

SCHOOL COEXISTENCE THROUGH ACADEMIC MANAGEMENT BASED ON RESPONSIBILITY, AUTONOMY AND RESPECT

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Abstract

For this particular research, Participatory Action Research (PAR) is proposed in the Fanny Mikey and Rafael Uribe Uribe District Educational Institutions in Bogotá. This design seeks to understand, analyze, comprehend and improve the contextual social reality posed in both institutions. This type of design involves conscious decision-making - jointly or collectively - where community members are "active subjects, participants and learners in the process" under methodological principles and norms that seek to transform adverse realities. Among the main findings is that, according to the interviewees, responsibility is defined as the fulfillment of commitments and norms, highlighting its ability to prevent problems and conflicts. Autonomy is considered essential to enable students to make informed decisions and encourage their independence and proactivity. As for respect, it is conceived as the recognition of the rights of others and the consideration of their beliefs, generating an environment of mutual understanding. The lack of these values is perceived as a threat to coexistence, as the lack of responsibility can lead to non-compliance and conflicts; Lack of autonomy can limit individual development, and disrespect can trigger intolerance and conflict. Taken together, the need to cultivate these values in order to create a harmonious school environment conducive to the holistic development of students is underlined.

Key words: Academic Management, Responsibility, Autonomy, School Coexistence.

1. INTRODUCTION

Since the 1970s, education has been evolving. With this, it has presented a series of transformations that have caused its structure, curricular content and forms of assessment to be modified. This is in order to improve its impact at the global level. For this reason, a follow-up process has begun based on performance comparisons between different countries, so that the education systems have been monitored to find shortcomings; focusing on progress and rethinking the goals achieved in each country in terms of more inclusive, equitable and quality education. In this regard, it should be said that in this long process there is still much to learn, work on and reform.

Betting on peace, peaceful coexistence, tolerance and the acceptance of the other as a valid interlocutor is also part of the policies developed by the Ministry of National Education (Ministry of National Education, 2022). In the case of Colombia, as the only country where standards have been developed for the formation of citizenship skills. These are prescribed in the curriculum in such a way that the ways of knowing and know-how are exercised in everyday life. In this sense, competence is essential as long as it aims at anger management, empathy; Seek the development of critical thinking, decision-making, listening and assertiveness to train the student as a citizen and protect the school from aggression. Lopez (2014)

In this order of ideas, in Colombia, in order to raise the levels of educational quality, it is necessary to have curricula that are dedicated to the formation of human beings who are more aware of the world in which they live, that provide them with elements for them to reflect on their actions, their own abilities and at the same time, to advance, to grow in their humanity. To transform and improve their relationships with others, to develop as critical and proactive citizens in the face of the situations in their environments.

Therefore, it is necessary to give importance to the implementation of new strategies relevant to the requirements of a global context, which help in the processes of learning and coexistence in the

classroom for the integral development of the student. Therefore, it is necessary for schools to be concerned about their capacity for reflection, to seek a greater development of personal knowledge and a better administration of the resources available by virtue of the formation of citizens capable of reflecting on themselves, their environment, who are increasingly versatile, who can have skills not only for professional or work life but also for their personal lives.

From this perspective, today's society needs leaders who transform their reality, who inspire passion and understand their commitment to society, to those who follow them so that they can motivate them by creating new and creative ways of thinking and acting to lead society in the construction of a new model to follow. It should be clear and with challenging goals, but highlighting values such as ethics, responsibility, respect and teamwork. (Pedraja-Rejas et al., 2018 cited in Pedraja-Rejas et al., 2019, p. 2)

Therefore, it seeks to analyze and understand the coexistence in the field of primary education of the public institutions of the city of Bogotá, considering the dialogue between the authors who intervene in it, in such a way that, starting from the imaginaries of teachers, students and parents about the conflict and the responses they give to them in the school scenario, this research proposes strategies that arouse better relationships and a culture of peace in the classroom, which shield students from skills to better face the new challenges of society.

Consequently, there is a need to intervene in the curricula so that learning is transformed into the capacity for comprehension, flexible thinking, expression, as well as the creative solution of daily problems, through propositional activities for the transmission of values aimed at improving school coexistence. This implies the didactic integration of concepts where cognitive-emotional processes contribute to the structuring of flexible thinking, in such a way that the student can better adapt to a changing world, give meaning to more human relationships. In this way, the present research directs its efforts to study and respond to the situation of school coexistence in public institutions of the city of Bogotá in order to promote conditions or elements to enable listening, respect, responsibility in students, who manage to express emotions and thoughts assertively within daily realities for the improvement of well-being in any space where they develop. as basic foundations for personal and social life; Students are more thoughtful, loving and transcendent beings in their actions.

At the Fanny Mikey and Rafael Uribe Uribe District Educational Institution, it is observed that students exhibit a series of troubling behaviors, ranging from physical and verbal aggression to derogatory gestures and the use of profanity towards the opinions of their classmates. In addition, it is not uncommon to witness teasing related to the physical appearance of others; (See Appendix 1: In-depth interview with teachers and school administrators) are in contradiction with the environment conducive to the transmission and assimilation of attitudes and values. It is undeniable that this problem could have a significant impact on the personal and social development of students. In the school environment, these negative attitudes have an adverse effect on daily coexistence, manifesting themselves recurrently in various situations.

Anti-values or negative attitudes in this educational community manifest themselves in various situations and in a repetitive manner. This could be due to the fact that "contemporary society is immersed in a serious crisis of values. We are immersed in a spiral of violence, consumerism, discrimination, inequality, competitiveness [...]" (Azorín, 2012, p. 46). Probably, the genesis of this problem "corresponds to the bad habits instilled from home" in the Fanny Mikey and Rafael Uribe Uribe District Educational Institution. The latter is aggravated by the lack of accompaniment at school, since there is often a lack of sequential and systematic monitoring, control or support by the teachers of both institutions. This takes into consideration that "it is necessary to promote processes and activities that transmit good examples that serve as models to transform these bad behaviors." Unfortunately, this is not very true because teachers focus only on developing master classes"; "there is a lack of collective work between the family and the school" (See Appendix 1: In-depth interview with teachers and school administrators).

