Common Apprenticeships: Self-Perception Of Their Development In Undergraduate Business Students

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Abstract

This research aims to identify the self-perception of university students enrolled in business science training programs to develop common learning. It is a quantitative study based on the positivist empirical-analytical epistemological orientation. The descriptive cross-sectional experimental deductive method was implemented. The population consisted of 4,000 (N) students of a university attached to three undergraduate programs of a public university in Colombia - business administration, public accounting and international commerce. The sample consisted of 369 individuals (n), guaranteeing 95% reliability (Zc) and a 5% error level (E). The data collection instrument was a Likert scale questionnaire composed of 41 items. The dimensions analyzed were sociodemographic factors, metacognitive self-regulation, emotional self-knowledge and social skills. The data collected were analyzed through descriptive statistical procedures. From the results, it is possible to recognize that the university participants of this research generally have a good self-perception regarding the capacities associated with metacognitive self-regulation, emotional self-knowledge and social skills. It is concluded that there is a contribution from higher education in business science programs to comprehensive training, allowing the configuration of more suitable professionals to face the challenges imposed by the changing and dynamic contexts of the labor and social world. However, it is necessary not to ignore the cases of students who evaluate themselves negatively in this skill since it is essential to have complete and holistic professional profiles today.

Keywords: perceptions; common learning, university students; business sciences

Aprendizajes comunes: autopercepción de su desarrollo en estudiantes universitarios de ciencias empresariales

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Resumen

Esta investigación tuvo como objetivo identificar la autopercepción que tienen los estudiantes universitarios adscritos a programas de formación de las ciencias empresariales respecto al desarrollo de aprendizajes comunes. Se trata de un estudio cuantitativo que se fundamenta en la orientación epistemológica empírico-analítica de corriente positivista. Se implementó el método deductivo experimental transversal de tipo descriptivo. La población estuvo conformada por 4.000 (N) estudiantes de una universidad adscritos a tres programas de pregrado de una universidad pública en Colombia -administración de empresas, contaduría pública y comercio internacional. La muestra estuvo integrada por 369 individuos (n) garantizando el 95% de confiabilidad (Zc) y el 5% de nivel de error (E). El instrumento de recolección de información correspondió a un cuestionario con escala Likert compuesto por 41 ítemes. Las dimensiones analizadas fueron: factores sociodemográficos, autorregulación metacognitiva, autoconocimiento emocional y habilidades sociales. A través de procedimientos de estadística descriptiva se analizaron los datos recolectados. De los resultados, se logra reconocer que los participantes universitarios de esta investigación, en general, tienen una autopercepción favorable respecto de las capacidades asociadas a la autorregulación metacognitiva, el autoconocimiento emocional y las habilidades sociales. Se concluye que hay una contribución desde la educación superior en los programas de ciencias empresariales a la formación integral, permitiendo la configuración de profesionales más idóneos frente a los retos que imponen los contextos cambiantes y dinámicos del mundo laboral y social. Se hace necesario no desconocer los casos de estudiantes que se autoevalúan de manera negativa en este tipo de capacidades, pues hoy es indispensable perfiles profesionales más completos y holísticos.

Palabras clave: percepciones; aprendizajes comunes, estudiantes universitarios; ciencias empresariales

INTRODUCTION

Integral education is an ideal of education today, both at school and at university. However, it is a commitment formulated more than seventy years ago. It is enough to review the Universal Declaration of Human Rights of 1948 or the International Covenant on Economic, Social and Cultural Rights of 1966: both instruments recognize education as a human right whose ultimate purpose is the full development of the personality. Personality corresponds to the integrality of the human person, that is, its physical, biological, cognitive, intellectual and emotional components, but at the same time, its social, cultural, political, ethical, moral and environmental nature (Martínez, 2016; Rutagwelera, 2021; Guerra, 2019; Jaedi et al., 2022; Graciano et al., 2020).

