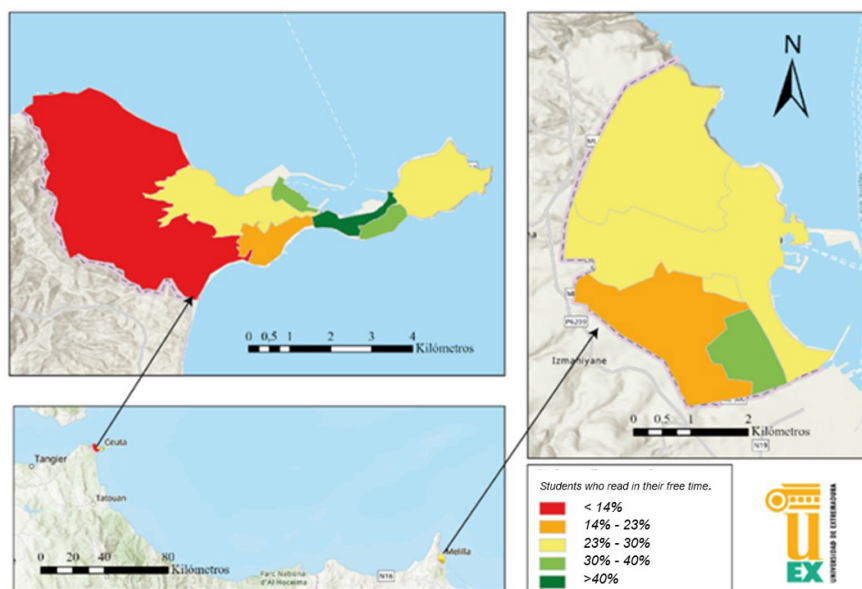


Figure 8 maps the responses corresponding to the question of whether the students read in their free time, representing the percentage of those surveyed who do so. This map and the previous graph are correlated, nonetheless, and it was considered convenient to include this representation to contextualize this territorially. The students that present the lowest reading levels, as in the case of Ceuta, are located in the neighbourhood closest to the frontier with Morocco. The central area is the one presenting the highest values regarding reading habits in the young. This area constitutes the neighbourhood with the highest spending power, unlike the frontier neighbourhoods, which are mainly located in the poorest neighbourhood in the city, as seen previously in Figure 1. It must also be highlighted that Benzú, frontier neighbourhood, does not have any bookshops nor stationery shops that might facilitate access young people's access to reading. The city centre, meanwhile, has the largest bookshop in the city. Melilla presents values similar to those of Ceuta, and so large inequalities are not observed among neighbourhoods. It should be pointed out that this homogeneity is due to the sample selection, with educational centres situated in the most favoured areas of the city. A possible future study using a larger number of surveys in the centres located in peripheral areas, as has been done with Ceuta, would perhaps give significantly different results.

Figure 8

Students who read in their free time by neighbourhood.



Note. Taken from Atlas de distribución de renta de los hogares, by INE, 2020.

Figure 9 shows the relationship between the educational level of the parents and the percentage of students who do read in their free time. Fewer than 15 % of those surveyed read in their free time in cases in which the legal guardians do not have any kind of education, against somewhat more than 50 % when both tutors have university studies.