From informal dialogues with different teachers in the schools, it was possible to verify that there are various anti-values among the students. And that in some way also affect the rest of the

educational community. Students are disrespected, discriminated against, lack of empathy and inflexible among their peers. In relation to the above, one of the teachers interviewed stated that: Although students are aware of the existence of values; they don't put them into practice, in context. There are times when many anti-value practices don't see them that way. Rather, they tend to normalize them; to see them as something normal or just to annoy the partner. (See Appendix 1: In-depth interview with teachers and school leaders)

These manifestations are sometimes the result of a lack of tolerance in views regarding the discussion of various topics, for example, discussions of sexual or religious inclinations. The latter is also accompanied by the constant imprudence to take turns or ask for the floor, in this sense, pride takes precedence over humility as a necessary condition to understand the other. In the same way, in the pedagogical breaks there is a lot of enmity. Similarly, in the cafeteria and in the school cafeteria; When it comes to respecting the line, here physical and verbal aggressions are constant; The behaviors described above are repetitive. In these educational spaces, insults and behaviors accompanied by expressions of antipathy, resentment or vulgarity are evident. Regarding the latter, one of the teachers interviewed reports that "the rector's office has been working on projects that seek to strengthen good treatment, respect, autonomy, self-esteem, and responsibility as necessary values in any social environment" (See Appendix 1: In-depth interview with teachers and school directors).

On the other hand, anti-values such as irresponsibility and lack of assertiveness are frequent reports among school teachers to respond to the fulfillment of academic assignments. Regarding this problem, a teacher states that: "progress had been made with the students in terms of their academic responsibilities; but we consider that the pandemic left us behind and it is necessary to resume those routines and aspects that were lost in these two years of absence in the institutions" (See annex 1: In-depth interview with teachers and teaching directors).

All these anti-values exacerbate "the fragility of ethical, axiological, and social behavior" (Gutierrez, 2020, p. 11). Additionally, Seijo (2009) adds that "social anti-values are the opposition and/or negation of personal or institutional relationships in any of their modalities: enmity, war, individualism" cited in Gutierrez (2020, p. 23)

Taking into consideration the problems described in the Fanny Mikey and Rafael Uribe Uribe District Educational Institutions, as well as the theoretical background that explains how the problem has been addressed by other educational scenarios, a research mediated by an academic management strategy is proposed with the aim of addressing this problem.

2. OBJECTIVES

2.1 General objective

Design an academic management proposal based on the practice of responsibility, autonomy and respect to improve school coexistence in sixth grade students in the Fanny Mikey and Rafael Uribe Uribe District Educational Institutions.

2.2 Specific objectives

- To characterize the problem of school coexistence of sixth grade students at the Fanny Mikey School and the Rafael Uribe Uribe School.
- To identify the anti-values that affect the healthy school coexistence of sixth grade students at Fanny Mikey School and Rafael Uribe Uribe School.
- Establish the basic elements to structure the academic management proposal that favors school coexistence in the Fanny Mikey school and the Rafael Uribe Uribe school.
- Propose an academic management strategy that serves as a tool for teachers in the management of school coexistence at the Fanny Mikey school and the Rafael Uribe Uribe school.



3. EPISTEMIC MODEL AND RESEARCH METHOD

Taking into consideration the procedural action of the object of study of this research -to design an academic management strategy based on the practice of responsibility, autonomy and respect to improve school coexistence-; This research responds to the epistemological model of empiricism. This is because "the empirical tradition, its practices and policies are derived from inquiry, practice, reflection and implementation" (Brady & Hazelkorn, 2019, p. 1). "To investigate is basically to create knowledge through the description of reality" (Hurtado, 2012, p. 85) In this sense, this research proposes as a starting point -to approach the participants- the epistemological understanding of them with respect to the problem object of study of this research, school coexistence from three categories of analysis: the practice of responsibility, autonomy and respect. This introspection - proposed practices and policies based on empirical evidence and effective - will be the cornerstone, the substantive contribution to proposing structural changes to individual and social problems within schools.

The latter suggests approaching contextual social realities from the dialectic, from the interaction between peers or peers. Therefore, it is necessary to understand from the inside, what happens or constitutes these particular social realities in order to propose an emancipatory management, a methodological proposal loaded with propositional meanings that allow changes in this educational community (Hernández, 2019).

Researching from an empirical-educational approach -to propose an academic management on the practice and transmission of values- involves collecting contextual and factual information on the phenomenon of capital interest for research teachers in relation to the participating school community; including the possible extramural social influence (Fernández, 2020). Therefore, research from an empirical-educational approach presupposes intersubjective dialogue towards the understanding of individual and social factors in which the substratum of all interrelations is the explanation from the constructed understanding of the participants.

However, this research responds to a qualitative methodology insofar as it studies social facts in natural contexts. In this sense, "qualitative inquiry means entering the real-world field of programs, organizations, neighborhoods, street corners, and getting close enough to the people and circumstances to grasp what is happening" (Sharp, 2003, p. 48). A qualitative approach was used for this research because it seeks to understand, describe, interpret and develop innovative ideas about a given context.

So, qualitative research aims to discover and describe how they behave and how what they do make sense for; failing that, respond or suggest possible changes to the problem raised. The decision regarding the use of this approach corresponds to the possibility it offers to study in depth the participants or informants within their immediate school context. In other words, "qualitative research proposes a deep, versatile and long-term examination of certain facts and events within their natural environment" (Ezer & Aksüt, 2021, p. 16), which privileges the opportunity and relevance of suggesting systematized and progressive didactic sequences under the implication of a gnoseological intervention program. This will most certainly be approaching; to a large extent, to the cognitive needs of the participating learners and their school or academic context. In this sense, delving into the complexity of the phenomenon; The result of a reflexive and comprehensive analysis as a cornerstone, it suggests approaching, spinning in the search for the contextual, experiential or experimental substrate of the participating subjects.

From the methodological point of view, empiricism as an epistemology seeks direct and systematic observation; collect and organize the changes or transformations of the participants or phenomena under study, in order to understand them from the praxis that motivates or happens them (Rojas, 2018). In fact, approaching this research from an empirical approach - and from educational praxis through projective research - entails a transformation of social and academic realities for students and research teachers.

