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Hábitos de estudio y rendimiento académico. Caso estudiantes de la licenciatura en Administración de la Unidad Académica Profesional Tejupilco, 2016

Study habits and academic performance: A research study of Business Administration undergraduate students at the Tejupilco Professional Academic Unit, 2016

Estudo de hábitos e desempenho acadêmico. Estudantes de caso do Bachelor of Administration da Unidade Acadêmica Profissional Tejupilco, 2016

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Resumen

El objetivo fue determinar la incidencia de los hábitos de estudio y su rendimiento académico en estudiantes de la licenciatura en Administración de la Unidad Académica Profesional Tejupilco dependiente de la Universidad Autónoma del Estado de México. La población fue de 173 estudiantes de ambos sexos del período 2016 B. Se utilizó el instrumento Inventario de Hábitos de Estudio, con enfoque cualitativo, para calcular la frecuencia de utilización. Los resultados arrojan que en las escalas de condiciones ambientales de estudio, planificación de estudio, utilización de materiales, asimilación de contenidos y sinceridad los estudiantes presentan nivel de utilización

de normal bajo a normal alto. Finalmente, en la correlación de Pearson, las cinco escalas fueron estadísticamente no significativas (P<0.05).

Palabras clave: Licenciatura, administración, estudiantes, hábitos de estudio, inventario, rendimiento académico.

Abstract

The objective was to determine the impact of study habits on academic performance, focusing on a group of Business Administration undergraduate students at the Tejupilco Academic Professional Unit of the Autonomous University of Estado de Mexico. The group consisted of 173 students of both sexes and was conducted during the 2016 B academic term. The frequencies of certain study habits were calculated using the Study Habits Inventory system. A qualitative approach was used. According to the results, the students showed medium-low to medium-high levels of study habit utilization on the study environment, study planning, usage of materials, content comprehension, and sincerity scales. Conclusively, according to Pearson's correlation, the five scales had no statistical significance (P<0.05).

Keywords: Bachelor's degree, administration, students, study habits, inventory, academic performance.

Resumo

O objetivo foi determinar a incidência de hábitos de estudo e seu desempenho acadêmico em estudantes de graduação em Administração de Tejupilco Unidade Acadêmica Profissional dependente da Universidade Autônoma do Estado do México. A população era de 173 alunos de ambos os sexos do período de 2016 B. O inventário do instrumento dos hábitos de estudo foi utilizado, com abordagem qualitativa, para calcular a freqüência de uso. Os resultados mostram que, nas escalas de condições ambientais de estudo, planejamento de estudo, uso de materiais, assimilação de conteúdos e sinceridade, os alunos apresentam nível de uso de baixo normal a baixo normal. Finalmente, na correlação de Pearson, as cinco escalas foram estatisticamente não significativas (P <0,05).

Palavras-chave: licenciatura, administração, estudantes, hábitos de estudo, inventário, desempenho acadêmico.

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Introduction

The restlessness by the habits of study goes back to the past. Various theoretical-methodological currents have sought to identify them and to specify their effectiveness in the academic development of students of all educational levels (Mira and López, 1995, Márquez, 1995).

The most complex and frequent challenges facing higher education in Mexico are desertion, student lag and low rates of terminal efficiency. In general figures, as a national average, it is mentioned that of 100 students who enter the University, only between 50 and 60 students complete all the subjects of the curriculum five years later, and of these, only 20 are obtained during the first year of graduation (ANUIES, 2001).

One of the main causes of the high rates of academic failure in Mexico is the inadequate development of study habits from basic educational levels. This problem generates learning difficulties that go beyond the statistical and reflects deficiencies in the educational quality that students from all levels of study show (Tinto, 1992).

At present, the issue acquires great relevance as institutions of higher education propose a new paradigm, through the development of knowledge and tools necessary to take advantage of diversity, the convergence of cultures, the large amount of information available and new discoveries that they bring science and technology; therefore, if the student does not have a solid base of study habits, this lack negatively impacts the activities carried out both in their academic training and in the personal and professional.

Habits are behaviors that people learn by repetition. There are good and bad habits in health, nutrition and study. Good habits help individuals achieve their goals and objectives, as long as they are worked properly throughout life. The habit is the set of customs, ways and ways of perceiving, feeling, judging, acting and thinking of a person (Perrenod, 1996).

