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Conduct and Low School Performance

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Abstract---The objective of this study was to analyze the impact of behavior on students' school performance because there is currently the presence of aggressive and antisocial behaviors in students. This difficulty directly influences learning of students, resulting in a failure in the school environment. The low school performance in educational institutions has a high impact and the behavior is the one that has the greatest influence on this problem, because students do not learn properly because they are distracted, become aggressive and adopt an antisocial attitude. This behavior influences cognitive and academic functioning, resulting in poor quality school performance. The behavior that students adopt is an attitude that they bring from home due to different circumstances, such as: dysfunctional families, economic and social factors, parents who did not receive education, among others. In the investigation a deductive inductive methodology was applied that allowed us to know in depth the problem of the investigation, the scientific, analytical, synthetic method was also applied. The survey was applied to teachers and students, resulting in students who have aggressive and antisocial behavior have poor school performance.

Keywords---academic performance, antisocial, conduct, learning.

Introduction

Currently, one of the issues that gives the greatest concern to the educational community worldwide is the behavior of students as an influence on low performance Student school. That they learn and can adequately achieve the desired objectives in education is an existing concern for teachers, parents, students and why not say so of the society that is the beneficiary when this system works properly.

The low school performance has beginnings of complexity from its conceptualization, knowing appropriate results on it helps the teacher to change their strategies and look for alternatives to reverse this situation. Thus, it must be said that the factors that affect it are diverse, such as: the lack of aptitude and attitude that the student has to learn the topics taught in class. In addition to the low school performance, the behavior of the students mainly influences, there are also other factors such as: social, intra-family, socio-economic and other problems that make the students do not have an optimal performance. South American countries such as Peru, Colombia, Brazil and Argentina have a high rate of low school performance, that is, they are among the ten countries with the greatest educational problems according to studies conducted in some states and published in 2016 by the Organization for Cooperation and Economic Development (OECD).

Ecuador has an academic performance with a normal percentage according to UNESCO tests, news published according to Diario El Telégrafo. Among the subjects that present more problems are the area of mathematics and language. Since 2015 a Ten-Year Education Plan of the country and also an evaluation of the curricular reform began, allowing to invest in teacher training, infrastructure improvements and also in the creation of Educational Units equipped with the latest technology. The complexity of school performance and all the problems that arise begins with the ambivalent perception of those who make up the society that they consider to achieve good results, this element is essential in the teaching-learning process, but the way in which they get used to seeing it is considered natural.

In the Province of Manabí, City of Rocafuerte, there is a percentage of students with low school performance. This problem is due to various factors but the main factor is the behavior that students adopt, they exhibit aggressive and antisocial behavior, social, economic, family factors, among others, also have a secondary influence. The complexity of the problem allows teachers to observe and analyze the case of each student and then conduct an investigation to be able to issue a criterion on it, presenting alternatives that help to provide an appropriate solution to the problem.

The research shows a work that gives a conceptual approach to the reality raised, such as the low school performance of students, based on statistics and opinions of researchers that show what is happening in the classroom. The description of low school performance is presented in a scientific way and based on opinions of authors who have previously conducted research. The causes and effects of low school performance, the possible solutions and conclusions that have arisen in the course of the investigation are detailed, in addition, in this research work the bibliographical references are presented to give a scientific support of what has been performed during the course of the investigation.

Materials and Methods

A deductive inductive methodology was applied, in order to know in an exhaustive way the problematic of the investigation starting from a particular point to arrive at a general deduction, in addition to the scientific, analytical, synthetic method so that the research has a base based in science. The work is of a qualitative quantitative nature, making it possible to investigate and reach the appropriate conclusions on the subject. Before carrying out the survey, the questions that were presented to find optimal results in the investigation were selected, teachers and students were applied to know statistically what was raised in the research, bibliographic consultations of some documents were made, among which there are scientific articles, books, manuals and institutional documents, which allowed characterizing the subject being studied. There was the collaboration of the teaching staff and students who showed their willingness to respond ethically to the questionnaire presented.

