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Behaviour of students in the hours of recess in Fe y Alegría schools*

Comportamiento de los estudiantes en las horas del descanso en escuelas “Fe y Alegría”

Comportamento dos alunos nas horas de recreio nas escolas Fe y Alegría

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Abstract: The present study sought to analyse the behavioural attitudes that are generated in the free time of students mainly in the time of rest as an influential element in the development of prosocial skills, which contributes to improving the interpersonal relations of coexistence of girls and boys of Fe y Alegría schools and propose activities that allow to improve the healthy coexistence. The study has its paradigmatic basis in positivism, with a non-experimental design. Responds to a type of field research, descriptive level, with a quantitative approach to collect information based on the inquiry of three dimensions: a) prosocial skills; b) management strategies / activities; and c) social and emotional behaviour. The population was constituted by 120 teachers and 1000 students. A questionnaire of scale type Lickert was applied, each instrument (teachers and students) consists of 37 items whose reliability was 0.8 and Kappa index 0.7. Results show that prosocial competences, managerial strategies and the characteristics of teachers and students have a direct relationship in the behaviour of students when assuming a peaceful attitude for the solution of conflicts.

Keywords: prosocial competencies, managerial strategies, free time, recreation, personal characteristics.

Resumen: El presente estudio buscó analizar las actitudes comportamentales que se generan en los tiempos libres de los estudiantes principalmente en la hora del descanso como elemento influyente en el desarrollo de competencias prosociales, lo que contribuye a mejorar las relaciones interpersonales de convivencia de las niñas y los niños de la escuela Fe y Alegría y proponer actividades que permitan mejorar la sana convivencia. El estudio tiene su base paradigmática en el positivismo, con un diseño No Experimental. Responde a un tipo de investigación de campo, de nivel descriptivo, con un enfoque cuantitativo para recoger información fundamentada en la indagación de tres dimensiones: a) competencias prosociales; b) estrategias / actividades gerenciales; y c) comportamiento social y emocional. La población estuvo constituida por 120 docentes y 1000 estudiantes. Se aplicó un cuestionario de escala tipo Lickert, cada instrumento (docentes y estudiantes) consta de 37 ítems cuya fiabilidad fue de 0,8 e

índice Kappa 0,7. Resultados muestran que las competencias prosociales, las estrategias gerenciales y las características de docentes y estudiantes tienen relación directa en el comportamiento de los estudiantes al momento de asumir una actitud pacífica para la solución de conflictos.

Palabras clave: competências pró-sociais, estratégias gerenciais, tempo livre, recreação, características pessoais.

Resumo: O presente estudo buscou analisar as atitudes comportamentais que são geradas no tempo livre dos estudantes principalmente no tempo de descanso como elemento influente no desenvolvimento de habilidades pró-sociais, o que contribui para melhorar as relações interpessoais de convivência de meninas e meninos. Das escolas de Fé e Alegria e propor atividades que permitam melhorar a coexistência saudável. O estudo tem sua base paradigmática no positivismo, com um desenho não experimental. Responde a um tipo de pesquisa de campo, nível descritivo, com uma abordagem quantitativa para coletar informações com base na investigação de três dimensões: a) habilidades pró-sociais; b) estratégias / atividades de gestão; ec) comportamento social e emocional. A população foi constituída por 120 professores e 1000 alunos. Foi aplicado um questionário do tipo escala Lickert, cada instrumento (professores e alunos) é composto por 37 itens cuja confiabilidade foi de 0,8 e índice Kappa de 0,7. Os resultados mostram que as competências profissionais, as estratégias gerenciais e as características dos professores e alunos têm uma relação direta no comportamento dos alunos ao assumir uma atitude pacífica para a solução de conflitos.

Palavras-chave: Feminicídio, Violência contra a mulher, Tipo criminal autônomo, Tipicidade objetiva, Tipicidade subjetiva.

Introducción

The adaptation of children to the different stages of social development implies series of norms and rules to interact with the other, for this reason it is indispensable that in the different educational scenarios there is enough trust and planning of tools that allow to assume the emotional changes that must be faced every day, those involved in the educational act. In this sense, education must seek spaces for the consolidation and full development of the human being. However, there are some factors such as aggressiveness that negatively affects social development and therefore the adaptation of the student to the environment.

