

Incidence of social aspects in the level of performance in schools of solitude municipality

Incidencia de los aspectos sociales en el nivel de rendimiento en las escuelas de municipio soledad

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Abstract

Every human being needs to be accepted within a circle of affections, this motivates him to develop when setting goals. When it comes to school-age children, the affective aspects play a fundamental role in the construction of their personality, which is why through this research it is proposed to identify the social aspects of the teacher's socio-affective strategies in Colombian Educational Institutions in the Municipality of Solitude Municipality. For this purpose, several authors were supported as: Delgado, Gomis, and Mañas (2013), Castejón and Zamora (2011), among others. Methodologically, the research was descriptive with a transectional field design. To this end, an instrument containing fifteen (15) items was applied with five alternative answers. It was obtained as conclusions that the expressions of affect generate positive effects that affect the way of functioning of the students.

Keywords:

Personal, Performance, Affectivity

Resumen

Todo ser humano requiere de ser aceptado dentro de un círculo de afectos, esto lo motiva a desarrollarse al establecerse metas. Cuando se trata de niños en edad escolar, los aspectos afectivos juegan un papel fundamental en la construcción de su personalidad, es por ello que a través de esta investigación se propone identificar los aspectos sociales de las estrategias socioafectivas del docente en Instituciones Educativas Colombianas en el municipio de Municipio soledad. Para ello se tuvo como sustento teórico a diversos autores como: Delgado, Gomis, y Mañas (2013), Castejón y Zamora (2011), entre otros. Metodológicamente la investigación fue de tipo descriptiva con un diseño transeccional de campo. Para ello se aplicó un instrumento contentivo de quince (15) ítems con cinco alternativas de respuestas. Se obtuvo como conclusiones que las expresiones de afecto generan efectos positivos que inciden en la manera de desenvolverse de los estudiantes.

Palabras claves:

Personales, Rendimiento, Afectividad

1. Introduction

The new educational model imposes roles on the education professional in the performance of its function. Today the teacher unifies the criterion of educator and person in his action, not as in traditional pedagogy; but with both attributes at the same time. In the new school he seeks, investigates, responds to the need and the duty to find answers to the questions that, in the context of his own culture and society, arouses his personal experience and professional practice.

Therefore, he is an expert in diverse environments (school, society). In it, the educational practice is the basis of reference and contrast for the evaluation; what to teach, how to teach, when, where, by and for what to teach; and what is the significant dimension that personally and socially acquires what is learned.

The teacher as responsible for the facilitation, expansion and consolidation of varied knowledge in the child, should from the classroom guide actions towards parents, especially those that favor from home situations that encourage coexistence, complement the teaching work that entails consolidate learning with greater significance, the spontaneous expression of affection and harmonious socialization among its members.

It is necessary to establish a feedback between parents-teachers that is not only limited to highlighting the weaknesses of the student, if this is affecting their performance and progress. In the dialogue, the strengths should be highlighted and also the weaknesses of the children should be raised in order to promote the help and make them share in their achievements, so that they can recognize, assist and reward them.

It is important that the teacher from his pedagogical actions geared towards parents and family environment that complement their work positively, to collaborate effectively in the care or guidance of the student at home, review their assignments, corroborate goals achieved, strengthen processes such as reading and writing, calculation operations, so that the child feels part of their parents' space and not isolated from it.

Thus social strategies are a continuous and systematic process of helping the individual, with the participation of all members of the educational community, which through better self-knowledge and optimization of environmental conditions allows the maximum development of individual potentialities of each subject, prosecuted towards the reach of common goals.

2. Incidence of the child's personality in school effectiveness

According to Delgado, Gomis, and Mañas (2013) one of the stages that defines the behavior of the child is the beginning of school; Based on the interaction established within these spaces, you can define which social aspects will define you as an active individual of a society. However, the definition of the first social aspects falls on the responsibility of the family, in fact the school only refines the behaviors and inserts the child into a series of knowledge that is learned in a formal way. Likewise, we must take into account the genetics that in many cases also predisposes the type of behaviors that students can demonstrate.