"The habit of study are constant modes of action with which the student reacts to the new contents, to know, understand and apply them. We can list, as the most important, the following: take advantage of study time, achieve suitable conditions, discard the disturbing elements, effectively raise the work, correctly select the sources of information and documentation, adequately present the results, master the observation techniques, attention, concentration and relaxation "(Sánchez, 2002).

Habit is a behavior acquired by repetition and converted into automatic control, while memory and instincts are ways of preserving the past. The phases of habit are training and stability. The first refers to the acquisition period and the second to the lapse in which it has already been achieved and acts are performed frequently, easily and automatically (Velázquez, 1961).

Habits are powerful factors in people's lives. Since these are consistent, often unconscious, patterns, they constantly express character and generate our effectiveness or ineffectiveness. The habit requires three elements to put it into action: a) knowledge, b) capacities and c) desire (Covey, 2009).

As in any other activity, skill and dedication are the key points for learning. Study habits are the methods and strategies used by the student to assimilate knowledge, his aptitude to avoid distractions, his attention to the specific material and the efforts he makes throughout the process (Cartagena, 2008).

Authors like Bajwa, Gujjar, Shaheen y Ramzan (2011) they mention that a student can not use effective study skills until they have good habits and argue that an individual learns faster and more deeply than others because of their successful study habits. In addition, they reiterate that

studying effectively and efficiently is more than memorizing facts, knowing where and how to obtain important information and the ability to make intelligent use of it.

A habit is a learned behavioral pattern that presents itself mechanically to specific situations, usually of a routine nature, where the individual no longer has to think or decide on the way to act. Habits are organized in the form of family hierarchies, depending on the number of reinforcements that the behaviors have received. Study habits are a set of intellectual work habits that enable the subject for a more easy and deeper assimilation, transformation and creation of cultural values (Fernández, 1988).

The habits that a student has can be lost, but they can also be increased or recovered (Díaz and García, 2008). The acquisition of habits requires training, so the change it implies is not an easy task, because it has to be motivated by a higher purpose, by the willingness to subordinate what you think you want now to what you want later. Study habits are conceptualized as the methods and strategies that a student usually uses to deal with a number of learning contents. The habit of study requires strong amounts of effort, dedication and discipline. But it also feeds on impulses that can be generated by expectations and motivations of the student who wishes to learn. For this reason it is necessary to understand that the learning process is complex and requires an adequate planning and organization of time. Improving students' learning and academic performance, especially in higher education, plays an essential role in the development process of society. The motivation of the students is crucial so we must develop a better understanding of the factors of academic motivation; it is possible that the different social context may be one of the elements that influence motivation and academic self-concept (Isiksal, 2010).

In this sense, the study of motivation distinguishes between intrinsic and extrinsic. It is intrinsic when the motivation is self-regulated, there is a degree of reflection and self-determination for the actions that are carried out; On the other hand, when it is extrinsic, it is based on external incentives given by the consequences, such as rewards or punishments (Furnham, 2004).

A motivated student intrinsically shows more interest in what he is learning, achieves greater satisfaction for what he does, has more persistence, is persistent, experiences a sense of personal control, raises his self-esteem and creativity (Tirado et al., 2010).

When studying study habits in students, it helps to know the strategies, techniques, tools and methods that students apply every day to achieve in time and form with their tasks, extra class work, exhibitions and exams. Some research shows that optimistic young students who have physical and intellectual abilities have well-grounded study habits. However, low results were obtained in some habits that, if not addressed in a priority manner by authorities and teachers, could cause students to fail, fail and in the worst case abandon school (Tirado et al., 2010 ; Núñez and Sánchez, 1991).

Meanwhile, Núñez and Sánchez (1991) warn that in the learning process, the subject must acquire a series of skills and contents that, internalized in their mental structures, can be applied in different situations as resources to acquire new knowledge. For the achievement of these behaviors, the school must provide students with different work methods that involve study techniques for the acquisition, internalization and constant application in their studies.

This research uses the notion of study habits in the sense of the different actions taken by the student repeatedly to acquire knowledge through their class notes, textbooks, web pages or any source consulted for this purpose, with the purpose of reaching a goal that he has set himself.
However, experience shows that a significant number of university students obtain low academic results, because not all students successfully face the new challenges that the university poses: greater demand, planning and organization of academic work, greater dedication to study, autonomy and field research and library, among others.

Many of the problems related to success in school revolve around good study habits and expectations related to homework. In this sense, parents can play a very important role by providing their children with the necessary environments and materials to make the study a successful activity.

