

Socialización, edad y calificaciones en estudiantes con necesidades educativas especiales

Socialization, Age and Grades in Students with Special Educational Needs

Socialização, idade e notas em alunos com necessidades educacionais especiais

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Resumen

El presente estudio consistió en analizar la relación entre la edad, las calificaciones y la socialización de estudiantes con necesidades educativas especiales (NEE) pertenecientes a una telesecundaria. Para cumplir con dicho objetivo se utilizaron las baterías de socialización BAS-1 (maestros), BAS-2 (padres) y BAS-3 (estudiantes). Estas se aplicaron en una telesecundaria de San Francisco de Campeche, Campeche, con una muestra de 25 alumnos con NEE, 25 padres de familia y/o tutores y tres docentes titulares, cada uno de ellos encargado de un grado distinto. En cuanto al análisis de los resultados, se recurrió a la prueba estadística de correlación.

Como parte de los resultados se encontraron correlaciones significativas ($p < .05$ y $p < .01$) entre la mayoría de las escalas y dimensiones en la versión para maestros y solo algunas en las otras dos versiones; al igual que algunas correlaciones significativas entre las versiones. Entre las escalas y dimensiones de la batería de socialización con la edad y las calificaciones hay un mayor número de correlaciones, en ambos casos, con la versión de maestros.

Palabras claves: adolescencia, calificaciones, edad, necesidades educativas especiales, socialización.

Abstract

The present study analyzes the relationship between age, grades and socialization of students with special educational needs (NEEs) belonging to a telesecondary. In order to accomplish that the BAS-1 socialization battery (teachers), BAS-2 (parents) and BAS-3 (students) were used. And it was held in a telesecondary in San Francisco de Campeche, with a sample of 25 students with NEEs, 25 parents and/or guardians of these and three titular teachers in charge of one of each grades. The results were analyzed with statistical correlation test.

As part of the results, significant correlations ($p < .05$ and $p < .01$) were found between most of the scales and dimensions in the version for teachers and only some in the other two version; at the same time, some significant correlations between the versions. Also, between the scales and dimensions of the socialization battery with age and grades, in both cases there is a greater number of correlations with the teachers' version.

Keywords: adolescence, grades, age, special educational needs, socialization.

Resumo

O presente estudo consistiu em analisar a relação entre idade, séries e socialização de alunos com necessidades educacionais especiais (NEE) pertencentes a uma telecdaria. Para atender a esse objetivo, foram utilizadas as baterias de socialização BAS-1 (professores), BAS-2 (pais) e BAS-3 (alunos). Estas foram aplicadas em uma telesecundária de São Francisco de Campeche, Campeche, com uma amostra de 25 alunos com NEE, 25 pais e / ou tutores e três professores titulares, cada um deles encarregado de um grau diferente. Quanto à análise dos resultados, utilizou-se o teste estatístico de correlação.

Como parte dos resultados, foram encontradas correlações significativas ($p < 0,05$ e $p < 0,01$) entre a maioria das escalas e dimensões na versão para professores e apenas algumas nas outras duas versões; bem como algumas correlações significativas entre as versões. Dentre as escalas e dimensões da bateria de socialização com idade e séries, há um maior número de correlações, em ambos os casos, com a versão dos professores.

Palavras-chave: adolescência, notas, idade, necessidades educacionais especiais, socialização.

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Introduction

At all educational levels there are groups of students with difficulties to learn. These difficulties can influence almost all areas of the curriculum and learning experiences (Blanco et al., 1996).

According to García et al. (cited in Romero and García, 2013), students with special educational needs (SEN) are those who present a rhythm of learning very different from their peers. Because of this, the following three factors must be involved in its integration: a) promote students to study in regular schools and classrooms; b) offer the support they need, particularly the curricular adjustments, and c) offer the support of special education professionals to the schools. It should be noted that, unfortunately, most schools in Mexico do not have enough resources to offer them the support they need during their learning process.

Warnock (1987), meanwhile, says that a student requires SEN when he has a greater difficulty to learn than most boys and girls of his age or when he has a disability that makes it difficult to use the educational possibilities that the school provides usually.