However, it is important to emphasize that during the first years of age, the family constitutes over time the union of two people who share a vital project of existence in common, which is intended to be durable, in which they are generated strong feelings of belonging, there is a personal commitment among its members and relationships of intimacy, reciprocity and dependence are established, as part of coexistence.

It is not defined exclusively in relation to the children, but also has an important role with respect to other members, they constitute support functions in the different vital transitions of the individual, formation, adolescence, beginning of the working life, new social relations, retirement, among other. It combines in its functionality relevant aspects in the person, which will configure patterns of future life, as the first school of the individual, which determines the behavior or social aspects that define the personality itself.

So the family is the basic cell group of society, an institution that has existed throughout history, has always shared the same functions among them the raising of children, survival and the common union of members

of this. It is not a static entity but is in a continuous change just like its social contexts. In the words of Ríos and others (2003), the definition of family is considered as follows:

A human group made up of members related by ties of affection, blood or adoption and in which the maturation of the person is possible through perfective encounters, continuous contacts and communicative interactions that make possible the acquisition of a personal stability, a cohesion internal and possibilities of evolutionary progress according to the deep needs of each of its members in terms of the evolutionary cycle in which they are and in accordance with the life cycle of the family system that hosts them.

From these statements, represents the natural group that develops patterns of interaction over time and that tends to conservation and evolution. The family is the framework that contains the members that grow in it. It is conceived as an open system, as a whole. Each of the members is intimately related and, therefore, the behavior of each one will influence others. Hence, there are several elements that should be promoted and that are mentioned below:

- **Acceptance in the family and the school:** It constitutes a quality of basic order in the dynamics of every family group and the contact relationships that are operated daily among its members. According to Barroso (2006), it represents the condition of accepting each individual with their strengths and potentialities, that is, as they are or are shown in the home. The guarantee of living in a family implies making the best relations, setting limits and meeting needs within coexistence.

That is, being present (father, mother, children, siblings) and interacting in a permanent way accepting themselves as they are, applying in the process of personal growth the constructive criticism, the reinforcement and permanent encouragement as a premise that guides the family interaction with projection to the environment school and social.

Within the framework of acceptance, the hierarchy is present as part of the dynamic, Ochoa de Alda (2005), which is presented as a structural dimension that can be defined in terms of power or structural differentiation. What refers to an exclusive management of family power and control or to the existence of different roles and limits for each member of the group.

Then the principle of acceptance of parents for their children, in terms of strengths and weaknesses present, which does not affect their affectivity towards them, on the contrary is tax that is always present to create the best climate of harmony and security especially in the first years of life and school age, since in adolescence parents and children, establish higher levels of relationship, sometimes distant or on the contrary closer.

- **Communication in the educational area:** In relation to the value of communication in the educational area Peñafiel and Serrano (2010) emphasize that this is an aspect of a social nature, which encompasses all the acts in which the individual develops (which implies the school). In the school there is the opportunity to exchange a series of ideas and communication codes that allow the individual to strengthen their interpersonal relationships, which shapes their behavior and attitudes in different situations.

It represents an important factor that determines the type of relationship that is generated between the different members that make up the family group. It is the norm that measures each other in people their level of self-esteem and is also the instrument through which that level can be modified. It constitutes the point of reference from which mom and dad express their quality of attention and listening to their children in the different activities that they fulfill in the family environment and outside of it. Based on an effective communication in the family space, the application of certain roles within its functional dynamics is observed, so that in families with multicarential or dysfunctional dynamics the distribution of roles among its members and subsystems is seen rigidly and stereotyped from the levels

of communication that are operated in it, which fosters a relationship of power, control, obedience and submission; product of maps learned from the families of origin, of the non-importance of each other, and of a great fear of not being important to anyone.

- **The development of self-esteem in the classroom:** Self-esteem is the idea that we have about our own worth as people. Feeling essentially comfortable within oneself, accepting oneself as one is, as well as loving oneself without conditions is essential for the psychological survival and for the mental health of the individual. It is developed throughout life through the experiences through which it passes, therefore, it is possible to favor the conditions so that it can be properly formed in children and adolescents.

