

La generación de ambientes de aprendizaje: un análisis de la percepción juvenil

The generation of learning environments: an analysis of the perception of youth

Ambientes de aprendizagem geração: uma análise da percepção juvenil

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Resumen

En este artículo se presenta un análisis cuyo objetivo es identificar las características del ambiente de aprendizaje desde la percepción de los jóvenes estudiantes de bachillerato a partir de las necesidades escolares que garantizan el rendimiento académico y el desarrollo de competencias, considerando como principales atributos: , la interacción social, la normatividad, los recursos y la práctica docente.

El ambiente de aprendizaje entendido en su complejidad sumando todos los componentes que lo integran, desde sus actores principales maestro y alumno y las actividades que desarrollan en una dinámica de interacción, las estrategias y los recursos que se utilizan para involucrar el contexto partiendo del conocimiento previo, el construir y compartir objetivos métodos y planes, todo ello con la intención de generar nuevo conocimiento, requiere una visión que trasciende el espacio áulico, refiere al mundo de la interacción del sujeto que aprende con su contexto social y con su propia habilidad para entender el mundo.

Se realizó un estudio descriptivo explicativo con un enfoque cuantitativo y cualitativo considerando una muestra representativa de 267 jóvenes de bachillerato universitario. Se encontró que la sociohabilidad entre coetáneos es una de las características más importantes para la generación de ambientes de aprendizaje, que no ha sido considerada por las figuras que representan a las autoridades institucionales educativas, en torno a estas se mostró una insatisfacción en su vínculo de comunicación directa y confianza, a mayor rango de responsabilidad menor contacto directo hay con los estudiantes. El contacto con sus autoridades implica la oportunidad de sentirse atendido y sobre todo comprometido en la aplicación de la norma, ello le fortalece además su sentido de pertenencia e identidad con la institución. Con respecto a la normatividad se observó en los resultados que es entendida como mecanismo de control sin un respectivo seguimiento, una práctica docente cuyas estrategias están desvinculadas al contexto cotidiano en el que pueda enmarcar un aprendizaje útil y con sentido. Finalmente los resultados de este estudio pueden servir como referente para que las autoridades educativas consideren el potencial que representa el aspecto de la socialización de los jóvenes en las diferentes dimensiones que conforman las condiciones para crear ambientes de aprendizaje acordes y pertinentes a las demandas estudiantiles.

Palabras clave: Ambiente de aprendizaje, Bachillerato, Percepción Juvenil, Práctica Docente, Sociohabilidad.

Abstract

This article presents an analysis which aims to identify the characteristics of the learning environment from the perception of young high school students from the school needs that ensure academic achievement and the development of competencies, whereas as main attributes: social interaction, regulations, resources and teaching practice.

El ambiente de aprendizaje entendido en su complejidad sumando todos los componentes que lo integran, from the lead actors teacher and student and the activities carried out in a dynamic of interaction, strategies and resources that are used to involve the context based on the prior knowledge, build and share goals methods and plans, all with the aim of creating new knowledge, requires a vision that transcends the grandiose space, refers to the world of the interaction of the subject learning with their social context and its own ability to understand the world.

We performed a descriptive explanatory study with a quantitative and qualitative approach whereas a representative sample of 267 youth from University high school. We found that the sociohabilidad between peers is one of the most important features for the generation of learning environments, which has not been considered by the figures that represent educational institutional authorities, around these dissatisfaction expressed in its bond of confidence, a greater range of liability less direct contact and direct communication with the students. Contact with their authorities implies the opportunity to feel cared and above all committed to the application of the standard, it strengthens him also their sense of belonging and identity with the institution. With respect to the regulations was observed in the results is understood as a mechanism of control without respective monitoring, a practice whose strategies are unrelated to the everyday context in which to frame a useful learning and sense. Finally the results of this study can serve as a reference so that the educational authorities consider the potential that represents the appearance of the socialization of young people in the different dimensions that make up the conditions to create learning environments that are consistent and relevant to the student demands.

Key words: learning environment, high school, youth perception, teaching practice, socio-ability.

Resumo

Este artigo apresenta uma análise teve como objetivo identificar as características do ambiente de aprendizagem a partir da percepção de jovens estudantes do ensino médio de escola precisa para garantir a realização e desenvolvimento de habilidades acadêmicas, considerando como atributos principais é apresentado: o interação social, regulamentos, recursos e prática de ensino.

O ambiente de aprendizagem compreendido em sua complexidade, adicionando todos os componentes que compõem o que, desde o seu principal professor atores e aluno e suas atividades em uma interação dinâmica, estratégias e recursos utilizados para envolver o contexto baseado em conhecimentos prévios a construção e partilha de métodos e planos objetivos, tudo com a intenção de gerar novos conhecimentos, requer uma visão que transcende o espaço da sala de aula, refere-se ao mundo da interação do aluno com seu contexto social e sua própria capacidade de compreender o mundo.

um estudo descritivo explicativo com uma abordagem quantitativa e qualitativa, considerando uma amostra representativa de 267 bacharelado universitário novo foi realizada. Verificou-se que sociohabilidade entre pares é um dos ambientes de aprendizagem geração mais importantes, que não foi considerado pelas figuras que representam as autoridades institucionais educacionais sobre esses recursos insatisfação ele estava em seu elo comunicação direta e de confiança, uma gama maior de responsabilidade menos contato direto com os alunos lá. O contato com as autoridades implica a oportunidade de se sentir cuidado e especialmente comprometido com a implementação da norma, que também irá reforçar o seu sentido de pertença e de identidade com a instituição. No que diz respeito à regulação observada nos resultados entende-se como um mecanismo de controle sem respectiva pista, uma prática de ensino cujo estratégias são dissociados de contexto diária que pode moldar uma aprendizagem útil e significativo. Finalmente, os resultados deste estudo podem servir como uma referência para que as autoridades educacionais considerar o potencial do aspecto da socialização dos jovens nas diferentes dimensões que compõem as condições para a criação de ambientes de aprendizagem acordes e relevantes para as demandas dos alunos.

