

Chapter IV

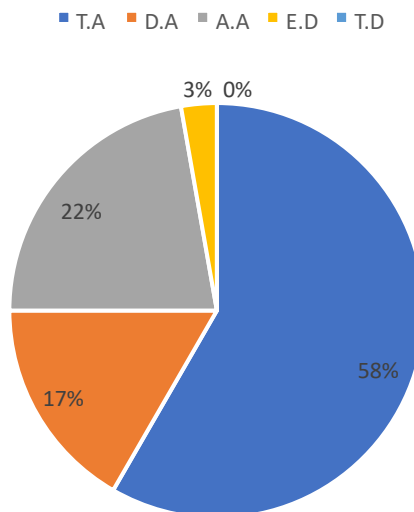
Analysis of results and feasibility

This chapter includes the introduction of the characterization of the sample, its preparation process and where it was carried out. In the study of behaviors, the analysis and interpretation of the results obtained through the data collection instruments applied and in its final part the evaluation of the distracting behavior and the operational proposal.

The scale is presented as follows T.A: Strongly Agree, D.A: Agree, A.A: Somewhat Agree, E.D: Disagree, T.D: Strongly Disagree

1	You observe attitudes within the classroom that divert your attention	T.A	D.A	A.A	E.D	T.D
		21	6	8	1	0

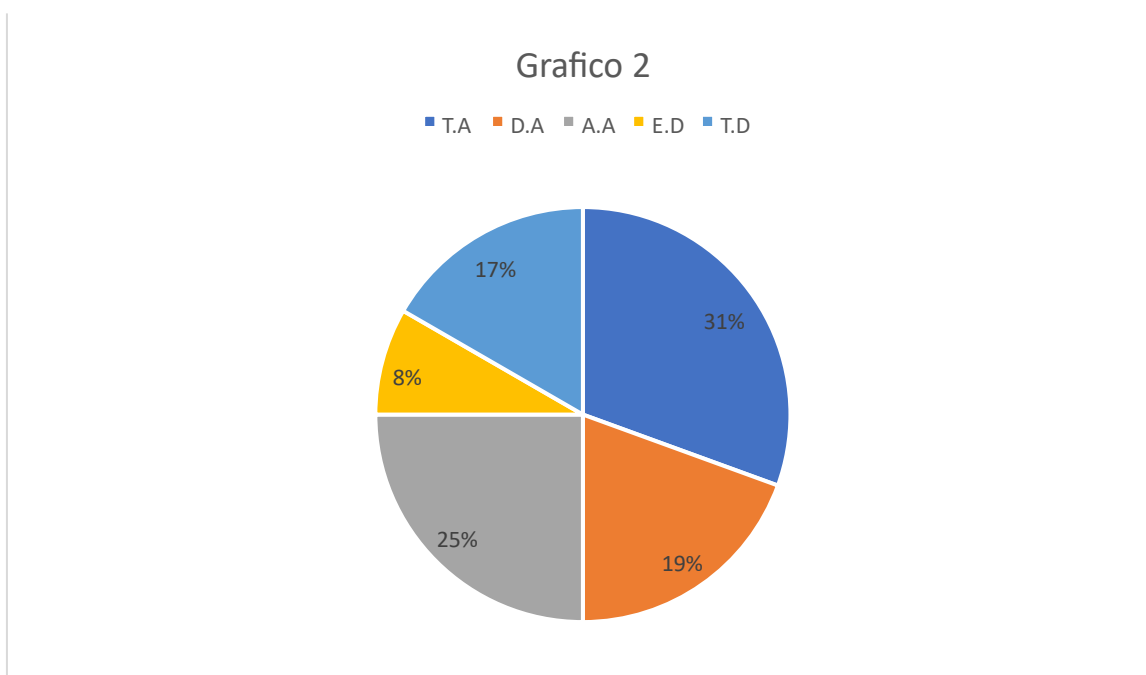
Grafica 1



The first question shows a tendency that a large part of the population totally agrees (T.A) while another group somewhat agrees (A.A).

In Graph 1, you can see how 58!% of the students consider that there are attitudes that divert their attention in the classroom..

