

Educational activities to enhance the socio-psychological climate and group integration among students studying Physical Education at the Bié Higher Pedagogical School in Angola.
Actividades educativas para potenciar el clima sociopsicológico y la integración grupal en estudiantes de la carrera de Educación Física en Escuela Superior Pedagógica de Bié en Angola.

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ABSTRACT

The research is based on problems in group integration during teaching and extra-teaching activities, which limits the behavior of the socio-psychological climate and interpersonal relationships between members of the 3rd year group of the Physical Education Degree at the Bié Higher Pedagogical School, in Angola. Scientific methods were applied that showed deficiencies in the application of educational actions by teachers when antipathy relationships between students were noted. This allows proposing educational activities that have a contextualized and dynamic character.

RESUMEN

La investigación tiene su base en problemas en la integración grupal durante las actividades docentes y extradocentes, lo cual limita el comportamiento del clima socio-psicológico y las relaciones interpersonales entre los integrantes del grupo de 3er año de la Carrera de Educación Física de la Escuela Superior Pedagógica de Bié, en Angola. Se aplicaron métodos científicos que arrojaron insuficiencias en la aplicación de acciones educativas por parte de los docentes al constatarse relaciones de antipatía entre los estudiantes. Esto permite proponer, actividades educativas, que presenta un carácter contextualizado y dinámico.

Keywords

Educational actions; Socio-psychological climate; Interpersonal relationships; Physical Education; Group dynamics.

Palabras clave

Acciones educativas; Clima socio-psicológico; Relaciones interpersonales; Educación Física; Dinámica grupal.

INTRODUCTION

The formation of new generations is a priority process for the different educational systems in the light of the 21st century. The educational system in Angola, since the Basic Education Law 32/20 approved by the National Assembly, raises as an objective the importance of group coexistence in students for a civic, humanistic education and from social responsibility. Hence the need to achieve a positive climate of cooperation to achieve the objectives of the study curriculum.

Class groups constitute open spaces for group and communicative interactions that affect the formative process of their members. In these types of groups, study is the most important activity, through which unity of objectives, actions and interests is manifested, by contributing their experiences, knowledge, motivations and efforts; aspects mediated by interpersonal relationships and communication between members, socio-psychological factors that favor an adequate group dynamic.

There have been several contributions in the study of the socio-psychological climate in Education and its implication in academic performance, among which it is worth highlighting, De la Fuente and Delgado (1987); Calviño, M (1998); Bermúdez. et al. (2002); Martinó (1998); Fuentes (1999); Imber (1996); Bermúdez, R. and Pérez, L. (2002); Proveyer (2005), among others. In the field of sports groups Physical Education and Sports, Russell and González (1994); Cañizares (2004), Martinó, C. (2008); Russell, L. (2012); Torrez. And et al. (2019); López (2010); Retamal and González (2019); Bayas et al. (2018); López et al. (2012); Montero and Cervelló (2019), Padilla, G and Rodríguez, C (2019), among others; those who direct actions and strategies to improve coexistence and social and school climate.

The 3rd year group of the Physical Education Degree, from the Bié Higher Pedagogical School, made up of 34 students, constitutes a particular type of group, with students of social origin that differ in terms of economic status, family types, academic performance. Problems are observed in interpersonal relationships, empathy, tolerance, aspects that affect communication, interpersonal relationships and the creation of a collaborative climate, based on the fact that the educational potential of the content and the groups are not always taken advantage of and educational actions are not implemented.

An exploratory diagnostic study is carried out in the group of the Physical Education and Sports Degree of the Bié Higher Pedagogical School, based on the application of participant observations in theoretical and practical classrooms, interviews with teachers, the application of sociometric technique and the following deficiencies are noted:

- Poor development of interpersonal relationships, mutual help of students in completing tasks, which affects the achievement of the objectives planned by teachers.
- Insufficient educational actions of teachers, supported by the poor use of methods and techniques to promote an emotional and affective environment in the group.
- Insufficient use of the instructive and educational potential of the 3rd year subject programs.

