

Influence of the socio-cultural context on children's coexistence as perceived by teachers

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Abstract

The research focused on investigating the influence exerted by the socio-cultural context on the coexistence of children in public institutions in the region of Urabá; therefore, it was structured methodologically as a basic research of mixed approach, from the qualitative it was inductive with a hermeneutic phenomenological design and from the quantitative hypothetical deductive with a non-experimental design and a causal correlational level. Fifty-three teachers from eight of the nine non-certified municipalities in the region participated: Arboletes, Carepa, Chigorodó, Murindó, Mutatá, Necoclí, San Juan de Urabá and San Pedro de Urabá in the department of Antioquia to whom the ICSC test (Influence of the Social Context on Coexistence) was applied, elaborated for the study and applied by means of a questionnaire and an in-depth interview adapted for virtuality given the pandemic conditions that forced social distancing, based on the three study variables: sociocultural context, social pedagogy and coexistence, the results indicate that the sociocultural context does influence the coexistence of the children reflecting in the behaviour, therefore, the alternative hypothesis was accepted, the Cronbach's alpha analyses showed a high value of reliability.

Keywords: coexistence, social pedagogy, socio-cultural context, family, territory

1. Introduction

The world in essence developed through social groups that were linked to disputes over territory, supply or power; as if the human race was destined to self-destruction and war, which for centuries under different labels shaped its history. The misfortunes in Colombia were not only a product of its geographic location or the richness of the soil, in short, everything caused social inequalities, Albarracín & Contreras (2017) highlighted that among others the armed conflict and its aftermath in different population groups where displacement and violence had their negative effects; because all the circumstances were transformed into a language that was reflected in parenting patterns, before which Ballesteros & Álvarez (2018) mention that these influence minors and generate influences that are reflected in coexistence. These patterns showed the experiences of families in the region of Urabá in Antioquia, where the research was carried out and was no stranger to history, as Osorio (2005) described the experiences that the region suffered due to its geographical location and the riches of being between the Atrato River and the gulf of the Caribbean Sea, which in turn caused many of the perennial conflicts over time.

The context where all the social problems were developed was reflected in the coexistence, which was analysed by Sánchez & Sánchez (2018) that the socialisation process was affected by the very nature of human protection and grouping as natural dynamics of survival and protection, but when these are exceeded, relationships are affected and it is necessary to understand their causes and effects, Therefore, the focus of the research was the analysis of the context and the importance that transcends the institutional educational projects (PEI), which are the route of the educational community and so enshrined in Article 14 of Decree 1860 of 1994

to mention that it managed to establish specific purposes; therefore it was necessary to refer to all aspects that affect human beings especially in their formation during the early stages of life as mentioned Perez (2018) in front of the forms of upbringing of families that can reverse the inadequate patterns if it manages to build strategies based on affection and coexistence, oriented from educational institutions to be the compass of navigation in company as the manual of coexistence, Esquen (2018) stated that the way to promote school coexistence is the commitment of the family; Therefore, this work generated recommendations and conclusions by considering that in the early stages of life the fundamental and integral development of children is achieved in order to strengthen reflective and critical adults regarding their projects, coexistence, the defence of human rights, knowledge and safeguarding of the territory known as Urabá.

2. Methodology

The research was of mixed approach with a phenomenological design, as Hernández (2006) mentioned that phenomenological studies focus on people and specific situations or simply on the phenomenon. Therefore, the objective was based on finding sense and/or meaning in people's experiences in the real context in order to be understood and transformed. In this sense, the human need to know how to live in harmony with others was analysed, Jacques Delors (1994) who from the construction of the four pillars of education referred to the need to learn to live together, respecting the qualities and particularities of people, being the objective that inspired this work as I seek to understand from the experiences of the context, the historical memory and the socioeconomic conditions the influence that these aspects exerted on people, the way of relating to other beings and their teachings for children in the region, transmitted as child-rearing guidelines that reflect the behaviour of boys and girls, as mentioned by Espinoza (2018) when mentioning that all practices educate children in a positive or negative way and demonstrate them in the behaviours they assume in life, the way they express themselves, relate to each other and resolve conflicts.