To this Luque (2009) adds that the SEN are derived from some disability, giftedness, sociocultural disadvantage or specific learning difficulty, and should be valued as educational actions that require extraordinary resources. In addition, Luque (2009) warns that the SEN is not a definition, but an operational conceptualization that seeks the adaptation of the educational system to the child who has them, and who will no longer be special to be simply needs, like the rest of the students, to the extent that the center's resources are optimal, its faculty and teaching staff

maintain the appropriate tutorial involvement and consider the child as the fundamental core of the teaching and to which the curriculum is adapted. In short, these students have educational needs that are special not because of their disorder or distinctiveness, but because of the need to pay attention to their difficulties and the resources they need.

On the other hand, it is known that one of the fundamental areas of the human being is social, regardless of whether or not there is a disability, since it has the need to establish and foster links with other human beings. No doubt this helps to develop a cultural and personal identity.

According to Bernstein (1985), socialization is understood as the process by which cultural identity is acquired and, at the same time, one reacts to that identity. It is the process by which a biological being becomes a cultural subject. It is also a complex control process that arouses in the child moral, intellectual and affective dispositions through specific forms and contents. In the course of socialization, the child is sensitized through the roles he has to assume in face of the different organizational principles that operate in society. Therefore, socialization has the effect of producing security among people. This process acts selectively on human relationships, creating over time the feeling of need for a specific social order and limiting areas susceptible to change.

For Fontana (5th century) the main socialization agencies in contemporary societies are the family, the peer group (peer group), the school and the work. It is through these agencies, and in particular through their reciprocal relationships, that the different organizational principles of society are manifested.

Now, social behavior is defined as the way people behave in relation to their environment or world of stimuli. It is also known as social behavior (Tello, 2005). This is initially configured in the relationships that are built in the family, the neighborhood and the school, positively sanctioning certain behaviors and stigmatizing others, which shapes the individual and social identity of individuals.

In addition to the aforementioned, schools are also related to another fundamental aspect in the lives of young people. Dayrell (2010) mentions that several studies explain the confluence of socializing processes in youth and also forms a relationship of interdependence with institutions. Similarly, he mentions that aspects of cultural and social domination and reproduction are affected by the current school organization.

According to Berbena, Valadez and Vargas (cited in Plata, Guerrero and Zanatta, 2010), social skills are defined as observable behaviors, learned and used in social relationships to obtain certain specific purposes. Socialization in conjunction with family, love, sexual relations and professional satisfaction favor subjective well-being.

The socially skilled subject is sure of himself, as well as capable of self-affirming and responding correctly to others. Garaigordobil and García (cited by Coronel, Levin and Mejail, 2011), in a study with subjects between 10 and 12 years old about empathy-understood as the response to others taking into account cognitive and affective aspects, being able to discriminate what is proper and what is foreign-, found that subjects with high empathy have more positive social behaviors, such as consideration, self-control and leadership; and few negative social behaviors, for example, aggressiveness, impulsiveness, antisociality and withdrawal.

In this regard, Pichardo, García, Justicia and Llanos (2008) state that the adequate and positive development of social skills in childhood is an important foundation for good social and occupational adjustment that remains throughout life. Likewise, the development of inadequate social skills during childhood is associated with various negative consequences, including psychiatric problems, external problems (aggressive antisocial behavior and attention deficit hyperactivity disorder) and internal problems (depression, social withdrawal and anxiety).

In line with the above, Collel (cited in López, 2008) adds that, during school time, the development of social skills also helps to reduce some of the problematic situations present in classrooms, namely, conflicts of relationship with other classmates, isolation, lack of solidarity, aggression and fights; Problems that, in turn, lead to demotivation-often indicated as one of the causes of school failure. The lack of social skills has an effect on personal well-being, since many of the adolescents with SEN live isolated, excluded.

Taking into account all of the above, the ultimate goal of this work was to provide descriptive knowledge that could be useful in the socialization of high school students with SEN; information that could favor psychoeducational intervention and, in this way, the positive development of social skills, as well as integration in normalized contexts; all this from evaluations to students, parents and teachers.

