

Orientations to Strengthen Positive Attitudes to Wards Higher Education Study

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Abstract

This article focuses on the importance of implementing guidelines to strengthen positive attitudes towards study in students at the Universidad Iberoamericana del Ecuador (UNIB.E). In this sense, research was used for teaching action in order to respond to the situation detected. Twenty-two students participated as key informants in order to prepare the diagnosis. The information was also collected using the observation and survey process, which revealed difficulties in the use of processes to maintain interest in the study. In this order of ideas, the different processes framed in the planning and execution of diverse strategies that project the motivation towards the study were considered. In the development of the different actions carried out, an evaluation was carried out to measure the achievements obtained in order to give greater objectivity and productivity in the fulfilment of the objectives proposed in the present study. Therefore, it was evident that the apathy of students for academic activities is due to the lack of adequate strategies, which are not significant for them, that is to say, they do not awaken motivation to generate the necessary interest to develop positive attitudes towards study.

Keywords: *Actions, Attitudes, Study, Higher education.*

Introduction

For the process of teaching and learning to be effective, the orientation towards study is elementary, in this sense, it must be assumed as a continuous process, for the formation and development of habits. Therefore, the action of a participatory andragogy cannot be limited to the simple transmission of knowledge, even if this process is brilliant, it is necessary to ensure that the students use other working methods and procedures with which they can perform and approach the different sources of knowledge.

Under this perspective, the learning of the different subjects of the university degrees must be based on elements from which the essence of the contents can be assimilated, finding the diversity of facts or phenomena studied. Hence, it is elementary that the university institution in its educational action has a wide cultural horizon, but, in order for what has been proposed to be possible, it is necessary to form adequate and broad reasons for the study, where the

student body is able to feel the need to study, experiencing satisfaction and emotions in searching for answers, convinced that this is one of the ways in which they contribute to planning their preparation, promotes their professional development, enriches their intelligence, and achieves achievements that are increasingly important in the quality of their preparation and academic training.

In this sense, the success of the learner depends to a great extent on the development of an attitude towards study, where teachers also have an important role to play in this respect, in order to provide tools that constitute sufficient motivation to foster the student's interest in studying.

Therefore, it is necessary to orient and direct actions, to apply a variety of strategies, methods and means to relate attitudes towards a specific activity, where each student is an active and dynamic participant of his or her own learning.

Under this perspective, the range of possibilities that exist for students to assume the study in an interesting and attractive way is notorious, if they are illuminated by the life of ideas, feelings of creation, of beauty, of strategies, curiosity and the greed for knowledge, as inherent qualities and abilities of man.

Therefore, where there is no eagerness to know and universal thinking there is no university; the experience of many university teachers has highlighted the need for constant activities to strengthen and project the interest in study, but without tension, where one can enjoy what one wants to remember for a long time.

Within this frame of reference, this research was carried out with the objective of implementing actions to strengthen positive attitudes towards study among UNIBE students. In the same way, for the development of the processes, the participating research was used in order to execute the different steps that are immersed within it in order to arrive at the elaboration of the alternative solutions to the problems described.

General Objective

- Implement actions to strengthen positive attitudes towards study among students at the Universidad Iberoamericana del Ecuador UNIB.E.

Specific Objectives

- To diagnose the factors that influences the low performance of UNIBE students.
- To determine the actions that motivates the student towards positive attitudes in the strengthening of the study.
- Develop meaningful actions to help students acquire study habits.
- Evaluate the actions that strengthen the study in the students of UNIB.E.
- To systematize the processes executed to strengthen the study of the students of the institution described above.

Study as a Relevant Element in the Teaching-Learning Process

The Systematic and Constant Approach [1], Exposes it as

...the interactions, in relational connectivity, trying to contextualize and teach from a broader perspective, which allows us to understand the mechanisms that maintain the behaviors (taking into account the function they perform within the system in which they are framed) and intervene on the multiple aspects that make up the system. In this sense, the work of the university and each professor must be oriented and organized, in an efficient way, so that it guarantees the consolidation of a personality with a certain motivation towards study, increases the interest in new discoveries and results in the well-being of society.