The previous approach has guided the interest to know the conditions under which students enter the study and knowledge, in order to identify the different forms of organization and planning, environmental situations, as well as the techniques and habits that favor academic success . As Perellón (2014) points out, the active understanding of the material he has studied. This implies that the student is creative and dedicates the necessary time to this activity. In summary: have study habits. The same author considers that school failure is identified in those students who do not attend or arrive late to their classes, do not perform the tasks, do not investigate, do not read and do not accept any additional support from their classmates and teachers.

The literature and daily practice show that "the habit of study represents a preponderant factor for academic success, it can be defined as the application of methods and attitudes that facilitate the acquisition of increasingly complex knowledge" (Téllez , 2005). This is how the study habits must be articulated with the characteristics of the profession, in general, and with the specific objectives of the academic activity, in particular.

Among the study habits that improve the academic performance of students in higher education include the following: time management; cognitive skills such as memory, attention and concentration; reading comprehension; the class notes; Writing; the concept of itself; the motivation and will; interpersonal relationships and teamwork (Torres *et al*., 2009).

The results of the habits of planning and organization, attention in class, memorization, reading comprehension, home study and strategies to face the exams are similar to the analysis of the investigations carried out by Zúñiga (1993 and 1998), Reyes and Obaya (2008), Vidal, Gálvez and Reyes (2009), Torres et al (2009), where it is evident how difficult it is for students to organize and develop their learning process, underlining the need to implement a set of strategies to improve

their habits , and therefore, their school performance. Therefore, an adequate measure to face the problems of bad habits and lack of motivation on the part of the student could be through academic tutoring.

The academic tutoring is the individual support and teaching support, which favors a better understanding of the problems faced by the student in regard to the university environment, the individual conditions for an acceptable performance during their training and for the achievement of the academic objectives (ANUIES, 2000).

In tutoring a pedagogical relationship different from that established in teaching before large groups is fostered, in this case the teacher assumes the role of counselor in a much more relaxed and friendly environment (Latapí, 1988). In this sense, the Sectoral Education Program 2007-2012, states that strategies must be applied in higher education to establish educational guidance services, tutorials and attention to the needs of students, mainly those who are at risk of abandonment or school failure (Oñate, 2001). The study of the study habits and motivation of the students is a good start that favors the susceptible areas of improvement oriented to work with the implementation of workshops that support the students in developing skills and strategies to improve their study habits, in addition to start with the academic trajectories to guide young people in their academic and work projection.

There are different tools to evaluate this type of habits. One of them is the Inventory of Study Habits (IHE), described by Pozar in 2002. This validated inventory seeks to detect the degree of knowledge that a student has of their occupation, through an instrument that, in addition to establishing "nature and degree of the habits, attitudes or conditions with which the student faces his / her specific task of study ", allows identifying actions that favor the acquisition or improvement of those study habits considered to be facilitators of the learning process (Almela, 2002).

The objective of the present investigation was to determine the relation of the study habits and the academic performance in students of the Bachelor in Administration of the Tejupilco Professional Academic Unit.

Methodology

The research was carried out with 173 male and female students of the Tejupilco Professional Academic Unit Administration under the Autonomous University of the State of Mexico, distributed in the second, fourth, sixth and eighth semesters, from rural areas, semi-rural and urban. Tejupilco Professional Academic Unit is located south of the State of Mexico, 105 kilometers from the city of Toluca, capital of the State.

The instrument was applied at two different times. In the first, a descriptive study was carried out that served to analyze how the phenomenon and its components are manifested, for which two fundamental elements were taken into account: the population and the instrument (Hernández Sampieri, Fernández Collado y Baptista Lucio, 2006; Tapia, 2000 and Ander-Egg, 2001). In a second moment, a correlational study was carried out, which measured the relationship between study habits and academic performance (Hernández et al., 2003, Tapia, 2000 and Ander-Egg, 2001).

For the development of the research we used the validated instrument called Inventory of Study Habits (IHE) (Pozar, 2002).

Academic performance

"Academic performance is understood here as the level of knowledge of a student measured in an assessment test. In academic performance, in addition to the intellectual level, personality variables (extraversion, introversion, anxiety) and motivational variables, whose relationship with academic performance are not always linear, but are modulated by factors such as level of schooling, sex and aptitude. Other variables that influence academic performance are interests, study habits, teacher-student relationship, self-esteem" (Sánchez, 2002).

