

Comprehensive training and university adaptation of students of Law and Social Work, Unicervantes Mocoa campus

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Abstract

This article presents the results of a research study that aimed to analyze the relationship between comprehensive education and adaptation to university life. The study employed a quantitative methodology with a positivist paradigm and a descriptive and correlational scope. Two instruments were applied to a purposive sample of 300 students from the Social Work and Law programs at Fundación Universitaria Cervantes San Agustín. The findings suggest that, despite their comprehensive training and adaptation to university life, some individuals experience personal difficulties related to emotional and self-concept issues. Similarly, age influences the formation of habits, since most students are of legal age and have to work. Consequently, they do not have enough time to dedicate themselves fully to their studies. This situation is different for minors, who can dedicate their time exclusively to their studies and academic responsibilities. In conclusion, the two variables have a weak positive correlation. That is, students who feel more adapted to university life also tend to feel more fully formed.

Keywords: higher education; comprehensive training; adaptation; college life; transition



Article result of the research entitled: *Relación de la formación integral y la adaptación a la vida universitaria en los estudiantes del programa de Derecho y del programa de Trabajo Social de la Fundación Universitaria Cervantes San Agustín en la ciudad de Mocoa*, conducted from the second semester of 2023 until October 25, 2024.

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Formación integral y adaptación universitaria de estudiantes de Derecho y Trabajo Social, Unicervantes sede Mocoa

Resumen

En este artículo se presenta los resultados de una investigación, cuyo objetivo principal fue analizar la relación entre la formación integral y la adaptación a la vida universitaria. La metodología empleada fue de corte cuantitativo, con paradigma positivista y alcance descriptivo y correlacional. Se aplicaron dos instrumentos a una muestra intencionada de 300 estudiantes de los programas de Trabajo Social y Derecho de la Fundación Universitaria Cervantes San Agustín. Los hallazgos señalan que, a pesar de que los estudiantes cuentan con una formación integral y con un nivel de adaptación a la vida universitaria medio, se presentan algunas dificultades personales relacionadas con temas emocionales y de autoconcepto. Asimismo, la edad influye en la formación integral, ya que la mayoría de los estudiantes son mayores de edad y tienen que trabajar; en consecuencia, no cuentan con el tiempo necesario para dedicarse por completo a sus asignaturas; esta situación es diferente en aquellos estudiantes que son menores de edad, ya que seguramente pueden dedicar su tiempo exclusivamente a su estudio y atender las responsabilidades académicas. En conclusión, las dos variables tienen una correlación positiva débil, es decir, los estudiantes que se sienten más adaptados a la vida universitaria tienden a sentirse más formados integralmente.

Palabras clave: educación superior; formación integral; adaptación; vida universitaria; transición

Treinamento integral e adaptação universitária de estudantes de Direito e Trabalho Social, Unicervantes, Mocoa

Resumo

Este artigo apresenta os resultados de uma pesquisa que teve como objetivo, analisar a relação entre a educação integral e a adaptação à vida universitária. O estudo empregou uma metodologia quantitativa com um paradigma positivista e um escopo descritivo e correlacional. Dois instrumentos foram aplicados a uma amostra intencional de 300 alunos dos programas de Trabalho Social e Direito da Fundação Universitaria Cervantes San Agustín. Os resultados sugerem que, apesar do treinamento abrangente e da adaptação à vida universitária, há algumas dificuldades pessoais relacionadas a questões emocionais e de autoconceito. Da mesma forma, a idade influencia a formação de hábitos, já que a maioria dos alunos é maior de idade e precisa trabalhar. Consequentemente, eles não têm tempo suficiente para se dedicar totalmente aos estudos. Essa situação é diferente para os de menor idade, que podem dedicar seu tempo exclusivamente aos estudos e às responsabilidades acadêmicas. Em conclusão,

as duas variáveis têm uma correlação positiva fraca. Ou seja, os alunos que se sentem mais adaptados à vida universitária também tendem a se sentir mais bem formados.

