

ADEQUATE USE OF LEISURE TIME AS A PEDAGOGICAL STRATEGY THAT  
STRENGTHENS CITIZENS 'COMPETENCES IN MIDDLE SCHOOL STUDENTS  
OF LUIS CARLOS GALAN SARMIENTO SCHOOL – COLOMBIA

ANA CAROLINA LOPEZ BELTRAN

Degree work as a requirement to apply for the master's degree

Director:

STEFAN CHUDY

PALACKY UNIVERSITY  
FACULTY OF EDUCATION  
LEISURE TIME ACTIVITIES, COUNSELLING AND MANAGEMENT  
OLOMOUC – CZECH REPUBLIC

2018

## CONTENT

SUMMARY .....	6
CHAPTER I: APPROACH TO THE RESEARCH PROBLEM .....	7
1.1 Description of the problematic reality .....	7
1.2. Formulation of the research question.....	12
1.2.1. General question.....	12
1.2.2. Specific questions.....	12
1.2.3. Research objectives .....	12
1.2.4. General objective.....	12
1.2.5. Specific objectives.....	13
1.3. Theoretical assumptions .....	13
1.3.1. Assumed general theorist .....	13
1.3.2. Specific theoretical assumptions .....	14
1.4. Justification and feasibility of the investigation .....	16
1.5. Research scope.....	20
1.6. Research limitations.....	20
CHAPTER 2: TECHNICAL FRAMEWORK .....	22
2.1. Background of the investigation .....	22
2.2. Legal basis of the investigation .....	24
2.3. Theoretical bases.....	26
SCHOOL LIFE .....	27
CITIZENS COMPETENCES .....	32
MOTIVATION .....	36
PEDAGOGICAL PRACTICES .....	38
CHAPTER 3: METHODOLOGY .....	43
3.1. Kind of research.....	43
3.2. Research method.....	45
3.3. Population and sample .....	50
3.4. Techniques and instruments for data collection.....	52
3.5. Processing techniques and data analysis.....	56
CHAPTER 4: RESULTS AND DISCUSSION .....	58
Surveys - Students .....	58

Semi-structured interview - teachers / Testimonials – parents .....	70
Observation - pedagogical sequence application .....	76
CHAPTERS 5: CONCLUSIONS AND RECOMMENDATIONS .....	81
REFERENCES .....	84
ANNEXES .....	88

## **LIST OF CHARTS AND GRAPHICS**

Chart 1: Percentages of students by performance levels in social and citizens.

Chart 2: percentage of incorrect answers

Chart 3: People victims of the armed conflict, Ibagué 2000 – 2015

Chart 4: Victims of forced displacement, Ibagué 2000 – 2015

Graph 5: Detect the problem

Graph 6: Prepare the plan

Graph 7: Implement and evaluate the plan

Graph 8: Feedback

Chart 9: Phases of research – action

Chart 10: Sample

Chart 11: Consistency matrix

Chart 12: Students' age

Chart 13: With whom do you live?

Chart 14: Does the teacher respect the students?

Chart 15: Do the students respect the teacher?

Chart 16: When a situation of disrespect occurs, are there sanctions?

Chart 17: Are there verbal and / or physical aggressions between students?

Chart 18: Does the school have leisure activities?

Chart 19: Is there space weekly to promote leisure activities?

Chart 20: Are you linked with any leisure activity offered by the school?

Chart 21: Would you like that school encourage leisure activities?

Chart 22: When does a member of the school community make you feel bad?

Chart 23: They call you by nicknames.

Chart 24: You call your classmates with nicknames.

Chart 25: Physical attack

Chart 26: Gossips about you

Chart 27: You invent gossips about your classmates

Chart 28: Fun to see others fighting.

Chart 29: Keep the dialogue with the rest of students and teachers.

Chart 30: I defend myself aggressively

Chart 31: If I am angry, I am rude and violent

Chart 32: Citizen Competences – teachers

Chart 33: Pedagogical practices.

Chart 34: Motivation

Chart 35: School life

Chart 36: Application of the pedagogical sequence (Citizen Competences)

Chart 37: Application of the pedagogical sequence (School life and motivation)

## SUMMARY

This research is made with the aim of strengthening school coexistence through the appropriate use of free time at the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia), taking into account the characteristics of this specific social reality.

The study is based on a diagnosis that shows a complex situation of location, extreme poverty, where students show an aggressive attitude as a result of family problems and lack of training in civic competitions that make the school in mention, a space of offenses , fights, robberies, vandalism and sexual incidents.

Once the problem is identified, 4 categories are established (school coexistence, citizenship competences, motivation, and pedagogical practices) to formulate the theoretical bases and to organize the collected information for later analysis.

It is a qualitative research focused on action research, which not only describes a problem but also proposes a pedagogical sequence, as a proposal of a solution and measure to intervene the situation lived within a Colombian school.

Subsequently, data is analyzed with the support of the Atlas.ti program, which is purely for qualitative research, generating semantic networks that help to condense and understand the collected data. The SPSS is also used to analyze the surveys that the students answered.

Finally, the results of the research are presented, in order to answer the specific questions and analyze if the objectives were reached and the application of the pedagogical sequence leaves a positive experience within the educational community.

## **CHAPTER I: APPROACH TO THE RESEARCH PROBLEM**

### **1.1 Description of the problematic reality**

Colombia is a country located in South America, which has a projected population according to the National Administrative Department of Statistics (DANE) of 49.696,000 people; the division of population is marked between the rural and urban areas, the percentage of which is higher in the headwaters of the country, thus representing 70% of the population (DANE, 2018). This percentage was increasing in recent years due to development factors in urban areas, low investment in rural areas and the violence of the internal armed conflict in Colombia. The latter according to Montalvo (2012) "The only thing they have produced is displacement, pain, unemployment and poverty."

Forced displacement in Colombia was increasing as violence became more accentuated in rural areas; as reported by -CODHES-Consultancy for Human Rights and Displacement in 2008 there was an increase in forced displacement of 41% compared to 2007 and according to the Unit for victims the estimated figure can be in 4 million displaced in Colombia.

According to the statistics of the single registry of victims, between 1986 to 2016 in Colombia there were 8,349,484 dead, and 7,210,949 displaced, leaving several physical and psychological consequences in the whole population, that is why a Colombian tends to live always at the defensive, that is to say that before any threat, they will always react aggressively and without considering the consequences of their actions.

On the other hand, it should also be mentioned that the Department of Tolima, is located in the center of the country, within the Andean region, according to the projection of the DANE 2015 (National Administrative Department of Statistics), this department has a population of 1,408,272, of which 553,524 live in the capital, the city of Ibagué.

The location of the department is privileged, considering that it has connection with 7 departments, to the north with the department of Caldas, to the south with the departments of Huila and Cauca, the east with the department Cundinamarca, for and for the west with the departments of Quindío, Risaralda and Valle del Cauca.

In this order of ideas, the guerrillas had appropriated the center of the country, especially the municipality of Tolima, where they had operations centers, which is why the gradual

recovery of the department in general is of great importance, since as sequels of the war lived for more than 50 years, according to Fernando Suarez, has stopped investing in social projects and education, which has increased the levels of urban violence and crime.

In the Tolima capital and its surroundings, many children have been deprived of the right to education because of war: mainly because of the fear of confrontation, the destruction of the school, the impossibility of reaching it, the lack of economic resources, illicit recruitment or forced displacement.

Consequently, it is urgent to take into account the reality in which the children of the province live, so that based on this, local action plans can be made to help counteract the levels of violence.

The Technical Educational Institution Luis Carlos Galán Sarmiento, It is located in Calle 67 N ° 26-179 Barrio “delicias”, a suburb of the city of Ibagué, Tolima, which has the levels of preschool, primary and secondary, at night, it has the modalities of Technician in sale of products and services, Technician in systems and academic in formation by cycles. In addition, it aims to generate an entrepreneurial culture that transcends professional training as a characteristic of the life project of the people it forms. It seeks to facilitate and guide people with entrepreneurial potential in the development of skills that allow them to perform in the environments of sale of products and services supported by teachers and the SENA (National Apprenticeship Service), applying new technologies, adding value and generating employment , thus contributing to local and national development, through the continuous process of training and qualification to remain in force at the same time as profiling the generation of income in the future life.

From its institutional perspective, it was strengthened by updating the curriculum by incorporating and renewing the methodology through SENA's guidelines, which lead to the realization and foundation of general and specific work competencies, according to the student's profile. That promotes and facilitates the development of skills and abilities, training as a creative, organized, dynamic, leader, participatory, self-controlled, enterprising, with human qualities, capable of: interrelated, work as a team, manage information, solve conflicts, use the technology and listening. Which allows an integral performance to be located in the workplace and continue their higher education or create a company, as well as generating a life project according to the socioeconomic expectations that today's society demands.



Unfortunately, the results of the tests in public competence show figures that are directly related to optimal characteristics of coexistence that currently lack attention and reveal serious problems not only of academic results but of school coexistence. Below are the results obtained by students in grade 11 during the 2017 academic year:

Chart 1: Percentages of students by performance levels in social and citizens.

Level of aggregation	1	2	3	4
<b>Educational institution</b>	13%	63%	22%	3%
<b>Headquarters 1</b>	13% •	63% •	22% •	3% •
<b>Headquarters 1 / Time 1</b>	13% •	66% ▼	21% ▲	0% ▲
<b>Headquarters 1 / Time 2</b>	13% •	50% ▲	25% ▼	13% ▼
<b>Colombia</b>	17%	47% ▲	32% ▼	4% ▼
<b>ETC</b>	10% ▲	45% ▲	39% ▼	6% ▼
<b>Urban officials ETC</b>	10% ▲	48% ▲	32% ▼	3% •
<b>Rural officials ETC</b>	21% ▼	58% ▲	19% ▲	1% ▲
<b>Private ETC</b>	7% ▲	33% ▲	47% ▼	13% ▼
<b>GC 1 ETC</b>	22% ▼	61% ▲	17% ▲	0% ▲
<b>GC 2 ETC</b>	14% ▼	55% ▲	29% ▼	2% ▲
<b>GC 3 ETC</b>	8% ▲	42% ▲	45% ▼	5% ▼
<b>GC 4 ETC</b>	2% ▲	19% ▲	55% ▼	32% ▼

Taken from: National results ICFES - 2015

The meaning of each symbol is presented below: • It indicates that the results obtained by the educational establishment are the same as those obtained by the headquarters / working day or the level of aggregation in which the symbol appears. ▲ It indicates that the results obtained by the educational establishment are greater than those obtained by the headquarters / day or the level of aggregation in which the symbol appears. ▼ It

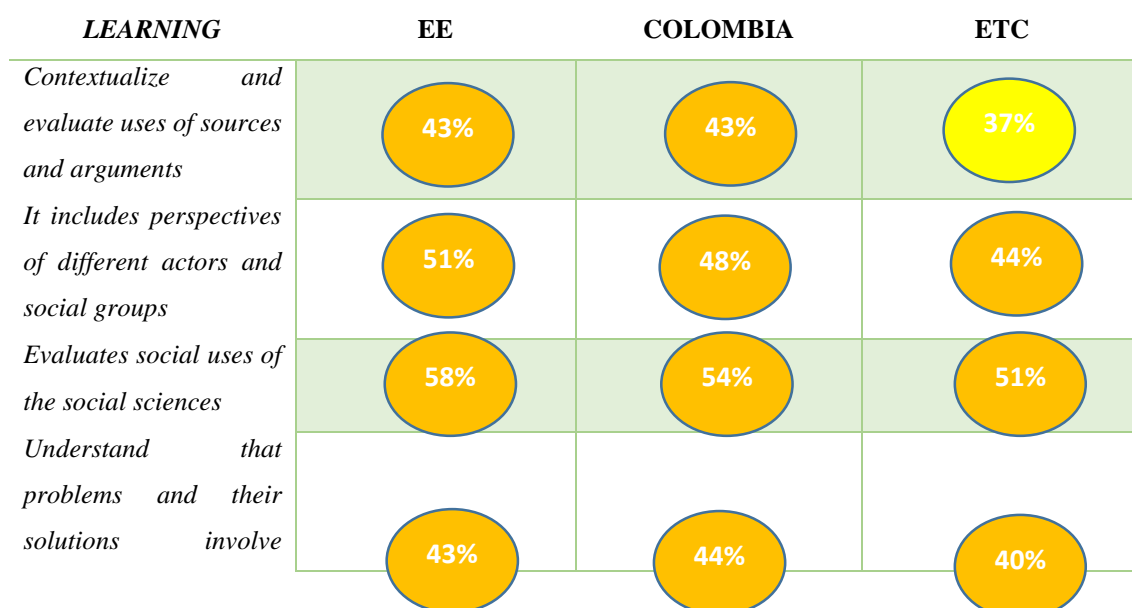
indicates that the results obtained by the educational establishment are lower than those obtained by the headquarters / working day or the level of aggregation in which the symbol appears.

The levels consist of a qualitative description of the performance of the students, so they complement the average score obtained by the establishment. They detail the actions taken by a student to answer correctly the questions formulated according to the competences evaluated in the exam. Four performance levels have been defined for each of the tests; In general, the levels indicate that the students: At level 4 are prepared to deduce and combine procedures to perform the requested tasks; In level 3, students analyze procedures to develop the requested task in the best way; in level 2, students are able to differentiate the possible procedures to perform the required tasks; while at level 1, students are limited to identifying the tasks demanded. The performance levels are characteristic of being inclusive, that is to say that the description of a level includes the actions described in all the previous ones.

As well as the national average, the results of the students from the province of Ibagué, in citizen competitions, are worrisome, since this is an unequivocal sign of the increase in violence in any of its manifestations, the disobedience of the rules and the tendency to corrupt actions.

It should be noted that, speaking of the Luis Carlos Galan Sarmiento School, the night shift shows very low results in relation to the morning and afternoon sessions, which reflects low results, average of all the schools in the city of Ibagué.

Chart 2: percentage of incorrect answers



<i>different dimensions and recognize relationships between them.</i>			
<i>Includes conceptual models, their characteristics and contexts of application</i>	40%	41%	37%
<i>It includes spatial and temporal dimensions of events, problems and social practices.</i>	54%	48%	44%

Taken from: National results ICFES - 2015

The colors are assigned according to the following ranges: If the average percentage of incorrect answers is less than 20%, the green color is assigned:

- If the average percentage of incorrect answers is greater than or equal to 20% and less than 40%, the yellow color is assigned.
- If the average percentage of incorrect answers is greater than or equal to 40% and less than 70%, the orange color is assigned.
- If the average percentage of incorrect answers is greater than or equal to 70%, the red color is assigned.

The result presented in the table is very useful in pedagogical terms because it is an indicator of students' performance when performing complex actions that articulate various thought processes. The lower the average percentage of incorrect answers, the better the students' performance will be.

As you can see there are two circles of yellow color, or as it was said before, incorrect answers that are between 20% and 40% of the average, those are: contextualize and evaluate uses of sources and arguments; It includes conceptual models, their characteristics and application contexts. Questions that show that students have shortcomings in cognitive skills and knowledge, which are part of citizenship skills.

However, in questions such as understanding perspectives of different actors and social groups, it includes spatial and temporal dimensions of events, problems and social practices and evaluates social uses of social sciences, they were only a few points above

the national average, which shows that the lack of civic competences is a national problem.

Also, the question that says, if you understand that the problems and their solutions involve different dimensions such as body, affective, communicative, cognitive, spiritual, among others and recognizes relationships between them, which is why their decision making is seriously affected and in some cases it has led to suicide or homicide towards one of his classmates or teacher.

To the above, the following general research question is proposed and then the specific questions:

## **1.2. Formulation of the research question**

### **1.2.1. General question**

- How to improve school coexistence in the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia)?

### **1.2.2. Specific questions**

- What characterizes school coexistence in educational institutions?
- How are pedagogical and coexistence practices developed within educational institutions?
- How to contribute to the improvement of school coexistence in educational institutions?

### **1.2.3. Research objectives**

### **1.2.4. General objective**

- Strengthen school coexistence through the proper use of free time at the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia).

### **1.2.5. Specific objectives**

- Characterize the levels of school coexistence in the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia).
- Describe the pedagogical and coexistence practices within the educational community.
- Design and implement a didactic sequence for the improvement of school coexistence based on the proper use of free time at the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia).

### **1.3. Theoretical assumptions**

#### **1.3.1. Assumed general theorist**

To achieve an adequate coexistence it is essential to respect and tolerate the customs of others. The human being needs the affection and recognition of his peers that allow him an identity with his social group. To achieve the integral development of the person, autonomy and self-confidence are indispensable, but we cannot do without support and coexistence in society. The permanent communication, based on affection and tolerance, allows to live and share in harmony. In order to achieve that harmony, spaces must be opened that lead to healthy coexistence, to the full development of peaceful coexistence in society and respect for dignity. It is then that through strategies in a context of participation; in interactions where people can develop through agreements and debate of ideas with full respect for the dignity and rights of others, a peaceful and harmonious coexistence can be achieved, which is a need of society to which educational institutions must contribute.

In this way, through an appropriate didactic proposal, the educational community can actively contribute to the promotion, prevention and dissemination of the different alternatives for the peaceful resolution of conflicts, through dialogue, diplomacy and conciliation, with tolerance and respect for differences and diversity of opinion in the social, political, ethnic, cultural and religious.

### **1.3.2. Specific theoretical assumptions**

Within the educational institutions and when reviewing the follow-up that is made to the student through "observers" in relation to attendance, disciplinary faults, counting the summons to parents in coordination, citation history to parents in the psycho dependence -orientation, percentage of guardianships against the school by levels of physical and verbal aggression between peers and interviews with teachers, we observe how all these events affect the school's coexistence of the institution and therefore the academic performance of the students. It is alarming the way children relate aggressively, they show a very combative and impulsive behavior, they use physical aggression to get what they want, they disrupt their partners by touching them, insulting them and threatening them, in order to get their attention; Discussions and fights are common and even get into trouble without themselves being involved.

At the same time, there are situations of sexual harassment, between peers, through gestures, sounds, innuendo, comments and even proposals, not only from children to girls, from the same age, but from older peers to younger ones, even to force or try to force sexual relationships. All these cases, in many cases, are ignored, due to their ignorance, and when they are known by the institution, they are solved with a sanction or punishment, which makes the young person recidivist, because there is no pedagogical action that leads to reflect on the fault committed. The deterioration in school coexistence, leads to an environment that violates the right to a healthy, peaceful, harmonious coexistence, and creates aggressive behaviors, severe and persistent rages, fatigue or apathy during classes, hostile and distant relationships, children with few friends at school. These situations are silently accepted with the complicity of peers, and even teachers, creating a culture of repetitive abuse framed by the so-called law of silence.

Taking into account the problems mentioned, it is urgent from the institution to work fundamental PRINCIPLES such as:

1. Identity: Trainer of intellectuals with their own criteria, knowing the problems of their environment through the use of information systems as knowledge generating resources towards community participation.
2. Train the social man. In the Care for your environment, Education in values, Democratic Participation, Solidarity, Tolerance, Respect, Responsibility, Honesty.

3. Democratic Participation: Recognize dignity as a primordial individual and natural value, equality in the name, in political, cultural, social and governmental rights.
4. Freedom. As an inalienable right and resistance to oppression. Develop democratic programs of citizen participation over individual and democratic knowledge (living in democracy).
5. Participate freely and spontaneously in the general decisions of the Institution that guide the board of directors, the academic council and in the other decision-making bodies of the institution, and likewise conform and guide the student council, business practice, democratic purposes , academic, and disciplinary that result in school welfare and behavior.
6. The right to error and the right of students to be rehabilitated will be consistently vindicated and will be helped by the teachers as well as by the School Counselor and the Institution in general.
7. To train the child from grade zero, the story of the child will be taken into account in order to involve it in the best way in the educational context of its social context, in this sense the Institution will know the generalities of the family, of the community, in what has to do with a happy and childlike life.

Likewise, it is necessary to take up and promote VALUES that have been lost, such as:

- Self-esteem: Understood as the evaluative feeling of the set of bodily, mental and spiritual traits that form the personality as a basis for personal and social acceptance.
- Belonging: Feeling part of a group, a society or an institution, involves acting actively and participatively in each of the actions that lead to success in the educational institution.
- Tolerance: Ability to know how to listen and accept others, valuing different ways of understanding and positioning oneself in life, as long as they do not violate the fundamental rights of the person.
- Respect: Exercised when you show appreciation and care for the value of something or someone, directed to the rights and dignity of other people, to those of ourselves and also to the natural environment.

- Confidence: Firm security of a person, by the friendship relationship or the work performed, harmonizing the pedagogical performance among the educational community.
- Responsibility: Understood as the ability to recognize and deal with the consequences that derive from personal actions and their involvement in social life.
- Assertive Communication: Ability to intelligently handle interpersonal conflicts through a behavior that allows to defend the legitimate rights without attacking or being attacked.
- Solidarity: Ability to promote true changes, favoring the development of individuals based on the foundation of equality, regardless of their race, age, sex, creed, nationality or party.
- Suitability: It directs all its efforts to make a reality of the commitment that before society it acquires as a training institution for future technicians who will assume labor and professional roles within a changing society.
- Honesty: Constituted as the human quality that entails an expression of behavior based on sincerity and coherence, where the values of justice and truth are respected.
- Peaceful coexistence: Understood as the approach to the solution of conflicts through transparent communication, based on dialogue.

