

Life Project In The Autonomous Learning Of The Students Of A Public CeBa In Sullana, 2023

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Abstract

The purpose of this research work was to determine the effect of the life project on the autonomous learning of students of a public CEBA in Sullana, 2023. The type of research is applied, of pre-experimental design, a written test was applied to a group of 24 students of 4th year of alternative basic education, the test was validated by experts with a result of 0.98 through the Aiken V and a reliability of Cronbach's alpha of 0.804. The results obtained significantly confirm that the life project has an impact on the autonomous learning of CEBA students, where before the program 98.5% were in a deficient learning autonomy and after the program it was evidenced that 98.5% were at an efficient level in autonomous learning. Through the Wilcoxon test, hypotheses with a significance of less than 5% ($p=0.000<0.05$) were tested. It is concluded that there is a significant relationship between the variables, that is, that by working on the life project, autonomous learning is achieved. This implies that students can make decisions based on their life project and improve their autonomy to learn permanently.

Keywords: Life Project, Students, Autonomous Learning.

1. Introduction

This research refers to the existing impact between the life project and autonomous learning in the students in Alternative Basic Education of a CEBA of Sullana, who have the need to improve their learning in order to conclude their basic studies, so that autonomous learning as part of the integral formation of the student of a CEBA is often limited by the lack of interest in learning, Because the students are of legal age, they combine study and work at the same time, another factor is that most of them are parents; Additionally, in the marginal urban environment to which they belong, there are a series of problems that include dysfunctional homes, domestic violence, lack of ethical principles, added to a climate of citizen insecurity that hinder the ability to project oneself in the achievement of goals and initiatives that generate skills that strengthen autonomy in learning.

Thus, at the international level, the problem presented by the United Nations Children's Fund (UNICEF, 2020) in Argentina carried out the implementation of the Keys to Autonomy Project

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in order to train adolescents and young people in situations of parental abandonment who did not have educational or work life plans, through life projects and development workshops. In Colombia, García (2019) presented the problems of students, in relation to the difficulties presented in remote education, with the aim of analyzing the importance of autonomous learning, as a tactic used by face-to-face higher education students to face challenges. Along the same lines, Rojas and Echevarría (2022) investigated a group of young people and adolescents from the Yucatán shelter, with the purpose of examining self-concept, the level of understanding of life projects and their autonomy, they recommended implementing a program to promote self-concept, autonomy, as well as the planning of a life project. Similarly, Delgado (2020) investigated a group of adolescents taken in by the protection system in order to analyze the dynamic and adaptive process of life plans, concluding that they have difficulties planning their future because they have developed in contexts that excluded them; It is pertinent to work with them on the acquisition of socio-emotional strategies, prevention of conflict behaviors through attention actions.

Ventosilla (2021) in Lima, points out that students, due to limitations such as the inappropriate use of technology, lack of decision-making and lack of knowledge in planning and execution of life projects, have difficulty generating autonomous learning. Currently, there is a large number of students who are clearly receptive and not very dynamic, becoming passive students in learning (Flores & Meléndez, 2017). Along the same lines, Varías (2022) showed that a group of students have deficient criticality in terms of their opinions and conformist attitudes in learning, unaware of strengthening methodologies that allow them to reflect and make decisions in problematic situations. On the other hand, Álvarez (2019) in Arequipa indicated that fifth-grade high school students do not have defined their own course, nor the path they will choose, they are unaware of their abilities and the importance of adequate planning of a life project that strengthens them and motivates them to achieve futuristic goals.

In the CEBA 02 El Obrero, where this research has been carried out, it is characterized by housing students in extra age, with no age limit to conclude basic studies, yet, with the facilities offered, it can be observed that they arrive unmotivated, many abandon their studies, evidencing the little interest in learning and that they have not been able to develop skills that motivate them, They also do not plan their activities, goals or strategies to achieve them, in addition to the fact that the institution is located in a high-risk urban-marginal area due to delinquency, drug addiction, domestic violence and others are factors that demotivate the student.

