



Application of didactic strategies through values, as an alternative to bullying in students of Basic General Education, in Ecuador

Aplicación de estrategias didácticas a través de valores, como alternativa al acoso escolar en estudiantes de Educación General Básica, en Ecuador

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ABSTRACT

The general objective of the research was "To analyze the importance of didactic strategies based on moral values for dealing with bullying in second-year students of Basic General Education (EGB) of the Siete de Octubre Educational Unit". The methodology had a mixed approach, where qualitative methods and techniques were applied, an instrument composed of 13 questions was used, which were applied to a sample of 73 second-year EGB students, an interview was also contemplated, which was carried out to two teachers. of the institution, who were consulted about cases of bullying and the methodological actions or strategies used by the institution and the teaching staff. The results obtained show that many of the students are not satisfied with the didactic strategies used, which are considered not to have been effective since there have been cases of bullying, the interview allowed to corroborate the perception of the students, since didactic strategies based on moral values have not been implemented. That is why various activities are proposed, such as games and group activities, which improve school coexistence and achieve assertive communication among students.

Keywords: Harassment, Strategies, Morals, Respect.

1 INTRODUCTION

Didactic strategies are based on methodological principles as hallmarks of a specific educational action; These are those actions that characterize them and allow them to differentiate



themselves from other types of actions, depending on the moment in which the teaching-learning process of the group-class to which they are directed is; In addition, they constitute conscious and intentional activities that guide the actions to be followed to achieve certain learning goals. (Parra Sandoval, 2016)

However, nowadays didactic strategies are not widely used within the learning processes, some authors point out that this is due to the lack of knowledge on the part of teachers, another cause being the use of traditional teaching methods that prevent the promotion of moral values that help students to achieve a better coexistence within the classroom. (McConnell , 2019)

Specifically, in the Siete de Octubre Educational Unit, certain negative attitudes have been observed in the students, since a traditional teaching pattern is followed that prevents the implementation of true methodological strategies that allow and promote better school performance and coexistence within the classroom.

The importance of the topic lies in promoting a better school coexistence thanks to the use of didactic strategies focused on getting students to acquire new ethical habits, where moral values are part of their lives and are applied improving coexistence with each of their classmates, this being a work that must be promoted, for this it must implement methodologies accompanied by didactic resources.

The problem to be investigated is: What is the importance of didactic strategies in the promotion of values in order to mitigate the problems of bullying in students of Basic General Education (EGB)?

Within the established problem, it has been observed that they have and manifest negative attitudes due to factors associated with age, family and personal problems and their little capacity for reflection, they are characterized by promoting disorder in the classroom, often asking inappropriate questions, it is difficult for them to respect the use of the word of other classmates, thus overshadowing the initiative of others, They are disorganized, nervous, intolerant and aggressive, they fail to perform tasks or perform them poorly and incompletely, with frequent errors and little detail in their productions. In addition, they presented aggressive behaviors where poor management of feelings and emotions is evidenced, in the face of facts such as rejection in the group, school dropout, low self-esteem and the repetition of aggressive behaviors.

It is important to reduce bullying within institutions to create a safe and nurturing environment where everyone feels good while learning. So that the student wants to go to class with good self-esteem and that he is not afraid of his classmates so that he attends classes and is interested in studying. It is important because it is necessary to establish how the problem has



affected the young people of the institution in the study, which will allow to establish short and long-term solutions. (Tellería Lavega , 2015) (Cifuentes-Medina et al., 2021)

The social importance lies in improving a problem of coexistence within the classroom, through the implementation of didactic strategies that promote values among peers allowing students to be trained to promote respect in society, the theoretical importance lies in the fact that science will have a document where several strategies are exposed that can even be welcomed and implemented in other educational institutions; while the importance of methodology lies in the fact that there was a guide with theoretical and practical explicitness that allows it to be a direction for teachers who present problems of bullying in their classrooms.

The purpose of the research is to design didactic strategies that promote values in students in order to avoid bullying in GBS, since it has been observed that students have presented unethical behavior that includes negative attitudes that have led to a bad relationship between classmates. The research is feasible, it has the support of authorities, teachers and students of the institution, in addition within the legal laws of the country such as the Magna Carta it is mentioned that education must be of quality and it must be directed to innovation and permanent improvements that guarantee that students will be quality professionals. To this end, the work has sources of information with scientific support that will help to carry out an optimal work, as well as the availability of human, material and financial resources to carry out this research.