Results and discussion

The behavior

The behavior is related to the actions that the human being performs, is linked to the way of feeling the emotions, characteristic features of each of them are shown at all times. They are expressed through daily action, in educational, social, family, etc. There are many factors for behavioral disorders. There are several types of behavior: aggressive, passive and assertive that students present in their behavior, many of them are internal and external factors; that end in disruptive behaviors; It can also be a consequence of maladjustment, class discomfort and difficulty creating relationships within a school climate. As an external factor, we can mention the problems in the family context, which are taken to the educational field, negatively damaging their behavior unleashed in the teaching-learning process of the young person (Cajamarca, 2018).

There is talk of disruptive behavior when it comes to actions that are out of place that are not appropriate and that cause harm or harm to people who are in the same environment as the behavior actor (including himself). For example, in young children it is shouting, having lollipops, hitting another, spitting, getting up in the middle of class, throwing food, giving impulsive behaviors, challenging authority.

The problems that currently exist in educational institutions of behavior are worrisome, both in children and adolescents, some of the causes are mainly the emotions that since childhood they have not known how to control, it is necessary that from an early age the parents teach their children control emotions, without a doubt, that if a child or adolescent has a bad behavior, it is the responsibility of family problems and the social environment where they interact.

There are factors that intervene in the behavior of the individual we could say, that even the inheritance, because it is here where the personality intervenes and above all it is known that the personality is composed of character and temperament where the character is formed in the interrelation of the child with the parents, his family, his companions, however, these experiences that the child lives in general also leads to the genetic and hereditary part that in this case would be the temperament, because this interaction with the character and other biological and physiological aspects lead to the reflection that the whole society in general is obliged to strengthen the bonds that favor good interpersonal relationships.

In dysfunctional homes or those homes where machismo is practiced this is an influential element in the behavior of the human being, so it shows that there are men who hurt their partner and children however, this is being transmitted from generation to generation and It has been seen as normal, it should not be forgotten that learning is also given by observation and modeling behavior. Parents do not teach their children to control their emotions, perhaps because of lack of knowledge, or because there are parents who are consenting, even spoiling them, they do not think they are harmed because they get to have antisocial behavior, for that reason they You must speak clearly from the beginning of the school year so that they are protagonists of correcting their children when certain types of misconduct occur (Arias, 2016).

Times have changed, no doubt in education the values have been lost and it is for these reasons that certain decisions must be made for the good of the student and the teacher, therefore make a meeting with the parents from the Start of the year and talk about the behavior to give you certain guidelines or advice. If a child is a freshman, they should do the following: Prepare the exit, keep calm, and let them vent, speak calmly, do not give in to their requests and first of all be patient.

There are homes where many young people and children are mistreated and this marks their life forever. It is for this reason that they act with an aggressive attitude, see as if they were taking care of themselves or defending themselves, are subject to lack of affection, affection, love and protection of His parents. Therefore they have received severe punishments from their relatives, many children and adolescents are living without affection and this influences their proper development. For example, many parents punish their children and sometimes they do not know why and even the son himself does not know why, the hierarchy, the authority of the father over the child always prevails, which causes him to obey without learning Let us reflect on significant facts.

When the child does not comply with the behavior, behavior or the norms established in the family, the dialogue, empathy, it is necessary to know that the adolescent since childhood is going through hormonal and psychological processes, the punishment to remove an action that many times is not correct they mold it from people of their same environment, therefore he will become an aggressive person (Aguirre & Villavicencio, 2016).

Therefore, everything that is brought at home and in the environment is reflected in the school by bringing that misconduct to the classroom, it is necessary from the beginning of the school year to talk with parents and students so that this type of behavior does not happen Then, if there is a misconduct, immediately call the parent so that the biggest problem is not made, if the behavior persists, take it to study, if it exists in the institution, but, before the authorities of the campus , so that they call the parent and together they can make appropriate decisions (Sue D., 2004).

