



The Socio-Affective Development of Primary Schoolchildren in Rural Areas Based on the Integration of Educational Agencies



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Abstract

Cuban Primary Education has the social responsibility of contributing to the comprehensive formation of the student's personality. However, the increasing level of complexity of social and educational environments, associated with the increase in anti-values, the poor perception of risk with minors from home, among other causes, generates the need for educational practices, even when working the cognitive and affective component, give more weight to the socio-affective aspect in the training process. In this order, the proposal made favors the educational influence for the socio-affective development of the primary school child based on the integration of school - family - community in the rural context.

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1 Introduction

In Cuba, various studies have been carried out that address the issue of the relationship between socializing agents for the training process of children and young people, providing ways for their improvement. In this sense, the research of: [Ares \(1995\)](#), [García \(1999\)](#), [Torres \(2003\)](#), [Castro \(2005\)](#) stands out; among others. However, there is little research carried out in the school stage regarding the socio-affective development of the student based on the influence of educational agencies. In this regard, in the eastern region of Cuba, there is little evidence of the issue in question. However, there are some well-known authors in the research of primary education, in rural conditions that it is valid to refer to, such as: [Quiñones et al. \(2009\)](#) and [Díaz \(2011\)](#).

In accordance with the above, the scientific contributions cited above, even when they emphasize learning as a key phenomenon of the training process, are aimed at enriching the theory and practice of multigrade primary school and show, in the assumed theories, little emphasis on socio-affective development from the integration of educational agencies, as a key aspect in the personological formation of the student.

Based on these considerations, an initial exploration was carried out in several rural schools in the province. Teachers and parents were interviewed, and the behavior of the students was observed regarding their interpersonal relationships, emotional regulation and social skills. In the exploration carried out, non-adaptive behaviors were observed in a notable number of schoolchildren, permeated by a lack of emotional regulation and resilience ([Robin et al., 2022](#); [Chaaban et al., 2021](#)). When investigating the causes of these manifestations, a routine and methodical educational management was detected in educational agents, denoting poor socio-affective development in these schoolchildren, associated with the following limitations:

- Little theoretical approach on how to stimulate the socio-affective development of primary schoolchildren through the integration of educational agencies in rural areas.
- Insufficient school-family-community integration to stimulate the socio-affective development of schoolchildren in rural areas.
- Little mastery among educational agents of the fundamentals and procedures necessary to stimulate the socio-affective development of schoolchildren.

All of the above led to defining the objective of this research: to contribute to the integration of educational agencies for the socio-affective development of primary schoolchildren in rural areas in the municipality of Guantánamo.

2 Development

When addressing the integration of educational agencies, it is stated that: “in pedagogical and sociological literature, school-family-community integration constitutes a trend in the analysis of the topic, the use of terms, such as: connection, relationship, collaboration, interaction, among others and to a lesser extent, integration” according to [Companiononi & Cuétara \(2020\)](#).

In the interest of the research, the definition of integration is assumed as: “a process through which a certain element is incorporated into a larger unit to complete a whole; applying it to education means that all socializing agencies work for a common objective, the full socialization of the individual to the society in which he lives” according to the contributions of [Companiononi & Cuétara \(2020\)](#).

From this perspective, the author assumes the definition of [Machuca \(2022\)](#) which considers that integration between educational agencies is defined as: process of unifying agents and/or agencies with a common goal, beyond particularities or their discrepancies that they may present. The effectiveness of this integration lies in the unity of influences between educational agencies, taking on a planned, collegiate and evaluated character.

For their part, educational agencies are social institutions that are specifically linked to the education of the person; therefore, they have legally assigned functions in the educational process of the student. These are: school, family and community. Even though each of them perform specific training functions, they can complement and collaborate with each other based on common consensus ([Lambrechts et al., 2013](#); [Díaz-Ríos et al., 2024](#)).

Regarding the school, it is stated that: “it is a space to generate family participation around the educational task; It requires the search for alternatives that overcome formalism for attractive ways of meeting, meeting, communicating with the ethics of respect to debate topics of interest” according to [Castro \(2005\)](#). This takes on greater connotation in rural areas because the school, given the distance between homes, is an optimal context for the exchange of the

population and the recognition of students as an integral part of their community. Therefore, it is the institution capable of grouping educational agents in a space for the socialization of knowledge, to perfect the educational process of the student.