It can be said that aggressiveness "is the tendency to act or to respond violently" according to the dictionary of the Royal Spanish Academy; that is to say, aggressiveness generates violence and, according to Darwin, man is violent by nature, he brings with him the instinctive seed, which allows the survival of the fittest. For Lorenz (1971), human aggression is a more or less innate instinct, he argues that it is the result of a process of intraspecific selection. Consequently, the behaviours are the reflection of the actions of each person that can be accepted or rejected by society according to whether or not it fits the rules established in it.

In the educational institutions, constituted by people, cases of aggression can be observed, not only in the students but in the whole community, which is projected in a negative way towards the students (Yañez, 2014). This situation is exacerbated in the students' free time when inappropriate behaviours (aggressive behaviours) are observed that generate conflicts that deteriorate the interpersonal relationships of the

students and therefore lead to behaviours not expected by teachers, administrators and parents.

In this sense, the present investigation sought to contribute to the formation of prosocial competences in the students; that is, social competences that allow the development of social skills in childhood (Lacunza and Contini, 2012) and have a positive impact on both self-assessment and the assessment of others, which in turn contributes to the child feels motivated to act in a prosocial way. In other words, it consists of forming people who comply with the rules of social coexistence, responsible and transparent beings; that is, excellent citizens.

Of this, that the administration of free time, emerges as a management strategy that the directors, managers, executives and professionals in every company, institution (educational or not) should know how to manage; task that is not easy at all, because they have incorporated some forms of behaviour that respond to what has been learned in the family, in its immediate context, in school and that do not always privilege its good use. In the field of education, different activities aimed at the integral development of students are related, especially considering that each school has its own characteristics, needs and very particular problems, according to the socio-economic and cultural environment where they are located, the type of the population it serves, its infrastructure and organization.

Previously, free time was known as recess or recess. The meaning of recreation has its origin from the Greeks, who give it a definition of delighting by creating, creating, having fun, making happy by creating new things; the term was used by the Greeks relating it to the word leisure, pause, creativity, encounter of the spirit and soul of their being and their task; It was also employed as a way of voluntary rest after some instructions in the teaching process.

Rundstedt (cited by Sánchez and others, 2014), points out that "free time is that time, which is not linked to any economic benefit or to the dream, that is, the time we have left over every day after work, the ends week and holidays. "(p.33) recess, is the time where the boy and girl are free of pedagogical activities, which should be used to interact with their peers, practicing a playful activity, provoking satisfaction, joy, integration and improving the quality of life, developing values, healthy habits and allowing the development of prosocial skills.

From the above, the hours of rest (recreation) allow the development of the socio-affective dimensions through the use of free time as an element of high diversity applied in the emotional, social and academic areas because when making use of this, the Children learn to share their experiences and relate to others. The game and the use of free time, develop potential thinking, language training and communication by sharing their experiences with colleagues. Emotionally, it allows the child to solve problems through sets of abilities, which they develop through the interaction of the use of free time, understanding and controlling their emotions, which leads them to understand the point of view of the other, by being part of a group.

Interested, the researcher of this study, know and understand how management theory could provide strategies that allow educational actors to make proper use of free time for their learning and development of all dimensions of being: be, do, know and live together and with it the achievement of prosocial skills.

In educational spaces develops, as already noted, a few moments known as recreation; space directed not only to the child's rest, but to the realization of some activities that allow him to continue forming in an integral way. Jarret (2003) states that, in comparison with the rest of the school day, recess is a time in which children have more freedom to choose what to do and with whom. That is to say, the ability to discern develops in them. It is at recess the moment of the educational act in which students and teachers can relax; it can be inferred that directly, the rest could be a space for the child to achieve the development of the brain, emotions and behaviour that improves his life in various fields.

Seen in this way, rest is essential because there the integral development and aspects of coexistence through recreation are propitiated. The above, leads to think that the managers of the child population (teachers in the present case) should take responsibility to ensure that this opportunity is given and met through the administration of strategies that allow the use of free time when carrying out the development of proposed activities in the hours of rest or recreation.

The activities related to recreation, sports and the use of time that provide children with skills, knowledge and social skills given that, in the social, recreational activities, sports and recreation are a means of integration and teach the child to learn, to respect his partner. Children who have a playful physical activity and practice a sport, improve their concentration, responsibility in school, have a sense of belonging, are more collaborators in the classroom and in the academic part their performance is better.

