

THE PRACTICE OF VALUES AND BEHAVIORAL PROBLEMS IN STUDENTS

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ABSTRACT---Values are an inherent expression of human beings and are present everywhere including all actions and thoughts, these are essential for the subsistence of man, keep in mind the values, being a topic of debate in recent years, especially in the school and academic environment, where their importance is analyzed, for the successful fulfillment of activities in the educational field. The purpose of this research work is to identify the influence of the practice of values on the behavioral problems of the students of the Pichincha Fiscal Basic Education School, located in the canton May 24, in the province of Manabí, especially at the levels of the basic elementary and middle. The qualitative transversal methodology was applied using a structured survey, a bibliographic review aimed at defining the importance of values in the educational process. The investigation showed that students have behavioral problems due to the inadequacy of the practice of values, affecting school life.

Keywords---academic performance, behavioral problems, debate, human being, values practice.

I. INTRODUCTION

The values are the compass that guides the actions of the human being, at all stages of life, are those aspects that characterize the person, which give the fundamental guideline for their good individual or collective performance in everyday life, this phenomenon it is present in man, that is to say, there is no human being in the world that is not a carrier of it since without a doubt the values are main virtues of the human essence, which help to form his personality to face social life, cultural and religious environment (Pérez, 2019).

By values you can understand the virtues, behaviors that are born and develop from home, taking as an example family members that arise with an attitudinal, religious, cultural and social perspective, which in this case children should take to spread and develop in the long or short term, opting to be educated people before a society that is constantly changing; however, values are also personal attitudinal tendencies, since they may ignore or lack these principles as a norm of life from their first years of life.

At present, the National Development Plan 2017-2021 “Whole Life” of Ecuador (National Planning Council, 2017), summons all citizens to join an axiological education; that generates new concepts and citizen values, to build a more supportive, equitable and fair society, in that way, train citizens with a critical, ethical, entrepreneurial and creative mentality, that develop their own transformation based on human values, Educate in Values represents

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forming humans with a high morality towards life, it teaches them to behave as people and discern what is good and bad in life.

Within learning environments, families occupy a preponderant role in the formation of values, being the first contact of students with reality (Mejia, 2016), it refers that education in values is a complement of educational quality and should not be considered as a simple fashion, but must be addressed as the prevailing need of society and so the student can improve the quality of life of our country.

The practice has been responsible for demonstrating that the older students are acquiring, the lower their practice in values, they consider that values are limiting for their free action. Although hours of training in values are provided within the educational institution, knowledge is not enough; the greatest significance will be the application of these at the time of daily coexistence between teachers, parents, administrative staff and students (Pulla, 2016).

The family constitutes the primary social environment of human beings and they play an important role in the formation of values since they depend on the attitudes that students present in their environment, parental neglect, family breakdown, lack of affection, lack of communication and interest, it obviously affects the integral development of students (Fajardo *et al.*, 2017).

Society is a determining factor for the personal training of each individual in it the acquisition of certain behaviors that are not appropriate for the development of the human being and that must be committed to contributing positively to society (Zambrano & Fernández, 2010), refers that part of the evolution of the behavioral approach, cognitive-behavioral theories are developed, which assume human behavior as a result of the process of maturation of the subject, experience as education and balance, as the supreme principle of mental development.

A student's behavior is the result of personality development, where their learning and the educational field will be more feasible and will shape their development for professional life. The school environment, in an educational center, is increasingly complex, where the school has become a fertile field of verbal, physical and symbolic violence, faced with this situation, strategy should be sought in conjunction with the director, teachers and parents of family, to help improve coexistence in the educational space, through training in values (Salinas & Valdez, 2017; Farrastama *et al.*, 2019; Korry & Suartini, 2019).

The participation of families in schools and in Education is one of the pillars of the education system or at least it should be, but the concept of participation is broad and not all entities involved in the process have the same vision or grant equal meanings This participation being much more complex and has many limitations, both from the point of view of the school institution and from the families, while noting the one related to administrations. The transformations of society, the changes that have occurred in recent decades, are affecting not only the functions of schools and families but also how the latter value the former, what they expect of them, their way of relating to the educational system itself, complex and heterogeneous. There is no doubt that the school is assuming functions that previously belonged to the family, some of them linked to primary socialization, it has been doing so for decades,

although it has accelerated in recent years (Fernández, 2016; Egado, 2015; Andrés Cabello & Giró Medranda, 2016).