The general objective of the research is: To analyze the importance of didactic strategies based on moral values for coping with bullying in second-year EGB students of the Siete de Octubre Educational Unit.

2 METHODOLOGY

The focus of this research was quantitative-qualitative: Quantitative, because numerical and statistical information is collected. Qualitative, since it was a question of seeing what are the virtues and qualities offered by innovative didactic strategies based on moral values for dealing with bullying. The inductive method was applied, which is a scientific method that draws general conclusions from particular premises. It will be applied to establish general recommendations based on the results obtained, on the innovative strategies that have been implemented in an educational institution to mitigate the problems of moral harassment. (Espinoza, 2015)

The deductive method is also applied, which is a scientific method that will consist of drawing a conclusion based on a premise or a series of propositions that are assumed to be true. It will be used to establish premises based on the findings identified and in the design of the proposal.

A survey was applied to the students of the Siete de Octubre Educational Unit to know the didactic strategies applied by the teachers. Among the instruments applied is the questionnaire, which is a tool that consists of a structured or semi-structured question bank that provides the opportunity to know people's perception of the problem studied by the researcher, allowing the application of different types of surveys. For the present research, 13 Likert questions were established that sought to know the perception of the students of the Siete de Octubre Educational Unit, regarding the didactic strategies implemented. (Vásquez, 2020) (Piercing Pérez et al., 2019)

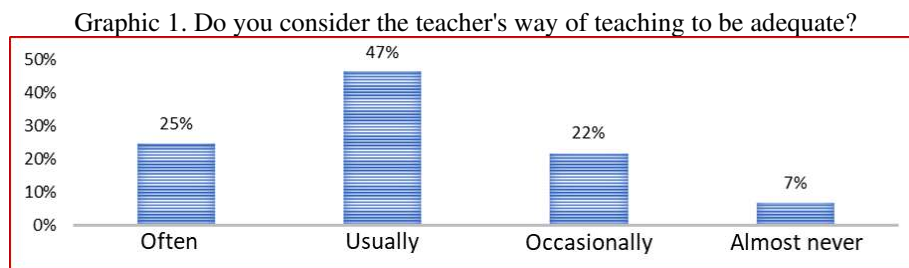
The population was made up of 2 EGB teachers from the Siete de Octubre Educational Unit. In addition, a population of 90 students was established for the survey. The following formula was used to calculate the sample:

$$n = \frac{N * Z^2 \alpha * p * q}{e^2 * (N - 1) + Z^2 \alpha * p * q}$$
$$n = \frac{90 * (1,96)^2 (0,50)(0,50)}{(0,05)^2 (90 - 1) + (1,96)^2 (0,50)(0,50)} = \frac{86,436}{1,1829} = 73 \text{ surveyed}$$

The data will be collected in the field and will consist of the direct observation of the problem and the application of the integuments for the collection of information and the elaboration of the proposal based on the scope of the problem. After the application of the instruments, the data were processed using Microsoft Excel, where statistical graphs were prepared to present the information collected.

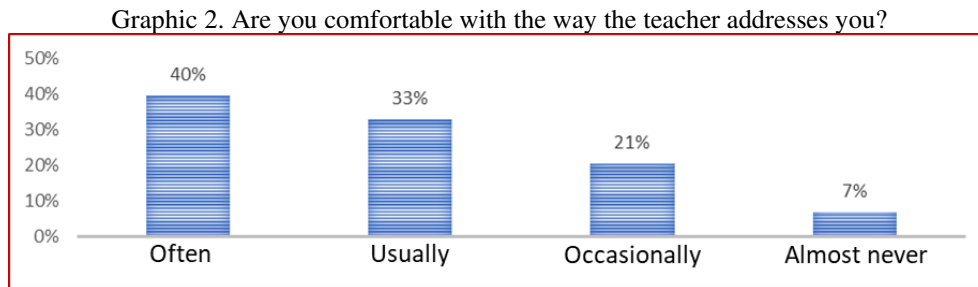
3 RESULTS

According to the question posed about the students' perception of whether they consider the way of teaching adequate, 7% said almost never, 22% occasionally, 47% usually and 25% almost always.



