

## Foundations of the teen's second home

### Cimientos del segundo hogar del adolescente

CEPEDA-GONZÁLEZ, María Cristina†\*, VILLARREAL-SOTO, Blanca Margarita, MUÑOZ-LÓPEZ, Temístocles and CASTILLO-CANIZALEZ, Diana Cecilia

*Universidad Autónoma de Coahuila, Facultad de Ciencia, Educación y Humanidades*

ID 1<sup>st</sup> Author: *María Cristina, Cepeda-González* / ORC ID: 0000-0003-0676-2412, Researcher ID Thomson: T-1651-2018, CVU CONACYT ID: 567204

ID 1<sup>st</sup> Co-author: *Blanca Margarita, Villarreal-Soto* / ORC ID: 0000-0001-9314-8001, Researcher ID Thomson: 2357-2018, CVU CONACYT ID: 947979

ID 2<sup>nd</sup> Co-author: *Temístocles, Muñoz-López* / ORC ID: 0000-0003-4940-5730, Researcher ID Thomson: T-7834-2018, CVU CONACYT ID: 202437

ID 3<sup>rd</sup> Co-author: *Diana Cecilia, Castillo-Canizalez* / ORC ID: 0000-0003-4350-4199, CVU CONACYT ID: 1136268

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#### Abstract

Man throughout history has sought to define what makes him reach his maximum splendor; For this reason, the present investigation developed the research question: ¿How are values related to the school climate in high schools No. 8 "Adolfo López Mateos" and No. 11 "Ricardo Flores Magón" in Saltillo, Coahuila? The present work is a comparative investigation for which 126 Secondary Level students were surveyed, enrolled in the third year, morning shift (Secundaria No.8 "Adolfo López Mateos" and No.11 "Ricardo Flores Magón"). The instrument that was applied was integrated by 8 signal variables and 50 simple variables, which were processed with the STATISTICA program. Among the main results, it was found that those school environments that satisfy the basic needs of furniture encourage the student to have the desire to continue with studies after secondary education. Likewise, the comfort of the students within the educational institution will be given thanks to a good performance of the teachers in terms of tutorials. Regarding the conclusions, it was found, among other things, that the networks of work among equals within the school community benefit the harmony and balance that must integrate an adequate school climate for learning; and that the successful academic projection in adolescents depends on the teaching promotion of an organized lifestyle.

**Values, School climate, Secondary education**

#### Resumen

El hombre a través de la historia ha buscado definir que es aquello que lo hace alcanzar su máximo esplendor; por lo anterior la presente investigación desarrolló la interrogante de investigación ¿Cómo se relacionan los valores con el clima escolar dentro de las secundarias No?8 "Adolfo López Mateos" y No.11 "Ricardo Flores Magón" de Saltillo, Coahuila? El presente trabajo es una investigación comparada para la cual se encuesta a 126 alumnos de Nivel Secundaria, inscritos en el tercer año, turno matutino (Secundaria No.8 "Adolfo López Mateos" y No.11 "Ricardo Flores Magón"). El instrumento que se aplicó se integró por 8 variables señalíticas y 50 variables simples, que se procesaron con el programa STATISTICA. Entre los principales resultados se encontró que aquellos ambientes escolares que satisfacen las necesidades básicas de mobiliario propician que el alumno tenga el deseo de continuar con los estudios posteriores a la educación secundaria. Así mismo que la comodidad de los alumnos dentro de la institución educativa estará dada gracias a un buen desempeño de los docentes en materia de tutorías. En cuanto a las conclusiones se encontró entre otras cosas que las redes de trabajo entre iguales dentro de la comunidad escolar benefician a la armonía y equilibrio que debe de integrar un clima escolar adecuado para el aprendizaje; y que la proyección académica exitosa en los adolescentes está en función de la promoción docente de un estilo de vida organizado.

**Valores, Clima escolar, Educación secundaria**

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\*Correspondence to Author (E-mail: m\_cepeda@uadec.edu.mx)

† Researcher contributing as first author.

**Introduction**

The present investigation seeks to identify the relationship that exists between values and the school climate within Secondary Schools No.8 "Adolfo López Mateos" vs. No.11 "Ricardo Flores Magón" in the city of Saltillo, Coahuila. General objective. To know how the values are related to the school climate within the high schools No.8 "Adolfo López Mateos" vs. No.11 "Ricardo Flores Magón" in the city of Saltillo, Coahuila.

*Statistical objectives*

- Identify the relationship that exists between the variables harmony and amplitude.
- Show the significant variables that make the difference between one population and another.
- Integrate the underlying structures of the phenomenon.

