

Hábitos de estudio, hábitos higiénicos y condiciones materiales de alumnos con reprobación en una escuela metropolitana del nivel medio superior.

Study habits, hygiene habits and material conditions of students with reprobation in a metropolitan high school.

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Resumen

Dentro de los desafíos de la humanidad está la educación y en esta está inmerso el aprendizaje. El proceso de aprendizaje en el humano es muy complejo y a través de la historia se ha venido desarrollando de diferentes maneras, pero en este complicado proceso intervienen muchos factores y variables.

En el momento en que el estudiante estudia, interviene factores externos y factores internos; tales como su contexto cultural, económico, social, sus hábitos, sus actitudes, sus conocimientos, etc.

Actualmente la Educación Media Superior en nuestro país atraviesa por una crisis en la calidad de egreso de sus estudiantes; esto se debe a otros factores educativos, como son

los programas, las formas de enseñar, los recursos, la formación docente, etc. El estudiante no logra aprendizajes significativos, porque lo aprendido está en la memoria de corto plazo y cuando lo quiere utilizar de nuevo ya no lo sabe. Y que pasa cuando requiere de esos conocimientos, o habilidades para aplicarlos en la vida diaria, o ha reprobado en la escuela porque no logro las competencias esperadas.

Palabras clave: Educación Media Superior; factores educativos; aprendizaje.

Abstract

Among the challenges humanity is education and learning is immersed. The learning process is highly complex human throughout history has been developing in different ways, but in this complicated process involving many factors and variables. At the time the student studies, intervening external factors and internal factors TVs as its cultural, economic, social, habits, attitudes, knowledge, etc.. Currently the School Education in our country is going through a crisis in the quality of graduation of its students, this is due to educational factors, such as programs, teaching approaches, resources, teacher training, etc.. The student fails to meaningful learning, because the learning is in short-term memory and when you want to use again and does not know. And what happens when they require such knowledge, or skills to apply them in daily life, or has failed in school because not achieving the expected competencies.

Key words: School Education, educational factors; learning.

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Introduction

School failure is any insufficiency detected in the results achieved by students in educational centers with respect to the objectives proposed for their level, age and development, and which is usually expressed through negative school grades (Garcia, 1986). GILLY, M. (1980), in his book entitled. The problem of academic performance says: "The characterization of school failure as a situation and/or result of not being successful enough on the part of a student in school tasks at a certain level, or teaching area, could satisfy a minimum requirement in what it refers to the circumscription of the phenomenon that concerns us".

By school failure, it is understood as the **insufficient, deficient or very deficient use** of the students that leads them to fail a subject, in an ordinary exam.

All this leads us to observe the following aspects: the insufficiency of the results to a greater or lesser extent of low expected performance, negative school grades that are equated with failure and that are often not indicators of academic performance. (Perez, 2001).

Failure is considered school failure.

Failure is defined as insufficient quantitative and/or qualitative performance of a student's potentialities to cover the minimum parameters established by an educational institution, and operationally, they are students who failed at least one subject. (Nava, and others, 2007:18).

The factors of school failure are elements that affect the student and do not allow him to achieve the learning goals, of those mentioned we will talk about the following:

hygienic habits

School failure and dropout are two serious problems faced by most educational institutions at all levels, one of the main causes of the lack of motivation and real interest

of students towards the study is the lack of effective habits and techniques to achieve that goal.

“At the high school level, practically one in two men 44.5% and one in three women 34.3% fail at least one subject in the school year they are studying, this means that a total of 78.8% of students fail at least , which is very high since it represents 8 out of 10 students” (QUINTERO, 2004:12)

"On the other hand, the success or failure of the study depends on several factors such as: hygienic habits, material conditions, study habits and study capacity." (BASIN, 2004:11)

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Study habits

Regarding study habits, it refers to the habit of studying without having to be ordered to the student, creating the study habit entails the will, motivation and pedagogical isolation, and finally the ability to study, are all the mental actions that any student must have and master in order to improve learning. Just as it is necessary for students to be motivated, it is also necessary for them to make the effort involved in studying profitable. Habits should not be confused with techniques. Both contribute to the effectiveness of the study. On the one hand, the study habit is necessary if you want to progress in learning. On the other hand, it is advisable to make the most of the energy required by the intentional and intensive practice of study through appropriate techniques. (Pérez, 2009) The study habit consists of having the habit of practicing some activity with certain frequency, for example, washing hands before eating, playing sports, reading or listening to music. (Ocean, 2000)

Having the habit of studying means practicing some activity related to learning with some frequency, most teachers will agree that many students do not have the habit of studying,

therefore an important objective will be to create it, since skills cannot be developed without having the habit of practicing them (Oceano, 2000)

One of the main causes of the high rates of academic failure in Mexico is the inadequate development of study habits from the basic educational level. Problem that at the same time generates learning difficulties that go beyond the statistical, reflecting deficiencies in the educational quality that students of all levels manifest and in the difficulties of a professional nature that they face in the world of work. (Marquez, 1995).

The study habits variable is related to the academic performance of the students, since the results obtained revealed that a significant number of students lack appropriate techniques and methodologies to improve their observation, association and synthesis. (BASIN, 2004:11)

In an investigation through the Study Habits Inventory, Pozar (1989) affirms that this factor has great predictive power of academic performance, even greater than intellectual aptitudes. Study planning is so important, especially when it comes to organization and the preparation of a schedule that saves time, energy and distributes tasks without having to give up other activities.