In this sense, the empirical paradigm - research, practice, reflection and implementation based on contextual evidence - and projective research form a symbiosis of methodological relationship for the contextual understanding and construction of the academic management proposed in this

research. In fact, it is this same dynamic that motivates the development and breaking of pedagogical paradigms as it favors the interrelationship between the evidence-based teaching-learning process and research in the classroom to mediate or intervene in training processes.

In any case, to have paradigmatic clarity is to approach the understanding of subjective social truths; This also implies having a methodological contextual scheme as a proposal to transform behaviors or behaviors that go against school coexistence. From this research, an empiricist paradigm is proposed, starting with classroom research, that motivates the understanding of the evidence-based social dynamics of school coexistence under categorical assumptions such as the practice of responsibility, autonomy and respect. In this sense, based on the research itself, it is necessary to understand the phenomena that are developing in order to trigger proposals for permanent improvement within a context of professionals, researchers and students who share close conceptions about the approaches chosen in a research. For (Pérez, 1994) and in response to the previous approach:

Reality implies a methodological process that needs to be known [...]. The investigation of social reality must be a systematic and planned activity, the purpose of which is to provide information for decision-making with a view to improving or transforming reality, providing the means to carry it out (p.15).

Therefore, the paradigm supposes a route to happen and directs the methodological spirit to address, understand, analyze and propose possible solutions to a problem generalized in a given context. This does not necessarily ignore the retort that some social situations -without this denoting generalization- but it does approach the circumstances surrounding school coexistence in the immediate context of this research.

3.1 Type of research

For this particular research it will be developed under a projective investigation. In this sense, projective research is about how actions need to be done to achieve goals and function properly. Projective research for this research involves creating, designing, or elaborating plans, programs, or models to solve a practical problem or meet a societal need based on the diagnosis of needs, explanatory processes, or causes involved, and future trends. For (Hurtado, 2000) "projective research transcends the field of how things are, to enter into how they could be or how they should be, in terms of needs, preferences or decisions of certain human groups" (p. 332). This study is based on a systematic process of search and inquiry that requires description, analysis, comparison, explanation and prediction.

From the descriptive stage, the needs are identified and the phenomenon to be improved is delimited. In the comparative, analytical, and explanatory stages, the causal processes that gave rise to the event to be modified are recognized, so that a plausible explanation of the event could foresee circumstances or consequences in the event of certain alterations; The predictive stage identifies future trends, probabilities, possibilities, and limitations. Based on this information, the researcher must design or create a proposal capable of producing the desired changes. With this type of research and according to its design, it is proposed to improve the problem identified in this immediate context.

In this sense, projective research was considered as a way of addressing, understanding, interpreting and transforming social problems. With this, the epistemological, pedagogical, didactic and methodological foundations could be laid towards an academic management -a type of intervention to transform social realities at the school level- based on the practice of responsibility, autonomy and respect to improve school coexistence in sixth-grade students in public educational institutions in the city of Bogotá. This takes into consideration that projective research, according to Martínez (2020), seeks to "envision improvements or tend to provide solutions to problems that are investigated, have an orientation to produce some design that allows solving practical needs" (p. 59).

3.2 Research design

For this particular research, Participatory Action Research (PAR) is proposed in the Fanny Mikey and Rafael Uribe Uribe District Educational Institutions in Bogotá. This design seeks to understand, analyze, comprehend and improve the contextual social reality posed in both institutions. This type of design involves conscious decision-making - jointly or collectively - where community members

are "active subjects, participants and learners in the process" (Colunga, 2013, p. 21) under methodological principles and norms that seek to transform adverse realities. One of the many benefits that this research design could bring corresponds to the critical participation of each of the participants. This implies a consensual and cyclical recognition between each of the stages of this research. peer-to-peer under organizational assumptions and use of resources to mobilize toward a common goal; which for this research context is to achieve a better school coexistence. The latter categorically affirms what was proposed by (Padilla, 2018) when he refers to the fact that "the resemblance of IPA with phenomenological and ethnographic designs is unquestionable" (p. 1). Therefore, this design privileges the generation of liberating knowledge from the academic management proposed as a methodological design from the IAP - action strategies - and the criticality that could be motivated and developed in the participants.

Participatory Action Research (PAR) from the praxis, is interested in understanding subjective truths (experiences or opinions), to approach the multiplicity of realities or experiences of the participants. These experiences are contextual - retrospective and contemporary - and attribute-laden or meaningful within a community. Meanings are studied, collected -intentionally- and expressed from orality and reported qualitatively. In this sense, the "analysis of the context, the categorization of priorities and evaluation" (Balcazar, 2003, p. 60) play a leading and cyclical role in achieving joint goals. Fals Borda (2008), on the other hand, could say that IPA gives meaning to contextual praxis. Therefore, dialectics - in this sense - and the construction of meanings in a particular and collective way, are of utmost importance to reach consensus of recognition from an IAP.

3.3 Data collection techniques and instruments

Next, the instruments that will be applied in order to gather information to describe, interpret and analyze the information in relation to the object of study of this research are introduced. In each of these instruments, in addition to theoretically supporting each of the instruments with theoretical assumptions; The purpose or objective of application of each of them is also presented.

Next, the techniques considered within this research, the interview and focus group are defined. In this sense, the interview allows us to gather information in an oral and personalized way about personal or group assumptions, opinions, experiences and events derived from social interventions that denote subjective truths among the members of a school community that has its particularities. In this sense, the interview is a:

A technique for obtaining information through dialogue held in a formal and planned meeting between one or more interviewers and one or more interviewees, in which the information known by them is transformed and systematized, so that it is a useful element for the development of a software project (Gutierrez, 2021, p. 3).

On the other hand, another aspect of the interview to highlight is that the interview is personal, confidential and private in that it obeys specific purposes. In the same way, it is by mutual agreement whether or not to reveal - through a pseudonym - the personal data of the person being interviewed (Folgueiras, 2016).