Therefore, the general objective is to develop educational actions that contribute to the development of the sociopsychological climate in 3rd year students of Physical Education and Sports at the Bié Higher Pedagogical School.

DEVELOPMENT

Some theoretical-methodological considerations about the role of the sociopsychological climate and its significance in educational groups.

In group dynamics, one of the psychosocial factors that influences the actions of groups is the sociopsychological climate. The background of the study dates back to the emergence of the sociological trend in group work, defended by Mayo, E in the United States, between 1927 and 1939, demonstrating the influence of interpersonal relationships, communication and climate on the productivity of the working sector, from the small group-society relationship. The other trend is defended by Lewin (1935), arguing that the socio-psychological climate in the educational environment affects the development of school groups, their learning and is determined by the teacher's management style and how it affects the goals, values and lifestyles of the members; criteria demonstrated by Banny and Johnson (1971); Cartwright and Zander (1974).

From the Russian Psychopedagogy, the development of the socio-psychological climate in the group - class is approached with a more comprehensive character, reaffirming its relationship with interpersonal relationships, the role of the teacher and the development of moral standards. They emphasize that school groups as the source of the formation of personality, of respect for social opinion in achieving a group environment for criticism, self-criticism; criteria based on the principle of personality education in the collective and the role of the group in society, acting in a community of interests, objectives, unity for action and coordination of efforts; supports valued by Hiebsch and Vorwerk (1969); Makarenko (1977); Puni and Dzhamgarov (1979); Krupskaja; Kalinin; Kirov; Dzerzhinski; Sujomlinski; Shukina;

Konnikova; Vasilieva and others, cited by Labarrere and Valdivia (1988) and systematized by Russell and González (1994); Cañizares (2004); Russell. And (2012).

In particular, Puní and Dzhamgarov (1979) point out that one of the ways to form and develop this socio-psychological aspect in sports and educational groups is the approach to educational, prophylactic and ideological teaching work combined with compatibility between subjects and the need to foresee conflict situations when they manifest negatively in the climate.

From this perspective, the significance of educational work in the group is demonstrated, and how from educational and group activity, personality is educated and the socio-psychological climate is analyzed, as the dominant and relatively stable emotional state of the group. It is a space where teachers can foresee problems within and it is essential to achieve the instructive and educational objectives proposed in the different subjects and a positive emotional affective environment; criteria that serve as a basis for assuming educational work within the group – class as a foundation for the present research.

Specifically, Bermúdez et al. (2002) from their research in education, distinguish that the socio-psychological climate nuances the group dynamics and constitutes an indicator of efficiency in social groups, and that this dynamic is a process and result of the interaction of all the factors that constitute the situation of the educational group, as an open system of interactions. They emphasize that in this dynamic, the individual and social aspects of the members, their values, motivations, their family and social situation, and the methodology and style of the teachers are relevant. In these criteria, the role of the pedagogical is recognized, given its importance in the development of the psychosocial factors manifest in the group, which indicates a systemic analysis. Consequently, the study of the socio-psychological climate in educational groups deserves its treatment from this perspective, as it is consolidated as a product of the activity and communication of its members, the group being the result of other group spaces, conditioning the life of each member in the social, psychological, values, norms and attitudes, where they contribute from one group to another, their knowledge, experiences and internalize the contribution of others. This process implies a transformation of the group dynamics, in the educational order and its influence on the climate of the group of which they are part.

Specifically, Russell, Y (2012) develops a theoretical model that supports an educational alternative, based on the relationship of the social context of the group members, the

personological characteristics and the pedagogical dimension of the process and with the use of the group as a censor of its changes and attitudes.

Currently, the studies by Torrez. Y et al. (2019) appear important, demonstrating the need for psychopedagogical preparation of teachers to enhance the socio-psychological climate in educational groups. Furthermore, regarding school coexistence and school social climate, López (2010); Retamal and González. (2019); Bayas et al. (2018); López et al. (2012); Montero and Cervelló. (2019), Padilla, G and Rodríguez, C. (2019); Arenas (2021) highlight, expressing how the climate is a sociological construction that starts from individuality to give rise to collective perception, from where the place where students live and learn must be analyzed.

