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RESEARCH ARTICLE

SOCIALIZATION, SPECIAL EDUCATIONAL NEEDS (NEES) AND GENDER IN TELESECONDARY STUDENTS IN THE CITY OF SAN FRANCISCO DE CAMPECHE

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ABSTRACT

The present study consisted of two stages; the first one compared the dimensions of social behavior among adolescent men and women with special educational needs; And the academic averages were compared according to the types of NEEs. We used the Socialization Battery BAS-1 (teachers), BAS-2 (parents) and BAS-3 (self-perception) (Moreno & Martorell. 1987, 1989). It was carried out in a Telesecundaria of San Francisco de Campeche, with a sample of 25 students; The results were analyzed with the statistical student 't'-test and the analysis of variance (ANOVA). Significant gender differences were found in BAS 1: anxiety / shyness scale. Students with Attention Deficit Hyperactivity Disorder were also found to obtain higher academic averages in English, science, and technology, while students with emotional difficulties scored higher on physical education. The second stage of the study compared the academic averages (scores) of 50 students divided into groups, with and without NEEs, as well as by gender. ANOVA was used to analyze the data. Significant differences were found in different subjects among the groups studied.

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INTRODUCTION

Luque (2010) states that NEEs are understood as those that students have derived from disability, giftedness, socio-cultural disadvantage or specific learning difficulty, being valued within an educational action that requires resources with an extraordinary character, to which the centers usually contribute. Given the difficulties in the teaching-learning process of some of their students. In addition, the NEEs are not a definition, but an operational conceptualization that seeks the adaptation of the educational system to the child who has them and will stop being special to be simply needs like the rest of the students, as long as the resources of the center are Teachers and teaching staff to maintain the appropriate tutorial involvement and to consider the child as the fundamental nucleus of 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 for attention to their difficulties and the resources they need.

According to INEGI (2010), with regard to the City of Campeche, .8% of the population has some type of disability; From birth to adulthood, men have a slightly higher disability rate than women, whereas after age 60 they rank first and the difference is 2.2 percentage points. This may reflect, on the one hand, greater exposure by men to high-risk activities (accidents, drugs, sports, types of work), which makes them more likely to acquire a disability from infancy to Adulthood, while women's longer life expectancy increases their chance of having some difficulty in older adulthood. In this way, one of the fundamental areas of the human being is social, independent if he or she has a disability; As we have the need to establish and promote links with other human beings, this helps us to develop a cultural and personal identity. According to Berestein (1985) socialization is understood as the process by which cultural identity is acquired and, at the same time, reacted to that identity. It is the process by which a biological being becomes a cultural subject and, at the same time, reacts to that identity. The process of socialization is a process of complex control that arouses in the child moral, intellectual and affective dispositions through a specific form and contents.

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In the course of socialization, the child is sensitized through the roles that he has to assume, to the different principles of organization that operate in society. Therefore, socialization has the effect of creating security among people. This process acts selectively on human relationships by creating over time the feeling of the need for a particular social order and limiting the areas susceptible to change. The main socialization agencies in contemporary societies are: the family, the peer group, the school and the work. It is through these agencies and, in particular, through their reciprocal relationships, that the different principles of organization of society manifest themselves. However, social behavior is defined as the way people act in relation to their environment or world of stimuli. It is also known as social behavior (Tello, 2005). It is initially shaped in the relationships that are built in the family, the neighborhood and the school, positively sanctioning certain behaviors and stigmatizing others, which forms the individual and social identity of the Individuals

According to Berbena, Valadez & Vargas (quoted 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 together with family, love, sexual relations, professional satisfaction favor subjective well-being. The lack of social skills has an effect on personal well-being, since many of the adolescents with NEEs live isolated, excluded. According to Castro (2014) there is a set of scientific questions that must be explored in the coming years, in order to strengthen the capacity to develop effective policies and programs and is fundamental for the support of this research agenda from the public and academic sector ; Among the studies she proposes are studies related to women and disability.

In this way, the present study tries to contribute to deepen the socialization of students with NEEs starting from the evaluation made to students, parents and teachers. In this way, we intend to analyze the differences according to gender, type of NEEs. The ultimate goal of this work is to provide descriptive knowledge that can be useful in the socialization of this population. This will allow the psychoeducational intervention in these students to improve their socialization and favor their integration in normalized contexts.

METHOD

Objective

To compare the dimensions of social behavior perceived by parents, teachers and the self-perception of students with SEN men and women belonging to a telesecondary in the State of Campeche. At the same time, compare the academic averages of men and women with and without NEEs.

