

IMPACT OF EDUCATIONAL CLUBS ON THE FORMATION OF VALUES IN SECONDARY EDUCATIONAL INSTITUTIONS.

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Summary

In Quevedo, a critical need has been identified to strengthen values training in educational institutions due to the ethical and moral deterioration in society. The objective of the community service internship project for the Psychopedagogy degree in 2023 was to create and develop educational clubs to promote values in the school environment. Using a mixed research approach, data were collected through surveys, interviews and participatory observation at 25 educational institutions. The results showed that humor and academic success are sources of positive emotions, while setbacks and new social encounters provoke negative emotional responses. The implementation of educational clubs was effective in improving values training and academic performance of students, underlining the need for continuous and adaptive interventions in the educational field.

Keywords: Training in values, ethical education, comprehensive development, educational intervention, emotional education

Abstract

In Quevedo, a critical need has been identified to strengthen values training in educational institutions due to the ethical and moral deterioration in society. The objective of the community service internship project for the Psychopedagogy degree in 2023 was to create and develop educational clubs to promote values in the school environment. Using a mixed research approach, data were collected through surveys, interviews and participatory observation at 25 educational institutions. The results showed that humor and academic success are sources of positive emotions, while setbacks and new social encounters provoke negative emotional responses. The implementation of educational clubs was effective in improving values training and academic

performance of students, underlining the need for continuous and adaptive interventions in the educational field.

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Introduction

In the context of the city of Quevedo, a growing need has been identified to strengthen training in values within educational institutions. This aspect is considered fundamental for the comprehensive development of students, covering not only the academic field, but also the social and emotional field, (López, et al., 2019). Concern about the deterioration of ethical and moral values in contemporary society is clearly reflected in the educational field, where the lack of effective tools and strategies to instill and reinforce these values has generated a significant gap in the comprehensive training of students.

The community service internship project carried out by the Psychopedagogy major during 2023 focused on the creation and development of educational clubs aimed at promoting and teaching values in the Quevedo school environment, (Rodríguez & Pérez, 2020). This project arises as a direct response to the concern about the deterioration of ethical and moral values in today's society, which are palpably manifested in the educational field. The initiative was developed with the objective of providing a practical and sustainable solution to this problem, through the implementation of educational clubs that act as vehicles for training in values, (Gómez & Fernández, 2021).

The deterioration of values in contemporary society, and its reflection in the educational field, presents a significant challenge for the educational institutions of Quevedo. The lack of values such as responsibility, respect, cooperation and solidarity among students not only affects their academic performance, but also their social behavior and their ability to function in an increasingly complex and diverse world (Hernández, & Castro, 2018). The lack of effective strategies to instill and reinforce these values has generated a gap in the comprehensive training of students, negatively affecting their personal and academic development.

The community service internship project focused on the creation of educational clubs for training in values seeks to address this problem in a comprehensive manner. Educational clubs, designed as extracurricular spaces, offer a significant platform for the formation of values, providing students with the opportunity to participate in activities that promote positive and constructive school coexistence, (Ruiz, & Sánchez, 2022).. The objective is to create educational clubs as a primary vehicle for training in values in the educational institutions of Quevedo.

The development of values in students is essential for their comprehensive training and for the construction of a more just, inclusive and supportive society (Pérez & García, 2020). Educational clubs represent an effective tool for promoting these values, providing an environment in which students can learn and practice ethical and moral principles in a practical and participatory context (Ramírez, 2018). The implementation of educational clubs in Quevedo institutions not only seeks to improve behavior and social relationships among students, but also to enhance their academic performance and their ability to face the challenges of the modern world (Sánchez, 2017).

This community service internship project for the Psychopedagogy degree has a theoretical-practical approach, integrating pedagogical, psychological and sociological knowledge to design effective strategies for training in values. The intervention in 25 educational institutions of Zonal Coordination 5, with the active participation of 65 students from the sixth semester, allowed the

theoretical knowledge acquired in the classroom to be aligned with the demands and realities of the real educational context (Torres, 2019).

The evaluation of the impact of educational clubs on the formation of values and academic performance of students provides an empirical basis for future interventions and similar projects, the results obtained reflect the positive impact of this initiative in educational institutions and in the community in general, highlighting the importance of integrating theoretical and practical aspects to promote meaningful and lasting learning (Fernández, 2021). The community service internship project carried out by the Psychopedagogy major during 2023 represents a collaborative and committed effort to promote the comprehensive training of students and contribute to the development of a more fair, inclusive and supportive society in Quevedo. This report details the process carried out to achieve the proposed objectives, as well as the results obtained and the implications of these in the educational field of the city.

