

## **READING COMPREHENSION STRATEGIES AND THEIR RELATION TO INDICATORS OF LEARNING PROCESS IN GENERAL SECONDARY EDUCATION STUDENTS OF THE STATE EDUCATION SYSTEM IN BAJA CALIFORNIA, MEXICO**

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### **ABSTRACT**

*We present a quantitative, non-experimental, cross-sectional, correlational study. The general objective of this study is to obtain the significant relations among variables of Reading comprehension strategies and variables of the Learning process for secondary education students enrolled in the State Education System in Baja California for the 2016-2017 academic year, from the students' perception. The method used is quantitative, non-experimental, cross-sectional, and correlational. The analysis categories are strategies of reading comprehension and learning processes. In order to obtain data, we designed a structured survey based on PISA references (2000) and such survey was applied to a non-probabilistic sample of 1045 students from 11 to 16 years old enrolled in the 2016-2017 academic year, corresponding to 25 public secondary schools assigned in the State Education System of Baja California (SEE), Mexico. The data analysis technique was correlational and the Pearson (r) correlation coefficients were obtained. The data was processed in the Statistic System for Social Sciences (SPSS). The results did not show significant relations among analysis variables; the highest correlation was 0.366.*

**KEYWORDS:** *Reading Comprehension Strategies, Learning Process, Standardized Tests*

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