Figure 9
Reading in free time by parents' educational level

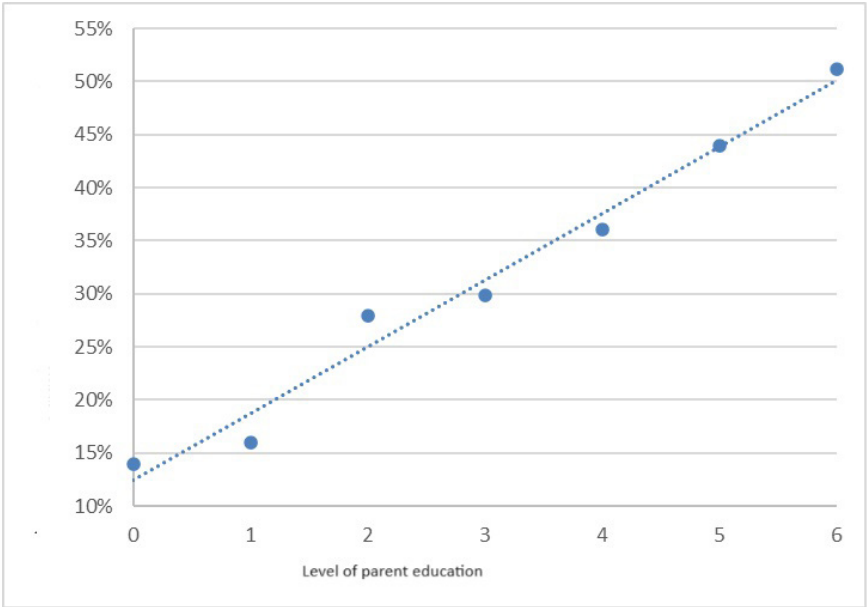
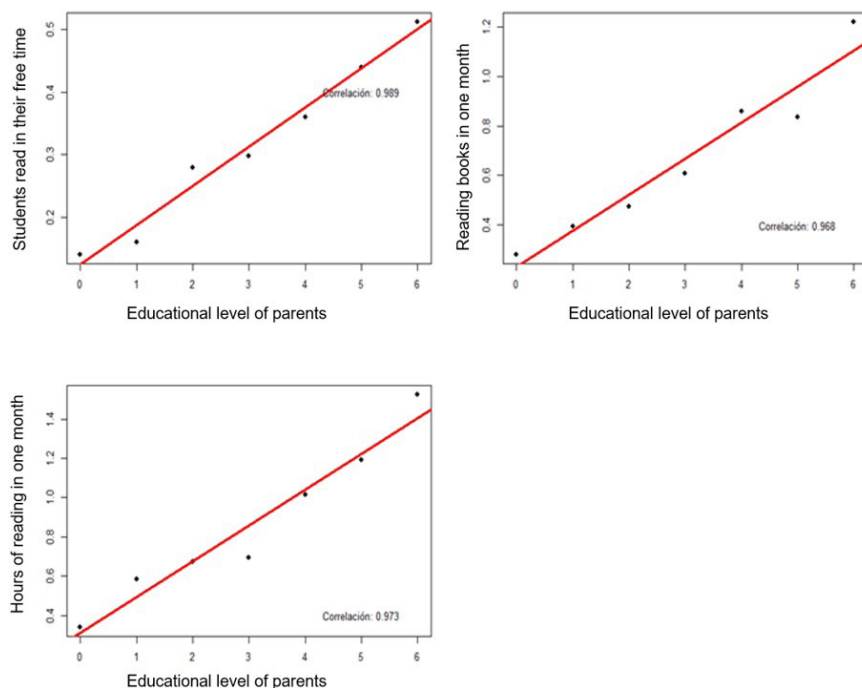


Figure 10 shows three graphs that reveal the degree of correlation between the variable of parents' study level and other variables associated with the reading habit, such as reading in free time, reading books in one month or the number of hours of reading in one month. There is a high degree of correlation among the variables that define reading habits and the educational level of parents or tutors: 1) for the variable of reading in free time with educational level of parents (Pearson correlation: .989, p-value lower than .01); 2) for the variable of reading books in one month with the educational level of parents (Pearson correlation: .968, p-value inferior a .01); and 3) for the variable of hours of reading in one month with the educational level of parents (Pearson correlation: .973; p-value lower than .01).

From the analysis carried out it can be determined, a tenor of the levels of significance and values of correlation, that the educational level of parents or tutors is an element that affects reading habits of students of Secondary Education, Vocational Training and Baccalaureate in the two autonomous cities.

Figure 10

Educational level of parents in relation to children's reading habit



Discussion

With the aim of providing a suitable discussion for the present study, the discourse will follow a progression from more general aspects to more particular ones. The former consists of commenting on some preceding studies that point to the different variables that must be evaluated in studies into reading habits; the more particular aspects involve selecting research that shares with the present paper the same methodology and educational level (Secondary Education), although they obviously refer to different territories, with the aim that when their results are contrasted they will be found to be correct and of great use.

Thus, the present research has taken into account factors that preceding literature considers to be particular relevance in the reading habits of the populations analysed, in order to know the desegregation of results by sex (Logan & Johnston, 2009; McGeown *et al.*, 2012; Llamazares-Prieto *et al.*, 2015), the motivation to read (Pitcher *et al.*, 2007) and the social conditions of the surroundings, including family (Olaziregi, 2000; Gil Flores, 2009; Yusof, 2010; Muñoz & Hernández, 2011), which include the educational level of parents (Gil, 2013; García *et al.*, 2014; Elías & Daza, 2017; Jaraíz Cabanillas *et al.*, 2022).