For this reason, rest becomes an opportunity for students to socialize and share experiences of leadership, teamwork, and interact freely with their peers. For the teachers it is an important moment of observation of the different behaviours, fights, aggressions or social isolation, prosocial and leadership behaviours; that lead to improve the relations of school coexistence.

The behaviour manifested by individuals is learned. Some behaviours are acquired from childhood, and are increasing as time passes making the individual a passive or aggressive person. In everyday life these behaviours are strengthened by the interference of adults and young people who surround them (parents, brothers, relatives, neighbour schoolmates) directly or indirectly with comments such as: "You are stronger, do not leave, hit harder, if you do it you pay. "These assessments are accepted by the child as valid and normal when it comes to resolving a conflict. Belof (2016), the right to dignified and, in this regard, maintains the following: "Aggressive behaviour has become the most common response to frustration. Just look around and pay attention to the news that arrive every day through social media "Many people resort to physical or

verbal aggression, which causes new aggressions, increasingly refined, in a difficult vicious circle of to break.

The situation described, is perceived daily in social environments such as schools, which hinders and limits the development of prosocial skills. This is the case of the Fe y Alegría School, where at the time of rest, it is observed that instead of being a space for growth, it has sometimes become a battlefield, detecting behaviours of aggression and violence. in primary school children with games in which participants show negative behaviour and violence, they often reach physical and verbal violence towards their classmates, which alters the process of socialization, coexistence and the development of positive attitudes for life that could be generated in that space. From the foregoing, it is taken as a worrying fact that the hour of rest, far from being a space for recreation that allows the integral development of the child, has become a context where aggressive and violent actions prevail that students of this institution; even more worrisome is that teachers are not generating proposals for change based on strategies for healthy coexistence.

Consequently, the researcher as a teacher of this institution of primary education, committed to improving the social relations of their students assumed a process of analysis around the changes that should be generated at times of social interaction specifically at the time of break. Process that should aim at the social transformation of the individuals that guarantee the development of prosocial competences and the success in the formation of excellent citizens and of course contribute with the institutional mission of imparting the formation in values of the students in a peaceful environment towards the formation of a more just and tolerant society.

As a member of the institution and observe that this behaviour is repetitive in several institutions of this municipality, the concern arises to investigate what management strategies are used for the management and use of healthy living and use of free time, especially the break time? Therefore, it is established as a General Objective to analyse the strategies, from the management theory, oriented to the behaviour management of the students of the Fe y Alegría School of the municipality of Los Patios during the rest time. With the above, deepen the study of behaviour as a fundamental element in the management of school life, mainly in the hours of rest.

It is necessary that educational institutions strengthen the healthy coexistence and the formation of values in the students, because they are the reason for being, with which an educational organization has. This allows for compliance with Law 1620 of March 15, 2013, creates the National System of School Coexistence and training for exercises of human rights, education for sexuality and prevention and mitigation of school violence, aimed at contribute to the formation of active citizens, who contribute to the construction of a democratic, participatory, pluralistic and intercultural society, in accordance with the constitutional mandate and the General Law of Education, Law 115 of 1994, through the creation of the national system of coexistence education and

training of human rights, education for sexuality and the prevention and mitigation of school violence, which promotes and strengthens citizenship training and the exercise of sexual and reproductive human rights of students at pre-school educational levels, basic and middle school, that prevent and mitigate school violence and teenage pregnancy.

Coexistence for Human Behaviour as a Social Being

Living together is to live with everyone in search of the common good, manifesting through our language (powerful tool for coexistence) our agreements, acts and differences, to live in environments of harmony, peace, tolerance and development. "Coexistence can be understood as that state in which a plurality of diverse and different individuals treats each other in terms of recognition, tolerance and impartiality, thus being able to live with each other in a peaceful and safe way". (Coronado, 1999) For the purposes of this research, coexistence is the fact of sharing spaces with other people, respect and accept their way of being, thinking and acting.