Regarding the focus group technique, its purpose is to gather information - opinions, the way of thinking, feeling, communicating and acting - among peers or members of a community. This technique works as an introspective exercise that looks inside as a way to explain what happens as a behavior or response to social interactions. In other words, "focus groups are a space for opinion to capture the feelings, thoughts and lives of individuals, provoking self-explanations to obtain qualitative data" (Hamui-Sutton & Varela-Ruiz, 2013, p. 56). In this sense, the data collected describe the contextual experiences that give meaning to the social expressions of a given community. This is aimed at achieving active participation in order to understand beliefs or knowledge that could be having a negative impact or that, on the contrary, could be building social fabric in a positive way.

3.3.1 In-depth interview

The interview; For this research, it is defined as "a very useful technique in qualitative research to collect data; it is defined as a conversation that proposes a specific purpose other than the simple fact of talking" (Fuentes, 2015, p. 164). The purpose of this instrument is to obtain information regarding the object of study of this research from the teachers of the two participating educational

institutions in relation to the research category: Identification of the anti-values that affect healthy school coexistence.

3.3.2 Analysis Matrix

Qualitative analysis matrices, in the words of De la Torre et al., (2020) "seek to "structure information based on thematic criteria. This is data that reflects an understanding of the processes and situations... (p. 126)." This instrument will be used to collect, detail and organize the information collected from the instruments applied (in each of the categories of analysis) in order to analyze it and use it as input to suggest the design proposal of an academic management strategy to respond to the problems raised in this research.

3.3.3 Focus group

Escobar and Mantilla (2007) define it as "a technique of data collection through a semi-structured group interview, which revolves around a theme proposed by the researcher" (p.52). In the present research, the focus group is formed through the selection of students with leadership skills, a teacher and primary school teachers interested in improving the school climate. The objective of this instrument is to gather information on each of the categories of analysis in order to delve into the aspects that require greater understanding by the researcher.

3.4 Population and/or description of the research scenario

The study population is composed of two outstanding educational institutions in the District, the Fanny Mickey District Educational Institution and the Rafael Uribe Uribe District Educational Institution. Both institutions play a crucial role in the local community. The Fanny Mickey District Educational Institution stands out for its focus on the promotion of science and technology at the Preschool, Primary, Secondary, and Middle School levels, while the Rafael Uribe Uribe District Educational Institution presents its own educational characteristics and challenges. This study will provide a more complete and enriching view of education in the locality, considering the common approach of both institutions towards academic management and the improvement of school coexistence.

The Fanny Mikey Educational Institution is an official public institution located in the south of the city, in locality 19, Ciudad Bolívar, it provides formal education with an emphasis on Science and Technology at the levels of Preschool, Primary, Secondary and Middle School for children and young people in the sector.

Fanny Mikey School has a total population of 1945 students on both days (morning and afternoon). Regarding the sixth grades, both days add up to a total of 184 students in groups 1, 2 and 3. For the purposes of this research, the afternoon session was considered as a sample, which has 74 sixth grade students, groups 1 and 2; It does not register group 3.

At the Fanny Mikey School, with respect to the population of teachers, the educational community is made up of a total of 76 teachers, in addition to the figure of the rector, who leads this institution. In addition, there are 2 counsellors, one for high school and the other for primary and preschool, who play a key role in guiding and supporting students at their respective levels. This diverse population is spread over two distinct days, each with its specific roles and responsibilities. There is also a special educator, whose work is of great importance in meeting the needs of students with disabilities. On the other hand, in the morning, there are 39 teachers, who also play a fundamental role in the training of our students. On this day, two coordinators, two counselors and a special educator are added, who complement the educational work. In addition, nursing staff is available, ensuring attention to the health and well-being of students during their school day.

For the Sample, in the afternoon we found 29 classroom teachers for the sixth grade, whose commitment is fundamental for the development of our students. Also, on this day, we have two coordinators, one academic and the other coexistence, whose efforts contribute to the proper functioning of the school as a whole.

Regarding the Rafael Uribe Uribe Educational Institution, the institution began its activity in 1965 after the approval of Law 39 of 1909. Since its creation on July 18, 1963, it has undergone remarkable transformations over the years. These changes have resulted in the expansion and improvement of its physical facilities, which has a three-story building with large classrooms, laboratories, sanitary

facilities, a library and a computer room. On the other hand, the constant search for improvement in the quality of education has led to the implementation of quality processes on a day-to-day basis, which has facilitated and enriched pedagogical practices. These processes have fostered a strong sense of belonging among both students and parents, who contribute to the care of the institution and work every day with the aspiration of making it the best in Ciudad Bolívar.

4. ANALYSIS AND INTERPRETATION OF RESULTS OR FINDINGS

4.1 Discussion of results

In the development of this discussion of results, the specific objectives that were defined in the framework of the research will be addressed sequentially and, as far as possible, following the principles of triangulation of findings. In the first place, we will proceed to the characterization of the problem of school coexistence that affects the students of the District Educational Institution Fanny Mikey and Rafael Uribe. Next, a detailed exploration of the anti-values that affect the healthy coexistence of sixth-grade students in both educational institutions will be carried out. Subsequently, the fundamental elements identified for the structuring of the academic management proposal aimed at improving school coexistence will be analysed in depth. Finally, an academic management strategy will be presented, which stands as a critical tool for teachers in the management of school coexistence. This sequential approach will make it possible to connect the results of each stage, contributing in a coherent way to the understanding of the problem and the presentation of proposed solutions, with the aim of positively impacting the improvement of school coexistence in the Fanny Mikey and Rafael Uribe Educational Institution.

First specific objective: To characterize the problems of school coexistence of the students of the Fanny Mikey and Rafael Uribe school.

In order to address this specific objective, a fundamental instrument was used: interviews with teachers and school leaders and focus groups with teachers and school leaders. These instruments were designed with the aim of collecting crucial information about the perception that teachers and school administrators have in relation to responsibility, autonomy and respect in the context of the school coexistence of the students of the institutions. The application of these research techniques provided an enriching and detailed vision of the existing problem, allowing us to understand the perspective of education professionals regarding the challenges and dynamics of school coexistence at the Fanny Mikey and Rafael Uribe school.

