

Lifestyle and Scholar Culture in University Students from Coahuila

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Abstract

The purpose of the present study is to analyze the differences between the lifestyle and the scholar culture from the university student's perspective of five different schools. The results were obtained by a quantitative study, with a traversal design, open and observational, and they were derivate from a descriptive and comparative analysis with the ANOVA one factor test. The sample was took on a random way; the total of participants was of 890. The results showed that the principal characteristics from the university students' lifestyle is *exercise, sports practice, physical activity, health and unhealthy food ingest, alcohol consume, smoking and sedentary lifestyle*. It was conclude that the university students have a Lifestyle that could be classify in three aspects, the first one, their free time (leisure), that is usually employ on social network and frequent alcohol consume. The second lifestyle aspect is related with the scholar culture, in this sense, is associated with dedication and compromise with the academic activities of their school (doing homework, projects, expositions and extracurricular activities) and the last one, their alimentation, which is characterized by consuming two kinds of food, healthy and unhealthy (high caloric content food). The schools in the Autonomous University of Coahuila are systemically working on the development of new strategies of cultural promotion for the integral development of their students.

Keywords: Lifestyle; Scholar culture; Social network; Alcohol consumption and scholar participation.



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1. Introduction

According to the INEGI (2017), in Mexico, a 25.7% of the population is in young age, between the 15 and the 29 years old, equivalent to 30.6 million of people. In Mexico, and as surely happens in other countries, young people have a little unhealthy lifestyle that put in risk their integrity and their life trajectory. The problem around the juvenile lifestyle is complex, because each person decides how to live their own life, and adopts habits according to their preference, but how much does the young people decide with responsibility about their lifestyle? How capable are they of discriminate about what is good for them or not? Moreover, which are the cultural patterns that influences their life form?

The scholar culture has an impact on the university student because of the scholar environment, the school organization and even the infrastructure can contribute to the permanence and motivation of the student.

The alcoholism, drug addiction, smoking addiction, delinquency, the sexual transmission illness, are problems that are associated in a direct way with the young people's lifestyle.

Background about this subject, allow defining it as a principal generator and a classifying system of social levels and behavior (Montoya and Salazar, 2010). To Menéndez (2009) is a generic construct that is equivalent to the way it is understood as a way of living, expressed in ambits of behavior, fundamentally in the customs, it is also molded by the living place, the urbanism, the possession of goods, the relation with the environment and the interpersonal relationships. Perea (2004) seconds this point of view, defining it as a way, form or mode of living. In general, that concept is understand as the form of life of people. (Arriagada and Stiepovich, 2014).

There are different factors that could affect their lifestyle, as Gómez (2005) mention, individual factors and behavior forms. By his part, Cockerham *et al.* (1997), consider that the circumstances of class are probably the ones that have a more powerful influence on the lifestyles: the differences are widely recognized, such as food preferences, health care practices, and physical activity between social classes. The age, gender and ethnic also have a fundamental role, because of the social disadvantage that some group suffer in certain contexts.

In reference to the scholar culture, the background of the aspect is similar because it has to accomplish an energizing and renovated function in educational life. The scholar culture has to be renovate without losing the positive that it already has. Keeping the favorable, but with an opening through the innovation and overcoming (Martínez-Otero, 2003). What Mass concludes, Mass (2013), is that the less influence on the scholar culture

innovation is due because the efforts of change are wanted to make a difference as quick that they threatened with destroy the sense of competence of the organization that have taken years to develop.

Stolp (1994) define scholar culture as the set of patterns of significance that were transmit historically, and include norms, values, beliefs, ceremonies, rituals, traditions and the understood myths, by the members of the scholar community. At the same time Lobato and Ortíz (2001), quoted by Escobedo *et al.* (2012) consider it as a set of attitudes, values, shared believes, relationships models, association forms and school organization. And for Elías (2015) is static and dynamic. Static because it is installed as a unique character that promotes a sense of pertinence and compromise of the actors, getting them socialized to a sense of “truth”, but dynamic by the active participation of the members of the institution as there exist interactions between them with new ideas and approaches.