Stage

This study was carried out in a Telesecundaria located in San Francisco de Campeche, Campeche.

Subjects

7 students with NEE from junior high school, 12 students with SEN from high school, and 6 students with SEN from high school. Separated into 4 categories of NEEs, 4 with attention deficit hyperactivity disorder, 12 behavioral, 4 intellectual, 4

emotional and sensory, 1 unclassified. 3 telesecondary teachers and 25 parents.

Instruments

The Socialization Battery (Moreno & Martorell, 1987, 1989) BAS-1 (FOR TEACHERS) BAS-2 (FOR PARENTS) AND BAS-3 (FOR STUDENTS) was applied. BAS is a set of estimation scales to evaluate the socialization of children and adolescents from six to fifteen years in school and out-of-school settings. It can be supplemented with BAS 1 and 2.

The elements of the battery BAS 1 and BAS 2, fulfill two functions: to achieve a profile of socialization with seven scales:

- Four positive aspects facilitators: Li: Leadership. Jv: Joviality, SS: Social sensitivity, Ra: Respect-self-control
- Three negative / disturbing / inhibiting aspects: At: Aggressiveness-stubbornness, Ar: Apathy-withdrawal, An: Anxiety-Shyness
- Obtain an overall appreciation of socialization with a scale: Cs: Criterion-socialization scale.

As for the BAS-3, it consists of 75 elements in total; Divided into the following scales:

Consideration of others (Co), Self-control in social relations (Ac) Social withdrawal (Re), Social anxiety / shyness, Leadership (Li). Of the 65 elements of socialization of BAS-3, only one participates in two scales, possessing almost identical saturations in the 2 corresponding factors. To the five scales of socialization is added: Sincerity (S) with 10 items corrected.

Process

The school authorities were contacted and an interview was conducted with the Telesecondary School's director and administrative staff regarding the project's standards, followed by 3 visits to collect information from the students with NEEs: one with Their teachers, the type of NES that each student presents and the areas that are affected by these NEEs or that may be the cause in some cases. A second interview with the parents, through a talk and a questionnaire; Which contained questions as to whether or not he or she had any learning, emotional or behavioral difficulties or whether or not he or she had a diagnosis for which he or she needed some personalized attention; They were also questioned about the medical and / or psychological treatments they carry or have taken. Lastly, one with the administrative staff for information on grades and absences, of the 2 groups, both of young people with NEEs and without them.

For the application of the Socialization Battery, five sessions were required

- In the first and second sessions the BAS -3 was applied to the students with the group with NEEs, it should be mentioned that it was applied in groups of three students for their better understanding
- During the third visit, teachers were explained to fill out the BAS-1, in this case they were allowed to take the test home, since a questionnaire is answered per student.

- In the fourth and fifth visits BAS-2 was applied to the parents of students with SEN. It is worth mentioning the lack of participation of the parents in the meetings for the delivery of grades; So they were given the test and then collected; Very few parents returned the test.

In conclusion, the students' scores with NEEs were collected, as well as a sample of students without SEN. For the analysis of results the SPSS program was used for the analysis of results and the following statistical tests: student's "t test" and the analysis of variance(ANOVA). Separating into two parts, one was compared the dimensions of social behavior among adolescent men and women with special educational needs; And the academic averages were compared according to the types of NEEs. And the second part compared the academic averages (scores) of 50 students divided into groups, with and without NEEs, as well as by gender. Based on the results, the relevant conclusions were obtained.

RESULTS

First stage

The tables of the first part of the research, which consisted of analyzing the significant differences of adolescent men and women with NEEs using the socialization battery composed by BAS-1, BAS-2 and BAS-3, academic averages And according to the type of NEEs.

Table 1. Student 's t-test of BAS 1 between men and women

BAS 1 features	Gender	Average	Sig.
Anxiety/ Shyness	Male	8.78	0.04*
	Female	15.20	

*p≤.05

Table 2. Student's t-test of the grades of the subjects between people with and without diagnosis

Subjects	Diagnosed	Media	Sig.
Spanish	With diagnosis	7.74	0.01*
	Without diagnosis	6.92	
Technology	With diagnosis	8.32	0.04*
	Without diagnosis	7.60	
Geography or History	With diagnosis	7.36	0,04*
	Without diagnosis	6.61	
State Subject or Civic Formation	With diagnosis	7.77	0,03*
	Without diagnosis	7.12	

*p≤.05

Table 3. ANOVA of the grades of the subjects between students with different types of NEEs

Subjects	Type of relationship	F	Significance
Inglish	Inter-groups	4.82	0.01*
	Intra-groups		
Science	Inter-groups	3.10	0.05*
	Intra-groups		
Technology	Inter-groups	4.63	0.01*
	Intra-groups		
Physical education	Inter-groups	4.69	0.01*
	Intra-groups		

*p≤.05

Segunda etapa

En esta parte se incluyen las tablas relacionadas con el análisis de las diferencias significativas de hombres y mujeres adolescentes con y sin NEEs, así como promedios académicos.