Regarding the findings:

Interview

Question 1: Do you consider the practice of responsibility, autonomy and respect important to improve school coexistence in students? Why?

The interviewees consider that responsibility, autonomy and respect are fundamental values to improve school coexistence in students. They stress the importance of responsibility, *"since it helps to avoid problems and suffering in life."* They also mention that autonomy is essential so that students *"can build what they want and not depend on external guidelines"*, encouraging proactivity. As for respect, they point out that it is necessary in a culture where respect for elders and others in general is often lost. In this regard,

Most conflicts between peers are due to lack of communication, learning to apologize. We have to work on dialogue, respect for differences, and work on civic skills. This has to be done with students, teachers and parents. It is necessary to show that it is an anti-value so that these situations are resolved in an assertive way. The interviewees emphasize that *"respect allows us to open doors and that it should be applied both to others and to oneself."*

From a triangulation exercise between the answers in the interview and the answers from the Focus Group, it is evident that the information provided by the coexistence coordinators of both school institutions is correlated because in their descriptions of school coexistence, the coordinators highlight the importance of managing emotions, feelings and affections in the students. By mentioning that *"coexistence goes beyond good behavior and refers to "good living"*. This implies that *"responsibility and respect are key elements of a healthy coexistence"*. In addition, they mention

that *"autonomy can also be related to students' ability to make responsible decisions"* in their interactions with others and with their academic obligations.

When you mention conflict situations where students may resort to verbal and physical aggression, this also relates to the importance of fostering respect and responsibility in students. Promoting autonomy allows them to make more positive decisions and resolve conflicts more constructively. If asked directly about the importance of responsibility, autonomy and respect in improving school coexistence, it is likely that both would agree that these qualities are fundamental to a positive coexistence in the school environment, given their focus on the development of students' emotional and social skills.

Interview

Question 2: How would you define responsibility within the framework of school coexistence? According to your experience in this educational institution? Name some situations in which student accountability is not evident.

Interviewees define responsibility as keeping one's word, activities, and set goals. They also emphasize the importance of being responsible to others and to oneself. In this sense, do not leave out the role of the teacher because stories can incur in a lack of responsibility linked to a lack of respect, for example:

There are reports of crashes; There are disagreements between authoritarian teachers and some students and they begin to lose respect for teachers who take authoritarian measures. This also happens with those teachers who don't care about anything; Their students don't listen to them, they don't pay attention to them, they don't prepare their classes, they don't have a structured class and that generates a lack of respect and a bad school environment within the classroom.

On the other hand, it is mentioned that accountability can be seen in actions such as sharing materials with colleagues and complying with agreed rules. As for situations in which responsibility is not evident, they point out that it can occur when students do not fulfill their commitments, such as not bringing the necessary materials for group work.

From the *Focus Group* with some teachers and the two coexistence coordinators of both schools, there are inferences to their answers to this particular question in which they consider that responsibility in the framework of school coexistence implies that students are aware of the consequences of their actions and behaviors. Examples of situations in which accountability is not evident include unresolved conflicts that result in verbal or physical aggression, failure to follow school rules and regulations, lack of empathy toward others, and engaging in bullying or bullying behaviors that negatively affect the emotional well-being of peers. For example:

"If a student disagrees with another student on an assignment or a topic in class, instead of seeking a solution through dialogue, they may respond aggressively, which affects coexistence"; "If a student observes another classmate facing difficulties or dealing with a personal problem, but does not show empathy or offer support, this would be an example of a lack of responsibility in terms of empathy and support towards peers"; "If students resort to verbal or physical harassment when they disagree with others, this could be considered an example of bullying. For example, if a student teases or insults another in the hallway, this would be an example of a lack of responsibility in school coexistence." In these instances, students do not take responsibility for their actions or consider the impact they have on school coexistence.

Interview

Question 3: How would you define autonomy within the framework of school coexistence? According to your experience in this educational institution? Mentioning situations in which the autonomy on the part of the students is not evident.

Interviewees define autonomy as the ability of students to perform tasks on their own and make informed decisions. They emphasize that autonomy implies understanding that you can do things well through your own efforts. They point out that the lack of autonomy in educational institutions manifests itself *"when students are not able to manage their time, do not understand the importance of certain tasks, or cannot make decisions for themselves."* It also highlights the importance of teaching students to identify what they like and motivate them to pursue paths that interest them.

From the *Focus Group*, teachers and school administrators suggest that autonomy in school coexistence could be interpreted as the ability of students to make responsible and autonomous decisions in relation to their actions and behaviors in the school environment, always considering the consequences of their choices in relationships with their peers and in the educational environment. In this sense, according to the information provided in the focus group, it is mentioned that, *"sometimes, students resort to physical or verbal aggression when they do not agree with something"*. This lack of autonomy is reflected in students' inability to make responsible decisions and seek peaceful solutions to their disagreements instead of resorting to violence. Similarly, the coordinators agree that *"if a group of students engages in inappropriate behaviors or rule-breaking, and other students join in those behaviors without question, this could be considered a lack of autonomy."* This suggests that students are not making autonomous or responsible decisions by following the behavior of the majority without considering the consequences. In addition, and considering other reported examples, it can be inferred that, if students rely excessively on teachers or school staff to solve problems or conflicts instead of trying to solve them on their own, this could be an example of a lack of autonomy in school coexistence. In relation to this aspect, it is considered that *"students are not taking the initiative to solve their own problems"*. In this particular sense, the academic management proposal should consider peer-mediated conflict resolution strategies; where the tutelage or guidance of a teacher or teaching director should not necessarily be needed to solve the problem.

Interview

Question 4: How would you define respect? And also in some situations where it is not evidenced by the students.

The interviewees define respect as the recognition of the rights of others, the consideration of their beliefs, tastes and ideals, and the willingness to work for the well-being of all without stepping over others. Unfortunately, a teacher and a director agree that:

"Students who are disrespectful; I think it is a system of defense against the things that happen to them, that they bring from home and the times they have expressed it at school they do it with some teachers; not with everybody."