The research was hypothetical deductive seeking to understand the origin of the study through the variables: socio-cultural context, coexistence and social pedagogy with reflections generated from the context and its history, to understand if the general hypothesis that was: the socio-cultural context and social pedagogy, influence the coexistence of children in Urabá, from the perception of teachers, Colombia 2020. Allowing to understand if the reality generated positive or negative effects in the context and basically in the coexistence of children, in eight of the nine municipalities not certified public institutions, through the perception that teachers had and the mixed approach that by its nature generated two reflections one objective and the other subjective Sampieri (2006) and generated a broader perception of the phenomenon of study and the opportunity to create the instruments based on the reality of the community its relevance, flexibility and deconstruction to apply it to different population groups.

Being a dogmatic study, it sought to base the reality of the socio-cultural context in order to understand its relationship with the social problems as experienced by authors such as Torres (2006), who investigated the effect produced by socialisation in the community, starting precisely from the reality of the context, and Muntané (2010) mentioned that a characteristic of basic studies is to remain within the theoretical framework, increasing scientific knowledge, without controlling it. Regarding the population, Sampieri (2006) mentioned that populations must be situated by their characteristics of content, place and time. The study was developed in the sub-region of Urabá in the northwest of the department of Antioquia, the participating population was 53 teachers who work directly with the target communities and the qualitative instrument was applied to eight teachers, one for each municipality of the transition and primary school levels, these were conducted via video conference in the Google Meet application and 53 surveys for the quantitative instrument with 30 questions that had a Likert scale for response as a Google form given the conditions of biosafety.

Context influences the coexistence and life of children

It was important to understand the experiences of the beings in formation and the importance of transforming the context from a realistic sense of life, Feyerabend and also that it has receptivity from the institutional educational project (PEI), with adjustments that allow children and young people to be connoisseurs of history and active transformers of the territory and their own life projects. The most important limitation that the research found was the situation of social isolation that, due to COVID-19, modified the social dynamics and the application of the study instruments. The research focused on the recognition of the context of the Urabá region (Osorio, 2005) and the influence of history on the social dynamics and patterns of upbringing, reflected in the coexistence of children in public institutions in non-certified municipalities. Colombian educational institutions base their guidelines on Article 14 of Decree 1860 of 1994, which provides the horizon and the possibility to build it according to the reality of the socio-cultural context. Its importance lies in thoughts such as those of Freire, in terms of the social meaning of school in the different Latin American contexts, for its part the law 1620 of school coexistence in Colombia mentioned in its article 15 of 2013 that the purpose was to create tools

that support the establishments based on human rights and human rights and citizenship skills, in order to improve coexistence.

For its part, Law 1098 of 2006 founded the code of childhood and adolescence and in the first article alluded to the commitment to early childhood and the need to generate an affective and effective environment for a healthy life that promotes the protection and guarantee of the rights and freedoms of minors. When considering this study it was necessary to make different appreciations in the light of the current society and the conceptualisations of coexistence Albarracín & Contreras (2017) mentioned that the opportunities provided by society help to build the context, and give meanings to the people who inhabit the environment and their family relationships based on roles of affection. To delve deeper into other elements such as: historical memory, domestic violence and resilience Rio (1992) in his report, managed to analyse different aspects linked to the being that, from its construction of identity, sought the resolution of conflicts, from a sense of respect for the context and its changes from individual experiences without forgetting history. In short, the context influences coexistence and educational institutions can foster favourable environments for families and especially for children in formation, the reflections are supported by the following results.