In this scenario, everything indicates that students require continuous guidance and teacher accompaniment to develop autonomy in learning, the main problem arises: What effect does the life project have on the autonomous student learning of the public CEBA of Sullana, 2023? And in the specific problems: What is the impact generated by the life project in the dimension of an apprentice to an expert, from the mastery of techniques to the strategic, as well as from the external to the self-regulated and from the internal to the external on the autonomous student learning of the public CEBA of Sullana, 2023?

The present research, due to its theoretical value, is based on the constructivist approach, by developing autonomy to learn and build knowledge from experience (García, 2021), in this sense, different tactics are encouraged to develop the ability to learn, as for the life project it is motivating to generate student autonomy, achieve personal goals and aspirations. It is practical, because from the initial study, a program was implemented to strengthen autonomous learning. Methodologically, due to the use of appropriate methods that allowed the application of a validated instrument with reliability in the effectiveness of the program; finally, it is convenient because it proposes the solution to a widespread problem in the CEBA's.

These reasons lead us to propose the general objective: to determine the effect of a life project on the autonomous student learning of a public CEBA in Sullana, 2023 and the specific ones establish: first, to identify the effect of the life project on the dimensions of an apprentice to an expert, second, from a technical domain to use strategies, third, from the external to self-regulation in the acquisition of autonomy in learning and fourth, from the internal to the external phase, the autonomous learning of students in a public CEBA, 2023, have significant effects.

The general hypothesis of the research is: The life project has a significant effect on developing the autonomy to acquire autonomous learning in the students of the public CEBA of Sullana, 2023 and as specific hypotheses: the application of the life project has an effect on the dimensions of autonomous learning of the students of a public CEBA, 2023.

2. Objectives and hypotheses

2.1 Objectives

2.1.1 General objective

To determine the effect of a life project on student autonomous learning in a public CEBA in Sullana, 2023.

2.2 Hypothesis

The life project has a significant effect by developing the autonomy to acquire autonomous learning in the students of the public CEBA of Sullana, 2023.

2.2.1 Specific hypothesis

The application of the life project has an effect on the dimensions of autonomous learning of students in a public CEBA, 2023.

3. Methodology

3.1 Type and design of research.

The study follows a quantitative research approach and is characterized by aspects that are observed in the phenomena studied, it collects statistical data, which allow results to be obtained (Vásquez et al., 2023). It is also classified as quantitative, because data collection was used as a means to support the hypotheses. It is of pre-experimental design; It is an experimental type and involves the intervention of a single group, applying an initial test (pre-test) and a subsequent test (post-test) (Álvarez 2020). In this research, a life project program has been designed to develop autonomous learning in students.

The schema that corresponds to this type of design.

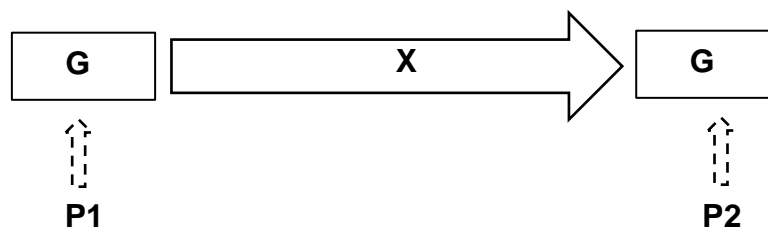


Figure 1. Design Outline

Where:

G: Students

P1: Pre test

P2: Post test

X: The intervention plan or program

3.2 Variables and operationalization

Independent variable: life project

Conceptual definition:

A life project or plan is defined as the set of objectives, aspirations and activities that guide the individual to a satisfactory future and personal well-being, providing clarity to life objectives (Vela, 2019).

Operational definition

It was developed through 14 sessions of the program with the student, which aims to achieve a specific goal, generate satisfaction and establish the direction of their life, promoting both autonomy in learning and self-realization.

Dimensions

Goal planning: It involves objectives to be achieved throughout life, contributing to an organized approach and decision-making directed to personal aspirations (Mejía, 2019).

Possibility of educational goals: Ability to set achievable educational goals, involves identifying academic achievements and developing skills that contribute to personal growth and fulfillment (Rodríguez & López, 2020).