Several studies have focused specifically on the reading habits of the adolescent population, which is in the educational stage of secondary school (Benevides & Peterson, 2010; Brasseur-Hock *et al.*, 2011; Corpas, 2014; Duncan *et al.*, 2016; Trigo-Ibáñez *et al.*,

2020). To provide a specific example, the study by Llamazares-Prieto *et al.* (2015) analyzes specifically the factors influencing learning through reading and written comprehension in Primary and Secondary education. This age group, for obvious reasons, is fundamental to statistical studies on reading, taking into account that, as many of the authors point out (Molina, 2006; Moreno *et al.*, 2017; Federación del Gremio de Editores de España, 2019; Trigo-Ibáñez *et al.*, 2020) in the passage from Primary to Secondary there is a very sharp fall in reading indices.

The descriptive statistical analysis used in this research has been backed up by other preceeding studies describing the same variables (Pérez Parejo *et al.*, 2018a, 2018b, 2019; Soto Vázquez *et al.*, 2020a, 2020b), in these cases for the study of the reading indices of students of all educational levels in Extremadura (Spain). Following these, others have followed the same methodology, adapted to different territories and educational levels, such as Gutiérrez Gallego *et al.*, (2022, 2023) and Jaraíz Cabanillas *et al.* (2023) for the analysis of reading habits in Equatorian university students, that of Jaraíz Cabanillas *et al.* (2022), which incided on the contrast between state and state subsidised educational centres in Cáceres, and Escalante (2023), for students of different educational levels in La Rioja. One of the studies cited (Soto Vázquez *et al.*, 2020b) focusses directly on the reading habits of students of Secondary Education. Priority is given to discussion with them, and with this latter in particular, to presenting the same methodology as well as the same variables of study, independently of which specific factors it would be convenient to compare with other research.

Regarding the differences in reading consumption between sexes, it is worth mentioning the PISA report corresponding to 2018 (Ministerio de Educación y Formación Profesional, 2020) regarding the differences by sex in the consumption of reading, the performance in Spain of the boys is 26 percentage points below that of the girls, below the mean of the OCDE and one point below the EU mean. Data which in Pisa 2022 (Ministerio de Educación y Formación Profesional, 2023) shows, such as in reading comprehension, Spanish students are slightly below the mean of the OCDE and the EU with 474 points, its second worst historic result behind the 461 points in the 2006 edition. In general terms the boys get better scores in Mathematics and Sciences (10 and 5 points more, respectively in the case of Spain) than the girls, who, nevertheless, stand out in reading, 25 points above their male classmates. Differentiation by sex presents similarities with the results of previous studies in Finland and Estonia (Säälík, 2015) or Equador (Suárez Monzón *et al.*, 2022), with a lower reader index in children in a context with demographic characteristics similar to those of Extremadura (Soto Vázquez *et al.*, 2020a, 2020b), particularly in a place with perpheric territories with serious socioeconomic and structural shortcomings, which might chime with the cities of Ceuta and Melilla, though in this case the population is not disperse. In the case of Extremadura, the differences in reading habits by sex confirmed that women read faster than men in all age groups analyzed, with a mean of 1.6 books per month for women against 1.18 for men. This pattern is reflected even more strongly in expenditure on books (16 % of the women and 25 % of the men do not buy books), library visits and the subjective perception of reading as a leisure activity. The results are confirmed in a study (Jaraíz Cabanillas *et al.*, 2022) on the city of Cáceres, with almost 50 % of reading index by the girls. The study carried out by Escalante (2023) for La Rioja presents reading data below the national mean (467 points) and highly differing results regarding sex and origin: the yield of readers is significantly greater than that of the readers (22 points) and the immigrant reader (added in the article cited) has lower yield than the native (39 points less). In the study by Santos-Rego *et al.* (2020) regarding the study habits (not reading) for Secondary teaching in Galicia, the conclusion is reached that the variable

of sex is more discriminatory than the variable of origin, though the territorial context is not so pertinent as to establish a discussion with the present research. In the case of Ceuta and Melilla, the differences between men and women regarding reading index are lesser than in all the cited studies.

