Diagnóstico sobre hábitos de estudio en universitarios de nuevo ingreso como herramienta para identificar oportunidades de mejora

Diagnosis of Study Habits in New University Students as a Tool to Identify Opportunities for Improvement

Diagnóstico de hábitos de estudo em novos estudantes universitários como ferramenta para identificar oportunidades de melhoria

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Resumen

Con el objetivo de diagnosticar los hábitos que los universitarios de nuevo ingreso declaran cuando desarrollan actividades relacionadas con el estudio, para identificar áreas de oportunidad que sirvan como referente al emprender procesos de rediseño curricular y de planeación académica, esta aportación indaga sobre las prácticas que los estudiantes suelen realizar de forma cotidiana cuando se trata de estudiar. Esto mediante la aplicación de un test que identifica hábitos que los estudiantes poseen cuando son matriculados en alguna de las cinco licenciaturas (Administración, Contaduría, Gestión Turística, Sistemas Computacionales y Diseño de Software) que ofrece la Facultad de Contaduría y Administración, Campus I (FCA, CI) de la Universidad Autónoma de Chiapas (Unach). El instrumento utilizado se adaptó del planteado por Huidobro, Gutiérrez y Condemarín (2000). Así, al final, constó de 39 reactivos con respuestas dicotómicas (Sí / No), a través de las cuales se midieron ocho dimensiones: Ambiente físico, Estado fisiológico, Distribución de tiempo, Lectura, Técnicas de estudio, Preparación de pruebas, Concentración y Actitud hacia el estudio. Mediante plataforma electrónica, la aplicación fue autoadministrada, y se abarcó a toda la población matriculada en las cinco licenciaturas de cada ciclo escolar participante: un total de 1630 estudiantes. De manera general, los resultados arrojan que en promedio cerca de 8 (7.9) de cada 10 estudiantes tiene dificultades para realizar actividades relacionadas con la lectura y 6 (5.9) de cada 10 declara problemas para distribuir el tiempo. Asimismo, a nivel global, en promedio 23 % de los participantes obtiene ponderaciones aceptables solo en dos de las ocho dimensiones exploradas (aunque por licenciatura este promedio presenta diferencias importantes); 26 % entre tres y cuatro; 30 % entre cinco y seis, y solo 21 % declara siete u ocho dimensiones aceptables. Estos resultados podrán emplearse como referentes para diseñar en el futuro programas sistemáticos y diferenciados de intervención académica que permitan fomentar y mejorar la lectura, las técnicas de distribución de tiempo, la mejora de la concentración y la creación de las condiciones físicas propicias para estudiar, e incluso para diseñar programas de capacitación sistemática del personal docente.

Palabras clave: educación, enseñanza superior, estudiante universitario, proceso de aprendizaje.

Abstract

In order to diagnose the habits that new university students declare when they develop academic activities, to identify opportunity areas that serve as a reference when undertaking processes of curriculum redesign and academic planning, this contribution investigates the practices that students usually perform on a daily basis when it comes to studying. The above through the application of a test that identifies habits that students have when they are enrolled in any of the five degrees (Administration, Accounting, Tourism Management, Computer Systems and Software Development) offered by the Facultad de Contaduría y Administración, Campus I (FCA, CI) of the Universidad Autónoma de Chiapas (Unach). The instrument used was adapted from that proposed by Huidobro, Gutiérrez and Condemarín (2000). Thus, in the end, it consisted of 39 items with dichotomous responses (Yes / No), through which eight dimensions were measured: physical environment, physiological state, time distribution, reading, study techniques, test preparation, concentration and attitude towards study. Through an electronic platform, the application was self-administered, and the entire population enrolled in the five degrees of each participating school year was covered: a total of 1630 students. In general, the results show that on average about 8 (7.9) out of every 10 students have difficulties to carry out activities related to reading, and 6 (5.9) out of 10 declare problems to distribute time. Likewise, globally, on average 23% of the participating students obtain acceptable weightings only in two of the eight dimensions explored (although by degree, this average presents important differences); 26% between three and four; 30% between five and six, and only 21% declare seven or eight dimensions acceptable. These results can be used as benchmarks to design in the future systematic and differentiated programs of academic intervention that allow the promotion and improvement of reading, the techniques of time distribution, the improvement of concentration and the creation of the physical conditions conducive to studying and even to design systematic training programs for teaching staff.

Keywords: education, higher education, university student, learning process

Resumo

Para diagnosticar os hábitos que os novos universitários declaram ao desenvolver atividades relacionadas ao estudo, para identificar áreas de oportunidade que sirvam de referência ao empreender processos de redesenho curricular e planejamento acadêmico, essa contribuição investiga as práticas que Os alunos tendem a se apresentar diariamente quando se trata de estudar. Isso através da aplicação de um teste que identifica hábitos que os alunos têm quando estão matriculados em qualquer um dos cinco graus (Administração, Contabilidade, Gerenciamento de Turismo, Sistemas de Computador e Design de Software) oferecidos pela Faculdade de Contabilidade e Administração, Campus I (FCA, CI) da Universidade Autônoma de Chiapas (Unach). O instrumento utilizado foi adaptado do proposto por Huidobro, Gutiérrez e Condemarín (2000). Assim, no final, consistiu em 39 itens com respostas dicotômicas (Sim / Não), através dos quais foram medidas oito dimensões: ambiente físico, estado fisiológico, distribuição do tempo, leitura, técnicas de estudo, preparação de testes, concentração e Atitude em relação ao estudo. Por meio da plataforma eletrônica, o aplicativo foi autoadministrado e toda a população matriculada nos cinco graus de cada ano escolar participante foi coberta: um total de 1630 alunos. Em geral, os resultados mostram que, em média, cerca de 8 (7,9) em cada 10 estudantes têm dificuldades em realizar atividades relacionadas à leitura e 6 (5,9) em cada 10 relatam problemas com a distribuição do tempo. Da mesma forma, globalmente, em média, 23% dos participantes obtêm ponderações aceitáveis em apenas duas das oito dimensões exploradas (embora essa média mostre diferenças significativas por grau); 26% entre três e quatro; 30% entre cinco e seis e apenas 21% declaram sete ou oito dimensões aceitáveis. Esses resultados podem ser usados como parâmetros de referência para projetar no futuro programas sistemáticos e diferenciados de intervenção acadêmica que permitam promover e melhorar a leitura, técnicas de distribuição de tempo, melhorar a concentração e criar as condições físicas propícias ao estudo, e mesmo para projetar programas sistemáticos de treinamento para professores.