Source: Surveyed students

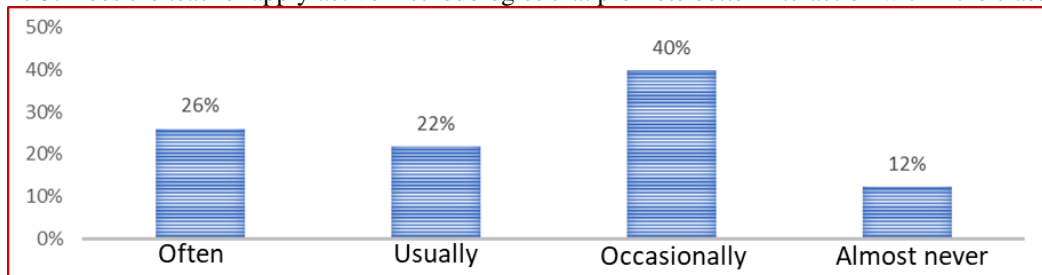
Of the students surveyed regarding the question about whether they are comfortable with how the teacher conducts himself in class, 40% said almost always, 33% usually, 21% occasionally and 7% almost never.



Source: Surveyed students

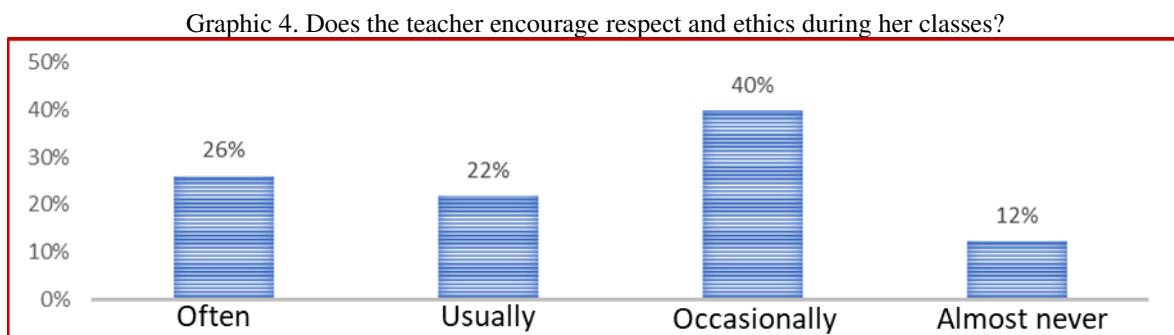
In the question posed, it was asked if the teacher applies active methodologies that promote better interaction within the classroom, 12% said almost never, 40% occasionally, 22% usually, 26% almost always.

Graphic 3. Does the teacher apply active methodologies that promote better interaction within the classroom?



Source: Surveyed students

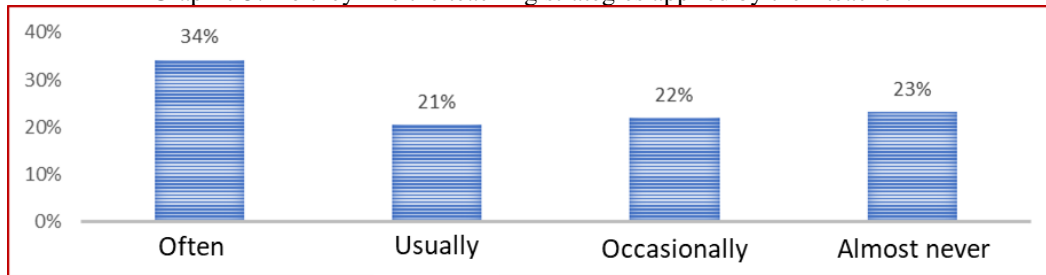
In the question posed regarding the application of respect and ethics by teachers, 34% said almost always, 21% usually, 22% occasionally and 23% almost never.



Source: Surveyed students

Of the question posed about whether they like the didactic strategies applied by their teacher, 38% almost never, 32% occasionally, 14% usually and 16% almost always. From the results obtained, it is considered that there is no acceptance by parts of the didactic strategies that have been applied by the teacher.