#### **1.4. Justification and feasibility of the investigation**

Ibagué is the capital of Tolima, a department of central Colombia, which according to the DANE for 2105 has 553,524 inhabitants, of which 30% are children and young people, with a population growth of 58.49%, higher than average national that was 56.49%. According to the situational diagnosis on the rights of children and adolescents in the municipality of Ibagué, this city, like several in Colombia, is a population victim of the armed conflict; According to Law 1448 of 2011, the victims are individuals who individually or collectively have suffered damage due to events that occurred as of January 1, 1985, as a consequence of violations of International Humanitarian Law or of serious and manifest violations of the international norms of Human Rights, occurred on the occasion of the internal armed conflict. Likewise, the sentimental partners who have



been murdered or disappeared and the people who have intervened to help those who have been violated are also victims.

According to the national information network, the year 2007 saw the highest peak of victims of the armed conflict in Ibagué, as reflected in the following chart:

Chart 3: People victims of the armed conflict, Ibagué 2000 – 2015

VALIDITY	PEOPLE
2000	504
2001	892
2002	1,157
2003	994
2004	1,373
2005	1,265
2006	1,581
2007	2,545
2008	2,421
2009	1,436
2010	1,405
2011	1,417
2012	1,277
2013	1,162
2014	1,208
2015	916

Taken from: National Information Network 2016

Therefore the increase of victims of forced displacement, which has its highest point in 2008, of people received in Ibagué, as can be seen in the following chart:

Chart 4: Victims of forced displacement, Ibagué 2000 – 2015

VALIDITY	PERSONAS EXPELLED	PERSONAS RECIEIVED
----------	----------------------	-----------------------

<b>2000</b>	294	2.723
<b>2001</b>	646	4.280
<b>2002</b>	990	8.465
<b>2003</b>	842	3.847
<b>2004</b>	1,248	4.305
<b>2005</b>	1,156	3.990
<b>2006</b>	1,445	5.211
<b>2007</b>	2,397	7.709
<b>2008</b>	2,240	9.904
<b>2009</b>	1,386	5.305
<b>2010</b>	1,285	4.359
<b>2011</b>	1,282	4.072
<b>2012</b>	1,079	4.831
<b>2013</b>	1,116	5.465
<b>2014</b>	1,156	5.668
<b>2015</b>	932	4.187

Taken from: National Information Network 2016

As can be seen in the table, the number of people expelled has been considerably reduced since 2008, unfortunately in the case of persons received, over 4,000 people arrived in Ibagué, escaping violence and armed conflict, which has incidence in poverty and extreme poverty that is experienced today in most of the popular neighborhoods of Ibagué.

Consequently, the unemployment rate increases with the growth of the population, according to the DANE (2016), in December 2015 there were 35 thousand unemployed people in the city, a rate much higher than the national average.

Likewise, interfamily violence has increased, defined as the injuries suffered in people whose aggressors are members of their family or people with whom they have an affective bond. These include violence against children and adolescents, where legal medicine adds that this scourge occurs mostly by family members or by persons under their responsibility children under 18 years of age.

As can be seen, there are several social problems arising from the high rates of violence, and although with the signing of the peace agreements, statistics still reveal alarming figures of murders, organized crime at the service of drug trafficking and other illegal activities. Which are more evident in neighborhoods of periphery as it is "Las Delicias".

This sector of Ibagué only has a public school called, "Luis Carlos Galán Sarmiento", it means that children and young people only have the possibility of obtaining their education in this institution, where they are not strangers of the violence that invades the country, This is how coexistence in our society and in particular in educational institutions is one of the main concerns of all members of the educational community.

According to the police of childhood and adolescence, the offenses, beatings, repeated assaults at school, the use of weapons, theft and vandalism at the facilities, sexual assaults, aggressive situations that happen on the way to and from school, the presence of gangs, alcohol and drugs, are the daily life of public schools in the popular districts of the city of Ibagué, which is affected school coexistence, deteriorating the academy and the purpose of education.

Taking into account the above, the government through the Ministry of Education introduced an axis of quality that all educational institutions must have, citizen competencies, which must occur in all areas of the school and since 2012 was incorporated into standardized tests "know" in grades 5 and 9 and tests know 11. In this sense, the national government issued Law 1620 of March 15, 2013 "by which the national system of school coexistence and training for the exercise of human rights, education for sexuality and the prevention and mitigation of school violence "(art. 3), with which the educational institutions establish an integral route of attention to the students, which guarantees the normal development of the institution. It also serves as a conduit for solving problems around school coexistence that generate mechanisms and concrete actions aimed at preventing situations that place the well-being of children and young people at risk.

Thus, the Ministry of Education and all the institutions attached to it, have the challenge of forming citizens with ethical values, respectful of the public, exercising human rights, fulfilling their social duties and coexisting in peace; in other words, citizens with citizenship competencies. To this end, the ministry leads several projects that are showing trends in coexistence and peace, participation and democratic responsibility and plurality, identity and appreciation of differences.

The present investigation joins all these efforts to, first, diagnose the situations of school coexistence and the problems that violate the coexistence in the secondary education of the educational institution Luis Carlos Galán Sarmiento with its specific reality and its

family, social, economic characteristics and all those that influence school climate; to later intervene with the implementation of a pedagogical sequence aimed (annexed 6) at the optimization of leisure time, which is intended to move away from the presence of acts that generate school violence and promote values such as appreciation of life, the exercise of tolerance, equity and the importance of teamwork.

Supported by Elliot's research-action theory (1993), it is intended to study a specific social reality, within an educational institution, with the purpose of improving the quality of citizen competencies within it, beginning with an understanding of reality and propose actions such as the optimal use of leisure time as a strategy that modifies the situation experienced.

### **1.5. Research scope**

At the end of the academic year students of the Luis Carlos Galán Sarmiento educational institution will demonstrate an improvement in their interpersonal relationships. Also the pedagogical sequence will serve as a guide to teachers, to encourage the proper use of leisure time as teaching strategies that overcome the weaknesses presented in citizenship competitions which will be evaluated at the end of each academic period to make the necessary adjustments and analyze the effectiveness of them.

### **1.6. Research limitations**

The first limitation of the present investigation has to do with the spaces of time and place for the application of the proposed pedagogical sequence, taking into account that according to Law 115 of 1994, the academic year must contain 40 teaching weeks, fixed by the academic calendar of each territorial entity. Meanwhile, decree 1850 of 2002, in its article 2, defines 25 minimum weekly hours for elementary school and 30 for secondary and secondary school, to attend compulsory and optional areas. And in his article 4 it is clarified that the educational institutions with several days must also comply with the minimum of compulsory hours for compulsory and optional subjects.

According to PEI (Educational Institutional Project) The Luis Carlos Galán Sarmiento educational institution starts its morning session at 6:15 am and ends at 12:15; the late

day starts at 12:15 p.m. and ends at 6.15 p.m. and finally a night shift that runs from 6:15 p.m. to 10 p.m. Therefore, although according to article 14 of Law 115 defines the use of free time as part of compulsory education, in this institution there are limitations of time and place. Because the school is always busy, in academic activities such as class and time because students only attend one day of the aforementioned, and in case of citing them on an opposite day, it may be crossed with activities of their daily lives.

Considering now, that the law 115 of 1994, in its article 23, establishes that the obligatory areas that comprise at least 80% of the curriculum, are: Natural sciences and environmental education, social sciences, history, geography, political constitution and democracy; artistic education, ethical education and human values; physical education, recreation and sports; religious education; humanities, Spanish language and foreign languages; Mathematics.; Technology and information technology They become the focus of attention of students, teachers and parents, so the issue of citizen competence and the optimal use of leisure time, become unimportant.

## CHAPTER 2: TECHNICAL FRAMEWORK

### 2.1. Background of the investigation

This section aims to mention some research that has been conducted in relation to citizenship competencies in education, and the importance of leisure time recognition, as a fundamental tool in the construction of welcoming school climates.

The first research that draws attention, and is closely related to present research, is the one titled "the citizen culture as a transversal axis of coexistence and citizen security", where violence is established as a reality that is increasing and that affects the tranquility of the Colombians, therefore the objective is to determine if the citizen culture is an element that influences the coexistence and the security of the community. This is how we come to the conclusion that the culture of citizenship is a term that should be introduced from schools, with the support of families, as a pedagogical means, designed with rigor that giving the necessary support, will significantly impact the indiscipline social that generates violence. This is how the importance of this issue being addressed by educational institutions is evident, with cross-cutting projects that involve all educational actors.

Another investigation taken into account is entitled "Recreation and recreation as a fundamental human right in children of the third grade three of a public school in Pereira", carried out by researchers Alexa Yojana Montoya Osorio and Diana Marcela Impatá Alvarez, in 2011. This research makes a didactic proposal from the case study method, with the purpose of identifying situations of vulnerability of the rights of children of a school in Pereira, finding that there are several agents that violate fundamental rights, specifically, recreation and leisure.

In general terms, researchers seek that children understand recreation and leisure, as a right that is frequently violated, in order to contribute positively in citizenship training and how society acts in extreme situations. It is necessary to mention that although the population and the sample are different, it is evident that the good use of leisure time is one of the most violated fundamental rights and that through an appropriate application, it can become a pedagogical tool that it helps to train children in civic competitions.

On the other hand, there is also the research entitled "Playfulness as a pedagogical strategy for the strengthening of citizen competencies" by 3 researchers from the university of the liberators in Monteria - Colombia. Applying the case study methodology, the researchers, after identifying the problem, decided to make a playful intervention, offering spaces for recreation and recreation to visibly aggressive students; This research has shown that through play, you can develop skills and attitudes that allow a person to develop properly within a society, as this gives them the opportunity to interact with others in a closer way, in the resolution of daily problems, through dialogue, the respect for a deferential opinion is increased and in the same way one learns to be tolerant. Characteristics necessary to generate citizenship competencies.

Likewise, it is necessary to mention the research entitled "citizenship competencies in the school environment of the Buenos Aires educational institution of Cordoba" where it was found that despite the efforts of teachers to maintain good behavior patterns, they are not enough to reach the objectives proposed for the area of citizen competencies. This research work determined that there is a need for articulated work and the development of cross-cutting projects, such as environmental projects aimed at sustainability, the choice of school government and an adequate use of leisure time; prevents students from having opportunities for participation and interaction, which enables the appropriate development of citizen competencies.

At the same time, there is the project "use of free time" that was born as a need to provide an educational institution with options for leisure, skills development and talent discovery. In this work, it is recognized that optimal use of free time favors meaningful learning, not only in the development of cognitive skills, but also as the ability to learn to function in healthy social environments. It also seeks to connect free time with cultural activities, sports, music and all the talents that can be generated, through related projects, which awaken the curiosity of students and engage them in different activities, so that in the end they have a product creative interest and taste of them.

Finally, in a diagnosis of the school coexistence of an educational institution of the city of Ibagué, where aspects of context, family, socio-economic stratum, among others, were considered as influential elements in the school climate. It was found that more than half of the population shows, they do not find a pleasant environment, nor a healthy coexistence inside the classroom, besides that there are several aggressions that are done intentionally to those that are usually answered in an equally haughty manner.

This investigation reveals the high rates of violence inside the classrooms, where the teaching team does not feel supported by the parents, nor by rules that justly correct the punishable behaviors of the students. Likewise, it is evident that there are no strategies aimed at training students in civic competence. A reality that is seen in most educational institutions in Colombia.

## **2.2. Legal basis of the investigation**

This space is designed to mention the legal concepts that frame the categories that are advanced in the present investigation, starting with the maximum law that governs the Colombian state, the political constitution of Colombia, in its article 67 in which it is indicated that education It is a right of all people and a public service that has a social function, which requires that the Colombian state must provide a minimum education to all children without exception, ensuring academic quality.

With education already established as a right of all children, it is also necessary to mention Law 1098 of 2006 or code of childhood and adolescence, whose main objective is to safeguard the integral development of all children and adolescents (under 18 years of age). ), which should grow within the framework of a family that provides them with an atmosphere of love and happiness, and above all where they are respected the rights enshrined in international rights in accordance with the political constitution of Colombia.

However, the statistics exposed by the National Police of Colombia, from its dependence, DIJIN (Central Directorate of Judicial Police and Intelligence) shows the growing number of children under 18, who commit serious crimes, for multiple causes, either due to extreme poverty, due to the influence of drugs or by influence of people who commit acts outside the law. In this situation, the government has defined a series of norms or education for coexistence, in order to contribute to a peaceful coexistence as a crime prevention mechanism.

In this sense, Law 1620 of 2013 was established, which requires schools to include preventive, promotional and assistance actions that favor peaceful coexistence, taking into account the recommendations given by the Colombian Ministry of Education, through of the guidelines, on how to apply the law of School Coexistence; situation that leads the country to be a pioneer in this topic.



It should be noted that the issue of bullying in Colombia is a subject that demands a lot of attention from the government, which is very clear when it says that it is the responsibility of both families and educational institutions, which must work in cooperation in the application of strategies that promote a constructive management of the discipline in both environments.

It is as well as in the decree 1965 of 2013, by which the law 1620 of 2013 is regulated, with the initiative that in the Colombian educational institutions, an appropriate school climate for the students is lived, where the harmony prevails and future are avoided Criminal acts; by means of the creation of committees and manuals of school coexistence, which take great importance in the educational environments, as guarantors of a healthy school coexistence that avoids on a large scale the violation of the rights of any member of the educational community.

Likewise, the "Guide No. 49" (pedagogical guides for school coexistence), to strengthen the quality of education and training for the exercise of coexistence; where the Ministry of National Education, emphasizes the need for a citizenship that coexists peacefully and that contributes to national development from all possible perspectives. Therefore, this guide is the result of the union of all the education secretaries of Colombia, who work for the standardization of laws and regulations that reduce the levels of inequality and violence of a multicultural country such as Colombia. In general terms, this guide provides an input of great value for the pedagogical processes that are carried out in all schools in the country, in terms of peaceful living and respect for the rights of others.

However, the issue of coexistence was already mentioned in the decree 1860 of 1994, by which it is partially regulated the law 115 of 1994, in pedagogical and general organizational aspects, in its chapter 3 "institutional educational project", in its article 14 establishes the content of the educational project, which all educational institutions must possess, taking into account the social, cultural and economic context where it is located. Being the regulation or manual of coexistence a relevant aspect to achieve the integral formation of the learners.

With regard to leisure time or leisure time in Colombia, it is worth mentioning that all departmental plans must allocate a budget for the proper use of it, whether recreational or sports. It is also enshrined in title 2 of the political constitution of Colombia, in Chapter II, "On social, economic and cultural rights," Article 44, education and culture, recreation

and free expression of opinion, as a fundamental right of children. Recognizing recreation as something as important as the education of Colombian children, reinforced in Article 52, where it extends to adults, the right to use leisure time, being the state that provides the necessary conditions for this is fulfilled, in other words, sports and recreation are part of education and therefore constitute a public social expenditure.

In that sense, it establishes rules of allocation, in the law 60, chapter 3 "participation of the municipalities in the current income of education, article 22, and numeral 1, 30% for education and Numeral 4, Defines 5% in physical education, recreation, sports, culture, and use of free time.

Thus, in article 31 of the General Assembly of the United Nations, where it is reaffirmed, rest and recreation, recreation and play as aspects of the utmost importance, which must be provided to each child, depending on age and in conditions of equality.

To the above, Law 181 of 1995 was created, created by the National Sports System, integrating sports, recreation, the use of free time, extracurricular education and Physical Education, using the generic term sport, to define it as a social right that it is part of public social spending. Specifies in article 46 that the national sports system facilitates access for the entire population to all the aforementioned concepts. Later, in article 47, it is stated that the objective is to encourage the population to a culture of healthy habits, as a contribution to the integral development of the human being.

Finally, it is necessary to mention the law 724 of 2001, which with the purpose that all the people reflect on the commitments that must be assumed with the childhood, it was established that the last Saturday of the month of April a homage to the childhood is offered Colombian, and all public entities have the obligation to run recreational programs that contribute to the well-being of children.

### **2.3. Theoretical bases**

This framework has four categories to develop: school coexistence, citizenship competencies, motivation, and pedagogical practices. The objective set out in this part of the research is to expose the different authors that support the objectives proposed in the present investigation.

## SCHOOL LIFE

School coexistence is a concept that has been recently investigated, but this topic is nothing new within sociology because it has a strong link with social coexistence as a process of socialization. Even in the last thirty years, social coexistence has been investigated as a result of how human beings organize themselves based on their needs and objectives. Regarding school coexistence, several authors such as Albert Bandura, Paulo Freire, and Rosario Ortega were dedicated to explain how this process occurs inside and outside the school environment.

It is clear that research on social psychology has been fundamental in the improvement of school coexistence policies, especially analyzing the behavioral psychology that Bandura introduced, along with social learning, which basically explains that the teacher must be an agent socializing that facilitates knowledge to students. Likewise, Freire in his work on social pedagogy, emphasizes that education is organized based on the aspirations of a people, which, in my opinion, generate a state of coexistence among individuals. Subsequently, the author Ortega 2008, states that the task of education is essential to create a fair society, and thus avoid possible factors that affect the process of school coexistence such as school abuse, student desertion, among others.

Regarding school abuse, one of the first to investigate this social scourge has been the Swedish psychologist Dan Olweus (1931) in his articles entitled "Bullying at school. What we know and what we can do" and "Agression in the schools: bullies and whipping", where not only introduced the concepts known as Bully (bully), but also introduced other forms of bullying as what nowadays is known as "cyberbullying", which have become one of the most recurrent problems of recent decades, thanks to the arrival of new communication technology. In the same way, other sociologists such as Michel Foucault (1926-1984) defined this social problem as a repressive function within an educational institution. As in psychology, Bandura in his theory of social learning considers that prizes and reinforcements can be effective and compatible with a more positive and participative education.

On the other hand, Donoso (2005), defines school coexistence "as the interrelation between the different members of an educational establishment." It is also, according to said author, that this form of socialization is not limited in relationships, it is rather the

interaction of all educational actors without exception. It is a process that involves the resolution of problems and challenges that arise each day within the school. And it is necessary to try to find possible understandings so that school policies work within the framework of school coexistence.

Within school coexistence, the classroom becomes the most essential place in the entire educational system, since it is there where, according to Ianni, (2003), "a privileged context for the construction of coexistence, from which it is possible promote discussion, dialogue and reflection as well as recognize agreements, differences, ways to reach consensus and accept dissent. "It is in the classroom where the personalities begin to gestate with school activities that are aimed at improving the educational task of the students and the educators. And this is where tools such as dialogue, participation, and socialization emerge that help students better understand their social environment, starting with school and ending up in society, as well as learning valuable ideas that improve school coexistence such as practice of values, for example.

A concept closely related to school coexistence is that of school management, and this is where Ezpeleta and Furlán (1992) and Fierro Evans (2012) mention that this process "allows to consider political-normative aspects, administrative aspects, as well as the pedagogical practices of the school institution, as intervening in shaping the complex networks of interactions that are built. "In this way, by finding possible solutions that improve the teaching and learning process, it helps students to better develop within and outside the classroom. So it is essential to maintain a constant interaction between all educational actors to avoid problems such as school desertion or abuse becoming uncontrollable. For this, it is also necessary to know the types of school mistreatment, especially bullying.

## **SCHOOL ABUSE, BULLYING**

School mistreatment is not a new problem. As societies have advanced, their ways of interacting, especially among citizens, have also evolved, and violence along with abuse has diversified in societies. According to Garaigordobil (2011) "violence, either as a relationship behavior or as a method of resolving conflicts between people, results in harmful and destructive consequences, both physical and mental." It begins in the family and continues in other areas of life. Society as in politics, at work, etc. This scourge affects

children and adolescents more than anything, since according to the same author, they not only suffer from the pain caused by the violent scenes, but also create a negative thought in them. Also, it gives them the idea that the law of the strongest is the most effective, which is usually negatively reinforced by the bad influence of the media, such as television or the Internet, and the context in which they live. Thus, the aggressors see all this as stimuli to generate conflict, chaos, and terror with which it helps them to achieve what they want at the expense of those who suffer from violence.

The types of violence are often very varied in terms of place and intensity with violent events that can happen. An important point to mention is that according to Castillo-Pulido (2011), The World Health Organization (WHO), in 1996, saw the need to classify the types of violence, taking into account that nowadays Violence is a public health problem. In that sense, the violence was classified into 3 categories, depending on who commits the violent action: self-inflicted violence (this involves self-aggression and suicide); interpersonal violence (includes aggression between family members and the community in general), and finally, collective violence (which occurs in social, political and economic environments).

It is worth mentioning that the most frequent type of violence is the collective one, since this type of violence is the one that occurs in many social scenarios with several actors, such as in the community, for example, especially in school as school mistreatment. School mistreatment is also known as bullying or bullying. In citing Ortega, Ramírez and Castelán (2005), and Gomez Nashiki (2013), they define bullying as "bullying, abuse, physical and psychological abuse of a child or group of children over another or others. It includes a series of negative actions of different kinds, such as jokes, ridicule, beatings, exclusion, and abusive behavior with sexual connotations and, of course, physical aggressions. "It is an English neologism that is accepted as the type of bullying that occurs most of all among schoolmates characterized by one or several students who dominate other students through intimidation, harassment, and abuse, resorting to violence or deception, among other psychological hate strategies. On the other hand, Cobo and Tello (2008) and Gomez Nashiki (2013) consider that this type of harassment not only involves psychological aspects, but also, it is a socio-educational phenomenon. "

Likewise, the author Dan Olweus, who in addition to being one of the first researchers on this issue, includes three types of actors involved in bullying: the bullies or victims, the bullies or aggressors, and the spectators.