Palavras-chave: educação, ensino superior, estudante universitário, processo de aprendizagem.

Introduction

Even though there is evidence that education in recent years has increased its coverage and average education levels (Narro, Martuscelli, and Barzana, 2012), problems related to quality persist. In addition to the complications caused by desertion and failure rates, in recent times there are also insufficient results obtained by students on standardized tests, especially in skills related to mathematics, reading and natural sciences (Ibarrola, 2012). Figures from the Organization for Economic Cooperation and Development [OECD] (2017) indicate that in Mexico out of every 100 students who enter primary school only 21 complete university, four study a master's degree and only one reaches a doctorate. Hence, only 17% of the population between 25 and 64 years of age have completed higher education, the lowest figure among OECD member countries (2017), whose average is 37%.

On the other hand, in the diagnosis carried out by the National Institute for the Evaluation of Education [INEE] (2011) on upper secondary education, it was found that those who graduate from this educational level are only able to carry out simple readings, without associating the information from texts with daily knowledge and with serious deficiencies to use reading as a tool to support learning, which may be the cause of possible problems of achievement when transiting to university, since in higher education it is often demand the reading of texts that require, for their full understanding, that readers be able to make inferences, reason answers, make judgments and argue logically and coherently (Vidal and Manríquez, 2016).

In this context, diagnosing the study habits that students have upon entering the university represents a first step to implement continuous improvement actions that affect the practice of effective learning strategies by the students themselves, although the problems dropout, dropout and school lag in higher education are due to multiple factors (National Association of Universities and Institutions of Higher Education [Anuies], 2003; Castañeda and Ortega, 2004; Román, 2013), there is a certain agreement regarding that, being Problems that affect school performance, inadequate entry profiles, lack of study habits and the absence of self-regulatory learning processes are among the main causes. And in these, the participation of university teachers plays a fundamental role (Vidal y Manríquez, 2016).

From the above considerations, this work describes the methods and strategies that students usually carry out on a daily basis when it comes to completing study activities. Both were determined by applying a test that identifies habits that students have, specifically,

students who are enrolled in any of the five degrees (Administration, Accounting, Tourism Management, Computer Systems and Software Design) offered by the Faculty of Accounting and Administration, Campus I (FCA, CI) of the Autonomous University of Chiapas (Unach). For this, the behavior observed by students belonging to four cohorts was analyzed, in order to identify trends and areas of opportunity that serve as input in the design of strategies to include during the curricular updating processes and during the academic planning that the educational authorities. To name it in some way, the indicators socialized here constitute a benchmark to consider in curricular redesign processes and in planning strategies aimed at improving student learning.

It should be noted that the practices declared by the university itself were taken as a starting point, namely: training professionals in administrative areas capable of learning on their own and thinking critically and creatively; professionals capable of arguing orally and in writing applying systemic and complex thinking in the construction of knowledge and decision-making (Unach, 2015, 2016). This profile has been built from the needs that the professional will try to solve in the potential occupational market, in the disciplinary analysis that can enrich the solutions to the problems of the environment and in the research of the university itself regarding the activities it will carry out the future graduate (Díaz, 2011).

To fulfill the stated purpose, the document has been formed under the following structure: immediately after this introduction, the general objective pursued when carrying out the project is presented and the problem addressed is stated. Subsequently, a brief review of the literature on the topic in question is presented; There are central concepts of the framework of analysis on study habits and practices, considered as fundamental activities and attitudes throughout people's lives, because, even after completing school studies and being a professional, it is necessary to resort systematically to those strategies and habits that allow to successfully face the challenges that arise in the disciplinary exercise; Thus, the student must develop the necessary competencies to "select, organize, rework, rank, reflect and critically value the information to transform it into genuine and relevant personal and social knowledge" (Díaz and Hernández, 2010). Also, as a culmination of this section, some relevant findings found in similar studies are described.

Once the theoretical references have been completed, the method of data collection, analysis and processing is reported, and the characteristics of the instrument used are

emphasized, as well as the dimensions explored, without ceasing to point out the general characteristics of the population studied.

Later, the results discussion section is presented where the main areas of opportunity detected as an input to be used in continuous improvement processes are revealed; In the end, the conclusions recapitulate on the central theme and the importance of considering these results as a basic input for planning academic actions, which cannot be postponed to meet the challenges described here.

Objective

To diagnose the habits that new university students declare when they develop activities related to study and thereby identify the main areas of opportunity that serve as a benchmark when undertaking processes of curriculum redesign and academic planning capable of contributing significantly to student learning.

Problem

Study habits are those methods and strategies that a person usually uses on a daily basis to address learning content, which involve effort, dedication and discipline, without ignoring the expectations and motivations generated by the desire to learn (Elizalde, 2017). In other words, study habits are those mechanisms that a student regularly uses to assimilate learning units, their willingness to avoid distractions, their attention to specific materials and, in general, the effort they make throughout the learning process. (Cartagena, 2008).

This daily practice of learning methods and strategies involves a set of intellectual work skills that enable the subject to better and easier assimilation, transformation and creation of cultural values. According to Bedolla (2018), study techniques comprise a series of tools, essentially logical, that seek to improve student performance and that support the processes of memorization, analysis and study. While from the perspective of the Ministry of Public Education [SEP] (2014), study habits involve repetitive behaviors or behaviors that individuals perform continuously and that are necessary since they affect the reinforcement of learning, facilitate development of attitudes and allow to assume responsibilities, which also gives rise to improve the ways of organization. In such a way that it is necessary to promote in students competencies that involve efficient thought processes and self-regulation, because, regardless of the field of knowledge, a constant exists in good students:

not only do they possess a large amount of knowledge about the discipline in question, rather, they associate it with cognitive and self-regulatory strategies that support successful executions, acquired based on previous experiences (Castañeda and Ortega, 2004). Thus, as a result of their adequate study habits, a person can learn more quickly and in depth than others.

It should be noted that studying effectively involves actions that go beyond simple memorization; it has to do with identifying where and how to retrieve the required information, accompanied by the ability to use it intelligently (Bajwa, Gujjar, Shaheen y Ramzan, 2011).

