Universidad de
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Programa de intervención psicoeducativa para adolescentes
Psychoeducational intervention program for adolescents

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Resumen: El éxito de las relaciones interpersonales en la escuela constituye un elemento de relevante importancia en la conformación de un clima sociopsicológico favorable para el desarrollo del proceso docente educativo. El presente estudio aborda la problemática de las relaciones interpersonales en estudiantes de la Escuela Pedagógica "Floro Regino Pérez Díaz" del municipio Santiago de Cuba. Para ello se implementó un programa de intervención psicoeducativa organizado en tres etapas. Los resultados de su aplicación se evidencian en el establecimiento de adecuadas relaciones interpersonales en las estudiantes, en el desarrollo de habilidades comunicativas y competencias emocionales.

Palabras claves: Adolescencia; Habilidades para la relación empática; Estilos comunicativos, Competencias emocionales, Relaciones Interpersonales, Habilidades para la percepción y para la expresión

Abstract: The success of interpersonal relationships in the school constitutes an element of relevant importance in the conformation of a favorable socio-psychological climate for the development of the teaching-learning process. The present study addresses the problem of interpersonal relationships in students of the Pedagogical School "Floro Regino Pérez Díaz" of the Santiago de Cuba municipality. To this end, it was implemented a psychoeducational intervention program, organized in three stages. The results of its application are evidenced in the establishment of adequate interpersonal relationships in students, in the development of communicative skills and emotional competences, and in the improvement of the teaching-educational process.

Keywords: Adolescence, Skills for the empathic relationship, Communicative styles; Emotional competences, Interpersonal relationships, Skills for perception and expression

Introduction

The school as a socializing institution is characterized by a structure of roles, norms of behavior and own values that mediate and regulate the set of relationships that occur in different school actors. The classroom, as an essential component of the school, constitutes a space in which the dynamism of interpersonal relationships established between teachers, teachers and students, and among the students themselves can be observed, elements that influence in the teaching learning process.

People are social beings, so that their development and well-being are intimately linked to the processes of socialization in the different areas in which they operate, which makes it possible for them to be establishing constant interactions either with another individual or with groups of individuals. In this way, the school and the school group represent one of the fields of interactions that influence the teaching-learning process and that are vital for the satisfaction of needs, although it can also be a source of conflict.

Although education in Cuba represents one of the main objectives set by the Revolution, at times, the school does not always represent the desired living space for the students who are trained in these institutions. According to Ibarra (2005), schooling ceased to be the only proposal, after the family, for training and personality education, since the messages that are transmitted there are reconceptualized and produced are not credible, legitimate and viable for certain Students, parents, and teachers. The deterioration of interpersonal relationships in the classroom is a reality and represents a phenomenon that affects the quality of the teaching-educational process and the formation of values in students.

In Cuba, research has been carried out aimed at the training of professionals in the pedagogical sciences, an approach that has had different nuances due to the complexity of the phenomenon. There are substantial contributions regarding the initial training process of education professionals, among which the improvement of the professional model of higher education and the models to promote the formation of professional skills and competences (Vázquez, Rodríguez, Torres, and Vázquez, 2015).

It is a necessity for the country to train teachers at different levels of education, however, research related to the training of teachers in the upper middle level (including educators specializing in pre-school and early childhood education) are still insufficient. Hence the need, due to the social connotation that these centers possess, it is important that in the initial formation a more solid work be carried out so that they establish positive interpersonal relationships among students as a skill for their future professional performance, developing preventive work and attention to individual differences in teaching and extradocent spaces.

The present study was carried out in a 10th grade group of the "Floro Regino Pérez Díaz" Pedagogical School of Santiago de Cuba municipality at the request of the institution due to the difficulties in interpersonal relationships that were occurring in the students of that group. Within the group, inappropriate communication styles used by students hindered the teaching-learning process and teamwork as an indicator of group development; elements that presented at its base a set of stereotypes that conditioned the loss of values, and, therefore, the development of the group.

Based on the reasons stated above, the objective of the present investigation is aimed at implementing a program of psychoeducational intervention that allows the establishment of appropriate interpersonal relationships in middle-level students in training as primary school teachers of the "Floro Regino Pérez Díaz" Pedagogical School.

Development

The interactions that occur in the classroom allow establishing certain communicative patterns, influencing group behavior and the teaching-learning process itself. Based on this, interpersonal relationships between students are considered as the set of interactions that occur between members of a school group, where a system of mutual influences supported and governed by communication is established (Ibarra, 2005).