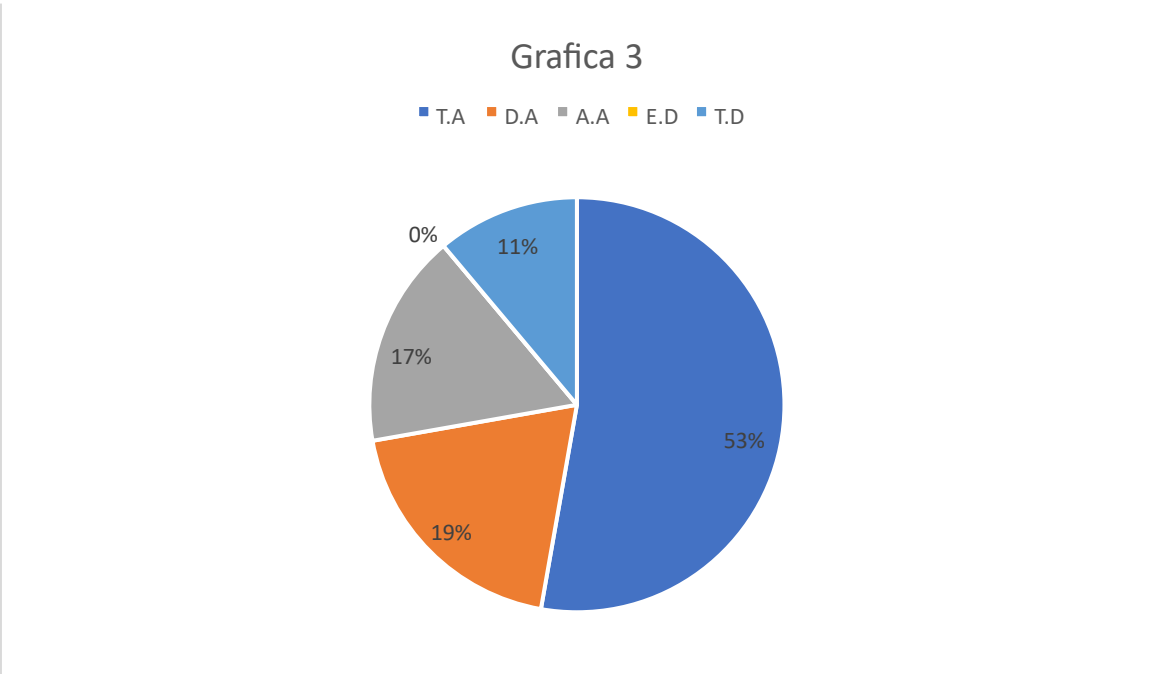
	Would like to know the concept of distracting behaviors	T.A	D.A	A.A	E.D	T.D
2		11	7	9	3	6



In Graph 2, it is evident that 17% of the students want to know the cause that diverts their attention in the classroom, while 31 show a lack of interest in knowing these causes..

	Believes that	T.A	D.A	A.A	E.D	T.D
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3	attitudes have a negative impact on his academic actions	19	7	6	0	4
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In this Chart 3, it is evident that 53% of the students state that the decrease in their performance could be due to the distracting elements that are in the classroom.

	Do you think that your classmates are also affected by distracting behaviors in the classroom?	T.A	D.A	A.A	E.D	T.D
4		22	7	4	2	1

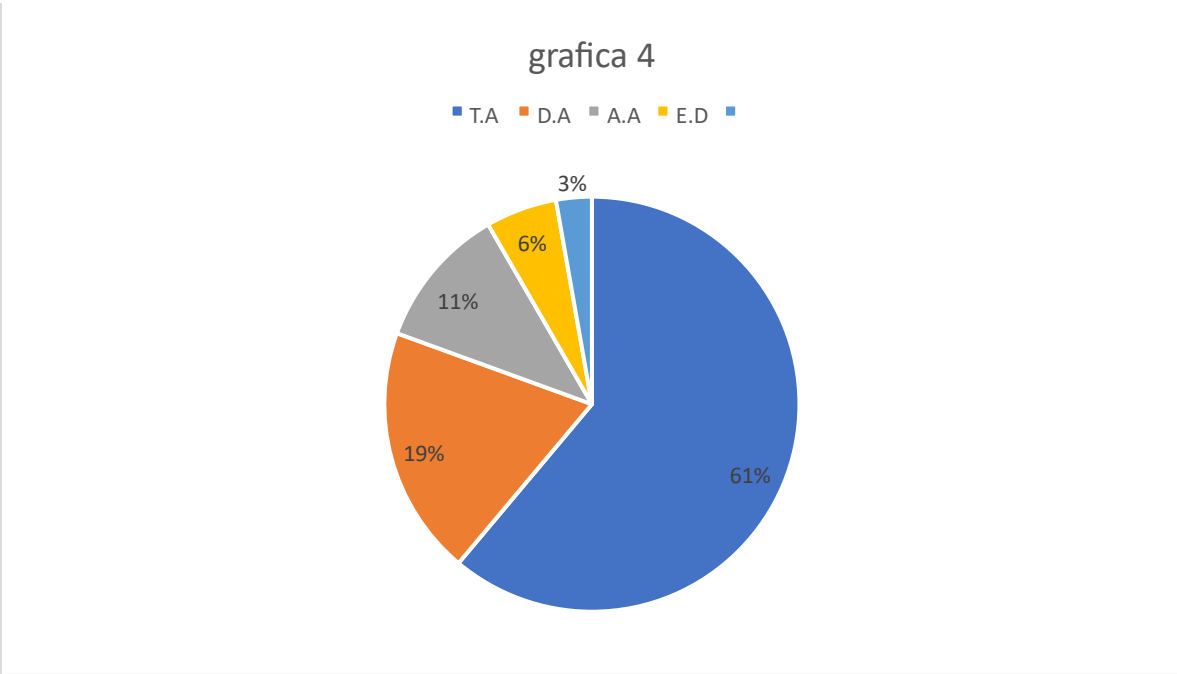


Chart 4 shows the high percentage (61%) of students surveyed who consider that the academic performance of their classmates is affected by such behaviors in the classroom.