It is unnecessary to fill students with a great deal of knowledge, of which few remain active (in the best of cases), the right thing to do is to guarantee them adequate training in skills and abilities, to teach them to think for themselves, to manage the sources of information; that is to say, to give them the conditions so that they can appropriate themselves independently of the essential knowledge.

Under this idea, [2], it is his writings that "the emotional disposition of the student determines his or her ability to learn". Demonstrating the importance of emotions in the student body. Being motivated to study is fundamental and allows you to achieve better results. However, as the motive is one of weight, and as the personal and social ones are properly combined, it will be possible to develop greater efforts to learn, obtaining attitudes and habits that will positively influence the exercise of the future profession and success as a worker.

How to Learn to Study

The professor of Higher Education must teach the students how to learn in order to develop their abilities, which is the achievement of the university teaching process. One of these ways is the effort made by university academics in the search, selection and adequate structuring of the teaching content. This, in its broadest sense, includes systems of knowledge, skills, convictions and abilities to gain new knowledge for themselves and for creative thinking. Faced with this situation, the improvement of teaching methods and means is continuous, so that students actively assimilate the content of teaching, this is

evidenced in the possibility of being able to analyze, generalize and apply later in a new situation.

How Students Study

Students at the Higher Education level practice two models essential for learning, as they can study individually and with another student or with a group of students. There is a tendency to identify independent work as individual study or self-preparation, however, these cannot be considered synonymous. In the meantime, studying implies the development of the skills that characterize being able to work independently; however, a student is able to study individually when he or she is able to perform cognitive activities without the direct guidance of the teacher- facilitator and to plan the study according to his or her needs, the complexity of the tasks and the time available.

In the same way, the student knows what he must do, decides when, in what order and how he must do it, organizes his job, tries to ensure the necessary conditions to have everything he needs to have the requirements, work without being affected and without distractions that make difficult his effort to concentrate. On the other hand, students study in different ways. There are those who prefer to do it individually and thus make more use of their time; on the contrary, they sit down to study only when there is a colleague who forces them to do it.

Both forms are valid, as long as at the end of the day you obtain as a product, the efficient learning of the proposed content. In order to achieve optimal results in the study, it is necessary to select a suitable site, to have everything necessary and to establish a schedule; these are organizational measures. All of the above implies knowing how to decide what is needed or what should be studied at any given moment, starting with the most pressing task and the most difficult content. For this purpose, with respect to individual study, students opt to apply the technique of group learning where [3], they express that:

...production becomes indispensable, as it fosters creativity, the development of new ideas, the transformation of the known. Thus, we cannot separate information, emotion and production, nor the fact that in

group work these three elements integrate a dynamic unity. The members of the group complement each other and achieve a new experience that awakens interest in research and the common search for solutions to specific problems that lead to a transformation of reality. In response to the above, the group or collective study is carried out when a certain number of students meet to clarify any doubts that may arise after the class or in the individual study. Students who, in some cases, are unable to fully understand the content they have studied, seek help from another colleague, whom they trust because they have clarified any doubts on more than one occasion or decide to join a study team.

Positive Attitude to Ward Study

In the process of formation of the new man, it is very important to create a positive attitude towards study in the students, to achieve this purpose, it is necessary to know the role played by attitudes. The governmental entities of Higher Education in Ecuador maintain a constant concern in the formation of new generations.

Likewise, the formation of the new man is a continuous and complex process, which requires, in the first place, the full mastery of the educational objectives in each and every one of the activities that are carried out, in the second place, the knowledge of the qualities of the personality that one wishes to implement and develop, and in the third place, the awareness of the characteristics of the student body with which one is working.

In this sense, the study of attitudes for integral knowledge, what personality is and how it develops occupies a prominent place. There is constant analysis and assessment of why a young person or adult acts in a certain way and not in another.