Palavras-chave: ensino superior; educação abrangente; adaptação; vida universitária; transição

Introduction

Higher education in Colombia presents challenges. The vast majority of institutions are private, and public institutions have limited spots available to the general population. In addition, individuals face drastic new changes in academic, social, emotional, personal, and sometimes family spheres once they enter university. This can make it difficult for students to adapt to this new learning style or lifestyle. This can lead to consequences such as postponement, cancellation, or dropping out, especially during the first semesters of a degree program.

It is essential to recognize that education is a process that promotes positive change in all aspects of human life. For optimal development, education is linked to the indispensable concept of comprehensive education. Comprehensive education has been widely debated, researched, and addressed. It constitutes the essential purpose that all educational institutions should embrace, regardless of the level of education they provide.

However, it is worth asking whether comprehensive education is truly understood and practiced or if it remains merely an ideal expressed in discourse. Often, universities seem to limit themselves to being spaces where students passively receive knowledge that they must memorize and reproduce. Comprehensive education, though, involves a broader process that encompasses fundamental components of the educational sphere, such as teaching, learning, didactics, methodology, and curriculum. In one way or another, these elements are linked to the everyday lives of human beings from the moment they enter an educational institution and begin having formative experiences. These experiences contribute to various dimensions—physical, cognitive, communicative, aesthetic, spiritual, social, and evaluative—which are

shaped by the individual's subjectivity and need to be cultivated effectively within institutions (Letort, 2016).

Similarly, Nova (2017) notes that comprehensive education views human beings as multidimensional individuals. When institutions adopt this type of education as their mission, they must recognize the existence of these dimensions and design strategies that promote the balanced and full development of each dimension. In other words, education is more than just teaching a standard course, memorizing concepts, learning laws, English, mathematics, or fulfilling a curriculum. It is also about meeting the needs of university students and creating spaces that support comprehensive education and strengthen this way of life transition.

Education includes many levels, one of which is higher education. For some people, pursuing higher education can be challenging, especially if they are unaware of the level of responsibility and commitment involved. This may be due to their young age or the change from a school to a university methodology. To overcome this common challenge, higher education institutions must strengthen students' skills and habits to prepare them for university life adequately.

In this regard, the *Ministerio de Educación Nacional* (MEN, 2009) recognizes this situation as a problem that requires intervention, particularly during the first four semesters of a professional program, as this is when the highest dropout rates occur. This phenomenon has multiple causes, including economic, social, political, familial, occupational, and environmental factors. In response, universities and individuals have conducted research and developed projects, strategies, programs, and techniques. One of these is the renowned *Universidad del Valle* (2024), which, through its ASES strategy, has established multiple measures to help students adjust to college

life, such as group meetings, support from monitors, study techniques, academic tutoring, and extracurricular activities.

Similarly, the [Universidad de Cartagena \(2025\)](#) created a student graduation retention policy, through which it implemented initiatives such as programs that integrate first-semester undergraduate and graduate students into university life, meetings with parents (an important factor in university education), a course that addresses relevant actions for the higher education process, and a tutoring program that seeks to improve academic performance.

In addition to the above, it is necessary to consider student or university adaptation, understood, according to Schultz (as cited by Shultz in [Ferreira and Rendón, 2017](#)) as "The degree or extent to which students manage their experiences and interactions during their first year of higher education" (p. 16). And, according to Shultz (as cited by Ferreira & Rendón, 2017), "For students entering this environment for the first time, reactions range from excitement to apprehension, and for some students, fear" (p. 16):

To this extent, most of the changes arise directly from the individual. Many new students must leave their families, modify their lifestyle and study habits, and face new interpersonal relationships. This forces them to adapt to new academic and institutional demands, which bring methodological changes to the teaching and learning process and new forms of assessment. This requires an individual to undergo psychological and behavioral changes as they balance academic workloads and new obligations that help develop their potential from admission to graduation ([Zárate & Mantilla, 2014](#)).

In terms of methodology, the research was based on a quantitative approach within a positivist paradigm and had a descriptive scope. This approach allowed us to examine comprehensive training and adaptation to university life effectively. It proved useful because it enabled us to identify and understand the factors influencing students' academic performance success. After all, the purpose of education is

to make the university experience enjoyable, satisfying, and beneficial. This study allowed us to understand how comprehensive training and adaptation to university life affected the participating students.