The problem of self-esteem lies in the human capacity for judgment. Judging and rejecting oneself produces enormous pain, considerably damaging the psychological structures of people. It is important that in the family scenario the child is stimulated permanently, their capacities and limitations are accepted, and the mistake is to achieve a better growth, to orient the harmonious balance in their potentials aimed at achievement. The encouragement in the family and school environment is given to children and adolescents, contributes positively to strengthen personality patterns that determine their long-term safety, effectiveness and performance in various situations appropriate to their work in the various scenarios where I interacted .

The person with good self-esteem feels satisfied to express their thoughts and feelings, even if they do not get what they want. He also affirms that he has conflicts with others but knows how to prevent the consequences and solve the problems without affecting him too much. In the same way, is able to communicate easily and freely with anyone, be it strange or known.

Likewise, in all its actions and manifestations, it respects itself and accepts its limitations, always has its own value and develops its self-esteem, that is, it is appreciated and loved as it is. His life has a proactive approach because he wants and works to achieve it, doing what is necessary to make things happen instead of waiting passively for them to occur by magic.

- **The importance of positive encouragement:** Represents the process that reinforces and allows the person to reach goals proposed in different personal, work, academic or other orders. It is important to operate continuously in the individual, more in the childhood and school age, which increases their own abilities in taking on challenges, in raising spirits, in significantly improving performance and, among other aspects, academic performance as a fundamental part of the school event. Parents and teachers will join efforts that will lead to a positive action in favoring the student a positive advance in schooling, from the application of encouragement or reinforcement as part of the teaching and learning processes.

The effective use of this mechanism as a reward, in the opinion of Guzmán (2009) requires a uniform application according to pre-established criteria; discipline, performance, evaluation, others. Any application that marks differences based on other criteria may cause resentment in the student. Hence the importance of an application with equity, based on the facts that lead to compliance in the home and classroom spaces.

Each teacher in the performance of their school functions, adopts behaviors that are specific to them in different situations and environments, which gives it a very particular characteristic in the way of leading. In view of the above, students of management action in educational institutions have conceptualized and characterized the leader and his action in response to different parameters. Mosley, Megginson and Pietri (2006), defines it as: "The person recognized by all as the most efficient to exercise on other individuals of a community a certain influence, through appropriate stimuli that lead to the execution of the purposes of the groups."

This reference implies that people with a high value within the school organization and whose efficiency in the way of driving is recognized by all the members of the group facilitate the applicability of socio-affective strategies. In this order of ideas, Koontz and Weirich (2007), point out that it is a process of influence of a person over others, to try to achieve with good will and enjoy success in organizational goals.

- **The promotion of affectivity:** The influence of parents on children is carried out through affective relationships, through behaviors and through their cognitions. Through affective relationships, the child is establishing his inner self, his self-esteem. The behaviors that parents teach their children have to do with the educational styles they know, their communication skills, coping strategies or others. Cognitions refer to the ideas and expectations they have about the development and education of their children, their perception in the role of father and the security of their abilities. Chamorro and Cruz (2006) states that caresses, hugs and physical contact should remain throughout life. Sometimes when the words appear, these manifestations of affection are over and human beings need them, regardless of age. ”

Within the wide field of affectivity it is convenient to distinguish at least three types of experiences, which are applicable in family dynamics, from the point of view of Chamorro and Cruz (2006): Desires: Parents want their children to love them, to be happy, bright Rich, successful, good. Feelings: They feel tenderness, worry, fear, joy, sadness, irritation, fatigue, depending on the circumstances.

3. Work methodology

The present study is framed within the positivist or quantitative approach. The investigations located in this paradigm, according to Hurtado y Toro (2005 :) are characterized by using measurement and comparison instruments that provide data whose study requires the use of mathematical models and statistics. This research is descriptive, because according to Hernández, Fernández and Baptista (2010), identifies characteristics of the research universe, points out the forms of behaviors and attitudes of people establishing specific behaviors to discover and verify”.

The design of the present investigation is classified as field, non-experimental, transectional. For Sabino, already mentioned, in the field designs the data of interest are collected directly from reality, through the specific work of the researcher. These data, obtained directly from empirical experience, are called primary data; that is, they are first-hand, original data, the product of ongoing research without intervention of any kind.