		T.A	D.A	A.A	E.D	T.D

5	5 Do you consider your level of distraction significant In the classroom?	15	4	}	}	4
				7	5	

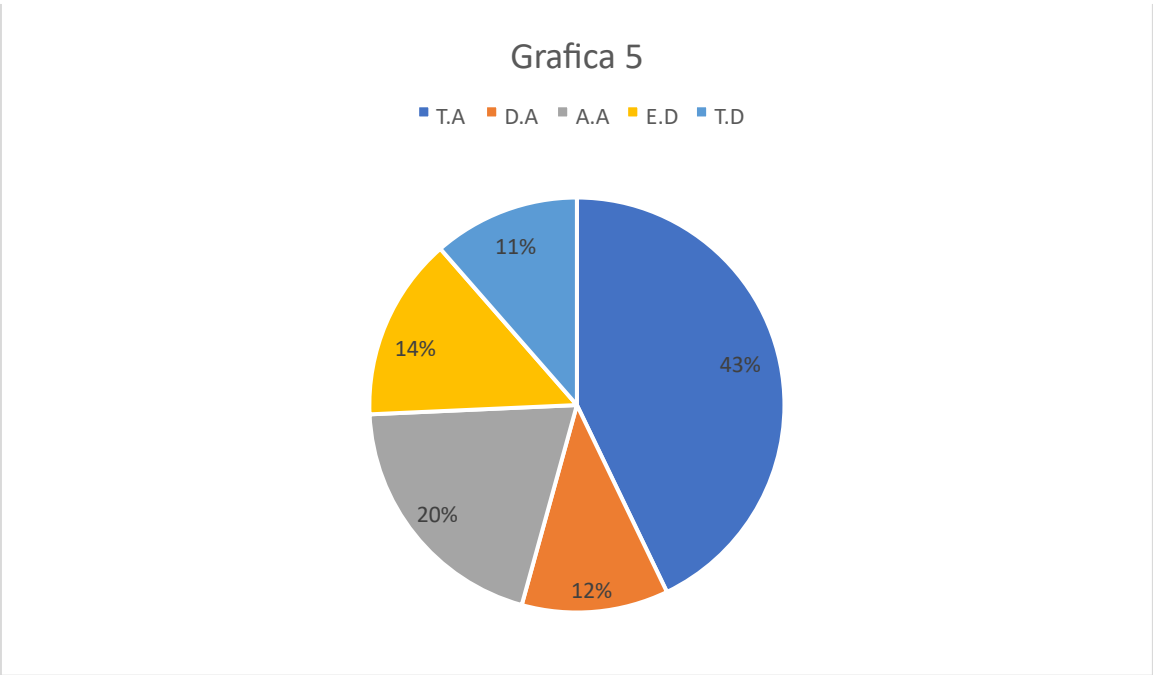
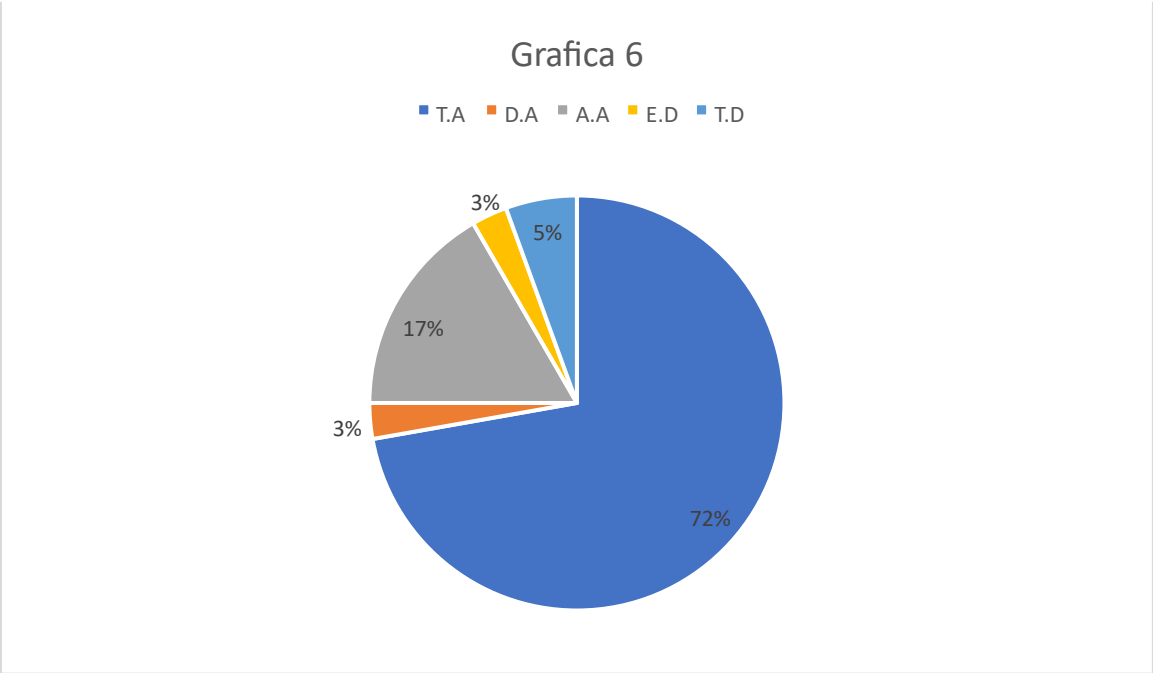


Chart 5 shows that 43% of respondents say that there are distracting elements that divert their attention in the classroom, while only 11% say they are not affected by them.