Another probable cause of the insufficiencies in the practice of values are the negative consequences of the current world, where in order to be able to support the family, both the father and the mother work regularly, resulting in poor coexistence with the children, being vulnerable to external influences, with which they spend more time than parents live with their children, they arrive tense, fatigued by the workload (Pinto, 2016).

The practice of values emphasizes a set of knowledge and customs that are transmitted from generation to generation, boys and girls learn from adults, adults learn from the elderly, forming a circumstance of ethics and a development for a good living, where the experiences and the optimal functioning of the values is the primary key to a good image as a person, and therefore, a link so that those people who sustain and disseminate these good values, are human beings role models, as in the Most children who take an adult as a guide and transmitter for growth and good development (Pabón, 2013).

The family as the primary group of society plays a decisive role in the process of value formation. In its values such as collaboration, sharing, solidarity, among others. In this way, it has been determined that if the students do not have any person who is vigilant with them, they may not acquire the accumulation of values that only the interaction with the family can transmit, otherwise the children will be shown with apathy for the little practice of values (Hazel, 2014).

The values, as a behavioral axis, collaborate so that the student does not have aggressive behaviors and become the living reflection of the behavior that was internalized and recorded from the home because it fosters an environment of imitation and reference taking of parents, grandparents or caregivers; The above is a key to the growth of the child where he will be accepted in society, it should be taken into account that a love or respect in exchange for toys, which in many cases have a high economic value, must not be earned or settled but they lack the warmth and human courage that children need. To establish in society a pedagogy of values represents educating a man to be guided by the real value of things, it is a pedagogy of encounter between all those who believe that life has a meaning. Education currently involves placing the values as transversal axes.

In the educational field, families have a very significant educational function since they start from the base where parents have a great impact on their children's behavior and such behavior is learned within the family. It also depends on the family functionality that creates a family environment, whether it is positive that promotes the adequate development of social skills, attending to the needs that arise for the integral development of the individual, or negative due to the lack of family structure or not. Interpersonal relationships coexist correctly in an assertive, loving way, etc. All this causes the child not to acquire the best behavior model from his parents, and this has an impact on his behavior and school performance (Sagbaicela, 2018; Suryasa *et al.*, 2019; Chemmel & Phillipe, 2018).

The incidence of the family also depends on whether it is functional or dysfunctional and does not talk about the type of family, but about the harmony that is kept within their relationships, since it is known that due to life

circumstances there are fathers and mothers who they are usually outside the home and are obliged to leave their children under the care of third parties, sometimes by people outside the family; therefore, the optimal care of the child cannot be guaranteed, much less the training in values in the first years of life (National Human Rights Commission, 2012).

Within the educational community, the behavioral problems observed among students, negatively interfere with the achievement of their goals (Gómez *et al.*, 2014), refer that these problems can be described as a set of difficulties socio-emotional that manifest themselves in different ways in boys and girls, which they usually generate difficulties among parents, children and with peers. If a student does not enjoy positive interpersonal relationships and good quality of life, he cannot relate in a harmonious and peaceful environment, and in turn affecting academic performance.

The problems of behavior in the students are of great concern for the teachers since this interferes in daily learning because with their attitudes and behaviors they do not allow the correct development of the same. The behaviors are complex, they are influenced by very diverse factors, social and family, that must be properly weighted so that the teacher knows the causes and factors of these situations so that they seek immediate solutions or appropriate alternatives to take corrective measures in time (Mantuano, 2015).

On the other hand (Ortega & Vásquez, 2017; Wijaya *et al.*, 2018; Sairaoka *et al.*, 2017), he says that the family is the basic social nucleus, this being the first model of social relations where values are acquired, with their own identity, with differentiated roles and based on emotional ties that allow Children to develop in society and maintain good interpersonal relationships in the classroom and other spaces of the school. The closest environment after school is the family, but nevertheless, adults complain that young people no longer submit to authority, as was the case in previous generations, that past times were better and that in the world of today something is needed in the new generations, these being the values.

The youth of today do not seek to promote the timely practice of values but it is necessary, first, that they are allowed the theoretical training that allows a realistic application and that this process is given in a systemic way, therefore, you cannot give a formation of values sporadically, but must be the sum of moments, strategies, facts, events and the commitment of each of the subjects, fields and estates in the education of children and adolescents, to generate greater and better interaction spaces between the family and the actors of an educational community (Pulla, 2016; Nugraha, 2019; Ruano *et al.*, 2019).

The school is legitimized as a training scenario, not only in knowledge but in attitudes and values to promote peaceful coexistence among human beings; however, this ideal is often not adequately achieved due to different situations and factors, both individual and social that sometimes form violent conflicts (Díaz & Sime, 2016). One of the best strategies to reach a good school life is to maintain dialogues between teachers and parents, to help the student to personify and become aware of their actions, where respect for others is the living reflection that is born from their home.