On the other hand, according to Allgood, Risko, Álvarez and Fairbanks (2000, cited in Pérez, Valenzuela, Díaz, González and Núñez, 2013), self-regulation and study activity are competencies that should be applied and developed by students in the university, because they favor autonomy, active and meaningful learning for life. And Monereo (2008) suggests that learning strategies should be taught jointly with the other disciplines involved in the study plans, assuming that university students who successfully complete their studies are usually motivated, with favorable attitudes towards the studied degree and with adequate study habits (Abarca, Gómez and Covarrubias, 2015). It is important, therefore, to overcome the idea that learning is limited to formal, institutionalized and regulated contexts, since, on the contrary, it is an activity that takes place in areas of daily life, in personal aspects, family and, of course, professionals (Castillo and Polanco, 2008). Thus, the importance of students being able to learn to learn is that this action is permanent (Malander, 2014).

To achieve this, it is essential to identify which are the areas of opportunity that the new university students present when it comes to developing activities related to the study. The results generated may be used as a reference when developing curricular updating and redesign activities and should serve as input in the academic planning actions of the faculty.

In other words, the results of the study should constitute, together with other inputs, the starting point of the actions to be taken to improve the learning processes of the university students, considering that when they just graduate from secondary education, they usually present problems in reading: they do not use it as a tool for the appropriation of new content and they fail to associate the information in texts with daily knowledge (INEE, 2011), which undoubtedly affects the use to be made at this educational level, which it demands better

reading skills and greater capacity for logical argumentation and coherent responses (Vidal y Manríquez, 2016).

Referents

The ability to study is not something you are born with (such as breathing), but is built by incorporating a set of techniques that are learned throughout life (Rowntree 2001). As we have already mentioned, beyond the conclusion of school education, individuals will have to face, in their professional practice and throughout their lives, demands that demand skills such as reading fast, understanding and remembering what has been read, organizing and distributing the time of Properly, as well as preparing to solve everyday problems that require effective study habits, just as it happens in university life. That is, the autonomy of learning is sought, a term understood as the power to make decisions aimed at regulating learning itself, approaching certain goals (Monereo, 2008). Thus, learning a strategy is not only knowing how to execute the operations of a learning procedure or technique, such as drawing diagrams, underlining, summaries, maps or diagrams; it involves identifying when and why they should be used.

There is no reference to anything other than effective learning. A learning process with these characteristics is revealed when students analyze the advantages of one procedure over another, based on the characteristics implicit in the activity to be carried out, and even reflection on why a certain technique or method is appropriate, hence It is affirmed that learning is more than receiving answers from the teacher to questions that the students have never asked (García, Fonseca and Concha, 2015).

In this sense, Chain and Jácome (2007) affirm that those who develop skills to solve exams or do homework, regularly attend libraries, know how to consult books, prepare notes and go to various teachers will have built a set of work routines that will potentially contribute to the systematic learning of contents and will impact on their daily performance. However, Cruz and Quiñones (2011, cited by Andrade et al., 2018) warn that success in the study depends not only on intelligence and effort, but also on the efficiency of study habits.

In the specific case of reading literacy in students, Durán (2011) states that it is related to the quality of education. This undoubtedly poses challenges for institutions in the design and development of strategies that strengthen it, based on the belief that their mastery entails

continuous learning that will have to be strengthened throughout academic and professional life (González, 2014).

Thus, according to Garrido (2014), "there is a direct, proven relationship between the students' reading level and their school performance. The best students are better readers than their peers" (p. 148).

And in the words of Backhoff, Velasco and Peón (2013), it is to be expected that university students, in addition to having the ability to understand simple texts, develop intellectual skills to, among other things, discriminate central ideas, infer conclusions, summarize information, Identify key ideas and arguments from different authors, support a personal position on specific topics and express yourself in writing effectively using the rules of language correctly.

Continuing with the habit of reading, a systematization work of 42 studies regarding levels of reading proficiency, carried out by Manríquez (2015, cited in Vidal and Manríquez (2016), found that in 15 of them the level of reading comprehension of the University students are low, three very low and three were at a regular level, and in two they found a poor use of reading strategies and in two others students were found to have poor reading habits.

For their part, Hernández, Rodríguez and Vargas (2012), in a work on study habits and motivation for learning in students enrolled in engineering careers, found that students have problems in the organization and planning of the study, the techniques of memorization, reading comprehension, studying at home and the lack of strategies to increase motivation and self-esteem.

Along the same lines, Arán and Ortega (2012) identified negative values (inappropriate habits) in reading texts, reading aloud, taking notes and, in general, in the ability to concentrate on reading.

Regarding specific studies in the administrative areas, Sarabia and Garizurieta (2006) carried out research on study habits in students of the Faculty of Accounting and Administration at the Universidad Veracruzana (UV). Participants showed deficiencies in time distribution and administration, reading techniques, concentration ability, and study methods. Similarly, Lerma, Garrido and Hernández (2008) analyzed the study habits of students enrolled in administrative careers at the Universidad Juárez del Estado de Durango

(UJED), whose overall assessment of acceptable study habits was 68 (on the scale of the 1 to 100); the dimensions linked to planning, reading and study methods obtained low weights.

Ireta, González and Pérez (2008) They carried out similar work at the Universidad Juárez Autónoma de Tabasco (UJAT) and detected that the problem areas in the practice of studies and attitudes for learning in students of economic-administrative sciences were related to learning and study strategies for achievement, control and time distribution, study techniques and exam strategies.

A similar investigation, although specifically with students about to conclude the degree in Administration from Unach, carried out by Román, Sotelo and Aguilar (2016), concluded that the Physiological State dimension was the one that obtained the best weightings, while 7 out of 10 Respondents presented deficiencies in Reading and Time Distribution.

Finally, the study that evaluated the argumentative written expression competence of students who complete the common trunk stage at the Faculty of Administrative and Social Sciences of the Autonomous University of Baja California, (UABC), Campus Ensenada (Backhoff et al., 2013). This work, among other findings, found that in general university students have very poor argumentative written expression skills (the average score on a scale of 0 to 10 would be less than 2.5), that only 1 in 10 students make notes, diagrams or schemes to organize the writing of an article and that only 3 out of 100 make use of adequate technical vocabulary.

Method

Based on the classification offered by Hernández, Fernández and Baptista (2014), the present study is exploratory and descriptive in scope. For its development, the basic process proposed by Lara (2015) was observed, which suggests the stages of research planning, information gathering, processing, interpretation and communication of observations.