✓ **The victims.**

According to Olweus, there are different types of victims, one of them are the insecure students who tend to be sensitive, calm and meticulous, who because of their low self-esteem, always feel ashamed and stupid, these types of victims are considered passive since, faced with a violent situation, they do not respond, physically or verbally. On the other hand, there are also aggressive and anxious victims, who like to provoke violent situations, this type of victim, usually tends to have problems of concentration and hyperactivity.

✓ **The aggressors or stalkers.**

Dan Olweus (1998), mentions several types of aggressors: the "typical ones who are distinguished by their bellicosity with their colleagues and sometimes with teachers and adults. They tend to be characterized by impulsiveness and an imperious need to dominate others. They can be anxious and insecure. These aggressors feel the need for power and domination, they seem to enjoy when they have control and need to dominate others".

✓ **The spectators.**

This type of actor, according to Dan Olweus (1998), indicates that students who do not participate in bullying and who do not usually take the initiative, are called "passive aggressors, followers or followers". The foregoing interrogates in an imperative manner the investigations carried out that have placed the greatest emphasis on aggressors and victims, and have left aside this actor who, in all cases, cannot be labeled an "accomplice", given that he is passive you cannot infer an attitude of support for the aggressor.

Hernández & Solano (2007) mentions that: when Dan Olweus introduced the term in 1970, he considered "violence between equals as a field of systematic study, social sensitivity towards school violence has been awakened, considering it one of the main evils those that expose the adolescents. It is to clarify that there are several ways in which this type of school mistreatment happens, and not only involves the same students, according to Gomez Nashaki (2012), since teachers are also included because some of them mistreat some students, and it can happen vice versa. Gomez Nashaki (2012), also mentions that: "fights and conflicts exist as part of the process of negotiation and institutional learning", which are not the best way to solve problems, which include the

"physical, economic, social or racial" Then, there are several types of bullying that can be: physical, verbal, gesticulate and more recently, cybernetics.

## **CYBERBULLYING**

During the last three decades, the introduction and advancement of information and communication technologies (ICT) have greatly favored all tasks of the modern human being, especially in the teaching and learning process. But just as it has progressed, it has been harmed because within the inclusion of social networks, other ways of harassing and persecuting people have developed, as it is within cyber bullying. Mentioning an analysis done by Belsey (2005), Hernandez & Solano (2007), includes some ways in which this type of harassment usually happens in particular using some means "such as email, mobile phone messages, instant messaging, personal humiliating sites and defamatory personal online behavior of an individual or group that deliberately, and in a repetitive and hostile manner, intends to harm another. "In this way, the internet also becomes a fundamental part of such harassment of generating hatred or fear. The media are also included because for Hernández & Solano (2007), it is frequent that these media "bombard us with news about school violence, contributing to generate some discomfort in all those who make up the school community (parents, teachers, students, educational politicians)."

Also Aftab (2010), states that there is cyberbullying when a child or adolescent is tormented, threatened, harassed, humiliated, ashamed or becomes the target of another child, or adolescent through the Internet, interactive and digital technologies or mobile phones "In this order of ideas, Flores (2008), lists a series of ways in which this type of cybernetic abuse occurs:

1. Publish on social networks revealing photos, whether real or edited, personal data or things that may embarrass the victim.
2. Beauty or intelligence competitions that include photos, to gain votes or populism among a community.
3. Create false profiles to slander victims who usually appear giving confessions about events that are part of private life.
4. Offending through first-person chats, so that the victim assumes the consequences of the aggression.

5. Propagate email addresses in sites of dubious origin, so that later the victim receives spam or is in contact with strangers.
6. Violate privacy, stealing the access codes of social networks and seize them in order to access the messages received.
7. Make the victim look like an aggressor, provoking it on websites that have a supervisor, so that it is excluded or eliminated.
8. Sowing tares among communities, to make believe that the victim behaves in a reprehensible, offensive or disloyal manner, and thus receives retaliation or harassment from other actors.
9. Annoy to the victim by means of text messages in any social network.

In essence, cyberbullying can be as harmful as the usual bullying that is experienced in many classrooms as it is another form of harassment that manages to penetrate further into the personal virtual profiles of many people who are being harassed. And the worst, from a more common point of view, some profiles are not real to some people who harass others with the aim of protecting their identities, and thus continue to harass, defame, and attack such profiles. These social problems, especially school bullying, become very persistent within many classrooms around the world, since the lack of effective policies that help educators face and avoid such difficulties.

### **CITIZENS COMPETENCES**

The issue of citizenship competencies has its origins several years ago when Greek philosophers analyzed society and its participation in it. In texts such as “the Republic” by Plato (427-347a.C.), the idea of a social harmony based on social interaction was already proposed, and in this way ensure social justice.

Since the eighties, this concept has been strongly investigated in various branches of social sciences such as: sociology, politics, jurisprudence, psychology, and of course, education. According to Freire, in his book "Pedagogy of the Oppressed" he considers that good education guarantees greater participation of society, and that with key tools such as dialogue, citizen participation can be improved. In this sense, citizen competencies are put into practice, from the family, the school, the community, and society in general. And it is in this way that reflects how much a society improves or



worsens based on these practices. That is why researchers have researched these issues to understand how citizen competencies are applied in modern societies.

Nowadays, one of the most essential topics that students try to develop is that of citizenship competences. According to Restrepo (2006), "they refer to knowledge and skills. A competent citizen will be as long as he has certain knowledge and skills set. "In reality, they are knowledge and skills that allow any individual to develop within a society as a citizen who can perform their skills to integrate them into the social activities of that society. Said author also affirms that there must be an articulation of what is known with what is done.

On the other hand, Restrepo (2016), also mentions that this concept "is linked to the problem of interaction or interacting with another in everyday life. References to coexistence, pluralism, multiculturalism, thus, make sense. "This is where values such as respect, solidarity, understanding, among many others, form a valuable part of the process of socialization that begins within from school. Inclusively, these values must be fulfilled within the framework of the law, such as the constitution of a country, which must be based on human rights, as this guarantees that everyone can practice the values to improve coexistence within of citizen competencies. In fact, the same author includes three key axes for these competences: "coexistence, democracy and pluralism. These become essential aspects that are reiterated in the official discourse from a clear adjective: build, participate and value."

By mentioning these three axes, if an appropriate coexistence between individuals in a society is included, if a representative democracy is ensured for an entire society, and if pluralistic policies are guaranteed that complement the social activities of citizens, then a better understanding among social actors, such as citizens and authorities. Although it sounds a little difficult to perform, you can work to achieve a better understanding among citizens; and all this long process starts from the family, the school, and in general, the community. One more section to add when quoting Restrepo (2006), is that an individual prevails "on the reality that is presented which, predictable or calculable, receives its form or objectification in the work of an individual rationally trained for it. Under the operational perspective, what is questioned, radically, the modern project is forgotten: the interaction from language, power and body. "

That is why it is vital that from the first school levels you can strengthen citizenship skills, which allow a better process of learning and socialization among students. This is confirmed by Ruiz & Chaux (2005), considering these competences as "the set of cognitive, emotional and communication skills and abilities that morally and politically guide our citizen action."

According to Rodríguez (2010), there are four fundamental components within school coexistence that guarantee the practice of citizenship competencies in future citizens, that is, students:

Critical analysis of the Manual of coexistence: Where the values, principles, rights and duties are concentrated, result of a reflective work of all the actors of the educational community, committed to the fulfillment of it, taking into account that the Manual of coexistence is the element that guides the work of educational institutions.

- Psychoeducational Program: Mainly divided into 4 modules:
  1. Teamwork: which must demonstrate the ability of collaborative work, to achieve common achievements.
  2. The Module of Roles and School Context: With the objective of identifying the role of each of the actors participating in the educational community, and also to establish what is expected of them.
  3. Conflict management: In this module conflict is understood as an element that is part of social life, therefore it must be faced as an opportunity for creative interaction.
  4. Interactions and Quotidianity: Where agreements are made, based on compliance with standards and respect for diversity.
- Individual and / or family psychological counseling: This is the space where the student is accompanied and monitored by the teacher, psychologists and parents, in order to favor the teaching and socialization process, and also avoid student desertion.
- Work in intra and extramural networks: It is understood as collaborative work inside and outside the educational context, as a tool that promotes the civic values and citizenship competences that the student is learning.

It is worth mentioning that the Colombian Ministry of Education, integrates a series of competences that articulated, promote citizenship competencies:

### ✓ Cognitive Competencies

The development of cognitive competences involves in a certain moment of the human being the capacity and abilities of thought in which it emphasizes the mental processes that make possible the development of knowledge. Taking into account that this development involves emotional, integrative and communicative competences in the same process, thus allowing a moral development in human beings.

The experience that they obtain from the mental process allows the individual a domain in the coexistence in society and citizen, since with the learning derived from the formal and non-formal daily experiences it contributes to the development of production in solution to social conflicts. Therefore, it develops the ability to generate alternatives to different situations and identify the possible causes and consequences that these may entail.

### ✓ Emotional competencies

The emotional competence according to Bisquerra 2003 can be subdivided and composed by five main blocks which allow the identification of the emotions of the human being, these include the conscience, regulation and emotional autonomy giving the empowerment to the individual to recognize the emotions of others and build an acknowledgment of their own feelings and their environment. In addition, Bisquerra includes social competence, for life and well-being; which allow human beings to connect emotionally and develop empathy with other people.

The developed empathy is given by the understanding of the emotions of others which can become a point of motivation in the individual to act accordingly. Being aware of emotions and having an emotional regulation for general positive emotions can contribute to the exponential development of academic, professional and social life. In cases where adverse situations must be faced by a person, this creates a resilience which allows intellectual progress to prevent future problems or deal with it in a critical way in line with their emotional competence.

### ✓ Knowledge competences

They are all the knowledge that one must know to improve the exercise of citizenship.

✓ Communicative skills

In this competition dialogue prevails as the main tool for interaction between people, it is externalized in different ways: oral, written and corporal and within education plays a determining role since, as indicated by Dr. Chau, with this competence capacity is reached of listening to points of view that we may not share, but that we can respect within the growth of a different society.

✓ Integrative competences

As the title indicates, it gathers all the competences and knowledge exposed in the previous competences, directed to the application of strategies that favor the resolution of conflicts that project a construction of peaceful environments.

## **MOTIVATION**

To talk about motivation it is necessary to mention Maslow, who proposed in the seventies the hierarchy of needs that categorized the needs of the most common to the least common, depending on the social status. In fact, Maslow was one of the first researchers who included the word "motivation" as a construct to investigate, along with the need or self-esteem, since according to him, when some needs are completed, other desires are complemented which drive possible ways to complement more needs, and in that way, greater motivation is achieved. These theories that are aimed at humanism, were explaining constructs such as motivation, beyond pure neuropsychological mechanisms normal in human beings.

Today, define motivation, as something fundamental in the life of every human being, especially in the process of teaching and learning. For Ospina Rodriguez (2006), "Motivation constitutes the motor of learning; it is that spark that allows to ignite it and encourages the development of the process "; or as Woolfolk says, motivation is defined "as something that energizes and directs behavior." And several terms can be found to define motivation, therefore most of them are similar when mentioning that they are reasons or desires that push a human being to achieve a goal established in his daily work.

Educationally speaking is understood as the process that can facilitate learning, provided that the ideal conditions for its realization are given, such as a pleasant school environment, basic school equipment, adequate facilities for teaching, etc.

According to Soriano Bueno (1998), the most fundamental elements within the motivation are the following:

- Curiosity: is an organized set of behaviors carried out by the individual in front of an object, as a result of the interaction that takes place between the characteristics of this and that.
- The interest: an inclination or predisposition of the subject towards certain things, objects, events or events, which are therefore of interest. Emotional, attitudinal and cognitive factors come into play in its constitution, Dupont El Al., (1984).
- The needs, according to Todt (1991), are hypothetical constructs invented to explain certain objective and subjective facts. These constructs do not derive directly from observable behavior, but from their effects. Every need has an energetic aspect and another orientation. The needs, according to Abraham Maslow, can be: physiological, security, belonging and love, estimation, self-realization, among others that can arise in the life of the human being.

All three elements mentioned above are fundamental within the motivation since they are different elements that when combined generate a specific type of motivation for each human and social activity. Regarding the types of motivation, there are many types of motivation, among which we can highlight the following, according to Soriano (2001):

**Extrinsic Motivation**, which is based on the three main concepts of reward, punishment and incentive. A "reward" is an attractive environmental object that occurs at the end of a sequence of behavior and increases the likelihood that the behavior will occur again. A "punishment" is a non-attractive environmental object that occurs at the end of a behavior sequence and reduces the likelihood that the behavior will occur again. An "incentive" is an environmental object that attracts or repels the individual to perform or not perform a sequence of behavior.

**Intrinsic Motivation**, which is based on a small series of psychological needs (for example, self-determination, effectiveness, curiosity) that are responsible for the initiation, persistence and re-engagement of the behavior in the absence of extrinsic sources of motivation. This pushes the individual to want to overcome the challenges of

the environment and the achievements of mastery acquisition make the person more able to adapt to the challenges and curiosities of the environment.

Motivation of achievement: according to Atkinson and Birch, (1970), is one that pushes and directs the successful achievement, competitively, of a socially recognized goal or goal. The human being is subjected to two opposing forces: on the one hand the motivation or need for success or achievement, and on the other the motivation or need to avoid failure or make a fool of himself; each of them being composed of three elements (the strength of the motive, the expectation or probability of and the value of).

Among many others, there is also school motivation, which is fundamental, especially since the first years of school learning. According to Sole (2001), he assures that: "To help find that meaning, the student must be guided about the objectives of what is proposed and the reasons why it should be done". In other words, if you help a student to find a logical sense of what he is learning, then that student will find enough motivation to pass the tests assigned to him. It is more, according to the same author, to have a clear coherence between the objectives and motives, it can go beyond the fulfillment of these goals by the student. And he mentions that the key, when citing David Ausubel: one of the pedagogues who most study the motivation in the teaching and learning process, is "in the interest that is believed to be dedicated to learning, where one tries to give a sense what you learn."

Thus, the motivation strongly influences the thinking of the learner, and its influence will depend on the result obtained within the learning process. Ospina Rodriguez (2006) mentions that the goals to be achieved by the student must be real cognitive abilities that the student can obtain during this process, and that "know how to act to successfully face the tasks and problems and manage the knowledge and previous ideas about the content to learn, its meaning and usefulness." The student not only depends on himself to achieve the learning objectives set, as other factors such as the relationship with their teachers, other colleagues, the school organization, the values shown in class, among others, support school motivation.

## **PEDAGOGICAL PRACTICES**

It is mentioned that pedagogical practices are essential within the teaching and learning process in every educational level in any part of the world. But: what is a pedagogical practice? According to Goyes et (1999), pedagogical practices are considered as a set of ideas, principles and intentions that give the base to the curriculum. Its components, among others are the institutional horizon, theoretical framework, profiles, objectives, curriculum, methodology, evaluative framework, which integrate a structure that allows the development and understanding of what to do educational.

In a nutshell, it is the procedure to occupy in the teaching and learning process. For Alvarado (2013) it is important "to take up the theoretical and practical curricula as elements that support it. The first arises as a result of a process of discourse construction; it is reflective in nature; in it, the curriculum is developed conceptually in an interactive and prospective way. "This process is a constant learning for the educator as well, as this improves his skills and abilities to achieve a better performance in his educational work. Similarly, Stenhouse (1996) mentions that teachers transform their teaching practice through pedagogical and didactic knowledge; likewise, the teacher is in permanent contact with the research, in order to feed and strengthen the teaching.

Callejas (2010), includes the pedagogical practice within the pedagogical styles which "involve four fundamental dimensions: knowledge (conceptions), know-how (pedagogical practice), knowledge to communicate (didactic communication) and knowing to be (practice ethics)." So, in order for such pedagogical practices to be possible, it is necessary to have a curriculum that allows this whole process to be transformative of the educational reality.

In this same direction, José Sacristán (1990), specifies the types of curricula that may be available:

- **The prescribed curriculum.** It contains the minimum aspects that guide the organization of the curricular system, which serve as a starting point to develop materials and control the system.
- **The curriculum presented to the teachers.** These are interpretations made by publishers and others, which offer teachers a translation of the prescribed curriculum, in a tangible way, such as textbooks.

- **The curriculum molded by the teachers.** It includes the modifications that the teacher makes, often in a limited and conditioned way; in this measure the teacher loses his originality and professionalism, since he must do the practice in parameters already given, however, the process of shaping the curriculum by the teachers will generate very positive consequences in the teaching-learning process if it is done through the collective work.
- **The curriculum in the action.** It is the real practice, guided by theoretical and practical principles of the teacher.
- **The curriculum carried out.** It is the cognitive, social, moral effects produced by the practice itself, effects that in one way or another affect both students and teachers, some easily visible and others that remain hidden.
- **The evaluated curriculum.** They are the controls that allow to highlight, control, and modify readjust aspects within the curricular practice.

There may be many types of school curricula more, but it is necessary that an investigation be made in which the implementation of said pedagogical practices can be based. According to Sosa (2014, 2), pedagogical practice is based on research as training of historical - social subjects, and should have as a priority the interpretation of the educational context and in this way find meaning in the teaching work and the cultural transformation of the Action field.

Once the curriculum to be implemented is completed and approved, it is essential that the teacher puts into practice the content to be taught and the methodology to be followed during each education period. For this, the following points should be included, according to Alvarado (2013):

- Plan according to the skills to be developed and / or strengthened, the needs and interests of the students, the characteristics of the context and the desired achievements.
- Consider strategies and materials consistent with the contents to be worked on.
- Constantly activate previous knowledge.
- Provoke reflection on learning.
- Use a variety of resources to systematize the information.
- Design strategies for students to apply what they have learned.



- Promote spaces for individual, team and group participation.
- Promote objective evaluation, self-evaluation, co-evaluation and hetero-evaluation.
- Plan keeping in mind the coherence, sequence, flexibility, precision and objectivity of the activities.

## **TYPES OF PEDAGOGICAL PRACTICES**

To mention the types of pedagogical practices would be to mention a multitude of ways in which the teacher should interact with the students, and more than that, should make the student achieve the next objectives inside and outside of their school learning. In essence, it is know-how, as mentioned above. It is vital to rely on different supports, according to Alvarado (2013), such as the following:

1. The techniques: set of auxiliary means, specific activities that lead to the understanding and use of the procedures.
2. Instruments: they are the mediation between the empirical real world and the theoretical conceptual world.
3. Strategies: they are in coherence with the conceptual referent or the approach that is handled. They can be included before (pre-instructional) to prepare and alert the student in relation to what and how to learn; it activates previous knowledge and experiences. It is included during the process (co-instructional) to support content and then (post-instructional), to form a synthetic, integrative and even critical view that allows you to assess your own learning. Then, students must know how to do, which means that they must demonstrate their knowledge through tests and techniques that the teacher develops both inside and outside the classroom.

Among them, according to Alvarado 2013, we can mention:

- **Mental maps.** Maps are mental representations, a way to extract information, knowledge, ideas, and reflections in a logical and creative way.
- **Problem solving.** It is a process in which the subject identifies the problem, confronts it with reality and finds acceptable solutions according to the context.

- **Case method.** It is established as support for the training of students and provides methods or techniques for decision making and problem solving.
- **Projects.** Project development allows students to build and demonstrate knowledge, apply concepts and experiences, and satisfy personal and group interests.
- **Daily.** It is a scriptural record of the personal experiences and events of the student's life and can be used for self-evaluation.
- **Debate.** It is a technique that is used to discuss a topic. Develop the capacity for argumentation and attention. It is used to work on values and in conflict resolution.
- **Essays.** The essays are written texts of the development of a topic where sufficient information is obtained to answer the formulation of questions. Encourages creative and argumentative and investigative capacity.
- **Technique of the question.** It is used to obtain and process information, to collect data. It exercises the skills of: analysis, classification, grouping, comparison, experimentation, deduction, synthesis, among others.
- **Portfolios.** They are evidences of documents, of works that the student is collecting; it is a way of gathering information. Its use allows monitoring the evolution of the learning process by the teacher and by the student, so that changes can be introduced during this process. It demands effort and perseverance.

The important thing is that the teacher can build an interaction between their students and the techniques that are developed so that the evaluation is satisfactory to the desired results. And in that way, a diagnosis can be given of how the students have assimilated the learning that was obtained during a determined period in the school year, or throughout the school year.

## CHAPTER 3: METHODOLOGY

This chapter disclosed the methodological aspects of research, in which the type of research to be developed is presented along with its methodological perspective which has been implemented during the investigative process; also, the methodological design of the different phases adopted and developed in the investigation is exposed. Finally, the data collection techniques and their respective analysis are exposed.