Therefore, it is necessary to arrive at methodological and educational solutions that guide a positive socio-psychological climate for the proper functioning of the group, based on the education of cooperation, an environment of harmony, taking into account.

Description of the Sample and Methodology. Analysis of the results.

The population of the 34 students of the 3rd year group of the Physical Education career of the Bié Higher Pedagogical School and 7 teachers is assumed. 15 observations of theoretical and practical classes were analyzed, in the disciplines Methodology of Scientific Research, Theoretical and Practical Handball, Social Problems of Science and Technology, Theoretical and Practical Basketball. The study was developed in the 2023-2024 academic year and the methodology was designed as follows:

It contemplates the determination of the indicators.

Social Dimension: collective involvement and cooperation in the solution of group tasks, group coexistence in the face of planned actions in classes.

Personological dimension: ability to manage conflicts and inappropriate behavior, interpersonal relationships between students and students and teacher and student, motivational orientation toward joint actions.

Pedagogical dimension: actions, group dynamics techniques and educational methods, educational potential of program content, development of leadership styles in theoretical and practical classes.

Results of the interview with teachers.

Teachers consider the importance of the socio-psychological climate and its relationship with communication, interpersonal relationships, and the mood of the group, and that it is a criterion for achieving class objectives.

They show that the actions designed to treat the socio-psychological climate in the group are not carried out on scientific-methodological bases and relate it to the formative component and conceive the following educational methods as educational methods: talks, games, and teamwork in seminars.

The level of knowledge of how the socio-psychological climate is affected in the group is limited, as the impact of the psycho-pedagogical and educational work of the teacher on its development is not mentioned, which shows inadequacies in the implementation of actions from the potential of the contents of the programs and the group can carry out to promote changes.

Results of the observations in the classes.

20 theoretical and practical teaching activities were observed, where the following were evident:

Limitations in interpersonal relationships and communication in the group, as observed in 12 classes, relationships of antipathy, discussions, contradictions, both in the classrooms and in practical activities, problems in attendance and punctuality, in the fulfillment of the responsibilities of team leaders and members and failure to fulfill assigned tasks and leadership problems.

Difficulties in group integration and unity in students, as help, cooperation and individual contribution to the development of group activity, group coexistence and attitude based on tasks were not appreciated, this is manifested in the planning of activities that require collective work.

Communication with double intentions is evident and teachers do not always apply methods and techniques of group dynamics with an educational approach, from the educational potential of the group-class.

Greater individual involvement in teamwork is shown in the use of games in practical activities and the analysis of problematic situations for the solution of collective tasks with an educational intention. These results were experienced for 80% of the practical classes observed

Results of the sociometric technique:

It is applied with the objective of assessing the behavior of interpersonal relationships in the group.

Substantial differences are observed in the group, especially in the choice of the student delegate of the classroom and in reference to the place that is considered to be the best place for those who relate best, which shows the lack of positive leadership and that the area of practical activities in the practice of Basketball and Handball is the space of best relationships between students, which should be taken advantage of, representing 73.5%.

Elections are made of students who do not have all the personal conditions for the management of group tasks and for leading the group and possible leaders are chosen, taking into account economic issues. This indicates that there are other members with the skills to assume such a role in the group. In this sense, the group becomes a space that can be used to plan actions where these students are capable of leading group processes and theoretical and practical activities, given that they are followed by the group. The existence of students who are not accepted and a distancing between members is demonstrated, both in terms of practicing physical activities and participating in festive activities, criteria that indicate low development of interpersonal relationships and communication, characterized by tense, unfriendly relationships.

These results allowed the design of educational actions with the objective of promoting the development of the socio-psychological climate and group integration in the 3rd year group of the Physical Education Degree, through the proposal of educational actions.