Training is the most fundamental issue in education; therefore, teaching, learning, curriculum, didactics, evaluation, and other elements that materialize in school-teacher-student relationships, are an integral part of pedagogical knowledge and pedagogical practice (Vargas, 2008; Skidmore, 2006; Zuluaga, 1999; Runge et al., 2018; Runge and Muñoz, 2012; Díaz, 2019). The teacher is a human, professional, and pedagogical being. A triad configures the macrosystem of the teaching experience and praxis, in other words, a complex being that cannot be deciphered in a simple way (Freire, 2005; Freire, 2010). The pedagogue wonders about his epistemological construction, questions his positions and knowledge about teaching, rethinks his ideas linked to the role of students and trainers, and feeds back in a permanent, dialogic and devolutive cycle. Only in this way can it adapt, modify its didactics and redraw the training horizons in coherent response to the multidimensionality of the human condition (Niemelä and Tirri, 2018; Ho and Wai, 2018; König et al., 2020; Supkhonovna, 2021).

And in the framework of this pedagogical teaching task, training stands out as an essential issue of the teacher's work, who must question what each student requires to provide an efficient response in each of the social, cultural, environmental, economic, political, professional and family scenarios of life (Assunção and Gago, 2020; Brennan, King and Travers, 2021; Berryman et al., 2018). Thus, the context with its dynamics

becomes an inexhaustible source of reflection for the teacher who must constantly keep track of the changes, transformations and problems that arise within the territories to adapt their methodologies and teaching purposes with the mission of promoting training that is relevant and consistent with these local emergencies in dialogue with the global requirements imposed through public policies and the characteristics/expectations of students (Mordechay and Alfaro, 2019; Daros et al., 2019).

In defense of an education that must respond to the needs resulting from the context, and therefore, detached from the notion of educational policy with neoliberal rationality, to return to its original nature characterized by interdisciplinarity and multidisciplinarity (Aguilar, 2014; Orphan, 2018; Levin, 2002), it becomes peremptory an integral educational policy that promotes the autonomy of schools and universities with their communities so that they can decide on education and training according to the needs and what human groups value attending to the same diversity that characterizes them (OECD, 2016). In addition, of course, without neglecting the needs and urgencies of a global order that today arises for the formation of citizens who develop in environments much broader than the local and national, and for which educational institutions must be prepared.

This would be a comprehensive educational policy because it would affect different existing public policy actions or scenarios of reality that have not yet been considered. For example, it would require a rethinking of the vision of educational quality that would go beyond efficiency, coverage and external test results and that would focus on crucial aspects such as reading and writing, logic, pedagogical praxis and knowledge, sports, humanities, emotional and socio-affective development, technology, the articulation of formal and non-formal - ethnoepistemic, ancestral - knowledge, among others. This would imply changes in training, qualification and updating of teachers, aimed at strengthening the training of graduates and non-graduates who venture into teaching, as well as their working conditions and opportunities for autonomy. A more flexible regulation would also be required to avoid homogenizing what children and young people should know, know how to do, know how to be and feel.

In this order of ideas and under the roof of integral formation, different types of learning should be the object of educational institutions, for example, common and transversal (or global) learning that is oriented more to the holistic character of the human being, overcoming the reductionism of intellectual and disciplinary formation as the sole purpose of teaching practice. Common learning can be interpreted as those capacities, abilities and skills that allow the subject to achieve emotional stability and autonomy, metacognitive regulation, strengthening of communicative processes and interactions, and assertive participation in inclusive and intercultural scenarios, which enjoy scientific and theoretical evidence from the fields of psychology, sociology and cognition (Huerta, 2019; Almonte, 2021).

This type of learning, therefore, is related to the cognitive, emotional and social dimensions, which facilitate knowing how to know and knowing how to be, as essential training purposes to equip students to 1) adapt with flexibility and effectiveness in the face of diverse situations such as changes and difficulties, 2) manage the socio-cultural dynamics that are permanently transformed, 3) maintain their identity and culture, 4) be subjects open to dialogue and work with others from a perspective of respect, collaboration and solidarity. This type of learning is part of the global agenda and is recognized within international educational guidelines as a response to comprehensive training and holistic human development (Salcines et al., 2018; Opertti, 2019).

In higher education, common learning becomes necessary, mainly when universities and teachers prioritize hard skills and competencies (Alshare and Sewailem, 2018; Sanchez and Romero, 2022; Aguinaga and Sanchez, 2020). Coherent with what has been indicated and the importance of these skills, abilities and capacities, this research aimed to identify the self-perception that university students attached to training programs in business sciences have regarding the development of common learning. The context corresponded to a higher education institution in Colombia.

