

Estudio comparativo de técnicas y hábitos de estudio de los alumnos tutorados de las licenciaturas en medicina y gerontología de la Universidad Autónoma de Campeche

Comparative study of techniques and study habits of tutees in the Bachelor's degrees in Medicine and Gerontology of the Autonomous University of Campeche

Estudo comparativo de técnicas e hábitos de estudo de estudantes tutelado graus na medicina e gerontologia da Universidade Autónoma de Campeche

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Resumen

Cuanto más se conozca al alumnado como estudiante, así como las distintas técnicas de estudio que tiene a su disposición, más fácil será seleccionar las más adecuadas para cada situación y crear sus propias estrategias. Con el interés de mejorar el modo de estudiar de los tutorados que ingresan a un nivel superior, nos propusimos aplicar el SITAE, un cuestionario basado en los materiales originales de W.Browm (1986) que consta de 100 características, agrupadas en diez módulos, que se pueden encontrar en cualquier estudiante. Este instrumento nos ha sido de gran utilidad en nuestro proyecto de investigación para conocer mejor las técnicas y habilidades de nuestros tutorados. Los resultados obtenidos revelaron que un número muy significativo de estudiantes carecen de técnicas y metodologías apropiadas para mejorar su trabajo escolar, al tiempo que presentan limitaciones en cuanto al nivel de concentración y una inadecuada distribución del tiempo

dedicado al estudio. Esto puede explicar el bajo rendimiento académico, ya que disponer de técnicas y hábitos de estudio es un elemento esencial para lograr un aprendizaje eficiente.

La mayoría de los tutorados llegan al nivel superior con escasos hábitos de estudio. Dado que la mayoría de padres están ausentes en casa, debido a que trabajan casi todo el día, y muchos cuentan con un nivel educativo bajo, no pudiendo orientar a los hijos en su proceso de aprendizaje, es necesario formar a los tutorados en hábitos de estudio desde que ingresan al nivel superior con el objetivo de mejorar su aprendizaje.

Palabras Claves: Hábitos, técnicas, alumnos, tutorados.

Abstract

The more the learner is known as a student, as well as the different Study Techniques that are available, the easier will be select the most appropriate for each situation and create their own strategies. In the interest of improving the mode of study of the tutees admitted to a higher level, we decided to apply the SITAE, a questionnaire based on the original materials of W.Browm (1986) consisting of 100 features, grouped into ten modules, which can be found in any student. This instrument has been very useful in our research project to learn more about the techniques and skills of our tutees. The results obtained revealed that a very significant number of students lack of techniques and appropriate methodologies to improve their school work, at the same time that have limitations in terms of the level of concentration and an inadequate distribution of the time spent studying. This may explain the low academic performance, since having techniques and study habits is an essential element to achieve an efficient learning.

Most of the tutees reach the Higher Education with poor study habits. Given that the majority of parents are absent in house, since work almost all the day, and many have a low educational level, not being able to guide the children in their learning process, It is necessary to educate the tutees in study habits since entering the Higher Education with the aim of improving their learning.

Key words: habits, techniques, students, tutees.

Resumo

Quanto mais você conhecer os alunos como um estudante, e as várias técnicas de estudo que está disponível, mais fácil será para escolher o mais adequado para cada situação e criar suas próprias estratégias. No interesse de melhorar a forma como tutelado estudo de entrar em um nível mais elevado, nos propusemos a aplicar o sitae, com base no W.Browm materiais originais (1986), constituído por 100 recursos questionário, agrupados em dez módulos, que pode ser encontrado em qualquer estudante. Este instrumento tem sido muito útil no nosso projecto de investigação para compreender melhor as técnicas e habilidades dos nossos pupilos. Os resultados revelaram que um número significativo de estudantes carecem de técnicas apropriadas e melhorar as suas metodologias de trabalho escolar, enquanto apresenta limitações no nível de concentração e distribuição inadequada de tempo gasto estudando. Isto pode explicar o baixo rendimento escolar, assim como técnicas e hábitos de estudo é um elemento essencial para a aprendizagem eficiente.