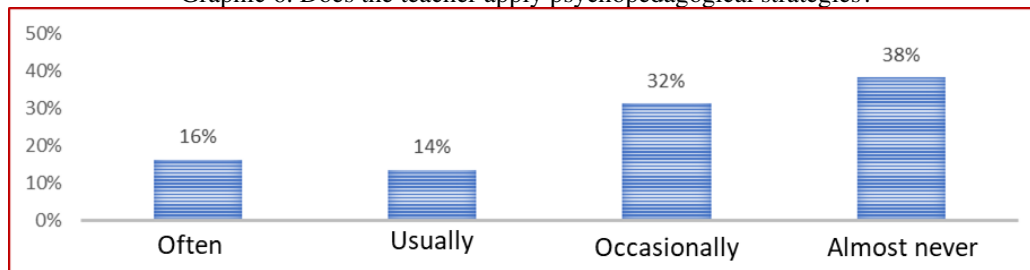
Graphic 5. Do they like the teaching strategies applied by their teacher?



Source: Surveyed students

When asked about the teacher's application of psychopedagogical strategies, 23% said almost never, 40% occasionally, 19% usually and 18% almost always.

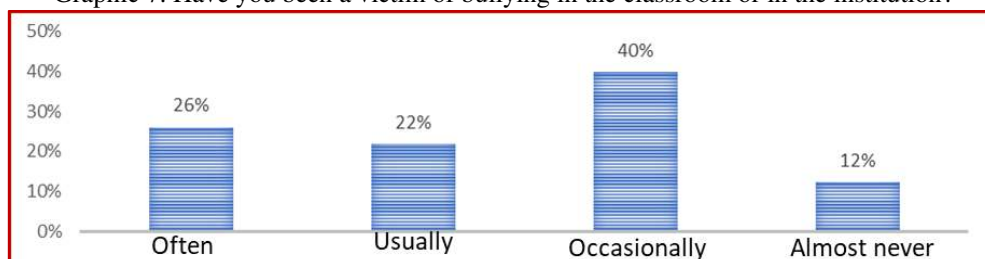
Graphic 6. Does the teacher apply psychopedagogical strategies?



Source: Surveyed students

In the question posed, students were asked if they had been victims of bullying: 5% said almost never, 25% occasionally, 53% usually and 16% almost always.

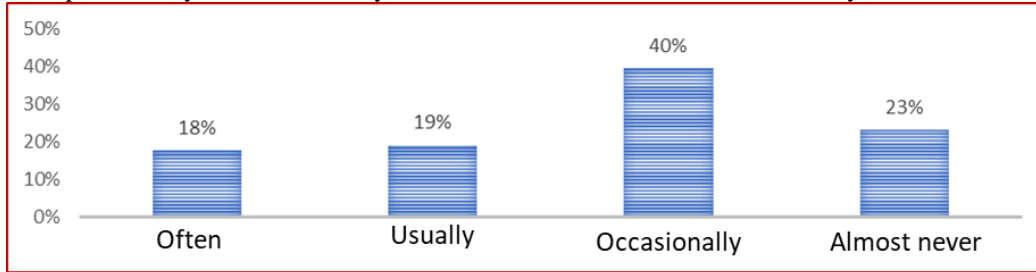
Graphic 7. Have you been a victim of bullying in the classroom or in the institution?



Source: Surveyed students

Of the question posed about whether there is assertive communication between colleagues, 3% said almost never, 32% occasionally, 49% usually, 16% almost always.

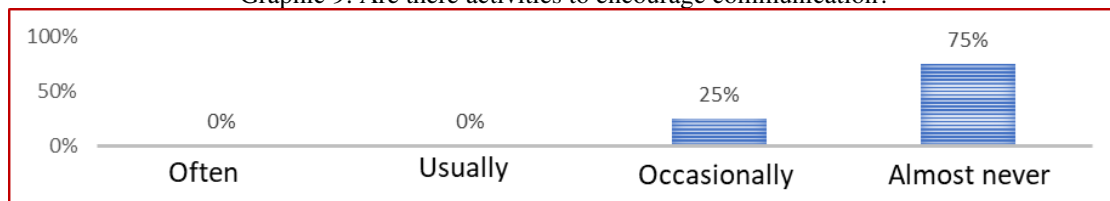
Graphic 8. Do you consider that you maintain assertive communication with your classmates?



Source: Surveyed students

When asked if activities that promote communication are carried out within the educational institution evaluated, 75% said almost never, while 25% said that it occasionally occurs.