However, there are also behavioral problems in people with autism spectrum disorders (ASD), the cause that explains the appearance of ASD is not determined, but the strong genetic implication in its origin among the main ones is: People with autisms , has a behavior threaten against herself, it is for this reason, that you always have to be aware of them because they can bite, bump their heads, scratch, run away without considering the danger therefore it is considered that when the child has this emotion its intensity can vary from feeling angry to angry, followed by aggressiveness and can end up in a more intense emotion like anger or some involuntary anger.

There is also verbal aggressive behavior, it is when the child attacks other people for pleasure especially those around them, also damages the materials that are around them, following the conduct of ASD there is negative behavior persistent to the requests of adults, they are disobedient and do not communicate with anyone, to continue with the problems of the Asperger that their acronym is the ASD is the behavior breaking standards, these people in the age of majority limit their behavior making it difficult to adapt to changes, new or unpredictable situations.

Finally, the behavior of negative emotional disturbances with extreme irritability, this behavior Some people with ASD have alterations in the processing of sensory stimuli, which can manifest in intense discomfort before certain sounds. No two people with ASD are the same; It will depend on your own personal development and the supports you may have, as well as whether or not you have associated intellectual disability and also on your level of language development. Some people with ASD have alterations in the processing of sensory stimuli, which can be manifested in intense discomfort before certain sounds (Hervas, 2018).

The behavior is related to the actions that the human being performs, is linked to the way of feeling emotions. Characteristic features of each of them are shown at all times, expressed through daily actions, in areas such as: peer, educational, social, family, etc. ; becoming many times school violence. People, especially adolescents, because they are in a stage of emotional lability unleash different forms of behaviors, which mostly become negative actions, which negatively affect all aspects of their lives. When power is exercised over another person, causing some type of aggression and repeatedly, it becomes a situation of harassment, causing fear in the victim (Bellido, et al., 2016). Therefore, this violence between peers is known as bullying, bringing dire consequences on both sides.

One of the characteristics manifested in the behavior of a person suffering from maladjustment, is the withdrawal, inability to solve a problem, low self-esteem, externalizing their low emotional intelligence, reducing the inter and intrapersonal relationship. Likewise, its lack brings with it the appearance of behavioral problems, mainly in academic performance and the appearance of disruptive behaviors. Being either of the two behavioral extremes, those that favor the failure of academic performance and performance (Gutiérrez & López, 2015).

In the educational system, inappropriate behaviors that are related to peers are such a common problem that they often go unnoticed, attributing these as normal actions and play among boys their age. However, they get out of control by reaching other instances, such as verbally and physically assaulting their teachers and authorities, outside and inside the classrooms, affirms that in recent years there has been an increase in difficulties when giving a class. Actions like these influence academic performance. (Álvarez, 2016), It is so (Jurado & Justiniano, 2015), they mention that, disruptive behaviors are associated with school failure.

School

Violence School violence is a social problem that concerns an entire society, and that occurs in all areas; where the highest risk group is adolescents (Molero, Pérez, & Gázquez, 2016), this problem has been based on the educational system, so it is a priority in terms of attention. Being immersed in a school climate, those who exercise violence, impede the normal functioning of the classes, hindering learning, therefore, would result in poor academic performance. According to (Ayala, 2015), this is part of everyday life, being a reality that is evident in educational establishments, bringing serious consequences. Seen from the sociological field, it affects coexistence in the educational context, impacting on the family. There are many factors for these behavioral disorders. There are several types of behavior: aggressive, passive and assertive. (Cajamarca, 2018), students present a variety of behaviors due to internal and external factors; that end up in disruptive behaviors, can be as a result of maladjustment, class discomfort and difficulty creating relationships within a school climate. As an external factor, it is possible to mention the problems in the family context that drag the educational environment, negatively damaging their behavior and, therefore, unleash the teaching process of young people's learning.

