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ACADEMIC BEHAVIOR AS AN INTEGRATING CONCEPT¹

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Abstract: Education is undoubtedly the most important field for society; therefore, it is an element that allows human beings their integral and physical development, as well as transmitting knowledge and skills for generations. Therefore, it is necessary within the formative process in the different educational institutions, to have tools that allow estimating the educational quality of the students. However, there are different complex and multidimensional concepts that indicate the performance and behavior of a student, for example, academic achievement, academic performance, school performance, among others, which despite the countless approaches of authors in relation to the causes that generate it and its definition, fall short to cover the totality of the student's performance in the school context. In accordance with the above, a theoretical review was conducted in order to identify the different approaches related to the concept, and to generate the concept of **academic behavior**, which allows to cover several components and to be applied as a more complete and integrating concept in the educational context.

Keywords: education, academic behavior, social behavior, educational behavior, institutional commitment.

INTRODUCTION

Education is fundamental to the development processes of any country; therefore, states must strengthen public education policies, not only based on admission and dropout rates, but also on quality levels.

Alcántara (2009) points out that education is the fundamental axis of society and serves for the integral development of the human being, education is also a process that transmits knowledge, values, customs and ways of acting, makes it possible to improve the quality of life, reduce poverty, and maintain an active participation in society, as mentioned by

Barrera-Osorio, Maldonado and Rodríguez (2012).

In this same line, education is necessary in all senses, for example, to achieve better levels of social well-being and economic growth; to close economic and social gaps; to increase the possibilities of social mobility of people; to access better levels of employment; to raise the cultural conditions of the population; to expand and diversify opportunities for young people; to foster civic values that strengthen the relations of societies; to advance democracy and strengthen the rule of law; to promote science, technology and innovation, as mentioned by Bárzana, Martuscelli and Narro (2012).

School-based education is a deliberate act and, in terms of quality of education, every educational process is permanently seeking to improve student achievement.

Accordingly, the quality of education should be focused on the integral development of the human being, beyond the merely academic aspect, and should also incorporate the personal, social and emotional development of students. The quality of education is a recurring theme in debates on the future of contemporary societies. However, it is crucial that this approach not be limited only to standardized academic results, but that it be expanded to an integral education that contemplates the complete development of the human being. Integral education refers to a formative process that seeks not only the acquisition of knowledge, but also the emotional, social, and physical development of the student.

Precisely in relation to the above, it is pertinent to develop some reflections on the concept of academic performance as one of the fundamental criteria through which the actions and learning of students are evaluated in terms of the academic component. A first aspect to consider is that this concept has a polysemic character due to the variety of defi-

nitions it may have and that in different occasions it is determined by the scopes and grades that the student may obtain as a result of the evaluations, which are generally focused on thematic contents.

Within the educational process throughout its evolutionary, constant and dynamic development, academic performance has played an essential role in terms of the cognitive progress and scholastic level of students, and in turn has become one of the parameters for measuring the educational quality of any country.

It is necessary to keep in mind that in Colombia, elementary, secondary and middle school students are measured by their academic performance in terms of their grades in the different internal and external tests that are presented during school periods. In this same sense, in many occasions these tests or school achievements pretend to measure a series of merely academic knowledge, where different principles of education are ignored, such as social relations and the fulfillment of institutional demands and commitments, among others that are part of education as a transforming element of society.

As a consequence of the above, this article intends, according to the analysis of different theoretical references, to propose the concept of **academic behavior**, as an integrating notion of the approaches related to educational achievements that go beyond academic performance, school performance, academic achievement, educational performance, among others that may allude to the result of an educational process.

ACADEMIC PERFORMANCE, PERFORMANCE AND BEHAVIOR

Academic performance refers to the amount of work a student does and the results obtained over a period of time. It is linked to grades, exams, and papers turned in. It is a quantitative measure of progress or success in academic tasks, and is generally reflected in the numerical results (such as grades or averages) that a student obtains. González (2009) and Willcox (2007) define academic performance as the fulfillment of goals, achievements or objectives established in a given area, but this view emphasizes specific results to be achieved, either in terms of knowledge or skills in a particular discipline. These results are usually associated with eminently cognitive aspects of student achievement.