The steps developed are similar to those observed in previous studies focused on the identification of study habits with which students from the Unach administrative economic area graduate (Román et al., 2016; Román, Gordillo and Franco, 2017); however, this work presents the results that correspond exclusively to new students belonging to four cohorts.

Thus, this work is non-experimental and involves new students from four school cycles: January-June and August-December 2018 and January-June and August-December

2019, enrolled in the following five degree programs: Accounting (LC), Administration (LA), Tourism Management (LGT), Computer Systems (LSC) and Software Development Engineering (LIDS), offered at the FCA, CI de la Unach.

The instrument used is an adaptation of the test to identify study habits proposed by Huidobro, Gutiérrez and Condemarín (2000), originally translated by Soto, based on the so-called Inventory of study habits created by Wrenn, Eagle and Wright (cited in Urízar , 2012). It consists of 39 items with dichotomous responses (Yes / No), through which eight dimensions related to the physical environment, physiological state, time distribution, reading, study techniques, test preparation, are measured, concentration and attitude towards study.

The application of the questionnaire was self-administered. The electronic platform available to the consolidated academic body "Evaluation of organizational processes" (Unach CA-137) was used. The coverage of the application was for the entire population, as indicated in Table 1, which shows by educational program the number of students in each cohort.

Tabla 1. Cobertura alcanzada en aplicación del test para identificar hábitos de estudio en estudiantes de licenciatura de nuevo ingreso de la FCA, CI

Programa educativo	Número de estudiantes			Estudiantes por ciclo escolar			
				2018		2019	
	ABS	REL	ACUM	E-J	A-D	E-J	A-D
LC	480	29 %	29 %	123	135	112	110
LA	453	28 %	57 %	124	119	104	106
LGT	364	22 %	79 %	87	95	80	102
LSC	226	14 %	93 %	26	85	20	95
LIDS	107	7 %	100 %	17	32	0	58
Total	1630	100 %		377	466	316	471

Fuente: Elaboración propia

To concentrate the information and facilitate the analysis, a database was built using frequency tables, where the most representative statistic was the average, represented in percentages. The information was generated through contingency or cross tables. It should be noted that in the case of the data obtained that present sets of labels (Yes / No) it was

considered that they have a level of measurement that corresponds to ordinal data, which even when "they have relative values, they can be ordered or classified" (Lind , Marchal and Wathen, 2012, p. 11).

For the data processing and the evaluation of results, the criteria established by the creators of the instrument were observed, which establish that for each dimension explored, the respondents must answer as expected in at least 75% of the questions; with the exception of the Reading dimension, which requires 100% of correct answers.

Regarding the analyzed variables, Table 2 shows the conceptualization of these, the way they are dimensioned, as well as the number of indicators and questions that each one contemplates.

Tabla 2. Operacionalización de variables

Conceptualización	Dimensiones	Indicadores	Número de preguntas
Ambiente físico	Condiciones de espacios utilizados para estudiar (lugar) y el entorno que prevalece al estudiar.	Estudio con radio y televisión prendida o conversando con personas en el mismo cuarto. Lugar definido para estudiar. Estudio en cama acostado. Estudio con interrupciones por el timbre, llamadas telefónicas y visitas que atender.	4
Estado fisiológico	Condiciones físicas y de salud que prevalecen cuando se realizan actividades de estudio.	Cansancio o distracción para estudiar con ganas. Dificultad para levantarse e ir a la escuela. Desánimo al estudiar. Nervios y temor al contestar interrogatorios.	4
Distribución de tiempo	Actividades de organización y distribución del tiempo destinado al estudio.	Horario definido para estudiar. Tiempo necesario y suficiente para estudiar todas las materias. Preparación de pruebas y trabajos con anticipación. Pérdida de tiempo durante el día, dejando el estudio para la noche. Tiempo dedicado al estudio por día.	5
Lectura	Condiciones cognitivas que permiten analizar, interpretar, comprender y sintetizar las ideas leídas.	Lectura de varias veces del texto, pues las palabras no tienen significado la primera vez. Revisión de lo que se encuentra dudoso, sin avanzar hasta entender. Repetición de ideas importantes, subrayado de ideas principales. Dificultad para encontrar ideas importantes. Equivocaciones constantes, cambio de palabras, significado y puntuación.	5
Técnicas de estudio	Empleo de esquemas o estrategias para el abordaje del objeto de estudio, que se consideren útiles para facilitar la comprensión de	Revisión general: análisis de títulos, subtítulos, índice, resumen, para obtener ideas generales. Estudio activo, con la elaboración de apuntes, resumen, subrayado o esquemas. Relación entre lo aprendido en una materia con otras. Conclusión de una	6

los temas de estudio.		tarea antes de iniciar otra. Privilegio de la memorización, sin entender significado. Repaso periódico de lo estudiado.	
Preparación de pruebas	Refiere los procedimientos adoptados para prepararse antes de una evaluación, anticipando los contenidos posibles.	Anticipación a las preguntas de la prueba. Información de todo el contenido a evaluar y material necesario para estudiar. Atención inicial de instrucciones y preguntas antes de iniciar con el estudio. Nervios que impiden demostrar lo que se conoce. Estudio solo para las pruebas.	5
Concentración	Mecanismos empleados que contribuyen en los estudiantes a enfocar la atención en actividades de estudio.	Estudio y realización de otras actividades (pararse, caminar). Dificultad para mantener atención y para comprender. Distracción fácil ante ruidos o situaciones imprevistas. Mantener atención en clases. Inicio de otras actividades sin concluir la anterior.	5
Actitud hacia el estudio	Prejuicios formulados con base en los sujetos que intervienen en el proceso educativo y el rol del sujeto que aprende en los diversos escenarios áulicos.	Disgusto con actividades relacionadas con el estudio, lo que perjudica el rendimiento. Aburrimiento al estudiar. Contribución al desorden en clases. Participación activa en el trabajo en clases. Participación activa en el trabajo del grupo y expresión de opinión.	5

Fuente: Elaboración propia con base en Huidobro *et al.* (2000)

These eight variables are explored through 39 dichotomous questions, in which the respondents freely express their agreement or disagreement with the statement made to them. Here it is based on the premise that a student who masters the eight dimensions on which the test revolves will demonstrate the study habits that she has built throughout her school instruction. In such a way that even when the school training processes are completed, the acquired habits will allow the development of favorable attitudes for study and learning for life, considering the physical conditions in which they study, the state of health that facilitates learning, the ability to distribute time devoted to study, reading and comprehension skills, the application of study techniques when engaging in learning processes, the procedures used

to anticipate the tests to be solved, the ability to concentrate and in general maintaining a positive attitude towards study.