That is to say, to analyze and evaluate the result of a certain behavior. Moreover, when man is a social being who is born, lives and develops in society, he will form his attitudes according to the demands of the environment in which he develops, the activities carried out and the knowledge acquired in his interaction with it, that is, on the basis of all that society imposes on him. Consequently, we are currently working on a series of activities that favour the formation of

positive attitudes towards the institution, study, work, and society. However, on some occasions this is achieved in one part of the group and not in the dimension to which we aspire. Some of the causes that cause the impossibility of achieving the goal in its entirety may be:

- Insufficient mastery of the role of attitudes in personality development.
- The limited knowledge on the part of the andragogical collective of the characteristics of the students.
- The realization of activities that poorly favor the formation of positive attitudes towards study, work, society, among others.

Methodology

The present study was framed within the participating action methodology that, according to [4], facilitates: ...the integration of knowledge and action, since it allows users to get involved, know, interpret and transform the reality that is the object of the study, through the actions that they themselves propose as alternative solutions to the problems identified by the social actors themselves, and whose main interest is to generate definitive and profound changes and transformations.

Therefore, transformation and emancipation are the guiding principles of this methodological option. In accordance with the above, the research was developed with this methodology, because it allowed the diagnosis of the problem in the academic field and proposed a solution that would benefit the teaching and learning process of UNIBE students. Its relevance lies in the fact that it uses guidelines to strengthen positive attitudes towards study as a necessary element for professional training.

Informants

In carrying out this study, 22 students from the fourth semester of different careers were assumed as informants; their selection was based on the diagnosis made, because, according to information from the secretary department, the students were in the lowest academic performance levels. To this end, an observation process was used to collect the evidence, accompanied by a survey, defined by [5], as a research instrument "that consists of obtaining information from the

people surveyed by using questionnaires designed in advance to obtain specific information".

Results and Discussion

Once the research process on the situation had been applied, the following aspects were revealed according to the items of the instrument applied to the students.

According to Item No. 1. What are Your Reasons for Studying?

The answers obtained showed that the participants study to achieve good grades, to pass the semester, as well as to please their parents or relatives. According to what has been described, it can be evidenced that they have not formed study habits or adequate motivation where the presence of reasons for assuming the study as a relevant fact to learn is significant. These approaches lead to the conclusion that conditions must be created for the student to value and assume positive attitudes towards study, which will influence the exercise of his/ her academic and professional development.

Item 2. States what Does it Mean for you as a Student to Study?

Once the answers had been analysed, the different opinions of the students were noted, including the following description. Study has great significance, because through it, we learn more every day and if we do not study enough tomorrow we will be nobody, because study plays a fundamental role in the political and ideological formation of society.

To study means to improve one, to know, to be able to work in the Republic for a future. They also expressed that in the dependence on the study that they carry out at present, they will be working to continue the development of learning. These responses give a conscious interpretation of the study; however, although everyone is convinced of this social need, unfortunately they do not always react as expected, there is concern among teachers that students are still not studying enough and that they should make better use of their time and study more.

Item No. 3. What Advantages will the Study Offer you?

Reviewing the students' answers about the advantages they appreciate in the study yielded answers such as the following:

- To study favors the habit of study, makes us think, makes us develop our thinking.
- Using the book or texts raises questions that may not have arisen at the time of the classes.
- It offers the possibility of reaffirming the knowledge acquired in class, and deepening it through the use of textbooks.

According to the degree of agreement in what was proposed by the students, it was considered that there are many advantages that can benefit the work of the student if he or she assumes

The Importance of the Study, among some of them Stand Out

- To get the students to act on their own, which increases the degree of independence?
- To promote the acquisition of knowledge in an organized, planned and systematic way.
- Develop a positive attitude towards the fundamental activity that is study.
- Prepare students for self-study.
- Encourage the acquisition of positive teaching habits.
- To increase the possibilities of self-control and regulation of cognitive activity and the development of skills for independent work.
- Consolidate what has been learned through the preparation of summaries and synoptic tables.
- Encourage the formation of cognitive interests.