Methods and materials

To evaluate the impact of educational clubs on the formation of values in secondary school students, a comparative research design will be adopted with a mixed approach, integrating qualitative and quantitative methods (Martínez & Pérez, 2018). The study population will be composed of secondary level students from educational institutions in Quevedo, selecting a representative sample that includes both schools with educational clubs and those without these programs. Data collection will take place in three main phases: first, structured surveys will be conducted with students and teachers to quantify the perception and development of specific values; second, semi-structured interviews will be carried out with educational club coordinators to delve into the practices and strategies used in these environments; and third, participatory observation will be applied during club activities to obtain a direct view of student behavior and interaction.

Data analysis will combine descriptive and inferential statistical techniques for quantitative data, using tools such as T-tests and ANOVA to compare groups, while qualitative data will be analyzed using content analysis to identify patterns and recurring themes, (Gutiérrez & López, 2019). This methodology will allow a comprehensive understanding of the impact of educational clubs on the formation of values, providing a solid basis for discussing the practical and theoretical implications of the findings. The triangulation of data from multiple sources will guarantee the validity and reliability of the results, facilitating well-founded recommendations for the implementation and improvement of educational clubs in the school environment (Morales & Sánchez, 2020).

Analysis of results

During the first week of community service practices, the project "Educational Clubs for the formation of values in Educational Institutions" made significant progress towards its objectives. "Open Houses" were held in various educational units with an agreement, where sixth semester Psychopedagogy students organized interactive activities aimed at specific grades and their educational communities.

This initial week included a situational diagnosis of the students' emotions, revealing their emotional needs and expectations. In addition, workshops focused on specific emotions were developed. This first contact established a strong link between university students and educational institutions, starting a day of learning and emotional development, with the purpose of promoting fundamental values in the educational community. The results of the diagnosis provide a vision of the emotional state of the students. young people and guide the development of effective and relevant psychopedagogical interventions (Sánchez, 2017).

Situational diagnostic.

The situational diagnosis of emotions is a fundamental component of the project, since it allows us to understand the emotional needs of the students. This information is vital to design workshops and activities that respond to the specific realities of each group, guaranteeing that interventions are relevant and effective.

Psychopedagogical Interventions.

The development of workshops focused on specific emotions is a direct response to the needs identified in the diagnosis. This demonstrates an adaptive and student-centered approach, which can be more effective for emotional development and the formation of values (Fernández, 2021).

Bonding and Community.

Establishing a strong link between university students and educational institutions is a significant achievement. This link is crucial for the sustainability of the project, as it facilitates the cooperation and continued support of the educational community.

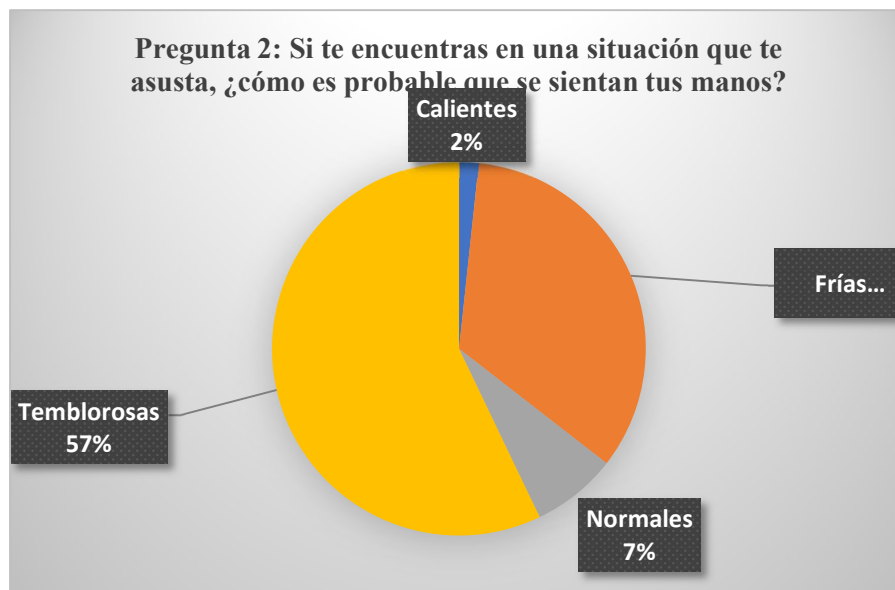
Week 1 results.

