

## Play as a pedagogical strategy to improve coexistence and interaction in elementary school children



### El juego como estrategia pedagógica para mejorar la convivencia e interacción en niños y niñas de básica primaria

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#### ABSTRACT

This research project is written with reference to the ideas about the process of integration and inclusion of children with poor coexistence and classroom interaction. It points out how society should get involved to make integration a reality, and how these experiences should make it possible for students with this type of learning problem to be included in regular classes.

**Keywords:** Integration, Exclusion, School coexistence.

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#### RESUMEN

Este proyecto de investigación se escribe con referencia a las ideas acerca del proceso de integración e inclusión de niños y niñas con poca convivencia e interacción aula. Se señala cómo la sociedad debe involucrarse para hacer de la integración una realidad, y cómo estas experiencias deben posibilitar el que haya estudiantes con este tipo de problemática de aprendizaje incluidos en clases regulares.

**Palabras clave:** Integration, Exclusion, School coexistence.

## Introduction

Much has been heard about responding to the educational needs of students who have been transferred from fixed support services or from special education schools to regular schools and, often, reference has been made to the concepts of integration, participation and curricular adaptation; in short, a whole host of terms that may or may not give meaning to the processes taking place in this area, both in the country and in the global framework.

The purpose of this article is to show the different reasons for which students are self-conscious in the participation of different pedagogical activities, leading most of them to drop out of school due to their grotesque behavior and creating a different problem in society. It should be noted that when we talk about school coexistence we refer to a number of possibilities and qualities within or outside a given educational group regardless of the context where it develops, in other words, to exclude an individual from certain joys and enjoyments for their learning condition, is to limit and expose it to a world of uncertainty.

Cruz (2021)The Colombian education system is highlighted by the arrival of other pedagogical models from Latin American countries:

The purpose of education is to discover the typologies that coincide with the educational ones of the region, in addition to contextualize the relevant aspects of the Colombian education system, however, there are still several ethno-pedagogical flaws that somehow hinder the teaching-learning process of the students. However, these inequitable policies are also products of pedagogical decentralization in which resources are allocated differently to educational contexts, thus, the great complexity of social, economic and political difficulties that educational institutions have, is how to effectively manage resources to meet all the needs of the educational population. (p. 8)

Coexistence is one of the most important aspects of human relations, because through this concept the elements that make up society are extended and linked. It is evident that some of these elements are positive. However, the existence of negative elements significantly fractures the version that each person has about the good coexistence that should exist between human beings.

Loaiza & Pino (2021) They highlight that:

The patterns associated with physical and psychological abuse directly emphasize the female gender. In studies conducted in academic institutions it is stated that women present patterns of gender violence inside and outside the educational context as the weaker sex as highlighted in some members of the educational community, young people and sometimes even in older adults, the emotional well-being is being affected gradually and is being reflected in different ways, sometimes in the least expected way by the teaching staff School desertion. (p. 12)

This article seeks to propose a strategic alternative for teacher training in the educational institution Agroecológica la playa in the municipality of Francisco Pizarro-Salahonda of academic training, which allows a transition from the way of interacting that is traditionally done in this type of institution to a playful type that involves the educational community in the teaching-learning process with different behaviors and develops an active participation of the same, The objective is to know the elements that guide the process in such a way that it does not generate fear or ignorance in order to make this exercise a strategy to improve the dynamics of teachers, including those who do not have a pedagogical background but come to the teaching job with their disciplinary strength.

The formative research process starts with a discussion on the term "coexistence problems" to later carry out an analysis which seeks to understand and promote school coexistence and the development of potentialities through play in students with diverse educational capacities, to recognize that play constitutes a fundamental strategy to strengthen the basic learning processes of children in general, and in particular of the children of elementary school of the above mentioned school, since they are in the process of construction of disciplines and behavior that relate knowledge, learning and intelligence of the child.