Objective

Analyze the relationship between age, grades and socialization of students with special educational needs belonging to a telesecundaria in the municipality of San Francisco de Campeche, Campeche, Mexico.

Method

Stage

As already mentioned, this study was carried out in a telesecundaria located in San Francisco de Campeche, Campeche.

Subjects

A sample of 25 students with SEN was selected, of which 7 were first grade, 12 second grade and 6 third grade. It also called on 25 parents and / or guardians of these and 3 teachers in charge of each grade. The sample was for convenience.

Instruments

Socialization batteries BAS-1 (for teachers), BAS-2 (for parents) and BAS-3 (for students) of Silva and Martorell (1989) were applied. It should be noted that BAS is a set of estimation scales to evaluate the socialization of children and adolescents aged 6 to 15 years in school and out of school environments. It can be complemented with BAS-1 and BAS-2.

The elements of the BAS-1 and BAS-2 batteries fulfill the function of achieving a socialization profile with seven scales:

- Four positive aspects facilitators: Leadership (Li), Joviality (Jv), Social sensitivity (Ss) and Respect / Self-control (Ra).
- Three negative / disturbing / inhibiting aspects: Aggressiveness / Stubbornness (At), Apathy / Withdrawal (Ar) and Anxiety / Shyness (An).
- And the function of obtaining a global appreciation of socialization with a scale, namely the Criteria of Socialization (Cs) scale, based on three dimensions:
- Dimension 1: Leadership + Joviality + Social sensitivity.
- Dimension 2: Apathy / Retraction + Anxiety / Shyness.

- Dimension 3: Aggressiveness / Stubbornness - Respect / Self-control.

As for the BAS-3 of Silva and Martorell (2001), it consists of 75 elements in total, which are divided into the following scales: Consideration of others (Co), Self-control in social relations (Ac) Social withdrawal (Re)), Social Anxiety / Shyness and Leadership (Li). Of the 65 elements of socialization of the BAS-3, only one participates in two scales by having almost identical saturations in both. At the five scales of socialization, finally, the Sincerity (S) with 10 corrected items is added. It is worth mentioning that in this scale, the higher the score, the less compliance with the standards.

Process

The school authorities were contacted and an interview was held with both the director and the administrative staff regarding the project's standards. After three visits were made to collect information from students with SEN. The first was with the teachers to know the type of SEN that each student presents and the areas that are affected. The second visit was with the parents, where a talk and questionnaire was held, which, it should be specified, contained questions regarding whether or not it presents any difficulty in learning, whether emotional or behavioral, or whether or not it has not with any diagnosis for which it would require some personalized attention; They were also questioned about the medical and / or psychological treatments that they carry or have carried. Finally, a meeting was held with the administrative staff to obtain information about the grades and absences.

For the application of the BAS socialization battery, five sessions were required:

- In the first and second sessions, the BAS-3 was applied to the students of the group with SEN. It is worth mentioning that it was applied in groups of three students for better understanding.
- On the third visit the teachers explained the filling of the BAS-1. In this case they were allowed to take the test to their home.
- In the fourth and fifth visits, the BAS-2 was applied to the parents of the students with SEN. It is necessary to point out the low participation of parents in the meetings for the delivery of grades, for which the test was sent to them and then collected. Very few parents returned the test resolved.

Finally, the grades of the students with SEN were collected. For the correlation of results, the SPSS program was used.

Results

Next, the correlations found between the different variables can be observed.

Tabla 1. Correlación entre las escalas positivas del BAS-1, con otras escalas y dimensiones del BAS-1, del BAS-2, del BAS-3 y la variable Edad