Proposal for work sessions.

Session No. 1-. The problems of my group-class...

Objective: to assess the main problems that affect group dynamics and the fulfillment of the goals and objectives planned for class activities.

Methods: Discussion and analysis of situations.

Tasks: 1) Determine the main problems that affect group dynamics and the possible causes of the problems and issue criteria. (with the participation of the group itself).

2)-Prioritize and rank the problems according to the importance and urgency of their solution by the group.

Procedure: An animation technique will be used to promote group activation. They will be asked about the problems that affect the non-fulfillment of their objectives and to explain each

of them, stimulating discussion, reflection, and consensus for their solution. The teacher would be the facilitator of the process and creates work subgroups to generate possible solutions.

Session No. 2-. Solutions to group problems

Objective: To establish group goals to improve the efficiency of the group.

Methods: Group discussion and dialogue.

Tasks: To establish joint solutions to the problems analyzed.

- To express commitments regarding the fulfillment of the established goals.

Procedure: An animation technique will be used to favor the activation of the group. The most important problems that affected it will be recalled, ranked, in the previous session. Then, the group discussion and the search for solutions to the problems raised by the group members will take place; agreements and commitments are made, and responsibilities are distributed.

Session No. 3: The message

Objective: To interact in the improvement of the socio-psychological climate of the group-class.

Methods: Group discussion

Tasks: To establish or consolidate adequate interpersonal relationships between the members of the group and develop styles of constructive criticism.

- To compare self-assessment criteria with the group's assessments.
- Check the fulfillment of the goals established in previous sessions.

Procedure: The teacher will distribute two sheets of paper to each member, each one with the name of the group members. He will inform the group that they must send the first message to the participant indicated on the sheets, with two qualities that he manifests in the group. When each recipient has his message, it is read in the group. Then the other sheet is sent but now with two virtues that he would like that partner to change and that affect his development. The aspects to be changed must be preceded by an introduction that denotes positive communication, for example, I would like you to

- ...It will be suggested that the written qualities should refer to the behavior of the members and their influence on them. The group discussion method is used where they are criticized based on their behavior and contribute to the correspondence of their self-assessment with that made with the other members. The group and the teacher can contribute or disagree with new criteria, to make a comprehensive assessment of each

practitioner, stimulating the maintenance of positive qualities and the improvement of the less favorable ones.

Session No. 4: Expectations about my group

Objective: Interact in the improvement of the socio-psychological climate of the group.

Method: Group discussion

Tasks Determine the main individual expectations about the group.

2)-. Obtain personal assessments of those who would like to happen in the group and what they would not.

3)-. Establish commitments to prevent unpleasant and frustrating situations and stimulate the establishment of positive climates in the group-class.

5)-. Check the fulfillment of the goals established in the sessions.

Procedure: The animation technique will begin to create positive atmospheres. The teacher will lead the debate with a question: What would I like to happen in the group? It is suggested that these situations and their impact on classes be analyzed, but also when doing group work, emphasizing the attitudes of the students, stimulating participation and the confrontation of criteria between the members of the group.

As part of the educational actions and activities, the teaching staff proposes:

- Emplear técnicas comunicativas y debates grupales ofreciendo participación a los alumnos más rechazados en el grupo.
- Elaborar situaciones problémicas desde las propias asignaturas para promover el debate, la discusión sana, abierta y franca. 8 videos y filmes para debatir sobre problemáticas sociales a fin con el tema de investigación).
- Utilizar y aprovechar los alumnos lideres para encaminar actividades grupales intra y extra escolares, actividades deportivas, cumpleaños colectivos.

CONCLUSIONS.

The results of the diagnosis confirm that the achievement of a positive affective climate, its treatment lacks solid scientific-methodological bases, which shows the need to propose an educational work capable of guiding teachers in its development.

Educational actions and work sessions are designed aimed at solving the problem of treating the socio-psychological climate, which are characterized by a systemic and integrative nature and take advantage of the educational potential of the subject programs and those presented by the class group.

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