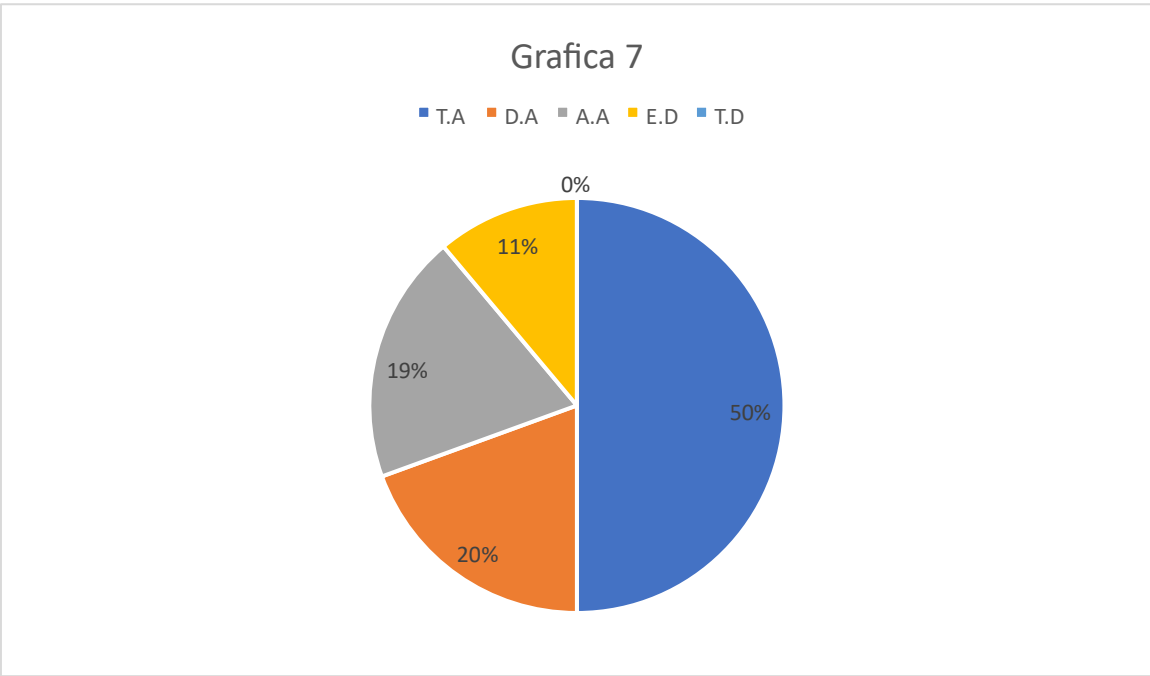
	The distraction factor is repeated in different subjects	T.A	D.A	A.A	E.D	T.D
		26	1	6	1	2
6						



This Chart 6 shows how 72% of the students surveyed state that these distracting attitudes are repeated in all their subjects.

		T.A	D.A	A.A	E.D	T.D
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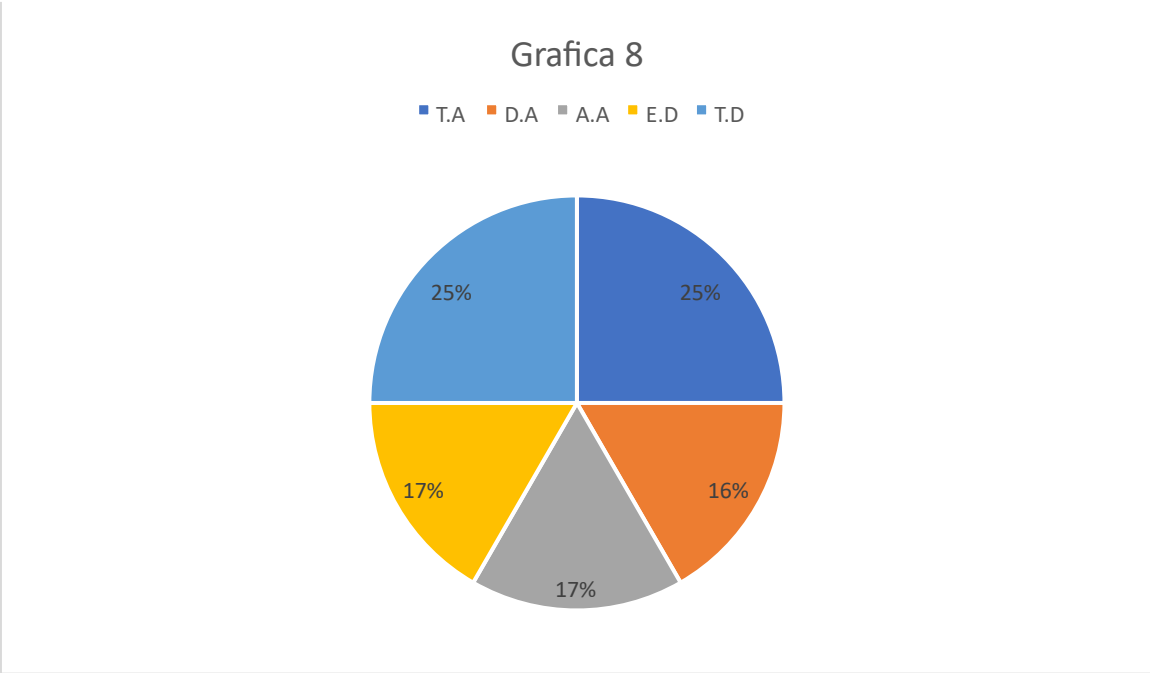
7	Distracting behaviors persist even if the teacher calls attention to them during academic activities	18	7	7	4	0
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In Chart 7, it is evident that 50% of the students surveyed state that these behaviors do not change even if they are warned.