Methodology

The study was framed within a positivist paradigm because it seeks to study, measure, quantify, and categorize reality using reliable, numerical, valid, and verifiable methods. According to [Babbie \(1999/2000\)](#), this paradigm assumes that the social world can be studied objectively and that phenomena can be systematically observed and measured. In short, this paradigm aims to verify the objectivity of data in the pursuit of scientific knowledge.

Similarly, quantitative research was employed because, according to [Babativa \(2017\)](#), when «applied to the social sciences, it assumes a conception of reality that remains consistent over time. Furthermore, it enables researchers to adopt an objective stance and demonstrate cause-and-effect relationships between variables» (p. 14). The aim in this case was to analyze, understand, and comprehend the relationship between comprehensive training and adaptation to university life. To this end, we sought repetitive patterns of behavior or points of view among students that could be transformed into objective data that could be classified, cataloged, or measured.

The scope was descriptive. According to [Hernández et al. \(2014\)](#), the objective is «to specify the properties, characteristics, and profiles of individuals, groups, communities, processes, objects, or any other phenomenon subject to analysis. This is useful for accurately showing the angles or dimensions of a phenomenon, event, community, or context» (p. 92). In this study, we investigated the characteristics of comprehensive training and adaptation to university life, which are phenomena that occur within an educational institution. A quantitative and statistical analysis of specific situations was conducted based on responses from the instruments to gain a deeper understanding of their relationship or influence on the education community.

A correlational phase was also conducted to investigate the characteristics and relationship between comprehensive training and students' adaptation to university life. Two instruments were used for this purpose: the first was the *Design and Psychometric Analysis of a Test to Measure the Perception of Classes concerning the Comprehensive Training of University Students (PCFI)* (Daza et al., 2019); the second was the *Questionnaire on Academic Experiences in its reduced version (QVA-r): A Psychometric Analysis* (Márquez et al., 2009).

The population consisted of all 510 students enrolled in the Social Work and Law programs. The intentional sample included 300 students who met the following criteria: enrollment at Unicervantes, enrollment in the Social Work and Law programs, and signing an informed consent form to participate voluntarily.

Regarding the validation of the two instruments used, the comprehensive training instrument contained 54 items. A Cronbach's alpha of 0.981 was obtained when performing the respective reliability analyses; thus, it is a reliable instrument for measuring the comprehensive perception of classes among university students. The EQVA-R university life adaptation instrument consists of 60 items divided into five dimensions and has a Cronbach's alpha of over 0.60, making it a valid instrument for measuring such adaptation as well.

The statistical techniques were applied using the R program. Through this program, exploratory and confirmatory factor analyses were performed, as well as an evaluation of the variance explained by each item in its respective factor. Student's t-tests and correlation analyses were also performed.

Results

Comprehensive training for social work and law students

The test measured the comprehensive training of university students by analyzing their perceptions of classes, subjects, and educational experiences through a detailed assessment. The 54-item instrument is designed to evaluate three key factors: pedagogical, disciplinary, and interdisciplinary. Respondents answered each question on a 5-point Likert scale, where 1 expressed total disagreement with the statement and 5 expressed total agreement. The main objective of the assessment was to evaluate the quality and depth of students' education during their time at the university.

In this way, the factor loadings of each item against each factor were determined, from which the highest factor loading was selected. Based on the items determined for each factor, a name was assigned to the factor. If the loading was positive, the correlation was also positive; thus, the items that should belong to each dimension were specified. Factors 1, 2, and 3 (pedagogy, disciplinary, and interdisciplinary) were chosen based on the number of scores obtained (see Table 1).