The scholar culture is composed not only like an educational community, but also by familiar expectations and the kind of social context where it is immerse Gálvez (2006), indicating that it doesn't have an own, clear and consistent definition, but it rescues from the organization its definition and conceptual dimension centered in a set of values, believes, attitudes, feelings and projects that are shared between its members (Stolp, 1994).

This culture, is not defined conceptual or pragmatically as something away from history, from the social construction or its context, by the contrary, is a historical, contingent and on constant dynamic construction concept, that evolves and modifies in spites of what in occasions looks like having some stability, transmitted by the formal and defined elements by the same dominant culture, which gets sense and significance (Bolívar, 1996).

Guzmán (2016) say that the scholar culture takes us to investigate and intervene through a comprehensive practice of the educational aspects, such as interactions between the actors that compose them, rituals, myths, procedures, structure, values and norms.

By these last statements, the study looks for answering the following research questions: What difference exists between the Scholar Culture of the five schools? What are the differences on the Lifestyle of the university students? And what are the variables that compose the dimension of Lifestyle?

2. Materials and Methods

This research was a quantitative/traversal type because the information obtained is numerical and it was processed by a descriptive and inferential statistic.

The analysis of the information was realized through central, dispersion and distribution statistics and the parametric test ANOVA of one factor to find differences in lifestyle and culture on students of the Autonomous University of Coahuila. The statistical analysis was done through the SPSS software on its 21 version. The study sample was composed of 890 students from 5 schools of Superior Education. The selected design was the simple random sample, without replacement with equal probability; the software R studio was used to calculate it.

To guarantee the reliability of the questionnaire, a pilot test was realized, which was made in four moments and with the results obtained between each one of them, necessary modifications were made to get that reliability. Finally, the reliability was of 0.80, obtained through the Cronbach Alpha coefficient.

The application method of the questionnaire was self-administrated in a group way, a questionnaire was given to each participant and they were explained the purpose of the study, then, in a verbal way they were inform about the confidentiality of their answers.

3. Results

The principal aspects that were distinguished about the university student's lifestyle are the use of social media, dedication on doing homework, their alimentention (healthy and unhealthy), study techniques and the leisure to improve their life form.

According to the standard deviation scores, it can be observe that four variables have a good stability because they present little variation in comparison with its media.

About the asymmetry values, 11 variables have a negative bias, which indicates that the distribution of the data is lean to the left, into the end of the lower values and is concentrated into right, on the high values.

The kurtosis can be defined with the majority of the variables have a platicurtic distribution.

Table-1. Descriptive Statistic of the Dimension Lifestyle

Variables	n	□	Med	Mo	DE	As	K
Social media	849	7.40	8.00	10	2.57	-.903	.035
Unhealthy alimentention	847	6.97	8.00	10	2.85	-.732	-.426
Homework	850	6.79	7.35	10	2.82	-.620	-.059
Healthy alimentention	849	6.55	7.00	8	2.58	-.647	-.170
Study techniques	846	6.15	7.00	8	3.14	-.601	-.776
Videos	847	5.99	7.00	8	3.06	-.484	-.769
Leisure to improve	846	5.98	6.00	5	2.81	-.473	-.470
Physical activity	848	5.41	5.00	10	3.85	-.158	-1.516
Study strategies	846	5.38	5.00	5	3.15	-.178	-1.092
Regular exercise	849	5.35	5.00	10	3.47	-.198	-1.317
Anxiety alimentention	848	5.26	5.00	0	3.61	-.186	-1.348
Sedentary	843	4.73	5.00	0	3.32	.023	-1.195
Exercise to improve	847	4.60	5.00	0	3.53	.092	-1.369

physical structure							
Sports	847	4.47	4.00	0	3.89	.190	-1.543
Technology use	847	4.42	5.00	0	3.55	.103	-1.397
Alimentation	849	4.15	4.00	0	3.54	.279	-1.298
Alcoholic consume	847	3.31	2.00	0	3.63	.646	-1.111
Alcoholic consume	847	2.32	0.00	0	3.17	1.14	-.026
Alcoholic consume	848	1.87	0.00	0	3.06	1.53	1.016
Smoking	848	1.81	0.00	0	3.20	1.59	1.051

