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Artículos Científicos

Estudio diagnóstico sobre hábitos relacionados con estilos de vida saludable en alumnos de una escuela primaria

***A Diagnostic Study About Healthy Lifestyle Habits in Elementary School
Students***

***Estudo diagnóstico sobre hábitos relacionados ao estilo de vida saudável
em escolares do ensino fundamental***

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Resumen

La promoción de estilos de vida saludable ha cobrado importancia en los últimos años debido a los altos índices de sobrepeso y obesidad que presentan los niños en edad escolar en México. Sin embargo, los resultados obtenidos después de más de 10 años de implementar diferentes estrategias indican que los esfuerzos no han generado el impacto esperado. Por esto, la atención se ha colocado en las escuelas, en tanto que estas deberían de ser comunidades de promoción social: espacios donde se adopten modelos inclusivos que promuevan acciones e implementen políticas a fin de proporcionar a los alumnos herramientas y recursos personales para superar las barreras que limitan el desarrollo integral, como pueden ser las condiciones de salud, higiene y hábitos poco saludables influenciados por el contexto sociocultural.

El objetivo de este estudio fue elaborar un diagnóstico que revelara cuáles son las prácticas inclusivas que se realizan en un entorno escolar en relación con los estilos de vida saludable. Se llevó a cabo en una escuela de educación primaria de la periferia de la ciudad de Durango, Durango, México; y se utilizó un enfoque cualitativo de investigación de tipo observacional fenomenológico. Los resultados encontrados indican que los alumnos están en situación de exclusión y vulnerabilidad debido a las condiciones socioculturales de precariedad que tienen que enfrentar, por lo que resulta importante dar atención a la necesidad de mejorar las condiciones de salud, higiene y hábitos de estilo de vida saludable de los alumnos para que se den las condiciones para lograr conseguir un bienestar capaz de conducir al desarrollo de su potencial humano. El diagnóstico que aquí se presenta generó los elementos necesarios para desarrollar un proceso de intervención fundamentado en la psicología educativa con un modelo de investigación-acción, del cual aún no se pueden reportar resultados debido a que está todavía en período de intervención.

Palabras clave: calidad de vida, estilo de vida, psicología educacional.

Abstract

Healthy lifestyle promotion has been an important issue during the last years in response of the high rates of overweight and obesity in the children population in our country. However, after more than 10 years of implementing different strategies against this health problems, the results show that effects are quite poor. This is the main reason why schools have become the central focus in the promotion of healthy lifestyles, because experts found that schools should be transformed into communities for social promotion: spaces where inclusive education models that gives inner resources to their students by promoting actions and implementing policies that eliminate all the obstacles in the full development of children are adopted, such as health and hygiene conditions or unhealthy lifestyle habits because of the sociocultural context.

The objective of the study was to make a diagnosis that reveals the inclusive practices that are carried out in a school environment in terms of healthy lifestyle. It was made in a public elementary school located in the outskirts of the city of Durango, Durango, México. The method used in the diagnosis was qualitative with a phenomenological observational type. The results show that students are socially excluded and vulnerable as a result of the poverty conditions they have to deal, and that's the reason why is important to improve the lifestyle habits, hygiene and health conditions in order to get close to their well-being and can get a better development of their human potential. This diagnosis provided enough elements for develop an intervention process with an action-research orientation guided by educational psychology bases, which is still in phase of implementation in the school community.

Keywords: quality of life, lifestyle, educational psychology.

Resumo

A promoção de estilos de vida saudáveis ganhou importância nos últimos anos devido às altas taxas de sobrepeso e obesidade apresentadas pelas crianças em idade escolar no México. No entanto, os resultados obtidos após mais de 10 anos de implementação de diferentes estratégias indicam que os esforços não geraram o impacto esperado. Portanto, tem sido dada atenção às escolas, embora devam ser comunidades de promoção social: espaços onde modelos inclusivos são adotados, que promovem ações e implementam políticas, a fim de fornecer aos alunos ferramentas e recursos pessoais para superar barreiras que limitam o desenvolvimento integral, como condições de saúde, higiene e hábitos não saudáveis influenciados pelo contexto sociocultural.