A maioria dos mentees alcançar o nível superior com pequenos hábitos de estudo. Como a maioria dos pais estão ausentes em casa, porque eles trabalham quase todo o dia, e muitos têm baixo nível de escolaridade, incapaz de orientar as crianças no seu processo de aprendizagem, é necessário treinar tutelado nos hábitos estudar a entrada no nível superior, com o objectivo de melhorar a sua aprendizagem.

Palavras-chave: Hábitos, técnicas, estudantes tutelados.

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Introduction

DEVELOPMENT

The habit of study is the repetition of the Act of study made under environmental, spatial, and temporary conditions with equal features. The habit of study is the first step to activate and develop the capacity of learn of the students (García-Huidobro, 2000). Los hábitos de estudio son definidos, Study habits are defined, the dictionary of Science Education, as those «constant modes of the learner reactions to new contents, to know them, understand them and apply them».

Academic achievement is a relationship between the proceeds and the effort used to obtain it.

- The *concentration* is the State of the person who fixed thinking in something without being distracted.
- *Memory* is the ability to recall.
- *Written communication*, in contrast to oral communication, is not subject to concepts of space and time. The interaction between the transmitter and receiver is not immediate and may even never occur, although that written endures.
- *Oral communication* is the act of communicate by voice using language.
- *Time management* consists of order and systematize the periods of dedication of the daily activities that you perform frequently.
- *Reading texts* refers to the process of apprehension of certain kinds of information contained in a particular media which are transmitted through certain codes, such as language.
- *Note-taking* is a technique of study consisting of summarized information for written works or exhibitions. In this way are collected quickly and consistently only relevant aspects for a theme exhibition.
- The *presentation of evaluation* is a process of obtaining information and use it to form judgments which, in turn, are used to make decisions.
- The *interpersonal relations* are long term associations between two or more people that can be based is in emotions and feelings.
- *Motivation* drives a person to act or perform something.

JUSTIFICATION

This project seeks to respond to the deficiency of habits and techniques of study, which negatively affects the academic performance.

The application of the SITAE offers a panorama that allows to know the techniques and habits of study with which the first year students of the licenciaturas enter, and thus to have a favorable effect on the student through the implementation of a program that improves their learning, Increase academic achievement and reduce educational lag.

GENERAL OBJECTIVE

To improve the techniques and habits of study of the first year students of the Licenciates of Medicine and Gerontology.

Specific objectives

- Identify the habits and techniques of study practiced by first year students of the Licenciates of Medicine and Gerontology of the Autonomous University of Campeche.
- Provide training courses in habits and study techniques, in the teaching-learning process of first-year students of Medicine and Gerontology degrees, with the participation of teachers.
- Develop a training program in habits and study techniques.
- Evaluate the results of the training program of habits and study techniques in the academic performance of first year students of the degrees of Medicine and Gerontology.

MATERIAL AND METHODS

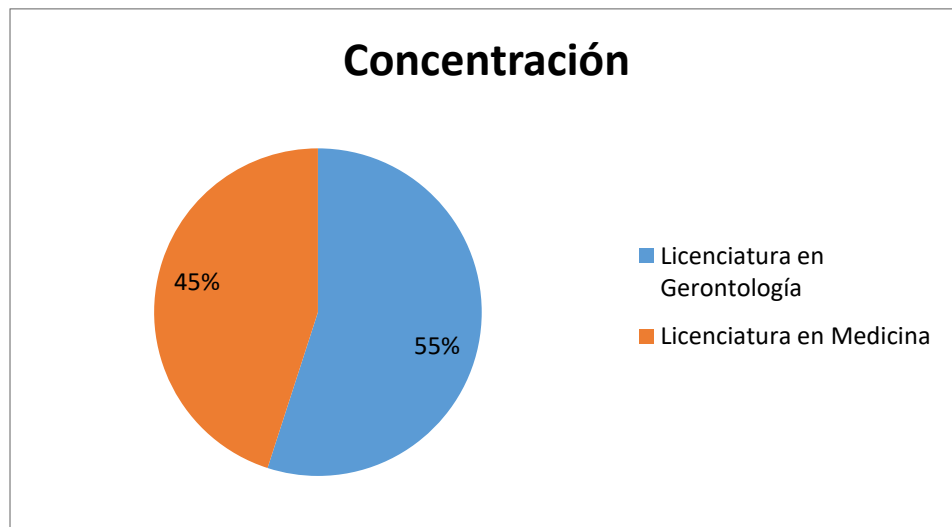
A comparative, descriptive, cross - sectional and prospective study was carried out in the Medicine and Gerontology degrees with the new students in the 2015-2016 school year. The SITAE was applied to 60 students of Medicine and 60 of Gerontology, totaling 120 tutors surveyed, both sexes and new income. Only tutors strictly complying with the