		T.A	D.A	A.A	E.D	T.D
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	Do you consider electronic devices to be distracting elements in the classroom?					
8		9	6	6	6	9



In this Chart 8, you can see how 25% of the students surveyed say that electronic devices are a distracting element, while the same percentage, 25% of those surveyed, do not consider that these devices are an element that distracts them from their activities in the classroom..

		T.A	D.A	A.A	E.D	T.D
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9	Do you think that the use of electronic devices negatively affects the attention that students must pay in class?	10	4	7	7	8
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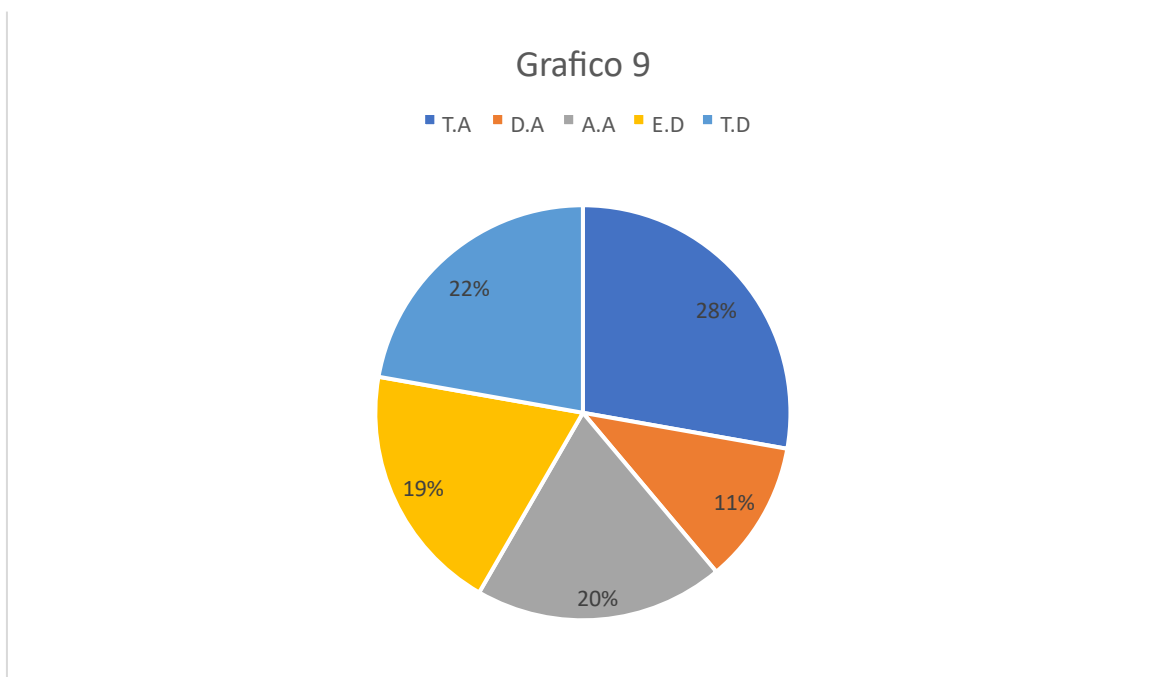
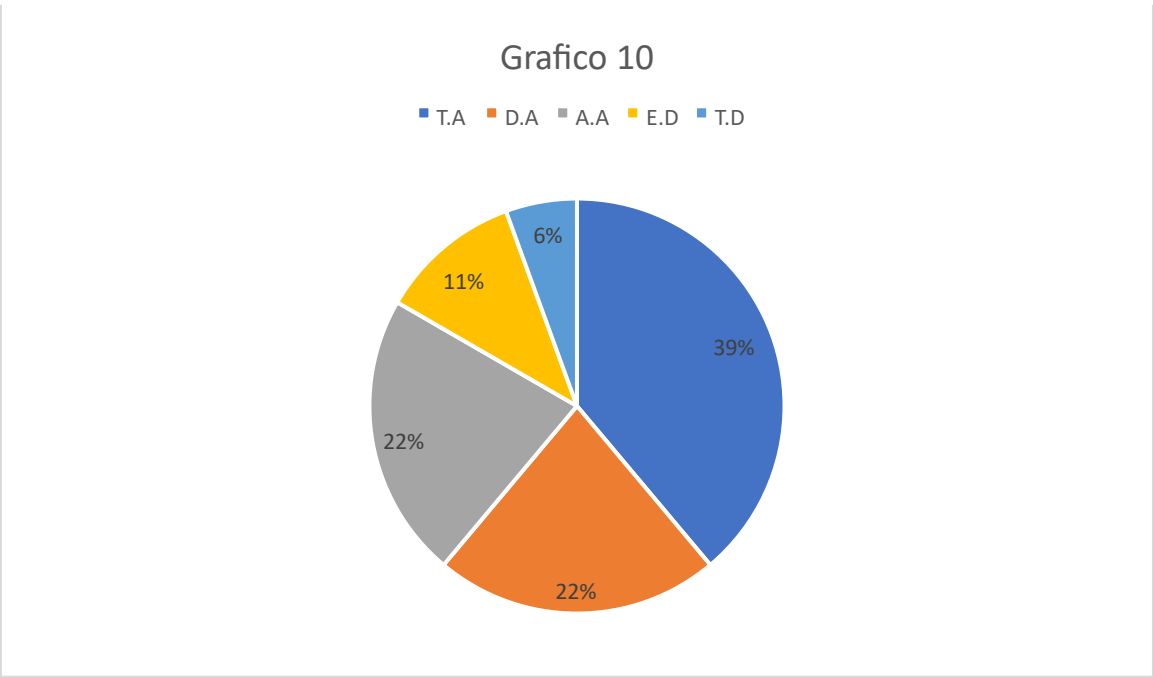


