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LEARNING STRATEGIES AND STUDY HABITS IN STUDENT'S WORK

ESTRATEGIAS DE APRENDIZAJE Y HÁBITOS DE ESTUDIO EN EL TRABAJO DEL ALUMNO

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ABSTRACT

This article is meant to present the results of a study whose objective was to investigate learning strategies, study habits and their relationship in the student's Job. The Theoretical Framework that sustains it, is the Constructivist Theory focused on "learning to learn", study habits and learning strategies. The case study method used a qualitative and quantitative approach, where various instruments were applied to two high school students. The conclusions obtained are based on the core results, which were analyzed with the Atlas TI and SPSS software.

Keywords:

Learning strategies, study habits.

RESUMEN

Este artículo pretende presentar los resultados de un estudio cuyo objetivo fue investigar estrategias de aprendizaje, hábitos de estudio y su relación en el trabajo del estudiante. El marco teórico que lo sustenta es la teoría constructivista centrada en "aprender a aprender", estudiar hábitos y estrategias de aprendizaje. El método de estudio de caso utilizó un enfoque cualitativo y cuantitativo, en el que se aplicaron diversos instrumentos a dos estudiantes de secundaria. Las conclusiones obtenidas se basan en los resultados principales, que se analizaron con el software Atlas TI y SPSS.

Palabras clave:

Estrategias de aprendizaje, hábitos de estudio.

INTRODUCTION

This section begins by trying to explain the evolution of the concept of learning strategies, continuing to conceptualize study habits and the role of student. Reviewing the literature on the subject can be found that there are major controversies to conceptualize learning strategies, to date has not been able to reach a single conception, as these vary depending on each author, below are some of the conceptions contributed by different authors cited by Camarero, Martín del Buey & Herrero(2000).

For this research, Meza (2013), is considered, since it summarizes the characteristics of learning strategies by defining them as decision-making processes, in which the student chooses and recovers knowledge he needs to complement a certain demand or objective. Each student uses a strategy to adjust his behavior to the demands of an activity entrusted by the teacher and in the circumstances where that task occurs. Hence the importance for the study on learning strategies. This concept is chosen because it contemplates the student's ability to choose a specific strategy with the intention to fulfill a goal.

DEVELOPMENT

The theoretical foundations that sustain study habits are framed within cognitive approach, which focuses on how they perceive, interpret, store and remember information, who are considered active people capable of intervening in their training process, and considers learning as an active process that includes using of strategies and study techniques. In addition to include personal experiences which are transformed into new categories and organized conceptions, within the mental structures of the subject.

For authors such as Vinent, in Cruz (2011), the study habits are: The continuous repetition of an act, which makes it possible to achieve positive results in learning and where factors such as interest and internal motivation of the student concur, which manifest themselves by the fact that students misuse or lack them.

For Staton (1991), study habits are formed when the student has acquired the habit of time distributing, attends regularly to his classes and has a place of his own where to study at a specific time, since it is easier for the person to concentrate; personal attitudes and styles are sought, and they begin to be configured according to the personality of each individual.

Study habits are useful to students, because they provide a great advantage in both their academic and personal lives; being daily routines if are acquired from an early

age, are daily made and knowing how to use them, studying occurs without problems, using learning strategies that complement and reinforce their learning. When they enter the upper medium level, it will be easier to handle any content presented in class. In contrast to the previous one, framing an example is: if the students do not have enough tools to do the intellectual work such as organizing or planning their time, it will be difficult for them to continue with their stay in the baccaulaureate.

In the text *The Student's Job or How to Succeed in School without Sacrificing Youth*, Perrenoud explains the fact of being an unpaid occupation, effectively distinguishes them from trades exercised by adults in exchange for salaries or fees. But they are easily considered trades, the activities of mothers and fathers of families, those of those who maintain a house; certain political, legal, union, associative, ecclesiastical, cultural and charitable functions, so heavy and tense that they are not better paid than school work. Being a student and working for it, is one of the most universally recognized permanent occupations. Is there more recognized trade than that exercised by obligation for almost ten years of life? (Perrenoud, 2006).