Cruz-Núñez and Quiñones-Urquijo (2012) specify academic performance as an indicator and measure of the level of learning achieved by the student in the classroom, and consider it as the central objective of education. Here, academic performance is seen as a direct reflection of learning in the context of formal education.

In a more quantitative vein, Bolaños (2018) defines academic performance as the average of final grades and passing percentage of a course or group of courses, and emphasizes the value of numerical results in the evaluation of student achievement. This concept tends to focus on achievements evaluated in a formal and structured way, such as grades.

On the other hand, Manchego (2017) offers a definition more focused on the development of competency learning in diverse situations, especially in the face of educational stimuli. This approach stresses the importance of environmental conditions and how students interact with the challenges they face during their learning process. This definition is closer to the concept of academic performance than the notion of academic achievement. It is therefore necessary to highlight the differences between academic performance and achievement.

In relation to the above, academic performance is more complex and encompasses different dimensions of the student, while achievement seems to be more determined by academic results and grades which make it more quantitative.

Academic performance evaluates how a student applies his or her knowledge, skills and competencies in various situations. It is not only about getting good grades, but also about the ability to understand, analyze, integrate and apply information effectively. According to Gil and Monroy (2019), academic performance can be seen as a set of achievements obtained at through educational activities, which are subjected to an evaluative process that covers different areas of knowledge, in order to measure and express these achievements in grades.

In a similar vein, Quintero and Orozco (2013) consider that academic performance involves a series of transformations that include changes in the student's attitudes, aptitudes, competencies, ideals and interests, which are achieved throughout the teaching-learning process.

On the other hand, Reyes et al. (2014) approach the concept of academic performance from the point of view of the degree of knowledge that a student demonstrates in a specific discipline, as a function of his or her age and educational level, and stresses the importance of considering the educational context and the cognitive development of the student in its evaluation.

In sum, academic performance is a broad concept that encompasses both the results obtained by the student in terms of grades and the skills and competencies developed during the learning process. It refers to a student's ability to apply his or her knowledge in concrete situations, which implies an evaluation that goes beyond the assignment of grades, and takes into account factors such as comprehension, integration of information, and the ability to apply it effectively.

It can be concluded that academic performance not only reflects mastery of curricular content, but also encompasses social and emotional skills and the ability to face challenges in the learning process.

ACADEMIC BEHAVIOR AS AN INTEGRATIVE CONCEPT

Based on the review of the various positions that some authors have on the concepts of academic performance and achievement, this article proposes the concept of academic behavior, as a more complex notion that integrates the concepts of achievement and performance.

Academic behavior is understood as the set of social, academic and institutional skills carried out by the student, which show to what extent the learning facilitated by teachers has been internalized as part of their integral formation (Piracoca, 2025).

The concept of academic behavior differs from academic performance because it integrates three essential components in educational processes, such as educational behavior, social behavior and also the student's institutional commitment, a component that is not very much taken into account in the concept of academic performance, which prioritizes educational performance and the social and integral part of the student. Likewise, academic behavior defines these three fundamental aspects, as shown in Figure 1

The first is **social behavior**, which is defined as the set of student actions that allow them to relate harmoniously, peacefully and collaboratively with their fellow students and teachers in the school context in accordance with social norms and requirements.

The World Bank (2015) indicates that people are social animals and are subject to the influence of different social preferences, social networks, institutional norms: most of them care about what those around them do and