3. Results

The instruments used for the analysis of the information were SPSS and ATLAS TI applied to teachers in the region of Urabá in the municipalities of Arboletes, Carepa, Chigorodó, Murindó, Mutatá, Necoclí, San Juan de Urabá and San Pedro de Urabá, both were applied remotely with virtual applications given the pandemic conditions: ICSC influence of the social context on coexistence elaborated by the main researcher and validated with a recognised expert by means of a pilot test previously applied to 70 teachers who did not participate in the final application to avoid affectations in the study allowing a sincere response according to the conception of the reality of the context and the permanence in the region. As for the qualitative instrument, it was applied to eight teachers, one for each target municipality, and the analysis began precisely from this approach, as the nature of the study was based first on the characteristics mentioned above by Hernández (2014) who mentioned that these studies seek to understand the phenomena, exploring them from the conceptions of the participants, but the quantitative aspect was added as it was important to generate a more accurate reflection from the quantitative approach.

The presentation of the results of the study was based on the information collected from the application of the semi-structured interview guide to the teachers who met the selection criteria related to teaching in the target municipalities. The analysis process began with the transcription and organisation of the information, followed by the application of theoretical and data triangulation, which made it possible to argue from the educational regulations, the institutional educational guidelines, the theories put forward by the experts and the perceptions of the research participants. The interpretation of the information obtained arose from the answers given by the participants of the study in a compilation of 28 pages, which were processed in the Atlas Ti Software Version. 8.4. 25, in which the documents were prepared according to the categories of the study; sociocultural context, social pedagogy and coexistence, the coding process was carried out according to the definition of the 11 domains established in the categorization matrix, the memos were created, and the structure of relationships between codes and memos, in order to identify, relationships of association, belonging or causality that allowed to understand and interpret, if there was influence of the sociocultural context and social pedagogy in the coexistence of the children of Urabá, from the perception of teachers in Colombia in the year 2020.

The coding process in the study was structured on the basis of the list of domains established in the categorisation matrix, for which reason the selective coding method set out by Strauss & Corbin (2016) was used, in which the analysis codes are defined according to the initial approach of the categories and subcategories of the study. Similarly, the analysis of the relationships between the codes defined for the category sociocultural context, social pedagogy and coexistence was developed, which were defined according to the interpretation given to the responses of the participants of the study. Likewise, the value of density and rootedness was obtained, which allowed us to know the level of citation and relationship respectively, as shown in Table 1.

Table 1. Density and rooting level of analysis codes

	Code	Rooting	Density	Code groups
•	Family types	7	2	Coexistence
•	Human relations	10	2	Coexistence

The following is the analysis of Categories

3.1. Socio-cultural context

The socio-cultural context was assumed as a category in this research given the importance for educational institutions to recognise the characteristics and needs of the communities, in order to propose teaching-learning and coexistence strategies, as well as evaluation systems in accordance with the people, the typology of the families, their culture, the resources they have and the training needs that emerge from the historical context defined by the different authors mentioned above. According to these categories, four subcategories have been established for the analysis: history, multiethnicity, economic level and academic level.

a) History of the territory

In the analysis of this subcategory, historical memory was proposed as a code of analysis. According to the information obtained, it became evident, from the macro context involving the eight municipalities participating in the study, a history marked by violence and conflict, which originated from the social problems associated with forced displacement, the violation of human rights and the intervention of illegal groups, and economic problems given the precarious conditions of many families in the region of Urabá, in which a precarious economic level is recognised in order to have a dignified life. This, consequently, caused great efforts on the part of educational institutions, which for many years have promoted education in a large part of the population in order to reduce the gaps in development and productivity, managing to stabilise, today, many families have improved economically in different work activities that have enabled them to achieve a better lifestyle. The above, coincides with Galeano's (1985) approaches, when he identifies how the characterisation of a territory and its historical memory is defined by the positive or negative affectation obtained from the social, political and economic dynamics that allow development or on the contrary impoverish the communities in their material and immaterial resources.