Results

As mentioned, the students who participate in the study are enrolled in the five degrees offered by the FCA, CI de la Unach. Regarding distribution, those with LC had a higher percentage of participation in the study, as they made up 29% of the universe, followed by LA (28%), LGT (22%), LSC (14%) and LIDS (7%).

The results corresponding to the LC show that the dimensions where the students obtained the best weightings (above 60%) are related to the attitude towards study (76%), study techniques (68%), test preparation (66%), the physiological state (65%) and the concentration (62%); In contrast, the main areas of opportunity are related to reading (78%), time distribution (48%) and physical environment (45%). These results are described in Table 3.

Under the criterion of considering as acceptable any percentage equal to or greater than 60%, the students of this degree show acceptable habits in five of the eight dimensions explored and the areas of opportunity are: reading, time distribution and physical environment.

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Tabla 3. Resultados por dimensión y ciclo escolar de estudiantes de LC

D	2018								2019								Acumulado cuatro cohortes			
	Ene-Jun				Ago-Dic				Ene-Jun				Ago-Dic							
	AD		IN		AD		IN		AD		IN		AD		IN		AD		IN	
	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R
AF	69	56	54	44	70	52	65	48	66	59	46	41	57	52	53	48	205	55	165	45
EF	75	61	48	39	84	62	51	38	80	71	32	29	62	56	48	44	239	65	131	35
D	66	54	57	46	66	49	69	51	61	54	51	46	51	46	59	54	193	52	177	48
L	33	27	90	73	23	17	112	83	27	24	85	76	20	18	90	82	83	22	287	78
TE	87	71	36	29	80	59	55	41	84	75	28	25	85	77	25	23	251	68	119	32
PP	78	63	45	37	85	63	50	37	80	71	32	29	71	65	39	35	243	66	127	34
C	86	70	37	30	74	55	61	45	71	63	41	37	60	55	50	45	231	62	139	38
A	99	80	24	20	94	70	41	30	88	79	24	21	80	73	30	27	281	76	89	24

Notas: D = Dimensiones; AF =Ambiente físico; EF = Estado fisiológico; D = Distribución del tiempo; L = Lectura; TE = Técnicas de estudio; PP = Preparación de pruebas; C = Concentración; A = Actitud hacia el estudio. AD = Hábitos adecuados; IN = Hábitos inadecuados; Ab = Valor absoluto; R = Valor relativo.

Fuente: Elaboración propia

The habits declared by LA students are shown in Table 4. There it can be seen that the dimensions where students obtain the best weights are Attitude towards study (78%), Study techniques and Test preparation (both with 67 %), Physiological state (66%) and Concentration (61%); In contrast, and as in the case of LC students, the main areas of opportunity are related to reading (70%), time distribution (53%) and physical environment (48%).

In such a way that, following the same criteria of considering acceptable habits those that reach 60% or more, the areas of opportunity are the same as those presented in LC.

Tabla 4. Resultados por dimensión y ciclo escolar de estudiantes de LA

D	2018								2019								Acumulado cuatro cohortes			
	Ene-Jun				Ago-Dic				Ene-Jun				Ago-Dic							
	AD		IN		AD		IN		AD		IN		AD		IN		AD		IN	
	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R
A F	72	58	52	42	63	53	56	47	52	50	52	50	49	46	57	54	236	52	217	48
E F	91	73	33	27	81	68	38	32	69	66	35	34	59	56	47	44	300	66	153	34
D	68	55	56	45	59	50	60	50	49	47	55	53	38	36	68	64	214	47	239	53
L	39	31	85	69	33	28	86	72	28	27	76	73	34	32	72	68	134	30	319	70
T E	81	65	43	35	86	72	33	28	74	71	30	29	64	60	42	40	305	67	148	33
P P	89	72	35	28	85	71	34	29	67	64	37	36	62	58	44	42	303	67	150	33
C	81	65	43	35	72	61	47	39	65	63	39	37	57	54	49	46	275	61	178	39
A	96	77	28	23	98	82	21	18	82	79	22	21	79	75	27	25	355	78	98	22

Notas: D = Dimensiones; AF =Ambiente físico; EF = Estado fisiológico; D = Distribución del tiempo; L = Lectura; TE = Técnicas de estudio; PP = Preparación de pruebas; C = Concentración; A = Actitud hacia el estudio. AD = Hábitos adecuados; IN = Hábitos inadecuados; Ab = Valor absoluto; R = Valor relativo.

Fuente: Elaboración propia

Regarding the results of the degree in LGT, Table 5 shows that, with small nuances, the behavior is similar to that obtained in LC and LA, since the percentages of acceptable habits have to do with the same five dimensions: Attitude towards study (83%), Study techniques (68%), Physiological state (65%), Concentration (62%) and Preparation of tests

(61%); while the main areas of opportunity are related to reading (75%), time distribution (52%) and the physical environment (45%).

Tabla 5. Resultados por dimensión y ciclo escolar de estudiantes de LGT

D	2018								2019								Acumulado cuatro cohortes			
	Ene-Jun				Ago-Dic				Ene-Jun				Ago-Dic							
	AD		IN		AD		IN		AD		IN		AD		IN		AD		IN	
	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R
AF	48	55	39	45	52	55	43	45	45	56	35	44	55	54	47	46	200	55	164	45
EF	64	74	23	26	65	68	30	32	51	64	29	36	57	56	45	44	237	65	127	35
D	53	61	34	39	44	46	51	54	37	46	43	54	41	40	61	60	175	48	189	52
L	23	26	64	74	31	33	64	67	18	23	62	77	19	19	83	81	91	25	273	75
TE	57	66	30	34	74	78	21	22	55	69	25	31	61	60	41	40	247	68	117	32
PP	67	77	20	23	56	59	39	41	48	60	32	40	51	50	51	50	222	61	142	39
C	64	74	23	26	68	72	27	28	42	53	38	47	51	50	51	50	225	62	139	38
A	82	94	5	6	78	82	17	18	69	86	11	14	74	73	28	27	303	83	61	17

Notas: D = Dimensiones; AF =Ambiente físico; EF = Estado fisiológico; D = Distribución del tiempo; L = Lectura; TE = Técnicas de estudio; PP = Preparación de pruebas; C = Concentración; A = Actitud hacia el estudio. AD = Hábitos adecuados; IN = Hábitos inadecuados; Ab = Valor absoluto; R = Valor relativo.