"School failure is a problem faced by most educational institutions. One of the main causes is the lack of motivation and real interest of the students towards the study due to the ignorance of effective habits and techniques to achieve their objectives." (Quintero, 2004:25)

"The students who have the most difficulties are also the least able to manage the time they have at their disposal." (Serafini, 2006:22), it is necessary for students to organize their time, focusing it on the needs of the various activities, clarifying the objectives to organize their activities, thus achieving a better quality in their learning.

material conditions

Intellectual performance largely depends on where you study. Lighting, temperature, ventilation, noise or silence, as well as furniture, are some of the aspects that influence the state of the organism, as well as the student's concentration. Avanzini (1994).

Study Object.

An investigation was carried out with the students of the 5th semester group E of the evening shift of the Preparatory School No 9 of the University of Guadalajara in the metropolitan area in 2010. The group is made up of 37 students, of which 35 present the phenomenon of failure, which is a 94.5 of it.

Methodology

The research is descriptive, in terms of its method it is quantitative and the instrument used is a survey, which in this case is called a census because the group of individuals is a population.

The research is not experimental because the independent variables are not manipulated since they have already happened, where the inferences about the relationships between variables are made without intervention or direct influence, and these relationships are observed as they have occurred in their natural context (HERNANDEZ, 2006) as are the **study habits, hygienic habits, material conditions** of the students who present repobaciòn. On the other hand, this research is transactional since it collects data within the 2010 A cycle, being a single moment in a single time and its purpose is to describe the variables, **study habits, hygienic habits, material conditions** and analyze its impact. In addition to making use of the **daily, concurrent and systematic observation of what happens in the specific environment.**

Conclusions

Study habits - The questionnaire in the Study Habits section allows us to specify their influence on failure. The study habits scale evaluates behaviors such as: time dedicated to

studying and the methods used. In the first place, the students surveyed do not have a fixed or determined schedule, they do not study the subjects of the next day daily, they do not review what was seen in class daily, they dedicate more time to study during exam periods, these behaviors are presented in the 70% of respondents. The need for students to receive support that allows them to increase their skills to manage their time to improve their habits is highlighted. Second, the deficiencies of these are revealed by expressing that they do not consult a dictionary when faced with words they do not understand, of the total number of students surveyed, 57% sometimes read the total content of the information, in terms of their homework, 70% do it in class, copying or half fulfilling, it also refers that most do not have them in order or up to date; These behaviors tell us about the deficiency of habits.

Regarding study habits, it is worrying to find that the majority of students (63%) do not have a fixed schedule to carry out their school activities. Most of the students do not study extra hours for the exam period, nor do the vast majority study the subjects of the next day, likewise the majority do not first read the general content of the subject they will study, nor consult the dictionary to do their homework, In addition, most do not listen carefully to their classmates, do not keep their notes or class exercises up to date, nor do they spend more time on certain subjects during exams.

hygienic habits.- This scale reveals self-care behaviors, such as eating, physical care and distribution of time for extracurricular activities. Behaviors acquired by conditioning associated with particular conditions of the family environment, in this case they are established by it, regarding feeding schedules, food quality, order, discipline, etc.

The results obtained from the respondents are not bad, but they are not sufficient either, which is explained by their age. Although they are not significant, the strengthening of these habits that have to do with their body image influences their perception of themselves, leading to a change in attitude towards studying.

The results show us that the students do not give importance to taking care of their sleeping hours as a form of physical and physiological recovery, just as it is noted that

physical exercise is not one of the habits, in the majority of the students. Most of them do not contemplate studying with rest periods as part of their hygienic habits, where it is most likely that they do not do it because it is not common for them to study.

Most of these students do not adequately feed their body to fulfill the functions required to be in a study process, in addition to the fact that food is not administered in the same periods of time. They do not attach importance to improving their diet, or to sleeping a little more during exam periods, considering this stage as any other. In the same way, it is common to find in the habits of these students that they share studying time with eating time.

In the same way, we found that most of these students do not rest on weekends, thereby preventing their body from recovering and being in better mental condition to start classes. They share study time with meal time. .

material conditions.- It is noteworthy that the vast majority do not have a fixed place to study, and that they do not have a table or other furniture to do school activities or with good ventilation and lighting, nor with a space that gives them privacy and Most of them are not far from the noise, so their concentration will be difficult, but finally they prefer these to study at night.

More than half of them do not have the support of their family during the time they prepare their homework, and half of them are not provided with the materials and books for their study.

Similarly, only half of the students have a suitable chair to do their homework, and the space he occupies to study is full of distractions such as photos, radios, television, etc. Most of these students prefer to study and carry out school activities, in bed or on the sofa, they do not plan their time to study and when they do, they constantly get up because they do not have the complete material at hand

Most are interrupted when they are studying. Confirming that the inadequate material conditions for the study negatively influence school achievement, modifying the necessary

levels of attention and concentration. Affirming that the material and environmental conditions of the respondents do not promote the development of adequate habits for a good academic performance. What it shows as one of the factors that affect school failure even when they do not depend on the student himself.

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