**Justification.** With the present work, the students of the secondary schools No.8 and No.11 will be benefited considering that the values within the school climate will have greater characterization, which allows the impact on the school climate and improvement in the security of the already mentioned schools. Secondary students in Coahuila will have the benefit that their teachers will be able to see characterized which are the values that promote an adequate school climate. In itself, the whole society will benefit, since by knowing what elements make up the phenomenon of study, a more committed and harmonious community can be obtained as a result.

**Purpose.** Achieve the proper integration of students into the everyday spaces in which they are immersed.

**Goal.** Contribute to the improvement of the school climate where students interact.

**Theoretical framework**

Throughout history, man has felt the need to live in society, which alludes to the need to set limits that contribute to harmony; For this, he has sought to understand what it is that allows a healthy coexistence with other people and, within this, it has been key for him to know and understand what values are.

Rokeach 1962, cited by Stefani et al., 2013, defines the values:

from the psychological perspective of value, as beliefs or principles that guide life, resist change, which are located at the center of an individual's global belief system. They are abstract ideals, positive or negative, independent of any specific object or situation, that represent a person's beliefs about the desired modes of behavior and about the ultimate goals to be achieved. (p.294)

Moreno and Mitrece (1996) argue that values are significant priorities that reflect the world internal of the subject and are manifested in his behavior. They are hierarchically structured in a value system, which is characterized by being sufficiently stable to allow the identity of a unique and singular personality, but with some instability to give rise to changes in personality produced by personal experience or by the process. of socialization.

In this sense, education has formed society according to the culture to which it belongs where there are particular habits, customs and ideologies; however, the goal of education is not focused on developing intellectual talent; but rather to provide the human being with capacities related to humanization, where values, ethics, morals, the rules of coexistence and the affective part unfold in their maximum splendor, in the words of García et al., (2011).

Returning to the fact that through education the individual can achieve humanization through a process to become a person of good with reflective attitudes in accordance with their principles where they exercise freedom and autonomy when making decisions which will be supported by the hierarchy of values that govern him, it is then that education in values translates into a humanizing process that marks the individual throughout his life, which will allow good relationships at a personal and social level, manifesting the virtues that distinguish him. From the perspective of Merma et al., (2013), since education is one of the pillars of society, the analysis of values within educational life is essential, for this it is necessary to delve into what is meant by climate school.

According to Herrera et al., (2014), the school climate should be understood as:

the quality of the school environment experienced by students, teachers and administrators, which, based on the perception they have about the school context, determines their behaviors. However, parents should be considered within the school climate, since it has been shown that for the integral development of the individual, the protection that the family nucleus provides from the beginning of existence is essential, in addition to the clear relevance that these have within the process of educational formation of the individual.

For his part, Sandoval (2014) mentions that "the school climate includes the environments for teaching and learning, the quality of relationships, the existence of clear rules, consensual discipline and the participation".

### **Methodology**

Research typology. The present study is of a perimental cut, of a comparative and differential type carried out both by the population and some signal variables. The data obtained will be worked in a quantitative way since the corresponding statistical treatments will be carried out to obtain objective data that serve to propose alternative solutions.

General question. How are the values related to the school climate within the high schools No.8 "Adolfo López Mateos" vs.s No.11 "Ricardo Flores Magón" in the city of Saltillo, Coahuila?

### *Statistical questions*

1. What relationship exists between the variables harmony and amplitude?
2. What are the significant variables that make the difference between one population and another?
3. 3. What are the underlying structures of the phenomenon?

### *Hypothesis*

- The estimation of the relationship that exists between the variables harmony and amplitude.
- The showing of the significant variables that make the difference between one population and another.
- The integration of the underlying structures of the phenomenon.

Universe. 1,400 secondary school students in Saltillo; Secondary School No.8 "Adolfo López Mateos" and Secondary School No.11 "Ricardo Flores Magón".

Population. 450 Secondary students in the third year; Secondary School No.8 "Adolfo López Mateos" and Secondary School No.11 "Ricardo Flores Magón".

Sample. 140 third-year high school students, morning shift (Secondary No.8 "Adolfo López Mateos" and No.11 "Ricardo Flores Magón").

Characteristics of the subjects. This characterization is given by simple observation in the student populations of the General Secondary School No.8 "Adolfo López Mateos" and the General Secondary School No. 11 "Ricardo Flores Magón, both populations have a mixed population in terms of sex, without predominance of some; with an age range of approximately 12 to 15 years.

Conceptualization of axis variables. Values are defined as the set of qualities, habits (positive, negative) and beliefs that serve to establish norms that will contribute to harmonious coexistence, as well as the establishment of relationships that promote a sense of collective preference over individuality; which leads to a voluntary sacrifice to formulate ideas, goals, feelings, and interests based on the other.