Table 1

Description of the most significant items for each factor or dimension, according to variance

Item	Pedagogy	Disciplinary	Interdisciplinary
1	0.000	0.000	0.577
2	0.000	0.000	0.627
3	0.000	0.000	0.565
4	0.000	0.000	0.606

Item	Pedagogy	Disciplinary	Interdisciplinary
5	0.000	0.000	0.719
6	0.000	0.000	0.726
7	0.000	0.000	0.750
8	0.000	0.000	0.736
9	0.000	0.000	0.744
10	0.000	0.000	0.777
11	0.000	0.000	0.831
12	0.000	0.000	0.813
13	0.000	0.000	0.776
14	0.000	0.000	0.805
15	0.000	0.000	0.750
16	0.000	0.000	0.806
17	0.000	0.000	0.730
18	0.000	0.000	0.770
19	0.000	0.000	0.771
20	0.000	0.000	0.796
21	0.718	0.262	0.365
22	0.655	0.000	0.000
23	0.738	0.000	0.000
24	0.801	0.000	0.000
25	0.846	0.000	0.000
26	0.837	0.000	0.000
27	0.820	0.000	0.000
28	0.856	0.000	0.000
29	0.831	0.000	0.000
30	0.854	0.000	0.000
31	0.880	0.000	0.000
32	0.847	0.000	0.000
33	0.805	0.000	0.000
34	0.839	0.000	0.000
35	0.861	0.000	0.000
36	0.839	0.000	0.000
37	0.879	0.000	0.000
38	0.686	0.000	0.000
39	0.000	0.763	0.000

Item	Pedagogy	Disciplinary	Interdisciplinary
40	0.000	0.775	0.000
41	0.669	0.000	0.000
42	0.731	0.000	0.000
43	0.834	0.000	0.000
44	0.857	0.000	0.000
45	0.783	0.000	0.000
46	0.825	0.000	0.000
47	0.816	0.000	0.000
48	0.800	0.000	0.000
49	0.845	0.000	0.000
50	0.885	0.000	0.000
51	0.865	0.000	0.000
52	0.764	0.000	0.000
53	0.809	0.000	0.000
54	0.794	0.000	0.000

Note. The data generated by the statistical program R is related.

Standardized factor loadings represent the correlation between an item and a latent factor. Table 1 shows that the most significant contributors to the 'Pedagogy' dimension of comprehensive training were items 31, 37, and 35. This suggests that classes are productive when they are well-designed and provide valuable knowledge when teachers have the required program profile. Conversely, items 22 and 38 had the least impact, indicating that teachers may not be particularly concerned about each student's feelings and emotions, and that the classroom space is usually not the most suitable.

Similarly, items 11, 12, and 14 most affected the disciplinary dimension. This suggests that subjects are a field of cooperation that allows differentiation of each subdiscipline's contributions and understanding of their methods and differences. Likewise, subjects promote collaborative work, which is essential for professional training. Items 1 and 3 had the least impact, meaning students do not assume their degree can be applied to various fields. They must delve deeper into the concepts, methods, and procedures of their discipline.

On the other hand, items 49, 50, and 51 most affect the interdisciplinary dimension within comprehensive education. These items allow us to analyze how classes can generate interesting ideas and serve as a free space for sharing. They also allow students to identify with the content and management of the classes. Finally, regarding items 41 and 42, which are not significant, perhaps students do not feel fully accepted by their teachers or classmates. This makes it necessary to create spaces outside of the academic setting where students can have experiential encounters with others.

A comparative study of the averages of men and women across different dimensions was also conducted (see Table 2). The Student's t-test was applied to analyze the significant effects of gender, age, and socioeconomic status on comprehensive training.

Table 2*Comparison of averages between those under 18 and those over 18 in the different dimensions*

Dimension	Age	N	Media	Test value t	Significance level (p)
Disciplinary	Under 18	12	4,42	2,10	0,03627*
	18 years or older	288	4,05		
Interdisciplinary	Under 18	12	4,41	0,35	0,726
	18 years or older	288	3,96		
Pedagogy	Under 18	12	4,20	0,52	0,8658
	18 years or older	288	4,09		

Note. The data generated by the statistical program R is related.

According to the results of the statistical program, age is a relevant factor affecting the disciplinary dimension. The fact that students are minors implies that they perform better in this dimension. This suggests that the other group of students, who are of legal age and workers, may not have enough time to fully devote themselves to their subjects and academic responsibilities. This contrasts with students without job responsibilities who can devote their time solely to their studies. They also have the necessary space to delve deeper into subjects, research key concepts, methodologies, and procedures; engage in group work; and develop a greater understanding of classes and collaborative work.