Variable	Variable	<i>r</i>	Sig. (bilateral)
Liderazgo	Jovialidad BAS-1	0.652	0.001
	Sensibilidad social BAS-1	0.655	0.001
	Apatía/Retraimiento BAS-1	-0.539	0.008
	Criterial de socialización BAS-1	0.689	0.000
	Dimensión 1 BAS-1	0.949	0.000
	Dimensión 2 BAS-1	-0.515	0.012
	Dimensión 3 BAS-1	-0.517	0.012
	Liderazgo BAS-3	0.555	0.007
	Sinceridad BAS-3	-0.488	0.021
Jovialidad	Sensibilidad social BAS-1	0.918	0.000
	Agresividad/Terquedad BAS-1	-0.519	0.011
	Apatía/Retraimiento BAS-1	-0.529	0.009
	Criterial de socialización BAS-1	0.825	0.000
	Dimensión 1 BAS-1	0.659	0.001
	Dimensión 3 BAS-1	-0.737	0.000
	Edad	0.424	0.044
Sensibilidad social	Respeto/Autocontrol BAS-1	0.832	0.000
	Agresividad/Terquedad BAS-1	-0.718	0.000
	Apatía/Retraimiento BAS-1	-0.675	0.000

	Criterial de socialización BAS-1	0.879	0.000
	Dimensión 1 BAS-1	0.535	0.009
	Dimensión 2 BAS-1	-0.539	0.008
	Dimensión 3 BAS-1	-0.850	0.000
	Respeto/Autocontrol BAS-2	0.486	0.048
	Edad	0.485	0.019
	Agresividad/Terquedad BAS-1	-0.684	0.000
	Apatía/Retraimiento BAS-1	-0.568	0.005
	Criterial de socialización BAS-1	0.821	0.000
Respeto/Autocontrol	Dimensión 1 BAS-1	0.457	0.028
	Dimensión 2 BAS-1	-0.513	0.012
	Dimensión 3 BAS-1	-0.933	0.000
	Respeto/Autocontrol BAS-2	0.648	0.005
	Dimensión 3 BAS-2	-0.523	0.010

Fuente: Elaboración propia

Tabla 2. Correlación entre las escalas negativas del BAS-1, con otras escalas y dimensiones del BAS-1, del BAS-2, del BAS-3 y la variable Edad

Variable	Variable	<i>r</i>	Sig. (bilateral)
Agresividad/Terquedad	Apatía/Retraimiento BAS-1	0.639	0.001
	Jovialidad BAS-1	-0.519	0.011
	Sensibilidad social BAS-1	-0.718	0.000
	Respeto/Autocontrol BAS-1	-0.684	0.000
	Dimensión 2 BAS-1	0.606	0.002
	Dimensión 3 BAS-1	0.901	0.000
	Respeto/Autocontrol BAS-2	-0.577	0.015
	Edad	-0.634	0.001
Apatía/Retraimiento	Respeto/Autocontrol BAS-1	-0.568	0.005
	Sensibilidad social BAS-1	-0.675	0.000
	Jovialidad BAS-1	-0.529	0.009
	Liderazgo BAS-1	-0.539	0.008
	Ansiedad /Timidez BAS-1	0.551	0.006
	Criterial de socialización BAS-1	-0.681	0.000
	Dimensión 2 BAS-1	0.950	0.000
	Dimensión 3 BAS-1	0.654	0.001
	Sinceridad BAS-3	0.466	0:029
	Edad	-0.605	0.002
Ansiedad/Timidez	Dimensión 2 BAS-1	0.785	0.000
	Edad	-0.575	0.004
	Sinceridad BAS-3	0.508	0.016

Fuente: Elaboración propia

Tabla 3. Correlación entre la escalas y dimensiones del Criterial de socialización, así como la Dimensiones 1, 2 y 3 del BAS-1 con otras escalas y dimensiones del BAS-1, del BAS-2, del BAS-3 y la variable Edad

