

Values in the development of the strengthening of labor coexistence

Los valores en el desarrollo del fortalecimiento de la convivencia laboral

José Rivelino Reina Estacio*
Dora Emilcen Araujo Vallecilla*
Saydi Magaly Garcia Gobeas*
Juan Gabriel Castañeda Polanco*

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Abstract

This research article refers to the strengthening of healthy coexistence through values, taking into account that values strengthen a society and culturalize with significant aspects to live in harmony. Therefore, the objective of this research is to investigate how low coexistence influences the academic performance of students. It was necessary to use an interview applied to students and parents. By means of the qualitative method, which allowed to know how values help to strengthen coexistence, from the school and family context. Leaving as a result particularly the participation and interaction between families and young people in order to influence with rules and values that are reflected in the educational context. At the end of the project, a booklet will be delivered to the educational context for the applicability with young people and to solve negative situations of bad coexistence that may arise in it.

Keyword: Educational , Coexistence , Family , Values

* Business Administrator, Corporación Universitaria Iberoamericana, Bogotá, Colombia, jreinaes@ibero.edu.co. <https://orcid.org/0000-0002-5409-6525>.

* Economist, Corporación Universitaria Iberoamericana, Bogotá, Colombia, daraujov@ibero.edu.co. <https://orcid.org/0000-0002-5368-6785>.

* Bachelor's Degree in Ethno-education, Corporación Universitaria Iberoamericana, Bogotá, Colombia, sgarcia27@ibero.edu.co, <https://orcid.org/0000-0003-2489-5235>

* Psychologist, Corporación Universitaria Iberoamericana, jcastaneda@ibero.edu.co, Bogotá, Colombia, <https://orcid.org/0000-0001-7632-7526>,

Resumen

El presente artículo de investigación, hace referencia al fortalecimiento de la sana convivencia a través de los valores, teniendo en cuenta que los valores fortalecen a una sociedad y culturaliza con aspectos significativo para vivir en armonía. Por lo tanto, esta investigación tiene como objetivo indagar como la baja convivencia influye en el rendimiento académico en estudiantes. Fue necesario la utilización de una entrevista aplicada a los estudiantes, y padres de familia. Por medio del método cualitativo, que se permitió conocer como los valores ayudan a fortalecer la convivencia, desde el contexto escolar y familiar. Dejando como resultado particularmente la participación e interacción entre las familias y los jóvenes en pro de incidir con reglas y valores que se vean reflejados en el contexto educativo. Como finalización de este se entregará una cartilla al contexto educativo para la aplicabilidad con los jóvenes y resolver situaciones negativas de mala convivencia que se presente en la misma.

Palabras clave. Educativo , Convivencia, Familia , Valores

Introduction

From its continuous work, it has sought in all its processes to promote healthy coexistence as a decisive point to strengthen the values that are the main ingredient in the formation of integral people in this society of conflicts and constant violation of human rights in all its forms. We are convinced that a healthy coexistence contributes positively to the learning and development of human knowledge in all its areas.

For Muñoz-Seco et al., (2006) carry out a research to know the perception of Primary and Secondary Education teachers about discipline in their classrooms, according to the variables of gender age and educational level in which they work. Their general conclusions are that teachers at the Secondary level report finding more conflictive and aggressive events in their classrooms than those at the Primary level, which coincides with the results of other studies such as that of Serrano & Portalanza, (2014) y González & Rodríguez, (2011).

This project proposes to design a pedagogical strategy to counteract the identified problem of low school coexistence in the Educational Institution, because as many authors have stated, this issue was not a priority in educational institutions several years ago, only in the 80's when the constant reports of physical and verbal aggressions, among others, became public, not to say that they did not exist, but it is precisely the studies prior to the 90's that evidenced the conflict and its degree of affectation in the moral and intellectual development of the student.