As can be seen in Figure 6, the reading habit initially falls and remains in descent throughout the secondary, before recovering once those surveyed are in Baccalaureate (16 and 17 years). From age 12 there is a decline in students who do read in their free time, falling from 37 % to 22 %, reaching a minimum between 14 and 15 years of age. It is from 16 years that young people develop the habit once more, the age at which students reach the higher pre-university levels (Baccalaureate and BPT). This phenomenon, as previously mentioned, is well backed up by numerous studies (Corpas, 2014; Duncan *et al.*, 2016; Trigo-Ibáñez *et al.*, 2020). The data broadly with those of the students of Secondary Education in Extremadura (Soto Vázquez *et al.*, 2020b), though not entirely: the sharpest reading index descent in this autonomous community, in both sexes, takes place between 12 and 13 years of age, and the recovery begins at age 14 and lasts until age 20 years, at which point a new fall takes place. The case of Ceuta and Melilla coincides with the study on Extremadura in which the sharpest descent is between 12 and 13 years; nevertheless, in the two autonomous cities it continues to fall very considerably up to age 14 and hardly recovers at all between 14 and 15 years of age.

The present research has also taken into account the individual's motivation to pursue the reading habit through direct and indirect questions related to reading and free time. Undoubtedly, this question is highly relevant and has been dealt with in previous studies. Some research has taken into consideration the issue of motivation to read (Pitcher *et al.*, 2007), that is to say, how it is perceived from the point of view of potential readers, as an obligation imposed or as a matter of leisure or a reward, which always induces higher reading indices. This phenomenon, related to profiles and reading models (Errázuriz *et al.*, 2019), also affects or involves teachers' personal opinions regarding reading (Errázuriz *et al.*, 2020), variables which, as these studies show, determine the results of any survey on this issue. In this sense, the results of the present study are consistent with those of surveys conducted in other parts of the world. For example, Fuentes *et al.* (2019) show that in primary education in Chile the relevance of reading attitudes has been shown to be relevant to the reader's yield???, which is in line with the results obtained for Secondary Education in Extremadura (Soto Vázquez *et al.*, 2020b) and La Rioja (Escalante, 2023). Focussing this crucial question, questions have been raised about the habit of reading "in one's free time", and data have been obtained, according to which 70 % of the students of Secondary and Baccalaureate from the cities of Ceuta and Melilla do not read in their free time, and only 30 % have this reading habit. The figures in Extremadura were a little more positive, with 54 % of students not reading in their spare time.

One of the points that deserves more attention in view of the results obtained is the correlation between the education of parents and the reading index of their children. The data in this aspect are conclusive: fewer than 15 % of those surveyed read in their spare time in those cases in which the legal guardians do not have any kind of education, compared with somewhat more than 50 % when both tutors have completed studies at university. The correlations of different variables have confirmed this. Jaraíz Cabanillas *et al.*, (2022) had reached the same conclusions in a study on reading habits depending on the titularity of the centres (state or state subsidized) in Cáceres: thus, among the group of students surveyed, who had assured them that they read more

than four books per month, only 4 % of their parents had not completed any studies; 24 % had a school graduation; 43 % had completed the Baccalaureate; and 38 % had parents with university studies. It is confirmed once more (Gil, 2013; García *et al.*, 2014; Elías & Daza, 2017), therefore, that the level of parents' studies has a decisive influence on their children's reading indices and general academic yield, regardless of the type of centre where they studied (Gutiérrez Gallego *et al.*, 2022).

Conclusions

Having established the discussion of the most outstanding aspects of the research, it would be useful to check the initial hypotheses, which were formulated while taking into account previous studies on reading habits in Secondary education in Spain. The first of these is partially confirmed, but there is a point that should be borne in mind: in the centres of Secondary education in Ceuta and Melilla, the women read more than the men; that said, it should be pointed out that in these two cities the differences between the sexes are not so pronounced as they are in other areas analyzed. Moreover, in all the bibliography consulted, the difference in reading index in these two cities is the lowest between the sexes.

The second hypothesis, which stated that the greatest fall in reading consumption takes place in the age range between 12-14, is confirmed, with a sharply pronounced line which increases little up to 15 years.