### 3.1. Kind of research

The focus of this research is based on qualitative research. In this approach, it aims to understand the factors that affect an educational phenomenon, in which individuals are considered as part of social interaction. In qualitative research the researched is the primary instrument in obtaining data and samples as well as the analysis and interpretation of the data Merriam, (1998), where, Hernández, Fernández and Baptista (2014) affirm that in this type of investigations are circular since it is often necessary to return to previous stages, with which it is possible to establish questions before, during or after the data collection and analysis, which helps define which questions are more relevant to give them answer.

Therefore it can also be said that in this type of research an interest is shown in analyzing and understanding the experiences of the individuals and the meaning of the same in order to perceive and give meaning to the social environment in which the research is reflected and for Last to give meaning through observation, analysis and research strategies proposed by the researcher Dezin and Lincoln, (2000).

According to Hernández, Fernández and Baptista (2014), some of the characteristics of this approach and the present work are:

- The main study sample can be modified, since for external reasons it is not possible to apply the instruments with them, in this case the entire design must fit the new sample where there is access.
- It is possible that the sample initially planned is not sufficient in the analysis of data, so it should occasionally be necessary to design other instruments. Or if it is

true, you can find valuable data that was not contemplated in the design of instruments.

- It is very important to be involved and sensitized with the environment you wish to investigate.
- The researcher starts by inspecting a social environment and then generates a theory, taking into account all the data provided by each of the individuals, to create a broader perspective.
- Instead of counting numerical measurements or statistics, priority is given to the emotions, priorities, experiences, meanings and other subjective aspects of the actors that provide the information, through interactions between individuals, groups and collectivities. For this specific case, the researcher asks open and specific questions to the different actors of the educational community, to obtain the data in written, verbal and non-verbal form; or as Patton (1980, 1990) defines qualitative data as detailed descriptions of situations, events, people, interactions, observed behaviors and their manifestations.
- The main instruments for data collection and those applied in the present investigation are: observation, interviews, evaluation of personal experiences expressed in testimonial files.
- According to Corbetta (2003), this approach evaluates the natural development of events, while reality does not change.

To start a qualitative research, it is initially necessary to recognize the elements to pose a problem in qualitative research according to, Hernández, Fernández and Baptista (2014), and also can be evidenced in the present work, are:

- The objectives: Specify what is wanted from the research.
- Formulation of the research question: It may be 1 or several questions that guide what you want to investigate.
- Justification of the investigation: A clarification of what you want to do, landing on why and why to do the research. It is here where the novelties should be evidenced and what makes the research different from others.
- Viability of research: determines to what extent you have access to the necessary human resources and how possible it is to be immersed in the context.

Subsequently, we proceed to analyze and land the theoretical perspective, where before constructing the theoretical framework, it is necessary to review the literature in its broad way and thus detect which is relevant by the bases that provide the proposed theme.

### **3.2. Research method**

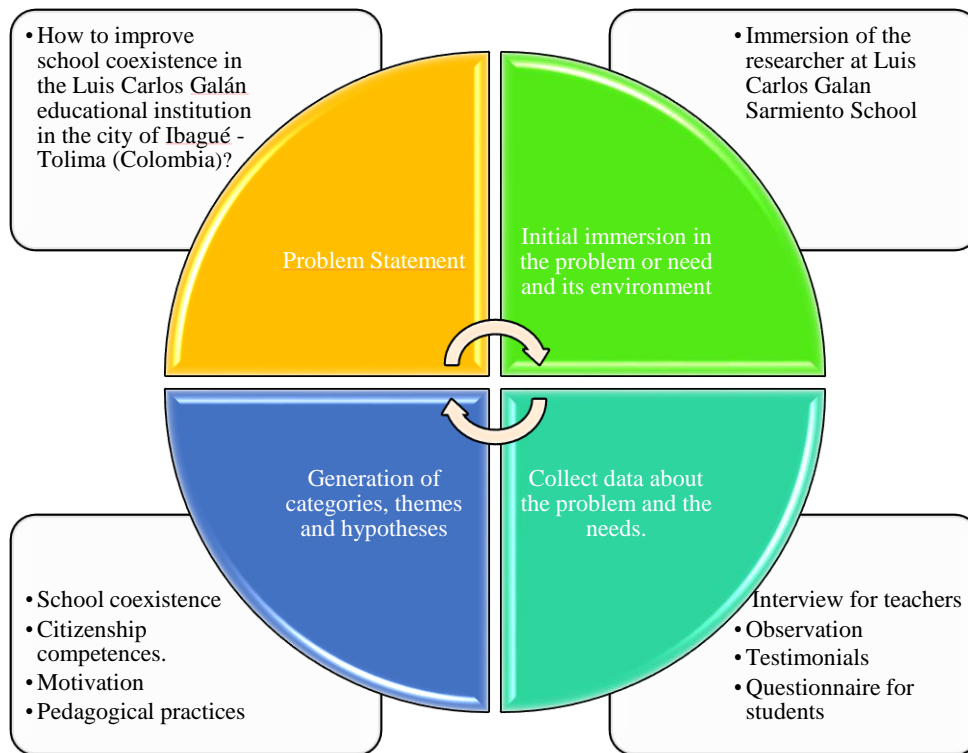
Initially, it is necessary to define "the design" of an investigation, where Álvarez-Gayou (2003) relates it to the "interpretative framework", which, like all phases of research, can also undergo modifications.

The present investigation attends to a method or design, called "action research", according to Álvarez-Gayou (2003) indicates that the purpose is to solve daily and immediate problems, where Merriam, (2009) adds, that it is useful to improve concrete practices. According to Sandin (2003) points out that action research aims, basically, "to promote social change, transform reality and that people become aware of their role in this process of transformation."

In this order of ideas, in the present work a problematic situation was found in a social context (Luis Carlos Galán Sarmiento School), and it is proposed to apply a pedagogical sequence, as a mechanism to intervene in this specific reality, as a contribution to the improvement of citizenship competencies through the optimal use of leisure time; based on the statements of Elliot (1991) who conceptualizes action research, as the study of a social situation with a view to improving the quality of action within it. León y Montero (2002) also says that this type of methodology is the mixture between research and intervention, and for them the cycle is spiraling.

Based on the spiral proposed by Hernández, Fernández and Baptista (2014), adapted for the present investigation, the first cycle is to detect the problem, as shown in the following graph:

Graph 5: Detect the problem

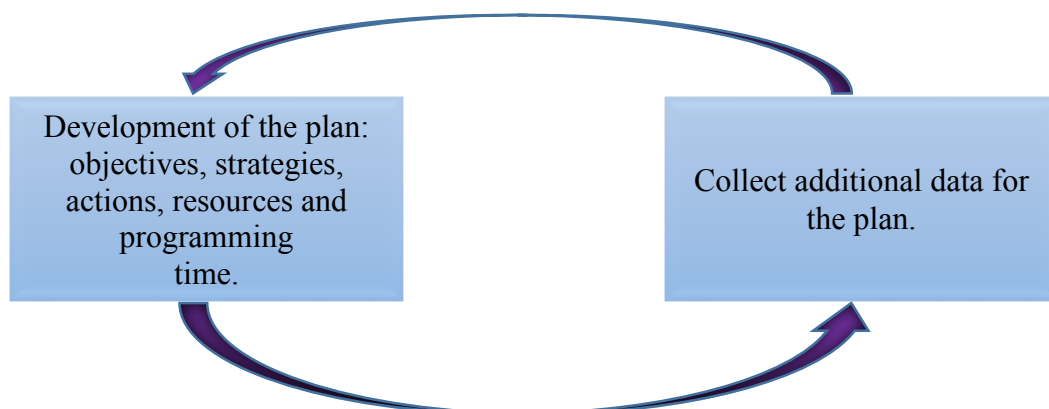


Source: Adapted from Stringer (1999)

As you can see each phase of the spiral, in the detection of the problem an immersion in the problem is made, the data is collected, the categories are generated and returned to the starting point to make the elementary changes, depending on the needs of the reality that is intended to be addressed.

The second cycle is to prepare the plan as shown in the following graph:

Graph 6: Prepare the plan

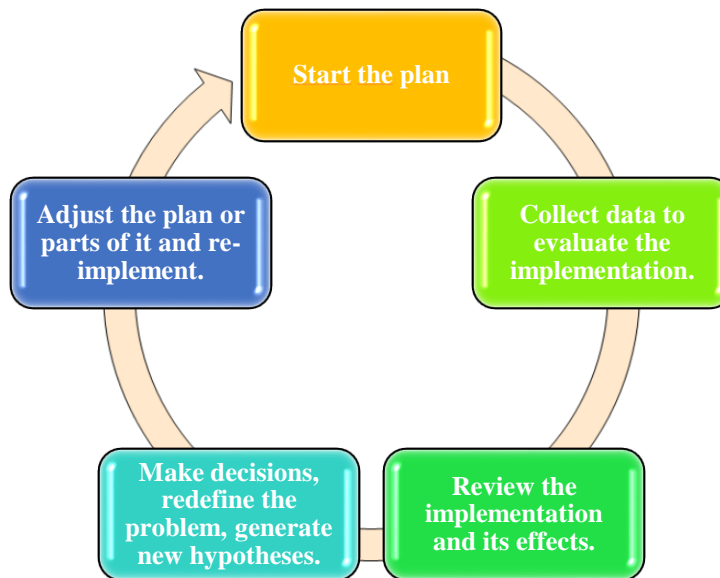


Taken from: Stringer (1999)

In the preparation phase of the plan, the plan is developed: the objectives, strategies, actions, resources and time programming and the collection of possible additional data.

In the third cycle the plan is implemented and evaluated, reflected in the following graph:

Graph 7: Implement and evaluate the plan

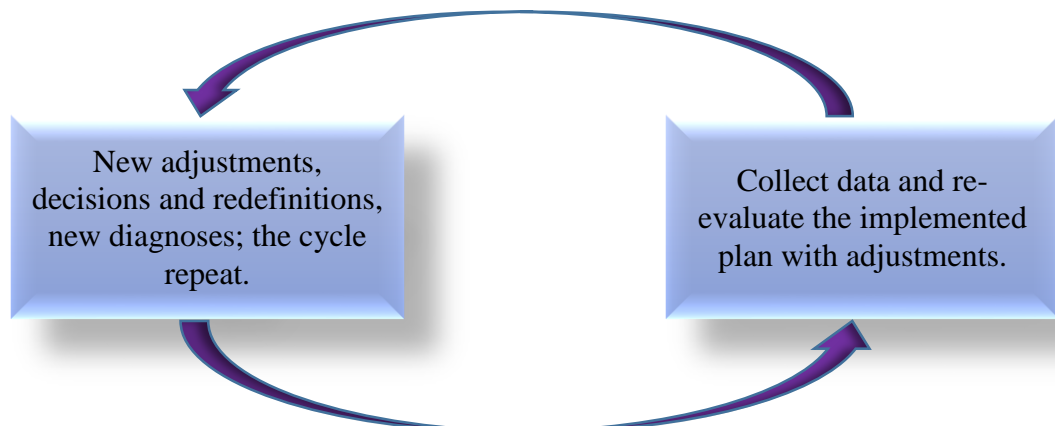


Taken from: Stringer (1999)

In this phase, the plan is started, collecting data to evaluate the implementation, review the implementation and its effects, make decisions and redefine the problem to adjust the plan and return to the initial phase of data collection, etc.

In the fourth and last cycle the feedback is done, reflected in the following graph:

Graph 8: Feedback

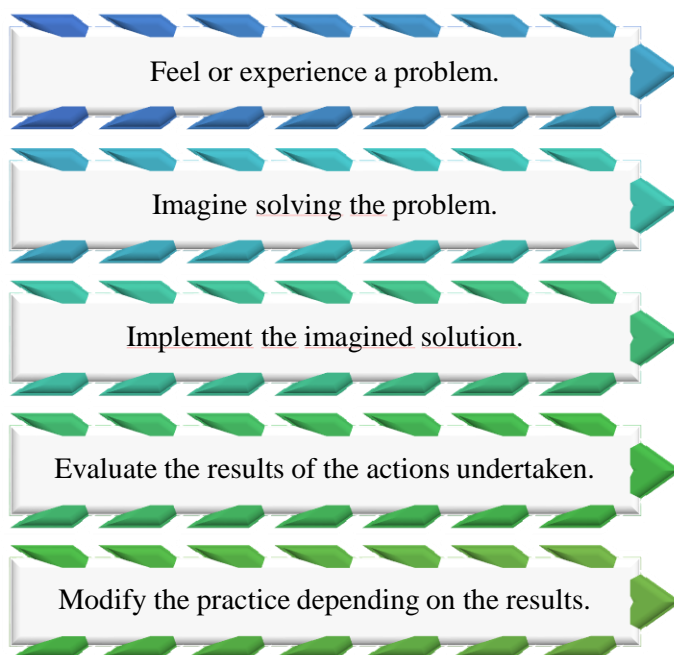


Taken from: Stringer (1999)

This feedback is used to collect data and re-evaluate the implemented plan, make new adjustments, and be ready to return to the initial phase.

In this sense it is necessary to mention that all the previous cycles are connected and the researcher can pass from one to another with total freedom. Likewise, it is important to highlight the action research phases according to Whitehead (1991), represented in the following graph:

Chart 9: Phases of research – action



Taken from: Whitehead (1991)

The previous phases are reflected in the present investigation, since in the first phase a general idea was identified, then the description and interpretation of the problem to be investigated begins, where the global problem is mentioned, which is the violence that it has been lived in Colombia with the birth of armed groups outside the law, aimed at showing the general characteristics from the regional, in this case the department of Tolima and more specifically its capital, Ibagué, trying to make it clear that the interior of the general problem there are certain peculiarities depending on this region. Finally, the specific problems experienced within the Luis Carlos Galán School are described in detail, where the low results of the students in the knowledge tests are presented as evidences in the area of citizen competencies. Emerging as a general research question:



How to improve school coexistence in the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia)?

Then, in phase two, a solution to the problem is created: Exploration or presentation of the hypotheses as actions that must be carried out to change the practice. Construction of the action plan. It is the first step of the action that encompasses: the review of the initial problem and the concrete actions required; the vision of the means to begin the next action, and the planning of the instruments to have access to the information.

In phase three, the pedagogical intervention is put into practice: once the intervention is designed, attention must be paid to the implementation of the first step in the action. Implement the planned activities, take photographic records of the implementation.

In phase 4: Evaluate the results. The reflection of the practice is fundamental to explain the failures in the implementation and its effects. Observing and supervising the action is more than simply collecting data, it is the generation of data to reflect, evaluate and explain what happened. The observation falls on the action itself and on the action of other people. It is important to remember that: – It is necessary to use data collection techniques that provide evidence of the quality of the course of action undertaken. – Techniques that show the effects derived from the action must be used.

And finally in phase 5. Transformation of social reality. It is the moment to give meaning to the categories and make an explanation that allows to create a referential frame that gives meaning to the investigation. With the implementation of the results obtained in the interpretative phase it is possible to verify the effectiveness of the intervention by visualizing changes in the pedagogical practices and in the social context intervened. What you do is check if the answers you have found work or not in practice. At the moment that the investigating teacher undertakes this action a new cycle of investigator begins and thus a process of investigation in the classroom continues that allows to gain understanding and favors the professional development.

Otherwise, Sadín (2003), states that this type of research promotes knowledge through practice and in addition to complying with 3 minimum characteristics, which are explained by clarifying the connection with this work:

- It seeks to improve a reality, so that through the implementation of the pedagogical sequence, it is possible to demonstrate that the proper use of leisure

time, can address the issue of school violence and thus contribute to improving this educational reality.

- It is based on a basic problem (school violence) that is linked to the educational environment.
- The research requires the support of all the involved educational actors (managers, teachers, students and parents), who know the problem from all angles, and who provide the necessary information for the detection of needs.

Once the instruments have been established, the data are collected and analyzed through a series of techniques, those recommended by Stringer (1999), are conceptual maps, matrices, conceptual networks. In the present work these recommendations are addressed, that is why the use of computer programs such as Atlas.ti and SPSS is used, where the information is organized, in the form of bars, diagrams, conceptual maps, etc., which makes easy interpretation of them.

At the same time, the plan must be implemented, under the instructions of the researcher, who must maintain the interest of the participants in the activities proposed by the pedagogical sequence, and which also serves to collect new data, on advances or setbacks that show the difficulties and strengths.

### **3.3. Population and sample**

The population that will be taken into account in this investigation, is predetermined by the educational community of Luis Carlos Galán Sarmiento School, located at Calle 67 N ° 26-179 Barrio Delicias, a neighborhood on the outskirts, of the six commune of the city of Ibagué, Tolima, which offers educational services at the levels of Preschool, Primary and Secondary, has the modalities of Technician in sale of products and services, Technician in systems and academic in training by cycles.

In relation to the neighborhood "las delicias" it can be said that it is in the eastern center of the city and according to the project "integral improvement of neighborhoods of the municipality of Ibagué, east center" led by the municipal mayor, this popular neighborhood of informal origin has all the public services: water, energy, home gas and even internet. It is within the eight neighborhoods with extreme poverty, with approximately four thousand inhabitants, most of them displaced by violence in different

regions of Colombia, taking into account the territorial dispute of armed actors outside the law, who take the department del Tolima, as a strategic area due to its location in the center of Colombia. This situation has caused the creation of this neighborhood to be improvised, where most of its inhabitants work in informal jobs, without any type of stability.

In educational terms, it only has the Technical Educational Institution Luis Carlos Galán Sarmiento, which is public, and over the years has expanded its coverage, now provides all levels of compulsory education, according to institutional documents receiving on average 1320 students, mostly inhabitants of the neighborhood Delicias and surrounding neighborhoods. It has 3 days of study, morning, afternoon and evening, established by resolutions; all from Monday to Friday, in the morning it is 26, between the grades and they start class at 6: AM until 12:15 PM, in the afternoon, 13 grades are served, from 12: 15 PM to 6:15 PM, and the night shift with 5 groups from 6:15 PM to 10 PM.

In the spirit of carrying out this investigation, will be taken into account the middle school students, defined by the ministry of education as the tenth and eleventh grades, who attend the school with the fundamental purpose of preparing for access to Higher Education, Education for Work and Human Development or Productive System.

The Ministry of Education is clear when it says that the age that young people must have at this level is between 15 and 16 years, in the specific case of the Luis Carlos Galán Educational Institution, students leave the average mentioned by the Ministry of Education. According to information provided by the school coordination, the school has 4 groups of ten, 2 in the morning, 1 in the afternoon and 1 in the evening, and 4 groups of eleven, 2 in the morning, 1 in the afternoon and 1 in the night. For a total of approximately 207 students studying secondary education.

In effect, the interview and the pedagogical sequence are applied to a sample that corresponds to 35 students (20 students of the tenth and 15 of eleven).

On the other hand, in order to fulfill objective number two, which says "Describe the pedagogical practices and coexistence within the educational community", it is necessary to take a sample of managers and teachers. In this sense, 1 teaching director is taken, the coordinator who according to article 6 of decree 1278 of 2002, fulfills the function of assisting and collaborating with the rector in the academic, curricular and administrative functions. In addition, 5 teachers appointed by the Ministry of Education, according to

Article 4 of Decree 1278 of 2002 to carry out systematic teaching - learning processes and all educational activities within the framework of the educational project institution of the educational center. In general terms, these 5 employees are between 50 and 70 years old, already pensioned and with a large empirical background.

In the same way, other actors that are taken into account in this work are the parents who are responsible for the education of the children and the quality of the same, therefore they play a predetermining role for being the family nucleus. First school, where values and love are transmitted. In this work a sample of 5 parents of family between 20 and 30 years old is taken into account, who from their vision contribute valuable information about the coexistence in the school.

Finally, in the present chart the sample that is taken into account is summarized, for the collection of information:

Chart 10: Sample

EDUCATIVE COMMUNITY	SAMPLE	GENDER		AGE
		Male	Female	
<b>Students</b>	35	15	20	14 – 18
<b>Managers</b>	1	1	0	60
<b>Teachers</b>	5	2	3	50 – 70
<b>Parents</b>	5	1	4	20 – 30
<b>Total</b>	46	19	27	

Taken from: Author

### 3.4. Techniques and instruments for data collection

In the present investigation, 5 different ways of gathering information will be applied, with which the aim is to answer the proposed problem questions and achieve the proposed objectives, therefore, for each objective the instrument was designed with which the information and also I select the technique with which it intends to analyze. To this, a consistency matrix has been elaborated, where the specific questions, the proposed objectives, the instruments and the analysis techniques of each one can be evidenced:

Chart 11: Consistency matrix

<b>TITLE</b>				
<b>ADEQUATE USE OF LEISURE TIME AS A PEDAGOGICAL STRATEGY THAT STRENGTHENS CITIZENS 'COMPETENCES</b>				
<b>GENERAL QUESTION</b>	How to improve school coexistence in the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia)?			
<b>GENERAL OBJETIVE</b>	Strengthen school coexistence through the proper use of free time at the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia).			
<b>CATEGORIES OF ANALYSIS</b>	Convivencia escolar, competencias ciudadanas, motivación, y prácticas pedagógicas.			
<b>SPECIFIC QUESTIONS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>TECHNIQUES DATA COLLECTION</b>	<b>INSTRUMENTS</b>	<b>TECHNICAL DATA ANALYSIS</b>
<b>What characterizes school coexistence in educational institutions?</b>	Characterize the levels of school coexistence in the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia).	Survey	Questionnaire on school coexistence for students	SPSS
<b>How are the pedagogical and coexistence practices developed within educational institutions?</b>	Describe the pedagogical and coexistence practices within the educational community.	Interviews with the educational community (managers and teachers)	Questionnaire for semi-structured interview	Atlas ti
<b>How to contribute to the improvement of school coexistence in educational institutions?</b>	Design and implement a didactic sequence for the improvement of school coexistence based on the proper use of free time at the Luis Carlos Galán educational institution in the city of Ibagué - Tolima (Colombia).	Survey for the validation of the didactic sequence  Class observations	Questionnaire to validate the sequence by expert judgment  Tab for testimonials  Observation sheet	Atlas ti

Taken from: Author

The first instrument for gathering information is the survey, which, defined by Grasso, 2006, is the element that allows knowing the opinion of a group of people, on a specific topic. In this research the surveys are aimed at students. (Annex 1), and contains 5 main items: personal information, living in the classroom, leisure activities, school

mistreatment and citizenship competencies; with what is sought to answer the question, What characterizes school coexistence in educational institutions?, projected to achieve the objective, which says: Characterize the levels of school coexistence in the educational institution Luis Carlos Galán of the city of Ibagué - Tolima (Colombia).