According to Echeverri & Cruz, (2014) y Toribio-Díaz et al., (2013) the repeated appearance in the media of negative news related to conflicts resolved in a non-peaceful way in the school environment in fact, a significant number of teachers place in the behavioral problems of students the main stumbling block they encounter in the development of their professional practice (Cubillos Rivera et al., 2014, p.75)

For learning to be possible, the exchanges between all the actors of the institution (students, teachers and parents) who share the activity in the school and who make up that network of interpersonal links called coexistence, must be built daily, maintained and renewed every day, according to certain values. For (Cortés Rubio et al., 2003, p. 290) "In fact, it is a hard and prolonged, one might even say, endless apprenticeship in the life of every subject": One only learns from experience. One only learns if it becomes a necessity. It is only learned if lasting changes in behavior are achieved, allowing an active adaptation to the personal and social environment of each one. Focused academic foundation.

As mentioned Reynoso, (2014); Natividad, (2015) will allow to see the scenario and people in a holistic perspective that will not be reduced to simple variables, but will be a whole the main focus of this research project. It is also based on the Population and participating entities, this research is developed with the educational community, is located in the urban area in the commune #4 of the District of Tumaco, was founded by resolution No 4075 of December 2002 (it becomes an Educational Institution), its modality is Academic is public, has calendar A, serves in day and night shift, from preschool to Technical High School, is directed by Dr. Stella Roció Ramírez Villegas.

It serves 1,190 students. It is also intended to involve NGOs such as Save the Children to support this research process in the understanding that it is a general problem present in many of the educational establishments. In addition to the qualitative method, research variables are the quantitative or qualitative characteristics and properties of an object or phenomenon that acquire different values, that is, they vary with respect to the units of observation. For example, the variable sex can take on two values: female and male.

These authors also see variables as the different elements that are influencing an object or process under investigation; for example, for the study of the formation and development of skills for working with targeted students, some of the variables could be: number of students in the work group, age of the students, size of the environment, characteristics of the teacher, class schedule, work methodology used, state of the work instruments, motivational level of the students and teachers, among other instruments.

An Interview Format will be designed and applied to collect the information and make the respective analysis by means of Tabulation using software. In Procedures 4 stages are proposed, the first one is diagnostic with which it is intended to collect information (Maintenance of records and individual interviews).

It is considered adequate for its personalized approach will yield clear and real data that will capture the emotions and perceptions giving elements to solve the problem of low coexistence in the institution, the second stage development of three (3) workshops to the focus group, with which it is intended to identify the knowledge and application of values in the home and educational community.

In addition, to establish the type of relationship existing in the focus group for a healthy coexistence, promoting values such as: respect, tolerance, solidarity, strengthening the bonds of friendship, trust and acceptance among this educational community Design and socialization of the strategy and feedback.

Materials and methods

In this research having identified that the problem within the I.E Educativa prevents healthy coexistence, a situation that is reflected in the constant verbal confrontations of some students of the basic secondary school, it is considered relevant to use the Qualitative method because it will allow us to collect data allowing flexibility in its interpretation by being inductive, which does not occur with the quantitative, as it mentions (Becattini, 2013, p. 225)

Therefore, the target population are the students of the I.E; they are thirty-three (33) sixteen (16) women and seventeen (17) men, but a sample of fifteen (15) was taken, of which (9) are men and seven (6) women, with ages between 12 to 14 years old.

For this research problem it was necessary to apply as an instrument of data collection, by means of interviews that will seek to reach the directors, students and parents.

We used documents, minutes of commitment that were designed and other records that exist in the Educational Institution, on cases of aggression or intolerance that are presented or have been presented in the basic secondary school, the reliability of this research will serve as a starting point for this research project. In this investigation initially a diagnosis is made, contact is established with the rector and other members of the educational community of the I.E., socializing and explaining what the research project consists of, pedagogical benefits and impact for the community, with which it is intended to know the situation of conflict and emotional relationship of the students with their family nucleus, as well as with the teachers.