Thus, it is worth noting Correa & Tavera (2021) who in their mention highlight "The close link between poverty, geographic isolation and density, are phenomena that somehow affect the intellect of the child within and outside the family and educational context, in such a way that affects the teaching-learning process". In this way it can be mentioned that one of the main causes of a peaceful school coexistence is the economic source and the agricultural production already a stability is obtained to cover the needs of the boys and girls of the rural areas of the municipalities of Colombia. it is of essential to require a pedagogical analysis of these inadequate behaviors in the educandos, for which this article was focused in determining the critical behaviors that

affect the learning process in the educational institution of the municipality of Francisco Pizarro-Salahonda Nariño.

Taking into account that from a pedagogical concept, healthy school coexistence contemplates adaptation, attention and accommodation of students, this means that appropriate learning in the regular classroom is essential to deliver didactics and pedagogical strategies from a perspective of inclusive culture that prioritizes races, religions, situations of disability, values and differences, so that teaching practices in education have a fundamental impact on the construction and transformation of the human being.

With regard to the above, Robayo et al. (2021) emphasize that:

The insecurity within the educational institutions affects in some way the tranquility of the students and even the teaching staff. The term, although uncommon or unknown to many people, (school violence) has been lived since many decades ago in Colombia and in many countries such as the United States, France, Germany or the United Kingdom. In this way, Colombian educational institutions where the presence and actions of people who without any justification are involved for the bad development of teaching and learning activities have been evidenced, in this way a call is made to the public forces or implementation of a security scheme inside and outside the context, which somehow propitiates the entry of short pulsating weapons and in some cases firearms. consequently, these people generate chaos, school violence, fear and a sense of uneasiness among classmates. (p. 5)

On the other hand, in the family structure we frequently see the abandonment of the home by the father or the mother, where they are replaced by stepfathers, stepmothers, and a large number of mothers who are heads of household, it is therefore important to ask teachers about the possibility of addressing other strategies to address this type of problem that somehow harms the entire school.

It is then that we saw the obligation to intervene and improve this problem by turning to the game as a possible pedagogical strategy to strengthen school coexistence in such a way that teachers were facilitated to attend and include in a dynamic and reliable way all children, thus achieving the development of their abilities, cognitive and participatory skills and enjoying a meaningful, integral and quality learning.

In the words of Gallardo (2018), he states:

Play contributes to the physical, motor, cognitive, affective, social, emotional and moral development of children, that is, to their integral development. Therefore, play must be present throughout the child's life. Without it, children would not be able to

establish relationships, develop their capacities, abilities, skills and competencies. Therefore, it is not only important but fundamental and absolutely necessary in the integral development of children (p.4).

Based on their own experience, there are several activities that are carried out around the peaceful education for all, with values of healthy coexistence and meaningful learning.... It is for this reason that it was necessary to apply a strategy such as the game where the interrelation of the student with the environment and society was made known through play in the teaching-learning process in aggressive behaviors inside and outside the classroom in the Educational Institution "Agroecológica La Playa" of the Municipality of Francisco Pizarro Salahonda; the same ones that helped the teacher and therefore the student to strengthen their knowledge taking into account their conditions.

This document was enriched with references and work done by other colleagues at the specialization, master's and doctoral levels. Finally, the document shows the development of a work of almost 1 year of research and constant analysis of the teaching praxis in academic training institutions that allows us to glimpse new alternatives of participatory teaching and learning.

The strategy - game, had intervention in each of the numbers that highlights the form and knowledge of the article defining, as well as first aspects, the problem, general and specific objective, as well as the justification of the research. In today's society, a change is needed in the educational level with the purpose of improving the quality and development of the same, in this way, it was considered pertinent to reflect on how diversity is attended to, guaranteeing quality, pertinence and accessibility in equal conditions.