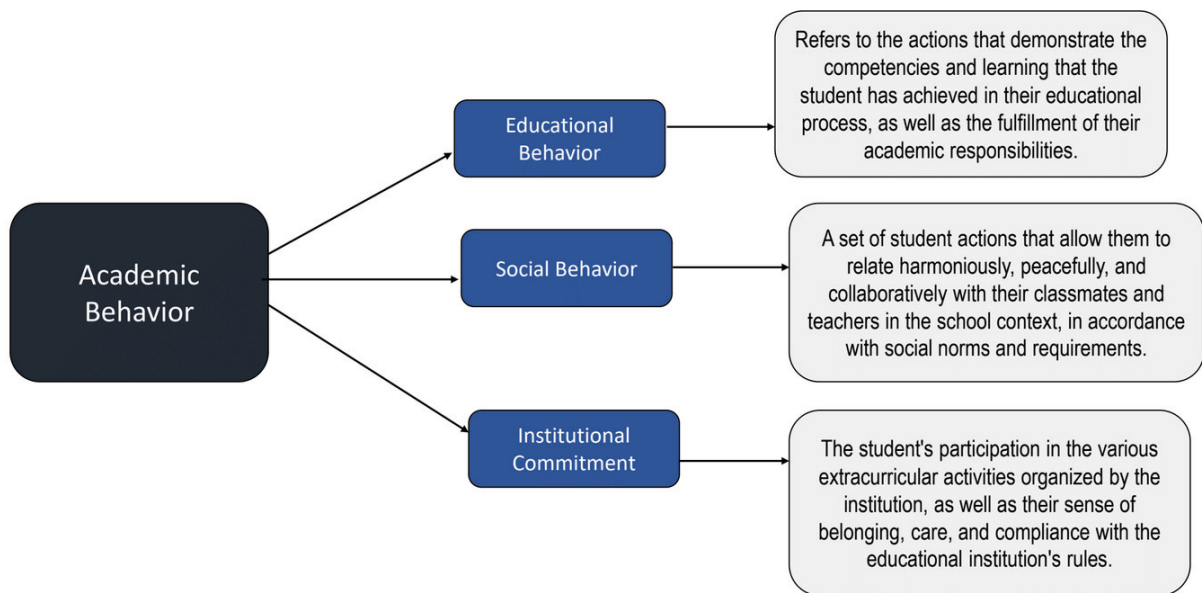


Figure 1. Academic Behavior Dimensions

Source: own elaboration.

how they fit into their group; they even imitate the behavior of others almost automatically, these situations are more noticeable in some school ages where there is a constant interaction of individuals and therefore require much more acceptance and attention.

Zamudio (2009) defines social behavior as the set of factors that the individual develops in social interaction according to characteristics such as attitude, age, family context, academic and cultural environment. In this same sense, Lacunza, Caballero and Contini (2013), catalog social behavior as a series of behavioral patterns that are forged as basic skills in interpersonal and group relationships and, in addition, these skills developed in the social environment interfere in the socio-cognitive performance of the individual.

In this order of ideas some factors that can be highlighted in the social behavior in educational institutions are manifested in, follow and comply with the rules and agreements established in the place of coexistence, also feel good in common areas and with their peers, tolerate interpersonal differences, collaborate in situations that require the student, react to ad-

verse situations correctly, be kind and respectful to the community in general, lead activities with classmates and work as a team, not commit acts in disagreement with their status as a student or citizen, value themselves, maintain a personal presentation in accordance with the requirements of the educational establishment, abide in good form the sanctions in the case that exist, do not carry elements outside the educational work and finally, value the effort made by teachers, administrators and parents.

Classroom rules of behavior are fundamental to creating an appropriate learning environment where all students can develop optimally and respectfully. These rules not only seek to maintain order, but also to foster values such as respect, responsibility and collaboration between students and teachers.

Some of the following rules are clear examples of what is expected in terms of classroom behavior:

- **Punctuality:** Being on time is a sign of responsibility and respect for the time of others. Being on time to class ensures that the student does not miss any important part of the lesson.

- Positive attitude: Maintaining a positive attitude during class helps create a motivating environment for both the student and the teacher. Being open to learning and showing interest in the activities enhances the educational process.

- Listen and respect others: Not interrupting when another person is speaking and actively listening during presentations fosters mutual respect and the exchange of ideas.

- Respect turns to speak: This rule ensures that everyone has the opportunity to express their ideas without the classroom becoming chaotic. It promotes courtesy and order.

- Greeting and saying goodbye: Greeting when entering and saying goodbye when leaving is a form of courtesy and respect for others, to create an atmosphere of respect and kindness in the classroom.

- Proper physical behavior: Sitting properly and maintaining order in personal space are part of respecting the environment and others. This can also help improve concentration and focus on tasks.