The week was marked by a situational diagnosis of emotions, revealing the emotional needs and expectations of the students, as well as by the development of workshops focused on specific emotions. This first week not only established a solid bond between the university students and the educational institutions, but also launched a day of learning and emotional development, aimed at cultivating fundamental values in the educational community. Below, the results obtained from this diagnostic test are presented, which offer us a vision of the emotional state of our young people, and guide us in the development of effective and relevant psychopedagogical interventions.



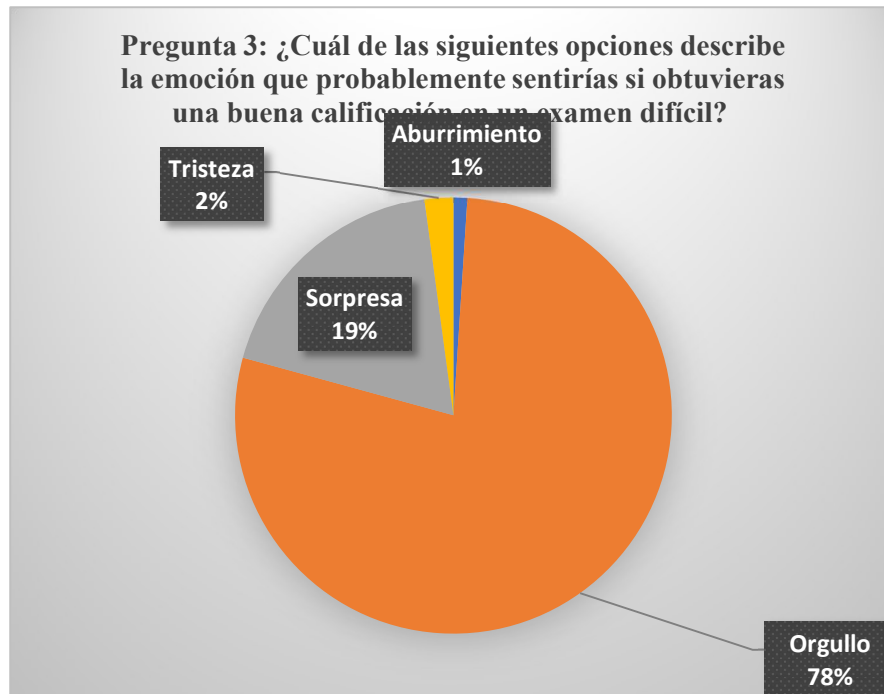
Note:survey applied to students, own elaboration

In the interpretation of the results of the first question of the questionnaire, it is observed that the majority of participants (1630 people, 98.31%) identified "Joy" as the predominant emotion in the face of a humorous situation that provokes a lot of laughter, in significant contrast. with "Anger" (0.36%), "Fear" (0.54%) and "Sadness" (0.78%). These data reflect a widespread trend toward the association of humor with joy, highlighting the effectiveness of humor in evoking positive emotions and underscoring its potential in practical applications such as laughter therapy and the promotion of well-being excites while the alternative responses that evoke Negative emotions are a marginal minority.



Note:survey applied to students, own elaboration

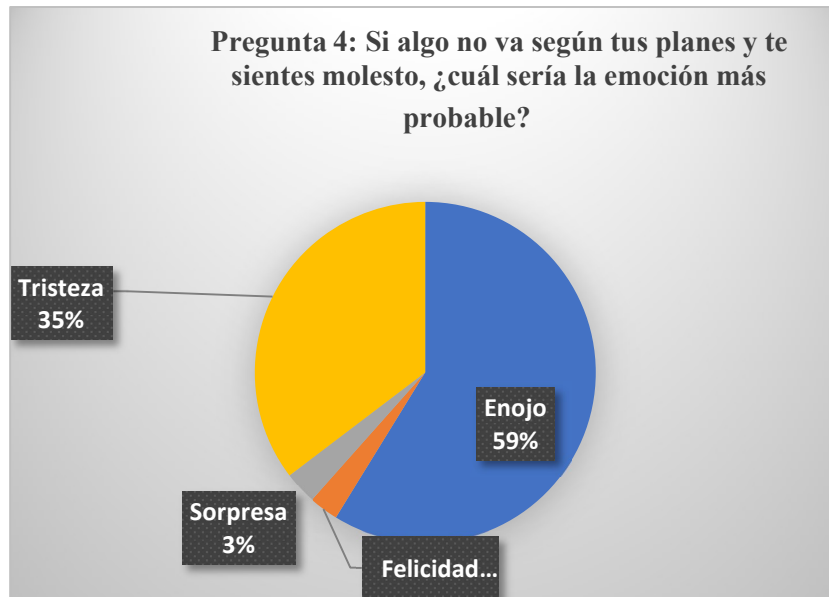
In the response to the second question, the data collected reveal a clear trend towards the physical perception of fear in the hands, with 947 participants (57.12%) indicating that their hands would feel "Shaky" in situations that provoke fear, highlighting this option as the most common physical manifestation. Additionally, 561 respondents (33.85%) indicated that their hands would feel "Cold", reinforcing the idea that fear can provoke significant physical responses. A minority of 122 participants (7.36%) stated that their hands would feel "Normal", suggesting a lower susceptibility or perception of the physical effects of fear, while only 28 students (1.69%) reported that their hands would feel "Warm". , indicating that this is a less common physical response to fear. These results highlight the variety of physical reactions to fear, with a predominance of responses involving tremors and changes in the perceived temperature of the hands.