The following data collection instruments seek to answer the question: How are pedagogical and coexistence practices developed within educational institutions? Aimed at achieving the objective: Describe the pedagogical and coexistence practices within the educational community. In this sense, one of the instruments is a semi-structured interview questionnaire (annex 2), addressed to teachers and directors of the educational institution in question. According to Sabino 1992, the interview is a specific form of social interaction, with the purpose of gathering valuable information for an investigation, in this way the teachers and directors are one of the main actors of this educational community. Thus, a questionnaire will be provided with a series of open questions, or a semi-structured questionnaire, where according to Hernández (2003), states that this type of semi-structured questionnaire, the researcher is free to add questions that provide more information on the topics necessary that address the investigation.

Likewise, it should be noted that a semi-structured interview, according to the research called "The interview, flexible and dynamic resource", is the preparation of a thematic script that investigates the categories established by each research, where open questions are asked and the informant can express his/her opinions, qualify his/her answers, and even deviate from the initial script proposed by the researcher, to generate new topics that according to the proposed objectives, is well or not to explore.

In the present work, 1 or 2 open questions are proposed, for each category, 7 in total in order that the teachers can argue their answers in written form.

On the other hand, the other instrument that seeks to answer this question, are the tabs for focused testimonies (Annex 3), addressed to parents, as witnesses of the problems described in this work and as authors who can provide information, that from the researcher's gaze would be impossible to envision. To the above, five statements related to the categories are proposed, so that each parent feels free to speak about the topics announced, anonymously.

And so on, to answer the question "How to contribute to the improvement of school coexistence in educational institutions?" Two instruments are proposed: Questionnaire to validate the pedagogical sequence by expert judgment and the observation file.

First, the rubric to validate the pedagogical sequence by expert judgment (Annex 4), an instrument for qualitative research, which according to Cabero and Llorente (2013) is a process where one or a group of experts issues an evaluative judgment, on an instrument, or teaching material; which according to Escobar-Pérez and Cuervo-Martínez, (2008), provides reliability to the material that is sought to be applied, through the opinion of some people with great experience, in a specific topic and who are recognized by the community as experts.

Consequently, it is intended to put the pedagogical sequence and the leisure activities proposed there, to the consultation and judgment of an expert that gives it validity and reliability, as one of the quality criteria required for said pedagogical material. Taking into account that:

- Validity, as the first quality requirement, defined by Martín Arribas, (2004), as the degree to which a measuring instrument measures what it really intends to measure or serves the purpose for which it was built."
- Reliability, second quality requirement, defined by Martín Arribas, (2004), as the degree to which an instrument accurately measures and discards the error, and does so through consistency (cohesion between items), stability temporary and the agreement between the experts.

In another way, the second instrument, the observation, which defined by Sierra Bravo (1985: 2000), serves to investigate the sources where the facts are developed, to later be documented as a tool that facilitates knowledge of reality. In other words, observation serves to collect information from different sources, such as people or for this specific case, social groups or the educational community of the Luis Carlos Galán School.

In this sense, the researcher will make a series of exploratory, non-participatory observations, where the files are completed (Annex 5), which contribute to the construction of a field diary. These cards represent an instrument where the anecdotal record of the reality lived in the application of the pedagogical sequence within the educational institution in question will be made. As evidence, a photographic record will be shown inside the observation form.

### 3.5. Processing techniques and data analysis

In the present investigation the data will be processed and analyzed, with the support of two programs, the SPSS and the Atlas ti, usually applied in qualitative research.

Initially, the ATLAS.ti (Archiv für Technik, Lebenswelt und Alltagssprache), defined as a qualitative data analysis program, originated at the Technological University of Berlin, between 1989 and 1992. The name is defined in German say "Archive for Technology, the World of Life and the Everyday Language". The extension .ti means interpretation of texts.

It consists of a so-called hermeneutic unit, which keeps all the information that is intended to analyze, and in turn classifies it within some "main components" which, according to Muñoz-Justicia and Sahagún-Padilla 2107, are:

- **Primary documents:** where all the instruments that the researcher chooses to use are concentrated, in the present investigation are: observation forms, surveys and interviews.
- **Appointments:** where parts of the primary documents that contain some relevant theory, of the authorship of another person are organized. This helps the first phase of data reduction.
- **The codes:** gathers very useful concepts.
- **Memos:** gathers the comments that may not be necessary to resolve the research question posed, but it may be useful to have this information with easy access.
- **Families:** group of objects with common characteristics.
- **Links:** allows you to see the relationships between the different types of objects mentioned above.
- **Network visits:** makes graphs that make it possible to visualize definitions and the relationships between concepts.

To make an analysis with this program, it is first necessary to have all the digitized information, in this specific case, we intend to analyze the questionnaire for a semi-structured interview, aimed at professors and managers; the testimonial file, projected to the parents and the observation sheets of the pedagogical sequence. With each of the above, a "Hermeneutic Unit" must be created, which includes primary documents such as



citations, codes and memos previously explained. Within these hermeneutical units are collected and organized the aforementioned documents, including images (photographs, screenshots, diagrams); audio (interviews, radio broadcasts, music).

Next, Atlas.ti provides a toolbar to facilitate coding, thus allowing the creation and organization of codes through the code manager, which will finally be encoded and categorized.

In another direction, the SPSS (Product of Statistics and Service Solution), is a format that analyzes large volumes of data, transforming them into tables and graphs of great complexity, which facilitate understanding and favor time, since it is quite fast . Among the many advantages offered by this tool, is to work with data from different formats generating, from simple graphs of distributions and descriptive statistics to complex statistical analysis.

The SPSS start window is similar to a spreadsheet, with rows and columns, where the data is stored; these data can be imported from another spreadsheet, or they can be entered directly into the program, by creating variables, which will then be analyzed through the calculation of frequencies of this specific topic for being qualitative.

It is worth mentioning that for the present investigation, it will be used to analyze the interviews directed to the students and the questionnaire to validate the sequence by expert judgment.

## CHAPTER 4: RESULTS AND DISCUSSION

In this chapter an analysis of the results is made, which are exposed through the graphs or tables that the software used (SPSS and Atlas.ti) for data analysis, revealed.

### Surveys - Students

The first instrument presented below are the surveys aimed at students with which it is intended to achieve the objective one of this research work: "Characterize the levels of school coexistence in the Luis Carlos Galán educational institution of the city of Ibagué - Tolima (Colombia) "and the results were analyzed with the Statistical Package for the Social Sciences (SPSS).

This survey was applied as a diagnosis to 35 students of the aforementioned school, and is classified into 5 families of questions: personal information, and the four categories that are exposed within the theoretical framework: living together in the classroom, recreational activities, school abuse and citizenship competencies.

Initial, in the questions corresponding to the personal information it is shown that the survey was applied by 15 children and 20 girls in the ages, between 14 and over 18 years old, as shown in the following chart.

Chart 12: Students' age

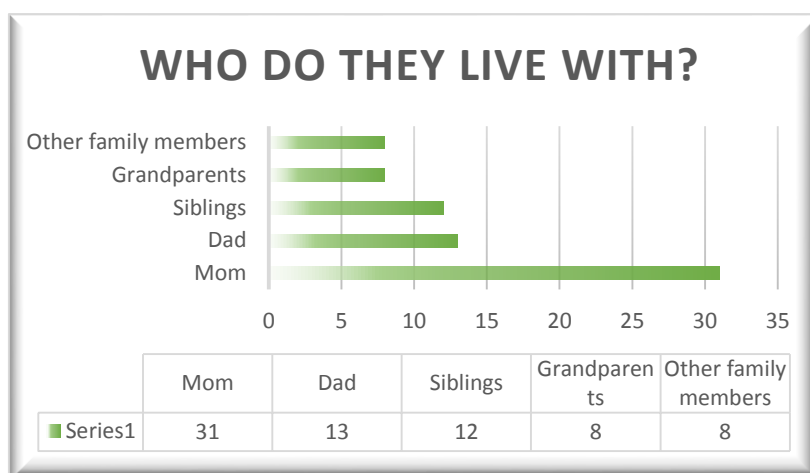


Taken from: Author (SPSS)

As can be seen in the graph, there are 3 students between 14 and 15 years old, 2 between 15 and 16, 18 between 16 and 17 and 12 with 18 or more years old. Unfortunately, this sample of the population of students does not meet the average age established by the national education ministry for secondary education, which must be between 15 and 16 years of age, due to the repetition of academic years, most of them of students commented that they had repeated one or several years in their academic process.

With the following question, we seek to know who the students live with, in which they could choose between several options: mom, dad, siblings, grandparents and other family members.

Chart 13: With whom do you live?



Taken from: Author

This is how it could be known that the majority of students, 31 live with the mother, only 13 with the father, 12 with the brothers, 8 with the grandparents and 8 with other members of the family. Obviously not half of the students live within a complete family group with father, mother and siblings if that is the case. With the passing of time, in Colombia the term "family" has been transformed, which today is no longer understood as a couple and their children, but as mother and son, downplaying the father's presence.

Against this topic Gutiérrez (2013) affirms that in Colombia, there is a maximum frequency of the type of family called "uni-parenthood", due to the lack of understanding between the couples and the sexual liberation of the adolescents that nowadays they initiate sexual life at an early age, without training in the subject, leaving as a result

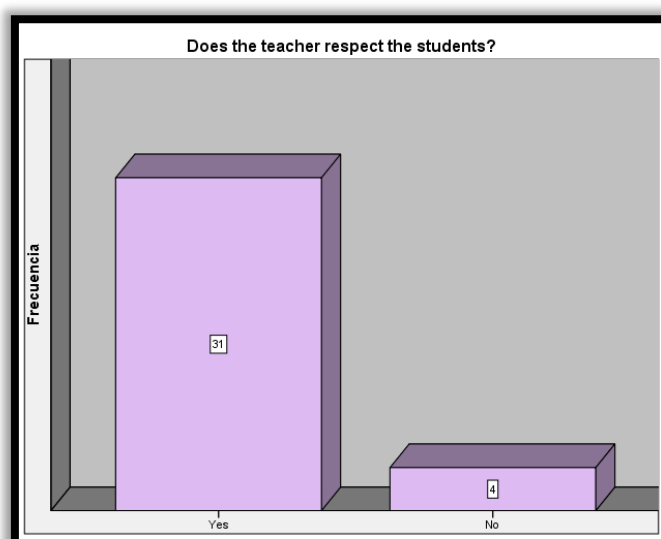
unwanted pregnancies and a bad relationship between mother and child in the absence of the parent.

For Botero (2008), the absence of the father leaves in evidence the weakness of the mother with respect to some functions as the economic support of the family, with which the mother is forced to leave aside the care of the psychic development of the children. The absence of the father is considered, also as a form of violence that explains the aggressiveness of the family without parents.

The absence of one of the members of the family leaves an impact that affects the development of the individual, which is reflected in the type of relationships that the person holds in the surrounding environment. Since as it says Winnicott (1946) the presence of the father then implies a permanent company to the mother and a support to the mother - child dyad that would allow the confidence necessary for the individual to achieve a satisfactory development. In the absence of both characters, children can take crime as a way out to find the security they do not have at home.

In the following family of questions of the survey, information is sought about the coexistence in the classroom for which all the students expressed the atmosphere that is lived in the class, leaving a small number of students who affirmed that the teacher does not respect the students, as evidenced in the following chart:

Chart 14: Does the teacher respect the students?

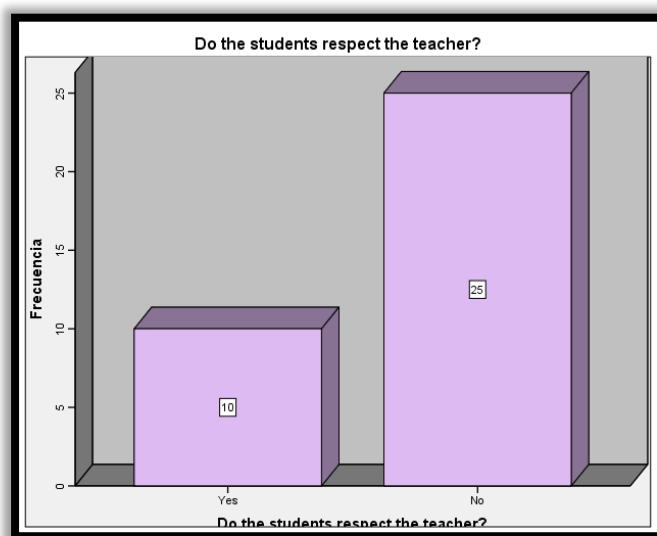


Taken from: Author

As regards the previous graph, it can be seen that only 4 students affirm that the teacher does not respect them. Definitely this is due to the fact that these students have surely had calls for attention from the teacher, when they did not reach an agreement, the students felt disrespected.

Likewise, the students were asked if they consider that they respect the teacher, showing the following chart:

Chart 15: Do the students respect the teacher?

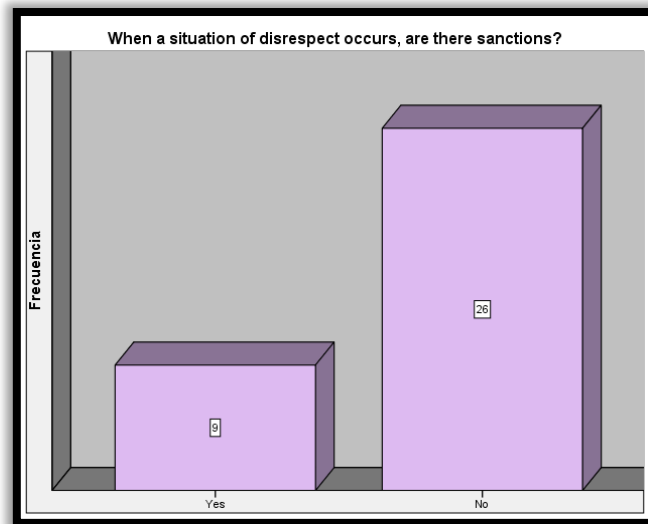


Taken from: Author

To this question, 25 students said that there is no respect for the teacher and only 10 say they respect it; situation that has its roots in the indiscipline that lives inside the classes, where the teacher has difficulty carrying out the class and has to resort to strategies to capture the attention of students, who usually respond negatively. One aspect to highlight is that although the students state that there is disrespect against teachers, it is not usual for students to use bad words and much less physical aggression against them.

Likewise, the students were asked if there is any sanction, when a situation of disrespect occurs, to which the following graph was generated:

Chart 16: When a situation of disrespect occurs, are there sanctions?

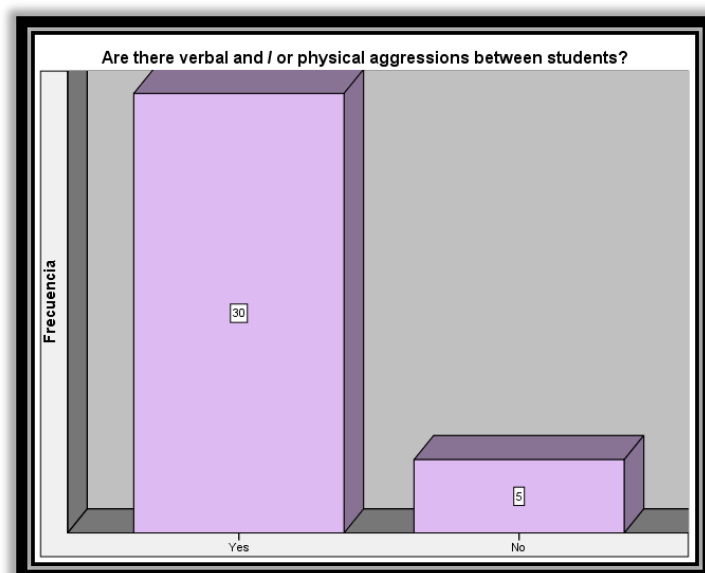


Taken from: Author

As can be seen, 26 students said there are no sanctions in situations of disrespect. Generally this happens because teachers do not want to enlarge problems with students who can very possibly retaliate in the future.

In another way, all students recognized that there is indiscipline and that most cases occur physical and verbal aggressions between students, as can be seen in the following chart:

Chart 17: Are there verbal and / or physical aggressions between students?



Taken from: Author

This is how 30 students recognized that there are attacks among themselves, this is due to the lack of tolerance and to apply clear sanctions that force the student to remain in a peaceful environment.

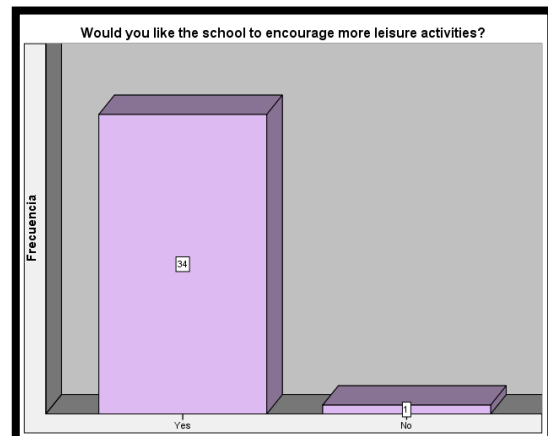
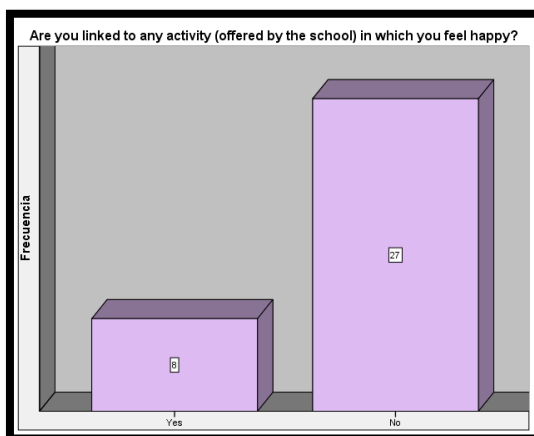
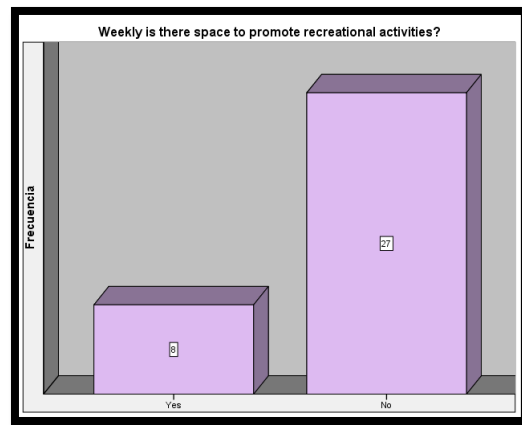
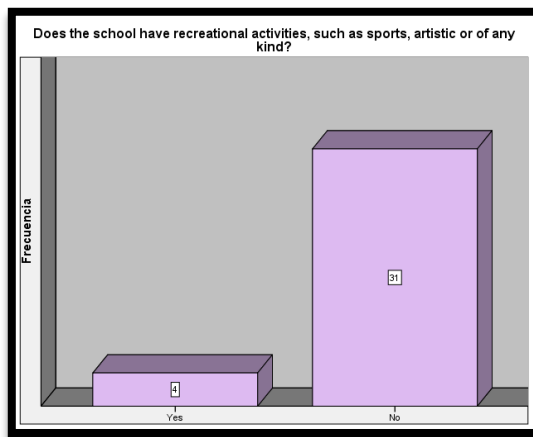
In another direction, to know how much leisure activities are applied in the school, 4 questions were projected, yielding the results that can be seen in the following charts:

Chart 18: Does the school have leisure activities?

Chart 19: Is there space weekly to promote leisure activities?

Chart 20: Are you linked with any leisure activity offered by the school?

Chart 21: Would you like that school encourage leisure activities?