Note: n=sample, \bar{x} =media, Med=median, DE= Standard deviation, As= Skewness, K=kurtosis

A comparative study of the dimension of Lifestyle was realized with the ANOVA test in three educative university centers: Nursing, Engineering and Chemical Sciences school and significant differences were found, with a significant grade of ≤ 0.05 . The variables are; exercise, sport practice, physical activity, healthy and unhealthy food consume, alcohol consume, smoking addiction and sedentary.

It can be observe, that there are statistic differences between the Nursing school versus the Chemical Sciences school in the unhealthy alimentation, the alcohol consume, smoking addiction and sedentary. From the MSD test (Minimum significant differences) can be conclude that significant statistic differences ($p \leq 0.50$) between the average of the schools.

Thus, it can be inferred that the Engineering school has a more healthy lifestyle, talking about exercise, physical activation, and alimentation than the nursing school and the chemical sciences school, and by the contrary, the nursing school is distinguished by actions of a less healthy lifestyle, talking about alimentation, alcohol consume and leisure.

Table-2. Average Comparative Between Schools in the Dimension of Lifestyle

Dependent Variable			Average Difference (I-J)	Sig.
Usual Exercise	Nursing	Engineering	-1.829*	0.001
		Chemical sciences	-0.058	0.91
	Engineering	Nursing	1.829*	0.001
		Chemical sciences	1.771*	0.00
	Chemical sciences	Nursing	0.058	0.91
		Engineering	-1.771*	0.00
Exercise to improve physical structure	Nursing	Engineering	-1.941*	0.001
		Chemical sciences	0	1
	Engineering	Nursing	1.941*	0.001
		Chemical sciences	1.942*	0.00
	Chemical sciences	Nursing	0	1
		Engineering	-1.942*	0.00
Sport	Nursing	Engineering	-3.285*	0.00
		Chemical sciences	-0.771	0.179
	Engineering	Nursing	3.285*	0.00
		Chemical sciences	2.515*	0.00
	Chemical sciences	Nursing	0.771	0.179
		Engineering	-2.515*	0.00
Sport	Nursing	Engineering	-3.285*	0.00
		Chemical sciences	-0.771	0.179
	Engineering	Nursing	3.285*	0.00
		Chemical sciences	2.515*	0.00
	Chemical sciences	Nursing	0.771	0.179
		Engineering	-2.515*	0.00
Physical activity	Nursing	Engineering	-1.860*	0.001
		Chemical sciences	-0.037	0.948
	Engineering	Nursing	1.860*	0.001
		Chemical sciences	1.823*	0.001
	Chemical sciences	Nursing	0.037	0.948
		Engineering	-1.823*	0.001
Healthy alimentation	Nursing	Engineering	-1.040*	0.012
		Chemical sciences	0.114	0.779
	Engineering	Nursing	1.040*	0.012
		Chemical sciences	1.155*	0.004
	Chemical sciences	Nursing	-0.114	0.779
		Engineering	-1.155*	0.004
Unhealthy alimentation	Nursing	Engineering	-1.024	0.056
		Chemical sciences	-2.071*	0.000

	Engineering	Nursing	1.024	0.056
		Chemical sciences	-1.047*	0.044
	Chemical sciences	Nursing	2.071*	0.00
		Engineering	1.047*	0.044
	Alcohol consume	Engineering	-1.181*	0.014
		Chemical sciences	-1.730*	0.00
		Nursing	1.181*	0.014
		Chemical sciences	-0.549	0.239
	Chemical sciences	Nursing	1.730*	0.00
		Engineering	0.549	0.239

Note: *. The significance of the average difference is at level .05.