inclusion criterion were selected, from which the data corresponding to concentration, memory, written communication, oral communication, time management, reading of textbooks, note taking, evaluation presentation , Interpersonal relationships and motivation to study. Subsequently, this information was collected individually in the record sheets. The statistical procedure consisted in summarizing the data in a spreadsheet and processing them. To obtain the results, the Excel program was used through measures of central tendency and absolute numbers, supported with a graphical representation.

RESULTS

In Graph 1 we see that both degrees have problems of concentration, 45% (27 of 60) of the Degree in Medicine and 55% (33 of 60) of the Degree in Gerontology. If they do not achieve a really effective concentration in front of their studies, students can not successfully face the problems raised, generating tension and anguish.

Graph 1.

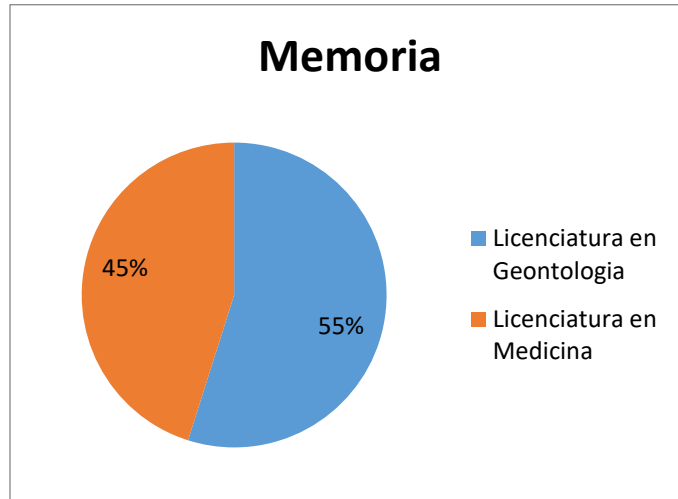


Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE).

Of the medical students, as shown in Graph 2, 45% (27 of 60) have memory problems, while in Gerontology the number drops to 55% (33 of 60). This shows that they find it difficult to remember the information they read and hear, and they do not have a definite

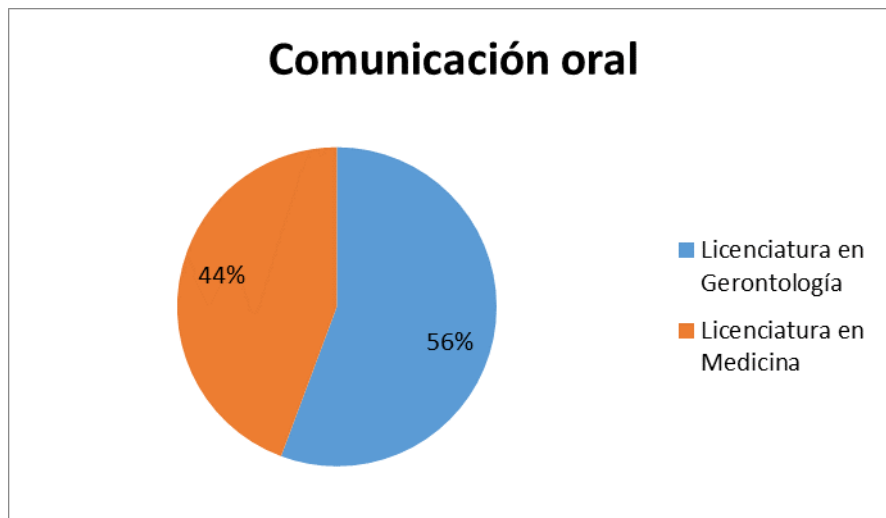
way of noticing whether knowledge was well understood. It is basic that they know is that prior knowledge is determining to assimilate new information.