The third hypothesis put forward that there was an inequality among the different *barriadas* of the two cities in spite of their having in common quite uniform characteristics, since demographically and sociologically they have similar behaviour (mixture of cultures, the same writing and economic activities...). This hypothesis has been confirmed by the significant differences between the different areas of the cities analyzed in regard to earnings and reading habits. Nevertheless, as pointed out in the comment on Figure 8, from having analyzed a greater variety of centres in Melilla, perhaps the data would throw up different results. Moreover, in the case of Melilla, it should be pointed out that the actual study takes four relatively comfortable areas as a reference. In this way, centres situated in more unfavourable areas are 'pushed out', as is the case of the IES Rusadir or the IES Virgen de la Victoria. The fact that these centres are not considered, therefore, makes it possible that they have affected the results, and that therefore, may constitute a limitation of the present analysis.

The fourth hypothesis, that the parents' education might turn out to be a key factor in obtaining the best reading indices, as has been indicated in other studies, is not only confirmed, but the results obtained corroborated by the different crossing of variables, turn out to be particularly notorious in the two autonomous cities.

Thus, the key points of the discussion in this context are the scarce differences between sexes, the low level of reading habit with respect to other regions of Spain and the close relationship between the parents' educational level and reading habits.

Going beyond the results obtained, the present study incorporates a methodology and data processing that may be replicable to other regions with the aims not only to analyze the fixed photograph of the reading habits in a determined area, but also to contrast the results among regions and in this way analyze different variables not focussed by the macroreports of PISA or the Gremio de Editores, to contribute to the elaboration of a more precise diagnosis of the situation of reading in Spain.

Funding

The edition and publication of this work has been possible thanks to the funding granted by the European Regional Development Fund (ERDF) and by the Regional Government of Extremadura to the Education, Culture and Territory Research Group (SEJ036) through grant reference GR21011.

References

- Álvarez-Álvarez, C., & Diego-Mantecón, J. M. (2019). ¿Cómo describen, analizan y valoran los futuros maestros su formación lectora? *Revista Complutense de Educación*, 30(4), 1083-1096.
- Applegate, A. J., & Applegate, M. D. (2004). The Peter effect: Reading habits and attitudes of preservice teachers. *The Reading Teacher*, 57, 554-563
- Benevides, T., & Peterson, S. S. (2010). Literacy attitudes, habits and achievements of future teachers. *Journal of Education for Teaching*, 36(3), 291-302. <https://doi.org/10.1080/02607476.2010.497375>
- Brasseur-Hock, I. F., Hock, M. F., Kieffer, M. J., Biancarosa, G., & Deshler, D. D. (2011). Adolescent struggling readers in urban schools: Results of a latent class analysis. *Learning and Individual Differences*, 21(4), 438-452. <https://doi.org/10.1016/j.lindif.2011.01.008>
- Campos, A., & Trujillo, J. M. (2012). Análisis y detección de carencias en lectoescritura en alumnos/as de ESO. Estudio de un caso en la ciudad autónoma de Melilla. *Revista de educación inclusiva*, 5(2), 61-74.
- Castillo, C., & Santos, I. C. (2022). Hábitos y consumos lectores en lengua materna y lengua extranjera del futuro profesorado de Educación Primaria de la Universidad de Málaga. *Investigaciones Sobre Lectura*, 17(1), 83-110. <https://doi.org/10.24310/isl.vi17.14483>
- Conecta. (2022). *Informe de resultados. Hábitos de Lectura y compra de Libros en España 2021*. Federación del Gremio de Editores de España. <https://www.federacioneditores.org/lectura-y-compra-de-libros-2021.pdf>
- Corpas, M. D. (2014). Análisis y evaluación de la comprensión lectora en inglés como lengua extranjera en Educación Secundaria Obligatoria [Analysis and evaluation of reading comprehension in English as a foreign language in compulsory secondary education (ESO)]. *Philologica Urcitana*, 11, 1-16. <https://core.ac.uk/download/pdf/143455061.pdf>
- Cremin, T., Mottram, M., Collins, F., Powell, S., & Safford, K. (2009). Teachers as readers: Building communities of readers. *Literacy*, 43(1), 11-19. <https://doi.org/10.1111/j.1741-4369.2009.00515.x>
- Duncan, L. G., McGeown, S. P., Griffiths, Y. M., Stothard, S. E., & Dobai, A. (2016). Adolescent reading skill and engagement with digital and traditional literacies as predictors of reading comprehension. *British Journal of Psychology*, 107(2), 209-238. <https://doi.org/10.1111/bjop.12134>
- Elche, M., Sánchez-García, S., & Yubero, S. (2019). Lectura, ocio y rendimiento académico en estudiantes universitarios del área socioeducativa. *Educación XX1*, 22(1), 215-237. <https://doi.org/10.5944/educxx1.21548>