Note:survey applied to students, own elaboration

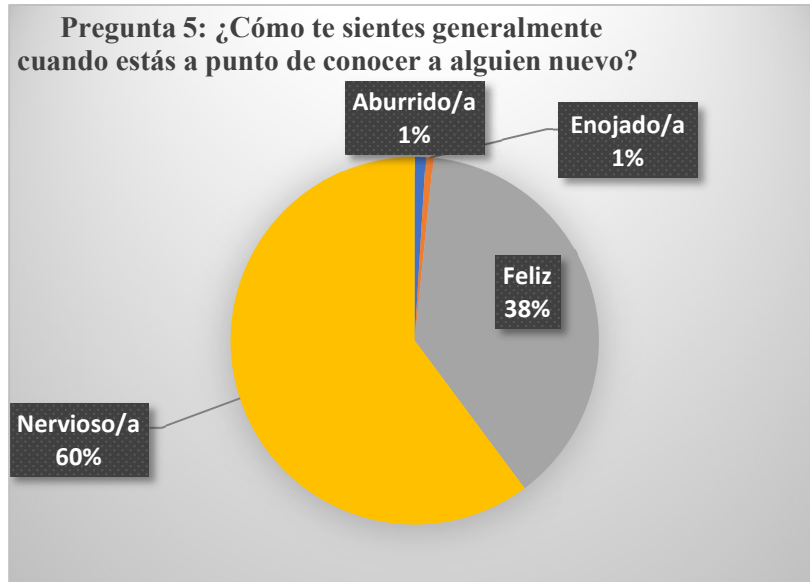
When analyzing the responses to the third question, a clear predominance of the emotion of "Pride" is observed among the participants. From a total of 1,658 responses, 1,297 individuals (78.23%) chose "Pride" as the predominant emotion when achieving a high score on a challenging exam, underscoring the natural tendency to feel satisfied and validated by the effort and competence demonstrated in academically demanding situations. "Surprise" was selected by 309 people (18.64%), reflecting that a significant proportion of participants would not necessarily expect to obtain a positive result on a difficult exam, which intensifies their sense of achievement by exceeding their own expectations.

In contrast, the emotions of "Boredom" and "Sadness" received limited responses, with 17 (1.02%) and 35 (2.11%) participants respectively, indicating that these emotions are considerably less associated with academic success under challenging circumstances. This suggests that achievement and recognition are much stronger motivational factors for the majority in educational contexts.



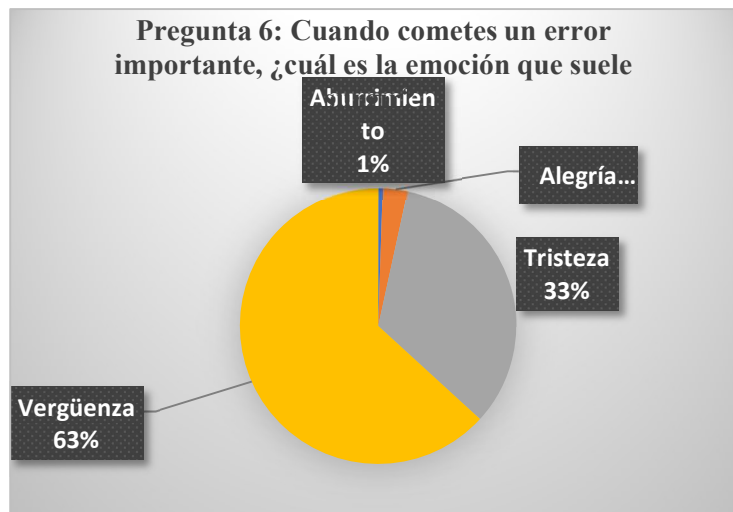
Note:survey applied to students, own elaboration