The status of childhood and then adolescence are not ambiguous: young people are kept as long as they are studying (Perrenoud, 2006). This becomes especially visible, when the ambiguity is accentuated, in the vicinity of adulthood: the family: "withdraw supplies" to adolescents and young adults who "do not take their studies seriously" or who have lost all opportunities -According to believes- to obtain the desired diploma.

Children and adolescents openly provide their means of subsistence from school work have developed this aspect of the child's trade: it is to consecrate, from birth, the best of himself to the task of molding according to the expectations of adults and especially preparing to become a good student.

The student exercises a certain type of work, recognized or tolerated by society and from which he obtains his means of subsistence. Speaking of a student's job, is therefore acceptable from the semantic point of view. He exercises a trade, having a job, is a way of being recognized by society, a way of existing within an organization without being constantly driven to the search for clear goals, or even less to the search for optimal efficiency.

This study is approached from the following question: What are the implications of study habits in actual learning for 2 selected subjects as students of upper secondary education at the Autonomous University of the State of Hidalgo? The central objective is to provide all interested parties with a contribution about the triad: learning; Study

habits; student's Job, supported by documentary information and fieldwork evidence.

Different educational research studies on the subject were consulted and it was found that study habits are supported by learning strategies and styles, as well as including reading skills and information management skills, place of study, concentration and planning and time organization so that all together of them can influence the student in a positive way towards their studies and due to the quantitative results presented by the predecessor researchers, make it clear that the students do not have study habits from their upper and upper secondary education which is worrying, therefore, we sought to document two cases in upper secondary education, educational level where there is greater failure and school dropout.

Failure rate measures the percentage of students who fail to satisfactorily accredit, according to school control standards, the grade level in which they are enrolled in. According to the National Institute for the Evaluation of Education of México (2016) in primary education it is necessary to have a final passing grade to accredit the degree, unlike secondary education and upper secondary education (baccalaureate), where you need to pass a specific number of subjects to be approved.

As for the 2014-2015 school year, all data presented by the NIEE shows that the percentage of students who fail after the regularization period in secondary school is 5%, and in upper secondary education it increases considerably to 15.6%. Failing grades, in addition to increase chances of repeating the degree, also increases those of dropping out of school, either temporarily or permanently. When both scenarios happen, the student will probably experience a condition of school failure.

Primary, secondary and upper secondary education dropout (during the school year) is greater than inter curricular

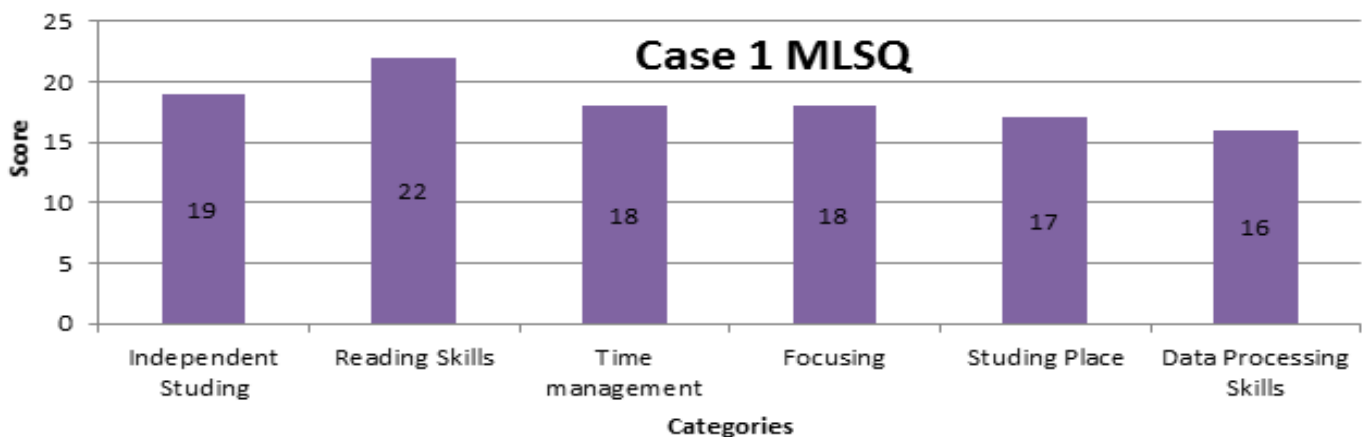
dropout (among all students). Likewise, the dropout rate of men is consistently higher than that of women at all school levels and grades. Highlights that in primary and secondary school the highest dropout occurs in the penultimate grade of studies at each level (fifth and second), while in upper secondary education the highest dropout is observed in first grade, where it is estimated that more than a quarter of the student population abandons their studies.