Item No. 4. What are the Advantages of Individual Study for you?

- When I study alone, I sometimes face a question that I can't solve with the textbook, I stop and search the Internet.
- When I study alone, since I don't have a habit, I lose a lot of time, I get busy in other things.
- Studying alone makes me tired and bored.

With respect to the answers given by most students, it is inferred that such a situation can happen, because there is no formation of habits to study. Therefore, against all weaknesses, we must be alert, because what is indisputable is the need to study individually or collectively.

Item No. 5. Do you like to Study?

The opinion of the students was framed in: little study, I find it difficult; I got tired when I study. This scenario can be seen in the fact that there has been no initial training since childhood and adolescence that favours the habit of studying. On the other hand, there is perhaps no requirement on the part of the teacher to guarantee satisfactory results with the study.

Item No. 6. Do you have a study Schedule?

Most of the students, they said, "No, they study without planning, but many times they do it to qualify well in an evaluation, generally, they study at the last minute, without previous planning, which leads to the repetition of some contents that very soon are erased, since what is learned without interest and satisfaction is only used for the moment.

Conclusions

According to the information gathered, the observation and experience of the researcher who is a classroom teacher of the institution under study are reflected in the following conclusions:

- There is no program that benefits the student in his or her strengthening through study, besides, there are no different strategies that give the participants the opportunity to increase their degree of independence and acquire knowledge in an organized, planned and systematic way, due to the fact that they opt for group research. In such a way, that a positive attitude towards the fundamental activity is not developed, which is the study to favor and acquire habits that allow to consolidate what is learned, to face doubts and to maintain the desire of greater learning with less difficulties. In this sense, transforming the work of UNIBE so that students actively participate in the study is a basic need to solve some difficulties and rejections of the academic system in which some students find themselves and thus generate equal opportunities [6].
- Hence, the teacher must comply with an innovative andragogical practice built under the principles of shaping strategies for teaching and learning, based on a process of reflection, which encourages the student to develop activities that benefit

the study to build tools that allow him to obtain significant learning and higher academic performance. Thus encompassing the model of Quality Higher Education. From the above, it can be deduced that one of the basic principles for strengthening the teaching and learning of students, as expressed [7], is to "form positive attitudes towards study". That is to say, elements that make up experiences that guarantee a positive interaction and reduce the distance to detect situations that require special attention and adopt the most appropriate educational procedures for it.

- Within this same idea, the change that must be generated implies attending to the student as the subject of his or her own learning, based on his or her own experience and heritage, it must also be understood that the projection of study is elementary in order to strengthen the teaching that allows for understanding the context in which it takes place. Also, to maintain the emotion, affection, desire to overcome, motivation of when they enter the institution for the first time. According to the weaknesses found, a process of planning and execution of a series of actions was carried out in order to strengthen the student's attitude towards the study.

Planning of Transformative Actions

Actions Expressed and Concretized

General objective

- To develop actions to strengthen positive attitudes towards the study.

Specific objectives

- To sensitize students to the strengthening of attitudes towards study.
- Organize different spaces for the enjoyment of the study.
- Use strategies that encourage the student to study.
- Carry out actions that favour the acquisition of study habits.

Activities

- Creation of study schedules
- Explanation of individual and collective study.
- Implementation of strategies.

- Activation
- Information Processing.
- Recapitulation of what is being studied.
- Reflection Strategy.
- Evaluation of the Processes

Strategies

- Standard Setting
- Teamwork.
- Conversations
- Group Dynamics.
- Questions and Answers.
- Presentation of Cases
- Reflective Workshop
- Plenary

Evaluation

- Observations
- Participation
- Development in the learning situation
- Academic performance

Resources

- Humans: Students and Teachers
- Academic coordination
- Materials: Books, notebooks, ballpoint pen, pencil, teaching material, audiovisual projector, computer, internet, sheets of bond paper.