Variable	Variable	<i>r</i>	Sig. (bilateral)
Criterial de socialización	Liderazgo BAS-1	0.689	0.000
	Jovialidad BAS-1	0.825	0.000
	Sensibilidad social BAS-1	0.879	0.000
	Respeto/Autocontrol BAS-1	0.821	0.000
	Apatía/Retraimiento BAS-1	-0.681	0.000
	Dimensión 1 BAS-1	0.595	0.003
	Dimensión 2 BAS-1	-0.608	0.002
	Dimensión 3 BAS-1	-0.854	0.000
	Edad	0.549	0.007
Dimensión 1	Liderazgo BAS-1	0.949	0.000
	Jovialidad BAS-1	0.659	0.001
	Sensibilidad social BAS-1	0.535	0.009
	Respeto/Autocontrol BAS-1	0.457	0.028
	Liderazgo BAS-3	0.538	0.010
Dimensión 2	Sensibilidad social BAS-1	-0.539	0.008
	Respeto/Autocontrol BAS-1	-0.513	0.012
	Agresividad/Terquedad BAS-1	0.606	0.002
	Apatía/Retraimiento BAS-1	0.950	0.000
	Ansiedad/Timidez BAS-1	0.785	0.000
	Criterial de socialización BAS-1	-0.608	0.002
	Dimensión 3 BAS-1	0.547	0.006
	Sinceridad BAS-3	0.534	0.011
Edad	-0.666	0.001	
Dimensión 3	Liderazgo BAS-1	-0.517	0.012
	Jovialidad BAS-1	-0.737	0.000

Sensibilidad social BAS-1	-0.850	0.000
Respeto/Autocontrol BAS-1	-0.933	0.000
Agresividad/Terquedad BAS-1	0.901	0.000
Apatía/Retraimiento BAS-1	0.654	0.001
Respeto/Autocontrol BAS-2	-0.638	0.006
Consideración con los demás BAS 3	-0.427	-0.048
Edad	-0.716	0.000

Fuente: Elaboración propia

Tabla 4. Correlación de escalas y dimensiones del BAS-2 con las escalas y dimensiones del BAS-1, escalas del BAS-3 y la variable Edad

Variable	Variable	<i>r</i>	Sig. (bilateral)
Liderazgo	Jovialidad BAS-2	0.558	0.020
	Dimensión 1 BAS-2	0.807	0.000
Jovialidad	Dimensión 1 BAS-2	0.684	0.002
	Retraimiento social BAS-3	-0.579	0.015
	Ansiedad Social/Timidez BAS-3	0.005	0.026
Respeto/Autocontrol	Consideración con los demás BAS 3	0.601	0.011
	Sensibilidad social BAS-1	0.486	0.048
	Respeto/Autocontrol BAS-1	0.648	0.005
	Agresividad/ Terquedad BAS-1	-0.577	0.015
	Dimensión 3 BAS-1	-0.638	0.006
	Dimensión 3 BAS-2	-0.783	0.000
Agresividad/Terquedad	Criterial de socialización BAS-2	-0.849	0.000
	Dimensión 3 BAS-2	0.831	0.000
Apatía/Retraimiento	Consideración con los demás BAS 3	0.502	0.048
	Dimensión 2 BAS-2	0.984	0.000
Ansiedad/Timidez	Criterial de socialización BAS-2	-0.716	0.002

	Dimensión 2 BAS-2	0.952	0.000
Dimensión 2	Criterial de socialización BAS-2	-0.770	0.000
	Criterial de socialización BAS-2	-0.625	0.010
Dimensión 3	Sinceridad BAS-3	0.467	0.029
	Respeto/Autocontrol BAS-1	-0.523	0.010
	Edad	-0.430	0.041

Fuente: Elaboración propia

Tabla 5. Correlación de escalas el BAS-3 con las escalas y dimensiones del BAS-1, del BAS-2 y la variable Edad

Variable	Variable	<i>r</i>	Sig. (bilateral)
	Dimensión 3 BAS1	-0.427	-0.048
	Respeto/Autocontrol BAS-2	0.601	0.011
	Apatía/Retraimiento BAS-2	0.502	0.048
Consideración con los demás	Autocontrol en las relaciones sociales BAS-3	0.583	0.004
	Retraimiento social BAS-3	-0.465	0.029
	Liderazgo BAS-3	0.535	0.010
	Sinceridad BAS-3	-0.727	0.000
Autocontrol en las relaciones sociales	Retraimiento social BAS-3	-0.439	0.041
	Liderazgo BAS-3	0.588	0.004
	Sinceridad BAS-3	-0.708	0.000
	Jovialidad BAS-2	-0.579	0.015
Retraimiento social	Ansiedad Social/Timidez BAS-3	0.650	0.001
	Liderazgo BAS-3	-0.629	0.002
	Sinceridad BAS-3	0.447	0.037
Ansiedad Social/Timidez	Jovialidad BAS-2	0.005	0.026
	Liderazgo BAS-3	-0.575	-0.538
Liderazgo	Edad	0.448	0.036