- Elías, M., & Daza, L. (2017). ¿Cómo deciden los jóvenes la transición a la educación post-obligatoria? Diferencias entre centros públicos y privados-concertados. *Revista de Sociología de la Educación-RASE*, 1(2), 42-69. <https://ojs.uv.es/index.php/RASE/article/view/8550/8093>
- Escalante, A. (2023). Principios metodológicos para el estudio de los hábitos de lectura en el alumnado de la Universidad de la Rioja. En R. Tena Fernández & J. Soto Vázquez (Eds.), *Los hábitos de lectura en el siglo XXI* (pp. 89-110). Dykinson.
- Errázuriz, M. C., Becerra, R., Aguilar, P., Cocio, A., Davison, O., & Fuentes, L. (2019). Perfiles lectores de profesores de escuelas públicas de la Araucanía, Chile: Una construcción de sus concepciones sobre la lectura [Reading profiles of teachers in public schools in Araucanía, Chile: A construction of their conceptions about reading]. *Perfiles Educativos*, 41(164), 28-46. <https://doi.org/10.22201/ii-sue.24486167e.2019.164.58856>
- Errázuriz, M. C., Fuentes, L., Davison, O., Cocio, A., Becerra, R., & Aguilar, P. (2020). Concepciones sobre la lectura del profesorado de escuelas públicas de la Araucanía: ¿Cómo son sus perfiles lectores? [Public school teachers' conceptions about reading in Araucanía: What are their reading profiles like?]. *Revista Signos*, 53(103), 419-448. <http://www.revistasignos.cl/index.php/signos/article/view/219>
- Federación de Gremios de Editores de España. (2019). *Hábitos de lectura y compra de libros en España 2018*. <http://federacioneditores.org/lectura-y-compra-de-libros-2018.pdf>
- Fundación Germán Sánchez Ruipérez. (2007). *Hábitos de lectura y compra de libros en Extremadura 14 a 24 años*. Plan de Fomento de la Lectura en Extremadura.
- Fundación Germán Sánchez Ruipérez. (2009). *Estudio de hábitos de lectura y compra de libros en la Comunidad de Castilla y León*. Junta de Castilla y León.
- Fundación Germán Sánchez Ruipérez. (2010). *Hábitos de lectura y compra de libros en Castilla-La Mancha, 2009*. Junta de Castilla-La Mancha.
- García, A., Viúdez, Á. G., & Lefkiwitz, J. G. (2014). The influence of the parents educational level and participants age in derivation of equivalence. *Psicothema*, 26(3), 314-320. <http://doi.org/0.7334/psicothema2013.215>
- Gil Flores, J. (2009). Hábitos y actitudes de las familias hacia la lectura y competencias básicas del alumnado. *Revista de Educación*, 350, 301-322.
- Granado, C. (2014). Teachers as readers: A study of the reading habits of future teachers / El docente como lector: Estudio de los hábitos lectores de futuros docentes. *Cultura y Educación*, 26(1), 44-70. <https://doi.org/10.1080/11356405.2014.908666>
- Gutiérrez Gallego, J. A., Suárez Monzón, N., Sevilla Vallejo, S., & Pérez Parejo, R. (2022). Comparativa por regiones de los hábitos de lectura de los estudiantes universitarios de Ecuador. En R. Tena Fernández y J. Soto Vázquez, (Eds.), *Estudios sobre los hábitos de lectura* (pp. 13-32). Dykinson.
- Gutiérrez Gallego, J. A., Suárez Monzón, N., Sevilla Vallejo, S., Pérez Parejo, R., Soto Vázquez, J., & Jaraíz Cabanillas, F. J. (2023) Hábitos de lectura de los estudiantes universitarios de Ecuador en función de la edad. En R. Tena Fernández & J. Soto Vázquez (Ed.), *Los hábitos de lectura en el siglo XXI* (pp. 29-48). Dykinson. <https://doi.org/10.24310/revistaisl.vi13.11114>
- Jaraíz Cabanillas, F. J., Tena Fernández, R., Frutos Murillo, M., & Soto Vázquez, J. (2022). El estudio del hábito lector en centros educativos públicos y concertados. Aprox-