From the perspective shown, the author values that it is the most stable and systematic training institution within the community, so the school is the most suitable mediator for integration between educational agencies. In line with this conception, the Cuban School Model conceives primary education in rural areas with a markedly inclusive character and serves a double purpose: to offer the same opportunities for personal development to its students with respect to those in urban areas and to enrich sociocultural the area. However, the development of the student must be comprehensive, so the personological complexity of the student body during the training process often makes it more difficult (Arauz et al., 2016).

In this way, stimulating socio-affective development can impact very important spheres of personality, such as: emotional and social. Thus, core qualities for life such as: resilience, emotional regulation, empathy and prosocial behavior are enhanced in the student's zone of proximal development, under the influence of educational agencies, guided by the mediating work of the school. In these circumstances and for these purposes, active, constant and dialogic participation is required between the school, the family and the community. In achieving this objective, the family is also a core component, according to its functions and characteristics. Regarding the rural family, studies indicate that they give a lot of importance to school, since it is considered the means to give future opportunities to their children, and parents attend meetings, collaborate in carrying out activities, carry out workshops, exhibitions etc.

The community, for its part, also constitutes a vital factor for these goals to be achieved. In it, schoolchildren, their families and neighbors coexist and interact to satisfy their vital needs. Therefore, the school needs to strengthen its ties with the community and then integrate into the educational work (Friso-Van den Bos et al., 2013; Janssen et al., 2014).

When delving into the endogenous functioning of a rural community, there is a very important element to take into account, and that is that: "the peasant world as a social, cultural, economic and political ecosystem has its own identity, it gives meaning to human life; "It constitutes a network of links and relationships between inhabitants, culture and nature, which operate on a particular scheme of symbolic beliefs and their own moral codes," according to Ortiz et al. (2014).

According to the particularities and functions of the family, the school and the community, a common objective is outlined: to educationally influence the student towards their socio-affective development. To put the above proposal into practice, the integrated educational agencies must achieve the development of this process by influencing the social situation of the student's development (Iurea, 2015; Hammond et al., 2023).

Starting from this, socio-affective development is defined as the process through which the subject evolves in the emotional, social and moral spheres in a systemic articulation, through the interpersonal relationships established during socialization. This allows you to understand your own and others' inherent behaviors, as well as interact more adaptively with the environment (Machuca-Fernández et al., 2022).

The above reveals that, to achieve the socio-affective development of the student, educational agencies must be able to create an environment of socio-affective education, defined as: "the process of transmission and exchange of knowledge, habits and behavioral patterns that enhance the role of emotions and social skills for the comprehensive development of personality, favoring the formation of values, emotional regulation and incorporation of norms of social interaction" (Machuca-Fernández et al., 2022).

3 Results and Discussions

The primary schools in the areas of Tiguabos and La Sombrilla are taken as scenarios for the diagnosis because they belong to the rural area of the municipality of Guantánamo, in the province of Guantánamo. From these, a census population of 2 primary schools is taken. In this way, the units of analysis are made up of key informants who come from the school, the family and the community, for a total of 25 sample subjects. The variable to be diagnosed is: level of integration of educational agencies for the socio-affective development of rural primary schoolchildren. For its operationalization, the following dimensions and indicators are assumed:

Table 1
Operationalization of the variable

Dimensions	Indicators
1. Quality of family guidance for the socio-affective development of the student.	1.1. Teachers' level of knowledge about socio-affective development for family guidance. 1.2. Ways to monitor the preparation of parents on the socio-affective development of the student. 1.3. Level of psychopedagogical advice to parents of schoolchildren with difficulties in emotional and interpersonal regulation.
2. Family-school educational alliance for the socio-affective development of the student.	2.1. School-community cohesion for the organization of socio-affective education activities. 2.2. Quality of the socio-affective education activities carried out. 2.3. Community participation in socio-affective education activities.