With the application of the interview format to students and parents to know what they know about Ancestral Values, Healthy Coexistence, as well as their emotional relationship. By conducting the three (3) workshops to promote Ancestral values from the family and teachers to the children for healthy coexistence, it was possible to establish exchange of experiences, management of emotions, analysis of strengths and weaknesses of the participants. We also identified and promoted pedagogical strategies to strengthen the Ancestral Values for healthy coexistence, and finally

delivered to the school a copy of the final work to be replicated in other grades and a booklet.

Results

Within this research, different results were obtained in response to each of the objectives proposed in this research article. Therefore, the first objective of this research was to carry out a diagnosis to know the conflictive and emotional situation of the students and their families, as well as with the teachers of the Educational Institution, which allowed:

To have the necessary elements to identify the different problems, management, operation and resolution of the same, although there are rules such as Decree 1965 of September 11, 2013, "Whereby Law 1620 of 2013, which creates 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, is regulated." Decree 1860 Establishes Guidelines and Objectives for School Coexistence Manuals. They state that they know and apply the first decree in the regulation, but D.1860 does not establish a conduit to solve conflicts, it is explained why they do not have one:

- There is no physical route for problematic attention to I.E. coexistence.
- There is no risk map that facilitates the identification of the most dangerous areas in the school in order to provide adequate surveillance.
- There is evidence of teachers' awareness of the need to comply with their disciplinary schedules.
- Activities are promoted to improve coexistence, providing the community in general with a peaceful environment for coexistence and conflict management.

Within the same objective, parents indicate the following:

- They are informed about school violence and its symptoms, and want to learn how to identify warning signs in their children.
- They claim to give you indications on how to deal peacefully with situations of school violence, when you are a victim, or simply when you are trying to defend a classmate.

In the same way, the students, within the objective, relate a different way of thinking, which was related:

- They know that every act brings a consequence and that it is important to put themselves in the other person's shoes and treat them with respect.
- Do not exclude anyone from their activities, from their games, try to understand how they would feel if they were excluded.
- Do not tell lies about others, do not spread rumors, gossip, do not use the Internet to threaten or harm.

Clearly in this section, it became evident that each act brings with it a consequence, hence the importance of being able to carry significantly from the values, as a fundamental strategy for healthy coexistence, between the interaction of students, students and parents.

On the other hand, it was also necessary to interview students and parents to find out what they know about Ancestral Values and Healthy Coexistence.

As results, parents give a very different perspective which are related below:

- They know the importance of educating their children in the control of emotions, how to behave with others, and how to live with others. The first teaching is done by example, they say.
- They express the importance of instilling values in their children.
- Work as a team of the entire educational community, share ideas, actions or processes that have been carried out and have given good results in the promotion of values.

In other words, parents express the importance of instilling values in their children, so that this in turn is reflected in a different context that proposes actions for change:

- You are not inferior or a coward for not responding to aggressions, but you must be brave enough to face the situation peacefully and look for a solution, it is time to act.

The students reflect a neutral position, as the only solution is to look for a way to deal with a bad moment of bad coexistence that may occur in a negative context, solve the problems and then act.

Within the same research article, it was necessary to identify and promote pedagogical strategies to strengthen the Ancestral Values for healthy coexistence.

Therefore, the following is proposed:

- The curriculum that underlies the pedagogical practice, directs the topics to be developed by implementing learning tactics that make this pedagogical process viable.
- The experiences for their re-signification must be fostered by the ancestral knowledge that they pass through the school. Boys, girls and adolescents, when approached in their daily lives, express through their emotions the knowledge they have learned from older people (grandparents, parents, students of the communities).
- For this reason, the pedagogical practice, the curriculum and ancestry, form an amalgam, so that the school respects the variety; new ways of interpreting knowledge are generated, enhancing the various environments, self-approval, recognition of others, healthy coexistence and change from the realities of the subjects, new pedagogical interpretations.

Subsequently, the degree work will be formally delivered to the school in a formal ceremony in the presence of the entire educational community and its environment.

Discussion

It is for this reason that Morales, (2016) is related to 3 types of moral feelings that generate certain reactive reactions, which should be self-regulated in beings such as: resentment, indignation and remorse. "Contrary to this research, where it was demonstrated by the students and parents that the only means of reconciliation within a healthy coexistence is through values, which generates a healthy harmony as a means of conflict resolution" p.89.