The school climate is understood as the establishment of links between teachers, managers and students that will generate a pleasant environment based on trust, cooperation, camaraderie, and solidarity, in order to reduce the rate of conflicts, aggressions, threats and attitudes. selfish that may arise among the actors of the educational institution and affect the understanding of the issues to be met in the program.

Adolescence is conceptualized as a stage of development of the human being, in which the subject enters a crisis due to the intervention of previously non-existent factors, such as sexual relations, addictions, early pregnancy, hormonal, emotional changes, with the aim of that at the end of the change process an optimum degree of maturity is obtained for the adult life of the subject in question.

Instrument. In the first instance, it has a general data table, which is made up of 8 signal variables: 4 of them serve for the basic characterization of the subjects, and 2 anomalous variables, that will serve to identify the underlying structures of the phenomenon; It was decided that the responses of these variables are bounded. Next, the instructions are presented, where the subject is told that they must answer using a decimal scale (0-10), without leaving any empty space and that there are no correct or incorrect answers. In the lower part, the 50 simple variables to be answered are presented in a table format, of which 27 items are from the theme of "Values", and 23 are corresponding to the contrast "School climate" where the scale (0-10) is located on the right side and the items on the left side.

Information processing. Once confidence has been obtained for the final application of the instrument

We proceeded to work with the statistical programs: SPSS, STATISTIC, and Excel, which will serve for the foundation, objectification, and treatment of the results obtained in the final application. The levels that will be covered in the investigation are: frequencies and percentages, characterization, correlation, comparative and integrational.

## Results

In order to explain the research axes Values and School climate that make up the study phenomenon, the relative frequencies obtained from the application of the research instrument were processed through different statistical programs in order to characterize both the population and the the study phenomenon through: frequencies and percentages, characterization, correlation, comparison, and integrational. It is worth mentioning that to obtain the development of parametric statistics, it was decided to work on the law of large numbers, because the necessary significance was found within the correlation between means and median, this in order to raise the levels of confidence in the explanations.

**Frequencies and percentages.** Next, the statistical processing of frequencies and percentages of the variables Age, Sex, Religion, Work, Application of values, Classroom, Music genre and Fast Soccer, which make up the study phenomenon, are presented.

Variable Religion. The relative frequencies of the signalitic variable Religion that is classified as Atheism, Catholic, Christian, Church of Jesus Christ of Saints, None, and Jehovah's Witnesses are presented, in which it can be observed that 14 of the secondary school students who were surveyed, belong to the Christian religion, being 11.11% of the entire sample, however, the Catholic religion is made up of 99 subjects in the sample, with 78.57%, the rest of the sample consider themselves atheists and of no religion. It is inferred that the subjects belonging to the Catholic religion are mostly represented.

**Characterization.** The characterization behavior of the study phenomenon is observed, which is made up of 50 variables of which 27 make up the values and 23 the study contrast, being the school climate construct, these variables present a normal distribution. Regarding  $\bar{x}$ , it is read that most of the variables are within the high values of the scale (10, 9, 8). It is deduced that those school environments that satisfy the basic needs of furniture encourage the student to have the desire to continue with studies after secondary education. In the mean of means reading, it is observed that the variables Aggression ( $\bar{x} = 2.831$ ), Trust ( $\bar{x} = 2.936$ ), Sacrifice ( $\bar{x} = 4.824$ ), Beliefs ( $\bar{x} = 2.738$ ), Coexistence ( $= 4.008$ ), and Well-being ( $\bar{x} = 0.935$ ) are below normality ( $N = 4.969$ ,  $X_x = 7.375$ ,  $N_+ = 9.779$ ). It is deduced that secondary school students do not have well-being, therefore, the coexistence they have in schools is affected.

**Correlation.** At this statistical level, we work with the total variance of the study phenomenon based on existing relationships. It should be noted that the operationalization of these relationships is based on a probability of error  $p \leq 0.005$  and  $r^2 \geq 0.13$ .

**Correlation of the Habits variable.** It is observed that the students who are comfortable in their classroom ( $r = .32$ ) is because they have teachers willing to clear up their doubts ( $r = .29$ ) and promote entrepreneurship ( $r = .27$ ) within the Therefore, they are competitive individuals ( $r = .28$ ) who feel satisfied with their behavior in society ( $r = .26$ ). It is inferred that the values acquired up to the stage of adolescence have a direct impact on a healthy lifestyle.

**Comparison.** A Student's T test is performed for independent samples.

6 variables out of 50 that resulted with significant statistical values are read, with a value of  $p \leq 0.05$ , which allows accepting or rejecting the working hypothesis that speaks of the showing of the significant variables that make the difference between one population and another: H1. Among the students of the Secondary School No. 8 "Adolfo López Mateos" and the students of the General Secondary School No.11 "Ricardo Flores Magón" there are differences of opinion regarding the observed variables.