In this sense, Càceres (2006) the new form illegality and labour law of states that "... man begins to be a person when he is able to relate to others, and depending on the degree of integration that he achieves, it will be his realization in coexistence". That is, coexistence is mutual respect between people, and will depend on the integration between them. If it is assumed that the institutions are made up of a group of people with different ideas, feelings and experiences, living together in peace and harmony, it should be a basic principle of the same, especially if we speak of educational institutions, because on the basis of coexistence it revolves all the pedagogical, social, cultural, economic and political aspects. Therefore, the school is an institution that is in charge of the tasks of selecting and organizing the cultural codes that all citizens must appropriate, so that they can respond to their possibilities and motivations, design strategies and means for students to develop the competencies, which requires the appropriation and transformation of the educational community, for a healthy coexistence.

This interrelation between the different members of an educational institution, in a space such as the classroom, court has a significant impact on the growth and ethical, socio affective and intellectual development among the students because it is in the school where they tend to live together according to differences, respecting the disagreements of others; among the students there are frictions, disagreements to impose their points of view, their tastes and their opinions, leading to discomfort that can trigger bad words or quarrels. These situations are the ones that must be overcome, so we must remember that we are social beings, able to live together in peace, respecting the differences of the other.

Càceres (2015), argues that, to learn to live together inside and outside the classroom, certain processes must be fulfilled, which, because they are constitutive of all democratic coexistence, their absence hinders and

obstructs their construction. Likewise, Alarcon, Jhonston and Frites (2014), describes steps of how to learn to live together:

Learning to communicate has been the basis of personal and group self-affirmation, and when one communicates, he always expects the other to recognize him, and when the other communicates, he also expects to be recognized. That recognition is self-affirmation and the way to interrelate with their peers is the best way to make friends, being the basic means of self-affirmation, dialogue. Social coexistence requires learning to dialogue, because it is through dialogue that we learn to express ourselves, to understand ourselves, to clarify ourselves, to agree, to disagree and to commit ourselves, so we allow all people or groups to express their messages on equal terms, creating better environments for coexistence, in an empathic environment, so the society that learns to dialogue learns to live together in the paradigmatic ruptures in education (Aciole, 2016, p.11).

The teacher has a complex task. Promote the management of free time for the development of respect competencies as a basis of society, where the affective partner is developed, by sharing spaces that allow the other to be valued with their differences, thus allowing to enjoy life in society in equality of conditions and creating a healthy coexistence. Seen in this way, the teacher is a classroom manager, who requires the implementation of strategies, techniques and resources that facilitate the achievement of the objectives set for the development of a conscious human being with its social role. In educational institutions there is a space for the achievement of the above: the recess.

In a report presented to UNESCO, the International Commission on Education for the 21st Century Acedo (2009) defines recess as "very special moments or spaces, of great acceptance by students within the educational period". The recess is the opportunity to teach fun. Most studies related to recreation focus on the value of a break during the day. Likewise, several research studies support the educational value and the development of unstructured games activities with primary schoolmates, providing social and physical emotional benefits.

Wherever you study, recess is the most expected time for children because it allows you to change activity (Silva, Vergel, Martinez, 2016), it is the time that refers to fun, running, sharing, running, being creative when playing, talking, chasing, making jokes, digital and literacy in education (Gregori, 2014), be next to the teacher or the teacher to talk with them; however, in the playground the educational actors interact daily; there are situations that generate tensions that change the sense and environment of what is school recreation and does not allow playful and harmonious rest in the words of Acedo (2009), recreation is related to the learning of children, in social development, the needs for rest, physical activity, in general with integral children's health. Therefore, when conflicts occur during recess, these are reflected in their normal development, which affects their coexistence.

In the management of free time during recess, the teacher can apply the postulates of management and thus put into practice, properly, their

postulates in the classroom to transcend these four walls, to overcome the academic and routine model. In this sense, management puts in the hands of the teacher theories that help it develop its effectiveness, perceiving and building new events inside and outside the classroom to obtain revealing results by generating strategies or creative guidelines in the development of prosocial skills that allow boys and girls the ability to do more than they think they are capable of doing or giving, by integrating into a community proactively. This is done by the teachers who activate the human potentials and who are capable of increasing the students' skills by making use of management strategies that allow a recreation to be planned, since it is the space where the child can create and interact freely.