O objetivo deste estudo foi desenvolver um diagnóstico que revelasse quais são as práticas inclusivas realizadas no ambiente escolar em relação a estilos de vida saudáveis. Foi realizado em uma escola primária na periferia da cidade de Durango, Durango, México; e foi utilizada uma abordagem qualitativa de pesquisa do tipo observacional fenomenológico. Os resultados encontrados indicam que os estudantes estão em situação de exclusão e vulnerabilidade devido às condições socioculturais de precariedade que precisam enfrentar, por isso é importante prestar atenção à necessidade de melhorar os hábitos de saúde, higiene e estilo de vida. Saudável para os alunos atenderem às condições para alcançar um bem-estar capaz de levar ao desenvolvimento de seu potencial humano. O diagnóstico aqui apresentado gerou os elementos necessários para o desenvolvimento de um processo de intervenção baseado na psicologia educacional, com um modelo de pesquisa-ação, cujos resultados ainda não podem ser relatados porque ainda estão no período de intervenção.

Palavras-chave: qualidade de vida, estilo de vida, psicologia educacional.

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Introduction

This article presents the results of the diagnosis made in an elementary school located in the periphery of the city of Durango, Dgo., Mexico. Practices related to healthy lifestyles were evaluated. These styles are considered an indicator of inclusive education.

In 2010, the Ministry of Public Education (SEP) supported the National Agreement for Food Health as a strategy to combat high rates of obesity and overweight in children. There were actions for health promotion and education; however, it was discontinued because it proved insufficient to generate a school culture that favored healthy lifestyles.

The 2010 Agreement was not carried out efficiently or was not adequate for the magnitude of the problem. The food health situation in primary school students persists. Hence, it is important to continue studying how to promote healthy lifestyles in children, so a diagnosis was made to analyze the school situation and its socio-economic and cultural conditions that determine the practices of students and teachers in the daily life of children. school. The theoretical perspective from which the problem was observed is from educational inclusion.

The elaboration of the diagnosis enabled the design of an intervention proposal that, based on the needs detected in the school, offered the institution the possibility, first of all, of being aware of its inclusion practices, and with it, in a second moment, to establish the conditions to be potentiated as a stimulating space in order to develop healthy and integrated subjects; all this to fulfill its most essential objectives: educate and train (Banz, 2004, p. 4).

As previously stated, in order to achieve the goal of transforming school practices and policies and orienting them towards the adoption of healthy lifestyles, the educational inclusion approach was used, because this work philosophy is about the participation of All students, teachers and parents through the establishment of partnerships as part of an educational improvement process, intervening in areas such as health promotion (Booth and Ainscow, 2015, p. 16). That is why the approach to educational inclusion is adopted from the moment of diagnosis.

Background

According to data from the National Survey of Health and Nutrition 2012 (Ensanut), 34.4% of Mexican children between 5 and 11 years of age have a combined prevalence of overweight and obesity; that is, one in three children has nutrition problems (National Institute of Public Health [INSP], 2012, p. 28). This same survey indicates that this percentage does not show significant variation in the period 2006-2012.

The trend continues without many changes and, unfortunately, without many actions that, for 10 years, have been successfully undertaken. In the Ensanut conducted in 2016, the prevalence of overweight and obesity for school-age children (5 to 11 years old) was 33.2%; however, it is specified that the confidence intervals of the prevalence of 2016 are relatively wide, so it is not possible to conclude that the combined prevalence of overweight and obesity decreased compared to the results of 2012 (INSP, 2016, p. 64).

Due to these statistics, which show a trend of stability in the percentages of overweight and childhood obesity, in recent years in Mexico there have been various campaigns and programs aimed at promoting a healthy lifestyle, but the Most remain in information campaigns.