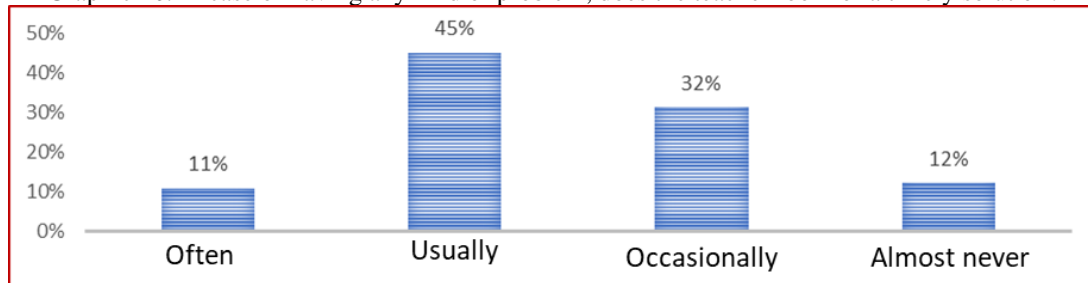
Graphic 9. Are there activities to encourage communication?



Source: Surveyed students

Students were asked if the teacher looks for timely solutions in case there are problems in the classroom, where 12% said almost never, 32% said occasionally, 45% usually and 11% almost always.

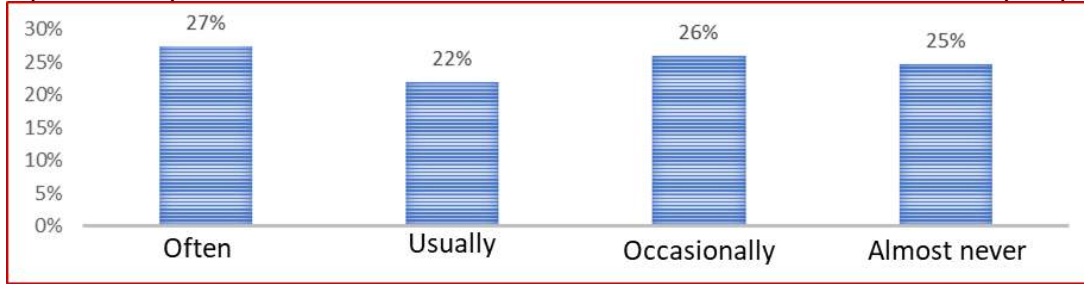
Graphic 10. In case of having any kind of problem, does the teacher look for a timely solution?



Source: Surveyed students

In the question, it was asked if the problems of mistreatment or harassment that have occurred within the educational institution are addressed in a brief manner: 27% said almost always, 22% usually, 26% occasionally, and 25% almost never.

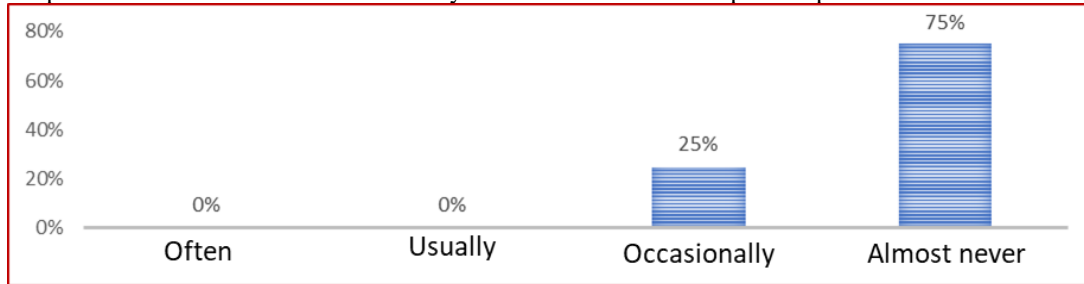
Graphic 11. Are problems of abuse or harassment that have arisen within the school dealt with promptly?



Source: Surveyed students

In the question, it was asked if the institution has offered any type of talks or workshops to improve school coexistence and 75% said almost never and 25% occasionally.