Studies conducted by Llorente and López (2012) aimed at studying interpersonal relationships in classrooms with "different" students, resulted in the need to develop more educational practices that promote cooperative learning and their inclusion in their work groups, and encourage them to participate, in addition to developing social skills, emotional intelligence, intercultural education, and positive attitudes to foster the reception of all people and develop in students the ability to establish positive interpersonal relationships between them.

The establishment of positive or appropriate interpersonal relationships between students in the different teaching and extra-teaching spaces is a factor that can contribute to the development of a favorable learning climate. Barrientos (2014) refers that training as

individuals fit for life in society of students is based on values that are key to life and coexistence, for each person and for the community, together.

An example of this is seen in research conducted by Sandoval (2014), where school coexistence is related to the knowledge management process. This author refers that to the extent that school life is verified in a climate of respect and tolerance, based on values such as cooperation and trust, knowledge management will be more efficient, resulting in better learning, and in the quality of the education.

The success of interpersonal relationships between students in educational contexts may be conditioned by the perceptions, senses and meanings that are managed between them within the group; together with teamwork and social skills that they possess as success factors to guarantee the quality of the teaching-educational process and the learning that is generated. An element that denotes the above is the importance of emotional intelligence as a characteristic that facilitates interpersonal relationships because according to López (2015) this allows students to be aware of emotions, can understand and manage them in oneself and others, and Use them to reason better.

Codina (2012) and López (2015) report that emotional intelligence, whether understood as a capacity or as a trait, is considered valuable in all interpersonal relationships. If students need to establish successful interpersonal relationships with peers, teachers, and tutors, they require well-developed emotional skills.

According to Lacunza and Contini (2016), positive interpersonal relationships involve skills of empathy, cooperation and commitment to the well-being of others. In the case of adolescents, these relationships favor the development of personal strengths, provide emotional and instrumental support in stressful situations and contribute to social competence.

Also, in the dynamics of interpersonal relationships influence both the content and the performance of the activity that the student performs as the form of communication he uses. Thus, it is expected that activity and communication between students must meet certain requirements to make the education-development process more constructive (Fariñas, 2005).

Some of the knowledge that circulates among students is related to the instructional activity (curricular contents, procedures for acquiring information, fixing knowledge, solving problems, among others).

However, the issue that involves and unites them in the establishment of certain interpersonal relationships is not so much the one that refers to the curricular subjects, but to themselves as people they are discovering. In these contents is that large amount of things and ideas that are learned, which can be true or false, constantly circulating and becoming shared beliefs, implicit knowledge about issues, almost always, important for life (Fariñas, 2005).

The peer group is a factor of great importance for the education of adolescents, not so much and not only because of the age of transition to the youth they live, but because they are a socially relevant group and because they create within themselves a microculture that elaborates and sacralizes certain values and norms of coexistence that are assumed individually. These elements mediate the relationships that are established between them and manifest themselves in both teaching and extra-educational spaces, in such a way that the teaching-educational process and the teaching-learning process exert a strong influence.

The management provided by teachers and the remaining staff of the school to these norms and values that regulate the interpersonal relationships of students in the school can have a favorable or unfavorable influence on the training of students and on the fulfillment of the school goals. In relation to the above, Castro and Morales (2015) state that to achieve meaningful learning it is important to create a climate characterized by the establishment of appropriate interpersonal relationships, dialogue, and respect The management provided by teachers and the remaining staff of the school to these norms and values that regulate the interpersonal relationships of students in the school can have a favorable or unfavorable influence on the training of students and on the fulfillment of the school goals.

In relation to the above, Castro and Morales (2015) state that to achieve meaningful learning it is important to create a climate characterized by the establishment of appropriate interpersonal relationships, dialogue, and respect for individualities (learning pace, special

educational needs, values cultural and personal) in order to promote coexistence, participation, freedom of expression, active listening, and respect for opinions; All of the above would lead to the enhancement of a climate of joy, creativity and companionship for individualities (learning pace, special educational needs, values cultural and personal) in order to promote coexistence, participation, freedom of expression, active listening, and respect for opinions; All of the above would lead to the enhancement of a climate of joy, creativity and companionship.