It can be inferred that the strategies, together with the resources, facilitate the attainment of the goals set by all organizations, and as an organization the Fe y Alegría School of the municipality of Los Patios, is integrated by diverse actors among them directors, teachers, assistants, personnel of support and students; Hence, the strategies cannot be applied arbitrarily, but on the contrary should be oriented towards the integral development of the student, to stimulate prosocial skills, which allow their development as integral social beings with values and principles, turning recreation into an educational space for the development of social competences.

The teacher must plan the hours of rest of the children, because it is necessary to generate a school culture that allows for meetings for socialization in spaces of respect, tolerance, understanding and solidarity. For this, an education in values should be worked where the formative and pedagogical function prevails over the merely instrumental and administrative. Free time contributes to emotional and social intelligence and prepares the child in the best way for future integration.

It is a time that the teacher can take advantage of to plant seeds of disposition and adaptability as bases of a correct behaviour, with small exercises for the reinforcement of the collaborative spirit, the connection with the needs of the other, the group work, among others. In this space, the ability to assume diverse circumstances allows students to develop sufficient flexibility to handle the different demands that arise in their school environment. It is necessary, then, to manage emotions, a condition that must be provided from home, because it provides the necessary security to face differences with friends or colleagues, and at the same time handle itself in a very fluid way in the different social groups in which it develops

Thus, within every organization, plus an educational institution, teachers must promote the prosocial training described above, assuming their role as educational manager, by developing strategies that allow them to formulate ideas for the consolidation of the above (Torres, Mesina and Salamanca, 2016). In this sense, the present study sought to analyse the behavioural attitudes that are generated in the students' free time, mainly in the hour of rest as an influential element in the development of prosocial competences, which contributes to improving the interpersonal relations of coexistence of girls and boys from the Fe

y Alegría School in the municipality of Los Patios and propose activities that allow for a better coexistence.

Method

The study has its paradigmatic basis in positivism, with a non-experimental design. Vergel, Martinez, Contreras (2016) states non-experimental research is the one that is carried out without deliberately manipulating the variables. This research is adjusted to this design because the variables to be studied were observed, without exercising any control mechanism that could alter their behaviour, and in this way be able to analyze and explain them as they are presented (Tfaily, 2016). Similarly responds to a type of field research, descriptive level, with a quantitative approach to collect information based on the inquiry of three dimensions: a) prosocial skills; b) management strategies / activities; and c) social and emotional behaviour.

The population of was constituted by teachers and students. In the case of teachers, we worked with the three teachers of the third grade of primary basic education; for the students with the three sections of third grade constituted by 1000 students distributed in three sections 301 by 443 students, 302 by 242 students and 303 by 315 students. To whom was applied a self-administered scale questionnaire type Likert, simple selection, according to the following criteria, 1. Never, 2. Almost Never, 3. Sometimes, 4. Almost Always and 5. Always. Each instrument (teachers and students) consists of 37 items and was subjected to content validation by three experts. All of the above with a view to generating information for the present study.

The results, or information collected, were presented grouped by dimensions. Below are the most relevant results.

Result.

Results of the survey applied to teachers

In the prosocial competences of teacher's dimension, the results show that institutions use different strategies that allow them to carry out actions that contribute to improving prosocial competences. However, these are not enough, given that only 28.3% of teachers agree that both the institution and they "always" execute them and on the other hand 3.3% state that such strategies or activities "almost never" develop.

In this same dimension, 68.3% of teachers consider that schools and teachers "sometimes" and "almost always" promote and apply strategies that lead to the appropriation of prosocial skills by students, all aimed at improving school coexistence especially at the time of rest, space that is provided for students to have frictions that generate conflicts.

With regard to the Management Strategies dimension, the findings show that both the institution and the teachers "always" and "almost always" (77.8%) tend to develop management strategies that lead to

improvement in terms of prevention and the pacific solution of conflicts, generating the spaces, motivating and deploying a series of actions that tend to the healthy coexistence. However, the above does not mean that there is nothing to do in this regard, because 22.2% of teachers say that the school and they, between "sometimes" and "almost never" deploy actions in this regard, showing that work is being carried out in this direction.

Regarding the social and emotional behaviour dimension, the answers provoke significant variations in the students' appreciation, given that only 8.5% affirm that institutions and teachers "always" are attentive to generate through different actions, all of them they are focused on causing improvements in their behaviour. However, the assessment "never" and "almost never" is expressed by 14.1%; significant figure if you want to improve in this dimension, fundamental if it is to make subtler behaviours that lead to enjoy at the time of rest of a pleasant space, free of conflict.