Fuente: Elaboración propia

The LSC results, presented in Table 6, describe a different behavior with respect to the three previous degrees, since only the Attitude towards study dimension reaches a weight greater than 60%, averaging 69%; while those related to test preparation and study techniques (both with 51%) and physical environment (53%) hardly surpass most of the participants.

Even more significant is that in the other four the proportion of inappropriate habits reaches at least half of the students: Reading (87%), Time distribution (65%), Concentration (56%) and Physiological state (50%) . So compared to previous degrees (LC, LA and LGT), in addition to the three areas of opportunity already detected, those related to physiological status, test preparation, study techniques and concentration are added; In other words, there is considerable room for improvement in seven of the eight dimensions analyzed.

Tabla 6. Resultados por dimensión y ciclo escolar de estudiantes en LSC

D	2018								2019								Acumulado cuatro cohortes			
	Ene-Jun				Ago-Dic				Ene-Jun				Ago-Dic				AD		IN	
	AD		IN		AD		IN		AD		IN		AD		IN					
	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R
AF	15	58	11	42	45	53	40	47	7	35	13	65	53	56	42	44	120	53	106	47
EF	17	65	9	35	37	44	48	56	14	70	6	30	46	48	49	52	114	50	112	50
D	9	35	17	65	27	32	58	68	7	35	13	65	36	38	59	62	79	35	147	65
L	5	19	21	81	9	11	76	89	2	10	18	90	13	14	82	86	29	13	197	87
TE	12	46	14	54	45	53	40	47	10	50	10	50	49	52	46	48	116	51	110	49
PP	15	58	11	42	45	53	40	47	10	50	10	50	46	48	49	52	116	51	110	49
C	11	42	15	58	40	47	45	53	9	45	11	55	40	42	55	58	100	44	126	56
A	21	81	5	19	59	69	26	31	13	65	7	35	64	67	31	33	157	69	69	31

Notas: D = Dimensiones; AF =Ambiente físico; EF = Estado fisiológico; D = Distribución del tiempo; L = Lectura; TE = Técnicas de estudio; PP = Preparación de pruebas; C = Concentración; A = Actitud hacia el estudio. AD = Hábitos adecuados; IN = Hábitos inadecuados; Ab = Valor absoluto; R = Valor relativo.

Fuente: Elaboración propia

Regarding the results of the participation of new students that correspond to the LIDS (in this program there are only data from three cohorts), these indicate that the areas of opportunity detected are similar to those of LSC, since only the Attitude towards study dimension is weighted with acceptable habits by 67% of the participants, while in the other seven dimensions more than half of the respondents declared unacceptable habits. In

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quantifiable terms, the dimensions show the following averages: Reading (85%), Time distribution (80%), Test preparation (63%), Concentration (59%), Study techniques (58%), Physiological state (56%) and Physical environment (51%).

Tabla 7. Resultados por dimensión y ciclo escolar de estudiantes de LIDS

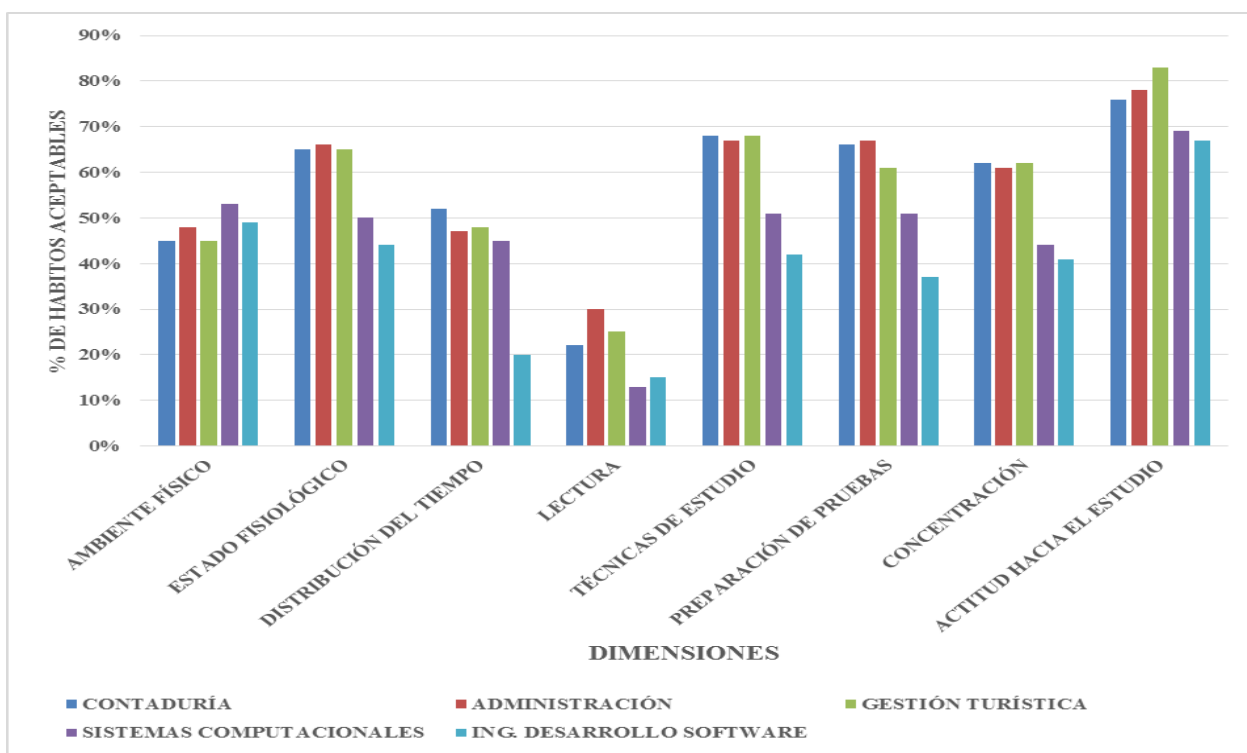| D	2018								2019				Acumulado tres cohortes			
	Ene-Jun				Ago-Dic				Ago-Dic							
	AD		IN		AD		IN		AD		IN		AD		IN	
	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R	Ab	R
AF	9	53	8	47	17	53	15	47	26	45	32	55	52	49	55	51
EF	11	65	6	35	15	47	17	53	21	36	37	64	47	44	60	56
DT	5	29	12	71	7	22	25	78	9	16	49	84	21	20	86	80
L	2	12	15	88	7	22	25	78	7	12	51	88	16	15	91	85
TE	6	35	11	65	11	34	21	66	28	48	30	52	45	42	62	58
PP	9	53	8	47	10	31	22	69	21	36	37	64	40	37	67	63
C	8	47	9	53	16	50	16	50	20	34	38	66	44	41	63	59
AE	13	76	4	24	22	69	10	41	37	64	21	36	72	67	35	33