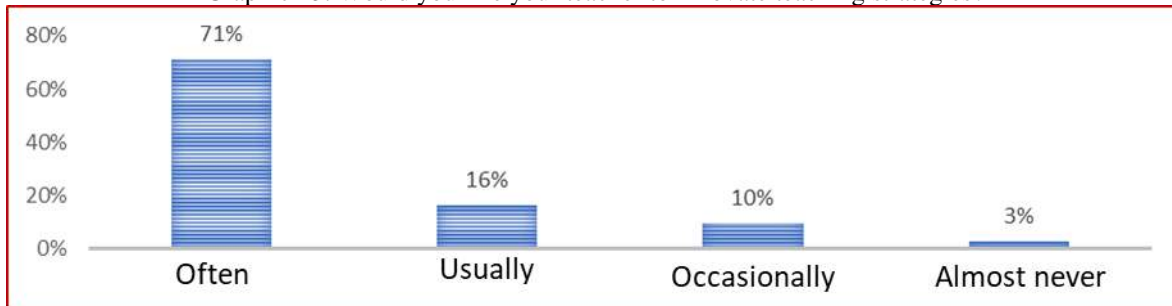
Graphic 12. Has the institution offered any kind of talks or workshops to improve school coexistence?



Source: Surveyed students

In the question, they were asked if they would like the teacher to innovate with respect to teaching strategies, where 71% said almost always, 16% lately, 10% occasionally and 3% almost never.

Graphic 13. Would you like your teacher to innovate teaching strategies?



Source: Surveyed students

4 SUMMARY OF THE INTERVIEW WITH THE TEACHERS

An interview was established with teachers from the Siete de Octubre Educational Unit where it was known that, if they use didactic strategies, such as motivating games that help to promote respect within the classroom, however, they agree that they are not always applied



since they are not contemplated within their annual planning, but they are activities that they usually carry out as a mechanism to promote a better coexistence.

It was also asked if the classes taught daily, use specific didactic strategies, which answered no, that they focus on following their schedule of work that they state is not modifiable since it would delay academic activities, however, they mention that they do consider that didactic strategies are a mechanism for better communication between student and teacher.

Regarding the respect that exists in the classroom, he considers that it exists, however, there are students who still do not respect their peers, which prevents assertive treatment among classmates. Regarding the actions taken to promote values and respect, they mention that there are no specific actions, they consider that the institution has not promoted projects that help improve coexistence and establish values in its students.

In addition, they mention that, if there have been situations of bullying within the classroom and in specific spaces of the institution, but nevertheless they have worked in coordination with the department of social work and authorities where they have acted quickly to prevent the problems from having a greater scope that could put the physical and psychological well-being of students at risk

Regarding the actions that teachers have taken before bullying actions, they are to create a space to talk with each of them and express advice on the importance of coexistence, in some cases the presence of the parent has been requested when a student despite the actions taken behind closed doors have not been enough and the parent must create a commitment where he commits to speak with your child to improve his or her behavior.

The teachers unanimously stated that they have not carried out any action or implemented didactic strategies within the classroom to improve school coexistence, they consider that assertive communication should be created by creating extracurricular spaces to carry out workshops with students and promote better communication between all educational actors.

The educational institution has not established any type of strategies to deal with the behavioral problems of the students, due to the lack of strategies of the educational manager, who considers that there is a good coexistence when in reality there is a lack of empathy on the part of the teachers and students, since they have not known how to handle the problems adequately in recent times.

Regarding students with assertive principles, it is considered that they have an education with few values, which has caused their behavior to be inappropriate within the classroom, all this



is due to the lack of communication that exists, in addition, the lack of empathy is another of the problems that exist in the institution.

If there is honesty on the part of some students while others do not always hide behind other students, and do not accept their guilt, so we should work together with the corresponding staff to improve this situation and for this we must carry out projects that help mitigate this problem. It is considered that one knows when a student is telling the truth, in some cases they are nervous and do not have a clear version of the situation they are suffering.