	Liderazgo BAS-1	0.555	0.007
	Dimensión 1 BAS-1	0.538	0.010
	Sinceridad BAS-3	-0.613	0.002
Sinceridad	Liderazgo BAS-1	-0.488	0.021
	Apatía/Retraimiento BAS-1	0.466	0.029
	Ansiedad/Timidez BAS-1	0.508	0.016
	Dimensión 2 BAS-1	0.534	0.011
	Dimensión 3 BAS-2	0.467	0.029

Fuente: Elaboración propia

Tabla 6. Correlación de la edad con las escalas y dimensiones del BAS-1, del BAS-2 y escalas del BAS-3

Variable	Variable	<i>r</i>	Sig. (bilateral)
	Liderazgo BAS-3	0.448	0.036
	Jovialidad BAS-1	0.424	0.044
	Sensibilidad BAS-1	0.485	0.019
Edad	Agresividad /Terquedad BAS-1	-0.634	0.001
	Apatía/Retraimiento BAS-1	-0.605	0.002
	Ansiedad/Timidez BAS-1	-0.575	0.004
	Critical/Socialización BAS-1	0.549	0.007
	Dimensión 2 BAS-1	-0.666	0.001
	Dimensión 3 BAS-1	-0.716	0.000
	Dimensión 3 BAS-2	-0.430	0.041

Fuente: Elaboración propia

Tabla 7. Correlación de las escalas y dimensiones del BAS-1, del BAS-2 y escalas BAS-3 con las calificaciones de las asignaturas impartidas por el docente titular

Variab les	Variab les	r	Sig. (bilateral)
General	Apatía/Retraimiento BAS-1	-0.465*	0.026
	Agresividad/Terquedad BAS-1	-0.468*	0.024
Español	Respeto/Autocontrol BAS-1	0.439*	0.036
	Ansiedad/Timidez BAS-1	-0.571*	0.004
	Apatía/Retraimiento BAS-1	-0.628*	0.001
	Agresividad/Terquedad BAS-1	-0.569*	0.005
	Criterial de socialización BAS-1	0.554*	0.006
	Dimensión 1 BAS-2	0.561*	0.007
	Dimensión 3 BAS-1	-0.534*	0.009
	Dimensión 2 BAS-1	-0.436*	0.033
	Dimensión 1 BAS-1	0.424*	0.039
	Ansiedad/Timidez BAS-1	-0.425*	0.043
Ciencias	Agresividad/Terquedad BAS-1	-0.450*	0.031
	Apatía/Retraimiento BAS-1	-0.531*	0.009
	Dimensión 1 BAS-2	0.539*	0.007
	Liderazgo BAS-1	0.414*	0.050
Tecnología	Respeto/Autocontrol BAS-1	0.619*	0.002
	Agresividad/Terquedad BAS-1	-0.697*	0.000
	Criterial de socialización BAS-1	0.640*	0.001
	Sensibilidad social BAS-1	0.441*	0.035
	Apatía/Retraimiento BAS-1	-0.501*	0.015
	Ansiedad/Timidez BAS-1	-0.480*	0.021
	Dimensión 1 BAS-1	0.446*	0.029
	Dimensión 3 BAS-1	-0.667*	0.000
	Dimensión 1 BAS-2	0.531*	0.008
	Dimensión 2 BAS-1	-0.486*	0.016

Geografía o Historia	Dimensión 3 BAS-1	-0.463*	0.023
	Liderazgo BAS-1	0.421*	0.045
	Dimensión 1 BAS-2	0.436*	0.033
	Agresividad/Terquedad BAS-1	-0.526*	0.010
	Apatía/Retraimiento BAS-1	-0.648*	0.001
	Ansiedad/Timidez BAS-1	-0.495*	0.016
	Sinceridad BAS-3	-0.493*	0.020
Asignatura	Sinceridad BAS-3	-0.454*	0.034
	Apatía/Retraimiento BAS-1	-0.632*	0.001
Estatal o	Dimensión 2 BAS-1	-0.530*	0.008
Formación	Dimensión 3 BAS-1	-0.468*	0.021
cívica	Ansiedad/Timidez BAS-2	-0.540*	0.031