b) Multiethnicity and ethnic minorities

In the analysis of this subcategory, ethnic minorities were proposed as a code for analysis. According to the participants' responses, the inclusion of programmes that allowed for the recognition of different ethnic and population groups, such as indigenous, Afro-Colombian and displaced people, found in the region of Urabá, was identified, making it possible to understand their lifestyle, customs, cultures and historical events that marked their origin and at the same time generated the construction of the identity of many municipalities. In this way, the creation of institutional projects was observed within the framework of the recognition and appropriation of these groups, as well as characterisation actions based on surveys that made it possible to generate a real knowledge of the community. In this way, although it is recognised, from the work of the educational institutions, to include and know the existence of different ethnic groups from inclusion programmes due to the rejection they have had for years, it is important to mention the generalised perspective that is established from the Colombian Political Constitution, in the framework of the different population groups, their cultures and dialects as part of the characteristics of the communities, which does not define a clear line of action in the institutional educational projects (PEI), of the schools and few institutions with an educational project relevant to the characteristics of the context.

c) Economic conditions in the region

In the analysis of this subcategory, the characteristics of the territory were defined as an analysis code. According to the information obtained, the teachers identified that the lifestyle adopted by the families depends on the income they earn as a whole. In line with this, the families that are unemployed reflect having precarious situations of food, housing and clothing that prevent them from having a dignified lifestyle, however, those who generate resources from their work activity, manage to have a better development. However, even though more employment opportunities have been generated in recent years in the region, low remuneration was observed, which does not necessarily allow them to live in peace and wellbeing. This coincides with the macroeconomic analysis presented by the OECD (2019), which recognises that social resources aimed at reducing inequality are not sufficient. Particularly in Colombia, although programmes such as Youth in Action and Families in Action have been implemented with the aim of reducing extreme poverty, the efforts have only been to modify the Gini coefficient a little, rather than really generating a significant impact on the economic development of communities. This situation is reflected in the municipalities of the Urabá region, which is why educational institutions carry out their educational work with few resources, but with the enthusiasm and comprehensiveness that the qualification of people deserves.

d) Academic level of families

For this subcategory, the characteristics of the territory were defined as an analysis code. According to the information obtained, there was evidence of a high level of importance attributed by the teachers to the integral development of the students, based on the accompaniment of the families in their learning process. However, the generalities of the communities indicate a low academic level in the members of each family nucleus, where illiteracy was reflected in many cases, and at most up to a basic secondary schooling level. As a result, teachers and school principals have assumed a teaching-learning process that is led and guided by them, solely from their classrooms. In this way, the academic level of the students was assumed according to their academic performance, which according to Pizarro (1985) is determined by the development of capacities as a result of their instruction or training process. However, understanding the characteristics of the context in which the teaching-learning process is framed in the region of Urabá, this alludes to the direct accompaniment of the teaching staff.

3.2. Category: social pedagogy in educational institutions

Social pedagogy is included as a category in the study, due to the significant contribution it generates in terms of knowing people from the analysis of the context, and with it, their needs, lifestyles and contribution to the community, given the responsibility they have for the place in which they live, under principles of harmony and balance. In this category, participation, research, action and reflection were considered as subcategories of analysis.

a) Participation and integration with the community

In this subcategory, the integration of communities was proposed as a code for analysis. According to the teachers' perception, greater integration with families and the community in general was achieved in each of the municipalities, based on the management and development of institutional projects mediated by the schools, oriented towards the practice of creative and sporting activities, but also others focused on strengthening reading comprehension, dance, democracy, culture and the preservation of principles and values. This allowed for a deeper understanding of the characteristics of the families, their needs and the support they need to motivate them to continue their personal development and to contribute satisfactorily to the pedagogical support of their children, in order to achieve greater institutional ownership. The above, allowed to denote the great efforts that were made at the educational level to strengthen the integration of communities and their approach to educational institutions, however, although there is a high level of participation, some are perceived as indifferent or with an attitude of minimal involvement in the implementation of activities for the good of their family and the region.