Talking about the scholar culture, statistic significant differences were found on the next variables; participation on cultural activities, consume (spending money in just what is needed, spending money on things I can't afford, I buy everything I want), read books, art production, respecting the country cultures, respecting signs, protest, to belong on social groups, to belong to artistic groups, spirituality care, beliefs, voting, and artistic activities.

In the tables 3 and 4, it can be observe, that the Chemical sciences school have significant differences with Engineering school and Nursing school in the variables: cultural activities outside school and to belong to a social group. In addition to that, the Nursing school have significant differences with the other two schools on the variables of consume and to vote.

Last, the Engineering school have significant differences with the Chemical sciences school in the variables of cultural activities inside school believing in God, reading books to acquire new knowledge.

By that, it can be said that Chemical sciences school has more participation on cultural activities outside school, reading books to acquire new knowledge, belonging to social groups, belonging to artistic groups, and consider important to vote, this school is the most participative of the three.

Table-3. Average Comparative Between Schools by the Dimension of Scholar Culture

Dependent Variable			Average Difference (I-J)	Sig.
Interschool participation	Engineering	Nursing	-0.597	0.287
		Chemical sciences	-1.543*	0.005
	Chemical sciences	Nursing	0.946	0.091
		Engineering	1.543*	0.005
Social consume	Nursing	Engineering	-0.809	0.124
		Chemical sciences	-1.872*	0.000
	Engineering	Nursing	0.809	0.124
		Chemical sciences	-1.064*	0.037
	Chemical sciences	Nursing	1.872*	0.000
		Engineering	1.064*	0.037
Preference consume	Nursing	Engineering	-1.101*	0.046
		Chemical sciences	-1.514*	0.006
	Engineering	Nursing	1.101*	0.046
		Chemical sciences	-0.412	0.441
	Chemical sciences	Nursing	1.514*	0.006
		Engineering	0.412	0.441
Knowledge	Engineering	Nursing	-0.849	0.095
		Chemical sciences	-1.006*	0.041
	Chemical sciences	Nursing	0.157	0.754
		Engineering	1.006*	0.041

Note: *. The significance of the average difference is at level .05.

Table-4. Average Comparative Between Schools by the Dimension of Scholar Culture (continue)

Dependent Variable			Average Difference (I-J)	Sig.
Status	Nursing	Engineering	-0.208	0.733
		Chemical sciences	-1.629*	0.007
	Engineering	Nursing	0.208	0.733
		Chemical sciences	-1.421*	0.017
	Chemical sciences	Nursing	1.629*	0.007
		Engineering	1.421*	0.017
Artistic participation	Nursing	Engineering	0.029	0.96
		Chemical sciences	-1.703*	0.003
	Engineering	Nursing	-0.029	0.96
		Chemical sciences	-1.732*	0.002
	Chemical sciences	Nursing	1.703*	0.003
		Engineering		

		Engineering	1.732*	0.002
Spirituality	Engineering	Nursing	0.684	0.208
		Chemical sciences	1.419*	0.007
	Chemical sciences	Nursing	-0.734	0.173
		Engineering	-1.419*	0.007
Social participation	Nursing	Engineering	-1.079*	0.018
		Chemical sciences	-.951*	0.035
	Engineering	Nursing	1.079*	0.018
		Chemical sciences	0.128	0.771
	Chemical sciences	Nursing	.951*	0.035
		Engineering	-0.128	0.771

Note: *. The significance of the average difference is at level 0.05.

About the comparison between the schools of Engineering, Social sciences and Jurisprudence, significant differences were found on the variables of the dimension Lifestyle: dedication to study daily, regular exercise, exercise to improve physical structure, dedicating time to practice sports, physical activity for more than 30 minutes per day, healthy food consume during day, conscious of the risk of the alcohol consumption, and regardless consuming alcohol in excess.

The table 5 shows the way in which the Engineering school usually exercise, practices sports, do physical activity for more than 30 minutes per day and consume healthy food during the day on difference between the other two schools. However, the Social Sciences school dedicates more time to study, on difference of the other two schools. By other side, Jurisprudence school is conscious about the risk of alcohol consumption, and regardless they consume it in excess.