On the other hand, 77.4%, reveals between "almost always" and "sometimes" that both schools and teachers generate mechanisms for them to improve their behaviour, being this necessary to achieve a complete coexistence among students and therefore the described motivate appropriate behaviours that avoid the commission of faults and the generation of conflicts.

Faced with results of students, the institution and teachers 29.6%, "always" use a sufficient number of strategies in order to contribute to improving prosocial skills, that is to say, the correct ways to proceed in different situations, allowing them to the students, to have a climate of pleasant conviviality at the time of rest.

On the other hand, 4.6% ensures that this type of strategies or activities between "never" and "almost never" are carried out. On the other hand, and contrary to the above, 65.8% of students consider that both teachers and school "sometimes" and "almost always" are concerned with promoting and applying tactics that aim to acquire prosocial skills that result in the improvement of interpersonal relationships, which lead to the significant reduction of conflicts in the time of school break.

Referred to the Management Strategies in studies, the findings corresponding to Institution and teachers, show that between "always" and "almost always" (66.9%), they are directed to promote them so that once consolidated they become the fundamental axis of the improvement in prevention and, of course, in the solution of conflicts that provoke a healthy and peaceful coexistence. However, although there are actions of this nature, it is also evident that 33.1% state that actions in this sense "almost never" and "sometimes" are carried out; reason why, it is possible to be considered that in this aspect there is much that to realize in the institutions.

The social and affective behaviour, is a dimension that causes very varied responses by students, who give an unequal look at the different situations that are presented within the school, which is why their analysis should point to several topics, since each of them reflects a different reality. This is how it is observed in Table 6 that 15.1% observe that institutions and teachers "never" and "almost never" are willing to create

pertinent actions that provoke improvements in their behaviour. In addition to the above, a portion of 63.9% considers that "almost always" and "sometimes", these actions are executed, and, finally, a significant portion, observes that "always", teachers and school, have mechanisms that point to the promotion, motivation, implementation, of actions aimed at improving student behaviours, which crystallize into peaceful coexistence and ineffable solution of conflicts.

Reflections on what was found in the Prosocial Competences dimension

Institutions Fe y Alegría establish school orientation programs, with a view to the prevention of conflicts and the management of emotions. Likewise, it promotes in different ways the good interpersonal relationships among students. However, the same does not happen, with the promotion of assertive communication and the application of the route of school coexistence, given that, in these two events, the rigor of the application by the institution has been somewhat lax and little overwhelming.

On the other hand, on these same aspects, teachers guide students on the prevention of conflicts, as well as, there is variety in the way they approach, the establishment of programs or strategies to educate young people in the management of emotions. Promote good interpersonal relationships between students using different strategies; they stimulate the leadership of students that provoke healthy coexistence.

Regarding the orientation of students with a view to the prevention of conflicts, this action is addressed to a greater extent by teachers, compared to the one developed by the educational institution through school guidance. Following this same dynamic, the application of the route of school coexistence is administered with greater judgment by teachers, given that, according to the perception of students, the institution pays less attention to such a route.

On the other hand, as regards the establishment of programs or strategies that point to guidance on the management of emotions, the discernment of students is very dissimilar, both from what was done by the institution and the teachers.

Regarding the use of different mechanisms that aim to promote good interpersonal relationships, students in general say that the institution and teachers carry out actions aimed at this fact, however, they consider it a practice that is not always present. Likewise, the institution as teachers tend to develop mechanisms that help to encourage leadership in students, in terms of promoting healthy living, but, however, this could have a greater force, given its importance.

Reflections on what was found in the Strategies / Management Activities dimension

The assertions described in this section are the result of the conscientious reasoning of the facts investigated, in such a way that they become the consummation of the objectives set out in the investigation.

The fact of favouring the promotion of good social practices, by the educational institution and the teachers, is verified in the frequencies found; This being a transparent intention, consolidated through different mechanisms of participation that commits the educational community in its contest.