Life project and personal fulfillment: involves the harmonious integration of goals and aspirations in various areas of life, seeking balance towards a full and meaningful life (Zambrano, 2019).

Dependent variable: Autonomous learning

Conceptual definition

Autonomous Learning or "self-learning" refers to the process in which the individual is motivated and interested to take the initiative and acquire new knowledge in a theoretical, practical or technical way, using their own resources. During this process, they make every effort to achieve the planned goals, they also develop the ability to analyze, evaluate, and question information in a reflective and informed way, and make decisions that allow them to regulate and enrich their learning (Herrán & Vargas 2021). It involves recognising and reflectively assessing personal training needs, setting learning goals, and developing, directing and carrying out educational tactics that favour their achievement (Casas 2019).

Operational definition

It was possible to evaluate through the implementation of a questionnaire composed of six questions for each dimension, being a total of twenty-four questions, demonstrating the strengthening and improvement of learning.

Dimensions

Learner-to-expert dimension: Recognizes their learning goals, seeks collaboration among peers, and formulates strategies to improve their performance (Chuquiray, 2021).

Dimension of a technical domain towards the strategic application of procedures: Uses strategies and incorporates metacognition, structures tasks and other activities, employs study techniques, uses technological resources, and participates in group collaborations.

Dimension of transformation from external regulation to self-regulation in learning processes: Proposes strategies to clarify their doubts, Investigates and consults additional sources choosing the appropriate ones, reviews teacher instructions, improves their confidence to express themselves.

Dimension from internalization to externalization of the processes followed before, during and after learning: Develops curriculum outline, uses strategies and procedures to complement learning, organizes learning teams, expresses ideas verbally or in writing.

3.3 Population, sampling and sampling

Population

It was made up of 48 fourth-year students of the advanced level of CEBA 02 El obrero-Sullana. The population is the limited and accessible group that is intended to be the object of study; they can be people, animals, families, organizations, records, students meet similar characteristics according to the researcher's criteria (Kelley 2020).

Inclusion criteria: students enrolled in CEBA 02 el Obrero de Sullana for the fourth year of the advanced level.

Exclusion criteria: Students who for health or other reasons change educational institution, students who do not wish to participate.

Year of study	Quantity
4th year	24
Total	24

Table 1. Distribution of students by year of study

Note: Number of students per grade selected.

Sample

The sample was made up of 24 fourth-year students at the public CEBA level in Sullana. Sample is the portion of individuals that are extracted from the population through fully established procedures (García 2021)

Sampling

A non-probabilistic convenience sampling methodology was used, where the sample is selected according to accessibility and convenient proximity for the researcher. (Espinoza 2020).

3.4 Techniques and tools

Technique

According to Vásquez (2023), data collection techniques are resources that collect information through various sources, such as questionnaires, surveys, and interviews. In this study, the predominant technique used was the survey.

Instruments

The tool or medium used to measure autonomous learning is the questionnaire, which contains questions with objective marking in a total of twenty-four; six for each dimension. The instrument for data collection must facilitate and create the necessary conditions for the measurement of the variables (Ramos, 2020). An initial evaluation (pre-test) and an exit evaluation (post-test) were applied using an ordinal scale, and it also has a technical sheet where the evaluation of scales of the variable and its dimensions is considered

Instrument data sheet

Denomination : Autonomous Learning Assessment

Instrument Type : 24-item questionnaire (04 for each dimension)

Place : CEBA 02 "El Obrero-Sullana"

Technique : Face-to-face application

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Purpose of the instrument : Determine the levels of autonomous learning in each of the dimensions.

Dimensions & Indicators:

Application time: 60 minutes

Validity : Conducted by expert judgment (05) and the V Aiken was obtained 0.98.

Reliability Cronbach's alpha coefficient (0.804x) and KR-20 (0.823).

Scores

Reliability

Following the perspective of Hernández (2018), it is established that the reliability of an instrument applied to a group of individuals or cases is determined by the positive correlation of the results. This analysis is carried out using specific formulas or procedures that generate a result within the range of 0 to 1. When the result is closer to 1, the instrument is considered to be more reliable. In contrast, if the result is close to zero or equal to zero, the instrument is concluded to be unreliable.