- imación estadística en la ciudad de Cáceres. En R. Tena Fernández & J. Soto Vázquez (Eds.), *Estudios sobre los hábitos de lectura* (pp. 33-53). Dykinson.
- Jefatura del Estado. (1995a). Ley Orgánica 1/1995, de 13 de marzo, de Estatuto de Autonomía de Ceuta. *Boletín Oficial del Estado*, 62, 8055-8061.
- Jefatura del Estado. (1995b). Ley Orgánica 2/1995, de 13 de marzo, de Estatuto de Autonomía de Melilla. *Boletín Oficial del Estado*, 62, 8061-8067.
- Juárez-Calvillo, M. (2019). Influencia de la formación inicial del profesorado en los hábitos lectores y en el concepto de educación literaria. *Investigaciones Sobre Lectura*, 12, 99-115. <http://doi.org/10.37132/isl.v0i12.287>
- Llamazares-Prieto, M. T., Alonso-Cortés, M. D., & Sánchez-Rodríguez, S. (2015). Factores que influyen en el aprendizaje de la comprensión lectora y de la composición escrita: tres estudios realizados en aulas de Educación Infantil y de Educación Primaria. *Estudios sobre Lectura*, 3, 67-82. <https://doi.org/10.24310/revistaisl.vi3.11081>
- Logan, S., & Johnston, R. (2009). Gender differences in reading ability and attitudes: Examining where these differences lie. *Journal of Research in Reading*, 32(2), 199-214. <https://doi.org/10.1111/j.14679817.2008.01389.x>
- McGeown, S. P., Goodwin, H., Henderson, N., & Wright, P. (2012). Gender differences in reading motivation: Does sex or gender identity provide a better account? *Journal of Research in Reading*, 35(3), 328-336. <https://doi.org/10.1111/j.1467-9817.2010.01481.x>
- Ministerio de Cultura y Deporte. (2022). *Estadística 21-22. Encuesta de hábitos y prácticas culturales en España 2021-2022*. Ministerio de Cultura y Deporte.
- Ministerio de Educación y Formación Profesional. (2020). *PISA 2018. Programa para la Evaluación Internacional de los Estudiantes. Resultados de lectura en España*. Secretaría General Técnica. Centro de Publicaciones.
- Ministerio de Educación, Formación Profesional y Deportes. (2023). *PISA in focus 2023*. INEE.
- Molina, L. (2006). Lectura y educación: los hábitos de lectura y su repercusión académica en Educación Secundaria Obligatoria. *Ocnos*, 2, 105-122. http://doi.org/10.18239/ocnos_2006.02.07.
- Moreno, C., Guzmán, F., & García, E. (2017). Los hábitos de lectura y escritura en los estudiantes de Educación Primaria: un análisis Dentro y Fuera de la escuela. *Porta Linguarum*, Monograph, 2, 117-137.
- Muñoz, J. M., & Hernández, A. (2011). Hábitos lectores de los alumnos de la ESO en la provincia de Salamanca. ¿Son el género y el entorno factores diferenciales? [Reading habits of students of compulsory secondary education (ESO) in the province of Salamanca: Are gender and environment differential factors?]. *Revista de Educación*, 354, 605- 628. <http://www.educacionyfp.gob.es/dam/jcr:ea53dd08-a63c-4c8f-9691-0210c037e378/re35424-pdf.pdf>
- Olaziregi, M. J. (2000). Aproximación sociológica a los hábitos de lectura de la juventud vasca. *BIBLID*, 18, 79-93.
- Pérez Parejo, R., Gutiérrez Cabezas, Á., Soto Vázquez, J., Jaraíz Cabanillas, F. J., & Gutiérrez Gallego, J. A. (2019). Hábitos de lectura de los estudiantes de la Universidad de Extremadura (España). Aproximación estadística. *Investigación bibliotecológica*, 33 (79), 119-147. <https://doi.org/10.22201/iibi.24488321xe.2019.79.57980>