Source: [Machuca \(2022\)](#)

From the application and processing of the exploratory instruments, these regularities are delimited based on the level of integration of the educational agencies evidenced for the socio-affective development of the primary school student:

- Poor equity is evident between the manifestations of collaboration, commitment and participation that emerge from each educational agency, so there is a disparity in efforts, an unsystematic nature and very few activities aimed at stimulating the socio-affective development of the student. The cause also lies in the lack of knowledge of the importance of this process for the comprehensive education of the student.
- Although the role of the community in fulfilling the social mission of the school is recognized; Leaders, teachers and members of the community agree that the recognition, identification and consequent use of their potential, experiences, knowledge and knowledge for the socio-affective development of rural primary schoolchildren is not encouraged.
- Both the school, the family and the community recognize that integration is something that needs to be intensified to achieve better results in preparing the student for life. The existence of rural areas eager to stimulate the socio-affective development of primary schoolchildren as a means of greater preparation in the schoolchildren to interact better in a very changing social context.
- Among teachers there is a sense of commitment to incorporate knowledge on how to stimulate the socio-affective development of rural primary schoolchildren in unification with the family and the community. The family recognizes that they often allocate more time and dedication to satisfying the student's basic needs than making a conscious evaluation of which subjective aspects require priority attention in his or her personal development.
- The existence of a favorable environment that offers improvement services to teachers and enhances research and actions to stimulate the socio-affective development of rural primary schoolchildren inserted in the research lines of the center as an important element for local development.
- There are objective possibilities to stimulate the socio-affective development of rural primary schoolchildren with an integrative vision from the physical spaces of the school and the community, since the capacity and possibility of better assimilation of the actions that are proposed to stimulate the socio-affective development of the student are increased rural primary school.

The results obtained guide the research towards developing a set of workshops that promote the integration of educational agencies for the socio-affective development of primary schoolchildren in rural areas, taking into account the following:

The meetings will be developed fundamentally through workshops, in order to expand their knowledge, overcome their difficulties and achieve self-improvement, in order to contribute to the integration of educational agencies and promote the socio-affective development of the student. The work based on the workshops allows, based on the participants' prior knowledge, collective discussion, and the integration of theory and practice, to promote better appropriation and internalization of the contents. Based on the declared objective, the following are used as the main means of execution:

- Reflection workshops: they promote collective debate and reflective analysis of teachers, students and families in order to promote the socio-affective development of schoolchildren from the integration of educational agencies.
- Theoretical-practical workshops: they are used to provide knowledge on certain topics linked to the socio-affective sphere of the student's personality. In addition, methods, techniques and procedures are proposed and analyzed to promote their development in the different contexts of the student's performance.

Each workshop must have a name that identifies it, precisely expressing its essence. Subsequently, the objective, the method, the means, the person responsible and the participants, the duration and the methodological guidelines will be outlined. For the organization of the workshops, the moments cited by Omar (2016) are assumed, adjusted to the objectives of this research:

At the initial moment the idea of the matter to be discussed will be transmitted. First, establish a favorable psychological climate, unblock, release tension, concentrate on the task. Establishes the link with the topic addressed in the previous meeting (not in the case that it is the 1st), systematizes the oriented tasks and actions. Reporting can be used, a simple and very useful technique, on the topics discussed and the participants' assessment of it. This moment allows the diagnosis to be updated and a brief generalizing explanation to be made based on the emerging issues, to reaffirm aspects of interest, modify actions and provide continuity to the program.

Thematic approach: intermediate moment to present the topic to be worked on with resources that offer animation to this moment, participation can be through participatory techniques. For example: the "Chain of associations" technique, "The statues", "The key", "The sociodrama", "The key word" among others.

The development is the central part of the activity where the topic to be discussed is addressed, through the planned exercises; these allow participants to express their criteria, make reflections, and exchange experiences. It is the moment of greatest acquisition of knowledge and mobilization of the personality of the subjects.

The closing is conceived as a moment of evaluation and final reflection, it allows integrating what has been worked on and placing a point of conclusions, as a result of the group work, in a synthesized way, without imposing criteria, only reinforcing the central ideas and stimulating the attitudes worked on throughout the entire session activity; timely to reach consensus. It includes motivation for the next meeting with the support of materials prepared for such purposes: loose, folding, brochures, among others.

For the articulation of the fundamental categories through these forms of work, the following guidelines are decreed:

- Strengthen the cognitive component in educational agents based on their preparation regarding the socio-affective education of the student.
- Encourage socio-affective development in the different living spaces of the student.
- Incorporate socio-affectiveness as a transversal axis into the educational styles assumed by the agencies.
- The school will regulate coordination relationships and conflict resolution that are revealed in the integration process.
- That feedback is generated on concepts, customs, beliefs and educational styles implemented by the different educational agencies in order to incorporate the elements of socio-affectiveness into educational styles.
- The process of integration of educational agencies is systematized from the curricular through interdisciplinary workshops. For the development of these actions, the training and awareness of educational agencies is recognized as a way to make them more dynamic.