Good living and healthy living, especially in the educational field, it is intended that people, social actors positively enjoy their individual and collective rights, and also recognize the existence of laws that largely control actions. It should be remembered that, in the whole educational context, it is mentioned that every child has the right to be educated without underestimating their socioeconomic conditions, social class, skin color, Ethnic groups, since the child to develop their growth and skills must relate to others of their age and learn from others since these factors include compartments that will eventually bear positive results forming people of good, kind and respectful towards others (Gudynas, 2011).

II. MATERIALS AND METHODS

The approach is qualitative, allowing to study and measure data that are statistically analyzed and that facilitated the comparison between similar studies. The design is descriptive correlational because it describes and relates the data that exists between the variable's behavioral problems and practice of values, after being quantified and analyzed. The study is cross-sectional because the data is obtained in a single time (Hernández *et al.*, 2010; Arip *et al.*, 2018).

It was based on a literature review to learn how the subject is treated by other researchers in different areas and levels of education, and can thus design the elements that influence the loss of values in students and learn how behavioral problems occur in the new generations. The institution of Regular Education is located in the province of Manabí, Canton May 24 in the parish of Sucre. The modality is face-to-face in the morning and has the initial and basic general education levels. It has 9 teachers and 142 students, which constitute the population for the study.

The technique used for the study was a structured survey, which allowed the collection of information on the inappropriate behaviors of the students of the Pichincha Fiscal Basic Education School and the level of the behavioral problems of each of them. As a tool, a structured questionnaire was used, specially developed to obtain an approximate notion of values from students. To carry out the research, the consent of the authorities of the educational institution was provided, as well as the informed consent of the students who participated in the research. The instrument was applied anonymously and confidentially.

III. RESULTS AND DISCUSSION

For the members of the educational community, it is interesting to analyze the situation presented by the practice of values by the students and the impact they may have on behavior and their attitudes. Table 1 shows the results of the study related to behavioral problems in students at the site selected for research.

Table 1: Results of the study applied to students

Elements the practical dimension of behavioral problems in students	Alternatives
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	Much (%)	Little (%)	Nothing (%)
Values education	30.98	29.57	39.43
Being disciplined	29.57	36.61	33, 8
Correction of indiscipline	38.02	32.39	29.57
Punishment for misbehavior	26.76	35.21	38.02
Attention given to the student	38.02	35.21	26.76
Dialogue with parents	26.76	43.66	29.57
Poor school behavior	29.57	38.02	32.39

Considering the data offered by the school management for conducting the research, it was known that of the total number of students in the center there is a 7% that presents problems of conduct and although the study did not intend to carry out a correlational analysis based on the students who present these problems since the surveys were conducted under the principle of anonymity, it is striking that the number of students who present behavioral problems offered the qualifications Lower actions affecting this to the teaching-learning processes, as seen in Figure 1.

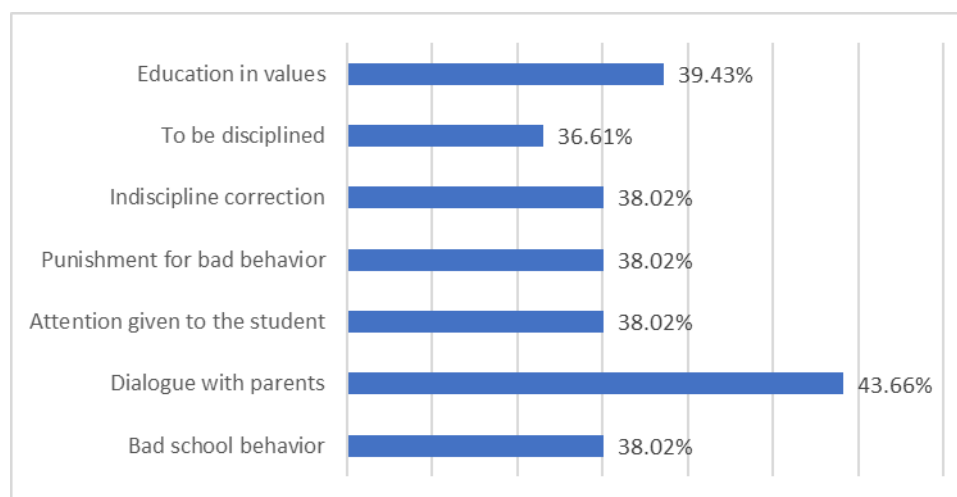


Figure 1: Results obtained in the influence of behavioral problems

Analyzing the results of the study conducted on students, it is observed that, in households, the education in values is low with 43.66%, since parents think that the school is responsible for training them and when their children commit a fault, they take corrective measures that cause changes and become undisciplined.