In response to the fourth question, the analysis of the data indicates a predominance of two main emotions: "Angry" and "Sadness". Of a total of 1658 responses, 975 participants (58.81%) identified "Anger" as the most likely emotional reaction to situations contrary to their expectations, marking this emotion as a common response to the frustration of unrealized plans. "Sadness" was selected by 586 individuals (35.34%), indicating that a significant proportion of respondents perceive disappointment and sadness as natural consequences of facing unwanted or unexpected outcomes. The emotions of "Happiness" and "Surprise" received a minimal number of selections, with 46 (2.77%) and 51 (3.08%) responses respectively. These results suggest that, although there is a small proportion of people who may react unexpectedly to setbacks, the majority of participants tend to experience more conventional negative emotions, such as anger and sadness, when circumstances challenge their plans and expectations.



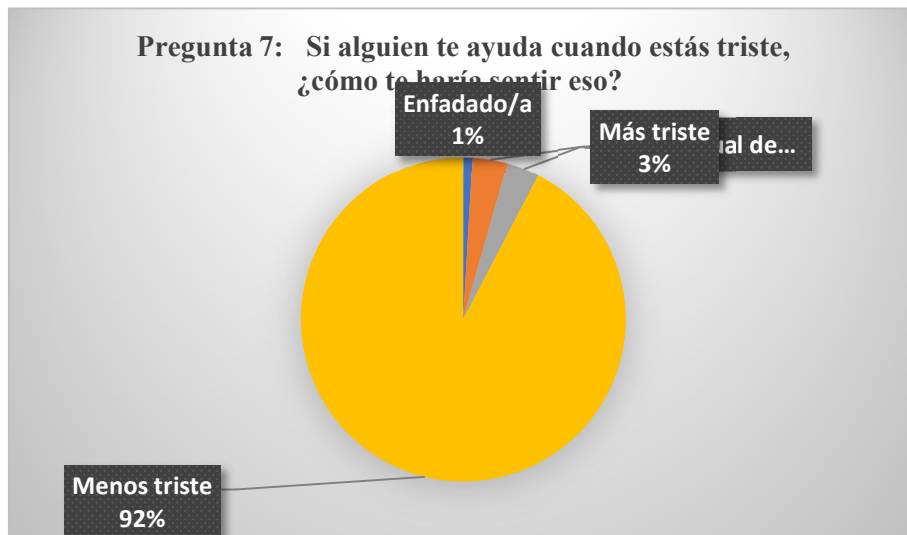
Note:survey applied to students, own elaboration

When examining the responses to the fifth question, it is observed that most participants experience a mixture of excitement and anxiety at the prospect of new encounters. Of a total of 1,658 responses, 998 people (60.19%) indicated feeling "Nervous" about meeting someone new, reflecting the social anxiety and uncertainty that often accompany the introduction to unfamiliar individuals. On the other hand, 633 participants (38.18%) expressed feeling "Happy" with the opportunity to establish new ties, suggesting that, for a considerable portion of the sample, meeting new people is a source of joy and positive expectation. The emotions of feeling "Bored" or "Angry" at the possibility of encounters with new people received a very small number of responses, with only 16 (0.96%) and 11 (0.66%) participants selecting them respectively. These marginal percentages indicate that these reactions are significantly less common compared to feelings of nervousness or happiness, highlighting that the anticipation of new relationships tends to evoke stronger emotions.intense and directly related to social interaction.