To support the reliability of the instrument in question, the questionnaire was applied to a representative group or sample of fourth-year students at the CEBA where the study will be carried out.

Validity

According to García (2021), the validity of an instrument is related to the level at which it accurately measures the variable it proposes to evaluate. The expert opinion was given by five doctors of education who analyzed and evaluated the instrument for its validity. Aiken's V test was also applied to the results of each of the experts, obtaining 0.88, which confirms the validity of the instrument.

4. Results

The objective of this research was to identify the impact of the life project on the autonomous learning of students of a public CEBA in Sullana, 2023.

To this end, 14 learning activities were carried out, which are based on constructivist theory that emphasizes the active elaboration of knowledge by the individual. To do this, a pre-test was administered to the study sample, then the duly developed program was administered and at the end, the post-test was implemented and applied to collect the results. These results have been ordered taking into account descriptive statistics and inferential statistics.

From a descriptive approach, the data collected in the pre- and post-evaluations were analyzed using statistical techniques to calculate frequencies and percentages. These calculations have made it easier to obtain the mean, mode, median and standard deviation.

	Descriptive Statistics			
	M	Md	Mo	OF
From Apprentice to Expert	13.67	14	14	1.786
From technical mastery to strategic application of procedures	13.71	13	13	1.922
From Transformation from External Regulation to Self-Regulation in Learning Processes	14.04	14	14	1.967
From internalization to outsourcing of processes before, during, and after learning	14.08	14	14	1.976
Autonomous learning	56.38	54	54	7.917

Table 2. Descriptive statistics of the pre-test for autonomous learning

Table 2 shows the descriptive measures of the pre-test. Autonomous learning has an M= 56.38, being the dimension, from the internalization to the externalization of the processes followed before, during and after learning, a higher average was obtained (M=14.08).

The medians and modes of the dimensions are close to the means, with tenths of a point difference, and the standard deviation for each dimension ranges between 1.7 and 1.9.

The median and mode of the autonomous learning variable have a difference of 2 points with respect to the mean and its standard deviation is 7.9 points.

	Descriptive Statistics			
	M	Md	Mo	OF
From Apprentice to Expert	25.38	26	24	3.398

From technical mastery to strategic application of procedures	24.75	25	24	3.710
From transformation from external regulation to self-regulation in learning processes	25.83	26.5	28	3.485
From internalization to outsourcing of processes before, during and after learning	26.04	26	24	2.866
Autonomous learning	102	105	109	12.244

Table 3. Descriptive Statistics of the Post-Test for Autonomous Learning

Table 3 shows the descriptive statistics of the post-test. Autonomous learning has an M= 102, with the dimension from internalization to externalization of the processes followed before, during and after learning obtaining the highest average (M=26.04).

The medians and modes of the dimensions are close to the means, with 1 or 2 points of difference, and the standard deviation ranges for each dimension between 2 and 3 points.

The median and mode of the autonomous learning variable vary between them with respect to the mean and its standard deviation is 12.24 points.

Dimensions	Pre-test			Post test								
	Deficient N°	Regular %	Efficient N°	Deficient N°	Regular %	Efficient N°	Deficient N°	Regular %	Efficient N°	Deficient N°	Regular %	Efficient N°
From Apprentice to Expert	23	95.8	1	4.2	0	0	0	0	1	4.2	23	95.8
From technical mastery to strategic use of procedures	23	95.8	1	4.2	0	0	0	0	3	12.5	21	87.5
From external regulation to self-regulation in learning processes	23	95.8	1	4.2	0	0	0	0	2	8.3	22	91.7
From internalization to externalization of the processes followed before, during	23	95.8	1	4.2	0	0	0	0	1	4.2	23	95.8

and after learning													
Autonomous learning	23	95.8	1	4.2	0	0	0	0	1	4.2	23	95.8	

Table 4. Levels of autonomous learning and their dimensions

Table 4 shows that, in relation to the autonomous learning variable and its various dimensions during the pre-test, 95.8% of the students showed poor performance, while only 4.2% showed a regular level. After the implementation of the program, evidenced in the post-test, autonomous learning and its dimensions were strengthened, with a notable change: 95.8% of the students who initially had a poor performance advanced to an efficient level in the variable and its dimensions, specifically from "learner to expert" and from "internalization to externalization of the processes followed before, during and after learning"; Only one student maintained a regular level.