- Helping classmates: Teamwork and solidarity in the classroom are fundamental to creating a collaborative learning environment. Helping a classmate in need also fosters fellowship.

- Taking care of materials and space: Keeping the classroom tidy and taking care of materials not only reflects a responsible attitude, but also allows all students to enjoy a suitable environment for learning.

- Talking quietly and not eating inside the classroom: These rules ensure that the classroom environment is suitable for learning, to avoid distractions and to maintain hygiene and respect for the shared space.

In general, compliance with these rules contributes to a harmonious, organized and respectful environment, and favors the academic and personal development of the students. It also teaches important values such as mutual respect, responsibility and discipline.

With respect to the above, it is necessary to mention that social behavior is directly associated with coexistence, therefore, a determining factor in this relationship is communication, this should express assertively feelings, thoughts and desires and thus be able to listen to others and try to understand them, therefore, teamwork is essential because the different values and characteristics of social behavior are used, These characteristics allow solving the challenges and difficulties that arise, as well as finding solutions to conflicts through dialogue and negotiation and behaving in accordance with the ethical principles derived from human rights.

In addition to the above characteristics, there are others that allow people to be productive in social life, such as respecting the word of others and being attentive to what they say, helping people to get to know each other, highlighting and valuing the skills of others, showing disagreement in appropriate situations, recognizing mistakes and apologizing for them, helping others, seeking quick and effective solutions, among others that allow good social interaction with peers.

Zabala and Arnau (2011) emphasize that a person who applies social competencies has the capacity to actively participate in social transformation. This transformation not only implies the improvement of society in general terms, but also the ability to relate assertively with others. Assertive communication is essential because it allows the expression of thoughts, opinions and feelings in a respectful manner, without aggressiveness or passivity. In addition, social competencies include the ability to cooperate and participate in various social activities, always based on values such

as understanding, tolerance and solidarity. These competencies facilitate a coexistence in which people contribute to the collective well-being and relate to each other in a positive, respectful and empathetic manner.

Along the same lines, Marina and Bernabeu (2007) emphasize that in order to acquire adequate social behavior, it is necessary to put oneself in the other's place. This capacity for empathy makes it possible to understand the difficulties and strengths of others, which fosters respect and acceptance of diversity. According to these authors, being tolerant implies accepting differences in various aspects, such as ideological tendencies, physical characteristics, religious and political beliefs, among others. True understanding and respect for diversity are fundamental for the development of a more inclusive and equitable society. In doing so, we not only respect the values and beliefs of others, but also recognize our personal and collective histories, which contributes to a richer and more harmonious coexistence.

In relation to the foregoing, a particular factor of social behavior is exposed by Bricklin and Bricklin (1988, cited in Edel, 2003), who mention that the degree of cooperation of students is a determining influence factor in teachers to consider them as more intelligent and better students, which positively or negatively affects their school performance. Therefore, interpersonal relationships at school are essential in academic behavior and refer to the links established between the elements of the entire school community.

Martinelli and Schiavoni (2009) explain that interpersonal relationships at school are directly associated with the bond between teachers and students; these authors mention that both the student and the teacher have their own perceptions of themselves and others; the authors affirm that the student's social behavior helps in how the teacher perceives him/her, and academic behavior in a positive or negative way, according to the case.

In this same line, López, Iriarte and González (2004) mention the importance of generating school spaces that are directed by creativity, work in common, relationships, love, friendship, civic-moral values, by promoting climates that do not suppose a burden for the teaching staff but a source of growth, maturity, knowledge and mutual help among the different members of the educational community will possibly improve coexistence and therefore social and academic behavior.

Finally, it is pertinent to point out that social behavior is directly related to emotional intelligence, Goleman (2022) states in his central thesis that emotional intelligence is much more important than IQ, an idea that supports the concept of educational behavior, by not only giving preponderance to academic results, He explains that it is the different emotions that allow us to face situations that are too difficult and the way to solve them, such as risk, irreparable losses, persistence in achieving a goal despite frustrations, the relationship with a partner, the creation of a family, among others that are exclusively social cannot be solved exclusively with the intellect. He explains that each emotion predisposes the person in a different way to action; each one of them points in a direction that, in the past, allowed to adequately solve the innumerable challenges to which human existence has been submitted.