"Now among students there is evidence of selfishness, lack of recognition of rights, differences, bad words, insults, inappropriate use of social networks, lack of communication and intolerance, individualism; These are the forms of disrespect in school."

On the other hand, it is emphasized that respect involves treating others as one wishes to be treated and considering how one's actions affect others. He points out that disrespect can manifest itself in a lack of communication (as reported in the first question of this interview) and intolerance, where differences are not heard or understood, which can lead to conflicts.

For the teachers and direct teachers of both schools, the *Focus Group* showed that once again disrespect is the biggest concern in both schools. According to the information from the interview and the focus group, respect in school coexistence involves treating others with consideration, valuing their differences and rights, and refraining from aggressive or discriminatory behavior. Situations in which respect is not evident include verbal or physical aggression in disagreements, teasing, non-compliance with rules of coexistence, and intimidating or harassing behaviors.

Question 5: How does the lack of responsibility, autonomy and respect affect the improvement of students' school coexistence?

The interviewees maintain that the lack of responsibility, autonomy and respect can negatively affect school coexistence. However, they agree that in each of these values there are issues to be resolved and that they *"need to discover, systematize what situations generate these behaviors."* However, interviewees point out that *"lack of accountability can lead to non-compliance with commitments and norms, which can cause conflict."* Lack of autonomy *"can limit students' ability to make decisions and be proactive,"* which can lead to dependency and lack of initiative. Disrespect can *"lead to bigotry and disregard for others,"* which can lead to verbal or physical violence. In short, these values are fundamental to promoting a positive and harmonious school environment.

The *Focus Group* highlights the importance of fostering respect and autonomy in students. It talks about how disagreements sometimes result in verbal and physical aggression, which could indicate a lack of respect and skills to handle conflict peacefully. In addition, over-reliance on decision-making by adults could be seen as a lack of autonomy on the part of students.

From an exercise of comparison and contrast between the answers given from the interview to teachers of the sixth grades of both schools and teaching directors (coexistence and academic coordinators) it could be said that from question 1: Do you consider the practice of responsibility, autonomy and respect important to improve school coexistence in students? Why? The responses suggest that responsibility, autonomy and respect are essential to improve school coexistence. This is based on the information provided, where it is mentioned that anti-values, such as irresponsibility and lack of respect, are a problem in the student population and negatively affect coexistence. Examples such as students who do not respect the rules of coexistence, such as the inappropriate use of electronic devices, illustrate how disrespect can generate conflicts and difficulties in coexistence. From question 2: How would you define responsibility within the framework of school coexistence? According to your experience in this educational institution? Name some situations in which student accountability is not evident. The responses suggest that the definition of responsibility relates to fulfilling academic duties and behaving ethically. The information provided suggests that a lack of responsibility manifests itself in situations such as missing homework or constantly falling late to class. These examples reinforce the importance of responsibility in coexistence, since the lack of fulfillment of duties can generate conflicts and obstacles in learning. On the other hand, with regard to question 3: How would you define autonomy within the framework of school coexistence? According to your experience in this educational institution? Autonomy is defined as the ability of students to make appropriate decisions and take responsibility for their actions. The information provided indicates that some students lack autonomy in pursuing negative behaviors due to peer pressure, illustrating the importance of making ethical decisions and not being negatively influenced by others. It is also mentioned that some students do not seek appropriate help in problematic situations, indicating a lack of autonomy in conflict resolution.

Regarding question 4: How would you define respect? The group of teachers and administrators defines respect as recognizing and valuing others, their opinions, differences, and rights. Information suggests that respect is manifested in courteous treatment and the absence of discrimination. Examples of disrespect include teasing classmates for their appearance or abilities, as well as constant interruptions to teachers or peers. These examples illustrate how disrespect can create a hostile environment and negatively affect coexistence.

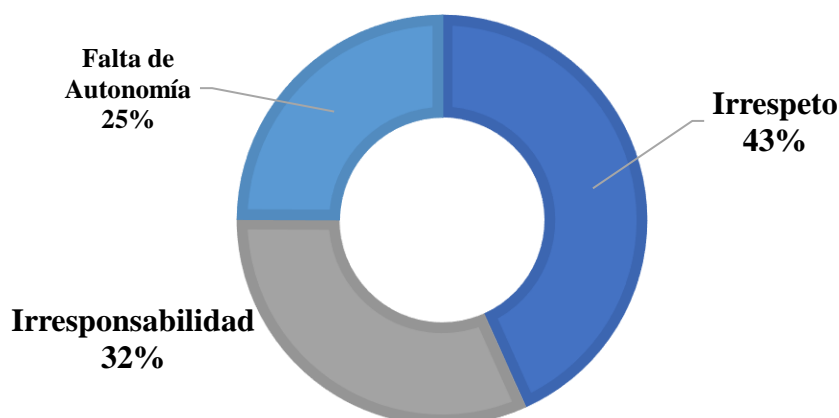
Regarding the last question, question 5: How does the lack of responsibility, autonomy and respect affect the improvement of students' school coexistence? In both instruments, it is reported that the lack of responsibility, autonomy and respect has a negative impact on school coexistence, as mentioned in the information provided. These shortcomings can lead to conflict, learning delays, mistrust among peers, and a toxic environment. Examples of this include conflicts due to disrespect and problems in conflict resolution due to lack of autonomy. Together, these factors make it difficult to build positive relationships and a school environment conducive to learning and personal development. Therefore, the importance of promoting responsibility, autonomy and respect to improve school coexistence is highlighted.

Second specific objective: To identify the anti-values that affect the healthy school coexistence of the sixth grade students of the Fanny Mikey and Rafael Uribe school

With the specific objective of identifying the anti-values that influence the school coexistence of sixth-grade students at the Fanny Mikey and Rafael Uribe school, a documentary review of institutional sources was carried out, including documents such as the Student Observer. This process has made it possible to collect relevant information about the anti-values that affect the school coexistence of sixth-grade students in the aforementioned educational institution. The documentary review has been essential to objectively address this problem, enriching our understanding of the factors that negatively affect coexistence in this school context and providing a solid basis for the analysis and formulation of strategies for the academic management proposal.