Regarding the theoretical and methodological aspects related to the game, Martínez (2008), cited by Córdoba, (2017) indicated that:

Play strategies in relation to the game combine the cognitive, affective and emotional aspects of the student. They are directed and monitored by the teacher to raise the level of student achievement, improve their sociability, creativity and promote their scientific, technological and social training. (page 17).

Thus, one of the concerns of recent governments in Colombia has been to reduce school dropout rates at the basic and higher education levels. Faced with the need for educational training, the teacher is an important actor in these changes; therefore, it was necessary to ensure that the teacher was of quality and applied a work that meets

not only the standards established by the Ministry of Education, but, of course, with the needs of students and society in general.

For Mockus (2002), cited by Lidueña and Sandoval (2018), the concept of School Coexistence can be related "to the ideal of life of a group of people, or a living together in coexistence in peace with the other". From this same perspective López V, Bilbao M, Rodríguez J. (2012) understand School Coexistence as "part of the school dynamics that interweave a relationship with the school climate, the relationship with the environment and the policies of the school institution" (p. 48).

### **Materials and methods**

This study was conducted based on the participatory action research (PAR) methodology, which allowed us to understand the interpersonal relationships that arise within the school environment and how playfulness expressed through games can improve this interaction by strengthening the values of respect and tolerance.

According to Fasl (2008) defines PRA in three aspects:

A first aspect worth noting about participatory action research (PAR) is that it is a contribution that has arisen in the tropics. It is not a copy of what is done in Europe or the United States, all of which, although interesting, can be inappropriate and counterproductive. PRA is a methodology that was built simultaneously in several regions of the tropics in the 1970s, first as a protest against academic routine: from India to Mexico, those of us who dared to propose the subject left the universities and only returned to them when we saw the first signs of transformation.

But in the meantime, we acquired another type of knowledge and science outside the institution, so that upon our return, what was produced was a sum of knowledge: academic knowledge, on the one hand, and the experience of life itself with the communities, on the other. This is another defining aspect of PRA. This implies, of course, a change of attitudes in both the academics and the people: in the academics in the sense of taming their arrogance, and in the people in overcoming their subordination. According to Poveda, et al, (2018). scientometrics is a tool that allows consolidating the information needed for research.

However, Lewin (n.d) cited by blanco & Mendoza (2017), the term participatory action research.

It was first used in 1944. It described a form of research that could link the experimental approach of social science with social action programs that responded to the major social problems of the day. Through action research, Lewin also argued that theoretical advances and social change could be achieved simultaneously. He concludes that it consisted of analysis, information gathering, conceptualization, planning, implementation and evaluation, steps that were then repeated as a tool for improving social practice in the area of intergroup relations. (p. 31)

For this research, a finite population was approached, and having observed some representative elements, it was decided that the study population was represented by the third grades of the primary school of the agroecology educational institution La Playa in the municipality of Francisco Pizarro - Salahonda. These boys and girls are between 9 and 10 years old, belonging to strata zero and one, residing in neighborhoods and villages near the Institution.

Similarly, the implementation of this study was based on the research categories that lead to the recognition of social and school interaction skills through play with playful pedagogical workshops, based on primary school coexistence at the Institución Educativa Agroecologica la Playa. The category was taken as the school coexistence dimension and the subcategories interaction and problem solving; each one of them with their respective measurement indicators detailed in the checklists for each workshop that took place within the school context.

After having established the theoretical bases within the method, we proceeded to the application of these techniques in a contextual way to the case to be investigated, we began by indicating the steps to be followed in each of the techniques, how it will be done, how it will work and with whom, as well as the approach of the measurement instruments, the interview and discussion scripts according to the case and the educational answer.

According to Hernández, Fernández, Baptista, (2014). Technique is "a set of practical knowledge or procedures to obtain the desired result. A technique can be applied in any field of science: art, education, communication, among others" (p.138). Therefore, the technique for the collection of information is understood as the practical means applied to obtain information.