Chart 9 shows that 22% of the students surveyed consider that the use of electronic devices has a negative impact on their academic performance, while 28% do not consider that these devices have a negative effect on their performance in the classroom..

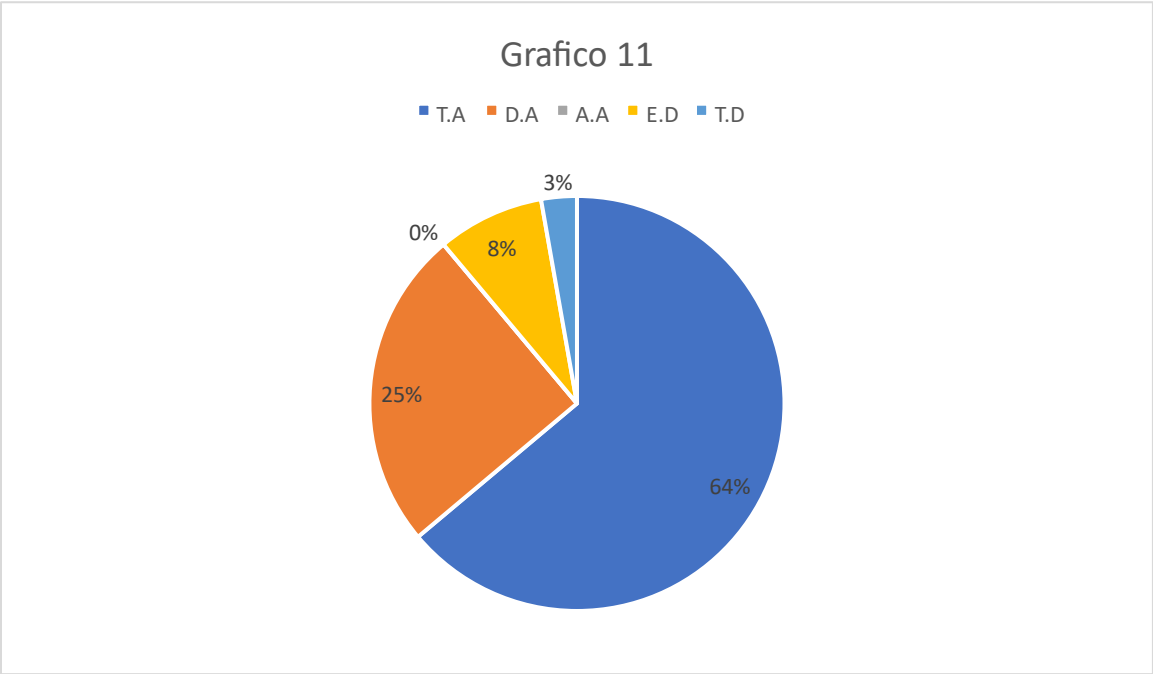
	Do you believe that	T.A	D.A	A.A	E.D	T.D
10	there are strategies to reduce distracting behaviors in a classroom?	14	8	8	4	2



In this Chart 10, it can be seen how 39% of students consider that there are strategies to reduce distracting behaviors in the classroom.