b) Research as an opportunity for transformation

In the analysis of this subcategory, knowledge of the territory was used as a code of analysis. The teachers were able to identify unanimity in their perception that the young people of the region are a fundamental pillar for the development of productive and innovative changes in the Region of Urabá, all this from their constant involvement in research and development projects that allow them to recognise the historical and social facts of the region, culture, economy, politics and productivity. This is the only way to generate spaces for critical reflection that will make possible the projection of new ideas that really become effective and do not result in the same ineffective or late efforts that have limited the progress of the communities in each municipality. This is how it was identified, as the participation of young people in different projects, allowed the development of reflective capacities that sought to improve aspects of their reality (Díaz, 2018), in order to achieve from the recognition of historical facts proposals for innovation that result in the generation of knowledge for the prosperous development of the region of Urabá that needs the preparation of its inhabitants to prevent new displacement of academically certified labour that would participate in many of the projects that have been founded for years in the best corner of America and the riches of the region.

c) School action and leadership

For this subcategory, community-based evaluation was used as a code of analysis. According to the responses of teachers from different municipalities in the region, the commitment they have made to involve communities and families in the development of their training programmes was observed. From this perspective, it has been possible to articulate the needs of individuals and the characteristics of the territory in the pedagogical planning and curricular designs of the different areas.

Likewise, in the execution of educational practice, the development of pedagogical workshops and parents' schools have been addressed, in which the results obtained are socialised and improvement actions are proposed, which are established in the consolidation of institutional and government improvement plans that involve the

responsibility of both teachers and students and families. This contributed to the generation of spaces for reflection, which encouraged participation and democracy, and in turn, generated greater institutional ownership. This is based on the importance of establishing transformative actions by Freire (1983), in which the development of meaningful learning is promoted in order to generate proposals that enrich the evolution and change of the current reality. This situation has been weakly strengthened in the region of Urabá due to the human relations for the benefit of the communities and the pedagogical and formative work of the educational institutions.

d) Reflection and projection of Urabá

In the analysis of this subcategory, the code for the projection of the region was implemented. According to the information obtained, it was found that the generalised vision for 2030 on the part of the teachers is to achieve a prosperous region, framed by peace, tranquillity and harmony in each of its municipalities. With significant advances in infrastructure, greater government support to offer opportunities for educational and productive growth to children and young people, better levels of employability and income for families and the possibility of having universities that enhance the agricultural and productive wealth of the region. This is how a future scenario opens up, which allows for reflection on the actions and strategies of each individual to improve and contribute to the development of the region, even when endogenous and exogenous factors that condition its evolution are observed. Thus, from the perspective of Dewey (2016), developing reflective processes allows not only to achieve learning but also to generate practices that involve actions at the service and benefit of the community.

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3.3. Category: Coexistence and the need to live in the community

This category was established on the basis of the importance attributed to healthy coexistence between children in their educational context and outside it, understanding that its development and appropriation is based on the involvement of families and the foundation of principles and values that enabled them to cope with different situations in life. The subcategories defined for analysis are: family, society, school and human rights.

a) The family orients the growing being

For this subcategory, family types were proposed as a code for analysis. According to the information obtained by the teachers, it was identified that most of the families that make up the municipalities of the Urabá region are characterised by being extended, made up of father, mother, brothers, uncles, aunts, uncles, grandparents, all of this because of the poor economic conditions and progress in the region, which leads them to live in the same place, often in precarious situations that are not very beneficial for the integral development of children and young people. This characterisation also highlighted dysfunctional families in which the caregivers of children are often step-parents or even grandparents. This generated an iconic imprint of the communities of the Urabá region, if one reflects on the conception of a pattern of behaviour that has been established from generation to generation, and where early pregnancies, mothers who are heads of households, children in the care of their grandparents, and households made up of extended families are prevalent. In accordance with the above, although according to the Colombian political constitution in Article II, the concept of family is established as follows: The family is the fundamental nucleus of society. It is constituted by natural or legal ties, by the free decision of a man and a woman to enter into marriage or by the responsible will to form it. The State and society guarantee the integral protection of the family. The law may determine the inalienable and non-seizable family patrimony.