Low School Performance Educational

Establishments have multiple missions and objectives, one of them is to ensure that students learn with quality. But one of the issues that deeply concerns an educational community is school performance; both in Latin American countries and other continents. Getting students to achieve optimal performance is one of the main objectives of educational institutions (Lamas, 2015).

The complexity of school performance begins in students from its conceptualization, certain occasions are known as school attitude and aptitude, academic performance or school performance, there are differences of concept that can be explained by semantic issues. The life that the students have within the institution and the teaching experience are used as references to find that they achieve the objectives proposed in education (Edel, 2003).

Low school performance influenced by student misbehavior is related as school failure from a conception of learning. There is talk of poor performance when a child fails to reach the performance level according to their age as expected by the teacher. Then the question arises whether the student has a learning disorder. When there are learning disorders and emotional disorders, school violence can be placed, these aspects influence so that students have low marks and at the same time they are forced to drop out. It is necessary to make an adequate conception of learning and find solutions for students to improve their behavior and relate their learning to previous learning (García, Alvarado, & Jiménez, 2000).

The students' school performance is the result obtained from an evaluation, manifested through the qualifications they present. It is considered as a measure of the student's abilities, expressing through it what he learned throughout the training process; It also implies the ability of the student to respond to the educational stimuli that are presented to them, this will not only depend on the student, but also on external elements and the environment (Galeas, 2014).

Individual school performance It is shown with the achievement of student knowledge, obtained from a set of situations; such as: experiences, skills, attitudes, aptitudes, preferences, etc. what will later empower the teacher in making pedagogical decisions and this will allow the students to have a good learning. Social school performance is manifest through of the environment and its elements, since these influence the individual; for being a social entity. Likewise, the educational establishment itself contributes to the acquisition of knowledge; positive or negative, null, scarce or adequate, which will empower the student to apprehend or discard them. The evaluation that is carried out to the students allows to measure the level of knowledge that they have obtained in the teaching process The student evaluation is a result, obtained from a period, this continuous process of observation, evaluation and recording of information, evidences the achievement of Learning objectives that students have and which also includes feedback systems, aimed at improving the teaching methodology and learning outcomes (Galeas, 2014).

Factors

There are some factors involved in school performance, one of the main causes is student behavior, because they adopt aggressive and antisocial behaviors in the classroom, other factors can be: intellectual and cognitive ability, interests, motivation; internal and external, experiences, study habits, student-teacher relationship. When the student's performance is not as expected, there is talk of unsatisfactory performance in education, since it is below the expected range, which can often be related to the teaching methods used by the teacher. (Lamas, 2015).

The low school performance is linked to the interaction of several individual factors of the student, one of the main factors is the behavior, also the family, social and cultural environment, not to mention the educational system, all lead to a school performance considered unsatisfactory , limited and deficient, which can lead to student failure. If you refer to the individual factors you can mention the motivations, their attitudes and aptitudes, their personality, their weaknesses and strengths. We can also mention the physiological aspects and situations of vulnerability such as teenage pregnancies, all of these can end up influencing in a negative way the performance of a student and together with other contexts enhance their consequences.

There are currently technical moments such as video games that help improve student behavior, these should be used when it is necessary primarily in children with behavioral disorders (Meneses, Moya, & Rodríguez, 2020), it is necessary to resort To techniques that manage to maintain and recover the values of the students, collective or individual projects can be implemented that allow the actions of the educator and improve the student's behavior (López, Vegas, & Rodríguez, 2020).

The social factors present the place where the student comes from, specifically his family nucleus, the occupation of his parents, the location of his home, his neighborhood, and it is also important to mention the people with whom he interacts, the social forces, the groups of influence, including the social, cultural and sporting places it frequents. The interaction of the student in the classroom is visualized, without neglecting a main indicator that is the way of learning of each individual, and the little flexibility of the educational system that does not have the tools to help students with their difficulties, in addition of the lack of teacher training to execute strategies that enhance their abilities (Estellés, 2009).