The SEP, in coordination with the Ministry of Health, put into operation the aforementioned National Agreement for Food Health: Strategy against Overweight and Obesity, which had the components of health promotion and education, the promotion of physical activity regulate, as well as access and availability of food and beverages that facilitate proper food, regulating the sale of “junk” food within educational institutions (SEP, 2010, p. 11). But they are programs parallel to the curriculum design, which are not implemented in all locations and turn out to be of temporary application and of lean results.

In 2012, with the change of government, new educational policies were imposed and the implementation of said agreement ceased. Currently, in the Educational Model for Compulsory Education, the promotion towards an active and healthy lifestyle is included in the field “Body and health care” (SEP, 2017, p. 51), integrating the knowledge of this area as part of the curricular component in the subjects of Natural Sciences and Physical Education. It will be necessary to wait to see if the training arrives to the teachers for the execution of this new plan tending to improve the health habits, which should be applied not only in the students, but within the community where the school is inserted.

There are studies that recognize the influence of schools in promoting healthy lifestyle habits. Such is the case of the descriptive study carried out by Campo, Herazo, García, Suárez, Méndez and Vásquez (2017) in which they developed a diagnostic characterization as part of the project for the Promotion of Healthy Lifestyles in children over 6 years of age and adolescents of 16 public schools in Barranquilla, Colombia.

For the preparation of the study, physical activity levels were analyzed in the school context, as well as eating habits, body hygiene, oral hygiene and hand washing. The conclusion they reached was that it is essential to focus on various health education strategies; in addition to broadening the research spectrum to the search for relationships between variables and determinants of lifestyles in this population group (Campo et al., 2017, pp. 425-426).

In Mexico, research has also been carried out that highlights the need to change the lifestyle through interventions in schools. An example of this is the study conducted by Arvide, Rodríguez, Henao, Gómez and Aguilar (2013), who applied a healthy lifestyle adoption program for a period of three years in primary schools in the State of Mexico. The intervention consisted of providing education about healthy habits, modification of distributed foods and physical activity. In this case, a smaller increase in the body mass index was obtained and as a conclusion, school programs are useful for addressing childhood obesity, even when their benefits are not immediate.

Theoretical considerations

In its most current conceptions, the lifestyle is conceived as a set of decisions that people make every day and that affect their health. Individuals have more or less control over such decisions, so that the healthy lifestyle is understood as the set of these behavioral patterns related to their health. The relevance of the study of healthy living is determined by the fact that people have the condition to make choices, within the framework of available options or in the context of opportunities offered by life itself (Cockerham, 2007, p. 327) .

According to the above, the determinants of lifestyle related to health are diverse, and their study can be approached from two different perspectives: one that is interested in the dynamics of the subject, such as in their individuality, which reflects unity of style and of action in the behavior of people; and another that transits in the subject-culture interrelation

and refers to the term from both contextual and collective learning aspects (Cokerham, Rütten and Abel, 1997; cited in Muñoz and Uribe, 2013, p. 357).

In this context, some studies assess individual aspects, such as biological factors and behavior related to behaviors associated with disease. Others, on the other hand, seek to analyze behavioral elements immersed in the sociocultural, namely: physical activity, eating habits, consumption of alcohol, tobacco and other drugs, recreation and leisure time management, self-care, medical care and the dream (Arrivillaga, Salazar and Correa, 2003, p. 186). Consequently, the relevance of the sociological and socioeconomic variables in the subject, such as education, social stratum and poverty, is clear. The foregoing without neglecting the peculiarities of the human being that obey his personal history.

The lifestyle is formed throughout the existence of people, through a learning process, which mimics family and social patterns that lead to acquire behaviors of the environment. However, the lifestyle is not only formed spontaneously, but it is possible that people make the decision to modify it to try to be better and improve the society of which they are part (Sanabria, 2007, p. 209).

One of the contextual factors that has been related to this topic and that little has been studied is the socioeconomic stratum. Studies in Latin America report that this variable is associated with lifestyle; the existence of a directly proportional relationship between both aspects is affirmed. Muñoz and Uribe (2013, p. 359), for example, conclude that the greater the strata, the greater the presence of favorable health beliefs.