Operational definition

It was identified through the academic trajectory of each student (García et al., 2000).

Study habits

Pozar (2002) says that the habit of study "is an activity governed by a set of intellectual habits through which one tries to acquire and transform culture; it is, in short, a continuous process of learning ".

The IHE was applied to detect the study habits that the student uses during their academic training.

The hypotheses proposed were:

Ho: There is no statistically significant relationship between study habits and academic performance.

Hi: Yes there is a statistically significant relationship between study habits and academic performance.

The IHE served to identify the degree of application of environmental factors, planning of the study, use of materials and assimilation of contents that influence the academic performance of students.

Firstly, the objective of the research was made known to the teachers and students and their collaboration was requested for the application of the instrument. Next, a detailed explanation was given to each group of students to answer the answer sheet, according to Pozar (2002).

For each basic scale, we obtained:

A total direct score, in which all the items that comprise it participated.

The total direct score depended on the correction of each scale and was carried out in the following way:

The correction of the scale I (environmental conditions) was made on the first page of answers, placing the template so that the first column of circles overlaps the answers of the subject on the right margin of the page and circles first and last where the numbers 1 and 30 appear. Any response from the subject that coincided with a circle of the template was considered correct and received

the score that appears printed above.

The score corresponding to that page is the sum of the points obtained by the answers that appear in the circles and its total is noted in the corresponding box that exists in the lower margin of the page.

Then, and on that same page, the same was done with the other scales (II, III, IV, and S). The results were recorded in the spaces available for this purpose in the lower margin of the page.

The same procedure was followed with the following pages of answers (in the reference circles should appear numbers 31 and 60 on the second page, and finally 61 and 90 in the third), recording the results in the lower margin.
The direct score (PD) of each scale was obtained by adding the scores obtained in the three pages, and its result was recorded in the second column of the profile box on the cover of the issue.

Elaboration of the profile

In the tables of the scales from 6 to 10, in the central part of the response sheet, the direct scores corresponding to each of the scales appear, and in the columns on the right and left their correspondence with a rating scale.

The qualification column is, simply, a scale of nine points, constructed from the typing data that helped to classify the subjects with reference to the normative group that served for the typing. In the profile (cover of the test sample) this scale is grouped into five subjective rating values: Evil = 1, Unsatisfactory = 2, Normal = 3, 4 or 5, Good = 7 or 8 and Excellent = 9.

To use these tables, we started with the direct scores recorded in the second column of the profile box. In the first place, the scale corresponding to each semester had to be determined; that is, the normative group with which the results were compared, for which the level of studies of the examinee was taken into account when applying the instrument (bachelor's degree).

Next, the average direct score obtained by the subjects of the semester evaluated was searched in the body of the table and in the column of Scale I. The corresponding qualification was annotated in the first and last column of the table and the respective value was transferred to the profile box

making a clear signal on the Scale I line and at the height of the corresponding qualification (for example, filling in with a red pencil the circle located in the same column of the numerical value of the rating).

We proceeded in the same way with the other scales, consulting the scales in the respective column and transferring the rating values to the profile. Once all the qualifications were registered, they joined with straight lines; The resulting broken line is the profile that corresponds to the subjects of the semester evaluated.

Once the School Control Department of the Tejupilco Professional Academic Unit had captured the grades per student of the second, fourth, sixth and eighth semesters, it provided the academic trajectories per student and semester.

Finally, the information collected and organized was analyzed with the statistical package SPSS version 22. This work included the PD average per semester and the correlation between the study habits and the academic performance of the students of the Administration degree.

Results and Discussion

According to the applied method, the following information was obtained.

Profile of study habits of the scale of environmental conditions

The second and sixth semesters have a low normal utilization level with PD 22.6 and 22.5, respectively; while the fourth and eighth is normal moderate with PD 23.0 and 23.7, also respectively.

The results of the research are superior to those obtained by Torres et al. (2009), which report that students show a degree of normal unsatisfactory use with respect to the environmental conditions of the study; It is worth mentioning that the educational model they apply is a curricular approach

centered on the student, with which the student is expected to develop the ability to think for himself, to ask questions and to find solutions to problems in his profession.

The differences found between one research and another may be due to the educational model that is being worked on in the Tejupilco Professional Academic Unit and which is based on constructivism, centered on the student and with an integral formation, similar to that reported by Torres et al. (2009), which is centered on the student. The student profile considers certain aptitudes and attitudes for the construction of knowledge of any subject, as observed in students who apply the study habits correctly.