Regarding the dimension that addresses the transition from "a technical mastery to a strategic use of procedures", it is highlighted that 87.5% of the students exhibited an efficient performance, while only 12.5% were at a regular level.

In the dimension that addresses the evolution of "external regulation towards self-regulation in learning processes", it is observed that 91.7% of students reached an efficient level, while only 8.3% were at a regular level.

From inferential statistics, the hypothesis was verified and for this the normality of the data was determined, where the Shapiro-Wilk test was taken into consideration for having a sample of 24 individuals, fulfilling the criteria of this test ($30 < 50$).

In the Shapiro-Wilk normality test, the decision rule is stated as follows: If the significance value (Sig.) is greater than α , the null hypothesis (H_0) is accepted, indicating that the data exhibit a normal distribution. Conversely, if Sig. is less than α , the alternative hypothesis (H_1) is accepted, suggesting that the data do not follow a normal distribution.

Dimension/ Variable	Statistical	G1	Gis.
From Apprentice to Expert - Pre	,953	24	,012
From Apprentice to Expert - post	,813	24	,000
From a technical domain to a strategic use of procedures - pre	,919	24	,044
From a technical domain to a strategic use of procedures - post	,921	24	,041
	,970	24	,075
From external regulation to self-regulation in learning processes - pre			
	,878	24	,008
From external regulation to self-regulation in learning processes - post			
From the internalization to the externalization of the processes followed before, during and after learning - pre	,943	24	,193
From the internalization to the externalization of the processes followed before, during and after learning - post	,911	24	,037
Autonomous learning - pre	,788	24	,000
Autonomous learning - post	,870	24	,005

Table 5. Shapiro-Wilk Normality Test

In Table 5, Shapiro-Wilk normality tests were performed. The decision rule states that if the significance value is less than 0.05, the null hypothesis (H0) of normality is rejected, and the alternative hypothesis (Hi) is accepted, which suggests that the data do not have a normal distribution. In most cases, this criterion was met. Therefore, it was decided to use a non-parametric test, specifically the Wilcoxon rank test, to carry out hypothesis testing in the research.

Dimensions	Positive Ranges			Draws		Sig. Asymptotic
	N°	Average Range	Sum of Ranks	N°	Z	
From Apprentice to Expert – POST					-	
From Apprentice to Expert – PRE	23b	12	276	1	4,205 B	0.000
From a technical domain to a strategic use – POST –					-	
From a technical domain to a strategic use – PRE	24b	12.5	300	0	4,293 B	0.000
From external regulation to self-regulation – POST –					-	
From external regulation to self-regulation – PRE	24b	12.5	300	0	5,291 B	0.000
From Internalization to Externalization – POST –					-	
From Internalization to Externalization – PRE	24b	12.5	300	0	4,302b	0.000
Autonomous Learning- PRE – Autonomous Learning- POST	24b	12.5	300	0	- 4,288b	0.000

Table 6. Effect of the Program on Autonomous Learning and Its Dimensions through the Wilcoxon Rank Test

The average range of pre-test and post-test measurements in Table 8 presents a sum of positive ranges of 300 and an average range of 12.5 for autonomous learning and its dimensions: from technical mastery to strategic use, from external regulation to self-regulation, from internalization to externalization. For the dimension: from apprentice to expert, the sum of ranks is 276 and its average rank is 12.

By the statistic (z) and the significance of $0.00 > 0.05$, it is confirmed that there are significant differences between before and after the application of the program, therefore, we proceed to reject the null hypothesis and accept the alternative one, using the results presented have shown that the life project program has significant effects on autonomous learning and its dimensions.