Among the instruments for the collection of information, as well as the techniques used to collect it, correspond to the type of research, the approach, and the methodology used in qualitative and descriptive studies. Amaya (2021)(p. 13), "By means of a qualitative methodology it is possible to identify the common problems of

the operational public service, where knowing the means that favor the role of technology, science favors decision making" (p. 13). (p. 13)

The first instrument for the collection of information was direct observation and the semi-structured interview. These instruments are the material means used for data collection, as well as the questionnaire and the field diary.

The observation technique described in a reflective way how the students live together using the field diary to stage the observed actions aimed at improving the children's behavior during class hours. In other words, the observer can participate both externally, in terms of activities, and internally, in terms of feelings and concerns. The observation involved the research group in carrying out activities recorded in the field diaries for approximately one year, a period in which the children of the targeted grades were observed in their actions of academic activity in order to facilitate a better understanding of the problem under study.

However, the semi-structured interview format provided necessary and sufficient information for the research, it is known that the survey is a research technique that consists of a verbal or written interrogation that is made to people in order to obtain certain information necessary for an investigation.

The analysis of the information respected the ethical considerations of the research, the data treatment and the analysis of the information was completed in each of the instruments mentioned above, in order to perform a concise and effective analysis of the results, where each achievement or difficulty that arose in the development of this study was observed. The data were tabulated taking into account the subcategories of analysis, where each response collected in the process of implementing the sequence of workshops was transcribed; likewise, the semi-structured interview, field diary and direct observation instruments.

Finally, a critical reflective analysis was carried out, taking into account the research field diary with emphasis on the behavior presented by the students and teachers in this study.

## Results

The results of this research fulfilled the three specific objectives established and allowed us to establish the following observations:



According to the objectives, which aimed to identify the game as a pedagogical play strategy that was being used in the educational institution for the care of children with aggressiveness and learning problems. The interview to teachers was applied as a mediating instrument, it was objectively specified that there was no other pedagogical playful strategy with perspectives to improve and facilitate the educational praxis in order to include in the classroom, since there is no inclusive education structure in the institution.

With the above, it was feasible to rely on Mateus (2016) who explained a relationship between the normative and the strategies that can be developed based on the norms:

Thus, this same author Mateus 2016, mentions that:

Most researchers agree in suggesting that there is still an important gap between the aspirations contemplated by the legislation and the reality that people with disabilities experience on a daily basis. One of the causes of this gap has to do with failures in the implementation of regulations, since the recipients of programs and services are unable to access them, even when they are entitled to these rights. (page 18).

Regarding the considerations to the knowledge of the teachers with respect to the healthy school coexistence in the educational institution agroecologica la playa in the third grade of primary school. The graphs indicate that the great majority of those interviewed stated that the main factor affecting conflicts in healthy school coexistence is the day to day inter-family violence that occurs in the context of the child. It is evident that the collective pattern predominates among the teachers interviewed; they consider that the students with behavioral problems in the classroom are boys and girls with cognitive abilities in equal learning conditions, but they emphasize that each individual has his or her own ways of diversifying information. However, a minority of the teachers interviewed have a different opinion, emphasizing that these students should be intervened by the appropriate professional who studies their case in depth from the family context, since this mostly affects their teaching and learning reactions in the regular classroom.

A large number of the teachers interviewed considered that students with behavioral problems are children who are mostly excluded by teachers, even by their own classmates, and that is where a series of questions should be asked to somehow mitigate and learn about the conditions of the student in order to improve their academic condition and why not say their life. With the above, the minority of the teachers interviewed stated that in order to mitigate certain shortcomings, it is likely

to make a rigorous accompaniment with the parents throughout the child's academic process.

In this way, it is indicated that the vast majority of the students stated that they have a regular relationship with their parents and teachers, while a minority of them highlighted that they do not have a good relationship with their classmates because they are threatened every day with taking away their belongings or sometimes physically or verbally attacking them, which is a fundamental factor for developing certain behaviors in the classroom.

