



## Action research on the emotional healing of high school students

### Education

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### ABSTRACT

Participatory action research was implemented with a practical perspective (Elliot, 1993), with the purpose of promoting the emotional development of high school students with behavioral and emotional problems. Very frequent social phenomenon in a country with severe violence problems and social instability. 54 high school students, 34 teachers and parents of these students participated. The students come from contexts of high socio-economic vulnerability (Busso, 2001); had 4 to 6 failed subjects and were candidates to be expelled for misconduct or for reprobation in their schools. We implemented actions based on the (CUDEC) Systemic Pedagogy, with the therapeutic approach of Bert Hellinger, as Parellada (2006) introduces it. Students were able to improve their learning, their behavior and their links with others. There were improvements in the teachers' relationship and emotional problems were overcome.

### KEYWORDS:

Behavior problems, systemic pedagogy, action research.

### Introduction

Mexican society is characterized by high levels of social instability that validates a series of structural violence processes that affect the lives of families, provoking violence, stress, depression and hopelessness. Families suffer economic precariousness in the face of unemployment, insecurity in food, crime, addictions and a frank inability to provide resources for the education of children. This intrafamilial panorama influences the emotional state of its members, as well as the affective bonds established between them, causing different crises, unresolved. When the student vulnerable by the socio-familial context arrives at the school presents difficulties to accede to the proposed learning in the curriculum and in the schedules of the classroom. Therefore, this research was developed at the secondary level, because they require support from adults, teachers, parents and other actors, as they are in the stage of adolescence in which they have to build and reaffirm their personal identity, Or will dissolve between their cognitive and emotional deficiencies all their dreams about a social and sexual role for their contribution of adults.

It is considered that teachers are not trained to deal with these difficulties in students and that they need to face this situation with knowledge and emotional skills, because it is the professional that is linked daily with the student and is pending his training. Therefore, the research question from which it was based was: How to get high school students to overcome their emotional and behavioral problems from the school with the solidarity of teachers?

The purpose of the research is to have high school students achieve emotional healing and improve their behavior at school with the participation of teachers in order to access learning.

It is important to reinterpret the situations that the schools face in the current social context, to identify the central problems and offer support for the solution of the same ones, based on the analysis and the collective reflection, with the intention of transforming the dynamics of the school environment, from the Action research with practical perspective. Therefore, he went to a secondary school in the City of Chihuahua located in a colony on the outskirts of this city, characterized by high social vulnerability due to violence and poverty in which its inhabitants live. It is considered that this situation should change for students since they have the right to attend school and receive a quality and comprehensive education, but the current curriculum does not respond to these needs and there is no change in schools in this regard. The change in schools (Fullan, 2002) is achieved through the collective participation of the different educational actors

and the support of multidisciplinary teams from the teacher training institutions is relevant so that, with their experience and knowledge, they promote an exercise of learning in community towards the attention of the problems that are presented and, thus, improve the educational practices from a socially constructed curriculum, that is to say, the curriculum as a social project located since not all the schools have the same needs of formation of the students.

The development of the research was oriented from the following cycle proposed by Elliot (1993). Significant achievements were identified in the behavioral changes of students, regarding the improvement of ties with peers, parents and teachers; Also improved in their learning, as they graduated from high school without reprobates and graduated from high school. Finally, everyone was satisfied with the achievements.

### Development

In secondary education the results of the application of the test plan in 2015-2016 are alarming, because 60% of the students were in the lowest level of Spanish and mathematics, according to Silvia Shmelkes, president of the national institute Of the educational evaluation (The day, 2015). In order to achieve these results, many factors influence the participation of teachers, their relationships, pedagogical activities, the socio-family environment, school organization, the individual characteristics of the students and a curriculum that includes only contents and orientations Methodological aspects related to cognitive development, and without offering alternatives of innovation in a collective way to integrate the social-emotional development of students.

Emotional and behavioral problems are present in the various manifestations of anxiety and generalized control, in anxiety, depression, insecurity, bitterness, etc. These possible personality profiles and their corresponding adaptive behaviors, functioning from the external role and forgetting the basic needs of the wise, spontaneous and playful child (Melody, Wells & Miller, 2005), on the child's nature; Which, not feeling validated and unconditionally attended to, has had to be armored and divided between the real self and the mask or the armor (Janov, 2008).

In secondary school students are in adolescence, so they require greater attention from adults. Among the most important psychological changes, especially, is the autonomy or tendency towards it and an excessive preoccupation with physical appearance and egocentric attitudes. Presents rebellious or periodic confrontations

for the normative. According to Piaget, adolescents are in the stage of formal operations at age 12, approximately and as cited by Consuegra (2010 in Gavazzo, 2013), passes through real risks without educators attentive to the favoring of these resources of human development.

### The Systemic Pedagogy.

The intervention was based on the Systemic Pedagogy because from this one discovers the disorder to put the look at the solutions that favor the work in the classroom, the learning and the well-being of all the members of the educative community. Look for the natural order from research in school environments to diagnose the strengths and weaknesses that occur from the school (families, teachers, students) to identify and respond. (Weber, 1999, p: 246-247)

### The method

We worked with the socio-critical paradigm to overcome the reproductive action of the school in which the most disadvantaged students, socially and culturally and decrease poverty and underdevelopment indices in the country. (Giroux 1985, 1992).

We used a qualitative approach based on Action Research with a practical modality (Stenhouse, 1998) and Elliot, 1993). Participants included 34 teachers, 54 students and parents of these students.

The research techniques were focus groups, survey, interview and observation. The information retrieved was analyzed using the inductive method.

He participated in the students with techniques of Systemic Family Therapy, Systemic Pedagogy CUDEC, with the approach of Bert Hellinger, in Parellada (2006).

### Results

In order for students with emotional and behavioral problems in the classroom and at school to succeed in their academic training, it is important that teachers participate as agents of the emotional support of students. Thus, from a systemic-transgenerational perspective, the same teachers were able to recognize their own unresolved family dynamics and improved their relationship with the students.

The teachers expressly thanked this time for restraint even though they did not have a good look at the emotional. They mentioned "now, changed the routine, there are positive feelings and I have better tools to work with young people." It was possible to improve student behavior and relief for the teacher. Some of them point out: "I consider that I am an important part of the process for the students to finish their secondary school" (Testimony P4).

Students are more accessible and have a different way of perceiving their family environment and show a better disposition to work. They are sensitive and appreciate the efforts of parents; They grew in their self-concept and talk about how important they are. Also, they know that there are people who care about them.

Students are responsible in the school and have improved grades, depending on each particular case. They graduated from the cycle without failing subjects and there were no expulsions due to behavior problems. Students and teachers perceived an affective and cordial relationship. The academic activities they develop are of higher quality and commitment.

Interpersonal relationships among teachers improved. They talk more and live together better because there is more acceptance and respect for the work of each one.

With respect to teaching practice, teachers give more openness to curricular modifications and the student proposes activities of their interest.

The communication of the students with their parents improved and there is a commitment and better behavior. The values of respect, honesty, tolerance, responsibility, solidarity and cooperation were strengthened; Well that all helped to improve relationships.

### Conclusions

The problem of the school was overcome and it is considered that each school has different problems according to the environment and must be attended in a reflective and creative way on the part of all educational actors.

Teachers transform their expectations about emotional restraint and behavior. They are shown as more helpful people; In good dialogue

with the students and comment: "we want them to feel that they have us for a good relationship"; and in addition, they need to reinforce the emotionality of all those involved in this educational level (students, teachers, parents and managers). This reflects the importance of working on emotional healing as it reassures and promotes trust among students and teachers because it favors interpersonal relationships.

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