Time

- 6 months

Implementation of Transformative Actions

First, an awareness-raising process was carried out, which was considered essential to focus the responses sought on the objectives set. In addition, to arrive at the formulation of common and shared criteria because the process to be executed required a necessary reflection to acquire individual and solidary commitments as a testimony to translate them into concrete learning situations.

Activity N° 1: Study schedules with students according to their needs and interests and availability of time.

Then we began with the learning actions which were developed in the different areas in reference to individual and collective study.

Activity N° 2: We explained what the individual and collective study was, then a set of questions were raised which were clarified for the students to analyze and discuss the importance of these aspects, then they were given a volume of information where they had to select and structure the contents, look for solutions.

To identify whether or not students had studied a series of questions where the following situations were involved: Purpose of the information, time spent, effort made, situations where there is mastery of knowledge. Likewise, to evaluate the activity according to the individual study, it was given through an exchange of opinions where the question was based on recognizing whether one studies to be informed or to be trained. In addition, to consolidate what was learned, students were asked to create summaries and synoptic tables.

In reference to the teaching of collective study, the students were grouped together and various contents were distributed to them so that they could deepen and elaborate conclusions. To evaluate the process and confirm that all the students were working, the aspects were discussed with each of the members of the group, who should contribute new ideas. A self-evaluation and co-evaluation was also carried out.

Activity N° 3: Activation Strategy: In reference to this strategy, the following were considered elementary in order to strengthen the interest in the study, since it sustains communication with the learning subject, allowing to capture the attention and mobilize their mental operations processes with a previously proposed educational intention.

To develop this strategy, a dynamic called whispering was used, broken down as follows: A message was given to one group and another message to the rest of the group and they should spontaneously exchange it, once this contact was experienced an exchange was made to identify those who agreed in the responses. To evaluate the

experience, the skills developed by the students were considered.

In the same way, so that the student learns to read, considered an important element for the study, in addition, to strengthen the degree of comprehension, a technique called mural phrase was used, which consisted of writing on a sheet of bond paper a short message alluding to contents about the history of Ecuador.

To this end, students were instructed to read carefully, think for a minute and express opinions, points of view, and comments on the approach. While thinking, symphonic melodies by Vivaldi, Bach, Chopin and Strauss were used as music to achieve an alpha level of cortical activity and therefore an optimal concentration of attention. There was also a request to listen carefully, not to interrupt, to accept all the criteria. In order to evaluate, different questions were asked, such as: What makes you think that?

Another process, used to develop the activation strategy, was for the students to listen to a reading in a minimum of ten minutes and a maximum of twenty minutes, the intention being to provoke reflection first individually and then by a group of no more than four members. This action was carried out in order to create in the students a socio-cognitive crisis, that is, a conflict about the veracity of an approach, where through reading, the student assumes, expresses, what he or she understands and identifies what he or she wants to express, in order to evaluate, the team proceeded to draw conclusions from what was understood in reading by consensus.

Similarly, to encourage interest in study, so that students would understand the elements that can exist to learn more easily, the reference list was used to force them to think about where information can be obtained. In order to evaluate, different topics were identified in the reference framework. Within this same idea, the abstract technique was practiced. To this end, they were given a topic and were given a summary of the most relevant aspects to evaluate this activity, using the portfolio strategy that allowed the students to improve the aspects described.

Activity 4: Information processing strategy: Based on the fact that it is necessary not only to know reality in order to strengthen the learning process, but also to understand the reality and nature of the study, the development of this technique was carried out. It consisted of the sequence of interrupted actions that allowed the students to capture and select stimuli of different types, to process them according to their needs and interests in order to realize what they are studying and how they should do it.