Table 4. t-test of the qualifications of the subjects between men and women with and without NEEs

Subjects	Type of Student	Media	t	Sig.
General	With NEEs	7.01	-3.61	0.00*
	No NEEs	8.14	-3.61	0.00*
Spanish	With NEEs	7.22	-2.82	0.00*
	No NEEs	8.00	-2.82	0.00*
Mathematics	With NEEs	6.96	-2.83	0.00*
	No NEEs	7.82	-2.83	0.00*
English	With NEEs	6.85	-3.22	0.00*
	No NEEs	7.74	-3.22	0.00*
Science	With NEEs	7.26	-3.74	0.00*
	No NEEs	8.32	-3.74	0.00*
Geography or History	With NEEs	6.89	-3.84	0.00*
	No NEEs	7.97	-3.84	0.00*
State Subject or Civic Formation	With NEEs	7.37	-2.83	0.00*
	No NEEs	8.10	-2.83	0.00*
Arts	With NEEs	7.85	-2.80	0.00*
	Sin NEEs	8.78	-2.80	0.00*

*p≤.05

Table 5. ANOVA of the qualifications of the subjects between men and women with and without NEEs

Subjects	Type of Relationship	F	Sig.
General	Inter-groups	5.47	0.00*
	Intra- groups		
English	Inter- groups	4.66	0.00*
	Intra- groups		
Science	Inter- groups	3.45	0.02*
	Intra- groups		
Geography or History	Inter- groups	5.00	0.00*
	Intra- groups		
State Subject or Civic Formation	Inter- groups	3.02	0.03*
	Intra- groups		
Arts	Inter- groups	4.92	0.00*
	Intra- groups		

*p≤.05

Table 6. Post Hoc test of the qualifications of the subjects of men and women, with and without NEEs

Subjects	Gender and NEEs (I)	Gender and NEEs (J)	Differences of means (I-J)	Sig.
General	NEEs Male	Sin NEEs Male	-1.36	0.00*
		Sin NEEs Female	-1.28	0.01*
English	NEEs Male	Sin NEEs Female	-1.01	0.03*
		Sin NEEs Male	-1.19	0.01*
Science	NEEs Male	Sin NEEs Female	-1.03	0.03*
		Sin NEEs Male	-0.90	0.04*
State Subject or Civic Formation	NEEs Male	Sin NEEs Female	-1.32	0.01*
		Sin NEEs Male	1.09	0.04*
Arts	NEEs Male	Sin NEEs Male	-1.32	0.01*
		Sin NEEs Female	1.09	0.04*

*p≤.05

DISCUSSION AND CONCLUSION

Studies show that adolescent males have higher scores on antisocial behavior (Garaigordobil, 2005) and other studies with boys and girls between 10 and 12 years of age and with adolescents belonging to gangs also found significant differences. (Cabrera, quoted in Garaigordobil, 2004). However, the results of the present study point in the direction of the findings of Moffitt and Caspi (cited in Garagordobil, 2005) who have observed that these differences according to gender are higher in childhood but decrease in adolescence, and also in The direction of the observations of Scandroglio (2002) that underline that recent studies confirm a greater feminine participation in antisocial conducts. The results of the work have practical implications for psychological intervention in educational contexts, since they allow the identification of some relevant variables (behaviors of consideration for others, self-control of impulses, prosocial, assertive, empathy, self-

concept, etc.) that can be developed through Of children's socio-emotional intervention programs as a means of preventing antisocial behavior during adolescence. Regarding the Anxiety / Shyness characteristic of BAS 1, some studies have stated that adolescent women and adolescents with low economic status show expressions of fear in social relationships, coupled with shyness and feelings of social isolation. These behaviors are dysfunctional and may affect the overall health of these adolescents as pointed out by Trianes (1996) & Coronel, Levin and Mejail (2011) may become risk factors. However, this trait should be analyzed carefully since only teachers perceived this trait in the students, neither they nor the parents perceive them in this way. Regarding the differences in averages, according to the type of NEEs, Álvarez, Castro, Campo and Álvarez (2005) mention that the general attitude of teachers and their dedication to students with specific educational needs may be related, since in some cases Has a high expectation in artistic and physical education, except in the gifted. That agrees with the averages in which adolescents are significantly higher who have a NEE categorized into the behavioral type. It is important to mention that in the case of students and students with SENs, they may have characteristics that allow better accessibility to the curriculum, leading some to excel in some subjects rather than others (Blanco, 1996).