Taken from: Author

As can be seen in the chart 18, the vast majority of students (31) said that the school does not have recreational activities such as sports, artistic or of any kind. In charts 19 and 20, it is shown that 27 students affirmed that they do not have a weekly space to participate

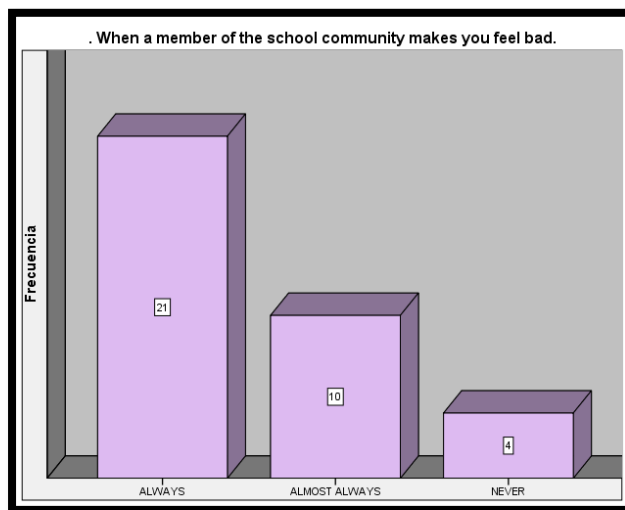
in recreational activities and that they are not linked to any recreational activity that makes them happy. Meanwhile, in the chart 21, 34 students agreed that they would like the school to promote recreational activities.

Taking into account the previous results, it becomes clear that although the theme of recreation is within the priorities of Colombian education, through Law 115 of 1991, there are still many flaws, for all the deficiencies that afflicts the school, there are always other factors that become a priority, distancing leisure time from being a pedagogical strategy that encourages citizenship skills.

On the other hand, with the purpose of addressing the issue of school mistreatment, they were asked 13 questions tending to answer how they feel about this issue, the students. In general terms, they were asked how repetitive a series of situations related to school mistreatment are presented.

Firstly, the students were asked how often a member of the school community makes them feel bad, revealing the following chart:

Chart 22: When does a member of the school community make you feel bad?



Taken from: Author

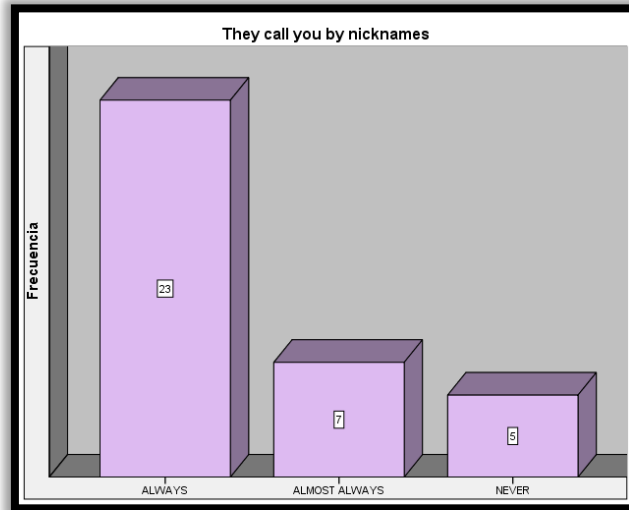
Here, it was observed that 21 students said they always feel bad, 10 students said that almost always and only 4 said they never felt bad because of another member of the school community.

This is the beginning to start to infer that the school has a high percentage of school



mistreatment, later they answered if it is usual to use nicknames to refer to the students, with which the following information was found:

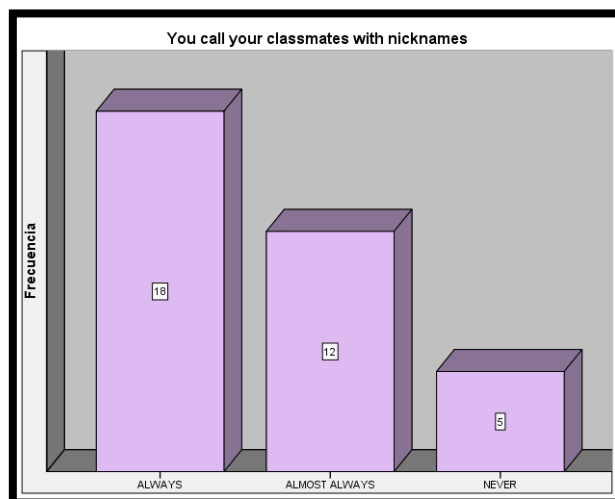
Chart 23: They call you by nicknames.



Taken from: Author

This is how 23 students said that they are always called by nicknames, 7 of them almost always and 5 never. Additionally to feed the topic of nicknames, they are asked if they use them to refer to a classmate, knowing the following:

Chart 24: You call your classmates with nicknames.

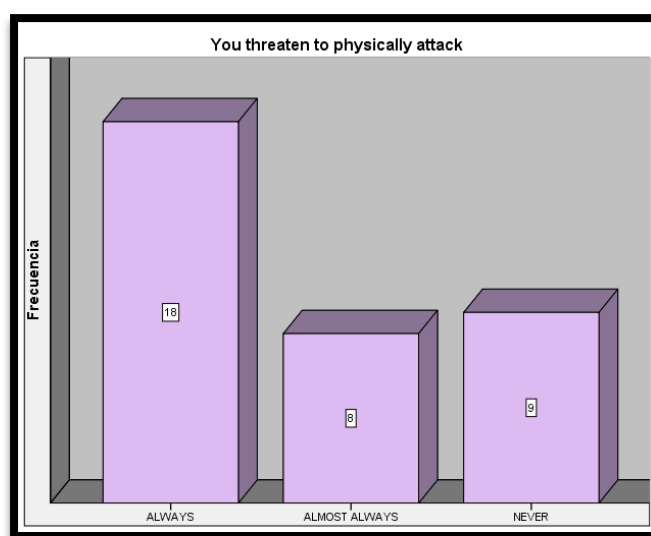


Taken from: Author

It was found that 18 students recognized that they always use nicknames, 12 almost always and 5 never. To the above it can be said that occasionally the use of nickname is a sign of affection between friends, who usually cut the name, like Carolina is call "caro", and is very common in school life, the problem is when they use a nickname with offensive intentions based on physical, religious or economic aspects, these cannot be accepted under any circumstance for being a sign of bullying.

To know if certain situations go to a more violent level, the students were asked if they threaten to physically attack themselves, which showed the following:

Chart 25: Physical attack



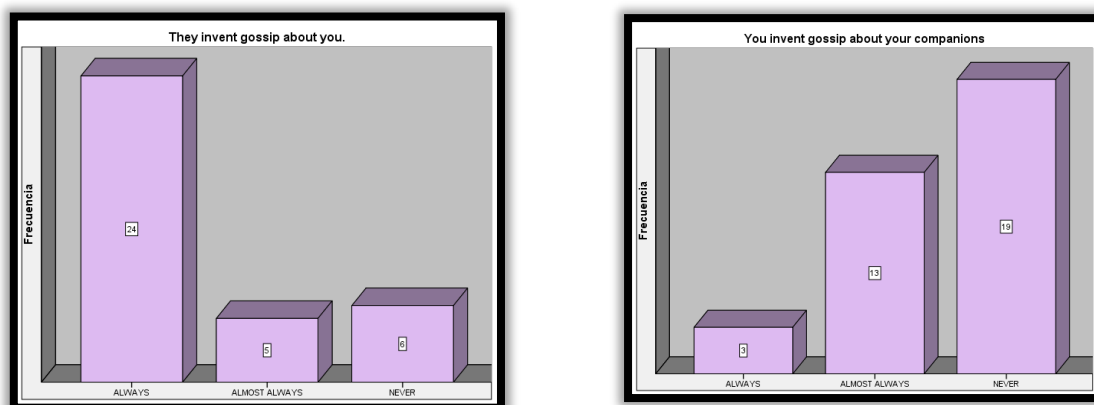
Taken from: Author

To this question, 18 students said that they always threaten to physically attack themselves, 8 said they almost always and 9 said never. With which it is concluded that physical aggressions can occur very frequently, situations that in many cases, teachers do not know why students keep them a secret. This is a visible problem due to the marks resulting from the blows, which lands in a high level of danger in attacking the integrity of the students.

Moreover, to know how assertive the interpersonal relationships of the students are, they were asked if they invent gossip about the classmates and if someone has invented gossip about them, finding the following data:

Chart 26: Gossips about you

Chart 27: You invent gossips about your classmates



Taken from: Author

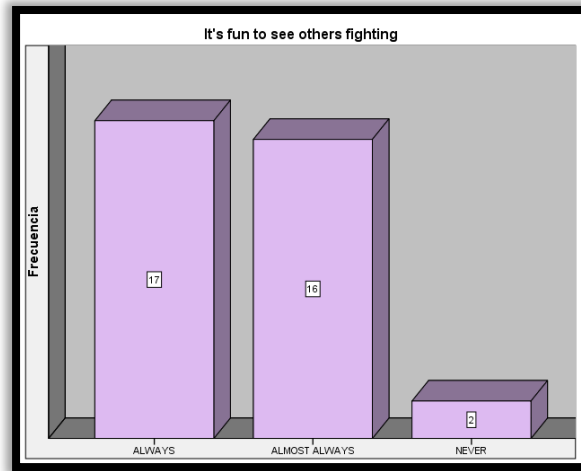
In the chart 26, you can see that 24 students said they always invented gossip about them, 5 said almost always and 4 never. In the opposite direction, in the chart 27, it is seen that 19 students have never invented gossip about a classmate, 13 almost always and 3 always.

To the above it can be said that taking into account the results, students have assumed destructive and / or aggressive ways of relating, as is the case of gossip and ridicule among the educational environment. Usually this happens when rumors are created, students become enmity and take advantage of the weaknesses of their enemies to create gossip. Definitely a form of school mistreatment.

Finally, to address the issue of citizenship competencies, students have answered a series of questions exposed below.

The first question asks if students find it fun to see other students fighting, showing the following results:

Chart 28: Fun to see others fighting.

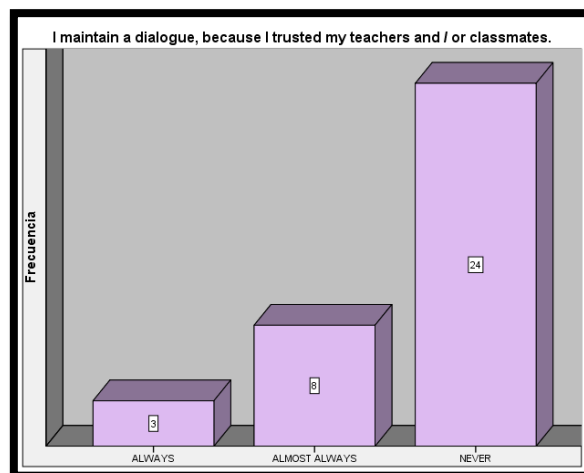


Taken from: Author

The results say that 17 students always enjoy watching other students fight, 16 almost always and 2 never. This shows that students prefer to participate as viewers before the physical aggressions exerted by others instead of communicating them to teachers to avoid them, this turns students into passive aggressors.

Additionally, the students were asked if they maintain a dialogue between themselves and their teachers, because they feel confident, the results are revealed in the following chart:

Chart 29: Keep the dialogue with the rest of students and teachers.



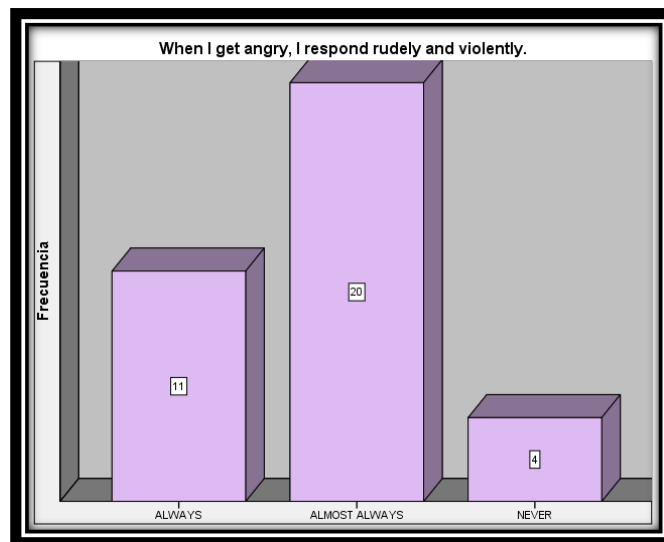
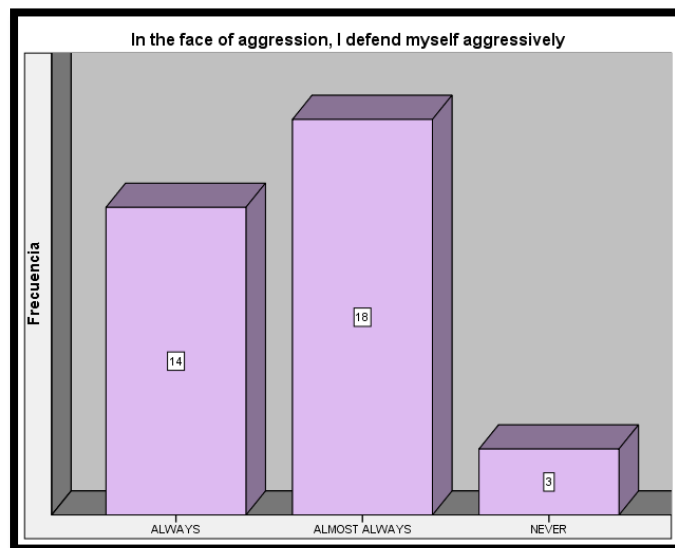
Taken from: Author

As you can see 24 students never dialogue with students and teachers, 8 said that almost always and only 3 always. These results show that the communicative part of the students, something negative for not having the opportunity to engage in constructive dialogues where students can express their points of view, needs, interests, among others; and likewise understand others. Students are missing an interaction exercise that makes them more peaceful and tolerant.

Finally, in the student survey they are asked if in case of an attack, they defend themselves aggressively and if they are angry, rude and violent, to which they responded:

Chart 30: I defend myself aggressively

Chart 31: If I am angry, I am rude and violent



Taken from: Author

In chart 30 it can be seen that 14 students recognized that in case of attack, they always defend themselves aggressively, 18 almost always and 3 never. And in the chart 31, it is evident that 11 students always respond in a rude and violent way, if they are angry, 20 almost always and only 4 never.

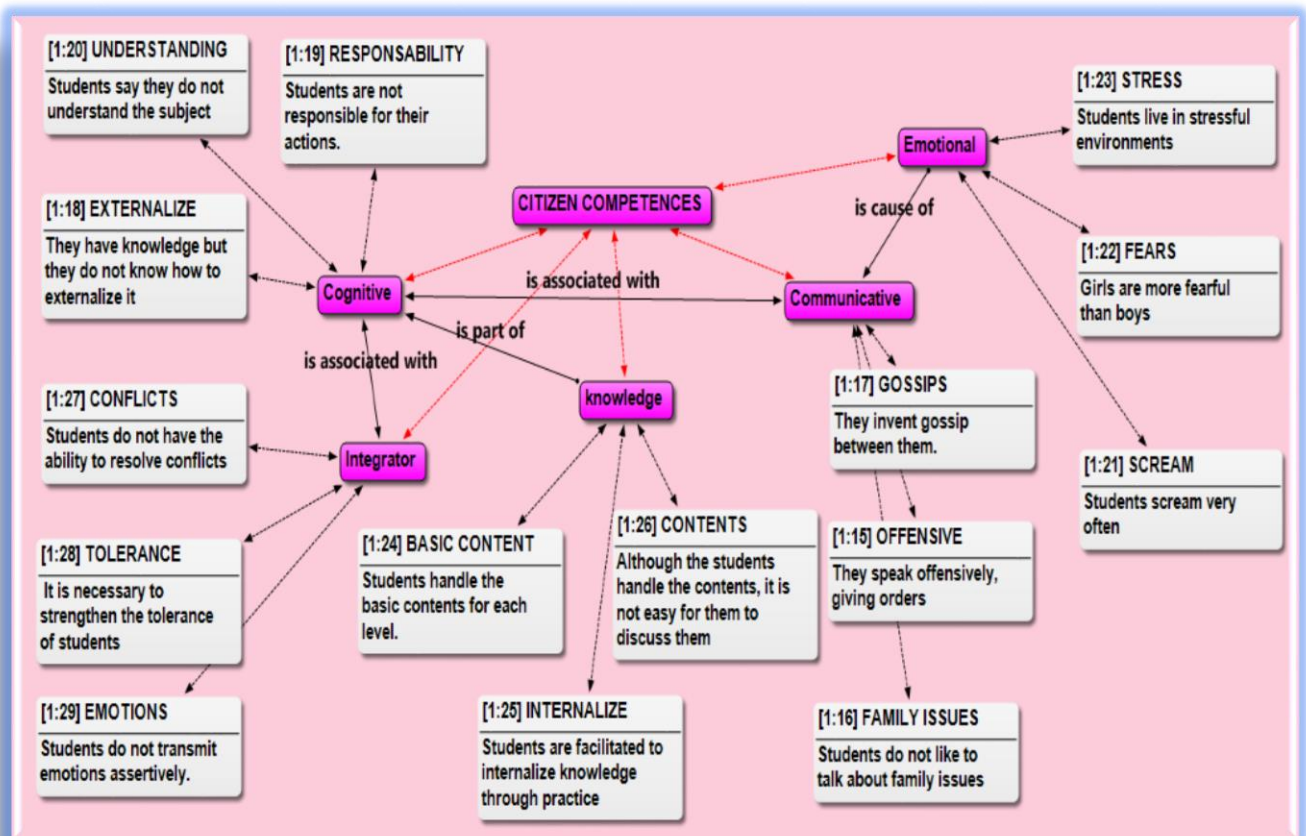
The above shows a dramatic situation by students who do not handle emotional skills in times of anger and aggressive situations. They do not have the necessary skills to respond before their own emotions and those of others, thus losing control, putting themselves in danger of causing harm.

### **Semi-structured interview - teachers / Testimonials – parents**

In order to achieve the objective: "Describe the pedagogical practices and coexistence within the educational community", the results of the semi-structured interview that was obtained with the support of the teachers and the testimonies that the parents of family offered, presented in the semantic networks that launched the program called Atlas.ti.

To organize the results, the categories mentioned in the theoretical framework were taken into account, starting with the citizens' competences, from which the professors provided the information presented in the following semantic network:

Chart 32: Citizen Competences – teachers



Taken from: Author

As already explained in the chapter on the theoretical framework, citizenship competencies are understood as the set of skills that are classified as emotional competences, knowledge competences, communicative competences, cognitive competences and integrating competences. These same competences were taken into account in the classification of the data that the teachers have provided.

In this sense, we talk about cognitive skills, where teachers say that students are not responsible for their actions, that they do not understand the topics and that despite having the knowledge, it is difficult for them to externalize it.

Regarding emotional competences, teachers assure that students live in stressful environments, that they scream often and that girls are more fearful than children. In this line, speaking of communicative competences, it was found that students are gossips, who speak offensively, trying to give orders, and who do not like to talk about family conflicts.

In the competence of knowledge, the professors affirmed that although the students have knowledge, is difficult for them, to discuss or do activities in which they have to expose

what they know, that they internalize the knowledge easier through practice and in all the grades they have with the minimum knowledge required for each level in all areas.

Finally, in the integrative competences, the professors stated that the students do not have the ability to solve conflicts, that it is necessary to strengthen the quality of tolerance and that they do not have the ability to transmit their emotions assertively.

It is in this way that teachers show a reality of lack of civic competences, the school is not fulfilling the challenge that all Colombian schools and society in general have. As Dr. Antanas Mokus states, our country needs good citizens and it is the task of all schools to take care of this task.

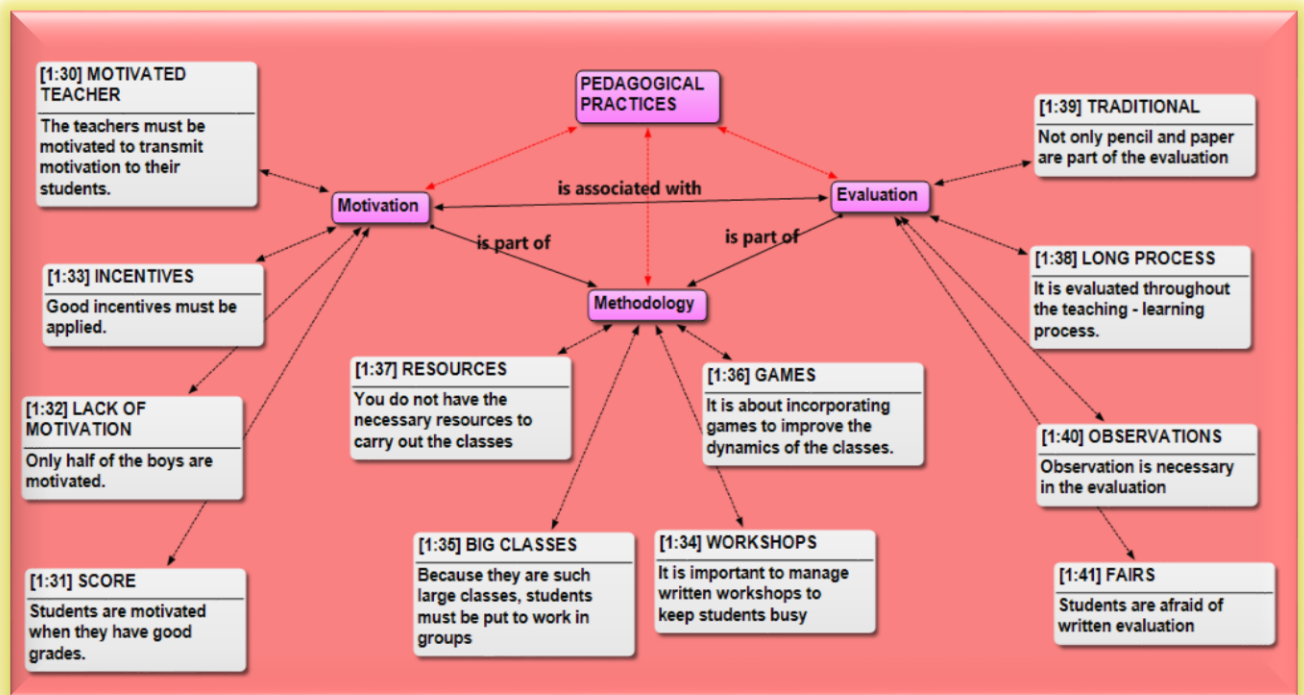
It must be recognized that to be a good citizen, it requires a complex management of skills, students of this school have lived a series of negative experiences that have marked their behaviors; However, it should be noted that it is not a clear obligation of the school, this responsibility transcends the family and all social groups in which the student develops.