On the other hand, **educational behavior** is a key concept within academic behavior, since it comprehensively reflects the student's educational process. It refers not only to tangible learning outcomes, such as grades, but also to actions and attitudes that show how a student has internalized acquired competencies and fulfilled his or her academic responsibilities. This concept goes beyond mere academic performance, and focuses on the process and quality of learning that takes place within the classroom.

As mentioned by Caballero, Abello and Palacio (2007), academic performance is centered on meeting the goals, achievements and objectives established in a subject or educational program. This performance is measured mainly through numerical results, i.e., the grades obtained, which can be positive or negative. However, academic performance alone does not cover all aspects of educational behavior, since it is limited to assessing the fulfillment of established objectives in terms of quantifiable results.

The concept of educational behavior includes other things that complement academic performance and make it broader, for example, follow the instructions given by teachers, properly, maintain a fixed space to study at home, have tools and basic and technological elements, comply in a good way and on time with the tasks and activities assigned, in addition to paying attention, participate actively in class and contribute significantly to the topics, i.e. have sufficient motivation, attend all classes on time, show interest in academic activities, have the required materials and make good use of them, dedicate enough time to study, ask for help to strengthen their difficulties, show a good attitude for teamwork, among other aspects that significantly improve the learning process.

Aldana, et al., (2010) expose the importance of the student himself in his learning, since characteristics such as his vocation to study, previous experiences, effort, willingness to learn, dedication and time devoted to academic work are determinants in the result; other factors that directly affect the student's educational performance, and that complement the thesis of the concept of academic behavior, are mentioned by Barchard (2003), since this author explains that intellectual abilities and personality characteristics maintain a direct relationship with positive learning outcomes, which indicates the broad and integrating nature of the concept.

In the same sense, Jiménez (2000) states that it is possible to have good intellectual capacity and good attitudes, but these characteristics do not ensure educational success; given this dilemma, it is important to consider that learning is a multifactorial phenomenon in which social behavior and institutional commitment must be taken into account.

Another factor that must be taken into account in school success or failure, and that determines learning is motivation, Gravini, et al, (2005) explain that there can be internal or external causes, and mention that, within the internal causes, intelligence, skills, effort, and personality, among others, can be identified; while the external causes can be associated with the complexity of the activities or tasks and the way other people behave; Gravini, et al., (2005) explain that motivation varies according to the influence of these factors in the learning process. Bandura (1993) also explains that motivation is considered as the product of two main forces, the learner's expectation of reaching a goal and the value of that goal for him or herself.

Other external factors that can determine learning, and therefore, academic behavior are the characteristics of the educational institution; Lamas (2015), determines some factors of institutional order that cause a negative effect on the motivations and academic behavior of the student, for example, curricular planning with inadequate characteristics of the curricular designs, the traditionalism of the educational structure, the quality of teachers in terms of their professional and pedagogical training, the academic disarticulation between secondary and higher education, all of which generates difficulties in the adaptation of the student when entering higher education.

In the same vein, Tejedor (2003) explains other academic variables that show better learning indicators, such as having had good grades in previous grades, attending class regularly, maintaining discipline in study habits,

feeling good in the institution, maintaining high levels of motivation and demonstrating high levels of general culture, characteristics that are reinforced in the family environment; Espinoza, Soria and Socorro (2020) also determine that a relevant factor in learning are the programs aimed at vocational orientation, and explain that discovering one's own talents motivates to achieve a better performance in the different areas of knowledge.

In conclusion, educational behavior seeks a more holistic view of the student; this concept encompasses not only the ability to achieve academic goals, but also the way in which the student commits to his or her learning, organizes him or herself, actively participates in the classroom, assumes responsibilities and develops key competencies for his or her personal development in general. In this way, educational behavior is focused on proactivity, respect for the educational process and the fulfillment of responsibilities, without being reduced to just the final results.