It is important to highlight that among the learning barriers that occur in the education cycle is the lack of support in teacher training from the national education state, therefore, most of the teachers interviewed state that the Ministry of National Education should be in constant pedagogical support in order to mitigate or impact any syndrome of different behaviors in their students, as well as to train them in the way they should attend or face this type of population. In this same situation, very few of those interviewed stated that it is very important to implement a flexible pedagogical model taking into account the learning conditions of each and every one of the students.

It is essential to mention that the interview was conducted with students in the grades above and below the target grade (third grade of elementary school), that is, fourth and fifth grade, in order to identify different behavioral factors in the regular classroom and in the institution as such.

This indicates that most of the students with different behavioral problems in the classroom are in the fourth grade of primary school; however, the interview focused on students in the third grade, since there was a high rate of continuous aggressiveness in the different areas of knowledge.

However, it indicates that the targeted children have friendship partners in which they share their most pleasant moments inside and outside the regular classroom, however, these are obstructed by students of lower or higher grades than them, generating conflicts for their belongings or role-playing, where the youngest are the most affected. This space was asked the question in relation to the materials and infrastructure of the educational institution, where most of the children responded that after playing with the material exposed by the teacher they return it to the corresponding place for the same, in the same way a regular amount of students were living through direct observation that after playing with those materials they prefer to take them home or throw them anywhere in the facility.

In this segment a very specific and precise question was posed to the students where the vast majority responded that aggressive behaviors are reflected in themselves when their classmates interrupt them in their activities or want to take their belongings, usually it is evident in the hallways or during recess hours and sometimes in the classroom. A large percentage of targeted elementary school students state that older classmates love to interrupt classes when the teacher is explaining the day's subject matter. However, another percentage of the students who were targeted say that they like to eat in the classroom, causing interruptions and grotesque behavior with their classmates, which sometimes leads to disorder among classmates.

Referring to the illustration, the vast majority of the students interviewed stated that the aggressors of this type of behavior are from the same classroom, taking advantage of their physical composure or age superior to their victims. A minority emphasized that their aggressors are from other classrooms higher than theirs, including even classmates from the neighborhood or commune, the targeted students highlighted that their classmates with aggressive behavior mostly always insult them with rude words and threaten to beat them or take away their belongings, in fact, on multiple occasions they had to avoid entering the classroom for fear of being beaten by classmates from other classrooms. However, others stated that their teachers exclude them and do not pay attention to their complaints of threats.

## **Conclusions**

The purpose of the strategy was to implement the game as a didactic strategy to improve coexistence in the teaching-learning process in children with aggression problems in the agro-ecological educational institution la playa, municipality of francisco pizarro - salahonda Nariño.

In reference to the above, as a first instance the regular courses that were part of this research were approached, there is a high rate of children with aggressiveness problems in the educational classroom, having carried out a screening of one hundred and twenty-five children, a minority of students with this condition were detected, distributed in three educational courses of the same institution. These students have been mostly ignored by teachers and parents due to the lack of a diagnosis or early evaluation aimed at detecting these deficiencies in order to be able to intervene and prevent them in a timely manner.

It is pertinent to include the conditions of the environment surrounding the school context of these children since it constitutes an important didactic resource to promote

learning, but its characteristics in most cases are not favorable. It also highlights the difficulties that educators have in making direct and indirect observations of students in the classroom or outside it, as a valid strategy for the identification of individual deficiencies. Likewise, it is notorious and consequent the need for a formative strengthening in relation to the teaching practice in the construction and attention in benefit of promoting an education for all.

Given the above, this project aimed to design a didactic and inclusive pedagogical program, with the purpose of mitigating and responding to the educational needs of children with aggressiveness problems in the educational context, which is elaborated within the framework of the conclusions of this research, also considering the predisposition of teachers who mostly agree to apply an individualized program to learn how to better treat these children with coexistence problems mentioned above.

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