METHODS AND MATERIALS

This is a quantitative study based on the positivist empirical-analytical epistemological orientation. The descriptive cross-sectional experimental deductive method was implemented. The population consisted of 4,000 (N) students of a university attached to three undergraduate programs of a public university in Colombia: business administration, public accounting and international commerce. A statistical formula was applied to estimate the sample, guaranteeing 95% reliability (Zc) and a 5% error level (E). Based on this, the sample was calculated at 352 individuals (n), although 369 university students were able to participate.

The sample was calculated using the following statistical formula, considering a 95% certainty (Zc) and a 5% margin of error (E):

$$n = \frac{Zc^2 \times P \times Q \times}{E^2 \times (N-1) + Zc^2 \times P \times Q} \tag{1}$$

Where:

Zc = 95% or 1.96 is the level of certainty, under the normal curve; $P = 0.5$ is the probability of success; $Q = 0.5$ is the probability of failure; $E = 5\% - 0.05$ is the level of error; and $N = 4{,}000$ is the population.

The following inclusion criteria were applied to form the sample: 1) belonging to a program of the Faculty of Business Sciences, 2) being an enrolled student, and 3) giving informed consent to fill out the instrument. The information was collected through a Likert scale questionnaire composed of 41 items associated with the dimensions of sociodemographic factors, metacognitive self-regulation, emotional self-knowledge and social skills. Regarding the sociodemographic elements, items such as age, gender, professional program, semester attended, socioeconomic stratum, nature of residence, ethnicity, work, and additional training, among others, were included. On the other hand, the dimensions and aspects analyzed for the common learning variable are shown in Table 1:

Table 1: Structure of the Likert scale questionnaire applied. Dimensions and aspects of the common learning variable

Dimension	Aspects
Metacognitive self-regulation	1. Knowledge of one's learning abilities and difficulties (items 1, 2) 2. Knowledge of processes/strategies to enhance own learning (item 3, 4) 3. Knowledge of one's skills and difficulties in handling situations and solving problems (items 5, 6, 7). 4. The exploitation of cognitive skills in specific situations (item 8)
Emotional self-knowledge	5. Knowledge of one's own emotions (item 9) 6. Knowledge of the reasons for one's own emotions (item 10) 7. Knowledge of processes/strategies to regulate emotions (item 11) 8. Self-management of own emotions in difficult or unconventional situations (items 12, 13, 14) 9. Strategies for professional and personal well-being (items 15, 16)
Social skills	10. Knowledge of one's own abilities and difficulties in the social world (items 17, 18). 11. Handling harmonious interactions with others in different contexts (items 19, 20) 12. Initiation of relationships and interactions with others (items 21, 22) 13. Abilities to communicate with others (items 23, 24)

	14. Participation in inclusive and intercultural settings (items 25, 26, 27)

For the dimensions listed in Table 1, the questionnaire items were formulated as descriptions of common learning -capabilities, skills, abilities- and three response options were provided: very developed, moderately developed and not very developed. The participant was asked to respond according to his or her self-perception regarding the development and strengthening of such learning. The instrument's validity was achieved through the judgment of four experts in the field of education and with experience in this particular topic. The items were evaluated in terms of coherence, clarity, sufficiency, and neutrality. A pilot test was also applied to a group of students with the same characteristics as the sample to verify its operability. The instrument was provided through the Google Forms application with the support of different teachers, and the data collected were analyzed with descriptive statistical procedures.

RESULTS

The results of the total sample (n= 369) show that 48.5% of the participants recognize themselves as cisgender women and 25.2% as cisgender men. Other participants recognize themselves under the gender fluid (2.4%) and non-binary (2.2%) options. 6.8% preferred not to respond. The age of the students ranged from 18 to 36 years, with a higher percentage between 18 and 26 years (81.9%). Regarding the socioeconomic level, most participants belonged to the lowest strata 1, 2 and 3 (17.6%, 52.3% and 16.8%, respectively).

According to the professional program in which they are enrolled, the participants were distributed as follows: 20.1% belong to the business administration program, 31.7% to the international commerce program and 48.2% to the public accounting program. According to their level of studies, it was found that 37.4% of the participants are in semesters 1, 2 or 3, 48.8% in semesters 4, 5 or 7, 11.4% in semesters 8 or 9, and 2.4% of the participants in semester 10. On the other hand, in the labor panorama of the participants, it was found that 42.5% are employed and 57.5% are only engaged in their university studies. Likewise, the data indicate that 56.1% have completed at least one technical or technological program.