5 VALUE-BASED STRATEGIES FOR COPING WITH BULLYING

Board 1. Strategies

| N | Strategy | Resources / Materials | Competencies to be achieved |
|---|--|--|---|
| 1 | Promotion of the constructivist pedagogical model that allows the student to be the protagonist in the classroom, where playful games are implemented that facilitate interaction and coexistence among classmates. | <ul style="list-style-type: none">- Pencil- Colors- Paper | <ul style="list-style-type: none">- Communication- Assertiveness- Companionship- Respect for other people. |
| 2 | Carrying out activities through the use of collages, which illustrate cultural diversity and the respect we must have for people who think and have attitudes different from ours | <ul style="list-style-type: none">- Pencils.- Gum- Magazines- Colored pencils- Markers- Sharpening. | <ul style="list-style-type: none">- Respect for cultural diversity.- Good habits of coexistence.- Recognition of diversity. |
| 3 | Carrying out games such as the balloon of values, inside the balloon the children must put an activity based on respect and coexistence, they make a circle, each child breaks their balloon and carries out the activity in pairs, allowing to create communication between classmates. | <ul style="list-style-type: none">- Paper- Balloons- Music- Aguja o alfiler- Colored pencils | <ul style="list-style-type: none">- Communication- Teamwork.- Respect- Assertiveness- Better coexistence. |
| 4 | Videos where students are encouraged to treat their peers equally, and respect their peers, each student must write down five situations that would generate a better coexistence and share them in class. | <ul style="list-style-type: none">- Paper- Notebook.- Colored pencils- Draft- Pencil sharpener | <ul style="list-style-type: none">- Innovative customs.- Tolerance- Analysis- Reflection |
| 5 | Classroom projects where each student proposes a team activity to get to know each other better and create a better coexistence. | <ul style="list-style-type: none">- Paper- Pencil- Pens- Internet- Computer | <ul style="list-style-type: none">- Communication- Respect- Assertiveness- Innovative customs. |
| 6 | Make an excursion to a park or farm where work teams are made and each one must create an activity to strengthen the bonds of friendship. | <ul style="list-style-type: none">- Colored pencils.- Paper- Pencil- Pens | <ul style="list-style-type: none">- Cohabitation- Creativity- Respect- Teamwork |
| 7 | Meetings between parents, students and teachers where each one presents a message and a dynamic to share with everyone in the room. | <ul style="list-style-type: none">- Paper- Notebook.- Colored pencils | <ul style="list-style-type: none">- Communication- Respect- Cohabitation |



6 DISCUSSION

In relation to the first question of the survey, it is considered that there are very divided opinions about the form of teaching, which coincides with the work of someone who developed a study to determine the teaching of teachers in an EGB institution where students stated in more than 45% that teaching is good occasionally. This also coincides with the study of those who carried out a study and were able to verify that students always have divided opinions about the teaching they receive, stating in about 49% that the way in which learning is approached is good. Zea and Acuña (2017) Dueñas and García (2011)

The students, in a significant percentage, are comfortable with the treatment given by the teachers, however, there is a considerable number who are not very comfortable, a situation that coincides with the studies addressed by where in a survey carried out as part of an educational project to EGB students it was determined that 39% of the students are comfortable with the treatment given while the rest of the incidence shown presented Opinions are divided, as well as the research of those who consider under their study a population of students of a EGB school where good treatment based on ethics has helped students to be comfortable in 44% with the treatment obtained from the teachers. Marenco-Mara et al., (2023) Hydrovo-Ortiz (2023)

The results regarding the question, whether the teacher applies active methodologies that promote a better interaction within the classroom, are related to the studies carried out by someone who in his work determined that methodologies are not always used by teachers because they continue to use traditional methodologies that prevent students from developing all their abilities. Similar premises are manifested in the work of the person who indicates that in his research work he was able to verify that the activity methodologies were used occasionally, not permanently. Maldonado and Pungutá (2023) Asuero-Flores (2023)

Meanwhile, the results in relation to the question, whether the teacher during her classes promotes respect and ethics, agrees with the study of who determined that in more than 40% of the students are satisfied in the way that teachers address them thanks to the fact that there is ethical respect and assertiveness, however, It does not coincide with the results of the research work of those who stated based on their results that within educational institutions in Ecuador, especially those in rural areas, there is still inadequate treatment by teachers, and attributes it to the lack of control of district directors in these areas. López Rengifo et al., (2023) Ipanaqué Gonzales et al., (2023)

From the results obtained, in relation to whether the teacher applies psychopedagogical strategies, they coincide with the research from which it was concluded that within GBS schools



the application of psychopedagogical strategies is not common due to the lack of knowledge of the teachers, and the same occurred in the study where it was considered that the psychopedagogical strategies Torres et al., (2022) Palacios-Garay et al., (2020) are still uncooked by GBS teachers. At the same time, the results presented in graph 7 coincide with the work of the Orozco Alvarado (2016) school in which he determined in his research that the group of students evaluated presented problems of bullying and the authorities of the institution did not propose actions to correct the problem, in the same way in the works Camayo-Maca et al., (2021) it was known that in a school of EGB there were problems of bullying derived from the few actions carried out by the students. teachers.