Methodology and methods

The psychoeducational intervention program was based on the qualitative methodology based on the premises of the Psychosocial Approach to Education (Ibarra, 2005) from which education can be understood in a broader and holistic sense, with an interactive vision in which affect the education process, a set of factors, that condition and function as mediators of it.

The psychosocial perspective of education allows focusing on the processes of personal interaction, so that the school and the teaching-learning process can be understood as open systems, looking at the various factors that influence its dynamics. In addition, the analysis of these interaction processes merits considering the inseparable relationship between teaching and development. In this way the school is conceived as a social system due to the participation of psychosocial phenomena as determinants of learning. The use of this approach allows the student-student relationship to work as one of the psychosocial variables that mediate the learning process.

The ethnographic method was used to describe and interpret the culture, ways of life and structure of the school and group investigated. This method was used based on knowing the identity of this group, which develops in a specific sociocultural environment (the school), and understanding their experiences from their own culture.

Population and sample

It was worked with a first-year group (10th grade) based on a demand from the center, which has an enrollment of 29 students, all female, of which 15 are external (live in the

municipality of Santiago de Cuba), while the rest are scholarship students (they live in neighboring municipalities). Their ages range between 15 and 16 years of age, being in the adolescence stage.

The group presents favorable environmental conditions for the development of the teaching-learning process, they have a place with sufficient lighting and ventilation, although there is the absence of some teaching means necessary for learning. It stands as the group with the best academic average of the four first year groups. It is characterized by presenting inadequate interpersonal relationships among them, which makes it impossible to provide favorable resolution of school conflicts that may arise; In addition to inappropriate relationships with some teachers. Since there are difficulties in interpersonal relationships, communication does not flow effectively, communication styles characterized by authoritarianism are used; and together with this, school coexistence is not favorable because there is no respect for individual differences and the main conflicts that arise are expressed between external and internal, which determines a loss of respect.

Psychoeducational Intervention Program (PIP)

Title. - Improving our relationships, a way for group unity

Objective. - Promote the establishment of appropriate interpersonal relationships between middle-level students in training as primary school teachers of the "Floro Regino Pérez Díaz" Pedagogical School in the Santiago de Cuba municipality. To address the problem, the following indicators will be used:

- Perception of others.

- Teamwork.

- Communication skills (empathy and assertiveness).

The program was divided into three stages: diagnostic stage, design and application stage, and finally, evaluation stage

The operative group was used as a device for group work, according to Pichón-Rivière (cited in Calviño, 2006) is an instrument for the achievement of praxis, to the extent that it

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allows learning to think, to overcome through cooperation and the complementarity in tasks, the difficulties of group learning in thinking and in contact with reality, so it is a therapeutic instrument.

Stage no. 1.- Diagnose

Objective. - To explore the main psychosocial problems presented by the group through the application of instruments that allow diagnosing the current state of the problem being investigated.

The following techniques were used for the diagnosis process:

- Observation to classes: with the aim of exploring the student-student and teacher-student relationships, as well as the presence of school conflicts; In addition to assessing the role of the teacher, exploring the process of communication within the group and characterizing the school culture.

- Document review: it was used in order to explore the fundamental problems at the institutional, group and individual level, as well as the academic performance of the students; as well as to characterize the school organization based on its objectives, mission, vision, values and norms.

- Semi-structured interview with teachers: it was developed with the objective of identifying problems related to the teaching-educational process; as well as to evaluate the expectations and perceptions they have about the group and explore the student-student, teacher-student, teacher-teacher relationship.

- Group interview: explore school life, communication and student-student and teacher-student relationships.

Results obtained in the diagnosis:

This problem is constituted as an element that hinders the teaching-learning process in said group, since the communication styles used by students are inadequate and make learning knowledge difficult, in addition to not favoring teamwork as an indicator Group development Also the relationships established between the students, are mediated by a set

of meanings and meanings (in many cases, stereotypes), which condition the way of behaving either external or internal, producing expressions of rejection and denigrating between Therefore, it is important to modify this set of representations that mediate the students' way of thinking and acting and that do not contribute to the formation of values that the school demands as future teachers. Finally, school coexistence is another aspect that is affected due to the inadequate relationships that exist, so that conflicts, instead of a way to achieve development and group cohesion, constitute as obstacles to this development.

Stage no. 2.- Design and application

At this stage four group work sessions were designed and applied, which had specific objectives, an initial moment, a development, and a closing moment where an evaluation will be carried out in each session.