Variable/	Test Z	Significance	Criterion	Decision-making
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Dimension			
From Apprentice to Expert	-4.205B	0.000	Accept Alternate H
From technical mastery to strategic use of procedures	-4,293B	0.000	Accept Alternate H
From external regulation to self-regulation in learning processes	-5,291B	0.000	Sig > 0.05 Reject Ho Accept Alternate H
From internalization to externalization of the processes followed before, during and after learning	-4,302b	0.000	Accept Alternate H
Autonomous learning			

Table 7. Hypothesis testing

Table 7 shows the hypothesis testing of the statistic (z) 4.205 and the significance of 0.00 ($p < 0.05$).

Decision-making: Since the p-value is less than the significance level (0.05), the null hypothesis (H_0) is rejected and the alternative hypothesis (alternate H) is accepted. This suggests that there are significant differences in the transition from being a learner to becoming an expert.

From a technical mastery to a strategic use of procedures: Exhibit Z: -4.293

Significance: 0.000

Decision-making: Similar to the previous case, the null hypothesis is rejected, indicating that there are significant differences in the transition from a technical domain to a strategic use of procedures.

From external regulation to self-regulation in learning processes: Z Test: -5.291 Significance: 0.000

Decision-making: The significance is less than 0.05, so the null hypothesis is rejected. This suggests that there are significant differences in the transition from external to self-regulation in learning processes.

From internalization to externalization of the processes followed before, during and after learning: Test Z: -4.302. Significance: 0.000

Decision-making: As in the previous cases, the null hypothesis is rejected. It indicates that there are significant differences in the transition from internalization to externalization of learning processes.

In all the dimensions evaluated, the results indicate significant differences, supporting the alternative hypotheses related to the transition to autonomous learning in the various areas mentioned.

5. Discussion

Based on the findings, we accept the general hypothesis that establishes that the life project has a significant effect on the development of autonomous learning of students in a public CEBA in Sullana, 2023.

The present study addressed the relationship between the life project and the development of autonomous learning in students of a public CEBA in Sullana in the year 2023. Through the literature review, relevant studies were identified, such as that of Lec (2020) in Guatemala and Cortez and Otavo (2021) in Colombia, which provide an international context and provide perspectives on autonomy to learn. Our study reinforces the idea that autonomy to learn is essential in the educational process. The ability of students to be the protagonists of their own knowledge is presented as a key factor in the development of autonomous skills, and these studies highlight that autonomy fosters research, self-discipline and freedom in time management.

As for the application of the life project in the Peruvian educational context, particularly in Sullana, it shares similarities with other Latin American realities. The digital divide and the differences between urban and rural environments are common challenges. Our study, by focusing on a public CEBA, offers a valuable perspective on how to address these specific challenges, highlighting the life project as a driver of learning autonomy.

An aspect that is also highlighted by Lec (2020). In the current context, teachers have had to innovate and create strategies to address the various situations, especially during the pandemic. In our reality, in the CEBA's it is important that teachers are also sensitized, training in areas that promote learning autonomy can contribute significantly to improving the quality of education.

The connection between the life project and learning autonomy is an original contribution of our study. By working on the definition and planning of the life project, students not only acquire personal goals, but also strengthen their autonomous skills. This perspective adds depth to understanding how personal and educational aspects are intrinsically linked.

While our study focused on the public CEBA of Sullana, the results may have relevance for other educational contexts in Peru and beyond. However, it is crucial to consider the particularities of each setting and student population when generalizing the results.

The practical application of these results implies the development of educational programs that integrate the definition and planning of the life project as an essential part of the integral formation of students. This approach could have a significant impact on improving learning autonomy and, therefore, on the quality of education.

The results obtained in our study significantly confirm that the life project has a positive impact on the development of autonomous learning. This finding supports the idea that students who work on defining and planning their life projects are more likely to cultivate the ability to learn independently.

The specific results of our study reveal a substantial impact of the life project on the learning autonomy of the students of the public CEBA of Sullana. Prior to the implementation of the program, a significant 98.5% of students were at a deficient level of learning autonomy. This initial data underscores the need to intervene and improve students' autonomous skills.