This research is based on qualitative and quantitative approach, in terms of the research design used, two female students of the first grade of two baccalaureates dependent on the UAEH were selected. Both voluntarily students who participated as a study population of a thesis project where, from group studies, it was considered necessary to know in depth the personal characteristics of their study habits. The conclusions obtained are based on the results obtained, which were analyzed in the Atlas software: Ti and SPSS.

Case 1

Female teen, 16 years old, she attended first semester in a baccalaureate of the UAEH in the capital city. She is the second of two sisters, her family is constituted by her father and mother both employees in the secondary sector and her older professional sister, considered by her structure as a nuclear family, and depends economically on her parents.

The instruments applied in Case 1 were a semi-structured interview and a closed Likert Scale questionnaire based on Pintrich's MLSQ - Motivated Strategies for Learning Questionnaire. (1991). MLSQ is a self-report questionnaire, a clear step forward since it incorporates strategy analysis information on the motivational component, which showed to have a good level in each category as shown in the following graph:



Using the same categories as the questionnaire, a structured interview was carried out, in terms of the findings obtained using the Atlas Ti, several fragments were selected, classifying them into categories that served to give voice and life to the strategies frequent in the student of Case 1.

Category 1. Independent study

Independent study can be considered as a directed towards, self-control and self-evaluation process, understood as an activity oriented towards skill formation, that allow the uninterrupted construction of knowledge and learning. Independent study is reflected within the student when attending to class and contrasting previous knowledge already present making significant contributions, and also they have elaborated their school tasks. On the other hand, if the high school student does not want to develop her studying autonomy and gets bad grades, it will be more difficult for her to stay in high school. To demonstrate how I studied Case 1 of the first semester here is a fragment:

C1): "ahh mmm how? Ahh now... my tactics... to study; well, the thing is: it Works for me to take out the most important points of each topic, then doing questionnaires of themselves; do questionnaires, the questionnaires are the ones that have worked for me, also writing down the most important points; I also work on written Post-it in some other subjects. "Another important factor in Student's Job is the intrinsic motivation that requires anything related to students' motives, their focusing to school work, their relationship with knowledge. Saying that a student is motivated suggests to have reasons to do what it needs. Why to do it? What motivates someone to continue studying? In this regard he replied: (C1): "Well, I see that things go well and I want to get ahead; Mmm I stopped studying for a year and I started working... after quitting my job, my parents were happy when I told them I was going back to school ...; the first time I entered high school I liked it a lot...; I would like to be a psychologist or kindergarten teacher who is child care; well, yes, that's still missing, but the most important thing would be to be a psychologist, because I'd like to write a thesis about Children's imaginary friends."

Intrinsic motivation is presented to the student internally when she needs to fulfill a project or dream, so they look for self-determination in order to make it happen. The student is internally motivated, when she studies autonomously, using learning strategies to minimize intellectual work and make it more agile and effective. He also eats healthy food, sleep seighthours a day, and performs some sport or cultural activity to exercise both mind and

body. Then the intrinsic motivation is focused on the task itself, and the personal satisfaction that represents to face it successfully. (Díaz Barriga, 2012).

Category 2. Time management

The student must demand the planning and organization of the activities to be carried out, so she needs to organize her routine from dawn to dusk. Now citing Fernandez (2003), who says that the planning of school activities "It is learning to establish a regular Schedule dedicated exclusively to specific and well-programmed activities that respond to precise objectives. "In high school, students often fail their subjects due to lack of planning and organization of their activities to perform school tasks, in addition to periodically review their grades, so they usually do so until the day of the exam, and as they attend high school is difficult for them to get used to the new work schedule and to carry out their tasks in this category, it is documented that: (E1) Do you have a schedule to know when to study each of your subjects on a daily basis? (C1): No, I'm not so organized, I do not have one as such for everything I do, I do the Jobs if I do them, one day and another day another..., but if I turn in my work on time...; usually on the weekends and one week before the exam I prepare; My hobbies are reading and writing.