Based on these principles, the following guiding ideas are stipulated:

- The interaction in the school – family – community context makes it easier for the primary school student to know, assimilate and incorporate changes in their ways of acting and coexistence, hence the integration of these agencies is a social need in the rural context.
- The process of integration of educational agencies to stimulate the socio-affective development of primary schoolchildren in rural areas is based on the systematization and articulation of actions, based on the emotional bond that must be generated in the activity-communication relationship with the student. .

- The integration of educational agencies is established if actions are planned with a common purpose, through relationships of coordination, collaboration, commitment, conflict mediation, awareness of roles and hierarchy of responsibilities.
- Although there are agreements and formal relationships between educational agencies, the involvement of each of these in educational work shows imbalance, hence it is necessary to declare integration as a mechanism capable of uniting these influences in a coherent and continuous manner, for social development – emotional of the schoolboy.
- Training educational agencies is a necessary requirement so that they can acquire knowledge and tools of socio-affective education and thus be able to stimulate the socio-affective development of primary schoolchildren in rural areas.

Below is a description of one of the workshops developed:

Theoretical-practical workshop; Title: Put yourself in my place; Objective: Raise the level of knowledge of teachers about socio-affective development for family guidance; Method: Joint development; Media: Projector, USB device, slide presentation and cards; Participants: teachers; Duration: 45 minutes; Responsible: the researcher; Location: Downtown Library.

Initial moment: the researcher as coordinator makes a report of the main aspects addressed in the previous meetings, updates the diagnosis and makes a brief generalizing explanation based on the emerging issues, to reaffirm aspects of interest. Next, he carries out the thematic approach through the “The Key Word” technique where he instructs the participants to mention some of the aspects that they consider key within the socio-affective development of the student. After listening to opinions, “empathy” is specified as one of the socio-affective qualities of primary schoolchildren.

Development: then using the projector and the slide presentation, the coordinator presents the main ideas of the topic, including concepts, fundamental theories in the development of empathy as a socio-affective quality, among other elements of interest. Through the exchange, reflection is made and clarifications are made on the topic. Afterwards, a moment of consolidation is carried out with practical aspects through the following dynamic:

Guidance: cards are distributed on which they write down anything that the classmate on the right should do. After everyone has written, each person has to read aloud what they wrote and the counter order is given that that is what they wrote what the reader should do. The debate is generated through the following questions:

- How did you feel when you knew that you were the one who was going to do what was written?
- What was the most difficult for you?
- What is the value of having this socio-affective ability, of putting yourself in the other person's shoes?
- What did the workshop teach you?

To finish the activity, everyone can repeat the phrase: “Do with others what you would like them to do with you.”

Closing: define the experience of this activity with one word. For the next meeting, it is recommended to investigate other socio-affective qualities that can be developed in the student. After its implementation, the quantitative results obtained are reflected qualitatively as follows:

- Improvements are seen in the integration of educational agencies for the socio-affective development of schoolchildren in this rural area, since the instructive-educational function of the integrative work group energized the exchange between educational agencies in the process carried out.
- The workshops proposed for the integration of educational agencies for the socio-affective development of schoolchildren in rural areas are flexible and open to the objective conditions of the experimental area and other contexts.
- The integrative work group demonstrates mastery of activities for the integration of educational agencies for socio-affective development, in terms of knowledge and modes of action with educational agents and primary schoolchildren in rural areas.
- It benefits as a pedagogical purpose, a new way of satisfying the integration of educational agencies for the socio-affective development of schoolchildren in rural areas, in a process of reflection and feedback based on the comprehensive development of the personality of the new generations.

4 Conclusion

The verification of the current state of the variable confirmed the existence of insufficiencies in the educational environment of the primary schoolchildren in the rural area addressed, in terms of the fulfillment and exercise of the educational function of the family, the school and the community, revealing a lack of organization , systematicity and integration between these agencies; which bases the design of a proposal to combine influences capable of contributing to the socio-affective development of schoolchildren.

The aim was to resolve the socio-affective problems of primary school children in rural areas, revealed in the diagnosis of the educational agencies.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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