In conclusion, engineering school has a better lifestyle, but the Social sciences school dedicates more time to study, by that, they can improve their school performance. The school that have more problems on their lifestyle on this comparative is Jurisprudence.

Table-5. Average Comparative Between Schools by the Dimensión of Lifestyle

Dependent Variable			Average Difference (I-J)	Sig.
Study strategies	Engineering	Social sciences	-.988*	0.035
		Jurisprudence	0.259	0.57
	Social sciences	Engineering	.988*	0.035
		Jurisprudence	1.247*	0.006
	Jurisprudence	Engineering	-0.259	0.57
		Social sciences	-1.247*	0.006
Usual exercise	Engineering	Social sciences	1.772*	0.00
		Jurisprudence	1.329*	0.007
	Social sciences	Engineering	-1.772*	0.000
		Jurisprudence	-0.443	0.359
	Jurisprudence	Engineering	-1.329*	0.007
		Social sciences	0.443	0.359
Exercise to improve physical aspect	Engineering	Social sciences	1.830*	0.001
		Jurisprudence	1.358*	0.008
	Social sciences	Engineering	-1.830*	0.001
		Jurisprudence	-0.472	0.349
	Jurisprudence	Engineering	-1.358*	0.008
		Social sciences	0.472	0.349
Sport	Engineering	Social sciences	2.634*	0.000
		Jurisprudence	1.959*	0.001
	Social sciences	Engineering	-2.634*	0.000
		Jurisprudence	-0.675	0.226
	Jurisprudence	Engineering	-1.959*	0.001
		Social sciences	0.675	0.226
Physical activity	Engineering	Social sciences	1.923*	0.001
		Jurisprudence	1.515*	0.007
	Social sciences	Engineering	-1.923*	0.001
		Jurisprudence	-0.408	0.453
	Jurisprudence	Engineering	-1.515*	0.007
		Social sciences	.808*	0.031

Note: *. The significance of the average difference is at level 0.05.

Next, it is presented the comparative of the dimension of Scholar Culture, detecting significant differences on the variables: inside and outside school activities, reading to get knowledge, having a student behavior, importance of having beliefs, presenting student morality, and like to attend to scholar activities.

It was observed, that the Social sciences school has more participation on cultural activities inside and outside the school, reading books to acquire knowledge, respect to the country culture, thinking the consequences before taking a decision, like to attend to artistic activities, and to prefer museums, on difference with the other two schools.

However, Engineering school and Jurisprudence school give more importance to believing in God, on difference to the Social Sciences school. By that, it can be inferred, that schools at the Autonomous University of Coahuila, work systematically on the development of strategies of cultural promotion for the integral development of their students.

Table-6. Average Comparative Between Schools by the Dimension of Scholar Culture

Dependent Variable			Average Difference (I-J)	Sig.
In-school participation	Engineering	Social sciences	-1.295*	.018
		Jurisprudence	-.367	.495
	Social sciences	Engineering	1.295*	.018
		Jurisprudence	.928	.080
	Jurisprudence	Engineering	.367	.495
		Social sciences	-.928	.080
Out-school participation	Engineering	Social sciences	-2.640*	.000
		Jurisprudence	-1.143*	.031
	Social sciences	Engineering	2.640*	.000
		Jurisprudence	1.497*	.004
	Jurisprudence	Engineering	1.143*	.031
		Social sciences	-1.497*	.004
Knowledge	Engineering	Social sciences	-3.100*	.000
		Jurisprudence	-1.148*	.009
	Social sciences	Engineering	3.100*	.000
		Jurisprudence	1.953*	.000
	Jurisprudence	Engineering	1.148*	.009
		Social sciences	-1.953*	.000
Student behavior	Engineering	Social sciences	-.177	.615
		jurisprudencia	.742*	.032
	Social sciences	Engineering	.177	.615
		Jurisprudence	.919*	.007
	Jurisprudence	Engineering	-.742*	.032
		Social sciences	-.919*	.007
Spirituality	Engineering	Social sciences	2.705*	.000
		Jurisprudence	1.211*	.028
	Social sciences	Engineering	-2.705*	.000
		Jurisprudence	-1.494*	.006
	Jurisprudence	Engineering	-1.211*	.028
		Social sciences	1.494*	.006
Morality	Engineering	Social sciences	-.318	.454
		Jurisprudence	.905*	.031
	Social sciences	Engineering	.318	.454
		Jurisprudence	1.223*	.003
	Jurisprudence	Engineering	-.905*	.031
		Social sciences	-1.223*	.003
Scholar like	Engineering	Social sciences	-3.375*	.000
		Jurisprudence	-2.013*	.000
	Social sciences	Engineering	3.375*	.000
		Jurisprudence	1.361*	.009
	Jurisprudence	Engineering	2.013*	.000
		Social sciences	-1.361*	.009