Graph 2.



Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE). In Graph 3, we observe that both degrees have oral communication problems: 44% (26 of 60) students compared to Gerontology students, who present 56% (34 of 60), indicating that They experience insecurity when speaking in public.

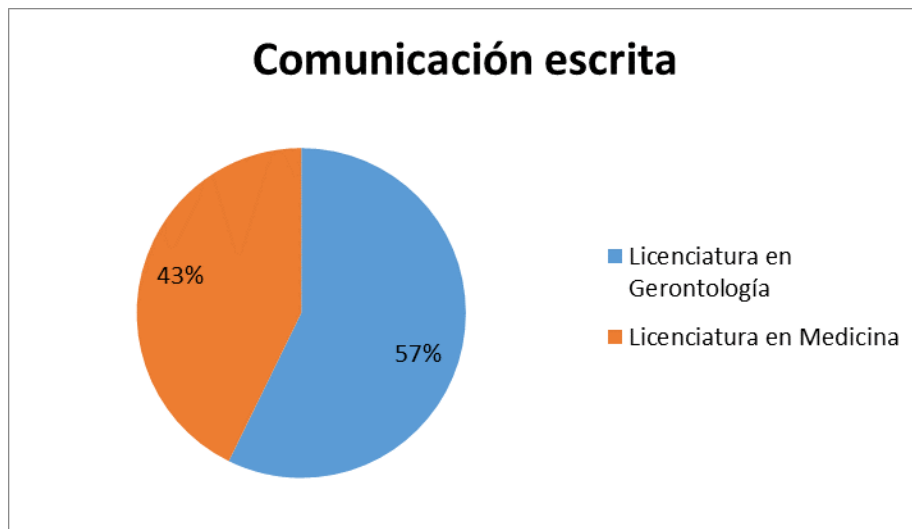
Graph 3.



Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE).

In Graph 4, 43% (25 of 60) of the students of the Medical Degree presented written communication problems compared to 57% (35 of 60) of Gerontology students. This means that his works are characterized by not being clear, have no ideas of their own, present grammatical errors such as good spelling, punctuation, capitalization and attachment to the format (exact use of footnotes or bibliography).

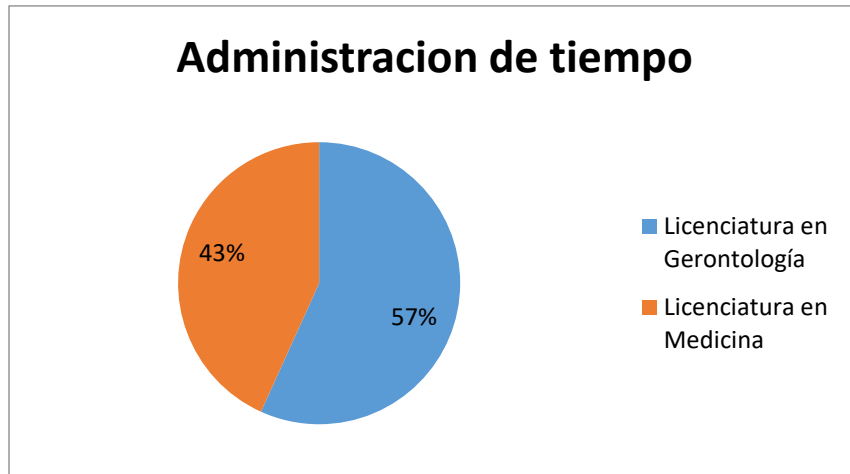
Graph 4.



Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE).

In Graph 5 we can see that the students of the Medicine Degree show in 43% (25 of 60) time management problems, compared to 57% (35 of 60) of Gerontology students. This means that they do not know how much time to devote to each subject, do not schedule their tasks to finish them on the indicated day and lack self-discipline.