		T.A	D.A	A.A	E.D	T.D
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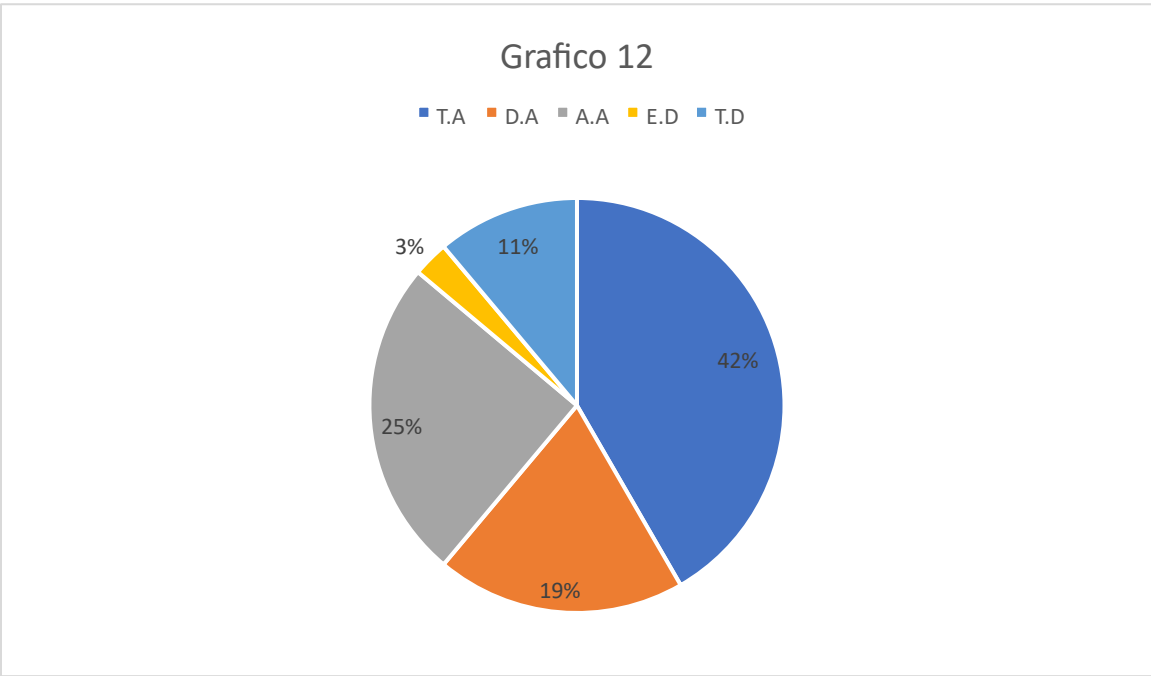
	Considers positive the implementation of pedagogical strategies to promote better behavior in the classroom					
11		23	9	0	3	1



In Chart 11, 64% of students agree with the implementation of strategies that improve behavior in the classroom.

		T.A	D.A	A.A	E.D	T.D
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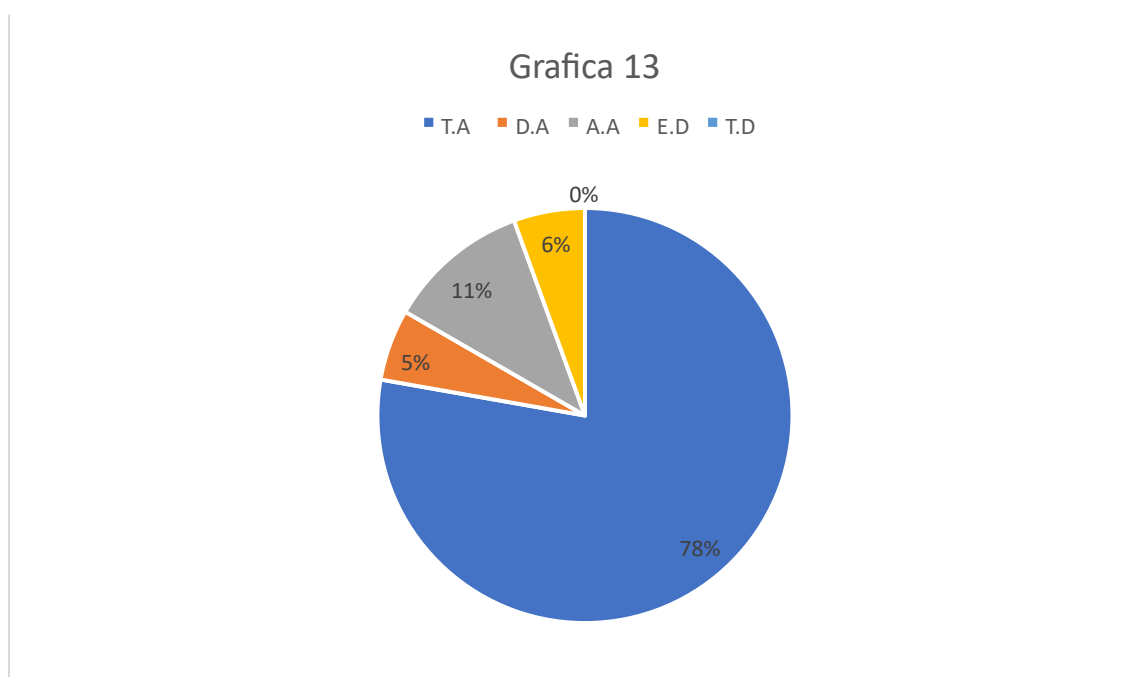
12	Consider that these strategies help reduce distracting behaviors within the classroom	15	7	9	1	4
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In Chart 12, 42% of the students surveyed stated that they agreed with the application of the new strategies since they improved distracting behaviors in the classroom.

	Un plan para	T.A	D.A	A.A	E.D	T.D
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13	Applying strategies is advisable in educational environments within the Higher level	28	2	4	2	0
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In this Chart 13, 78% of the respondents state that they agree with the implementation of these strategies in the general secondary education environment.

After analyzing all the charts, it is possible to conclude that the 1st Semester students of sections A, B and C of the Jesús Obrero University Institute present a high motivation towards the implementation of pedagogical strategies that help eliminate distracting elements in the classroom.

CHAPTERV

Conclusions

The results and conclusions of this project will be presented below. To begin with the problem that brought us to this project, it can be said that one of the objectives was to develop a strategic plan capable of reducing and controlling the frequency of these attitudes in the classroom to benefit teachers and students themselves. Later, through surveys, it was diagnosed how many people wanted to obtain information about these behaviors and if they ever observed any of these attitudes. This plan was designed and the options were presented so that this plan could be done and carried out in the institution. This research not only contributes to students and teachers but can also be used in future occasions by the institution, generating total convenience for all parties. It also showed us a new way of handling these behaviors in classrooms.