All these possible causes can be overcome with the correct intervention, but this has to be a team work in which the teacher for his direct relationship with the student can detect and direct to achieve that he reaches the minimum knowledge required in knowledge and even in social behaviors, and thus ensure their success in their student life and that they become an integral human being, ready to contribute to their country and their community (B, 2008).

Effects of poor school performance

This problem is due to different causes and coexist in the same student, but an important factor is the behavior that students adopt in the classroom and results in low learning, caused by the pedagogical intervention of teacher or professor and produced in the student (Montero, 2007). Low school performance is a problem that is normally found in all educational institutions, this can be seen in the measures of the skills that the student has acquired throughout the educational process. Among the effects that this problem is:

- Demotivation one of the fundamental factors in poor school performance is the demotivation of the student. Well, if this is motivated, it will set achievable goals and determine to achieve based on daily effort, however whoever does not find reasons to study will get low marks and disorientation towards what they intend to achieve.
- Discrimination and low self-esteem. When a student has poor school performance, it becomes a symbol of mockery for other classmates, is excluded in collaborative tasks, many times the reasons are the lack of

financial resources that limit collaboration in a task, this discrimination causes the student to lower self-esteem.

- Losing the school year. This occurs when the student does not complete the minimum grade, to attend the following basic year. This may be the result of problems that are occurring in the family environment or some intellectual need. Currently, if the student does not complete the minimum grade, he will take the supplementary exam, then the remedy and finally the grace test.
- Student desertion. The majority of students with low academic performance end up dropping out of educational institutions, this problem is often due to the fact that the family does not have sufficient financial resources to meet the expenses that education provides, however, this greatly affects the society because dropping out of studies will increase the illiteracy rate in the country.

Low school performance in children is due to inappropriate student behavior, they in the classroom adopt bad behavior, become aggressive and do not perform academically. This behavior is influenced by the family problems they sometimes have, dysfunctional families, lack of communication in the home among others. There are other factors whether these are physical, biological and some produced by the environment in which they operate as they are; the house, school, soccer school, among others. But it is also important that as teachers that we are the first to detect the disorders or causes that occur in certain students when they lower school performance we must propose solutions to try to mitigate these problems to form competitive students in the current globalized world.

School performance is possible, however, it is recommended that parents always be in contact with the teacher or the staff of the school institution. In this way, in case of any difficulty, addressing the problem in time to give an intervention and subsequent solution, there are factors that influence school delay having consequences on academic performance, authors have studied these factors where they affect the family, the school and the nature of the child, considering that from the first years of the school stage learning problems are manifested (Lucas, Moya, & Rodriguez, 2019). . That is why, analyzing the various causes, the following is proposed:

- To convene a meeting of parents to let them know the importance of behavior and class attendance, because it lags behind the tasks assigned in and outside the classroom. .
- That the entity has a DECE to help determine whether students have emotional stability or not, since in some cases it is the most frequent cause that prevents the student from concentrating and performing properly in the school environment.

The characteristics of how the teacher receives the student when he begins school in Figure 1 are investigated. The results are shown.

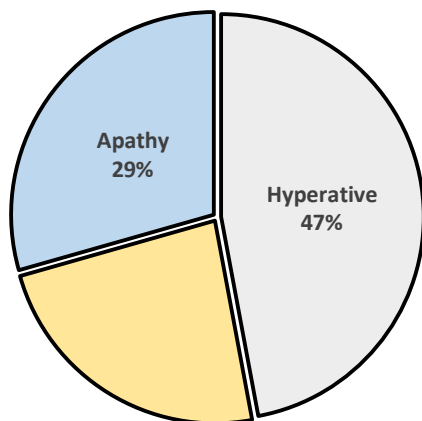


Figure 1. Student when they start school

The behavioral results of the teacher are perceived as 47% of the students said that the students show hyperactivity, 24% said the students act normally and 29% said that Students act with apathy, so students show inappropriate behavior in the classroom, which negatively influences learning. These causes cause the low school performance shown in Figure 2.