The fact that their occupation is not remunerated, it effectively distinguishes from trades exercised by adults in Exchange for salaries or fees. But there are easily considered trades, the activities of mothers and fathers of families, those of those who maintain a house; certain political, legal, union, associative, ecclesiastical, cultural and charitable functions, so heavy and tense that they are not better paid than school work.

Category 3. Concentration

Concentration is the most familiar property of attention, it consists in being in a theme, idea or object with absolute exclusion of everything else; the two deadly enemies of concentration are distraction and lack of motivation. To perform an activity of an intellectual nature requires physical and mental concentration, because it is the basis of learning and achieve, as for adolescents, focusing on the explanation of a class is a daily struggle, as can be seen below :

(E1) When you study, do you listen to music?

(C1): Normally not, I get distracted! I try not to do it, sometimes it distracts me; television?; Hmm, it distracts me...

Adolescent children are openly providing their means of subsistence from school work. Perrenoud (2006) has developed this aspect of the child's job: it is about

consecrating, from birth, the best of himself to the task of molding himself according to the expectations of adults and, above all, preparing to become a good student.

Category 4 Place of study

It is important to point out environmental conditions such as; the climate and the temperature, room lighting, the space destined to the study, like a desk or table where the extracurricular works will be done, including room's a good ventilation.

A detailed example of what was expressed by the author was commented on in Case 1 in the following paragraph:

(C1): In my house ...; I study at the dining room table in my house or in my room in my bed.

(E1) What if you study in your bed; Do not you fall asleep?

(C1) No! I have never fallen asleep; and do you like to study? yes!

(E1) Could you describe your place of study?

(C1) On a dining table, I clean it and study, and it has ventilation, but it gives me heat...

Category 5 Reading skills

Each student has unique aspirations and needs, often confused or ephemeral: the desire or need to learn this or that at a given moment in life, for reasons that may disappear or reinforce. Instead of seeing in the "motivation to learn" the manifestation of an appetite for undifferentiated knowledge, one should try to understand what is invested in school work with a constructivist and strategic perspective.

(E1) Do you have a special author that you like to read?

(C1): No, I do not know why I do not read the authors but I'm in a virtual novel called Desora and I like it because it captures the drama in a text...

Reading is a distinctive activity of human race, develops the aesthetic sense, intelligence and learning, creating habits of reflection and analysis; through reading, human beings develop their intelligence, their reasoning process, increases his cultural and linguistic capital and, therefore, acquires communicative competence, which allows development in the human relationships.

Category 6 Abilities to process information

According to Perrenoud (2006), the student exercises a certain type of work recognized or tolerated by society and from which he obtains his means of subsistence. Speaking of a student's job is therefore acceptable from

the semantic point of view. He proposes to talk about the meaning of work, knowledge, situations and learning, outlining three theses:

- The meaning is constructed; it is not given beforehand.
- It is built from a culture, a set of values and representations.
- It is built in a situation, within an interaction and a relationship.

Inside the school, you learn to play, even if the teacher rejects it and with the rules and appearances! For all this, the construction of meaning is both vital - to survive many years - and difficult. On the other hand it is a true mental work, which no one can do in the place of the student, because the meaning comes from his vision of reality, his definition of what is coherent, useful, fair, annoying, bearable, arbitrary necessary:

(E1): and you, for example, when you do a task or work, where do you look for information?

(C1) "On the Internet and if I'm not convinced by the information I search the books ... How often do you frequent the library? Mmm ... I only come for the books for a job but not eh..."

(E1) You know how the library is handled?

(C1) "Mmm, I do not only know that they lend you the book for 3 days, it seems to me and you fill out a form, but I have never asked for a book.."

(E1) In your works do you record the references of your work, that is, the books you used?

(C1) "Usually if they ask me ... and then I write them down;

(E1) «Do you like your history teacher to put images on the projector so you can better illustrate the facts or events or do you like spoken classes?