Another aspect that influences the results is the school environment, which is affected when there is no good interaction between classmates and teachers (Vygotsky, 1978); In the same way, it is necessary to have an adequate and comfortable space that allows concentration to study (Ausubel y Robinson, 1969).

Another factor that intervenes in the results found is the academic behavior of each student in the classroom, since some students do not express their doubts about technical terms or about the discipline, and do not make notes or are participatory.

This is related to the theories of Piaget (1969) and Vygotsky (1978), who point out that knowledge is not inherited or acquired by direct transmission; for both, knowledge is a construction of the context.

Piaget speaks of the role of play, of experience and social transformation in cognitive development, and values the importance of cooperation and cognitive conflict that arise when students interact in educational activities as a means to facilitate cognitive and moral development. It sustains that education should be oriented to provide the environment and the means to nourish the curiosity of the subject and the exploratory activity that leads to meaningful learning.

The foregoing coincides with cognitive theories, which recognize that environmental conditions favor learning. The explanations and demonstrations given by the teachers of the concepts make the entry ways of information for students, and the exercise of skills also promotes learning to learn. At the same time, these theories debate that mere educational factors do not fully account for student learning (Bruner, 1988).

Profile of study habits in relation to the scale of study planning

The second, fourth and eighth semesters have a moderate normal utilization level with PD 12.5, 11.6 and 13.9 respectively, while the sixth is normal low with PD 10.6

The results of the research are superior to Torres et al. (2009), who report that students show a normal degree of unsatisfactory use. Same behavior is observed with Martínez and Torres (2001), in their study entitled "Analysis of study habits in a sample of university students" where they apply an educational model centered on the student, whose result was that students show a degree of Normal unsatisfactory use in relation to the study planning scale.

The differences found between the present research and others can be explained by a better organization of the academic activities of the students of the Tejupilco Professional Academic Unit, since these are organized to develop activities inside and outside the classroom, besides some have no other way to spend their time and, therefore, spend more time to organize their academic activities, as well as to prepare a personal and group study schedule, taking into account that the class schedule and their curriculum is flexible, which allows freedom to plan and organize their academic activities inside and outside the classroom.

Piaget (1969) states that the tasks or activities that students develop inside and outside the classroom or school are directly influenced by the social context in which they live and coexist, which is directly reflected in their learning and academic performance.

The second and fourth semesters show a low normal utilization level with PD 16.9 and 16.2, respectively, while the sixth and eighth semesters showed a moderate normal utilization level with PD of 18.1 and 18.8 respectively.

The results of this investigation are inferior to Torres et al. (2009), Martínez and Torres (2001) and Escalante et al. (2008), which report that students show a high, high, and high normal utilization grade, respectively.

The differences between research findings is due to the socioeconomic level of each family, which is directly influenced by the geographical region. As indicated at the beginning, the Tejupilco Professional Academic Unit is located in the southern region of the State of Mexico, where a low grade of schooling of parents prevails, who have incomplete elementary, primary and secondary completed studies, as well as a small group of families with higher education; this coupled with the low economic level, since the activity of the majority of families occurs in the agricultural sector with a family or backyard emphasis.

The aforementioned impacts directly on the student, who, at first, has no reading habits, lacks books at home and public libraries in his community or school, which has the consequence that they do not know how to use the appropriate bibliographic materials to his homeworks.

In addition, it has been detected that some students perform defective reading and do not consult sources of information from public or private institutions, in addition to that some are waiting for their colleagues to carry out the activities and provide them with refined information.
What has been exposed up to now coincides with Bruner (1988), when mentioning that intellectual progress is determined by the activity that takes place inside and outside the classroom or school, through the use of information sources, instruments, tools and technologies that evolve in parallel with social development and therefore, directly impact on the education of society.

In the second, fourth, sixth and eighth semesters a low normal utilization level was obtained with PD 21.5, 20.6, 20.3 and 21.2, respectively. The results in this criterion are lower than those reported by Torres et al. (2009), who report that students show a high degree of normal use. The same behavior can be seen in the results obtained by Martínez and Torres (2001), in the sense that students show a moderate degree of normal use.