In the theoretical framework, different projects related to our theme were used to guide and study projects that had already studied this problem in different institutions around the world, giving us tools and different ways to evaluate this problem and design a strategy to reduce it. The theoretical bases were important components of the research, giving us other forms of analysis to the work, such as the distracting factors, human behavior and performance, analyzed and justified by specialists in the subject, since analyzing the behavior of people as a whole is important to discover how these behaviors develop in humans and then observe how it affects the academic performance of each student. Immediately after, the variables with which we work are observed to ask the questions that would give us the results.

Also in the third chapter, the methods used for this research were presented, with the level of research, research design, population and sample universe, the procedure, and the method used to search for antecedents.

At the same time, the survey that would be used to find the results was presented and validated. This survey was applied with the chosen sample that would be the students of the

1st Semester of the Jesús Obrero University Institute and gave the necessary results to build a strategy.

In this way, in the fourth chapter, the data was analyzed using pie charts that graphed, excuse the redundancy, each question in the survey. The data, along with the graphs, had an analysis of what was observed in each one. Different numbers of people (36 out of 120 students) were the participants in this survey, being an important part of this research project.

To conclude, the end of this project is important since it is a problem that is frequent in many educational institutions and a proper analysis and action so that these behaviors decrease is key to achieving total harmony between students and teachers since they all have a common goal, as has been discussed here, to improve and favor the teaching-learning process.

Recommendations

Mainly the relationship between the student and the teacher can be an important step when it comes to having a good school environment within the classroom, sharing the benefits that both parties acquire and lose by doing the opposite, reaching an agreement between parties would make them have time to work and through negotiation evaluate the possibility of free time after the content has already been given.

Being aware of how important academic performance is for the student's future can decrease the presence of these behaviors and increase good results as a section and year in general.

On the other hand, young people often do not know the meaning of these attitudes and many times they are unconscious processes as named in the theoretical bases and by informing about their influence and meaning, students are made aware.

Otherwise, constant punishment and repetitive and threatening calls for attention can generate the opposite effect of what is wanted, being able to follow some previous steps with a good tone and even a little kind with the student since, as was said, they can be unconscious behaviors.

Annexes

Strategic plan

Step Number	Parts of process	Characteristics	Question
	Realizar un análisis de la Análisis		
1.	de la situación situación actual: análisis actual. de necesidades. Cuantas personas quieren		¿Qué necesitamos?
2.	Elegir a las personas e conocer el concepto de las conductas? informarlas		¿Qué son estas
3.	actitudes distractoras Explicar cómo afectan a la Concientizar sobre la	Atacar la problemática enseñanza y al aprendizaje	¿Cómo afecta?
4.	Afecta al rendimiento influencia de estos académico académico? comportamientos		¿Qué importancia tiene el rendimiento
5.	Explicación de cuáles Enumeración y nombre pueden ser las de las conductas distracciones		¿Quién conoce estas actitudes?
6.	Dejar una enseñanza sobre Análisis y enseñanza a cómo afectan en general los estudiantes estas conductas		¿Cómo podemos entender la influencia de estos comportamientos?

Fuente: elaboración propia a partir de los datos del autor: (Muñiz, 2004).

Operacionalización de la variable			
Variable	Dimensión	Indicadores	Item
ESTRATEGIAS PARA DISMINUIR LAS CONDUCTAS DISRUPTIVAS EN LOS ESTUDIANTES DE 1ER SEMESTRE DEL INSTITUTO UNIVERSITARIO JESÚS OBRERO	CONDUCTAS DISTRACTORAS EN ESTUDIANTES	Actitudes	1
		Definición	2
		Incidencia	3,4
		Nivel de distracción	5
		Patrón de comportamiento	6
		Participación docente	7
		Uso dispositivos electrónicos	8,9
	ESTRATEGIAS PSICOLOGICAS		
		Existencia	10
		Implementación	11
		Aportes	12
		Entornos educativos	13

Cuestionario

		TA	PA	DA	PA	ED
1	Observa Ud. actitudes dentro del aula de clases que desvían su atención					
2	Conoce Ud. La definición de conductas distractoras					

3	Comprende que esas actitudes inciden de forma negativa en su accionar académico					
4	¿Considera Ud. que sus compañeros también se ven afectados por conductas distractoras dentro del aula de clase?					
5	Considera Ud. significativo su nivel de distracción dentro del aula de clase					
6	Es repetitivo el patrón de comportamiento de los estudiantes distractores en las distintas asignaturas					
7	Persisten las conductas distractoras así el docente llame la atención dentro de las actividades académicas					
8	¿Considera Ud. que los dispositivos electrónicos son elementos distractores?					
9	¿Considera Ud. que el uso del dispositivo electrónico incide negativamente en la atención que los estudiantes deben prestar en clase?					
10	Existen estrategias para disminuir las conductas distractoras dentro de un aula de clase					
11	Considera positiva la implementación de estrategias pedagógicas para promover un mejor comportamiento dentro del aula de clase					
12	Estas estrategias coadyuvarían a disminuir las conductas distractoras dentro del aula de clase					
13	Un plan para aplicar estrategias es recomendable en entornos educativos dentro del nivel Superior					

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