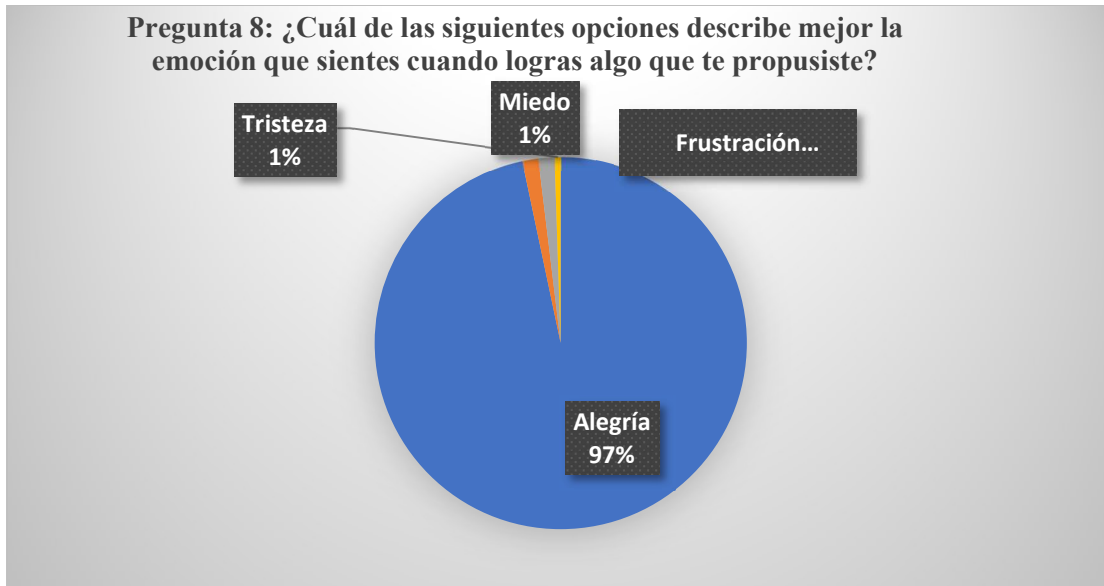
Note:survey applied to students, own elaboration

According to the results, the emotion that arises most frequently when a major mistake is made is shame, with a total of 1048 responses, which represents 63.2% of the total. In second place is sadness, with 553 responses (33.3%). Joy is the least common emotion, with only 48 responses (2.9%). Finally, boredom was only mentioned 9 times (0.5%). In conclusion, shame is the predominant emotion people experience when making a major mistake, followed by sadness, while joy and boredom are significantly less common emotions in this context.



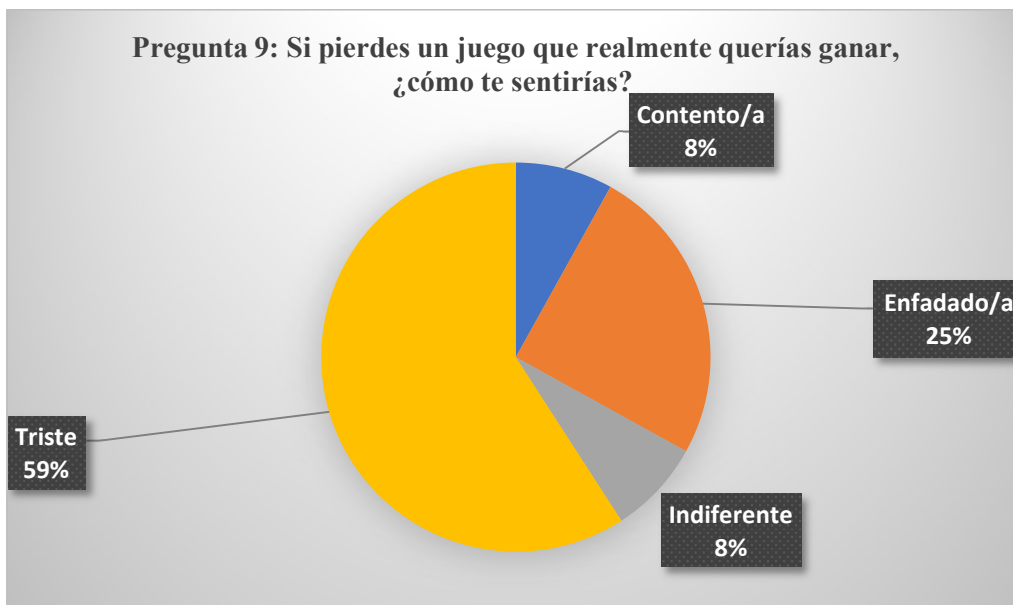
Note:survey applied to students, own elaboration

In the analysis of the responses to question seven, it stands out that assistance and support during moments of sadness are perceived positively by the majority of participants. Of a total of 1,658 responses, a vast majority of 1,531 participants (92.34%) expressed that they would feel “Less sad” if they received help in times of grief. This result highlights the importance and value of emotional support and understanding in times of vulnerability, showing that empathy and solidarity can have a significant impact on improving a person's emotional state. On the other hand, a minority of respondents chose the options "Angry" (15 responses, 0.90%), "Just as sad" (58 responses, 3.50%) and "Sadder" (54 responses, 3.26%). These data indicate that, although emotional support is beneficial for the vast majority, there is a small segment of individuals who may not experience a positive change in their emotional state or may even feel worse when receiving help during a time of sadness. This may reflect differences in the perception of emotional support, the individuality of emotional processes, or the complexity of situations that lead to sadness.