Metacognitive self-regulation dimension. Table 2 shows the results of the participants' responses associated with the 'metacognitive self-regulation' dimension, which was oriented to the recognition of the capacity to regulate one's learning processes involving knowledge, control and management competencies in the associated processes. The data recorded show that most of the students are located in the options' moderately developed' and 'very developed for the different statements formulated, which can be interpreted that the participants perceive a favorable capacity to self-regulate / manage the learning processes.

63.1% of the participants recognize their skills within the framework of their learning processes (63.1% moderately developed, 35.8% very developed). This same trend is observed in the ability to effectively recognize the difficulties associated with their learning (60.4% moderately developed, 39.3% very developed). On the other hand, the results show that 98.1% of the participants identified those processes required to achieve and enhance their learning (55.3% moderately developed and 42.8% very developed).

It is observed that the majority of the participants (55.3%) perceive that their ability to guide their learning autonomously and independently has been very developed (40.1%) or moderately developed (55.3%). On the other hand, in the resolution of problems and situations in daily and professional life, the participants indicated that these skills and strengths had been moderately developed (51.5%) or very developed (45.8%), as well as the ability to recognize one's weaknesses and limitations in this field (55.0% moderately developed and 42.8% very developed). Finally, the participants indicate that when faced with new and challenging tasks, their abilities to plan and establish strategies to face them are moderately developed (55.0%) and very developed (41.7%).

Table 2: Metacognitive self-regulation dimension results

Item	Options	No	%
1. I recognize the skills I have within the framework of my learning, that is, I identify them as part of the reflection I make on the performance I have achieved.	Highly developed	132	35.8%
	Moderately developed	233	63.1%
	Underdeveloped	4	1.1%
2. I recognize the difficulties I have within the framework of my learning, that is, I identify them as part of the reflection I make on the performance I have achieved.	Highly developed	145	39.3%
	Moderately developed	223	60.4%
	Underdeveloped	1	0.3%
3. I know the processes I require to achieve and enhance my learning, and I establish strategies that facilitate me to reach the proposed learning achievements.	Highly developed	158	42.8%
	Moderately developed	204	55.3%
	Underdeveloped	7	1.9%
4. I can guide my learning with autonomy and independence, therefore, when faced with new topics that I need to know or apply, I am able to channel my learning, reaching the training goal.	Highly developed	148	40.1%
	Moderately developed	204	55.3%
	Underdeveloped	17	4.6%
5. I recognize the skills and strengths I have to handle situations and solve problems in daily and professional life.	Highly developed	169	45.8%
	Moderately developed	190	51.5%
	Underdeveloped	10	2.7%
6. I recognize my weaknesses or limitations to handle situations and solve problems in my daily and professional life.	Highly developed	158	42.8%
	Moderately developed	203	55.0%
	Underdeveloped	8	2.2%
7. Faced with new or challenging tasks that involve solving a problem, I can plan my actions, establish strategies, monitor the tasks and ensure the outcome.	Highly developed	154	41.7%
	Moderately developed	203	55.0%
	Underdeveloped	12	3.3%
8. By recognizing my learning, coping and problem-solving abilities and strengths, I consciously take advantage of them in different situations or scenarios.	Highly developed	151	40.9%
	Moderately developed	212	57.5%
	Underdeveloped	6	1.6%

Emotional self-knowledge dimension. Table 3 organizes the results related to the variable emotional self-knowledge, data that reflect the participants' self-perception regarding the emotional domain: recognition of emotions in various situations and contexts. It can be noted that, in general, there is a favorable perception of the emotional management of university students.

Most participants easily recognize the emotions they experience in different situations and contexts (59.3% very developed and 36.6% moderately developed). However, it is important to highlight that most students who participated in the study indicate that they recognize emotions that do not favor their well-being (49.1% are very developed and 48.2% moderately developed). Similarly, there is evidence of a good self-perception in applying strategies to regulate emotions (55.6% moderately developed and 37.7% very developed).

A similar finding is observed in the results associated with the regulation of emotions, specifically in the emotions provoked by failures in goals and purposes of the participants, where the majority were located in the very developed option (54.2%) and moderately developed (34.4%). In addition, the participants expressed that when they contradict or disagree with them, they can manage and regulate the emotions experienced (51.8% moderately developed and 43.4% very developed). The same tendency was presented in the item evaluating the recognition and management of emotions when faced with recommendations regarding work and work: 53.1% considered this ability very developed and 45.8% moderately developed.