When the ways of living and the habitual behavior patterns of individuals and groups contribute to the promotion and protection of integral health, healthy lifestyles are discussed; that is, a healthy lifestyle denotes behaviors that reduce the risks of getting sick, such as adequate control and treatment of negative tensions and emotions, a good sports regime, sleep, entertainment and a correct distribution of time, among others (Live , 2007; cited in Grimaldo, 2012, pp. 75-76).

When talking about healthy lifestyles, interest in studying the subject in children and adolescents is recent. González, Gómez, Valtueña and Meléndez (2008) warned of the need to develop an educational instrument developed specifically for these age groups.

Consequently, the healthy lifestyle pyramid proposed by González et al. (2008) is innovative since it includes as fundamental points the attention to hygiene and health care habits that children and adolescents must adopt throughout their lives, such as brushing their teeth after each meal, bathing daily, washing their hands periodically, chew food well,

regularly go to medical and dental check-ups, as well as avoid the consumption of harmful substances such as alcohol, tobacco or drugs (González et al., 2008). And it is in this area in which schools can be an important reinforcing factor in promoting habits related to a healthy lifestyle in students.

In relation to the integral development of students, the National Survey of School Health 2008 (INSP, 2010) emphasizes that school performance is related to various factors: family, social, environmental and socioeconomic environments; In addition to the lack of medical services to prevent and treat diseases. And it makes clear that the health problems associated with food and nutrition affect the ability to learn very significantly.

For this reason, it is considered that educational centers can become the ideal means for people to perform a critical analysis of the health problems that arise in the educational community and provide, through an improvement plan, specific actions that help individuals to develop the necessary tools to take responsibility for their situation and make decisions aimed at improving their health and generating healthy lifestyle habits.

No intersecretarial agreement, law or educational model will prosper if the problem of the educational institution is not addressed from the root. Throughout history there have been many emerging programs that only remain in good intentions. Situation that not only happens with the extracurricular, but with the formal curriculum, and it happens that way because the school institution does not assume that everything that happens inside is its responsibility.

Children who go to public school in marginal areas, as is the case of the center studied here, are students who have many social, economic and cultural deprivations. In your family, in your neighborhood, or in your nearest circle; They will hardly be able to find a reference that will lead them to lead a healthier life with better eating habits. If that reference does not come from school, the child is unlikely to obtain it from another party. And if, as most often happens, the school is only dedicated to reproduce the cultural patterns that belong to the same student community, there will be no transformation of habits for the latter.

Educational inclusion encompasses two major dimensions: that of building inclusive cultures and that of establishing inclusive policies (Booth and Ainscow, 2015), where, of course, there are habits of healthy living, solidarity, knowledge about the styles of community life, etc. The integral formation raised in this educational philosophy is the center of teaching work, but, as stated above, it is the responsibility of the school institution that occurs; These are guidelines that are already established, they just need to come true in each school. The



healthy life of people suffering from a high level of marginality can only be carried out certainly in schooling, which should not irrationally reproduce current cultural life patterns, but must begin to transform society through school education.

Methodology

A qualitative observational study of phenomenological type was carried out. For six weeks, non-participant observation was made and all the facts related to the lifestyle of the members of the school community, as well as teaching and political practices that favored or hindered inclusion were recorded in the log and field diary inside the institution. The information was collected over 16 sessions held during the school day at an elementary school that presents characteristics of a rural community, even though it is located on the outskirts of the city of Durango, Dgo., Mexico.

In addition, in-depth interviews were conducted with key informants: two teachers and the principal; Sampling for convenience was performed, because these figures, throughout the observation sessions, proved to have a leading role or relevance in the dynamics within the educational institution. Prior to the interview, the key informants were informed about the use that would be made of the requested information, saying that all data would be handled confidentially; Once the explicit consent to participate in the investigation was obtained, the interview was carried out. The interviews lasted approximately one hour, which inquired about the practices and policies implemented by the school for the promotion of health, adequate food and personal care in students; cultural barriers that hinder teaching practices, forms of participation of parents, values that are encouraged in students, as well as the dynamics of coexistence between parents, teachers and students.