*La correlación es significativa al nivel 0.05 (bilateral)

Fuente: Elaboración propia

Tabla 8. Correlación de las escalas y dimensiones del BAS-1, del BAS-2 y escalas BAS-3 con los promedios académicos de las asignaturas complementarias

Variables	Variables	<i>r</i>	Sig. (bilateral)
Artes	Respeto/Autocontrol BAS-1	0.481*	0.020
	Agresividad /Terquedad BAS-1	-0.489*	0.018
	Apatía/Retraimiento BAS-1	-0.612*	0.002
	Dimensión 1 BAS-2	0.438*	0.032
	Critical/Socialización BAS-1	0.519*	0.011
	Dimensión 3 BAS-1	-0.510*	0.011
Educación física	Dimensión 1 BAS-1	0.548*	0.006
	Dimensión 3 BAS-1	-0.733*	0.000
	Liderazgo BAS-1	0.501*	0.015
	Jovialidad BAS-1	0.725*	0.000
	Sensibilidad social BAS-1	0.741*	0.000
	Respeto/Autocontrol BAS-1	0.847*	0.000
	Agresividad/Terquedad BAS-1	-0.602*	0.002
	Apatía/Retraimiento BAS-1	-0.536*	0.008
	Critical de socialización BAS-1	0.787*	0.000

*La correlación es significativa al nivel 0.05 (bilateral)

Fuente: Elaboración propia

Discussion

Significant correlations ($p < .05$ and $p < .01$) were found between most of the scales and dimensions in the version for teachers and only some in the other two versions. At the same time, some significant correlations between the versions were found.

Similarly, correlations were found between the scales and dimensions of the socialization battery with age (Tables 1 to 5) and the academic averages (Table 7 and 8). In both cases there is a greater number of correlations with the teachers version (Table 6).

These correlations between teachers, parents and students are explained as a social factor, since they are the result of a set of cultural actions. According to Alquilino and Arnett (cited in Jensen, 2008), the influence of the family on socialization decreases in adolescence while the influence of peers and friends, the school, the community, the media and the system increase. legal. On the other hand, for Jensen (2008) "the family continues to be a powerful influence on socialization in adolescence".

In studies conducted by Garaigordobil (2004, 2005) positive correlations were found between maturity for learning in children of six years with all positive social behaviors evaluated (Leadership, Joviality, Social sensitivity, Respect / Self-control, and global social adaptation) , as well as negative relationships with withdrawal and anxiety behaviors. Therefore, children who showed a good social adaptation, presenting leadership-initiative, joy, help and Respect / Self-control behaviors, as well as scant behaviors of Apathy / Withdrawal and Anxiety / Shyness, were children with an adequate level of maturity in different skills (verbal, numerical, perceptual) related to school learning.

According to Martens (cited in Alves, 2000), the qualities of effective leadership are assertiveness, empathy, communication skills, self-control, trust in others, persistence, flexibility, appreciation of others, help to others to develop, to be persistent and responsible and to try to identify the problems in their initial stages.

On the other hand, Pérez and Garaigordobil (2004) indicate that positive social behaviors with equals and global social adaptation in educational contexts have significant positive relationships with intellectual maturity, with high self-concept and with other personality adaptive traits, such as emotional stability and self-confidence. This coincides with the results of the study on the teachers' estimation of the socialization and the age of the students, where the older the greater the increase in social skills, which was only found in the estimation of the students regarding their age with leadership, and parents' estimation of the age of students with Dimension 3.

Finally, the grades are related to the teacher's estimate of the socialization of students with SEN, except for the mathematics and English subjects.

These results corroborate what is mentioned in the works of Rosenthal and Jacobson (cited in Barrios, 2013) about the expectation that the teacher has of the student. In fact, it has been the

subject of several studies over the years, where the concept of self-fulfilling prophecy is used, awarded by Viera (cited in Barrios, 2013), in which the teacher's expectations are prophecies that are fulfilled by themselves: the student tends to perform what the teacher expects from him.