(C1) "Yes, but I like it better than explaining it for example in biology I like images more because they illustrate to me I like to see things to learn them in history and Spanish I am more auditory;

(E1) Then you could say that you are more auditive.

(C1) "Well, if I'm more auditive than visual ..."

Cognitive skills are an ally to process information by performing operations and procedures that the student can use to acquire, retain and recover different types of knowledge and execution because it has representational skills (reading, images, speech, writing and drawing), abilities of selection (attention and intention) and self-direction capabilities (self-programming and self-control) (Rigney, in Herrera et al., 2017).

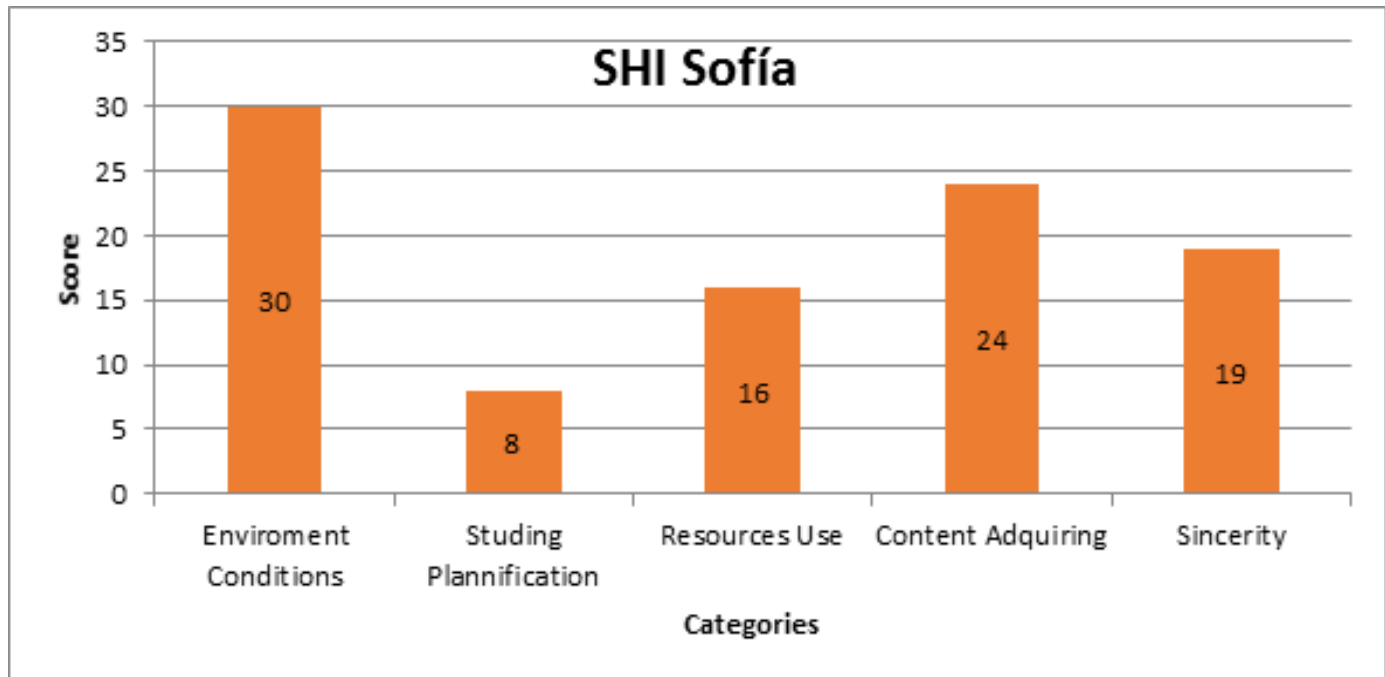
Case 2

Case 2 is 17 years old, a teenager who is the third daughter, she has two brothers who are currently married and did not finish a degree, their family has a very close bond, lives with their grandmother, uncles and mother, the father does not live with them, for which the mother is the financial support, characterized as a traditional extended family, wants to study health sciences, so she applied for a medical degree career at Pachuca, but her family insist her to stay in campus and commute daily.