After the collection of information, it was organized into five categories: 1) Lifestyle, 2) Discipline management, 3) Institutional policies, 4) Leadership leadership style and 5) Forms of parental involvement.

To categorize the information, the discourse of the interviewed subjects was analyzed; to construct the categories, the observation notes, and the Atlas.ti program was used to facilitate their grouping. To reference the transcription of the field notes, the records of the observations and the interviews presented in the continuation, the following symbology was used: in brackets the person is indicated with a pa and subsequently the number that is

indicated assigned in order to differentiate the interlocutors, and then the position where the text in reference is in the log.

The information analysis process produced five categories, of which in this article only those related to lifestyle are presented, because using all the categories implies a very wide extension of the report. The definition that was constructed for these categories is presented in Table 1.

Tabla 1. Definición de las categorías encontradas en el diagnóstico

Categoría: Estilo de vida	
Subcategoría	Definición
1) Contexto social de la comunidad escolar	Comprende la descripción de las condiciones sociales, económicas y culturales de las familias bajo las cuales se han desarrollado los niños, y que ejercen influencia en las expectativas que los padres y maestros tienen sobre el futuro de los niños, así como en el grado de participación e involucramiento en las actividades escolares relacionadas con el proceso de aprendizaje.
2) Hábitos de alimentación	Hace referencia a todas las prácticas relacionadas con el tipo de alimentación que los niños tienen en sus hogares y en la escuela, las cuales impactan de manera positiva o negativa en el desempeño de los alumnos.
3) Hábitos de higiene de los alumnos	Abarca todas las prácticas y conductas que los alumnos realizan como parte de su vida cotidiana que son indicadores de la limpieza, aseo y cuidado que los niños tienen sobre sí mismos, así como de sus entornos más próximos, como lo son la escuela y sus casas, que influyen en el estado de salud de los alumnos y el estilo de vida que llevan.
4) Condiciones de higiene escolar	Se refiere a todas aquellas prácticas que se llevan a cabo dentro de la escuela, tanto por alumnos y padres de familia como por el personal de la institución, y que impactan en la limpieza y sanidad de las áreas en las que los alumnos realizan sus actividades de manera cotidiana, ya sea implicando un adecuado manejo de la higiene o constituyendo focos de atención para la mejora del desarrollo de los alumnos.

Fuente. Elaboración propia

Results

Category 1: Social context of the school community

The social context in which the students of the primary school located in the northern periphery of the city of Durango, Mexico have been educated, presents some important characteristics to consider: it is a peripheral community that functions as a rural area, services are limited, there are no paved streets, and some of its inhabitants are farm workers, others work in a nearby factory and some more in construction in the city. The room houses are similar to those of the rural area in their type of construction, so they generally have a corral section, where they have some animals such as cows, horses or pigs.

Most of the students have young parents with an age range between 20 and 35 years, who dropped out of work and work as workers. In this regard, a teacher reported: "They work collecting garbage, others in mines, some more only know that their parents live far away but do not know what they work for" (p3, 128: 128). Parents have to go to work to ensure their family's livelihood, so they spend little time caring and living with their children; nor do they do so in the supervision or participation of school activities due to the poor academic preparation that in some cases they have: "Parents do not get involved, they have no commitment to do so, but neither does preparation. They do not explain or help them in the tasks, they are made not to fight" (p3, 360: 360). That is the perception of primary school teachers, and as generally happens, the discharge of responsibility is towards others: always outside the school institution, almost never inwards. In school practically nobody asks: What should we do to solve this problem? Could we implement a program to teach parents to educate their children, to learn how to support our teaching work?

Regarding the sociocultural composition rooted in the context of the students, it was found that the consumption of alcohol, tobacco and drugs is a common practice for children, who live it as part of their day to day and see it as something natural: are exposed to the early consumption of these substances:

I see five girls working on ads for Corona or Tecate Light beer sales. I am taking notes when a child approaches me and says: "Teacher, what are marijuana remedies for? For the rumors, and for what else? He is going to continue working on his ad and I see that his work is entitled "Sale of mota El Jonny" (entrevistador 1, 93:93).