*. The significance of the average difference is at level .05.

4. Discussion

The present study allowed to respond to the research questions: What is the difference between the Scholar Culture of the five schools?, where there were found significant differences about cultural activities participation, consumerism, reading books, art production, respecting the country cultures and signs, protesting, belonging to a social group, belonging to artistic groups, spirituality care, beliefs, voting and artistic activities. Also, the question Which are the differences between the lifestyle of the university students? Was responded by the variables exercise, sport practice, physical activity, healthy and unhealthy food consume, alcohol consume, smoking addiction and sedentary. And at last, the question Which are the variables that compose the dimension Lifestyle? Which can be

conclude by the variables of social media, healthy and unhealthy alimentation, sedentary and doing homework. These elements converge to the lifestyle of the university students.

Alonso *et al.* (2008) realized a study to determine the health risk behavior on Colombian freshmen students in which the 13.5% presented overweight, and 2.6% presented obesity, 1 of 5 students walks every day at least half hour, the 67.2% have consumed alcohol; 35.2% have smoked and the food that is more consumed by them are the fats, sugar, cereal and tubers, as well as legumes and animal origin aliments. The 20.2% do not consume salads. The last affirmation has changed, according to this study, the alimentation of the students divides in two kinds, healthy and unhealthy, in other words, there is a proportion of students who is really worried for a balanced and healthy alimentation and has a alimentary plan according to their energetic needs, and the other group consume aliments with high caloric content and has less care with the type of aliments that consume during the day.

Castillo *et al.* (2010) found in a group of university students from Spain, a moderate level of physical activity; they had a high self-esteem, feel satisfied with their lives and with a high vitality. The physical competence is positively associated with the self-esteem, the satisfaction with life and subjective vitality. In this study a difference was found, where it could observed significant differences on the variables of exercise, sport and physical activity, where students usually realize exercise.

5. Conclusion

In general, it can be observed that there are four characteristics that distinguish young university students in the five schools. The first one is the intensive use of the social media, the second one is the time they invest on doing homework, next one is alimentation, where there is a several proportion of students that eat healthy food and others unhealthy food (high caloric content food), and by last, the consume of alcohol.

This allow saying that the student's lifestyle is divide in three great areas. In first place their free time (leisure), is employed on social media and in the usual consume of alcohol. The second aspect of their life is related with the scholar culture, in this sense, associated with dedication and compromise with their school's academic activities (doing homework, projects, expositions, and extracurricular activities) and the last one, their alimentation, characterized by consuming two kinds of food, healthy and unhealthy (high caloric content food).

About the scholar culture, it can be conclude, in a general way, that the variables that presented the most according to the scholar behavior are the attention to the institutional signs, making decisions, social activities inside the school, scholar participation and giving their own point of view to others.

The Autonomous University of Coahuila schools work systematically on the development of strategies of cultural promotion to the integral development of their students.

It can be concluded, that there are differences between the scholar culture on each school according to their students lifestyle, and it is necessary to analyze in a deep way the institutional strategies around the promotion of a preventive health care that favors the exercise of healthy lifestyles.

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