She is an introverted girl with difficulty making friends, at school she adapts to her classmates but is not attached to them. Her future plans are to work and do a university career. In the personal field, she demonstrated that she stresses easily, is dedicated, responsible, dependent, and skillful, has low self-esteem, is unpopular, distrusts people and is very vulnerable to criticism from other people. Regarding the school environment, she considers

that she has bad study habits, but she is up to date with his studies, she has not repeated a school year, she has not done extraordinary exams and she does not take failed subjects.

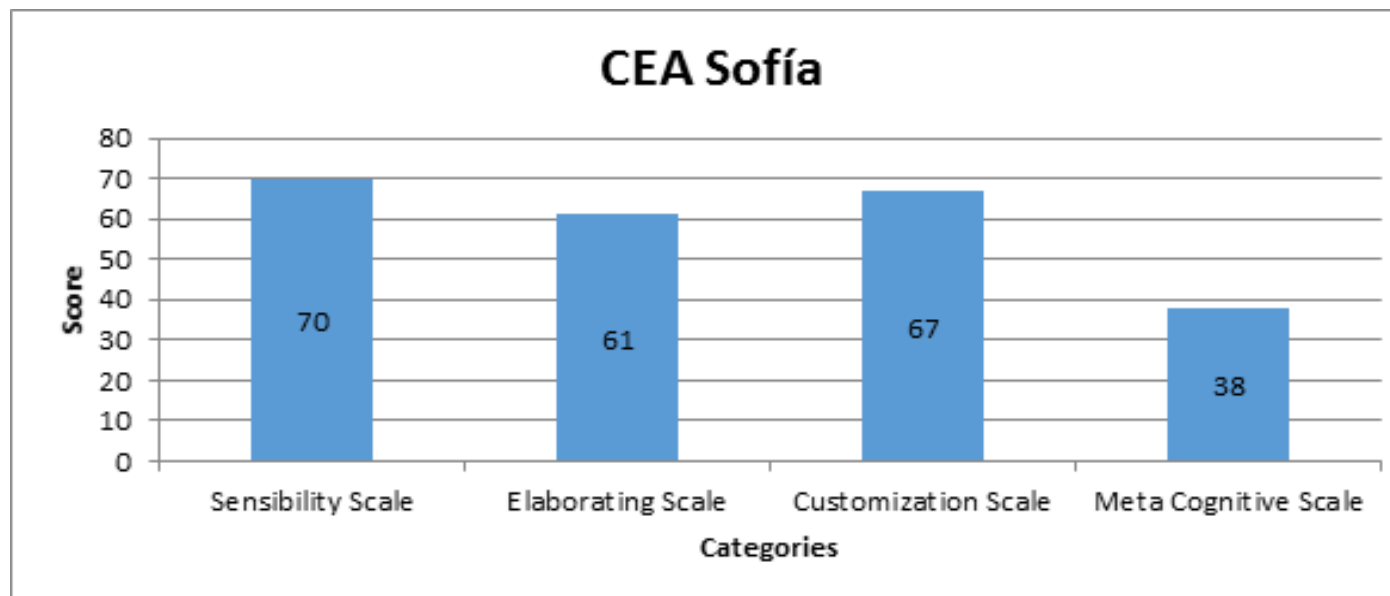
A Study Habits of Pozar Inventory (1983), was applied, which detected his study or work habits from 90 elements. The results of the Inventory are compared with scales as shown in the following graph. The Inventory of Study Habits applied in the student Sofia, showed that her study habits are deficient when obtaining, a low score in the category of study planning, in which reached the scale of 3 with a “Not Satisfactory”. In environmental conditions, it obtained the scale of 8 with “good” and the three remaining categories obtained the scale of 5 “normal”. Study environmental conditions (personal, physical and academic performance), Planning of the study (Schedules and Organization), Use of materials (reading, books, diagrams and summaries), assimilation of contents (memorization and personalization).



The following applied instrument was the Learning Strategies Questionnaire (LSQ), by Beltrán, Pérez & Ortega (2006), which starts from a complete model of mental functioning to study the different strategies that students can put into play in the process Learning.