The school under study needs to address the problem, the use of violence in all its versions, because so far there is an obvious omission on the part of teachers who prefer to ignore the lack of citizenship skills.

However, the category of pedagogical practices used in the classrooms is mentioned, for which the data was classified into 3 subcategories: motivation, methodology and evaluation, exposed in the following semantic network:

Chart 33: Pedagogical practices.





Taken from: Author

First, we talk about pedagogical practices in terms of motivation, where the professors affirmed that they themselves must be motivated to be able to transmit motivation to their students; the importance of good incentives; only half of the students are motivated and that students are motivated when they get good grades.

It is on this issue that people usually blame the school for lack of motivation in students, and more in this school where teachers are very old, this is synonymous with the lack of adaptation to social changes, which make them obsolete, stressed and without authority in front of complicated groups. However, we must recognize that not only teachers are responsible for the lack of motivation of students, parents also play a decisive role in this issue in the transmission of a culture of effort, all academic achievements require effort and these should not be understood as an obligation, but as the privilege of leaving ignorance.

On the other hand, speaking of methodology, the professors say that they do not have the sufficient resources to carry out several activities, that because they are such large classes, they see the need to work in groups; they incorporate written workshops to keep students busy and to make classes more dynamic they introduced games.

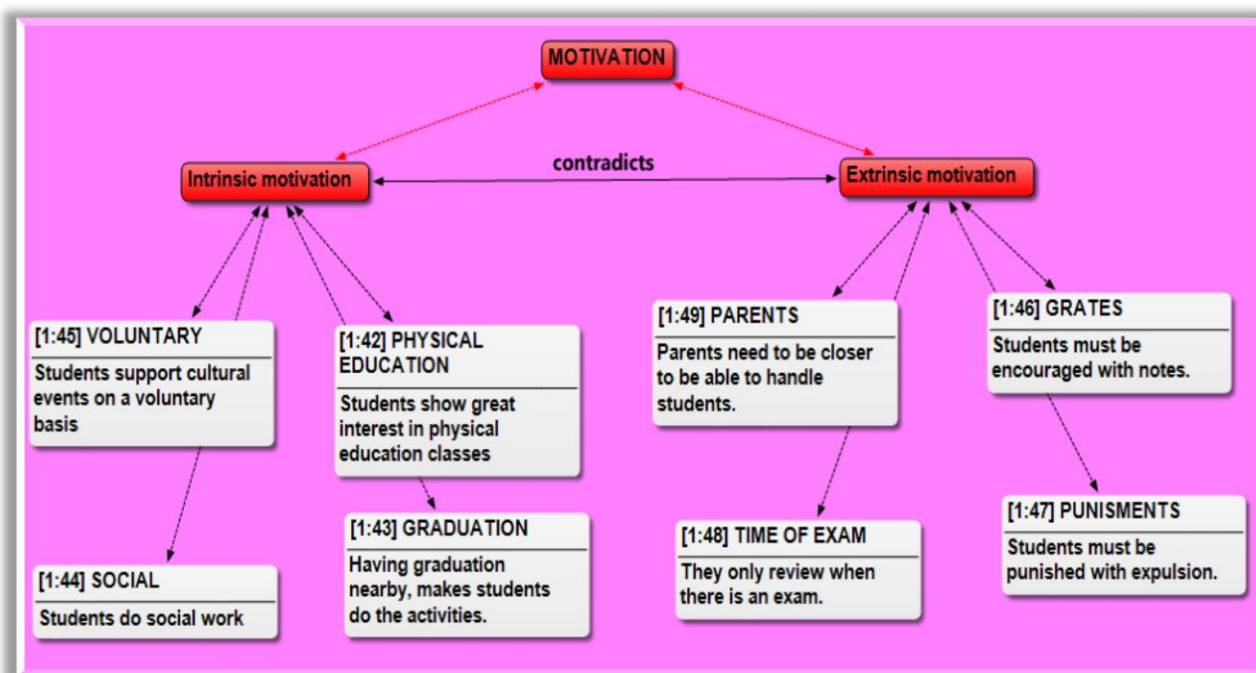
Taking into account the various factors, characteristic of this school and teachers, the student should be a priority when choosing the methodology, governed by age, interests, level of knowledge and the number of students in each class. That is why teachers choose to do work in groups, to favor the qualification.

Another subcategory, is the evaluation, the professors manifest that not only the paper and the pencil, they are part of the evaluation, in fact the assessment is part of the whole teaching - learning process and therefore the observation is of great importance and in this way they do not generate fear, because students fear the word evaluation.

The evaluation as a primary component of pedagogical practices, is seen by teachers not only from the traditional notion, but they have recognized it as a product that takes place throughout the teaching - learning process, a positive situation.

In another direction, the category of motivation was organized in the intrinsic and extrinsic motivation to organize the data, as shown in the following chart:

Chart 34: Motivation



Taken from: Author

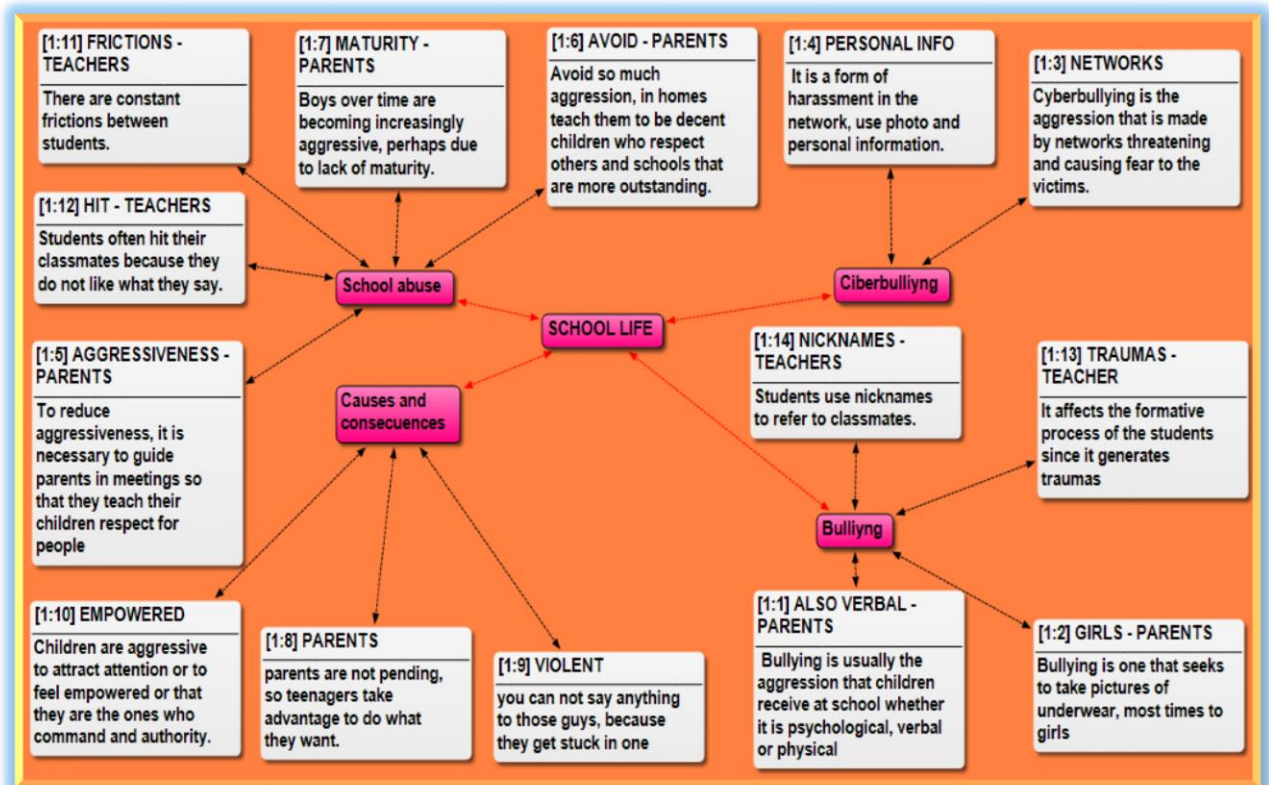
In the intrinsic motivation teachers commented that students collaborate in cultural events on a voluntary basis, that they do social work, that in physical education classes they show great interest and that those who are close to graduating, work with initiative.

For their part, in the extrinsic motivation, the teachers said that the presence of the parents is necessary to manage the students, that the students are motivated with grades, that they only review when they have an exam and that more sanctions should be implemented, as the expulsion.

To the above, it can be stated that both types of motivation denote a behavioral learning and more specifically that of operant conditioning proposed by Thorndike and Skinner where there are certain factors called reinforces (rewards or punishments), with the purpose of reaffirming a desired behavior or suppressing an unwanted one Teachers consider it important to encourage sanctions as punishment for some attitudes and give good grades as a stimulus to maintain motivation.

Finally, to finish with the diagnosis, the category of school coexistence is addressed, where the data exposed by the teachers in the semi-structured interview and the testimonies of the parents were compiled, organized into 4 sub-themes: cyberbullying, Bullying and causes and consequences, as can be seen in the following chart.

Chart 35: School life



Taken from: Author

It starts talking about school mistreatment, where teachers commented that there are constant conflicts between students and that some beat others when they do not like what they say. For their part, parents add that boys are aggressive because of lack of maturity and that to reduce aggressiveness, it is necessary to guide parents as a support to teaching respect towards others.

Regarding bullying, the professors assured that the students use the nicknames when referring to their classmates, which affects the students' training process due to the traumas caused by them. Parents defined bullying as the verbal, psychological and physical aggressions that children receive at school. Another definition that drew attention was when parents affirm that bullying is when they seek to obtain photos of girls in their underwear.

In reference to cyberbullying defined by parents as aggression made through social networks causing fear in victims, teachers defined it as a form of threat in the networks, where photos and personal information are used.

Finally, the causes and consequences, according to the parents, is that young people cannot be told anything because they put themselves to hit those who are correcting them and that the students are aggressive to attract attention or to feel powerful, those who have the authority. The professors affirm that one cause is that the parents are paying attention to their children and that is why young people take advantage to do what they want.

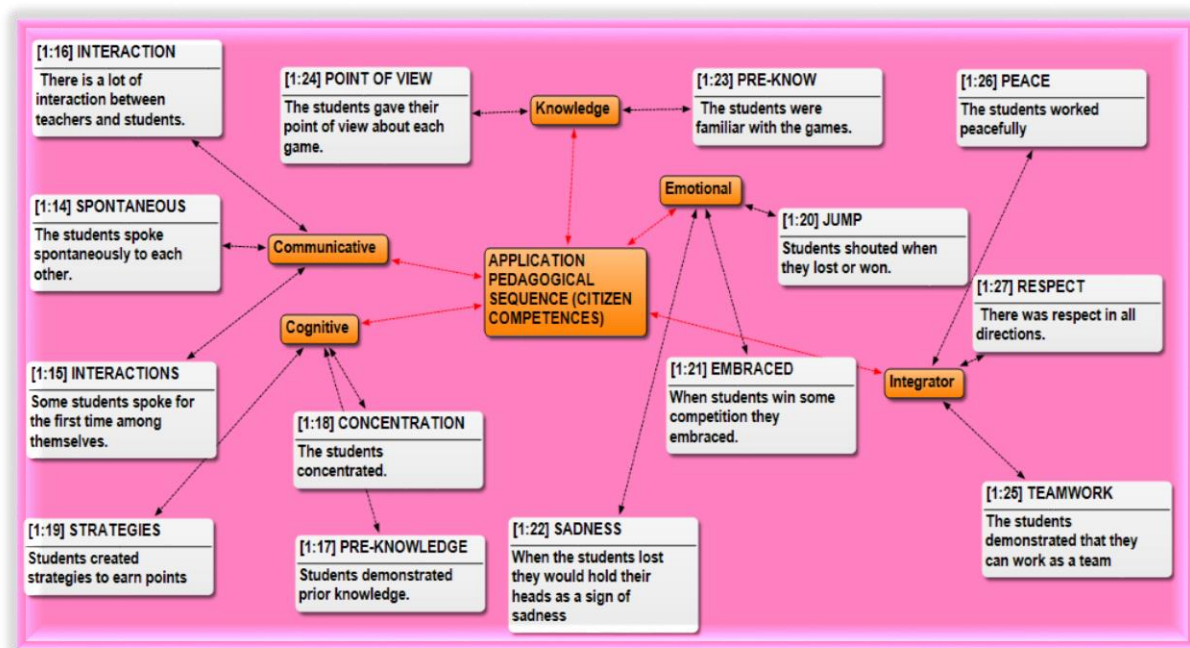
In general terms, it can be noted that there is ignorance on the subject of school mistreatment, bullying and cyberbullying, and their differences. Both teachers and parents accept that this problem is affecting school coexistence.

This is how in the diagnosis it was found that there are shortcomings from all the categories exposed in the present work, the violence is manifested in several versions because of the good use of citizenship competencies, which can be reinforced by the appropriate use of time. Recreation, it is for them the results obtained in the application of the pedagogical sequence are now presented with observations aimed at analyzing the use of citizen competencies, in the present semantic network the results can be appreciated:

### **Observation - pedagogical sequence application**

Finally, with the purpose of complying with what is stated in the third objective of the research related to designing and implementing a didactic sequence for the improvement of school life supported by the proper use of free time in the educational institution Luis Carlos Galán Sarmiento, a student survey was carried out which was analyzed with Atlas.ti, obtaining among others the following results:

Chart 36: Application of the pedagogical sequence (Citizen Competences)



Taken from: Author

With the purpose of organizing the collected data, these were classified into the competency families that group the citizenship competences, these are emotional, knowledge, communicative, cognitive and integrative competences.

In the knowledge competence, it was observed that the students usually gave a personal point of view regarding each proposed game in the pedagogical sequence, in addition to being familiar with them. From the emotional competence it was noticed that the students shouted in both situations, if they won or if they lost; but if they won they embraced as a symbol of teamwork satisfaction, and those who lost bowed their heads showing sadness.

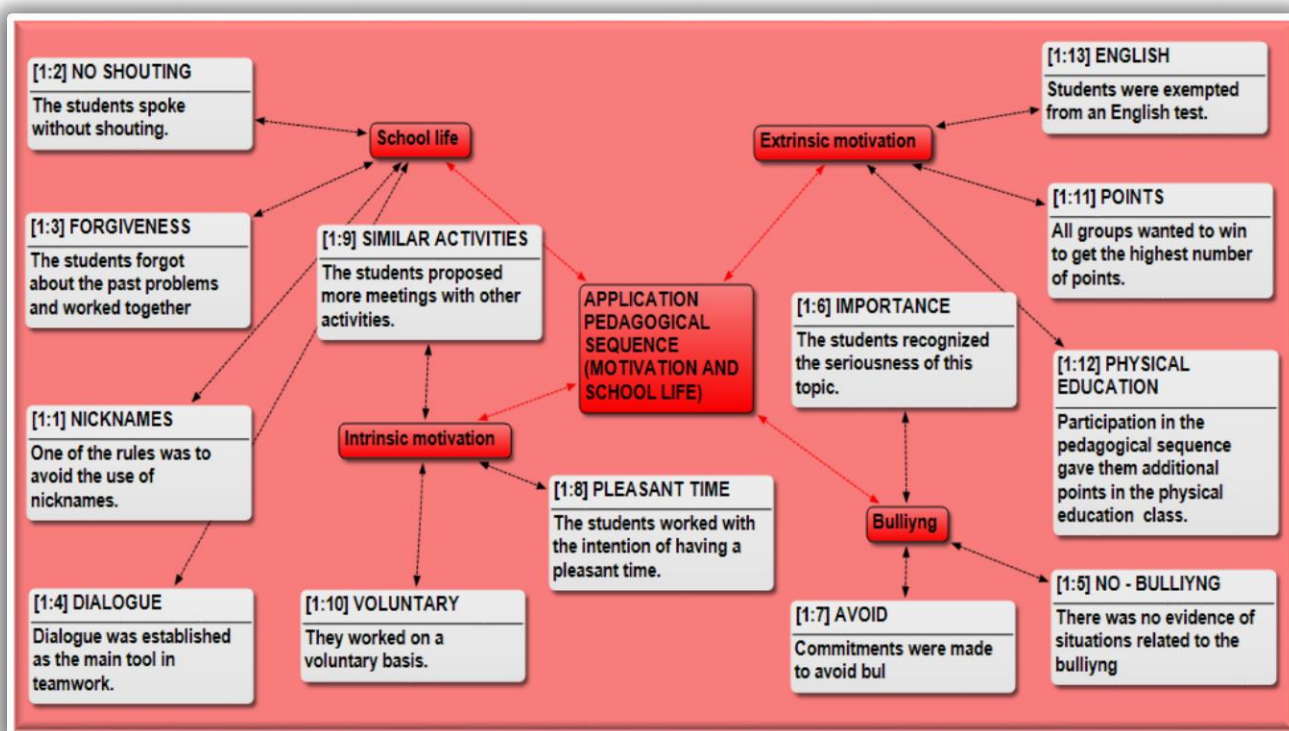
In the communicative competence it was seen as with the purpose of obtaining good results, the students interacted with each other and with their teachers spontaneously, even with classmates with whom they had never spoken in the past. From the cognitive

competence it was observed that thanks to the interest that the students showed in the games, they themselves created strategies to gain points showing concentration and exposing previous knowledge. In the integrative competition it can be said that the students worked in a peaceful and respectful manner in all directions, among themselves and with their teachers, doing an excellent teamwork.

In summary, the application of the pedagogical sequence leaves a positive experience in the strengthening of all the competences subscribed in the citizen competences, through the good use of the time of recreation.

On the other hand, the data was also analyzed in the application of the pedagogical sequence in terms of school coexistence and motivation, as can be seen in the following chart:

Chart 37: Application of the pedagogical sequence (School life and motivation)



Taken from: Author

In the organization of the data of the school coexistence, the students spoke without shouting, forgetting the past disagreements, the use of nicknames to start working through the dialogue as a rule and main tool. In terms of bullying students recognized the seriousness of this issue, generating agreements to avoid it, it should be noted that during

the application of the pedagogical sequence no behaviors related to bullying were observed.

In relation to intrinsic motivation, it was noted that students were motivated, when they took the initiative to have more similar activities, working voluntarily with the sole intention of having a fun space; and the extrinsic motivation was observed that the students wanted to win the highest number of points, and at the initiative of the teachers of English and physical education, they decided to exonerate the students of a quiz, it is worth noting that this information was communicated to the students end of the application of the pedagogical sequence.

It is to recognize that in terms of school coexistence and motivation, the application was a tool that generated closeness within pleasant spaces for students, where it was encouraged in appropriate use of leisure time.





## CHAPTERS 5: CONCLUSIONS AND RECOMMENDATIONS

In this section are mentioned the conclusions that answer the questions, the objectives, the theoretical assumptions, based on the results obtained.

Understanding that school coexistence is the peaceful relationship of the members of the educational community, (parents, students, managers and teachers) that allows the adequate fulfillment of the educational objectives, in a climate that promotes the integral development of the students, in the framework of mutual respect and solidarity expressed in the harmonious and non-violent interrelation between the different actors and estates of the Educational Community. It can be affirmed from the information taken up by the students of the Luis Carlos Galán school, it does not approach the ideal of a healthy school coexistence, taking into account the following: the students say that although the teachers respect the students, the students do not respect to the teachers, doing indiscipline and exercising verbal and physical aggression with other classmates. The students also state that other members of the educational community make them feel bad very often with the use of nicknames, ridicule for physical appearance and the promulgation of gossip.

On the other hand, students also recognize that they like to see others fighting, and how they make fun of others or making a fool of themselves, and that they do not like to talk with teachers because they do not trust and in case someone tries to violent action, they defend themselves violently regardless of the consequences.