Subsequently, resentment is caused by certain situations in which a person feels offended or hurt by the action of another person or persons. It is an attitude manifested by offense or indifference. However, this research points out that an indignant person is a person who assumes a disapproving reaction to an action responsible for resentment in another person or persons.

Finally, remorse refers to the feeling of guilt and the assumption of responsibility for having provoked resentment. In conclusion, resentment is experienced by the offended individual, indignation is verified in other person or persons who have seen the action of resentment.

However, it is pointed out that the problem of coexistence, the incidence of mistreatment and the situation of conflict, typologies and main characteristics. Therefore, this research Cortés et al., (2003) points out that teaching values should help to inhibit or self-regulate these types of moral feelings, which, far from bringing human beings closer together and producing the basis for peaceful coexistence, feed conflicts and hatred.

Students should tend to relate values as a strategy to live together in a healthy coexistence, from home, educational context, to improve and solve problems or negative context that generates complex situations and generates a bad coexistence between one and several people.

For Tinoco & Lugo, (2015) will is understood by will: As a kind of causality of rational living organisms, that is, of humans, which has independence as an important property that affects their reasons for independent choice in the ways of thinking and acting. We speak of this properly human faculty that moves individuals to do or not to do a definite act and clearly, this property of being able to choose to do or not to do, is based on their independence of choice, so this independence of the will creates in human beings the condition of sovereignty in the sense of their thinking and acting.

In this research article, the concept of will, it was proved that there is the disposition of the parent, as well as the student, to propose initiatives in accordance with the position

of strengthening the healthy coexistence, through values. Sobrequés et al., (2003) The term "will" is used as a coincidence of living organisms. For this research, this indication goes beyond a causality, because there is in the teachers and parents the concern to contribute in solutions that allow to improve even more the healthy coexistence through values.

These reactions remain in relation to the requests that an affected person makes to others and those that others make to third parties. Remorse is associated with the requests that others make to oneself and that make us feel obligated and responsible for the harm done. This is a self-reactive reaction. The reactions described manifest the demand for respect, both in personal, interpersonal and collective terms. These are properly human reactions and are expressed in our life in society.

Conclusions

The infant's willingness to work, taking possession of every moment of the proposed occupations, enjoying every achievement obtained and learning with decorum from the mistakes made, committing himself to improve interpersonal interrelationships in the group through the practice of values, brought with his arrival the expression of his feelings, thoughts and activities as a manifestation of his physical, psychic, particular and spiritual needs.

The sensitization to the rescue and practice of values in the family nucleus and in the school, allowed the strengthening of interpersonal interactions, improving social coexistence in healthier and more peaceful environments. The society has been aware of the problems that were detrimental to the healthy coexistence between girls and boys, for this reason they participated and helped in the various occupations carried out and sharing in harmony, they managed to improve the treatment with their peers. Therefore, it is concluded as follows:

- The articulated work with the educational community showed a decrease in conflict situations.
- Students' control of their emotions such as Anger and/or Anger.
- Parents and directors valued the opportunity to provide meeting spaces (workshops).
- For students and the educational community in general, it is recommended to strengthen emotional intelligence.

It should be made clear that the occupations were not only developed with the sample population of the plan, but were also put into practice in other pedagogical environments where receptivity was observed and the proposed goals were met. It is necessary to continue with the practice of these playful occupations that reinforce values and integrate the educational society in order to continue improving coexistence in our workplace.

The mission of the Educational Institution is to organize and provide educational services at the preschool, elementary, junior high and high school levels, to children, youth and adults in a comprehensive and quality way to face life in a critical, analytical and investigative way; with an education focused on values, the development of basic, labor, citizenship and affective competencies, within the framework of communication skills, with a spirit of progress and vision of the future, committed to the development of their family, their community and their region; in the improvement of the quality of life, taking into account the problems of poverty, vulnerability and access to education.

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