Finally, in managing professional and personal well-being strategies, most of the responses were very developed and moderately developed, with 54.2% and 39.8%, respectively. The participants also indicated that they maintain a lifestyle that favors emotional regulation, for example, sports, yoga, walking, and reading, among others (49.3% very developed and 48.5% moderately developed).

Table 3: Results of the dimension of emotional self-knowledge

Item	Options	No	%
9. I easily recognize the emotions I experience in different situations and/or contexts.	Highly developed	219	59.3%
	Moderately developed	134	36.3%
	Underdeveloped	16	4.3%
10. I recognize those emotions that do not favor my personal well-being and avoid situations that lead me to experience them.	Highly developed	181	49.1%
	Moderately developed	178	48.2%
	Underdeveloped	10	2.7%
11. I apply strategies to regulate my emotions in different situations and/or contexts.	Highly developed	139	37.7%
	Moderately developed	205	55.6%
	Underdeveloped	25	6.8%
12. When I do not achieve the goals or purposes I have set for myself, I can manage and regulate my emotions.	Highly developed	200	54.2%
	Moderately developed	127	34.4%
	Underdeveloped	42	11.4%
13. I can manage and regulate my emotions when I feel they contradict or disagree with me.	Highly developed	160	43.4%
	Moderately developed	191	51.8%
	Underdeveloped	18	4.9%
14. When I feel that they make recommendations to my work, I can manage and regulate my emotions.	Highly developed	196	53.1%
	Moderately developed	169	45.8%
	Underdeveloped	4	1.1%
15. I recognize that managing my emotions is very important for my personal and professional well-being, so I engage in different activities, such as sports, yoga, walking, reading and others.	Highly developed	200	54.2%
	Moderately developed	147	39.8%
	Underdeveloped	22	6.0%
16. I strive for professional and personal well-being; therefore, I maintain a lifestyle that favors these purposes.	Highly developed	182	49.3%
	Moderately developed	179	48.5%
	Underdeveloped	8	2.2%

Social skills dimension. Table 4 organizes the results related to the variable' social skills', which seeks to recognize the participants' perception of their capacities and abilities to act in social contexts, establish harmonious interactions with others, initiate and maintain positive relationships, communicate assertively with others, and participate in inclusive and intercultural scenarios. In general, it is observed that most participants perceive that they can recognize those skills that allow them to relate to others (50.4% moderately developed and 44.3% very developed).

On the other hand, and in the same trend, students indicate that they can identify the difficulties they have in relating to others (54.5% moderately developed and 43.1% very developed). Also, most participants affirmed that they have the skills to relate and interact with other people in various contexts (49.3% moderately developed and 46.9% very developed).

Concerning the abilities to initiate new interpersonal relationships, the respondents affirmed that they have these abilities (52.3% perceive them as moderately developed and 36.0% as very developed). Likewise, the skills that allow initiating and maintaining relationships with others, even when the other people have different personal, social and cultural characteristics (51.2% moderately developed and 37.4% very developed).

Concerning the skills to establish communication with others, showing empathy and recognizing the particularities of the interlocutors, the participants consider that they correspond to moderately developed (52.3%) and very developed (39.8%) abilities. Regarding communication by virtual means, the participants' results indicate an increase in the trend compared to the previous item (52.3% moderately developed and 42.5% very developed).

Within the framework of interactions in inclusive and intercultural scenarios, the participants affirmed that they actively participate in spaces characterized by a plurality of thoughts and reflective listening to the positions of others (55.6% moderately developed and 32.3% very developed). Most university students recognize that they have skills to avoid prejudices that may limit opportunities for participation in inclusive scenarios (55.8% moderately developed and 41.2% very developed). A 99.2% of the students understand that cultural, political, ideological and social diversity strengthens personal and professional growth since they contribute knowledge, critical capacity and analysis of realities in the social world.