Regarding the findings:

FIG 1. IDENTIFY THE ANTI-VALUES THAT AFFECT THE HEALTHY SCHOOL COEXISTENCE OF THE SIXTH GRADE STUDENTS OF THE FANNY MIKEY AND RAFAEL URIBE SCHOOL.



Reports in observers of participating students detail numerous instances of disrespect in the school environment (43%). This manifests itself through physical and verbal aggression between students, encouragement of indiscipline, disruption of classes, incitement to violence, inappropriate use of classroom time, lack of tolerance for personal differences, and disrespectful attitudes towards school authorities and rules.

The anti-value of irresponsibility, according to the multiple cases observed, manifests itself in a pattern of behavior in which students show a lack of commitment to their academic responsibilities and their conduct inside and outside educational institutions (32%). This irresponsibility is reflected in a variety of ways, such as lack of regular class attendance, constant disobedience to rules and teachers, and refusal to complete schoolwork.

Some students' behavior includes a tendency to mess up classes, interrupt professors, engage in inappropriate activities, such as the use of prohibited substances, and promote disruptive behavior among their peers. In addition, it is observed that some students show no interest in their learning or responsibility in completing their assignments or maintaining good academic performance.

Lack of autonomy is less evident in reports, but there are cases of intentionally being left out of classes and problematic behaviors in the classroom (25%). These situations reveal a number of challenges related to students' independence and self-regulation. In many cases, it is observed that students refuse to abide by the rules and procedures established by the institutions, reflecting a lack of autonomy to make responsible decisions in their behaviour and school performance. Persistent lack of class attendance, lack of academic engagement, lack of interest in learning, and tendency to disrupt classes and engage in disruptive activities are examples of this lack of autonomy.

These three anti-values can be mutually reinforcing and create a vicious cycle in which disrespect for school rules and authorities contributes to student irresponsibility, and lack of autonomy can exacerbate both problems. To promote healthy school coexistence, it is important to address these anti-values in a comprehensive way through strategies that foster respect for rules, academic responsibility, and student autonomy. In addition, communication, values education, and emotional support can play a critical role in improving the school environment.

Report of Findings for the Anti-Value of Disrespect

"Verbally and physically assaulted classmates"; "He responded rudely to the lady at the toilet"; "He broke a colleague's necklace"; "He grabbed a colleague's buttocks"; "He made obscene drawings on the board"; "He hurled rude expressions at colleagues"; "He gestured and touched a colleague disrespectfully"; "Insulted and verbally assaulted other students"; "Engaged in inappropriate and aggressive play"; "She hid in the bathroom with two other girls to avoid going to class"; "He made

offensive expressions to colleagues"; "He tripped up teammates"; "Engaged in rough and inappropriate games"; "They call each other names, disrespect each other and physically attack each other"; "He is involved in actions of indiscipline, disrespect, disobedience, aggression and theft"; "He assaulted a colleague without justification, tripped him and attacked him with a pen"; "He took Deivi's purse and scattered her notebooks"; "It encourages clutter outside the classroom."

Report of Findings for the Anti-Value of Irresponsibility

"Did not attend training"; "He played with his cell phone in general formation"; "Failed to comply with dress code (ripped pants and crop top)"; "Didn't attend classes or ran away from them"; "He did not report the appointments to parents"; "He didn't work in class and got distracted"; "He didn't wear a mask"; "He did not take responsibility for his attendance at social classes"; "He did not justify his tardiness or absence from classes"; "He did not commit to academic obligations"; "Distributed some kind of psychoactive substance"; "Failed to properly wear a mask"; "He doesn't work in class, he gets up from his desk, he's disrespectful, he doesn't obey teachers, he encourages disorder and he doesn't allow others to work"; "The student doesn't want to work in class, he passes outside his post, he encourages disorder, he talks a lot, he assaults and hides his belongings from his classmates."

Report of Findings for the Anti-Value of Lack of Autonomy

"Publicly requested a pad"; "He was left out of computer science class without permission"; "He did not report the appointments to parents"; "He ran away from language class"; "He was distracted by a cell phone in class"; "He was left out of class without justification"; "He didn't properly manage personal situations."

5. CONCLUSIONS

The discussion section of this analysis of findings focuses on addressing the results obtained in relation to the specific objectives outlined. In the first place, the problem of school coexistence in the Fanny Mikey and Rafael Uribe School is characterized, highlighting the challenges and obstacles identified. Then, it delves into the identification of the anti-values that affect this problem, analyzing how disrespect, irresponsibility and lack of autonomy are interrelated and affect school dynamics. In addition, the fundamental elements for structuring an academic management proposal aimed at improving school coexistence are established. Finally, specific strategies for academic management are presented, which are proposed as key tools for teachers in the promotion of a healthier school coexistence at Colegio Fanny Mikey and Rafael Uribe. Each strategy will be addressed in detail, highlighting its importance and feasibility in the school context.

First specific objective: To characterize the problems of school coexistence of the students of the Fanny Mikey and Rafael Uribe school

The in-depth interview and the focus group applied to teachers and school administrators reveal the profound importance that the interviewees attribute to the practice of responsibility, autonomy and respect as fundamental pillars to improve school coexistence among students.

According to the interviewees, responsibility is defined as the fulfillment of commitments and norms, highlighting their ability to prevent problems and conflicts. Autonomy is considered essential to enable students to make informed decisions and encourage their independence and proactivity. As for respect, it is conceived as the recognition of the rights of others and the consideration of their beliefs, generating an environment of mutual understanding.

The lack of these values is perceived as a threat to coexistence, as the lack of responsibility can lead to non-compliance and conflicts; Lack of autonomy can limit individual development, and disrespect can trigger intolerance and conflict. Taken together, the need to cultivate these values in order to create a harmonious school environment conducive to the holistic development of students is underlined.

In accordance with the above, the following conclusions and recommendations could be suggested to structure the Academic Management proposal of this research with respect to the immediate context of the Fanny Mikey and Rafael Uribe Educational Institution.

The interviewees highlight the importance of instilling values such as responsibility, autonomy and respect from childhood. To improve school coexistence, it is essential to implement educational programs that promote these values from the first years of schooling.