Adapting to university life for Social work and Law students

The Academic Experiences Questionnaire (QVA-R) was used to assess adaptation to university life because it is one of the most comprehensive tools for addressing this phenomenon. The QVA-R allows for the analysis and understanding of a particular event: adaptation to university life, which occurs in all higher education institutions (Márquez et al., 2009).

The test consists of 60 items, divided into five dimensions. Responses are presented on a 5-point Likert scale, where 1 expresses total disagreement with the statement and 5 expresses total agreement (see Table 3).

Table 3*Characterization of dimensions and Cronbach's alpha*

Dimension	Description	Number of items	Items	Cronbach Alpha
Personal	Assess students' perceptions of physical and psychological well-being	21	3, 4, 6, 9, 11, 13, 17, 21, 26, 28, 30, 31, 35, 39, 45, 51, 52, 55, 56, 59, 60	0,92

Dimension	Description	Number of items	Items	Cronbach Alpha
Interpersonal	Evaluates relationships with peers in general and significant relationships, as well as aspects related to involvement in extracurricular activities	19	1, 2, 5, 10, 18, 19, 23, 24, 25, 27, 29, 32, 33, 36, 38, 40, 42, 43, 46	0,89
Career	Assess adaptation to undergraduate studies, vocational plans, and career prospects	7	7, 8, 14, 16, 20, 22, 37	0,9
Study	Evaluates study skills, work habits, time management, use of the library, and other learning resources	11	34, 41, 44, 47, 48, 49, 50, 53, 54, 57, 58	0,83
Institutional	Assess interest in the institution, desire to continue studies, knowledge, and perceptions about the quality of existing services and structures	2	12, 15	0,58

Note. Data taken from the academic experiences questionnaire (QVA-r).

In the case of the personal dimension, the characteristic items correspond to items 11 and 17. These items suggest that students may feel confused, disoriented, and pessimistic, which can affect their academic performance and adaptation to university life. Items 53 and 60 were less significant, indicating that although students struggle with making decisions, they are confident in their degree program.

Items 24 and 27 most affect the interpersonal dimension. In other words, entering university has enabled students to form new relationships with their peers and develop a close-knit group of friends. These aspects are important when entering a higher education institution. Items 5 and 29 correspond to characteristics that students may not consider important. For example, it is worth noting that the student community does not frequently use the library. The university lacks a physical space where students can study and form friendships.

In the 'Career' dimension of university adaptation, items 7 and 8 indicate that students have chosen the right career and possess the necessary skills and vocation for their field of study. In the 'Study' dimension, items 47 and 49 were the most important; that is, students organize the information obtained in class adequately and prepare to pass their exams. Finally, in the 'Institutional' dimension, item 12 was the most prevalent, suggesting that most students feel comfortable with their university.

On the other hand, a study of these tests was conducted to determine how some data affect others, whether significantly or not. The purpose of this study was to find out if variables such as gender, age, or socioeconomic status primarily influence adaptation to university life in each dimension. Regarding this objective, it was found that gender is a key factor in adapting to university life in the dimension of study. For instance, male students may have lower grades than female students because women tend to plan, organize, and study their classes more thoroughly. Additionally, they tend to keep up with their academic duties and commitments in class.

Table 4

Comparison of averages between men and women in different dimensions for adaptation to university life

Dimension	Gender	N	Media	Test value t	Significance level (p)
Personal	Female	216	2,43	0,28	0,7745
	Male	84	2,4		
Interpersonal	Female	216	3,61	0,24	0,8077
	Male	84	3,62		
Career	Female	216	4,11	0,79	0,4268
	Male	84	4,04		
Study	Female	216	3,72	2,13	0,0336*
	Male	84	3,56		
Institutional	Female	216	3,54	0,24	0,8037
	Male	84	3,57		

Note. Data taken from the statistical program R.

Regarding the level of adaptation among students according to the dimensions, it was found that the educational community does not possess a high level of adaptation. That is, students have experienced emotional instability and other mood changes. Likely, they have recently felt confused, downcast, sad, or tired, which has made it difficult for them to make decisions.