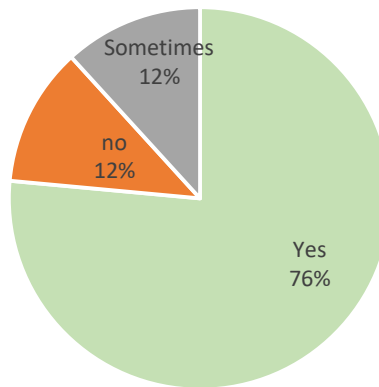


Figure 2. Results of school performance

Figure 2, shows the results of the question related to the incidence of student behavior in low school performance. 76% of teachers said that yes, it affects poor performance, teachers are aware that behavior affects students' poor performance, because when they have behavior problems they cannot learn satisfactorily. Teachers have outlined strategies to reduce these problems in students in figure 3, shows the measures taken by teachers to control student behavior and improve poor school performance.

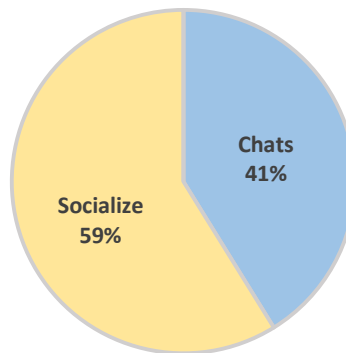


Figura 3. Actividades realizadas por los docentes

As the results of the survey applied by teachers to control student behavior and improve poor school performance are observed, teachers manifest themselves as follows: 7% give talk about values, 10% say they socialize behavioral measures and 0% manifests on the passive attitude.

Survey of students of Middle Basic Education

Figure 4 shows the results of compliance or reaction to a problem that occurs in the classroom. In the case of the attitude towards any for the teacher.

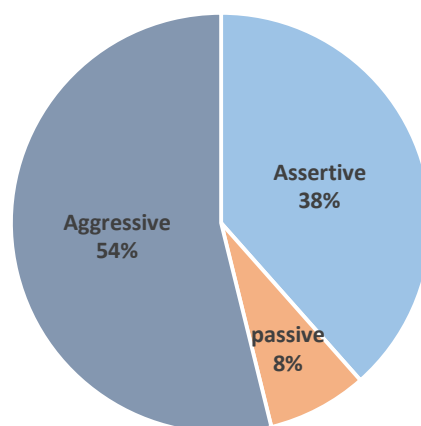


Figure 4. Student behavior at any problem

As shown, the reaction results are exposed to a problem that occurs in the classroom, the majority of respondents, 53.84% argue that they behave aggressively, while a minimum of respondents 1% acts as passive form, while another 38.46% median percentage admits that it reacts passively. Analyzed the main variables about low school performance, researchers have conducted an analysis on how behavior influences students' low school performance, it has been observed that the causes include not only the school factor, but social factors, family, economic, as well as individual abilities, but the main factor for students to adopt a bad behavior and this influences the low school performance, is the family factor this is the most important since it has several edges where the low economic level, belonging to minority groups and the low educational level of parents.

Conclusion

The family and social factor becomes an element that aggravates this phenomenon and that has to do directly with the quality of life that students have, they feel helpless because of the circumstances they are going through at home and this drives them to become aggressive among them, all this affects the demotivation of the student who loses the desire to learn because there is no communication at home. The socio-economic reality of the student cannot be changed because it depends on factors not linked to the will, if the challenge that depends exclusively on teachers can be met with great responsibility, which is to be solvent at work as professionals of the teaching and help the student correct the behavior. This must be the great commitment for a better education for the benefit of the country.

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