

CHAPTER II

THEORETICAL FRAMEWORK

According to Arias (2012), the theoretical framework is the product of the documentary-bibliographic review and consists of the compilation of authors, concepts and definitions that serve as the basis for the research to be carried out, which include the research background, theoretical bases and system of variables.

Research background

“The background reflects the advances and the current state of knowledge in a given area and serves as a model or example for future research”. According to Arias (2004), they refer to all the research works that precede ours, that is, those works where the same variables have been handled or similar objectives have been proposed; they also serve as a guide for the researcher and allow him/her to make comparisons and have ideas about how the problem was dealt with at that time.

At the international level San Martín, Serrano and Catalán (2017) presented a work called “Pedagogical strategies to reduce disruptive behaviors that affect the attention and concentration of the student. It was a research that had a qualitative approach, and opts for the degree of Bachelor of Education at UCINF University, had as general objective to provide pedagogical strategies to decrease disruptive behaviors that affect the attention and concentration of the student. The behavior presented by the students of the First Basic Year will be identified through a previous observation in order to then carry out educational strategies through actions.

A related idea is to continue developing strategies to reduce the incidence of these attitudes in certain groups that affect the focus and attention of other students. Identify the main problems that create these attitudes.

Santín (2018) presented a paper called *La Conducta Disruptiva y El Desarrollo Psicosocial de los Estudiantes de Séptimo Año de Educación General*.

Básica de la Unidad Educativa Francisco Flor, Ciudad de Ambato.”

It was a research through the research model by means of the qualitative and quantitative approaches, the basic modality directed in the field and documentary bibliographic research, to opt for the Research Project prior to obtaining the title of Educational Psychologist and Vocational Counselor at the UNIVERSIDAD TÉCNICA DE AMBATO, The general objective of the project was to analyze disruptive behaviors and their incidence in the psychosocial development of students, showing how this affects their relationships with their peers and teachers as well as affecting their teaching and learning process and how teachers should act in the Francisco Flor Educational Unit.

The relevant results of this work are: the points to develop within the work, the strategies to intelligently attack the problems and the problems that provoke these attitudes within the classrooms.

At the national level, Loyo (2020) presented a paper entitled “university professor's attitude towards students' disruptive behaviors”. It was a descriptive, non-experimental, cross-sectional research for the Master's degree in Education at the University of Carabobo, Valencia, Venezuela. The general objective

of the study was to describe the attitude of the university professor in the classroom towards the disruptive behaviors of the students of the dental school of the University of Carabobo.

Finally, an evaluation of the most important points of this work is made: to identify the problems faced by the professor with respect to the attitudes that interfere with the teaching process, and the strategies to be developed to diminish these attitudes.

From another point of evaluation on behavioral problems, the following work can be observed.

At the regional level, López (2020) presented a work called “disruptive behaviors and their relationship with the academic performance of students in the first year of secondary education”. It was an investigation in the assumed methodology that was based on the quantitative paradigm, being of a descriptive type under the non-experimental field design, work presented as a partial requirement to opt for the degree of Master in Educational Innovations, at the UNIVERSIDAD PEDAGÓGICA EXPERIMENTAL LIBERTADOR INSTITUTO PEDAGÓGICO RURAL “GERVASIO RUBIO”. The objective of this study was to analyze the disruptive behaviors and their relationship with academic performance in the students of the first year of Secondary Education of the Agricultural Technical School “Santa Barbara”; located in the Santa Barbara parish, Colón Municipality, Zulia State.

The most important aspects of this project: to analyze behavior and its relationship to academic performance, to determine what factors lead to these attitudes, and to distinguish between truly problematic behaviors.

Theoretical bases

The theoretical bases, according to The theoretical bases according to Arias, (2012) involve a broad development of the concepts and propositions that make up the point of view or approach adopted to support or explain the problem posed.

Human behavior

According to the most important theorist of this paradigm of psychology Sigmund Freud (n/d) a person's behavior is the result of psychological forces that operate within the individual and that generally occur outside of consciousness. This suggests that some of the factors that may influence human behavior are often psychological processes or traumas that occur largely outside the consciousness of the other, which may help us to explain how the environment is actually affected when conscious distraction, psychological problems, or others occur. Circumstances outside the student's life.

According to Guadalajara (2007). The concept of “Behavior” has two meanings in the field of psychology. The first is the action that an individual performs. The second meaning is the relationship established between elements of an association. There is a special factor that regulates or influences behavior, such as the motivation that defines the attitude that is assumed to achieve a goal.

Each one of us possesses attitudes towards almost every thing or person in the world that we have ever thought about. Attitudes are the ways of reacting (behaviors, behaviors) to some stimulus produced by some external factor. Attitudes are composed of three elements: cognitive, emotional and behavioral.

In this case, cognitive processes are the mental operations performed by the brain to process information. Through these operations, the brain works with It focuses on the study of observable

behavior in order to control and predict it. Its goal is to achieve a given behavior. The analysis of behavioral issues focuses on the study of observable behavior in order to control and predict it. Their objective is to achieve a given behavior.

Emotions are internal states characterized by thoughts, sensations, physiological reactions and behaviors that are subjective. They are universal, inherent to human beings and serve, among other things, to communicate with others.

The analysis of behavioral problems focuses on the study of observable behavior in order to control and predict it. Its purpose is to achieve a certain behavior. To complete the development of these three elements, emotions are internal states characterized by thoughts, feelings, physiological responses and subjective behavior. They are universal, specific to individuals and are used, among other things, to communicate with others.