Table 4: Results of the social skills dimension

Item	Options	No	%
17. I recognize the skills I possess to relate to others; I manage to identify them as part of the reflection I make of my own experience of socialization with others similar and different to my personality.	Highly developed	164	44.4%
	Moderately developed	186	50.4%
	Underdeveloped	19	5.1%
18. I recognize the difficulties I have in relating to others, that is, I manage to identify them as part of the reflection I make of my own experience of socialization with others similar and different to my personality.	Highly developed	159	43.1%
	Moderately developed	201	54.5%
	Underdeveloped	9	2.4%
19. I feel I am able and usually manage to handle interactions with other people in different contexts and situations.	Highly developed	173	46.9%
	Moderately developed	182	49.3%
	Underdeveloped	14	3.8%
20. I feel able and usually manage to handle interactions with other people in different contexts and situations, even if they are difficult.	Highly developed	137	37.1%
	Moderately developed	210	56.9%
	Underdeveloped	22	6.0%
21. I manage to initiate relationships easily with others and am able to maintain these interactive relationships.	Highly developed	133	36.0%
	Moderately developed	193	52.3%
	Underdeveloped	43	11.7%
22. I manage to initiate relationships easily with others and I am able to maintain these interaction	Highly developed	138	37.4%
	Moderately	189	51.2%

	developed		
relationships, even with people who are different from my personality.	Underdeveloped	42	11.4%
23. I find it easier to communicate with others in a personal way, especially because I am empathetic and recognize the particularities of my interlocutors.	Highly developed	147	39.8%
	Moderately developed	193	52.3%
	Underdeveloped	29	7.9%
24. It is easier for me to communicate with others through the various means offered by technology, especially because I am empathetic and recognize the particularities of my interlocutors.	Highly developed	157	42.5%
	Moderately developed	193	52.3%
	Underdeveloped	19	5.1%
25. I actively participate in different scenarios where there is a plurality of opinions, I am able to express my thoughts and I listen with reflection to the positions of others.	Highly developed	119	32.2%
	Moderately developed	205	55.6%
	Underdeveloped	45	12.2%
26. I try not to let my prejudices limit the opportunities that arise to be able to participate in inclusive and intercultural scenarios.	Highly developed	152	41.2%
	Moderately developed	206	55.8%
	Underdeveloped	11	3.0%
27. I understand that cultural, political, ideological and social diversity can favor my personal and professional growth because it enriches my knowledge, critical capacity and way of analyzing realities.	Highly developed	204	55.3%
	Moderately developed	162	43.9%
	Underdeveloped	3	0.8%

DISCUSSION

From the results, it is possible to recognize that the university participants of this research generally have a good self-perception regarding the abilities associated with metacognitive self-regulation, emotional self-knowledge and social skills. These are skills and competencies that are fundamental for university students who are close to professional practice (Florez et al., 2016; Guillen et al., 2021), and in the case of professionals in the field of business sciences, it becomes urgent for the configuration of more integral and competent subjects (Rebele and Pierre, 2019). Research findings also evidence that today university students are more aware of the usefulness, relevance and importance of common and transversal learning in coherence with the demands of the productive sector (Gruzdev et al., 2018; Succi and Canovi, 2020; Alshare and Sewailem, 2018).

On the other hand, although they corresponded to lower percentages of the sample, it is important to highlight the cases of students who, concerning emotional self-knowledge and social skills, indicated little development of these abilities. For example, in the emotional self-knowledge dimension: 4.3% of the students indicated having difficulties in recognizing the emotions they experience, 6.8% expressed not being able to apply strategies to self-regulate emotions, 11.4% agreed not to be able to apply strategies for managing emotions when proposed goals are not achieved and 4.9% when they feel that someone contradicts them, and 6.0% stated that they do not attach importance to emotions and their regulation within the framework of personal and professional well-being.

Regarding social skills, the following should be recognized: 5.1% of the participants feel that they are unable to perceive the skills oriented to relate with others, 6.0% consider that they cannot establish interactions with other people in different contexts, 11.7% are unable to initiate relationships with others quickly, 7.9% believe that they are unable to be empathetic or recognize the characteristics of their interlocutors and 12.2% are unable to participate actively in plurality contexts where assertive listening is required. These types of

results should be recognized, analyzed and deepened so that the Faculty can advance the design of strategies and actions that allow an adequate response for those students who require support.

CONCLUSIONS

From the results of the research, it is concluded that the students enrolled in the programs in the field of business sciences, for the most part, have positive self-perceptions about the level of development of common learning related to metacognitive self-regulation, emotional self-knowledge and social skills. This contributes to their integral formation, allowing the configuration of a more suitable professional to face the challenges imposed by the changing and dynamic contexts of the labor and social world. However, it is necessary not to ignore the cases of students who evaluate themselves negatively in this skill, since today, it is essential to have more complete and holistic professional profiles.

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