Students mention that they are rarely corrected by their parents when they commit a fault, this due to lack of communication between parents and children, which lead them to behave badly in the classroom and in turn seek

refuge in other people who understand and They give you confidence, regardless of the risks. It is necessary that there is communication within the family environment to overcome the difficulties presented and emerge good interrelation, understanding and communication.

According to certain studies carried out by different authors (Zambrano & Fernández, 2010), they express that the absence of positive models on the part of the adults that make up the family, inadequate affective relationships and communication among their members, lack of control over minors and The absence of a conscience in the family of the responsibility they have in the education of their children, together with errors and pedagogical mismanagements, negatively influence the process of assimilation of society's norms and values.

Taking into account the analysis of the previous authors, and assessing the results obtained, the teacher's action in improving the behavioral problems in the students is reflected in the dialogue with the family, this being the essential basis for the formation in values that diminishes the behavioral problems of students in the school environment. The educational institutions in Ecuador, involve family education programs, applying workshops of talks with the topics addressed on the practice of values, discipline, communication, and behavioral problems.

To mitigate behavioral problems it is necessary to involve the active participation of a trilogy between family, teachers and students, this integration aims to develop young people with values, create a harmonious environment in the school environment. As can be seen in figure 2, each one of these entities intervenes in the educational process of students who have behavioral problems.

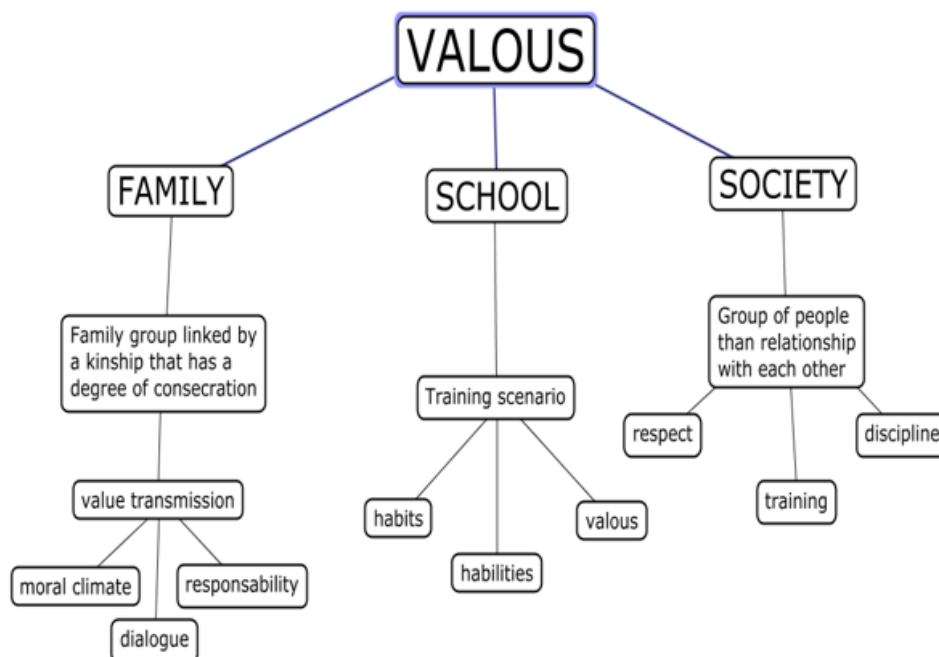


Figure 2: Results obtained in the influence of behavioral problems

All these difficulties are resolved by introducing strategies that include values in students, families and teachers, who work in a way joint, causing great impact on the process of teaching-learning and a good coexistence within the educational institution, The LOEI (Organizational Law of Intercultural Education, 2011), in its Article 2. Literal P. makes reference that education demands co-responsibility in the formation and instruction of girls, boys and adolescents and the shared effort of students, families, teachers, educational centers, community, state institutions.

IV. CONCLUSION

It is important the participation of teachers and parents in the process of training students, taking into account that the levels of communication will help reduce the negative factors that today affect the practice of behavioral problems reflected in the scarce values practice by learners. The students present a high index of behavioral problems due to the insufficient experiential practice of said values within the school, family, and social environment, which leads to students presenting behavioral problems and preferring to live in a context where there are no pressures that imply norms within the training process.

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