Likewise, within the policy of the aforementioned entities (educational institution and teachers), who, based on the good practice of respect, could value the interests and needs of the educational community and, in fact, have priority as students. Both institutions and teachers tend to motivate cooperative actions between the different actors of the educational community. However, regarding the monitoring of student behaviour, the results show that although the record is kept (student's observer), it is not a relevant practice, a circumstance that is in no way desirable, given that it does not perform its function, which is to achieve improvement in student behaviour.

The observer of the student, is a document of follow-up of the behaviour of the students, reason for which it is of great importance its timely completion, in each and every one of the behavioural cases that occur within the educational institution (time of rest), and that, given its relevance, it becomes an essential instrument in the preparation of the institutional improvement plan.

In another angle, a not insignificant portion of teachers is aware that institutions and teachers almost never carry out training or promote mechanisms to guide the desired behaviour of a member of their community; As a consequence of the above, teachers lack training in this area.

The promotion of social practices that allow social development is taken into account by teachers and the institution, since they have the same horizon in these aspects and in fact show that the two practices are policies used to assess the interests and needs of the educational community, in a special way with the students. However, these are aspects that must be substantially improved, given their importance and transcendence in healthy coexistence.

On the other hand, schools and teachers use different participation mechanisms to promote tolerance attitudes and actions among students; In addition, they carry out activities of different kinds with the purpose of transforming them into the improvement of tolerance among the different actors of the educational community, mainly within each one; circumstance that in fact requires continuous improvement, given its importance and transcendence.

Likewise, it is stated that the orientation received by students and other members of the educational community by professors and educational

institution on behaviour according to the role that corresponds to each one requires more attention.

Reflections on what is found in the dimension of Social and Emotional Behaviour.

The statements that are described in this section are the product of the meticulous reasoning of the facts investigated, in such a way that they translate into the realization of the objectives proposed in the study. Therefore, they are presented as a product of the reflective analysis of the results found in this dimension, such affirmations are based on the paragraphs described below.

With regard to the generation of spaces that favour communication and sharing with schoolmates, students think that these are insufficient, given that schools and teachers generate very few opportunities where communication is favoured. Regarding compliance with the rules of behaviour established by the institution, the students' perception is quite varied. And although there is no consensus in the perception regarding the resolution of problems between students in a peaceful way, a significant portion affirms that the problems between them are solved quietly. A relevant portion affirms that they resolve their differences by themselves, without the intermediation of teachers or school directors.

As for the peaceful solution of the conflicts generated at the time of rest, the students express their positive intention in this regard. In addition, they are inclined towards self-control in order to avoid transgressing the school's rules of coexistence. In addition to the above, the results show that conflict situations between schoolmates in general do not cause them fear, anger, or anger. Also, it is shown that the tendency of students when a conflict between colleagues is present, is to persevere in that it is solved in a peaceful manner. Likewise, the fact of assuming a pacifying attitude on the part of the students, in the face of a conflict, until the situation is controlled is a generalized practice in the educational institution.

On the other hand, although there are opposite answers, the students state that their actions in the face of different conflicting situations between schoolmates have been appropriate, which indicates that the guidance and support given by the school's directors and teachers in some way they echo in their protagonists: the students.

Conclusions

In the research it was determined that the prosocial competences, the managerial strategies and the characteristics of teachers and students have direct relation in the behaviour of the students when assuming a pacific attitude for the solution of conflicts. Hence, the educational institution carries out management actions aimed at strengthening healthy coexistence, such as: school guidance programs, which aim at the prevention of conflicts and the management of emotions; promotion

of good interpersonal relationships among students; These activities are implemented in the hours of rest.

However, the promotion of assertive communication and the application of the route of school coexistence does not apply with the rigor that this requires, given that, in this aspect, there is weakness and corrective actions have little force. In this sense, the Student Observer is a document to monitor the behaviour of these, which is why it is of great importance to activate in a timely manner, in each and every one of the behavioural cases that occur during the break time within of the educational institution, and which, given its relevance, becomes an essential instrument in the preparation of the institutional improvement plan.

Even when teachers guide students on conflict prevention, stimulate leadership and promote assertive communication within the institution, especially at the time of rest, it is necessary to promote the promotion of good social practices and respect through of different participation mechanisms that commit the educational community in its contest. The mechanisms of participation that promote tolerance must be cooperative actions between the different actors of the educational community that allow not only the monitoring of student behaviour, but the participation of all those involved in the formation of a citizen for peace.

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Notes

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