As mentioned above about the general attitude of the teachers and their dedication to students with SEN is positive, there are also high expectations for all students in arts and physical education, except in the gifted. The opposite occurs with the so-called strong subjects (Álvarez, Castro, Campo and Álvarez, 2005)

This is complemented by what was mentioned by Verdugo (cited in Barrios, 2013) about how the student's relationship with the teacher influences both the performance of the student and the social perception of the classmates. In this relationship, the personal variables of the teacher and the student play a fundamental role, as well as the expectations of the teacher towards the student, which can modify the behavior of the student and the relationships with their classmates. A good relationship can guarantee a better adaptation to the school and social environment.

About the role of the teacher, it is mentioned that it greatly influences the performance of their students. His ability to communicate, the relationships he establishes with the student and the attitudes he adopts towards him play a decisive role in both student behavior and learning. (Montero y Villalobos, 2007).

Along the same lines, other authors emphasize that the verbal and non-verbal behavior of the teacher conveys expectations to their students. These can acquire feelings of self-confidence and the desire to satisfy those expectations, which denotes a greater commitment, greater dedication to academic tasks and high academic performance (Rego, Pereira, Fernandes and Rivera, 2007).

In this regard, you can also bring up what was mentioned by Mares et al. (2009) on disciplinary control involving undesirable behaviors such as rebellion, lying, shame, showing leadership, among others. The desired behaviors to facilitate the academic work in the classroom are not virtues, but teachers accept them with pleasure for the benefits they provide, an example of this is the passivity of these children, since they do not create conflict by aligning the practices and ways of thinking of the teacher.

As children with SEN are not accepted as "normal", they are not recognized some virtues, for example, honesty, which is supposed to be a socially accepted value and, however, in them is

not such. For teachers it is rather a defect, a manifestation of shame when this type of student is admitting the commission of some illegal behavior. In the eagerness to maintain order, they argue that these students lie because that allows them to act in accordance with what they perceive of their environment, boycotting social rules in the classroom. Teachers point out that they are dishonest, that they are not reliable, they are liars (Mares et al., 2009).

In general terms, regarding the link between SEN and socialization, it can be concluded that there is a considerable relationship between the variables, which agrees with the results of different investigations that also corroborate the relationships between intelligence and social skills (Pérez and Garaigordobil, 2004). However, in other studies the correlations observed are rather scarce (Pérez and Garaigordobil, 2004) or practically nonexistent (Pérez and Garaigordobil, 2004). And when they occur, they are more significant with the facilitating aspects than with the disturbing aspects of socialization.

Conclusions

Based on the findings, it can be concluded that there is a strong correlation between the academic averages of students with SEN and the teachers' estimate of their socialization, which can be attributed to a relationship between what the teacher thinks - and not so much their performance - and the grade obtained by the students, or that this estimate is reflected in attitudes that young people make their own, so that they become somewhat prophetic in the classroom, all of which is reflected in their results. Likewise, it can not be ruled out that in obtaining these grades the student behaves in a certain way in the classroom, which generates that the teachers have these estimates about their social skills. However, the first inference is based on not finding this tendency to relate to the subject of mathematics, which is usually very standardized to qualify and leaves little room for the teacher's perception of the students.

It should be taken into account that this relationship can only be the result of the lack of teacher training regarding SEN or lack of multidisciplinary support in this school, which is reflected in the few or no adjustments to the curriculum. Similarly, the large number and variety of students with SEN in this study center can not be ignored, which undoubtedly hinders the attention and time of the teaching staff on the students.

Finally, an adequate diagnosis is necessary, since the lack of this in most cases can represent a deficit in the tools of the teachers to teach.

Taking this into account, it is suggested to carry out other investigations in which other factors that also intervene in the evaluation and qualifications of these students are considered. And with that, the reasons for the low school performance of these young people are identified.

In addition to the above, experimental studies could be conducted to improve their social skills in students, and see if this generates changes in academic results, or sensitization with teachers, and thus identify in what direction is the relationship of these variables.

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