These characteristics of the social context of the school community, largely determined by the socioeconomic level tending towards precariousness, condition students' access to integral development, as they influence aspects such as the following:

- Parents' expectations about the role of the school in the education of their children, since they conceive of the school “as a nursery (...). [They go and leave] their children, they go to work in Macisa [nearby factory] for 600 pesos a week, they have no aspirations, and children don't either”(p3, 217: 217).
- The possibility of acquiring the necessary materials for children's academic activities. Situation that a teacher reports when he asks his students to attend with certain clothes: “Children with black shirts, high-necked preferably (...), although if there is no more, with what they have” (p3, 111: 111).
- The conditions of hygiene and care that students have of themselves: “I have tried to improve children in terms of cleanliness and cleanliness, but they complain that I am very strict, and again I receive little support from parents” (p3, 176: 176).
- The expectations teachers have about the academic abilities of their students. Due to the fact that little expectation of change was detected in the teaching practice regarding the living conditions in which their students currently work. Note in the following dialogue how the tendency for children to have few aspirations is clearly noticeable:

I tell them: "Let's see, when they work in Teleperformance or in Soriana, they are going to work with computers and there they are going to ask them to be focused and calm." I give you these examples because they are the places where you can get to work, so that you know at once (p3, 97:97).

Category 2: Feeding Habits

Regarding the category Habits of feeding, it was observed as a common practice that mothers attend daily to bring breakfast to their children at recess, and it was also detected that the foods consumed by the students are high in calories and little nutritional content, and in school practically nothing is done about it. It should be noted that the feeding of teachers in the same place is not very different from that of the students. One of the key informants interviewed says in this regard:

Among the foods consumed [students] can be seen tamales, cakes, burritos, chocolate shells, churritos with salsa, soft drinks, juices packed with different flavors. Many children, after eating their snack, go and buy sweets in the little town: chocolates, popsicles, powdered chilitos, Totito gum, slapping, etc. (p3, 11:11).

Some teachers are aware of the need to modify these eating habits in students. Therefore, they have made attempts to include mothers in the teaching of behaviors that favor changes in eating habits. This idea of creating alliances between the school and the parents for the modification in the feeding habits of the children has been promoted by some teachers, according to the principal.

Some teachers implemented a dynamic in which they made them bring ingredients to the boys and they had to make portions on a plate about how the dish of good eating should be (...). Mothers also participate by bringing food that is inside the dish and a simple meal is made (...). The intention is that children come and share the same knowledge to mothers, and that they themselves demand a healthy diet and how it should correspond (p6, 13:13).

However, these attempts have not generated the expected impact. In this regard, says a teacher:

What happens is that in many occasions the great impediment is the economic issue, because, for example, children say “I should not eat this or I should eat this other, but in my house we do not eat it or due to lack of habits or issues economic” (p8, 14:14).

On the one hand, it is the culture and the economic determinant of families, but, on the other hand, the performance of the school is present, where apparently if something is difficult and involves a lot of work and in the long term, it is not done. Transforming habits is never simple, there are successful experiences in many communities, but unfortunately they are isolated events.

Category 3: Student hygiene habits

Continuing with the analysis of lifestyle, in the category Habits of hygiene of the students "it was found that the daily bath is a habit that many of the children have not acquired, a situation that is evident in various ways. One of the informants puts it in the following terms: "If I stay there [in the classroom], because I have no choice, and if right now it smells ugly, I don't want to tell you how it smells in May. But these children do not understand, one tells them to bathe and ignore them "(p3, 198: 198). The habit of brushing your teeth after each meal is just as important as that of daily bathing; However, this habit is not common in children, which is why teachers take actions to promote oral health in their students. One of them is very aware of this with his students, but he is only one; he tells them after they eat food: "Grab your toothbrushes and go wash them, and you know, to get in they have to blow me and they must smell clean, if they don't come in" (p3, 340: 340).