Similarly, a moderate level of adaptation was observed in the interpersonal dimension. That is, students generally make friends easily. They usually have company and a good group of friends and try to participate with their classmates outside of class hours.

In terms of the 'Career' dimension, students have a high level of adaptation to university life. This suggests that most of them chose the right undergraduate program. As a result, they feel committed and have the necessary skills to meet expectations.

Concerning the 'Study' dimension, students demonstrate an average level of adaptation to university life. To a certain extent, they organize their time, focus on pending tasks, plan, and keep their notes and homework up to date.

Finally, in the institutional dimension, students have an average level of adaptation to university life. To a certain extent, they feel comfortable at the university. Some things interest them. Perhaps the university has fairly good infrastructure for the student community, although not completely.

Description of the relationship between comprehensive training and adaptation to university life in Social Work and Law students

After completing statistical analyses of all the data, it was found that there is a weak positive correlation between the two variables. This means that students who feel more adapted to university life generally feel more comprehensively educated, though the relationship is not very strong. Table 5 shows that this correlation is statistically significant (p -value = $3.112e-07$). Therefore, it is likely that this relationship exists in the general student population and is not just a random result.

However, even though the correlation is weak, it suggests that there is a general trend: students who are better adapted also feel more comprehensively educated.

Table 5

Description of the relationship between comprehensive education and adaptation to university life

Dimension	Test value <i>t</i>	Significance level (<i>p</i>)	Correlation
Comprehensive training	5.23	3.11	0.2902317
Adapting to university life	5.23	3.11	0.2902317

Note. The table lists the T-test values and the significance of the students' comprehensive training and adaptation to university life.

Discussion

From birth, human beings undergo different life processes and experiences that distinguish them from other species. Among these transcendental experiences is education. It begins at a very early age and progresses over time, until reaching high school and then university. It is a space where both theoretical knowledge and life are cultivated skills. In this environment, there is a need to educate competent individuals who can respond to global demands and engage in active practices.

According to [Gutiérrez \(2024\)](#), higher education in Colombia is conceptualized as a comprehensive process aimed at developing well-rounded individuals capable of solving and facing current challenges. Therefore, it must promote the personal and social growth of students, going beyond simple academic and technical development. Universities should teach basic social skills and competencies because they are widely applied in the professional world, along with ethics.

In this scenario, it is clear that education should be approached as a comprehensive training perspective. According to the results of this study, higher education institutions can offer comprehensive education. Students receive timely, planned, and traceable classes that contribute to their knowledge. Likewise, teachers meet the required profile.

However, the study also indicates a lack of concern among the teaching staff regarding the students' feelings and emotions. Additionally, the classroom space is not usually ideal. [Cuaical and Cuesta \(2017\)](#) state that classrooms are intricate environments where various social and emotional interactions occur. In other words, interactions between teachers and students are a determining factor in the educational process, creating a pleasant learning environment. This is because these interactions significantly impact teachers' behavior and attitudes, as well as the social and emotional relationships they establish with their students.

The study also emphasizes that the goal of vocational training is to enhance cooperative work.

The European Higher Education Area (EHEA) recognizes the need to develop teamwork skills, to adapt to the flexibility of the labor market, and to an increasingly group-based format, mediated by technology, in the development of projects. (Noguera et al., as cited in [Hernández-Sellés et al., 2023, p. 41](#))

The entire collaborative learning process revolves around interaction, whether between students, with the teacher, or with the media and materials.

On the other hand, different factors arise within this comprehensive training dynamic that can influence it. In this case, age is a relevant factor since younger students tend to receive higher grades than older students. This may be because starting university at an older age, while also working or taking care of other responsibilities, reduces the time available for academic duties. In response, the [Observatorio de la Universidad Colombiana \(2024\)](#) asserts that working students in Colombia's higher education system encounter unique challenges, including limited participation in academic and collaborative activities due to time constraints. The organization also examines how work impacts students' ability to allocate time to research, in-depth study of concepts, and class participation. These findings highlight the urgent need for higher education institutions to address these issues, as they may hinder a comprehensive education.