Notas: D = Dimensiones; AF =Ambiente físico; EF = Estado fisiológico; D = Distribución del tiempo; L = Lectura; TE = Técnicas de estudio; PP = Preparación de pruebas; C = Concentración; A = Actitud hacia el estudio. AD = Hábitos adecuados; IN = Hábitos inadecuados; Ab = Valor absoluto; R = Valor relativo.

Fuente: Elaboración propia

These results are specified in Figure 1, which allows us to visualize that even when there are coincidences in the results that students of the LC, LA and LGT programs declare about adequate habits, the differences are significant when compared with the results it shows. LSC and LIDS, which denotes the need to implement remedial measures in a differentiated way. In other words, it is not possible to speak of a generic program to improve study habits for all new students, since among these there are different needs and deficiencies. Thus, it can be seen that the students enrolled in the LGT are those who declare a better attitude towards study, with percentages higher than 80%, while those who enroll in LC express greater acceptable habits in Time distribution. The Physiological State dimension is the one declared with the highest acceptable habits by LA students; CL and LGT students

follow closely. The physical environment for studying is weighted with higher acceptance rates by LSC students and reading problems are present in the students of the five programs: in none are acceptable rates exceeding 30%, and in LSC and LIDS this problem it is even more accentuated.

Figura 1. Resultado promedio de las tres cohortes, por dimensión, por programa educativo

Fuente: Elaboración propia

The previous data represent the averages obtained from the students' responses regarding the practice of study habits (adequate and inadequate); however, it is also important to identify the number of dimensions of the total of the eight explored that each student declares as acceptable, for this reason, table 8 presents by degree the number of students and the number of dimensions that they declared acceptable, disaggregated by cohorts and at the end of each program the accumulated total is shown.

So, globally, there is an average of 23% of new students who only declare acceptable habits in two or less of the eight dimensions explored (although by degree, this average should be analyzed in greater depth, since in LC the proportion it is 29%, in LA 21%, in LGT it is 17%, in LSC 32% and in LIDS 44%); 26% declare acceptable habits between three and four

dimensions; 30% between five and six dimensions, and only 21% declare seven or eight dimensions with acceptable habits.

These results demonstrate the need to design academic intervention programs in the first semesters of the bachelor's degrees that include actions aimed at promoting and improving reading, practicing adequate time distribution techniques, improving concentration and creating Physical conditions conducive to study, We must not lose sight of the consideration that in the university, metacognitive processes in students can still be perfected or feedback, which surely will require the active participation of teachers and authorities, as well as ignoring the premise. that upon reaching this educational level, students already fully possess the communication activities related to listening, speaking, reading and writing (Barrio del Campo, Borragá, Pérez and Castro, 2005). For this, it will be necessary to consider the training of teachers in these tasks, since sometimes they are usually specialists in a specific area of knowledge, but without the necessary didactic base to carry out the teaching task (Vidal and Manríquez, 2016), since inserted into teaching as a work life option presenting needs for pedagogical updating (López, García, Díaz, 2018).

Tabla 8: Dimensiones aceptables por programa educativo

Programa educativo	Núm. de dimensiones aceptables									
	0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**
LC E-J 2018	3	8	4	18	15	39	9	15	12	123
A-D 2018	5	10	18	15	27	16	18	19	7	135
E-J 2019	1	4	15	10	15	14	18	25	10	112
A-D 2019	5	7	11	14	19	13	20	14	7	110
Total	14	29	48	57	76	82	65	73	36	480
Relativo	3 %	6 %	10 %	12 %	16 %	17 %	14 %	15 %	7 %	100 %
Acumulado	3 %	9 %	29 %	31 %	47 %	64 %	78 %	93 %	100 %	
LA E-J 2018	2	8	13	8	10	23	27	22	11	124
A-D 2018	2	5	12	11	17	22	23	17	10	119
E-J 2019	4	7	17	4	12	14	17	19	10	104
A-D2019	7	11	8	14	15	17	19	6	9	106
Total	15	31	50	37	54	76	86	64	40	453
Relativo	3 %	7 %	11 %	8 %	12 %	17 %	19 %	14 %	9 %	100 %
Acumulado	3 %	10 %	21 %	29 %	41 %	58 %	77 %	91 %	100 %	
LGT E-J 2018	0	3	7	4	12	16	20	19	6	87
A-D 2018	3	5	6	11	13	12	15	24	6	95
E-J 2019	4	3	6	13	12	11	11	18	2	80
A-D 2019	7	7	10	18	16	18	12	10	4	102
Total	14	18	29	46	53	57	58	71	18	364
Relativo	4 %	5 %	8 %	13 %	14 %	15 %	16 %	20 %	5 %	100 %
Acumulado	4 %	9 %	17 %	30 %	44 %	59 %	75 %	95 %	100 %	
LSC E-J 2018	1	5	0	5	6	0	2	7	0	26
A-D 2018	5	5	18	19	9	9	12	8	0	85
E-J 2019	0	1	2	9	4	0	4	0	0	20

A-D 2019	6	18	11	12	11	12	10	13	2	95
Total	12	29	31	45	30	21	28	28	2	226
Relativo	5 %	13 %	14 %	20 %	14 %	9 %	12 %	12 %	1 %	100 %
Acumulado	5 %	18 %	32 %	52 %	66 %	75 %	87 %	99 %	100 %	
LIDS E-J 2018	1	2	3	2	2	3	2	2	0	17
A-D 2018	2	5	4	7	7	3	1	2	1	32
A-D 2019	5	12	13	5	8	9	3	3	0	58
Total	8	19	20	14	17	15	6	7	1	107
Relativo	7 %	18 %	19 %	13 %	16 %	14 %	6 %	6 %	1 %	100 %
Acumulado	7 %	25 %	44 %	57 %	73 %	87 %	93 %	99 %	100 %	
Total por facultad	63	126	178	199	230	251	243	243	97	1 630
Relativo	4 %	8 %	11 %	12 %	14 %	15 %	15 %	15 %	6 %	100 %
Acumulado	4 %	12 %	23 %	35 %	49 %	64 %	79 %	94 %	100 %	

Fuente: Elaboración propia

Discussion

Addressing the study habits that those who enter the university as new students declare to practice is essential as a diagnostic measure to identify areas of opportunity that must be addressed with appropriate strategies, and thus eventually decrease rates of academic lag and even dropout rates.