Session no. 1.- What do I think of my partners?

Objectives:

- Carry out the PIP framework, sensitize the students with the work to be done, promoting a favorable socio-psychological climate.

- To ensure that students are able to reflect critically on the need for optimization of interpersonal relationships in the group between scholarships and external students.

- To explore the perception and the meaning and meaning that the scholarships of the external ones possess and vice versa.

Content: perception, meaning and meaning towards others.

Initial Moment:

- Presentation of coordination.

- Framing of the PIP (content and number of work sessions; duration of the same, limits and relevant schedules).

Unspecific warming: First they are guided to walk chaotically inside the circle without touching and then jump like rabbits in order to prepare them for the task and reduce tensions.

Then the presentation technique I introduce my partner is performed.

- Sitting in a circle, participants are asked to present their companion next door, saying their name and a quality they possess.

Development. - We will proceed to the analysis and reflection about the group's perception of what it means to be a scholarship or external being and the meaning and meaning attributed to each other, and how that influences coexistence. Methodological resource: Role changing technique

At first, two volunteers (one external and one scholarship) are oriented to place themselves in the center of the circle and change roles, the external one becoming a scholarship and vice versa. Then they must express how they felt being in that position and how they would like to be if they had that role. At the conclusion of the volunteers, the rest of the group standing in their place must also change roles and express how they would like to be.

Questions:

- Why would they be that way as scholarships / external and not otherwise?

- If they had to change something as an external / studentship, what would they change?

- What does it mean for you to be external or studentship?

Closing: Express with one word how they felt during the session**.**

Session no. 2. - Communicating

Objective. - Promote adequate communication skills (empathy and assertiveness) that enable the effective resolution of school conflicts.

Content. - Communication skills in conflict management**.**

Initial moment. - As a round of comments, the main topics discussed in the previous session are rescued and they are asked to assess the main lessons learned in that session and how they have been put into practice in the group.

Then the nonspecific heating will be done with the technique Names and adjectives.

Objective: favor the integration of the participants and their communication. The members of the group are guided to think of an adjective that allows them to describe how they feel at that time, said adjective should begin with the initial letter of their name. 3 minutes will be given for the preparation and after that time, they will be explained that, at the time of the presentation, each person will demonstrate that mood with a performance.

Development: The dramatic play technique is used, with the aim of identifying the main communicative styles they use in different situations, as well as the communication barriers that hinder this process.

Procedure: From five previously elaborated situations, the group will be divided into five subgroups and they will be guided to choose one of the situations in a lottery and dramatize them, emphasizing: how they would react and what would be the ideal way to solve them. (5 minutes of preparation)

Situations:

1. The school calls for volunteer work and some are working and others are avoiding work.

2. They are cleaning the room and suddenly one enters with muddy feet (with a stomachache).

3. The anatomy professor guided them an extraclass job and one of her classmates has had personal problems at home so she has not been able to help them at work.

4. Whenever they try to study some classmates are making noise, one day they are the ones who need to study.

5. A partner insults them.

Questions:

- What is the best way to react to these situations?

- How do you think others feel when you use shouting or offense towards your person?

- What could they do to improve communication in situations similar to these?

Closure: The "Magic Word" technique will be used. It aims to get the group to express with a single word what they felt in the session.

Session no. 3. - What do we have?

Objective:

Identify the main potentials that the group has that allow the optimization of interpersonal relationships between scholarships and external.

 Recognize individual skills.

Initial Moment:

Psychodramatic technique The mirror, with the objective that the members of the group know themselves. The group is divided into duets and each member of the duo dramatizes the other member of the duo. It is an observation of how he does it, but done by another.

Development:

Literary resource: "The Assembly in the carpentry" of the book "Blame it on the cow"

The story will be read to the group, encouraging reflection on aspects such as identifying individual and group positive qualities.

Questions:

What teaching did the story convey?

- Have you faced similar situations? How have they felt at that time? How have they acted?

- What do you think about focusing on the defects of others and not on their positive qualities?

- What characterizes them as a group?

Then they are instructed that each one say some aptitude that it possesses, that is to say that it believes that it is good, in which activity has better performance, success.

Closing: Finally, an exercise is called "I count on you for." Each one will complete this sentence by saying it to her partner next to her and shaking her hand.

Session no. 4. - Everyone counts

Objectives. - Develop cooperation and teamwork and evaluate the lessons learned during the program.