Likewise, knowledge of a diagnosed difficulty may have a significance in the qualifications, since in some cases "the parents' perceptions of their children determine to a great extent their attitudes and behaviors towards them, directly affecting the Development, maturation and student performance "(Haager and Vaughn, 1995 in Robledo and García, 2009). This same can influence the student since an individual who relies on his ability can perform activities that result in success and these feedback with positive self-perceptions their self-esteem. And it has been found in studies in educational contexts that there is a predictive effect of the perception of competence that is reflected in the school performance, since individuals with positive expectations of personal efficacy present better school performance than those with feelings of personal inefficiency and low self-esteem (2000), and Casey and Hernandez (2002), and Casey and Hernandez (2007). Based on this context that justifies them institutionally, teachers describe the child with SEN negatively when presenting undisciplined behavior, using pejorative terms to refer to their social behavior. The paradox is that they characterize behaviors such as insecurity, parsimony and lack of initiative in children, as they do not cause them any problems and facilitate the student's alignment with their habitual practices. In this sense, it is important for teachers to be somewhat docile or fearful, because it is easier for them to control them and gives them the feeling of being taught something or their practices have generated some benefit in them. Students with SEN who have an evaluation and diagnosis of non-severe organic damage and docile behavior are easily justified and accepted for inclusion in the group, regardless of their academic learning ability. But those who have a problem of marked behavior or discipline, label them as antisocial and maladjusted and see no chance that they will benefit academically; Without much pleasure they contain them in the classroom for the additional remuneration that represents them, although it involves performing some emergent activities as an addition to their habitual practice, with the "purpose of helping them" (Mares, Martínez and Rojo, 2009).

Likewise, significant differences were found between students with NEE and non-NEE in the variables General average, Spanish average, math average, English average, science average, geography or history average, state average or civics And average arts. People with SENs scored lower than students without SEN. This seems logical since the results obtained denote the difficulties that the adolescents present to reach academic learning in comparison with other adolescents without these characteristics. Studies by Caso and Hernández (2007) found significant differences between men and women in factors associated with academic performance, mention that women seem to respond more effectively to the demands of the school environment and to perform better in structured environments, since These, compared to men, present better grades, are more interested in the study, better organize their school activities, rely more frequently on strategies and techniques that favor their study and reading comprehension, besides presenting greater Ability to set personal and professional goals (Du, Weymouth & Dragseth, 2003; Ray, Garavalia & Gredler, 2003, Sorvoll & Wichstrom, 2003; Wigfield and Tonks, 2002 in Caso y Hernández, 2007). This trend has generally been explained by the need for affiliation and social approval in women (Giota, 2002 in Caso and Hernández, 2007).

In general, women with NEEs and no NEEs get better grades at school. However, authors such as López, M (2007) show the predominance of a social vision of the stereotyped and prejudiced disability that still exists. Thus, these women have felt their personal devaluation, perceiving that they are considered inferior beings, dependent, poor quality of life, etc. And, therefore, they must feel themselves and their families unhappy. On many occasions in their lives they have suffered the relegation and exclusion of social life (in children's games, popular events, various collective activities). On the other hand, their perception of these social attitudes from very early ages is remarkable and they emphasize their deep discomfort by the insensibility of some people, near or near, towards the own feelings. On the other hand, in the social life of women with disabilities we see how compassionate "compensatory" comments are a masking device of devaluation; Abusive treatment is concealed as protection (and exercised by people from close quarters); Or the double meaning of technical devices, which help autonomy, but, at the same time, are a symbol of dependence, provoke emotional conflict and reluctance to use in some. Groce (cited in Samaniego, 20016) reports that women with disabilities, compared to women without disabilities and men with disabilities, are: less likely to be educated, more likely to be unemployed or marginally employed, fewer possibilities for marriages, More likely to be living in a range of unstable relationships and more likely to be victims of sexual abuse and rape. For its part, Palacios (2006) mentions that girls and boys with disabilities must have the same development opportunities as girls without disabilities, and education must be inclusive - adapted to the needs of all and all - as a rule, reserving Special education as the ultimate measure.

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