Another important aspect regarding the hygiene conditions of the students is the presence of head lice (pediculosis capitis). Several of the teachers interviewed reported this as a frequent problem. To say of a teacher: "You have to check the children for lice that do not bring lice, because that is a serious problem here too" (p6, 35:35). In school, corrective actions are only taken when the problem is strong; otherwise, the attempt is made to tell the children to bathe daily, but strategies are not undertaken to transform that habit.

Category 4: School hygiene conditions

Finally, in the category School Hygiene Conditions "not only are personal habits considered, but also what is happening in the context of the school itself. In the case of the school that is analyzed, a problem observed is the habitual presence of dogs inside the school, mainly at recess, which regularly remain in the common areas where both students and teachers eat their food, Waiting for an oversight of any of the children to get some food.

One of the risks that children live with dogs inside the school is the fact that the animals are obviously neglected and dirty, so they represent possible sources of infection. The situation is described by a teacher as follows:

The children here are used to throwing themselves on the floor, wallowing in the grass and so on. With what hygiene and safety can we tell children "yes, throw yourself on the floor" when there are ticks on the floor, there can be fleas, lice, as I mentioned? Do not! (p6, 49:49).

The teaching and management staff recognizes these risks to children's health, which is why they have carried out actions with the intention of removing dogs from the institution. "The municipal kennel has been spoken to"; and also:

We have a chicken cloth, that if you observe it, because any dog arrives and with the legs they lift it; we would need a thick wire shearing cloth, well welded, well tied, to cover the passage to the animals, and now just control the entrance door (p7, 42:42).

These actions have been unsuccessful, since dogs are pets of students, and on many occasions the same parents take the dogs to school, especially the mothers who are going to take their children to breakfast for breakfast every day. recess time. At school, meetings have been held with parents in which they are asked to be responsible and not take their pets, as they represent a risk to the safety of children, because on more than one occasion there have been fights between dogs in which children end up intervening (p6, 43:43).

It is important to take into account that in the actions exercised by teachers and administrative staff, the role that pets have in the life of their owners has not been taken into account, which has consequently generated little involvement in them.

Discussion

Education is a social phenomenon that is conditioned by various factors and structures such as the economy, politics, education system, institutions, teacher-student relations, teaching (Ravelo, 2013), as well as the parenting environment (Ardila , 2012) or context in which children develop their skills; In the case of the evaluated school, the socioeconomic and cultural conditions of the school community represent limitations for the integral development of children.

One of the main limiting factors in the context of this school community is the socioeconomic level, which influences the parenting environment, the expectations that parents have of their children, which has been decisive for the performance of the latter in the school (Formichella, 2017), as parents consider the institution primarily as a place where they can leave children while they work; not as a space for growth and development, and therefore there has been very little involvement in the fulfillment of tasks and little interest in the use of the knowledge acquired in classes, because they do not conceive of a real utility of them in their daily life, much less in the future.

The precarious social conditions also influence the expectations that teachers have about the academic abilities of students (Del Río, 2010), which prevents the implementation of inclusive teaching practices aimed at eliminating development barriers and forming expectations of change in the living conditions that its surroundings offer them.

However, the school cannot be considered as an institution that promotes healthy lifestyles, since the efforts they make in this regard are isolated and, generally, only aimed at improving the hygiene and feeding of children from an informative approach. However, according to the Nola Pender Health Promoter Lifestyle Model (cited in Laguado and Gómez, 2014), the healthy lifestyle not only implies the choice and consumption of food following the food pyramid, but also must attend aspects such as the realization of physical activities, generation of responsibility to be aware of one's health, healthy interpersonal relationships, stress management and activities aimed at self-realization.

It is significant to take into account that pets have a positive influence on the health and well-being of the owners, to the extent that they have an impact on the psychological, physiological, therapeutic and psychosocial aspects (Wood, 2005); Instead of trying to get animals out of school, a pet care, education and cleaning strategy could be designed, as well as appropriate ways of living with the animals in the community and that could be used as a cross-curricular curriculum in training of the students.