Even though all the students participating in the study declare to have a favorable attitude towards the study, it has been shown that among the university students enrolled in the five educational programs analyzed there are some notable differences, specifically in the areas of opportunity, since while those in LC , LA and LGT present three priority opportunity areas: reading, time distribution and physical environment (even with more or less similar percentages); In the degrees related to computer science, the areas of opportunity are increased (seven in both degrees). And when the results per student are analyzed, it is found that almost half (49%) of the surveyed students declare the practice of acceptable habits only in four of the eight dimensions explored, that is, they present areas of opportunity in half of the dimensions analyzed.

It is urgent to attend to the habits related to reading and time distribution, an area of opportunity manifested by the students of the five bachelor's degrees, since on average about 8 (7.9) out of 10 students have difficulties in carrying out activities related to reading and 6 (5.9) of every 10 students declare problems to distribute their time, independently of the other deficiencies specifically detected in each degree.

In general, these findings show the need to address the challenges posed by the practice of study habits by new students, which, without neglecting the nuances that appear, coincide with the results found in similar studies. This is: it coincides with the 21 works systematized by Vidal and Manríquez (2016), where the level of reading comprehension of the university students is very low, low or regular; likewise, with the results reported by Arán and Ortega (2012), whose main findings refer to negative habits in terms of reading and reading concentration; likewise, it agrees with what was reported by Hernández et al. (2012) regarding study organization and planning problems - in this study, these indicators are related to the distribution of time—.

In addition to the above, in the case of bachelor's degrees in administrative areas, what is described here is in line with the results of Sarabia and Garizurieta (2006), specifically in the deficiencies related to distribution and administration of time and reading techniques, here included in the dimensions of Reading and Time Distribution; Of course, the deficiencies detected in the UV regarding the ability to concentrate and study methods do not coincide, since what is described here shows the Study Techniques and Concentration variables as acceptably weighted habits.

While compared to the study by Ireta et al. (2008), coincides as a problem area in what they call control and time distribution, not so in the findings of study techniques and examination strategies, which in this study is equivalent to what is included in the dimension Preparation of tests.

This descriptive study presents the main strength of the possibility of analyzing accumulated data from four cohorts, which allows for greater consistency in the results generated, and these offer sufficient references that can serve as a starting point for improvement actions that must be considered in order to facilitate the transit of students during their stay at the university.

Despite the above, it must be recognized that there are limitations in the results, because what is mentioned here can in no way be generalized to students of the other degrees offered by

the university, much less to new students enrolled in other institutions of Higher education, since they refer exclusively to the context in which the processes of incorporation of new students of the FCA, CI are developed. On the other hand, there is also no inquiry into the ways in which the classroom works with respect to teaching strategies that favor the development of critical thinking, independent study and problem solving, and it does not delve into the learning styles of each student.

Conclusions

Identifying the areas of opportunity presented by the practice of study habits in new students entering the university represents a core aspect of continuous improvement to optimize student learning processes, the results of which should be considered as a benchmark in redesign work. and curricular restructuring, in academic planning and representing a constant in the activities that the teacher develops in the classroom. In such a way that the practices declared in the institutional documents are close to the practices of use. Since developing habits and effective strategies for the study of university students will not only allow the successful completion of the bachelor's degree that has just started, but will also lay the foundations for effective performance in the professional field. It is not only about teaching techniques, methods and procedures for effective study, but that they are appropriate by the students, constitute their daily practice and obtain the competences to identify the appropriate moments in which they should use them. That is, the autonomy of learning and the faculty to make decisions must be promoted in students, regulating their own learning, and, by extension, the achievement of goals, which implies not only the execution of standardized procedures, but also when and by what to use.

In this sense, it should not be taken for granted that those who enter the university already possess basic communication skills and, therefore, communicate effectively both orally and in writing, and that they have developed the ability to carry out the practice of reading efficiently; on the contrary, it must be considered that this is a task that the university should not avoid. For this, not only the need to promote effective study habits arises, but to offer students effective support for comprehensive training, that is, it is not just about young people entering higher education, but supporting the transit of these during all the school cycles that the study plans contemplate, with relative probabilities of success.

According to the applied test, the global results show that on average about half (49%) of the new students do not dominate more than four dimensions and that 23% of them do not dominate more than two dimensions; in contrast, only 6% of the participants declared acceptable habits in the eight dimensions analyzed. Reading, time distribution, physical environment and in some cases concentration and test preparation stand out as the main areas of opportunity.

The findings described are similar to those found by similar studies: reading is the challenge to attend predominantly with new students, without forgetting the other important areas of opportunity that are identified in this study. The results described allow us to suggest that the care programs implemented must be differentiated, since, as has been seen, even when there are generic deficiencies (in the dimensions of Reading and Time Distribution, to name the main ones), not all students they present the same problems; They also do not have the same levels of deficiencies and in each degree there are nuances that are important to consider.

Finally, it is worth noting that the results reported here are based on the habits declared by the surveyed students, in such a way that, based on the so-called declarative knowledge, the participating students say what they do, not what they actually practice or They do when study activities are involved.

A possible aspect to be developed in subsequent studies will be to link these results with the information that these students accumulate on academic performance during their university stay, as well as with sociocultural, family and academic aspects of the parents. Likewise, from these results it will be possible to investigate in later studies the teaching competences that the attention of the problem described here requires and the situation that prevails in the academic staff of the faculty regarding the training needs for adequate and timely attention in classrooms.

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