In this sense, they were guided on a basic strategy such as taking notes, where they emphasized some elements such as paying attention to what they hear, read or observe, writing down what is more important than what they hear, read and observe, ignoring the distractors. The learning acquired in accordance with this activity allowed the students to show better attention, enrichment of vocabulary, registration of the most important things.

In the same way, work was carried out on the preparation of files that would allow them to process information and to write down the most significant data from the source of consultation. Similarly, a process called the Javi system was taken as a reference, which helps students to process information. In order to carry it out, he was instructed to carry out the different activities, according to the contents he had to study:

- Underline the important terms and words you will find, list them in the notebook, give them a logical order and a way of thinking.
- Look them up in the dictionary, books or on the Internet, those whose meaning I did not know, make comments, personal impressions, underline the concepts of the subject, establish relationships.
- Create synoptic tables, structural networks or diagrams, elaborate questions and provide answers.
- Make possible similarities between what you study and what you know, express with images the most significant aspects of the contents.

To evaluate this activity, students were asked to develop an organizer of ideas on processed information and then share it with

their peers. In the same way, an instrument was developed containing some questions such as: What did you know before about the subject, what did you learn, how did you learn it? What difficulties did you have? How do you feel about processing the information?

Activity No. 5: A strategy to recapitulate what is being studied: for the development of this activity, it was carried out using didactic instruments with images and scientific words such as word searches, crossword puzzles and drawings. The learning acquired took place in a short time, allowed for a better understanding and allowed the students to systematize what was being learned.

Activity No. 6: Reflection strategy: To guide the students on the meaning and meaning of the study to learn, some exercises were carried out with problems of daily life. Videos were also placed using an audiovisual projector to ask the students to make predictions where they were asked what does this title suggest to you, what do you think it is about? and why do you think so?

Systematization of Research

The findings, found according to the process executed in reference to assuming positive attitudes towards the study as an elementary action for the integral development of the student, were overcome according to the planning and execution of activities developed within a framework of participation and motivation which allowed for great changes in the vision of the students for their respective study. To this end, the actions carried out were easy to implement because the participants were motivated by the processes as they felt they were linked in a completely different way to the daily life and as such, they provided elements that generated changes in the andragogical practice and in the classroom actions. A shared commitment was assumed between the research teacher and the students to open space for flexible and investigative work in the training of the activities carried out.

From this perspective, it is important to maintain a continuous motivation, in order to seek greater results in the short term where the valuable contribution of each of those involved is recognized. In the same way, the lived experience gives way to a work that offers an integrated andragogical framework,

in which the different actors of the university educational process, academia - student - community are involved.

Assuming the dialogue, confrontation of experiences and actions within the classroom, towards the society made under a participative vision; as an alternative, mediator of formative processes. Therefore, the executed process opens the expectations for the strengthening towards group study according to the selected students, demonstrating the feasibility of applying these processes to all students. In order to guarantee the continuity of this experience, a commitment is made to foster situations that allow participants' motivation to be maintained.

From the same point of view, all the actions carried out should be maintained, always evaluating the processes in order to strengthen and provide feedback on aspects that present weaknesses, since the ideal of creating different activities to encourage interest in the study should be focused on greater reliability every day so that productive actions can be generated [8].

Recommendations

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For the Purposes of Research Conducted at the University Level it is Recommend

- To promote the reflection and motivation of students about the new transformations involved in maintaining their interest in assuming positive attitudes towards university study.
- Exchange experiences with other careers and semesters to verify the effectiveness of the processes and allow students to demonstrate their skills in order to maintain motivation to strengthen the necessary elements that hinder the work of the student body in terms of how to study.
- Follow up, as a motivational dynamic that creates a climate of trust, openness and active participation that generates expectations in the students and the desire to acquire greater skills in the development of the reading habit.
- To open a space, where students can exchange experiences through different strategies favouring the affirmation and expansion of the personality of the being, its needs, motivations and interests.
- Incorporate actions for the creation of study groups to strengthen teaching and learning in order to achieve higher academic performance.