- Pérez-Parejo, R., Gutiérrez-Cabezas, A., Soto-Vázquez, J., Jaraíz-Cabanillas, F. J., & Gutiérrez-Gallego, J. A. (2018a). Hábitos de lectura en lenguas extranjeras en los estudiantes de Extremadura. *Ocnos*, 17(2), 67-81. https://doi.org/10.18239/ocnos_2018.17.2.1714
- Pérez-Parejo, R., Gutiérrez-Cabezas, A., Soto-Vázquez, J., Jaraíz-Cabanillas, F. J., & Gutiérrez-Gallego, J. A. (2018b). Géneros de lectura preferidos por los alumnos extremeños. Datos y análisis. *Información, cultura y sociedad*, 39, 71-92. <https://doi.org/10.34096/ics.i39.4208>
- Pitcher, S. M., Albright, L. K., DeLaney, C. J., Walker, N. T., Seunarinisingh, K., Mogge, S., Headley, K. N., Gentry, V., Peck, S., Hunt, R., & Dunston, P. J. (2007). Assessing adolescents' motivation to read. *Journal of Adolescent and Adult Literacy*, 50(5), 378-396. <https://doi.org/10.1598/JAAL.50.5.5>
- Säälík, Ü. (2015). Learning strategies explaining boys' and girls' reading performance in schools with different language. *Procedia - Social and Behavioral Sciences*, 180, 1649-1655. <https://doi.org/10.1016/j.sbspro.2015.05.059>
- Santos-Díaz, I. C., Juárez-Calvillo, M., & Trigo-Ibáñez, E. (2021). Motivación por la lectura académica de futuros docentes. *Educação & Formação*, 6(1). <https://doi.org/10.25053/redufor.v6i1.3535>
- Santos-Rego, M. Á., Lorenzo-Moledo, M., Priegue-Caamaño, D., & Torrado-Quintela, J. (2020). Variaciones en los hábitos de estudio en función del género y origen étnico-cultural del alumnado y su relación con el rendimiento escolar. *Revista Complutense de Educación*, 31(2), 163-171. <https://doi.org/10.5209/rced.62000>
- Serna, M., Rodríguez, A., & Etxaniz, X. (2017). Biblioteca escolar y hábitos lectores en Educación Primaria. *Ocnos*, 16(1), 18-49. http://doi.org/10.18239/ocnos_2017.16.1.120
- Soto Vázquez, J., Jaraíz Cabanillas, F. J., Gutiérrez Gallego, J. A., Pérez Parejo, R., & Gutiérrez Cabezas, Á. (2020a). Hábitos de lectura en Extremadura en Educación Primaria. En G. de la Maya & M. López (Eds.), *Del multiculturalismo a los mundos distópicos* (pp. 125-148). Marcial Pons.
- Soto Vázquez, J., Jaraíz Cabanillas, F. J., Gutiérrez Gallego, J. A., & Pérez Parejo, R. (2020b). Analysis of Reading Habits in Secondary School in Extremadura (Spain). *Redie*, 23, e-19,1-20. <https://doi.org/10.24320/redie.2021.23.e19.3857>
- Suárez Monzón, N., Gutiérrez Gallego, J. A., Soto Vázquez, J., Jaraíz Cabanillas, F. J., Sevilla Vallejo, S., & Pérez Parejo, R. (2023). Hábitos de lectura de los estudiantes universitarios ecuatorianos. *Información, cultura y sociedad*, 48, 137-156. <https://doi.org/10.34096/ics.i48.12504>
- Trigo-Ibáñez, E., Santos-Díaz, I. C., & Sánchez-Rodríguez, S. (2020). ¿Qué leen los adolescentes españoles? Un estudio de los consumos de lectura analógica. *Investigaciones sobre lectura*, 13, 35-53.
- Yubero, S., & Larrañaga, E. (2015). Lectura y universidad: hábitos lectores de los estudiantes universitarios de España y Portugal. *El profesional de la información*, 24(6), 1699-2407.
- Yusof, N. M. (2010). Influence of family factors on reading habits and interest among level 2 pupils in national primary schools in Malaysia. *Procedia. Social and Behavioral Sciences*, 5, 1160-1165. <https://doi.org/10.1016/j.sbspro.2010.07.253>