Another reason why teachers' attempts to modify some of the school's conditions have been to some extent unsuccessful is that they do not take into account the context that has been described throughout this work. An example of this is the measures taken to remove dogs from school, without taking into account precisely that pets have a positive influence on the health and well-being of the owners; a positive impact on psychological and psychosocial aspects, as already mentioned above (Wood, 2005).

It is important to pay attention to the need to improve the health, hygiene and healthy lifestyle habits of the students in this school, because only when the physiological needs are duly satisfied can a new series of needs oriented to the safety and self-realization (Maslow, 1991). No doubt these bring individuals to well-being through the development of their human potential.

The students of the school under study face socio-cultural conditions that put them in a situation of exclusion and vulnerability. For this reason it is necessary to adopt an inclusive model based on principles for the improvement of education and society (Booth and Ainscow, 2015). Thus, it is necessary to promote actions so that, in addition to being a

learning community, the school is also a social promotion community, and thus provide students with personal tools and resources to overcome the barriers that limit integral development.

Conclusions

The school is for an immensity of students its only opportunity for social promotion, thus understanding the change in habits, culture, knowledge and in itself the ideology that the social context imposes on the members of its community.

Belonging to a sociocultural context gives strengths, but at the same time limits. It does not matter if it is a high or very low level, the condition that it imposes has these two characteristics: to strengthen in some aspects and to limit in others. It is like the biological equipment we have for the development of human cognition, while at the same time it gives us the ability to relate to the physical environment, it limits us to protect ourselves; For example, we can only hear the audible spectrum for the human (from 20 to 20,000 Hz), higher or lower would be annoying to the ear. Thus, the "neighborhood" conditions: favors and limits at the same time.

In that sense, the school located in a neighborhood with the characteristics described must represent for its students an opportunity to break their limitations. The students are not necessarily destined to be workers (that nothing bad would have), but they could be aspiring to have the best averages, to become readers, to have a healthy life, in short, to be better than they are now. That is transcending socially, and that should be the role that the daily efforts of the school could be occupying.

Healthy lifestyles should be encouraged with persistence, co-responsibility and permanence, otherwise it becomes fruitless work. The school could have inclusive policies and principles that give strength to a healthy lifestyle that disrupts the culture imposed by the community. That is a function of the school written in the educational model. But it does not happen that way, what happens is what is presented in the results, attempts of some of the teachers, but with few results, because they are individual efforts, which occur while that teacher does not get tired of trying it alone.

Based on the above, an improvement plan has been proposed to the educational institution that aims to establish alliances in three general areas: 1) health promotion, 2) collaborative learning and 3) promotion of inclusive values. These areas constitute the



greatest opportunities for improvement for this educational center, and for this they were suggested the design and implementation of specific actions aimed at achieving the participation of all members of this institution, such as authorities, teachers, parents and students.

The school has agreed to implement the improvement plan that was designed to meet their needs; One of the main lines of action is the formation of thematic collaborative clubs in which healthy lifestyle issues are worked on and inclusion is promoted. The formed clubs are the following positions:

- Pet care club: Aimed at all students of the school. Its purpose is to promote respect and care for animals, especially dogs that go to school every day during recess, as well as promote healthy living by being responsible for other living things.
- Club "Nutritious reading": Aimed at the entire student population. Its purpose is to encourage children to love reading, as well as to promote healthy eating habits through the preparation of healthy snacks by mothers to offer during club sessions.
- School newspaper: Aimed at fifth and sixth grade students. Its purpose is to awaken in children the interest in research and the improvement of literacy by writing news and reports that are published in a monthly edition document that is distributed in the town and in other schools in the school zone to the that belong.

It is important to clarify that, at the time of the realization of this article, the educational intervention project is still in the implementation phase, so the results obtained cannot be presented. However, this intervention is mentioned to highlight the fact that the diagnosis presented here has formed the basis for the improvement process within the institution.

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