The differences in the information contained in the referred investigations, is due to the fact that students do not understand the contents before memorizing and, therefore, as Piaget indicates, assimilation is not achieved, which is the process of responding to a situation stimulus using the established schemes, or accommodation, which is the change in response to the recognition that existing schemes are not adequate to achieve the current purposes of knowledge; In addition to the direct influence of the study habits and learning strategies used in previous studies to the university, as well as the educational model applied in the previous levels, which is based on behaviorism, which privileges the role of the teacher as a reproductive of knowledge without considering study habits and didactic strategies that facilitate meaningful learning and the construction of knowledge.

A very important antecedent is the one made by Piaget (1969), who pointed out that each intelligent act is characterized by the balance between two polar tendencies, which are precisely assimilation and accommodation. In assimilation the subject incorporates events, objects or situations in existing thought forms, resulting in organized mental structures. In accommodation existing mental structures are reorganized to incorporate new aspects of the outside world, and during this act of intelligence the subject adapts to the requirements of real life, but, at the same time, mental structures maintain a constant dynamic.

Vygotsky (1978) considered that assimilation and accommodation of knowledge can be achieved more easily through collaborative work among peers; that is, forming small groups of students to identify the most capable, who are responsible for the task of resolving doubts of their peers on a

specific topic, so that by using a common language to the group they can make themselves understood more easily to their peers, which will generate the assimilation and accommodation of knowledge. He also argues that the only education that is useful to the student is one that moves his development forward and directs it.

Piaget (1969) points out that students struggle to maintain a balance between assimilation and accommodation, as they have order and meaning their experiences the student easily achieves this balance; He also maintains that students are intrinsically active and exploratory in trying to impose order, stability and meaning to the experience, whether inside or outside the classroom, with teachers or in society.

Profile of study habits in the scale of sincerity

The second, fourth and eighth semesters show a low normal use level with PD of 17.3, 17.6 and 15.1, respectively, while the sixth presents a moderate degree of normal use with PD 18.2.

The information generated in our research is similar to that reported by Martínez-Otero and Torres (2001), whose work reports that students show a low degree of normal use.

The similarities found between the investigations are due to the responsibility and maturity with which the students answered the test in both investigations.
Once the importance of the truthfulness of the information provided by each of the students is explained, it will be very useful for making decisions in the educational environment of the school. Likewise, this attitude was due to the fact that the researchers gave detailed explanations about the purpose of the respective investigations and the instructions about how to answer the instrument, as well as having made the observation of the importance of the answers being honest.

Vygotsky (1978) states that if a student is explained in detail a specific topic and is made aware of the importance that this has at a personal or group level, it will respond in a participatory manner with reliable answers to the questions that are asked about the subject explained or studied.

Correlation

It is observed that there is no statistically significant relationship (P <0.05) between the study habit scales and the academic performance of undergraduate students in Administration.

With respect to the hypothesis proposed in this research, the alternative hypothesis is rejected and the null hypothesis is accepted, because there is no statistically significant relationship between study habits and academic performance in the area defined by the research.

The results are similar to those reported by Cabrera and Sánchez (2004), who obtained a non-significant relationship (P <0.05); however, Valdés (2001) found a significant relationship in the factors of time distribution, motivation for the study and optimization of reading in academic performance.

The differences are mainly due to the fact that the habits are inculcated and evaluated at the basic level, when there is an opportunity for them to settle. When this happens, the student incorporates this behavior into their academic performance. Authors as diverse and from such different times as Skinner (1954), Pavlov (1927) and Watson (1914) agree that if the study habits are properly inculcated, they positively impact the students' academic performance, as well as their personal and professional life.

Another difference found among research is that younger students more easily develop study habits than older students (Kancepolski y Ferrante, 2006).

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Conclusions

Once the information obtained in the field has been analyzed, the following is concluded.
The factors environmental conditions, planning of the study, use of materials, assimilation of content and sincerity of the scales of study habits show in a general way a tendency of level of use of normal low to moderate normal.

Study habits in their different factors require improving the degree of use.

Study habits are not related to academic performance.

The student only attends school to obtain good grades and does not have an interest in learning to learn; on the contrary, it only memorizes the information as requested by the teachers, as a result of the fact that they participate in a traditional education, as is also apparent from the results obtained in this research.

With respect to the hypotheses proposed, the null hypothesis is accepted, which indicates that there is no statistically significant relationship between study habits and academic performance in students of the Tejupilco Professional Academic Unit, due to the above, the influence academic performance is due to other factors such as social, family, economic and some more complex as the cognitive and affective and emotional structures of each student, so this research opens the range to perform future research and identify the factors that influence directly in academic performance in the southern region of the State of Mexico.

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