The test evaluates four major scales or processes in which they are grouped into scales of: Sensibility, Elaborating,

Customization and Metacognition. These, in turn, are subdivided into eleven subscales corresponding to the 11 major learning strategies: Motivation, Attitudes, Affectivity-emotional Control, Information Selection, Organization of Information, Elaboration of Information, Creative and Critical Thinking, Recovery of Information, Transfer, Planning and Evaluation, and Regulation.



The graph shows the scores obtained by Case 2 in the different scales that are listed below. On the Sensitization Scale (per = 40 motivation, per = 8 attitude, per = 11 emotional control) Elaboration Scale (per = 26 elaboration, per = 23 organization, per = 10 selection) Per = null Personalization Scale, critical thinking and creative per = 30, recovery per = 10) and Metacognition Scale (planning / evaluation per = 18, regulation per = 16). From the results of the test, a profile of the scores of Case 2 was automatically obtained in each of the strategies, which allows identifying the deficit or strategic capacity to learn. Likewise, two guidance reports are generated, one for the teacher and another for the student. These include recommendations according to the results of the test.

The third instrument applied was the Adolescent Self-Descriptive Inventory (ASDI), by Emilia Lucio Gómez-Maqueo, Blanca Barcelata, and Consuelo DuránPatiño, who consider that adolescence is one of the most studied stages in the field of psychology, there is a great variety of instruments aimed at evaluating different aspects in this period. It is a stage of changes in which the potential for risk, harm or undesirable results for the adolescents themselves is greater; the areas in which these risk factors

occur most frequently are: family, health, education and the social environment.

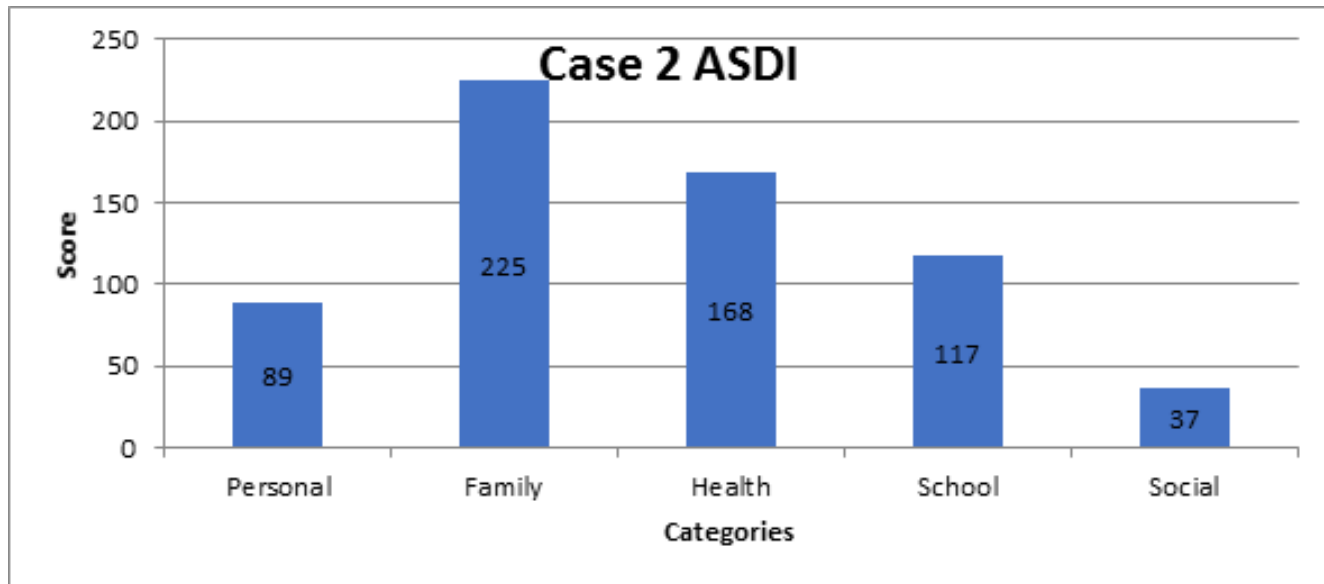
Its objectives are:

1. To have a description of different dimensions of the adolescent's environment based on the adolescent's description of himself.
2. Evaluate the presence of some indicators of risk of problematic behavior.