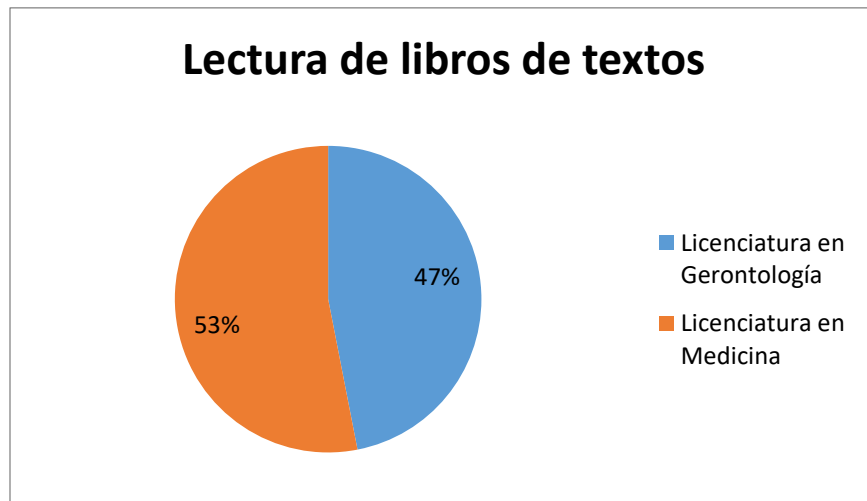
Graph 5.



Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE).

Graph 6 shows that 53% (32 out of 60) of the students of the Medicine Degree show reading problems in textbooks, compared to 47% (28 of 60) of Gerontology students. These figures indicate that they do not emphasize the most important points of a text, do not review the content in order to have a global view of the subject and do not criticize or investigate the meaning of what they read.

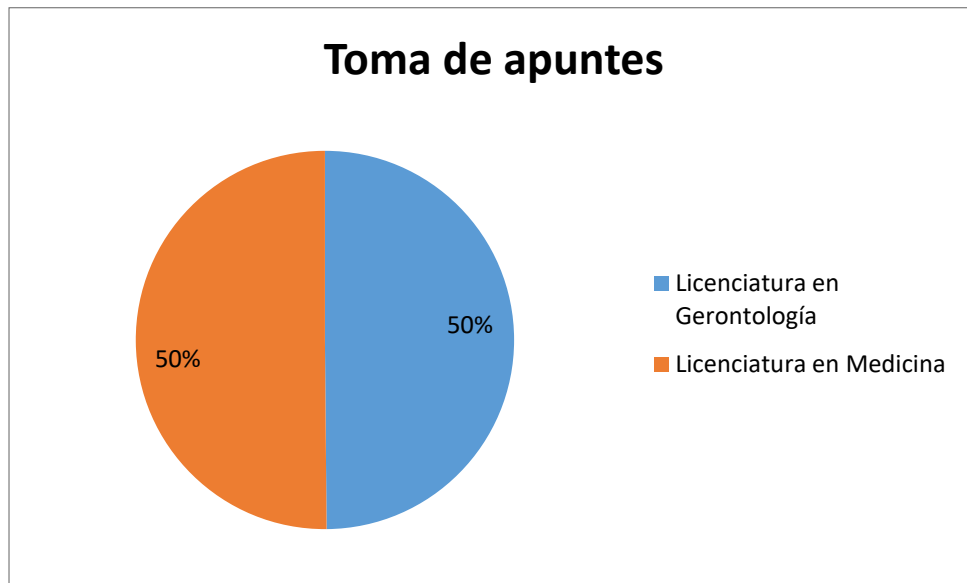
Graph 6.



Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE).

It is possible to affirm that half (50%) of the students of both degrees have problems in taking notes (Graph 7), which shows that they do not usually take notes, a very important activity to help them understand the subject and the teacher . If they take notes, they do not carry an order, they do not write title or date, they do not separate them by the different subjects and, more important, they do not understand their letter when they read them later.