Knowing that the school should be a safe place where students learn and have fun, it is necessary to foster empathy through recreational activities that promote problem-solving skills and reduce tendencies toward violence, creating a safe environment at school taking measures to prevent violence at the individual, interpersonal and community level, for which it is necessary to know the factors that influence the way of relating, which are: the history of aggressive behavior at an early age, the level of intellectual coefficient, the use of drugs and alcohol, and the family environment.

In the topic of pedagogical practices, it can be concluded that taking into account that inside the classroom the teachers and students have designed a system of rules and knowledge that integrate them within learning environments with several weaknesses that curiously like the students. The teachers use strategies that facilitated the evaluation's own actions, this is how the qualification is framed as a collective process through clearly

thematic content workshops, considering the large number of students, the professors affirm that they motivate their students with high ratings, and even then they do not yield the expected results, according to them for lack of commitment, laziness and low levels of interest. Giving to understand that these low results and the indiscipline are exclusive and of total responsibility of the students. In terms of school coexistence, teachers resigned to living in violence, for fear of being involved in problems that transcend in their personal life; failing in some objectives proposed from the ministry of education, which says that the function of the school is the formation of students in fundamental values for coexistence, the motivation to learn and all the skills required to perform within a changing society.

To the above it is necessary to recognize the pedagogical practices as a process of great importance where the teacher teaches and the student receives knowledge in different rhythms, thanks to an interaction that goes in two ways: students - teachers and teachers - students, and the answer how this knowledge is fed and reflected in practice, for this, the teacher must take into account the context in which it unfolds and stimulate the classes with playful activities that motivate and commit students to be good citizens. In that sense, teachers must understand playfulness as spontaneous situations that arise from the need for growth of any person, fostering the skills of creativity, enjoyment and freedom that facilitate the harmonious interaction of all participants.

The implementation of the pedagogical sequence reveals a different atmosphere to the one used in the class, the students were reconciled with their classmates and showed a positive attitude in all aspects. They showed that you can work as a team, without breaking the rules and being shy about showing emotions of affection with others. The students showed the creativity skill immersed in the mixture of a fantasy world and the reality that helped them release tensions. The results of the application of the pedagogical sequence show a positive experience for the school.

Considering that the importance of recreation is established in the National Constitution and in Law 115 or the General Law of Education. Article 52 of the Constitution recognizes the right of all people to recreation, to practice sports and to take advantage of free time, and Law 115 establishes that one of the purposes of education is the recreation and proper use of leisure time. The Luis Carlos Galan Sarmiento School is recommended to institutionalize and open spaces for the application of activities, previously designed

by teachers based on the reality lived in this specific context, and in this way all students are part of games and activities that favor their development, and that cause pleasure in them to favor interpersonal relations, aimed at improving citizenship skills.

## REFERENCES

- Espinosa Restrepo, Oscar (1962), *El concepto de motivación en las escuelas psicológicas: Reflexológica y conductista*, Revista Colombiana de Psicología, Vol. 9, N. 1-2, 1964, págs. 27-34, Universidad Nacional de Colombia, <http://www.bdigital.unal.edu.co/32983/>
- Etxeberria, Felix. (2001). Violencia escolar. Revista de Educación, núm. 26, Universidad del País Vasco, España. <http://www.redined.mec.es/oai/indexg.php?registro=008200230396>.
- Hernandez rojas, G., 2002, paradigmas en psicología de la educación, Paidós educador, Mexico.
- Bisquerra, R. (2003). Educación emocional y competencias básicas para la vida. Revista de Investigación Educativa (RIE), 21, 1, 7-43.
- Moreno, Elsa Amanda R. (2002), *Concepciones de Practica Pedagogica*, Revista de la Facultad de Artes Y Humanidades, Universidad Pedagógica Nacional, Colombia, <http://revistas.pedagogica.edu.co/index.php/RF/article/view/5919>
- Murillo Torrecilla, F. Javier y Hernández Castilla, Reyes (2011), *Hacia un Concepto de Justicia Social*. REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, Madrid, España <http://www.redalyc.org/articulo.oa?id=55122156002>
- Naranjo Pereira, María Luisa (2009), “*Motivación: Perspectivas Teóricas Y Algunas Consideraciones De Su Importancia En El Ámbito Educativo.*” Revista Educación vol. 33, núm. 2, 2009, pp. 153-170, Universidad de Costa Rica, Costa Rica <http://www.redalyc.org/articulo.oa?id=44012058010>
- Richelle, Marc (1992), *Skinner, mentalismo y cognitivismo*, Anuario de Psicología, 1992, no 52, 3-15, Facultat de Psicologia, Universitat de Barcelona <http://www.raco.cat/index.php/AnuarioPsicologia/issue/view/5384/showToc>
- Sánchez Fontalvo, Iván Manuel (2008) *Educación para una ciudadanía democrática e intercultural en Colombia*, Revista Iberoamericana de Educación, ISSN: 1681-5653 n.º 46/3 – 25 de mayo de 2008, Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI), Universidad del Magdalena, Colombia. <https://rieoei.org/RIE>

- Zeichner, Kenneth; Gore, Jennifer (1989) *Teacher Socialization*. Issue Paper 89-7. National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI, USA <https://eric.ed.gov/?id=ED326486>
- Alvarado Cortes, Vilma Rosalía (2013). Práctica pedagógica y gestión de aula, aspectos fundamentales en el quehacer docente. *Revista UNIMAR*, 31 (2), pp. 99-113. Universidad Mariana, San Juan de Pasto, Nariño, Colombia, 2013. <http://www.umariana.edu.co/ojs-editorial/index.php/unimar/article/view/340>
- Castillo-Pulido, Luis Evelio (2011), El acoso escolar. De las causas, origen y manifestaciones a la pregunta por el sentido que le otorgan los actores. *Magis. Revista Internacional de Investigación en Educación*, vol. 4, núm. 8, julio-diciembre, 2011, pp. 415-428, Pontificia Universidad Javeriana, Bogotá, Colombia <http://www.redalyc.org/articulo.oa?id=281021722009>
- Fierro Evans, María Cecilia (2013), Convivencia inclusiva y democrática. Una perspectiva para gestionar la seguridad escolar, *Revista Sinéctica*, 40, Universidad Jesuita de Guadalajara, Mexico. [http://www.sinectica.iteso.mx/articulo/?id=40\\_convivencia\\_inclusiva\\_y\\_democratica\\_una\\_perspectiva\\_para\\_gestionar\\_la\\_seguridad\\_escolar](http://www.sinectica.iteso.mx/articulo/?id=40_convivencia_inclusiva_y_democratica_una_perspectiva_para_gestionar_la_seguridad_escolar)
- Garaigordobil, Maite (2011), Prevalencia y consecuencias del cyberbullying: una revisión, *International Journal of Psychology and Psychological Therapy*, vol. 11, núm. 2, junio, 2011, pp. 233- 254 Universidad de Almería, Almería, España Disponible en: <http://www.redalyc.org/articulo.oa?id=56019292003>
- Gómez Nashiki, Antonio (2013), Bullying: El Poder De La Violencia: Una perspectiva cualitativa sobre acosadores y víctimas en escuelas primarias de Colima, *Revista Mexicana de Investigación Educativa*, vol. 18, núm. 58, 2013, pp. 839-870 Consejo Mexicano de Investigación Educativa, A.C. Distrito Federal, México <http://www.redalyc.org/articulo.oa?id=14027703008>
- Hernández Prados, Ma Ángeles; Solano Fernández, Isabel Ma (2007), Cyberbullying, Un Problema De Acoso Escolar, RIED. *Revista Iberoamericana de Educación a Distancia*, vol. 10, núm. 1, 2007, pp. 17-36 Asociación

- Iberoamericana de Educación Superior a Distancia, Madrid, Organismo Internacional. <http://www.redalyc.org/articulo.oa?id=331427206002>
- Ospina Rodríguez, Jackeline (2006), La motivación, motor del aprendizaje, Revista Ciencias de la Salud, vol. 4, núm. Esp, octubre, 2006, pp. 158-160, Universidad del Rosario, Bogotá, Colombia  
<http://www.redalyc.org/articulo.oa?id=56209917>
  - Restrepo, Juan Cristóbal de J. (2006), Estándares Básicos En Competencias Ciudadanas: Una Aproximación Al Problema De La Formación Ciudadana En Colombia, Papel Político, 11(1), 137-176, Bogotá, Colombia.  
[http://www.scielo.org.co/scielo.php?pid=S012244092006000100006&script=sci\\_arttext&tlng=es](http://www.scielo.org.co/scielo.php?pid=S012244092006000100006&script=sci_arttext&tlng=es)
  - Rodríguez, María Clara; Vaca, Patricia (2010), Promover la convivencia escolar: una propuesta de intervención comunitaria, Aletheia, núm. 33, septiembre-diciembre, 2010, pp. 179-189 Universidade Luterana do Brasil, Canoas, Brasil  
<http://www.redalyc.org/articulo.oa?id=115021494016>
  - Soriano, Mateo (2001), La Motivación, Pilar Básico De Todo Tipo De Esfuerzo, Área de Psicología Evolutiva y de la Educación de la Escuela de Magisterio de Teruel. Universidad de Zaragoza, España.  
<https://dialnet.unirioja.es/servlet/articulo?codigo=209932>
  - Sosa León, Aura Teresa (2014), La Práctica Pedagógica, Una Mirada Desde La Investigación Congreso Iberoamericano de Ciencia, Tecnología, Innovación y Educación. ISBN: 978-84- 7666-210-6 – Artículo 27, Buenos Aires, Argentina, [www.oei.es/historico/congreso2014/memoriactei/27.pdf](http://www.oei.es/historico/congreso2014/memoriactei/27.pdf)
  - Denzin, N.K. y Lincoln, Y.S. (2000). Handbook of qualitative research. London: Sage.
  - Merriam, S.B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass.
  - Stake, R.E. (1994). Case studies. En N.K. Denzin y Y.S. Lincoln (Dirs.). Handbook of qualitative research (pags. 236-247). London: Sage.
  - Walker, R. (2002). Case study, case records and multimedia. Cambridge Journal of Education, 32, 109-127.

- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (1991). Metodología de la investigación: Roberto Hernández Sampieri, Carlos Fernández Collado y Pilar Baptista Lucio (6a. ed. --). México D.F.: McGraw-Hill.
- Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook. Thousand Oaks: Sage Publications.
- Smith, L. (1978). An evolving logic of participant observation, educational ethnography, and other case studies. In L. Shulman (Ed.), Review of researching education (pp. 316- 377). Itasca, IL: F. E. Peacock.
- Croanbach, L. J. (1975). Beyond the two disciplines of scientific psychology. *American Psychologist*, 30, 116-127.
- Wilson, S. (1977). The use of ethnographic techniques in educational research, *review of educational research*, 47, 245-265.

## ANNEXES

### Annexed 1: Survey for students

**I. PERSONAL INFORMATION** (Mark with an X<sub>1</sub> in the corresponding date)

Gender: Boy _____ Girl _____	Age: 14 _____ 15 _____ 16 _____ 17 _____ 18 _____
With whom you live? Mom _____ Dad _____ Siblings _____	How many? _____ Grandparents _____ Children _____
Other family members _____ You live with another group of people who are not family members _____	

**II. LIVING IN THE CLASSROOM** (Read the statement and check yes or no)

	Yes	No
1. Do you like the classroom environment?		
2. Does the teacher respect the students?		
3. Do the students respect the teacher?		
4. When a situation of disrespect occurs, are there sanctions?		
5. Do you know the cohabitation manual?		
6. Is there discipline?		
7. Are there robberies?		
8. Are there verbal and / or physical aggressions between students?		
9. Have you heard verbal aggressions against the teacher?		
10. Have you seen physical aggression against the teacher?		

**III. LEISURE ACTIVITIES** (Read the statement and check yes or no)

	Yes	No
1. Does the school have recreational activities, such as sports, artistic or of any kind?		
2. Weekly is there space to promote recreational activities?		
3. Are you linked to any activity (offered by the school) in which you feel happy?		
4. Would you like the school to encourage more leisure activities?		

**IV. SCHOOL ABUSE** (Mark with an X depending on how repetitive the situation is)

In what it takes of the present year...	ALWAYS	ALMOST ALWAYS	NEVER
1. When a member of the school community makes you feel bad.			
2. You feel assaulted by your classmates or by your teacher.			
3. They call you by nicknames.			
4. You call your classmates with nicknames.			
5. They threaten to physically attack you.			
6. You threaten to physically attack.			
7. Your things have been stolen.			
8. You have stolen the elements of the companions.			
9. You have intentionally damaged someone's personal items.			
10. They make fun of you because of your physical appearance.			
11. You make fun of your classmates because of their physical appearance.			
12. They invent gossip about you.			
13. You invent gossip about your companions.			

**V. CITIZENS 'COMPETENCES** (Mark with an X depending on how repetitive the situation is)

In what it takes of the present year...	ALWAYS	ALMOST ALWAYS	NEVER
1. It's fun to see others fighting.			
2. You have gay and / or black friends.			
3. You like it when your classmates make fun of others, but not about you.			
4. It amuses me when a partner makes a fool of himself.			
5. I maintain a dialogue, because I trusted my teachers and / or classmates.			
6. I worry about what they think of me.			
7. Faced with an injustice, I remain silent.			
8. In the face of aggression, I defend myself aggressively.			
9. When I get angry, I respond rudely and violently.			

*Thank you very much for your contributions!*



Annexed 2: Semi-structured interview questionnaire for teachers

[Title of work: ADEQUATE USE OF LEISURE TIME AS A PEDAGOGICAL STRATEGY THAT STRENGTHENS CITIZENS 'COMPETENCES

TEACHER: \_\_\_\_\_

1. How do you approach the topics that you will explain in class?

---

---

---

2. What evaluation processes do you use?

---

---

---

3. What strategies do you use to motivate students?

---

---

---

4. How do you see the coexistence in the whole school?

---

---

---

5. How is the coexistence in their classes?

---

---

---

6. How much does coexistence affect the development of the classes?

---

---

---

7. What strategies do you apply for the use of leisure time to help students academically?

---

---

---

**Thank you very much for your contributions!**

Annexed 3: Tabs for focused testimonies - Parents

[Title of work: ADEQUATE USE OF LEISURE TIME AS A PEDAGOGICAL STRATEGY THAT STRENGTHENS CITIZENS' COMPETENCES

Parent:

- ✓ What is known about: Bullying, Bullying, Cyberbullying.

---

---

---

---

---

- ✓ Causes of these cases.

---

---

---

---

---

- ✓ Student aggression.

---

---

---

---

---

- ✓ Proposals to reduce levels of aggression.

---

---

---

---

---

- ✓ How safe you feel in this school (Luis Carlos Galan)

---

---

---

---

---

**Thank you very much for your contributions!**

Annexed 4: Pedagogical sequence by expert judgment

**RUBRICS FOR THE EVALUATION OF THE PEDAGOGICAL SEQUENCE**



	<b>EXCELLENT</b>	<b>OUTSTANDING</b>	<b>ACCEPTABLE</b>	<b>INSUFFICIENT</b>	<b>TOTAL</b>
<b>LIVESTOCK KNOWLEDGE</b>	The pedagogical sequence provides new knowledge for the participants. <b>(2,00)</b>	The pedagogical sequence makes contributions to student learning. <b>(1,50)</b>	The pedagogical sequence generates a partial knowledge. <b>(1,00)</b>	The pedagogical sequence does not provide any new knowledge for the participants. <b>(0,0)</b>	
<b>PRECISION OF THE CONTENT</b>	It explains all the phases of the game. <b>(2,00)</b>	Most phases of the pedagogical sequence are clear. <b>(1,50)</b>	The phases of the pedagogical sequence are poorly understood. <b>(1,00)</b>	There is no clarity of any phase of the content. <b>(0,0)</b>	
<b>RULES</b>	Each of the proposed games in the pedagogical sequence contains its rules. <b>(2,00)</b>	Most of the games proposed in the pedagogical sequence contain its rules. <b>(1,50)</b>	Some of the games proposed in the pedagogical sequence, contains its rules. <b>(1,00)</b>	None of the proposed games in the pedagogical sequence contains its rules. <b>(0,0)</b>	
<b>ATTRACTIVE</b>	The games of the pedagogical sequence are visibly attractive (colors, materials) and according to the age of the students. <b>(2,00)</b>	Most of the games of the pedagogical sequence are visibly attractive (colors, materials) and according to the age of the students. <b>(1,50)</b>	Only some of the games of the pedagogical sequence are visibly attractive (colors, materials) and according to the age of the students. <b>(1,00)</b>	The games of the pedagogical sequence, are NOT visibly attractive (colors, materials) and according to the age of the students. <b>(0,0)</b>	
<b>COLLABORATIVE WORK</b>	All the games of the pedagogy sequence promote the collaborative work of each one of the participants. <b>(2,00)</b>	Most of the games in the pedagogy sequence encourage the collaborative work of each of the participants. <b>(1,50)</b>	Only some of the games of the pedagogy sequence encourage the collaborative work of each of the participants. <b>(1,00)</b>	None of the games in the pedagogy sequence foster the collaborative work of each of the participants. <b>(0,0)</b>	
<b>Total</b>					

Expert's name: \_\_\_\_\_

Signature of the expert: \_\_\_\_\_

Date: \_\_\_\_\_

Annexed 5: Format for observation of the application of the pedagogical sequence

Title of work: ADEQUATE USE OF LEISURE TIME AS A PEDAGOGICAL STRATEGY THAT  
STRENGTHENS CITIZENS 'COMPETENCES

Meeting N': \_\_\_\_\_

✓ Coexistence:

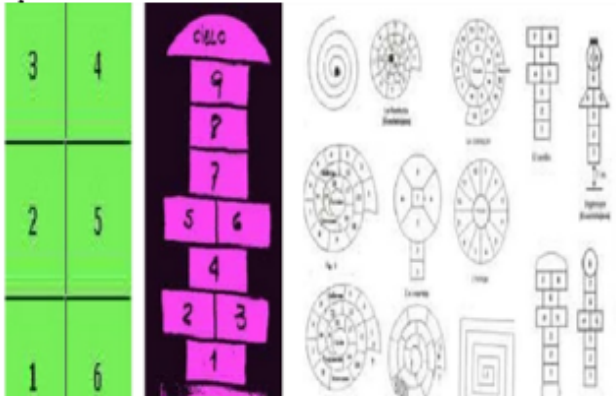
✓ Motivation.

✓ Pedagogical practices.

✓ Improvement of the learning process.

✓ Time optimization.

Annexed 6: Pedagogical sequence

PEDAGOGICAL SEQUENCE		
AIM	ACTIVITIES	USE OF TRADITIONAL GAMES
<ul style="list-style-type: none"> <li>• Provide the necessary tools for students to express themselves and interact in different communicative situations that lead to improving interpersonal relationships and coexistence.</li> <li>• Recognize the importance of games as a means of communication and conciliation.</li> <li>• Prepare students to be competent in conflict management.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey to identify the needs in the educational community. The students, parents and teachers answer the information collection instrument through the survey provided by the teacher.</li> <li>• Choose appropriate information to support points of view. The teacher selects the activities to be carried out in order to carry out the proposed purposes successfully.</li> <li>• Students develop games and expose experiences, plans and actions related to their personal, school and community environment.</li> <li>• The possibility of inserting reinforcement activities through the modification of some games is considered, taking into account that certain groups find it difficult to carry out or that some progression has to be made.</li> </ul>	<p><b>ACTIVITY 1</b></p> <p>Explanation in class of what are the popular and native games of our Community and the environment that surrounds us. Prior to this activity, students were told to bring written games in their notebook (ask family members).</p> <p>In class we will do the following activity:</p> <p>Each one will tell the different games they know through their grandparents, parents and other relatives. Each game will be explained and the ones that each one has passed to their notebook will be given to the teacher.</p> <p>Below you will see a PowerPoint presentation of "Popular Games".</p> <p>All sitting tell their experiences about these games and what they think about the games they play most now.</p>
		<p><b>ACTIVITY 2 "LA GOLOSA"</b></p> <p>Different designs of "golosa" will be drawn and in small groups the children will play. The design will be changed so that everyone can participate, with the objective of integrating them and sharing experiences.</p> 
		<p><b>ACTIVITY 3 "EL BARQUITO"</b></p> <p>In an open place, students are asked to sit on the floor, and begin to explain the game they are going to play. He tells them that he brought them a traditional game, and why it is called that. Show them the rope.</p>

Development: Ask the children to stop, and group together in a row. Call a child to hold the rope on one end. The teacher takes her for the other. He tells them that with the rope they can play several games, and that they will learn them one by one. This is called "The boat", shows them what the movement they must do with the rope is going to be, and how the boys who are in line should jump. He explains that they should not touch the rope; they must jump when it approaches their feet. If someone does not jump, the rope will stop with their feet and they will have to start again.

Closing: Once the game is over, teacher asks the children to help her gather and store the rope.



#### ACTIVITY 4 COPS AND ROBBERS

Two groups (police and thieves). The police on the signal will go for the thieves. When they catch everyone they take him to jail. Thieves can save those in jail. The pitch will be small.

#### HORSE RACING AND TRUCKS

All by couples placed in the position that is needed depending on whether the race is one or another type. The change from one modality to another will be done as an alternative to the conclusion of each series. At the signal the race begins until a certain mark and return to the place of departure. The 1st to cross the finish line wins. It is a round trip.