In this sense, in the Aggression variable, the students of the General Secondary School No. 8 "Adolfo López Mateos" ( $\bar{x} = 3.84$ ) have felt attacked (emotionally, physically) within the classroom to a greater extent than those students of the General Secondary School No.11 "Ricardo Flores Magón" ( $\bar{x} = 1.75$ ). It is inferred that in the "Adolfo López Mateos" School the school environment has been more disturbed by attacks than in the "Ricardo Flores Magón".

In addition, the interest that the students of the General Secondary School No. 11 "Ricardo Flores Magón" give to their academic training and the curiosity that the contents arouse in them, impact areas such as expectations, and ideas, which have so much of them as well as their school authorities, which, from their perception, guarantee them to feel safe in the classroom.

**Integrational.** Next, an integrational analysis carried out with the factorial statistic is presented, which takes up the data of 126 subjects who responded to 50 variables that make up the study phenomenon; Said processing used the main method R<sup>2</sup>= multiple communalities with a normalized varimax rotation within a level of  $p \leq 0.0001$  and  $r \geq .30$ , this serves to know the underlying structures of the study phenomenon.

**Intrafactorial.** An analysis of factors is shown, which is incorporated by 50 variables with 10 factors that explain 48.30%, which are presented below, it should be clarified that the Commulative Eigenvalue of 1,000 was taken into account, said value corresponds to the representation of the study phenomenon through the factorial load. Factor 1 is called Comprehensive Training (Exp= 4.11%), factor 2, Life Project, who retains (Exp= 3.14%), factor 3, called Moral Structure, which retains a charge of (Exp= 2.24 %), factor 4, Ethical structure, with a load of (Exp= 1.86%), factor 5, Social development, with a load of (Exp= 2.17%), factor 6, Student development, with a load of (Exp= 2.35%), factor 7, Institutional Dynamism, which has a load of (Exp= 2.90%), factor 8, Administrative Efficiency, with a load of (Exp= 1.78%), factor 9, School Comfort , which has a charge of (Exp= 1.77%), and finally, the factor 10, with the nomenclature of Collaborative work, which maintains a charge of (Exp= 1.84%).

**Interfactorial.** An analysis is presented where the presence of the same attributes in several factors is observed, which allows the formation of paradigms in favor of a common variance.

Factor 9 "School comfort". It is observed that the students do not ingest chemical substances to be able to cope with the school workload ( $r = -.42$ ), thanks to the fact that they feel safe ( $r = .51$ ) to ask for help ( $r = .31$ ), and whether personal or academic, to their teachers because they tend to clarify all kinds of doubts ( $r = .46$ ), which is why they are also willing to lend their class notes ( $r = .31$ ) to their classmates. It is inferred that the comfort of students within the educational institution is given thanks to a good performance of teachers in terms of tutorials.

## Discussion and Conclusions

According to the results obtained in this investigation, the following discussion is carried out with what has already been established by theorists.

Based on the results, it is agreed with Moreno and Mitrece (1996) who argue that values are significant priorities that reflect the internal world of the subject and are manifested in her behavior. They are hierarchically structured in a value system, which is characterized by being sufficiently stable to allow the identity of a unique and singular personality, but with some instability to give rise to changes in personality produced by personal experience or by the process of socialization. Because in the results, factors were observed that elucidate internal aspects of the subject and manifestations of behaviors, in which positive aspects that impact the socialization process underlie.

Sandoval (2014) mentions that "the school climate includes the environments for teaching and learning, the quality of relationships, the existence of clear rules, consensual discipline and participation". What the author said is supported according to the results obtained, since it is observed that the school climate includes aspects that impact the teaching-learning process, based on the fact that students have quality in their relationships.

Likewise, the conclusions that answer the research question are presented: How are values related to the school climate within the high schools No.8 "Adolfo López Mateos" and No.11 "Ricardo Flores Magón" in Saltillo, Coahuila?

It is concluded that the relationship of the values with the school climate of both conglomerates is the following:

Those school environments that satisfy the basic needs of furniture encourage the student to have the desire to continue with studies after secondary education.

- The values acquired up to the stage of adolescence have a direct impact on a healthy lifestyle.
- The population differences lie mainly in the interest that the students of the General Secondary School No. 11 "Ricardo Flores Magón" give to their academic training and the curiosity that the contents arouse in them, thus impacting areas such as expectations, and ideas that both they and their school authorities have, which, from their perception, guarantee them to feel safe in the classroom. The existence of significant differences is accepted and, therefore, the working hypothesis is affirmed.
- Working networks among equals within the school community benefit the harmony and balance that must integrate an adequate school climate for learning.

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