According to the research, students are at an average level regarding comprehensive interdisciplinary skills training. While classes are taught appropriately, there is a slight need for them to delve into other possibilities for understanding and knowledge. In other words, they should go beyond anecdotes and incorporate real experimentation. Innovative materials should be used, and the micro-curricula of the subjects should be updated. A space for reflection should be created where students can explore what they are learning and why.

For [Mero \(2022\)](#), integrating interdisciplinary practices can enrich the educational process by improving the planning and execution of innovative classes through updated curricula and innovative materials. Based on the above, it is essential to promote spaces for awareness and reflection on what is being learned and taught. Institutions take a long time to update program content, often forgetting the context or social reality.

On the other hand, students may face different challenges when transitioning from high school to higher education in Colombia because, according to [Julca \(2016\)](#), university education is a multidimensional process that

goes beyond acquiring specialized technical knowledge. It requires greater discipline and time management. Additionally, [Meléndez-Armenta \(2023\)](#) states that adapting to a new social environment while managing academic and personal responsibilities can lead to mental health issues, such as anxiety. This forces universities to consider strategies for addressing this stage of adaptation that involve the entire academic community, as well as families in urgent cases.

In this context, it was found that students' level of adaptation to university life is average. Most of them experience emotional and personal difficulties, which cause them to report feeling tired, sad, discouraged, disoriented, and confused, as well as having difficulty making decisions. These moods can disrupt the adaptation process and academic performance. It should be noted that the first year of university is one of the most challenging years, and adaptation takes time. Students experience emotional difficulties during this period as they adjust to the pace of work.

Institutional support for early warning systems is essential to overcoming barriers by implementing strategies that address academic and emotional difficulties. Despite this, the results indicated that students chose their degree program wisely and that enrolling in the institution allowed them to form new relationships with their peers and establish a strong social circle. These aspects are important when entering a higher education institution because interpersonal socialization is essential for fostering joy, fun, and interest, even though there are individual achievements.

Gender is another crucial factor in adapting to university life. It affects student issues. For example, women tend to achieve better grades than men because they plan, organize, and study their classes more thoroughly. They also keep up with academic assignments and commitments made in class. Men find it more difficult to take on these responsibilities.

In short, this study found that the two categories, comprehensive training and adaptation to university life, are moderately correlated. Therefore, students who feel more adapted to

university life tend to feel more comprehensively trained. In this regard, Pinillo (2024) argues that students who are better integrated in these two areas demonstrate greater emotional well-being and report a more enriching educational experience. In other words, a comprehensive education helps students strengthen their ability to relate appropriately to their peers and participate in the educational community. This leads to adequate adaptation to the environment.

Conclusions

The research significantly contributed to academic and comprehensive training processes, as well as adaptation to university life two crucial elements that influence students' life plans. Although students report having personal difficulties related to emotional issues, they have also felt comfortable with their institution and degree program upon entering university. This has allowed them to establish healthy relationships.

A comprehensive education must transcend theoretical barriers and link them to practical applications. It should prepare students in critical thinking, analysis, and social and emotional skills. In other words, it should respond to current needs while strengthening students as well-rounded individuals who contribute to society.

Adapting to university life is a fundamental part of professional training and occurs subjectively according to each student. The goal is for individuals to enjoy the training process, participate in extracurricular activities, and enhance their academic performance because these factors positively influence their future.

Conflict of interest

There are no conflicts of interest because the necessary permissions were obtained from the institution's management in strict compliance with ethical standards. Additionally, informed consent was obtained from all participants to ensure transparency and integrity.

Ethical Responsibilities

The study was conducted with the participants' consent. Each participant completed an informed consent form. Timely information was provided to ensure that the participants were fully aware of the study's objectives, procedures, and academic purposes.

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Contribution

Zuly Aidé Gómez Burbano: Principal investigator. Statistical data processing, writing of materials and methods, and obtaining results.

Ingrid Selene Torres Rojas: Analysis and interpretation of results, writing of the introduction, methods, discussion, and conclusions.

The authors participated in the preparation, reading, and approval of the manuscript.