Content. - Cooperation and teamwork as indicators of group development**.**

Initial moment. - A specific warm-up was carried out with the objective of exchanging them in order to contribute to maintain a better discipline and share no choice of friendship in the work to proceed.

Resource used: The animal game.

It consists of placing four posters in the center of the work circle that contain within each the name of a category of animals: mammals, fish, birds and insects. Then cards are distributed that contain the name of an animal, it is directed that they should not turn it until the coordinator does not tell them. When the coordinator decides he is ordered to turn the cards and each one will say the animal that touched him and imitate his behavior or sound, then he will be placed in the group to which he belongs, so on.

Then they are asked how they felt doing the exercise and if they identify with the animal that touched them. Why?

Development. -For the development a technique of group elaboration proposed by Aguilera (2011) called the island of all is used: it consists of being guided that starting from a desert island (the coordinator will start) everyone should contribute and contribute to narrate the story started, following up creatively as told by the previous partner. Where one ends there the other will begin and so on until reaching the last person. Then they will be asked**:**

- How did you feel doing the exercise? Why?

- What was the most you like?

- Did you identify with any character in the story? With which and why?

- What do you think has been the best of working in a team?

- Have you ever done any activity similar to this in which everyone will participate equally?

- Which one or why?

In a second moment, these questions are asked to investigate what they have internalized in the intervention program.

We need you to try to compare how your attitude was in the first meeting and how it is now:

- Do you think there has been any change? Which and why?

- How have you felt working all together?

- What have you learned since we are working with you?

- What did you like most? Why?

Closing. - Finally, you are guided to prepare a motto or slogan that represents them as a group.

Stage no. 3.- Evaluation (Results)

With the application of the program, students were able to reflect critically and raise awareness of the need to work interpersonal relationships between external and internal, as it represented a latent problem in the classroom that destabilized group dynamics, limited the performance and completion of study assignments and other extracurricular activities oriented by the center that required the cooperation and participation of all, and had an unfavorable impact on the development of the teaching-educational process.

In addition, new perceptions and meanings originated among the students of the group (both scholarships and interns), enabling the reestablishment of new friendship ties, and

acceptance and respect for individual differences. Together with this, a set of emotional competencies and communicative skills were developed in order to achieve favorable interpersonal relationships, among which are empathy, assertiveness, listening skills and appropriate modes of expression based on values such as mutual respect and sincerity. These competences and skills led to a better understanding of the messages and meanings they wanted to convey and allowed them to modify the perceptions and denigrating attitudes that were manifested within the group, which led to an effective solution to school conflicts, counting for this, with the help of teachers.

It was also possible to promote the critical and self-critical capacity of the students, which gave them greater self-confidence, autonomy and a qualitative development in their self-assessment, being able to recognize in them positive skills and qualities of Valencia that allow them to obtain success in the activities they do This influenced the students being able to identify the potential that the group has to achieve a higher level of group development, attributing it to this greater meaning, thus creating a deep sense of belonging to it. Some of these strengths cited by the group are: we are the group that gets the best grades", "when a visit comes we are the ones who always get their faces out of school, here there are many outstanding girls who help the least advantageous, we like to participate in the classes, we are the best group in the school.

Likewise, cooperation and teamwork were optimized, since they all contributed to the accomplishment of the programmed activities in each of the sessions, resignifying the relationships between colleagues without discerning between scholarships and external students, to which they refer: best of all is that we work together, finally something was done in which we were all, expressions that reflect the latent need that existed to achieve unity and group harmony; This also demonstrates the practice of teamwork as an indicator of group development.

Finally, a greater degree of acceptance and closeness was achieved among the students, in addition to the fact that they all contributed ideas for the creation of a slogan that represents

it as a group and with which they feel identified, the slogan is: The divine group two united, will never be defeated.

Conclusions

The implementation of the psychoeducational intervention program Improving our relationships, a way for the unity of the group, was an effective tool for the establishment of adequate interpersonal relationships in students in training as primary school teachers, while it was developed based on the characteristics of the group, emphasizing the modification of the factors, which, from the order of the cognitive, the affective and the volitional mediated these relationships. In addition, it represented an instrument that contributed to the solution of latent school conflicts in the group, and with this to the improvement of the quality of the teaching-educational process. Finally, the application of this program led to the formation of values in students, and in a general way, to the integral development of their personality.

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