The results of graph 8 are related to the study of who determined within his research work that within GBS institutions there is a need for activities where assertive communication is encouraged since his data show the lack of it among students, which is also related to what is indicated by those who consider that the lack of assertive communication within GBS schools is one of the causes for behavioral and peer treatment problems to occur. Cárdenas et al., (2013) Alsina and Vásquez (2022)

In the results presented in graph 9, it is evident that within the educational institution, no type of activity is ever carried out that allows the promotion of communication between students and teachers, a result that coincides with the study of those who state that within their studies there is no evidence that within the institutions of basic GBS strategies are not drawn up that allow the development of activities for a better communication that facilitates the development of the educational institution. In the same way, the study of those who based their work on knowing the actions taken within the EGB schools to facilitate communication, was able to verify that they do not occur due to the lack of coordination of the educational managers. Peñafiel-Álvarez et al., (2020) Murillo and Vásquez (2021)

From the results, presented in Figure 10, it is considered that there are divided opinions by each student regarding the timely solution provided by the teacher to his students. The result is similar to the studies carried out by those who consider that many of the teachers of the educational institutions of EGB are still not prepared to face the problems generated by their students, in some cases it occurs in teachers whose lack of experience is one of the main factors; A similar opinion is generated in studies where in his research carried out in a school he determined that many of the teachers do not currently effectively search for solutions to their students' problems. Murillo and Vásquez (2021) Tolentino Quiñones (2020)



The results presented in graph 11 coincide with the work where I show that the problems of students in a GBS school do not have a quick and effective attention to the internal conflicts of the students, likewise the work coincides with what is indicated by those who consider that the problems of harassment and mistreatment are situations that prevent the development of assertive activities within the classroom. Valencia-Moreno (2021) Cruz & Hernandez (2022)

The results of graph 13, the results contribute to the studies of who in his research determined that in GBS institutions there are few actions or activities linked to improving school coexistence, a situation that has caused bullying problems, in the same way the authors propose that in GBS institutions it is necessary to implement innovation projects that seek better communication between students so that there is respect between Yes. Zea and Acuña (2017) Dueñas and García (2011)

The results, shown in graph 13, coincide with the work of the University of São Paulo, since within their research I consulted a group of EGB students about their perception of the innovation of didactic strategies and all of them stated that if in more than 70%, it is also linked to the work of those who establish important premises on the subject and indicate that didactic strategies contribute significantly to different purposes, including instructing students about ethics, morality and respect for their environment. Marengo Mara et al., (2023) Idrovo Ortiz (2023)

7 CONCLUSIONS

The theoretical underpinnings allowed us to identify the importance of values-based teaching strategies to improve bullying problems, where the various authors suggest that during training activities teachers should establish assertive communication with their students, to later apply games that help to coexist among classmates, being necessary the application of activities such as: Collages where teamwork is facilitated, another of the activities is the making of drawings and crafts, where the student captures their creativity, there are also other alternatives such as the creation of children's stories, where ethics and respect for classmates and teachers are encouraged.

As part of the situational analysis process within the evaluated institution, it was possible to know that the students do feel satisfaction with the type of teaching received, however, they manifest their little satisfaction with the didactic strategies implemented, a situation that is considered to have caused certain inappropriate behavior on the part of the students, which are, indiscipline, harassment between peers, and a form of expression that is not assertive; The teachers have recognized the current problem and have considered the inclusion of strategies to improve coexistence and communication between the actors involved in the classroom.



Based on the problems found, seven didactic strategies have been established, which seek to achieve changes in the behavior of the students, the efforts will be aimed at reducing the problems of bullying, in order to get the students to improve their communication and coexistence, promoting assertiveness and respect towards the beliefs, culture and religion of others. Each of the activities are carried out in pairs or work teams, whose purpose will be to strengthen trust and respect with each other.



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