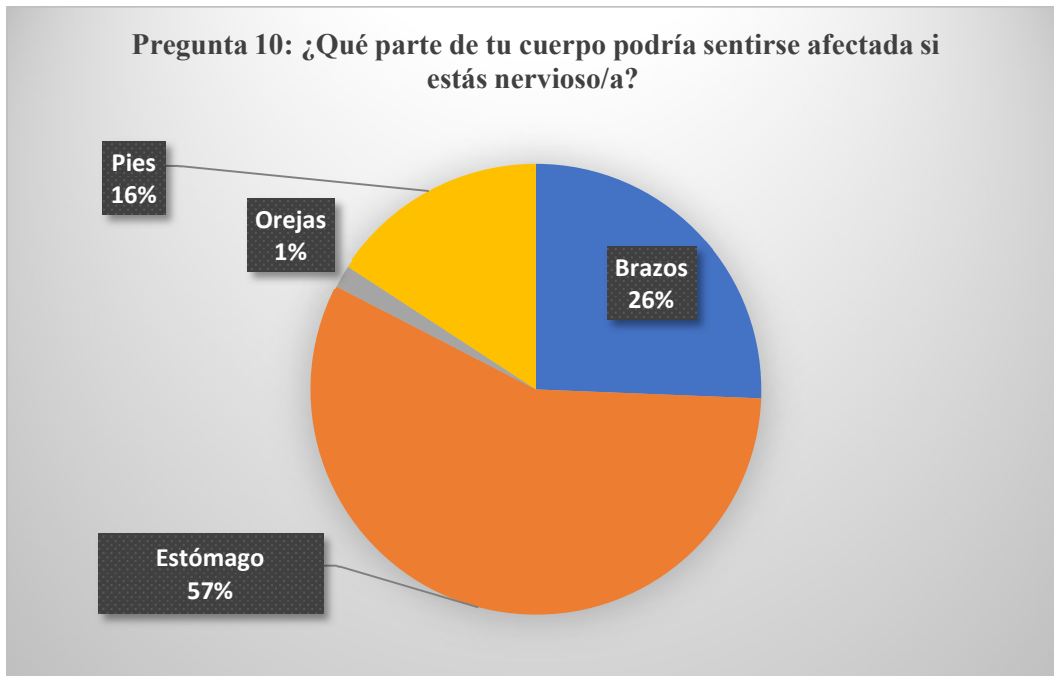
Note:survey applied to students, own elaboration

When reviewing the responses, it is clear that the vast majority experience a positive feeling. Of the 1658 total responses, 1603 people, representing approximately 96.68%, indicated feeling "Joy" in achieving their goals, showing that achieving personal goals is an important source of happiness for most people. On the other hand, both "Frustration" and "Fear" were emotions selected by 23 participants each, representing around 1.39% of the total responses in both cases. This suggests that, for a small group of people, achieving their goals is accompanied by certain insecurities or worries about what comes next. Only 9 people, equivalent to 0.54% of those surveyed, said they felt "Sadness" after achieving their goals, which could be interpreted as an indication that, for a very small minority, success does not bring the expected satisfaction or can lead to loss. of a sense of purpose once the goal has been achieved.



Note:survey applied to students, own elaboration

Analyzing the responses, it is observed that the majority of participants would tend to feel "Sad." Of a total of 1658 responses, 980 people (59.11%) chose this option, indicating that, for the majority, losing in a competitive situation that they consider important results in sadness, probably due to the disappointment of not achieving a desired goal. On the other hand, 414 participants (24.97%) would feel "Angry", suggesting that a significant portion of respondents experience an intense emotional reaction, such as anger, to the frustration of losing. Additionally, 134 people (8.08%) indicated that they would feel "Happy" despite the defeat, which could reflect a positive attitude towards the effort made or the acceptance that it is not always possible to win. On the other hand, 130 participants (7.84%) would feel "Indifferent" to the loss, which suggests that, for a small group of people, the result of a game does not significantly affect their emotional state, possibly because they value the experience of the game more. game itself than the final result.