The Adolescent Self-Descriptive Inventory (ASDI) was developed with the aim of having a valid and reliable instrument that would be an auxiliary in the evaluation of psychological problems both in terms of early detection of risk factors in the adolescent's life, as well as in the identification of emotional problems. It was thought to be useful basically in the clinical setting, but also in the educational one, as well as in the primary and secondary intervention process.

The chart shows the five categories of this Test applied to Case 2, as well as the two previous ones, in which the personality of the adolescent student who is about to finish her baccalaureate is reflected.

The interpretation given to this inventory was qualitative, leaving a description of Case 2 as follows:



The Teen Self-Descriptive Inventory (TSDI) consists of 168 items of forced choice (YES-NO), which allows the reliable assessment of five dimensions or areas of adolescent life:

Family: explored family conformation, dynamics, communication and forms of interaction with both the extended family, inquired about other important situations such as: economy of family members, separations, illnesses, conflicts between parents, between siblings and in general family problems being the category that achieved the highest score, which establishes it with a strong family bond.

Personal: Refers to how the adolescent situates herself with respect to her personal characteristics, her body image and her self-concept, as well as her expectations about herself which did not yield a notable score when reflecting her shyness and personal insecurity.

Social: investigates situations that have to do with the patterns of interrelation of the adolescent with other people outside of their family and school environment. Investigates the roles played in the groups and in general adaptation to social environment. The result denotes personality towards the outside, not liking meetings with friends, attending parties, or social gatherings.

Health: It refers to how the adolescent describes his general condition and how it relates to his health. This allows us to identify habits with respect to hygiene, food, sleep, order, among others, as well as health concerns and alterations occupying an important score and that she would be conditional on a healthy person and with good hygienic habits.

School: Explores the performance in the school environment, including its relationship with teachers and peers within this context, likewise, inquiries about the type of school that has attended or throughout his school career with a high score placed as located in his job as a student.

CONCLUSIONS

After documenting the two case studies on learning strategies, study habits and their implications being a student through the different applied instruments, it can be concluded that they are valuable instruments that allow us to know the profile and internal factors and external students who are involved as upper secondary students.

In Case 1, the qualitative methodology was used, although many researchers consider it to be too subjective research because of the degree of involvement that it has in relating to research subjects, but it is a matter of ethical-professional value with which any professional in his area and should not be sentimentally or emotionally involved, because the objective of the current research is lost sight of, therefore a protocol respectful of the ethnographic, phenomenological and hermeneutical studies was followed, which was lengthy and meticulous to define the aspects to be diagnosed and evaluated in the student, so the information was analyzed with the help of the Atlas.ticomputer software and with this program it was possible to determine the score of study habits that the student of Case 1 has.

For this an in-depth interview and a Likert Scale were applied, instruments that provided more information about

the student and not just the indicators that are listed in the study habits tests.

So I can say that the qualitative method makes a more substantial description about the profile of a student and helps determine if it is in the process of generating good or bad study habits and in terms of the results of the Likert Scale that was developed from according to the needs of Mexican adolescents, with the necessary requirements to gather information, compare it and that it was only a means of verification and contrast of the information as a complement to the qualitative case study.

Once data was obtained, the answers were analyzed based on what the manuals of the psychological tests, conducted during the research process. But when reviewing the information it was limited because only the figures and the score obtained by the student are made explicit.

As it was a simple and practical process, because it only involved making statistics and numerical interpretations in the Excel software, which were already defined in the test booklets by the authors and give the standardization to classify a student in a certain category, resulting by its score obtained when answering the tests, being this a great disadvantage for the student, since the tests are based on the single measurement and do not take into account the qualitative aspect. In addition, the context in which the test was designed was not in Mexico but was developed in Spain, which has criteria that are known and contextualized for Spanish education and do not resemble the aspects of Mexican students.

In the same way it was revealed that the primary education of both students has not been an adequate training, because when they reach upper secondary education, there is a lack of essential study habits such as: time management and reading skills, to process information, to study efficiently and effectively and not just for the exam season.

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