Lack of communication was identified as a problem in school coexistence, and it is essential to implement strategies that encourage open dialogue between students, teachers and parents. This includes conflict resolution programs and activities that promote empathy and active listening. Teachers also play a key role in promoting responsibility, autonomy and respect among students, so it is important to provide ongoing training to teachers in pedagogical strategies that foster these values and conflict management. To promote autonomy, it is necessary to give students the opportunity to make choices in their learning and in school life, so student councils or committees can be established in which students can express their opinions and actively contribute to decision-making. In addition, lack of responsibility and respect can be addressed by implementing clear school rules and predefined consequences for inappropriate actions, providing a structured framework for coexistence, and helping students understand expectations. To further strengthen these values, it is important for students to understand why responsibility, autonomy and respect are essential in their development and in school coexistence, and activities can be carried out that encourage reflection on these issues and self-reflection for students to evaluate their own actions. In addition, values education should not be limited to the school environment, as parents also play an important role in the formation of their children, so workshops and information sessions can be organized for parents on how to support the promotion of these values at home. Finally, it is essential to measure the impact of initiatives implemented to improve school coexistence and adjust them as necessary, which can be achieved through surveys, evaluations and continuous observation of the school environment. Responsibility, autonomy and respect are essential to improve the school coexistence of students. To achieve this, comprehensive educational strategies must be implemented that involve teachers, students, parents, and the school community as a whole.

Second specific objective: To identify the anti-values that affect the healthy school coexistence of the sixth grade students of the Fanny Mikey and Rafael Uribe Uribe school

Taking into consideration the reports in the student observers, the description of the same, the inferences made to analyze each report with a view to providing information on the anti-values of disrespect, irresponsibility and lack of autonomy in the context of the Fanny Mikey and Rafael Uribe Uribe School, several conclusions can be drawn:

The reports reflect problematic school environments in which these anti-values are present in various groups of the same sixth grade in both school contexts. This indicates that it is crucial to address these issues immediately to improve student coexistence and performance.

The identified antivalues are not independent of each other; rather, they are interconnected and can feed off each other. Disrespect can lead to irresponsibility, and lack of autonomy can aggravate both situations. This interrelationship further complicates the resolution of these problems.

On the other hand, irresponsibility and lack of autonomy are related to a lack of academic commitment, which negatively affects school performance. Students who do not attend classes, do not complete assignments, and show no interest in learning perform poorly academically. Since the lack of autonomy is less evident in some cases, it is important to implement intervention strategies that take into account the specific needs of each student. Not all situations are created equal, and some may require personalized approaches.

Fostering respect, responsibility, and autonomy requires not only disciplinary measures, but also social-emotional education programs that help students develop life skills, such as conflict resolution, self-regulation, and empathy. In this sense, collaboration between teachers, principals, parents and students is essential to address these anti-values and foster an environment of healthy school coexistence. All stakeholders must work together to promote positive change in school culture.

Reports from student observers suggest that the presence of these anti-values at Colegio Fanny Mikey and Rafael Uribe Uribe are affecting the quality of education and coexistence among students. It is imperative to take concrete and strategic steps to address these issues and promote a healthier and more productive school environment.

Third specific objective: To establish the basic elements for structuring the academic management proposal that favors school coexistence.

In the context of the specific objective of improving school coexistence at Colegio Fanny Mikey y Rafael Uribe, it is essential to establish the foundations of an effective academic management proposal. Given that observer reports and interviews with students have highlighted the presence of anti-values that affect the quality of education and coexistence in this educational institution, it is essential to address these challenges immediately and strategically. To achieve this, it is necessary to identify and prioritize strategies that will lay the foundation for a healthier and more productive school environment. In this context, we will explore the key strategies that will contribute to the creation of a solid framework for academic management that fosters values such as responsibility, autonomy and respect, essential for a positive coexistence at Colegio Fanny Mikey and Rafael Uribe. In order to prioritize and structure the proposal, the following have been considered as the most essential, pertinent and timely:

1. Need for Urgent Intervention: It is imperative to immediately identify and address coexistence problems in the school environment. This could involve implementing specific disciplinary measures for serious situations and communicating the urgency of the situation to all actors involved.

2. Interconnectedness of Anti-Values: Recognize and communicate the interconnectedness of anti-values. This will help raise awareness of how issues feed off each other, and therefore the importance of addressing them holistically. This information could be useful in supporting the need for multifaceted measures.

3. Importance of Social-Emotional Education: Inclusion of social-emotional education programs as a fundamental part of the proposal. These programs will help students develop life skills, which will contribute to the promotion of the values of respect, responsibility, and autonomy.

4. School Community Participation: Recognize the importance of collaboration among all actors, including teachers, administrators, parents, and students. This lays the foundation for a holistic approach to improving school coexistence.

5. Encourage the teaching of values from an early age: Highlight the importance of instilling values from an early age, as this lays the foundations for a respectful and responsible coexistence in the future.

6. Encourage student participation: The active participation of students in decision-making and school life is essential to foster autonomy. This can be addressed by establishing student councils or other forms of student engagement.


7. Establish clear rules and consequences: Implementing clear rules and consequences is critical to ensuring a structured and predictable school environment.


8. Constant evaluation and monitoring: Continuous evaluation of implemented initiatives and programs is essential to measure impact and make adjustments as needed.


The promotion of positive school coexistence at Colegio Fanny Mikey y Rafael Uribe is a challenge that requires a multifaceted strategy and a continuous commitment from all the actors involved. The identification of interconnected anti-values and their impact on academic achievement underscores the urgency of addressing these issues effectively. Through the implementation of strategies that include the teaching of values from an early age, the promotion of communication and dialogue, the strengthening of teacher training, the active participation of students, the establishment of clear rules and consequences, reflection on values, and the collaboration of parents, a solid foundation can be laid for academic management that promotes a culture of respect, responsibility and autonomy at Colegio Fanny Mikey and Rafael Uribe. The success of this company lies in the continuous commitment of the entire school community and the constant evaluation of the initiatives implemented to ensure a healthier and more productive school environment.

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