Distracting behaviors

These distracting factors are often linked to the use of cell phones in the classroom, interrupting the class and generating distractions for other classmates about this Mejía, Bautista (2014) alleges that Social networks have been a medium that has changed the different ways of communicating, learning, interacting, among others, since through them people and especially young people send messages, know current issues, make friends, among others, thus making this tool in addition to an important means of communication that also has different academic uses in a great distractor. In a classroom there may be external distractors that interrupt the fluency and reception of the message taught, such as noise, environmental factors (temperature, posture, lighting, lack of time, fatigue), excessive difficulty or ease of the subject, monotony in the way of teaching the objectives. In this way according to Beirness, Simpson, Pak, (2002) Gras, Planas, Font-Mayolas (2008) Stutts (2005). According to these definitions, the distinguishing feature of distraction would be the presence of an external triggering event or competing task, such as, for example, talking on a cell phone, eating, or smoking.

Student behavior: The motivation to achieve objectives of a student can affect his performance and the way he behaves, in this case Ausubel, Novak and Hanesian (1986) mention that “When there is motivation the results of learning increase” where it is demonstrated that when students have a favorable opinion about what they learn, by appreciating its importance and usefulness, their school performance improves.

It is important to mention that the concepts acquired through discipline will have a great influence on the student's future development. The school provides them with the guidelines to become a healthy adult in psychological and emotional aspects. Misbehavior will teach the child that actions do have consequences. This is why it is important to generate strategies and ways to control these attitudes so that the consequences of misbehaviors are less and less in the classroom.

Teacher behavior: According to the authors Cabrera and Ochoa (2010). The meetings, the support and mainly the communication that should exist within the teaching staff is a fundamental characteristic, in order to provide confidence and security in the children, otherwise if negative attitudes are manifested, factors that can lower the levels of identification of the student within the school will be created. Communication is an important aspect of the teacher-student relationship because it can address concerns, questions, discomfort or solve the same behavior.

Antisocial behaviors in adolescents: In this regard Fontana (2013) points out that antisocial behaviors present the following characteristics: a) Disrespect to the teacher, leads to a hostile climate within the classroom, b) When the teacher calls attention to a negative action, the child responds in order to create a discussion, c) Liar, when he denies what is true, either to the teacher or to his classmates, he does not speak the truth.

Disciplinary behaviors: Villafuerte (2012) states that indiscipline in schools has become a general problem. Due to the increase of distractors, such as belonging to a group, giving priority to tasks that are not related to study, the constant use of cell phones during class hours, to mention a few mitigating factors”.

Academic Performance

Academic performance is the result that translates into test scores; it is a number determined in time that can be positive, normal or negative depending on the grade obtained, and is an important aspect of the educational process. For Carrasco (1985), “academic performance can be understood in relation to a social group that sets minimum levels of approval and maximum levels of disapproval for a given body of knowledge and/or aptitudes”.

In this sense, it must be taken into account that the academic performance seen only with the result, does not always allow visualizing the learning and understanding of the subjects on the student, in this way the effort and dedication of the student is not always proportional to the final result, leaving the quality of the process in the background over what is really required. In this sense, it is important to give a broad scope to the concept, involving the situation of the students, such as their socioeconomic, socioemotional and psycho-pedagogical conditions. In this same sense, Tonconi (2010), defines academic performance as the level of knowledge demonstrated in an area or subject, evidenced through quantitative indicators, usually expressed through a weighted grade in the vigesimal system and, under the assumption that it is a “qualified social group”, sets the approval ranges for specific content areas or for previously determined subjects.

Chadwick (2009) states that academic performance must be stipulated both quantitatively. By measuring the results of evaluations, as well as qualitatively, when a subjective appreciation of the results of education is made, where these are expressed not only in terms of grades but also in actions understood as what the student affectively manages to do with the knowledge acquired.

Dimensions that influence academic performance

According to Navarro (2010), the dimensions that influence academic performance in one way or another are: the academic, economic, family, personal and institutional dimensions. These dimensions will be developed below.

Academic dimension: This refers to how a person lives his or her educational process, how he or she assimilates knowledge and the results achieved, and from there, observing the variables that affect the outcome of the process is usually a good activity.

Learning is also the mental ability by which we learn, create habits, develop skills, forge attitudes and ideals. Therefore, it is important to It is important for human beings to have a good learning process, since it allows us to adapt physically and intellectually to the environment in which we live.

Economic dimension: This refers to the power and economic conditions that the student has to meet their needs while they are in the development of their knowledge, these aspects related to housing, food, basic services, clothing, transportation, health, among others.

In relation to the individual economic factor, it is totally related to the resources or economic conditions of the student, this income can come from different sources: scholarships, monthly payments from their parents, help from government agencies or their own income, among others.

Personal dimension: Personal factors are fundamental elements in academic performance, since the student's aptitudes, attitudes, motivation and expectations can significantly influence his academic results.

The more motivation is present in the student in his study process, the more dedication and attention he will pay to his tasks and as a consequence, he will have a significant facility to achieve his academic objectives. Likewise, motivation will allow the student to progress in the skills and abilities he/she has, as well as to overcome his/her limitations.

On the other hand, discipline plays an important role in academic performance, being the ability to be perseverant and orderly in order to achieve a goal. It requires order and rules to be able to achieve the desired objectives more quickly, enduring the obstacles along the way.

Family dimension: In this way, the family has a negative impact on the child's activities and many times students do not receive the necessary help from family members in some of the activities they need, which affects progress.

Institutional dimension: On the other hand, a school environment characterized by having a physical space where activities can be carried out, respect for the rules of coexistence, and the demonstration of affection and values, has a positive influence on the academic performance of students, since it favors an adequate disposition for the academic growth of students.