The honour, dignity and intimacy of the family are inviolable, the truth is that, in practice and in the reality of many communities, the family is not constituted under these principles, but by the established patterns that they have conceived in their history and that lead them to constitute a large population that is characterised by being constituted of families that are extensive, dysfunctional and with a precarious lifestyle in the face of so much inequality, social and educational gaps and little support from the State in Colombia to safeguard their integrity and generational development, therefore the populations are categorised as poverty-free zones and it is precisely because of multiple difficulties.

b) Society and responsibility go hand in hand

For the analysis of this subcategory, the code, state accompaniment, was defined. According to the information obtained from the teachers, it was perceived that there has been state support in the development of educational projects, support for families, the generation of employment and the improvement of infrastructure in the region. However, it was identified that efforts and investments have been few, and have not achieved the expected impact. This is often due to political and corrupt actions that obscure the good work of the government within the municipalities. This was associated with the lack of state intervention and the definition of intervention programmes and public education policies that promote the development of the regions. Based on this horizon and the conditions in which many communities find themselves, governments must carry out educational and economic development actions that start from an understanding of the nature of the context with the aim of strengthening their development and productivity, guaranteeing a dignified life under principles of equality, social and economic equity, with long-lasting policies that are not supported by governments in office.

c) School and its articulating importance in the context

For this subcategory, institutional ownership was proposed as a code of analysis. According to the participants' responses, this was established through the development of projects and activities that promoted creativity and culture in the region, allowing the involvement of families according to the themes related to each event, rescuing many aspects of identity, history, values and principles. All this through sporting, artistic and academic activities in which the commitment of parents or carers was evident through cooperative and collaborative relationships that enabled the development of these projects that strengthen the development of a teaching-learning process that is comprehensive and recognises the entire academic community. In line with the above, we

3.4. Human rights for life

For this category, human relations were established as a code of analysis. According to the information obtained, there was evidence of the projection of an academic education that contemplates from the PEI, the coexistence manual and the classroom plans, the knowledge and preservation of human rights, as well as the recognition of the principles and values based on the code of integrity of the national government, in which respect, honesty and justice are promoted. However, the importance of managing a healthy coexistence from the home is also attributed, where the accompaniment of families in the integral development of children and adolescents should be permanent.

In this way, it was identified that the teaching processes include knowledge and appropriation of human rights, and the general perception of teachers is that this was done for the integral development of children and

young people. For this reason, their teaching was articulated from the definition of institutional documents such as the PEI and the manual of coexistence that regulate the educational model. This is in congruence with the National Ministry of Colombia, which recognises and establishes human rights education to safeguard the integrity and preparation for life of people, given the need to recognise history and the need to include forgiveness, peace and resilience.

Table 2. Main findings specific objective 1.

General objective: To determine the influence of the socio-cultural context, and social pedagogy, on the coexistence of children in Urabá from the perception of teachers, Colombia 2020.	
Objetivo específico 1: Determinar la influencia del contexto sociocultural y la pedagogía social en la familia de los niños de Urabá desde la percepción de los docentes, Colombia 2020.	
Relationships between codes of the subcategory family	Relationships between codes of the subcategory family
There is an influence between the socio-cultural context and the social pedagogy in the families of the children of Urabá from the teachers' perception, through relationships and associations in which the recognition of the historical memory of the region and relationships of belonging linked to the identification of the different ethnic groups that make up the communities and the characteristics of the territory stand out.	

Main research findings

In terms of quantitative results

The total participation was 53 teachers, 69.8% of whom belonged to the urban area and 30.2% to the rural area, 67% were women, the age range with the highest participation was between 31 and 40 years, equivalent to 43.3%, the longest time working as a teacher was between 8 and 14 years with a percentage of 37%, and the municipality that showed the highest participation was Necoclí with a percentage of 30.20%.

Hypothesis testing

Since the research is at the causal correlational level, it does not require the normality test. For hypothesis testing, the coefficient of determination was applied to find out how the independent variables influence the dependent variable. To find out the percentage of influence, the multinomial logistic regression test was used.

General hypothesis test

Ha: The socio-cultural context and social pedagogy influence the coexistence of children in Urabá, from the teachers' perception, Colombia 2020.

Ho: The sociocultural context and social pedagogy do not influence the coexistence of children in Urabá, as perceived by teachers, Colombia 2020.