Graph 7

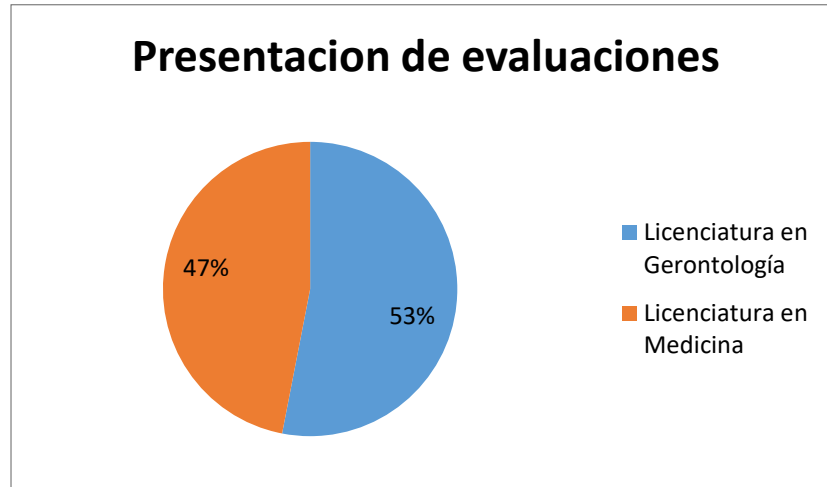


Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE).

In Graph 8 we can see that 47% (29 of 60) of the students of the Medicine Degree show problems of presentation of evaluation in relation to 53% (31 of 60) of Gerontology students. This tells us that they do not consider the exam as a period of memory and normal reasoning, they are hindered by some questions, they answer at random, and sometimes do

not understand the exam instructions well before attempting to solve any problems, and are worried if they end Their companions before them.

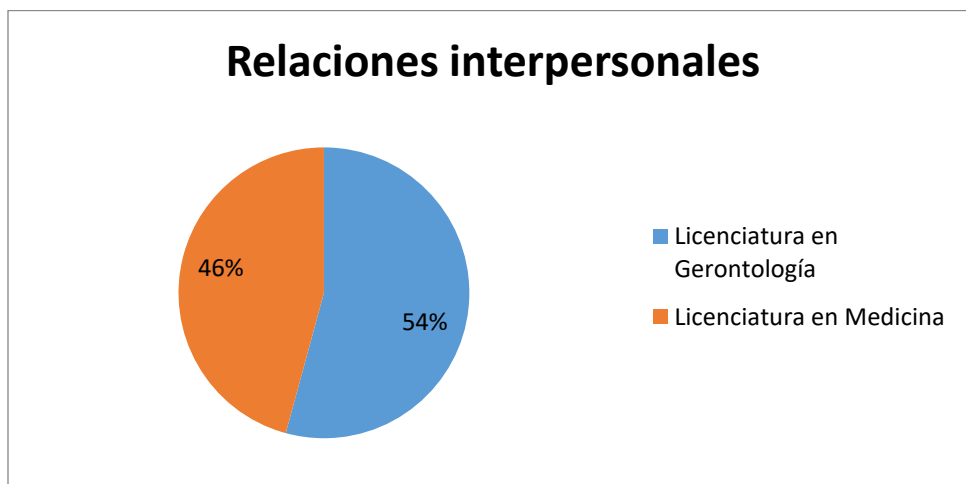
Graph 8.



Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE).

In Graph 9 we can see that 46% (28 of 60) of the students of the Medicine Degree show interpersonal relations problems, compared with 54% (32) of Gerontology students, which indicates that they experience difficulties in Time to get along and get along with people, are not in a position to face and overcome any problem of study or work, to treat peers and teachers with respect, to accept people as they are and try to defend their rights Non-peaceful way.

Graph 9.



Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE).

In Graph 10 we can see that 47% (29) of the students of the Medicine Degree present problems of motivation for the study, compared to 53% (31) of Gerontology students.

Graph 10.



Source: Results of the Inventory System of Study Techniques and Attitudes (SITAE).

CONCLUSIONS

We can conclude that, in relation to the study techniques used by the new students of both degrees, we did not find significant differences. It is noteworthy that approximately 50% of new students present problems of concentration, memory, written communication, oral communication, time management, reading of textbooks, note taking, assessment presentation, interpersonal relationships and motivation to study , Which warns about the risk of dropout and poor academic performance. Therefore, it is feasible to implement a program of study techniques and habits in coordination with the Institutional Tutoring Program of the Autonomous University of Campeche to reinforce the skills of the tutors.

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