For the case that concerns us, the population will be represented by the teachers of the Colombian educational institutions, specifically in the municipality Municipio solitude - Department of the Guajira - Colombia namely the school organizations: Sindelima Headquarters where fourteen (14) teachers will be interviewed, Mareigua School Headquarters where ten (10) teachers will be interviewed and Jorge Magdaniel Headquarters where fourteen (14) teachers will be interviewed, as presented in the population distribution table:

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Población/Institución	Docentes
Sede Sindicato de loteros independientes de Municipio soledad (Sindelima)	14
Sede Escuela Mareigua	10
Sede Jorge Macdaniel	14
TOTAL:	38

Fuente: Elaboración propia (2015)

The questionnaire applied will be of 15 Likert-type items with certain items for the Socio-affective Strategies variable and various items for the variable Academic performance. Each item has a total of five (5) alternatives: Always (5), Almost always, (4), Sometimes (3), Almost never (2) and Never. (1) Each of these alternatives has a rating that it goes from 5 points to 1 point (Always = 5; Almost always = 4; Sometimes = 3; Almost never = 2 and Never = 1).

The instrument will be applied to the teachers in order to know their position on what socio-affective strategies the teacher applies to improve the academic performance of the student in primary basic educational institutions in the municipality solitude-Colombia, which should be implemented in their practice, as well as to know what are the factors, which in their opinion, determine the academic performance.

Resultados de la investigación

TABLA 01																																																											
VARIABLE																																																											
ESTRATEGIAS SOCIOAFECTIVAS DEL DOCENTE EN EL RENDIMIENTO ACADÉMICO DEL ESTUDIANTE																																																											
DIMENSIÓN																																																											
ASPECTOS SOCIALES																																																											
INDI 01						INDI 02						INDI 03						INDI 04						INDI 05																																			
ITEMS																																																											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	ACEPTACIÓN						COMUNICACIÓN						AUTOESTIMA						ESTÍMULO						AFECTIVIDAD																				
F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R	F	R				
14	40	19	50	22	70	14	40	10	30	22	70	14	40	22	70	19	50	14	40	22	70	10	30	19	50	14	40	22	70	14	40	19	50	22	70	14	40	10	30	22	70	14	40	22	70	19	50	14	40	22	70	10	30	19	50	14	40	22	70
12	30	10	27	08	15	12	30	10	30	08	15	12	30	08	15	10	27	12	30	08	15	10	30	10	27	12	30	08	15	12	30	10	27	08	15	12	30	10	30	08	15	12	30	08	15	10	27	12	30	08	15	10	27	12	30	08	15		
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12	30	09	23	00	00	12	30	08	10	00	00	12	30	00	00	09	23	12	30	00	00	08	10	09	23	12	30	00	00	12	30	09	23	00	00	12	30	08	10	00	00	12	30	00	00	09	23	12	30	00	00	08	10	09	23	12	30	00	00
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38						38						38						38						38																																			
2.96						2.78						2.89						3.10						2.97																																			
TOTAL MEDIA DE LA DIMENSION																																																											
2.94																																																											
CALIFICACION DEL BAREMO PARA LA DIMENSIÓN																																																											
NI APROPIADO NI DESAPROPIADO NIVEL DE ESTRATEGIAS SOCIOAFECTIVAS DEL DOCENTE EN EL RENDIMIENTO ACADÉMICO DEL ESTUDIANTE																																																											

Fuente: Aguirre (2015)

Table 01, mention is made of the indicators of the dimension Social Aspects, which in turn are organized into indicators namely: Acceptance, Communication, Self-Esteem, Stimulus and Affectivity. Each of these indicators obtained a respective weight of 2.96, 2.78, 2.89, 3.10 and 2.97. These results are each located within the scale intended for this purpose, as follows:

**CATEGORIZACIÓN DEL BAREMO DE MEDICIÓN PARA LA DIMENSIÓN:
ASPECTOS SOCIALES**

INDICADOR	MEDIA	CATEGORIZACIÓN DEL BAREMO
ACEPTACIÓN	2.96	NI APROPIADO NI DESAPROPIADO NIVEL DE ESTRATEGIAS SOCIOAFECTIVAS DEL DOCENTE EN EL RENDIMIENTO ACADEMICO DEL ESTUDIANTE
COMUNICACIÓN	2.78	NI APROPIADO NI DESAPROPIADO NIVEL DE ESTRATEGIAS SOCIOAFECTIVAS DEL DOCENTE EN EL RENDIMIENTO ACADEMICO DEL ESTUDIANTE
AUTOESTIMA	2.89	NI APROPIADO NI DESAPROPIADO NIVEL DE ESTRATEGIAS SOCIOAFECTIVAS DEL DOCENTE EN EL RENDIMIENTO ACADEMICO DEL ESTUDIANTE
ESTÍMULO	3.10	NI APROPIADO NI DESAPROPIADO NIVEL DE ESTRATEGIAS SOCIOAFECTIVAS DEL DOCENTE EN EL RENDIMIENTO ACADEMICO DEL ESTUDIANTE
AFFECTIVIDAD	2.97	NI APROPIADO NI DESAPROPIADO NIVEL DE ESTRATEGIAS SOCIOAFECTIVAS DEL DOCENTE EN EL RENDIMIENTO ACADEMICO DEL ESTUDIANTE

Fuente: Aguirre (2015)

Now, in table 01, there are the items that respond to the Acceptance indicator, which, as shown in the table, their analysis gave as results the specific percentages for each alternative, which are presented below: Item 1; You develop the potential of the child by studying its potential. Item 2; Infuse acceptance values among students to develop a critical personality in them and Item 3; You believe that it is important to generate comprehensive information that induces renewal and changes for the common good.

It is important to understand that teachers of Colombian educational institutions, specifically in the municipality solitude - Department of La Guajira - Colombia namely school organizations: Sindelima Headquarters, Mareigua School Headquarters, Jorge Magdaniel Headquarters, where it was expressed that social aspects, they transcend a technical conception of the teacher's role, which is located at the point where the school system and the particular social groups meet.

In this sense, its function is to mediate the encounter between the educational political project, structured as an educational offer, and its recipients, in a work that is carried out face to face. It is understood thanks to the results that the social aspects, such as: acceptance, communication, self-esteem, stimulus and affectivity are all of a social, objective and intentional nature.

It involves the meanings, perceptions and actions of the people involved in the educational process (students, teachers, parents, authorities). The political-institutional, administrative and normative aspects also intervene, which, by virtue of the educational project of each country, delimit the role of the teacher. Teachers and students become subjects that participate in the process (they are not objects or mere products).

In this way, teachers are responsible for carrying out and also to articulate the processes of learning and generating knowledge, to recreate them, through direct, close and in-depth communication with the students

who are in the school. classroom. That is, the teaching practice involves a diverse and complex web of relationships between people: the educational relationship with students is the fundamental link around which other links are established with other people.

4. Final Remarks

The professional of education, within its functions and profile, will assume new positions that regulate their pedagogical mediation at the family level in accordance with their profile as innate guidance of the educational act. In the same way, other areas of orientation will be considered, conceived as centers or nuclei of approach to the consultation and advisory processes; At the same time that new roles associated with the important evolutionary tasks of the immediate social environment of the student and local community in which the research work to be performed will interact, the following areas will be taken into account.

For this, the commitment to the best results will be focused on self-examination, that is, an ethical self-evaluation in teachers, parents and even students. It is considered that in the context involved in the investigation self-doubt and its correlated perceptual, emotional and behavioral companions do not occur; fact that occurs because the person has not done enough introspective work, which is why it will be prominently sought that the process is disclosed as an alternative that leads to a greater awareness of the perceptions, feelings and internal motivations among the group.

Among them, the developmental tendency stands out in a special way and is linked to the present investigation; mentioned above, in which it emphasizes as a basic premise to promote the development of the individual's abilities, abilities and skills, to the full without placing any limits. Applied to the family environment as a system, it does not seek to define their needs, on the contrary, to provide information that leads to provide the advice that allows a better action of the parties in favor of their growth, organization and functionality.

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