Table 3. Research hypothesis testing

Model fit information				
Model	Model fit criteria		Likelihood ratio test	
	Log-likelihood -2	Chi-square	gl	Sig.
Interception only	44,374			
End	26,249	18,125	6	,006

Observando la tabla 3 se tiene que el valor de sig. = 0,006 < 0,05 por tanto se rechaza la hipótesis nula y se acepta la hipótesis alterna, es decir el contexto sociocultural y la pedagogía social si influyen en la convivencia de los niños de Urabá, desde la percepción de los docentes en Colombia durante el año 2020.

3.5. Discussion of the results

From the findings found in the investigation that sought in its general objective the relation between the influence of the sociocultural context, and the social pedagogy, in the coexistence of the children of Urabá from the perception of the teachers, it determined that from the quantitative aspect the investigation recognized that if there was influence of the sociocultural context and the social pedagogy in the family and it was evidenced that it has a value of sig. = 0.045 < 0.05 therefore the null hypothesis was rejected and the alternative hypothesis was accepted, i.e. the socio-cultural context and social pedagogy influenced the coexistence of the children of Urabá, and was ratified by means of the Atlas. Ti in the qualitative test which showed the same findings. The research showed as a result that the context does influence the coexistence of children and is reflected in the behaviours they show on a daily basis, they are also largely influenced by the learning they built in the family, which were related to what Cabrales, Contreras, González & Rodríguez (2017) said that socio-educational problems influence coexistence, and also the biggest problems were related to families that reflected unfavourable behaviours that are reflected by the minors; and furthermore García (2018) mentioned that personal relationships strengthened social skills that allowed improving the culture of peace and coexistence through resilience. Therefore, the research agreed with the aforementioned authors because coexistence is an important social skill that must be cultivated throughout life and if it is lacking it affects the person and the whole community, with the aggravating factor that it will be the children of today who will soon be making the decisions and responsibilities of a country that needs people with sensitivity and recognition of the other, as Delors (1996) would say, learning to live together.

With regard to the first objective, we sought to determine the influence of the socio-cultural context and social pedagogy in the family of the children of Urabá from the perception of the teachers, Colombia 2020, the research recognised that there was an influence of the socio-cultural context and social pedagogy in the family and it was found that it has a sig. value of 0.045 < 0.045 < 0.052. = 0.045 < 0.05 therefore the null hypothesis was rejected and the alternative hypothesis was accepted, i.e. the socio-cultural context and social pedagogy influenced the family of the children of Urabá, and was ratified by means of the Atlas. Ti which determined that there was an influence between the socio-cultural context and social pedagogy in the families of the children in Urabá, through relationships, The study confirmed that it is valid to mention that it is in the family where the human being develops and acquires life skills, and that it is precisely the patterns of upbringing that can change with constancy and clarity the negative behaviours of the children, as mentioned by Del Pozo, Jiménez & Barrientos (2018) that coexistence can be promoted through academic and peace education by influencing the various fields of social education in the country, from community work actions to daily behaviours that promote peace and values, Therefore, it is in agreement with the research by highlighting the importance of training parents from different levels in such a way that family ties and dynamics within the family are favoured in order to promote a respectful treatment that is reflected in the behaviour of children in the region of Urabá.

The second objective sought to recognise the influence of the sociocultural context and social pedagogy in the society of the children of Urabá, the social aspect was observed that the R2 Nagelkerke indicates that the

variables sociocultural context and social pedagogy influence in a 38.3% in the society of the children of Urabá, therefore there was an influence between the sociocultural context and social pedagogy in the society of the children of Urabá, and the social pedagogy in the school of the children of Urabá from the perception of the teachers, through association, belonging and causality relations that are established from the institutional appropriation that the families and the community in general have with the educational institutions in the framework of academic, cultural and recreational projects that promote the knowledge of the culture of the region. In view of the above, it is important to mention that the history of the region has generated negative changes in its social dynamics, but it is important to recognise the positive aspects, the diversity and the ethnic minorities that make up the region and give it a richness of cultural diversity.