A third aspect is **institutional commitment**, which reflects the student's participation in the educational community beyond academic activities. This commitment is closely related to the sense of belonging that the student develops towards his institution, and with the responsibility he assumes to contribute to the welfare and order within the school environment, some characteristics that can be highlighted in this aspect are:

- Participation in extracurricular activities: Institutional commitment also implies that the student is involved in extracurricular activities organized by the institution, such as sports, clubs, cultural activities, volunteering, among others. This type of participation fosters the development of social skills, teamwork, leadership and creativity, which enriches their educational experience and contributes to their integral growth. In addition,

by being an active part of these activities, students demonstrate their interest in forming a deeper connection with the institution and with their peers.

- Sense of belonging: Sense of belonging is another important component of institutional commitment. A student who feels that the educational institution is part of his or her personal, social and academic identity has a greater motivation to become involved in his or her academic and social life. This sense of belonging strengthens the student's emotional bond with the institution, which translates into greater responsibility, discipline and respect for the values and norms promoted by the institution.

- Compliance with rules and care of the institution: Institutional commitment also implies that the student respects and complies with the norms established by the educational institution, such as the rules of coexistence, respect for the physical environment (such as classrooms, sports facilities and common areas) and compliance with academic policies. The care and maintenance of institutional resources, as well as the responsibility for the preservation of an adequate environment for learning, are an integral part of this commitment.

In this sense, some of the factors that indicate that a student has institutional commitment are, for example, proposing alternatives to improve institutional activities, using the resources of the institution in a way that benefits the student and his/her classmates, following instructions in institutional activities and thus facilitating their development, complying with the institutional rules of the coexistence manual or regulatory books, collaborating with the order of the institution, participating voluntarily in institutional activities, having a sense of belonging to the ins-

titution, leading activities and participating in the school government, these factors, among others, demonstrate the institutional belonging of the student.

The sense of belonging is a crucial concept in the educational and social context, as it has a significant impact on the behavior and well-being of students within an institution. Brea (2014) defines the sense of belonging as a deep feeling of identification, affiliation and identity with a specific group, place or institution. According to Brea, this feeling not only reflects an emotional relationship, but also translates into commitment and solidarity towards the group or institution with which the individual feels connected. The affective bonds that arise from the sense of belonging can generate positive attitudes, such as the desire to participate, collaborate and contribute to the well-being of the community represented. This implies that students who feel a strong sense of belonging to their institution will be more inclined to become actively involved in school activities, fulfill their responsibilities and contribute to the collective well-being.

In a similar vein, Fenster (2005) emphasizes that the sense of belonging is a set of desires, perceptions, needs and feelings that are dynamically constructed through daily interactions between students and their environment. According to Fenster, this sense of belonging is not static, but is constantly evolving and changing, and depends on the meaning of the experiences lived within the educational space. Each interaction and experience, whether positive or negative, contributes to strengthen or weaken the student's bond with the institution. It is a continuous process that depends on the quality of the relationships and daily experiences within that environment.

Taken together, both perspectives highlight that a sense of belonging is a fundamental factor for the positive development of students. This feeling not only generates emotional at-

tachment, but also fosters proactive attitudes and a real commitment to the institution. Students who feel that they belong to an educational community are more likely to participate actively, make responsible decisions and contribute to the development of a positive school environment.

Therefore, a sense of belonging not only improves motivation and academic performance, but also strengthens social ties and creates an atmosphere at in which students feel supported, valued and motivated to contribute to the collective well-being.

In summary, institutional commitment goes beyond individual academic performance, and involves active participation in the educational community, respect for the rules and the development of a sense of belonging that strengthens the student's identity with the institution. This commitment contributes not only to academic success, but also to the creation of a more dynamic, respectful and collaborative educational environment.

FACTORS INFLUENCING ACADEMIC BEHAVIOR

Pascual (2010, cited in González and Zúñiga, 2016) indicates that there are three extensions that are concluded as a possible cause of low school performance and cognitive progress of the student:

- The demographic dimension: This variable considers the student's environment as well as that of its members. For the effect of their performance, it includes all their social context such as: gender, number of siblings, parents' schooling, economic situation, labor processed and amount of time the mother works outside the home. It is also possible to perceive considerably on the training center where it is attended.
- The sociocultural dimension: It considers all aspects of the formation of the children by the parents, in this case, it has

to do with the obligation and responsibility of the parents about their own children, family customs and habits such as dialogue and household rules,

- The family dimension of the experiences provided by the family context: It covers all the activities carried out by the students on a daily basis on and the degree of involvement and how parents interact in the school activities carried out by the children. It also involves the dialogue they maintain with the educational center, to generate information on the planning to be carried out in the following days, as well as the intervention in the different meetings scheduled for the benefit of all.