Note:survey applied to students, own elaboration

The results show a clear trend towards the stomach as the area most commonly impacted by nerves. Of the 1,658 total responses, 944 people (56.94%) indicated that the stomach is the part of their body that they feel most affected when they are nervous. This highlights how anxiety or nerves can manifest physically, affecting areas of the body directly related to the nervous system. The arms were the second most chosen option, with 425 participants (25.63%), suggesting that this part of the body is affected by the muscle tension that often accompanies nervous states. Regarding the feet, 262 people (15.80%) considered that this is the part of their body affected when they feel nervous, which could be related to restlessness or the need to move as a way to manage nervousness. Finally, the ears were the least mentioned part of the body, with only 27 responses

(1.63%), suggesting that they are less perceived as an area directly affected by the feeling of nervousness.

Discussion

The results of the questionnaire reveal significant patterns in the way students experience and respond emotionally to various situations. Firstly, in the question about the emotional reaction to humorous situations, the overwhelming majority of participants showed positive associations with joy (98.31%), highlighting the effectiveness of humor to induce positive emotions such as joy and laughter. This finding supports the usefulness of humor not only as a social tool, but also as a potentially therapeutic one, highlighting its ability to promote emotional well-being and improve mood. In the second question, which explored physical responses to fear, a clear prevalence of hand tremors (57.12%) was observed as the most common physical manifestation. This data suggests a marked physiological response to fear, followed by the perception of cold hands (33.85%), indicative of a vascular response associated with stress. These results highlight the diversity of physical reactions to fear and provide a deeper understanding of how different individuals experience and perceive fear, which is crucial for therapeutic approaches and stress management strategies.

Regarding the third question about emotions associated with academic success, the predominance of the emotion of pride (78.23%) reflects the personal satisfaction and validation derived from academic achievement. This finding highlights the importance of recognition and self-esteem in educational settings, while less common responses such as boredom and sadness suggest that these emotional states are less prevalent among students in situations of academic success.

The fourth question explored emotions in the face of setbacks, finding that anger (58.81%) and sadness (35.34%) were the dominant responses to unexpected or unwanted results. This finding highlights the frequency with which negative emotions such as anger and sadness arise in contexts of frustration, while the low incidence of happiness and surprise underlines the difficulty of maintaining positive emotions in challenging situations. In question five, which addressed emotions at the prospect of new social encounters, nervousness predominated (60.19%) followed by happiness (38.18%), reflecting the duality of emotions associated with social interaction. These results indicate the emotional complexity inherent in socialization and how different individuals can experience anxiety or excitement in similar situations in varied ways.

Finally, in the seventh question about the perception of emotional support during moments of sadness, the majority of participants expressed feeling less sad (92.34%) when receiving help, highlighting the importance of interpersonal support in emotional management. However, the presence of less favorable responses such as anger or indifference underlines the diversity of emotional responses to the offer of help, suggesting significant individual differences in the perception and effect of emotional support. Together, these results provide a detailed view of how college students experience and emotionally process a variety of everyday and meaningful situations, underscoring the importance of considering both predominant emotional responses and individual variations in educational and social contexts.

Conclusions

Importance of humor as an inducer of positive emotions, the findings highlight that the majority of participants overwhelmingly associated humor with the emotion of joy. This result highlights the effectiveness of humor as a tool to evoke positive emotions, which is relevant for both social and therapeutic applications. Future research could further explore how different types of humor affect specific emotions and their potential to improve emotional well-being in various contexts.

Physiological responses to fear and stress The prevalence of hand tremors and cold hand sensations as physical responses to fear provides a detailed understanding of the physiological manifestations of stress. These findings are critical for the design of clinical interventions and stress management strategies that can mitigate these adverse bodily responses. Future research could focus on studying the correlations between these physical responses and the associated neural activation patterns.

Emotions and academic performance, the predominance of the emotion of pride in the face of academic success suggests that recognition and self-worth play key roles in student motivation and academic performance. This finding supports the importance of fostering an educational environment that promotes self-efficacy and a sense of personal achievement. Additional research could explore how factors such as self-esteem and perceptions of success influence students' persistence and academic satisfaction.

Emotional responses to setbacks and new social encounters, the high prevalence of emotions such as anger in the face of setbacks and nervousness in the face of new social encounters indicate the complexity and diversity of emotional responses in challenging and social contexts. These results suggest the need for educational and psychological interventions that strengthen emotional management skills and interpersonal resilience. Future research could explore how emotion regulation strategies may influence adaptation and well-being in situations of social stress and adversity.

Impact of emotional support in reducing sadness, the majority perception that emotional support reduces sadness highlights the importance of interpersonal support in emotional management. However, less favorable responses such as anger and indifference underscore the complexity of individual responses to emotional support. Future research could investigate the moderating variables that influence the effectiveness of emotional support and how these can be optimized to improve psychological and social well-being.

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