The third objective was associated with the influence of the socio-cultural context and social pedagogy in the school which was not possible to experience in the institution during the year 2020 due to the effects of the pandemic, but it was not an impediment for the participants because they all showed a significant length of service in the teaching profession, and although communication was not very fluid due to the circumstances of isolation at the beginning of the virtual meetings, inconveniences were generated in the virtual coexistence of the students, the social aspect was observed that the R2 Nagelkerke indicates that the variables sociocultural context and social pedagogy influence in a 38.3% in the society of the children of Urabá, therefore there is influence between the sociocultural context and social pedagogy in the society of the children of Urabá, and social pedagogy in the school of the children of Urabá from the perception of the teachers, through relations of association, belonging and causality that are established from the institutional appropriation that the families and the community in general have with the educational institutions in the framework of academic projects, Therefore, it could be corroborated that each space where children develop will always reflect their training bases that are developed within the family, and Espinoza (2018) mentioned that there is a direct relationship between coexistence and the practices with which children are educated and it is reflected in their behaviour that is affected. Therefore, the basis of the study was based on the family and the school, places where the teaching work has a positive influence on the community with proposals that favour a sense of belonging.

With regard to the last objective, the influence of the socio-cultural context and social pedagogy on the human rights of the children of Urabá was determined. $= 0.001 < 0.05$ therefore the null hypothesis is rejected and the alternative hypothesis is accepted, i.e. the socio-cultural context and social pedagogy influenced the relationships of the children of the region and therefore their coexistence, therefore it is necessary to establish strategies that make it possible to minimise the negative effects and improve the patterns of upbringing as it is in the family where the values of the human being are based from the perception of the teachers, In terms of the latter, it is fundamental to generate strategies that promote the knowledge of human rights in educational institutions and their application in all levels of education, because the reality experienced in the region of Urabá cannot be forgotten from a negative point of view, it is necessary to think from the universality, relevance and influence generated by postulates such as human rights that seek respect for the rights of people in order to live better in society. And, Arenas & Barreto (2019) mentioned that education for peace is important to build it from the first years of life; from the school where different values such as respect can be addressed to contribute to peace and conflict resolution; before this it is confirmed that every action that the human being performs influences positively or negatively on social relations Cubillos (2018). Therefore, his contribution to the work showed that, if people receive training on issues such as coexistence and human rights, they will develop sensitivity in people in such a way that, even if someone does not know them, they will be able to understand and internalise them to the point of defending them and not violating them.

4. Conclusions

First

The influence of the socio-cultural context and social pedagogy on the family was recognised, therefore, it is necessary to generate favourable environments for the training of families and/or caregivers to be positive and help harmonious and emotional development through good parenting guidelines supported by the different organisations and entities related to the family.

Second

By determining the influence of the socio-cultural context on the children of the Urabá region, the need was generated to seek relationships of causality and belonging that are established from the accompaniment of the communities from the educational institution, allowing to safeguard the culture, and the characteristics of the territory that have strengthened the identity of different ethnic groups and communities for a better social, economic and productive development framed in principles of equity and equality, in addition to seeking

strategies for the institutions to make a characterization of the population and carry out projects of favorable impact for the life projects of the children and youth of the region of Urabá.

Third

It reconfirms the integrating and transcendent value of the school as an institution that represents the state and safeguards the rights of children by reaching the most vulnerable communities, a value that must be vindicated through the elaboration of integration projects or actions that favour the communities, accompanied by clear duties that favour a sense of belonging and gradually mitigate the limits between responsibilities acquired from the different social roles.

Fourth

The ICSC test (Influence of the Social Context) was created through which adaptations can be made to learn about different contexts and establish strategies to reflect on the variables that were the basis of the research and will allow for improved coexistence through respect, human rights, knowledge of the territory and its history to generate resilience among the communities.

In general, the research favoured from its findings reflections to address new studies; or the implementation of projects that favour early childhood and youth in a region with great potential.

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