Torres and Rodríguez (2006), explain another factor that influences academic behavior: they mention that the time spent on homework does not necessarily translate into higher performance. The quality of study is much more important than the amount of time invested. This is a key point that underscores the need to optimize how study time is spent rather than simply accumulating hours of ineffective study.

The same authors, Torres and Rodríguez (2006), explain that supporting the student through tutoring helps the teacher to better understand the problems the student faces in adapting to the student environment, and thus be able to help the student more efficiently.

On the other hand, García and Magaz (2014) consider that there are many components involved in student learning that can be internal or external. The internal factors include the period of time spent studying at school, the child's gender, age and some practices, such as reading frequently, watching and listening to the different news in the media, investigating in more depth the topics seen in class and comparing the information consulted with their parents and teachers.

In addition to the above, the external factors correspond to the economic resources available, the constitution of the family, the work performed by the members of the family nucleus, the level of academic training of the mother and father, the basic requirements, the favorable resources for the educational system, the good relationships and the time that the parents dedicate to the children in the different tasks of the school.

The school is not only involved with learning, but with everything that takes place inside and outside of it, that is, the school culture, the didactic materials that the student has within his reach, the school infrastructure, the recreation area, the organization of periods, the internal and external regulations or norms, the relationships between teachers, students, parents, principal, the community, that is, all the educational actors, the incentives, among others.

Academic behavior is not the result of a single factor, but of the interaction of many elements. Students who have a balance of emotional, social, family, personal and institutional support are more likely to develop positive academic behavior and achieve good results.

The following is a summary of the factors that influence students' academic behavior:

- Personal factors: Motivation translated into interest in learning, or by external factors such as prizes or rewards from parents influence the level of commitment and effort that the student dedicates to his studies, in addition to the student's self-confidence in his abilities to learn and solve problems directly influences his attitude towards studying and academic performance, in addition to his cognitive and intellectual skills, such as memory, attention, reasoning and problem-solving skills, the ability to organize and plan the study, manage time and control emotions.

- Emotional factors: Anxiety related to academic performance can negatively affect concentration and motivation. The pressure to achieve good results can generate stress and decrease productivity, so students with good emotional management tend to be more resilient in the face of academic and social difficulties.
- Social and family factors: Parental involvement and emotional support is fundamental, as well as parental expectations can influence both positively and negatively. Expectations that are too high can generate pressure, while low expectations can generate disinterest. In addition, a positive school social environment, where the student feels accepted and supported by his/her peers, can improve academic behavior.
- Institutional factors: A school environment that fosters active participation, inclusion and respect among students and teachers has a direct impact on academic behavior, and the type of teaching, the pedagogical strategies employed and the availability of resources (technology, materials, access to tutoring, etc.) affect the way in which students engage in learning.

- Contextual factors: Students from low socioeconomic backgrounds and rural areas may face additional difficulties, such as lack of access to educational materials, stress due to family problems or lack of time to study, and a student's physical or mental health can significantly influence his or her academic performance.

CONCLUSIONS

The concept of educational behavior can be an essential contribution to evaluate students and recognize in a global way the achievements in their learning process, since it includes essential aspects such as the social dimension, the commitment with the institution and of course their educational behavior.

Assessing this type of behavior can provide a more holistic view of the student, which allows teachers and the educational institution to provide more appropriate and personalized support. It also fosters a positive and mutually respectful environment within the school community.

The concept of academic behavior can be measured by means of the *Academic Behavior Questionnaire* instrument, which synthesizes some of the characteristics of each of the aspects of this concept. In addition, the concept of academic behavior constitutes a significant contribution to the field of education, since it can be used as a starting point in various investigations, and at different educational levels, to access a more complete understanding of the achievements and learning of students, seen from an integral formation.

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