It can be stated that, in the construction of autonomy through the life project, the results reveal a significant change in the learning autonomy of the students after participating in the program focused on the definition and planning of the life project. This finding highlights the importance of considering personal formation and individual goals as fundamental elements in the development of autonomy. The active construction of their own life projects seems to be an effective catalyst to encourage self-regulation in learning.

Teachers, in this scenario, emerge as key actors in the development of autonomy. Their role goes beyond imparting knowledge and becomes guiding students in defining and achieving their life projects. The comprehensive training of teachers becomes essential, as Lec (2020) indicates, as they must be prepared to lead processes that go beyond traditional teaching.

The improvement in learning autonomy is reflected in more efficient academic performance. The transformation of students who were initially at deficient levels to efficient levels after the program indicates that the link between the life project and autonomy can have a direct and positive impact on their academic performance.

In relation to the life project and educational decision-making: the life project also influences students' educational decision-making. By defining personal and professional goals, students are more inclined to make informed decisions about their education. This underlines the importance of integrating personal and academic development, thus contributing to a more comprehensive education.

Our results suggest that the design of educational programs should consider the inclusion of elements that promote the definition and planning of the life project as a central strategy. This would not only benefit students' personal development but also strengthen their autonomous skills, preparing them to face educational challenges more effectively.

Challenges in the Sustainability of Changes: Although our results are promising, challenges in the sustainability of the observed changes must be addressed. Future research could explore how to maintain and strengthen autonomous skills developed through targeted programs in the long term, especially in dynamic and changing contexts such as education.

After the implementation of the program focused on the life project, a significant transformation was observed. 98.5% of the students improved to an efficient level of learning autonomy. This substantial change suggests that working on the definition and planning of the life project can be an effective strategy to enhance learning autonomy.

6. Conclusions

- The application of the life project program has proven to be highly effective in improving the level of autonomous learning of students. The significant transition of a considerable percentage of students from a deficient level to an efficient level indicates that the strategies and approaches implemented have had a positive impact on strengthening autonomy in learning.
- A substantial improvement is observed in the specific dimensions of autonomous learning, such as the change from a technical domain to a strategic use of procedures and the transition from external regulation to self-regulation in learning processes. These results suggest that the program not only addresses general autonomy in learning, but also positively affects specific and critical aspects of this ability.
- Verification of the hypothesis through statistical analysis, including the Shapiro-Wilk normality test, provides a solid basis to support the validity of the results obtained. Consistency between descriptive and inferential analyses reinforces confidence in the conclusions derived from the research and suggests that the data collected can be considered representative and meaningful.
- It supports the idea that the intervention program has been successful in improving students' autonomous learning, positively influencing various dimensions and validating the initial hypothesis in a robust manner.

7. Recommendations

Continuity of the Intervention Program:

- Given the observed effectiveness of the intervention program in improving students' autonomous learning, the continuation and expansion of this program is recommended.

This may include implementation in other groups of learners or adapting the program to address other specific dimensions of autonomous learning.

- Differentiated Approach for Specific Dimensions:
- Considering the variable improvement in different dimensions of autonomous learning, a differentiated approach in the planning and execution of future interventions is suggested. This involves designing specific strategies to address areas where CEBA students may need additional support, thus ensuring a more equitable and comprehensive impact on all facets of learning autonomy.
- It is crucial to establish a continuous monitoring system to assess students' progress in terms of autonomous learning. This can be done through regular evaluations, feedback from teachers, and the implementation of key indicators. Constant monitoring will allow the program to be adjusted as needed and ensure a sustainable impact over time.
- Given the importance of self-regulation in learning processes, it is suggested that specific strategies be incorporated to promote this skill. This can include workshops, educational resources, and activities designed to build students' ability to regulate and direct their own learning effectively.
- Promoting collaborative learning environments and peer-to-peer interaction can be beneficial in reinforcing autonomous learning. The implementation of methodologies that encourage discussion, collaboration, and the exchange of ideas among students can contribute to the development of autonomous skills.
- These recommendations are intended to support the continuity and enhancement of students' autonomous learning, providing a framework for future educational interventions and practices.

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