Palavras-chave: ambiente de aprendizagem, bacharelado, Percepção Juventude, Prática de Ensino, Sociohabilidade.

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Introduction

The development of competencies, approach of the current Integral Reform of the Higher Secondary Education (RIEMS, 2008), has its fundamental principles in learning psychology and sociology, among other disciplines, and part of the constructivist theory even with a different perspective, in the words of Tobón, Prieto and Fraile (2010) following the logic of the logic of the action levels. In this perspective the learning is based on cognitive activity that the subject can manage in their own context with the support and guidance of a facilitator. Intends to from this training framework to articulate the social and productive sector with education on the premises that the needs of the modern society.

In this sense, it is necessary to rethink the educational activity, because the transmission of knowledge is no longer the primary responsibility of the formation of the learner, it requires a change in the vision and expectations of all involved but primarily a change in attitude, manifesting itself in assuming a new role, through a planning that may lead to the generation of true learning environments. Environments where the student find the conditions to participate in its formation process.

The learning environment includes and exceeds the conditions and physical infrastructure and resources, that even though they are essential would be insufficient in themselves. Is required, the fundamental task of the teacher as mediator or facilitator create a social climate that is conducive to the healthy and assertive relationship and the establishment of links managers/students, professor/student, student/student, because in this social skill reside autonomous and collaborative learning conditions to achieve the empowerment of the skills of young people and thus ensure the development of competencies.

This study presents an analysis of the learning environments generated from the needs and perceptions of young people for meaningful learning and the development of skills in high school, in order that this serve in the development of ideas allowing to promote conditions leading to the improvement of the educational action.

Method

In order to carry out the study, a randomized stratified sample of 267 upper middle school students belonging to a single school institution whose ages ranged from 15 to 18 years old was taken from a population of more than 2000 subjects. Data collection was done through a questionnaire elaborated from the main variable: Learning Environments and the description of their attributes, conforming from them new variables: Social Interaction, Normativity, Infrastructure, and Teaching Practice. This questionnaire was validated using the chrombach alpha statistic. As part of the processing, the descriptive analysis was approached mainly using the measures of central tendency, and the calculation of frequencies and percentages, obtaining from this the characterization of the sample with respect to the phenomenon studied. For each grouping of variables, the mean means Xx and its respective S were considered to establish the upper and lower limits, using the formula $(Xx \pm S)$. From this we obtain information on the variables that show relevance.

In order to obtain the relationship between the variables, the statistical correlation calculation was applied, with a minimum factor load of $\geq .16$, and a probability level of $p \leq .01$. The T-Student test was used to obtain comparative data, establishing differences between groups.

LEARNING ENVIRONMENTS

Regarding the concept, learning environment, according to Duarte (2003), is related to the geographic idea to refer to the environment or medium, nevertheless it was considered that the average word was insufficient to designate the human being action on that environment by Which built the concept of environment, which involves the environment and the action of humans on it. The environment must then transcend the simplistic notion of physical space, as a natural contour, and open itself to the various human relations that contribute meaning to its existence. From this perspective it is a space of significant construction of the culture. In this way the learning environment is understood as the environment or the natural context within which human relations are formed that are part of the educational fact.

To talk about the learning environment and the development of competences as presented by the RIEMS is to talk about that teachers have to transform their traditional teaching practice into the constructivist model, since the competencies approach requires that these be mobilized in the student's practice in Its context, while the constructivist model is characterized because knowledge is constructed by linking to the situations and problems in which the student develops. One of the main characteristics of the school environment from the constructivist model is that the teacher focuses on the cognitive activity of the student, and should provide conditions for students to construct their own meanings, beginning with the beliefs, knowledge and cultural practices Which they bring to the classroom in order to achieve meaningful learning.

In the same sense, Cano and Lledó (1995) propose the following principles for an appropriate learning environment: 1. Facilitate that all the people of the group know each other to create a cohesive group with common goals and objectives. 2. Provide all contact with diverse materials and activities that allow to cover a wide range of cognitive, affective and social learning. 3. It must be diverse, having to transcend the idea that all learning takes place between the four walls of the classroom. 4. Offer different sub-scenarios so that people in the group can feel welcomed, according to different moods, expectations and interests. 5. It has to be actively built by all members of the group and the school, reflecting its peculiarities and identity.

Biggs (2006) talks about the class climate to which he refers as the atmosphere that is created in the classroom and which can be authoritarian, friendly, cool or warm.

Bolaños and Molina (2007) point out that the learning environment should not be restricted to the classroom and it is necessary to incorporate into this concept any element in which students and teachers interact. They point out that this type of environment should foster motivational and permanent learning, so that students and teachers should cooperate to achieve an appropriate physical environment and an affective environment where freedom of expression, respect, solidarity and democracy are promoted.

Likewise, Gimeno and Pérez (2008) assert that the learning environment is a socio-psychological and material environment where students and teachers work together. The relationships established in this medium represent a network of cultural, psychological, institutional and social variables. The type of interaction that is established in this network is what gives a special character to each learning environment.

Using similar categories, Case, Salgado, Rodríguez, Contreras and Urias (2010) talk about the school climate as the learning environment where teachers, students and administrative personnel are established, where there is personal growth and clarity in school norms. They assert that it is where coexistence and collective work take place, where the relations between pupils-students and teachers-students are especially important because it is a space where everyone is mutually enriched. Parra (2007) states that a learning environment is the set of all the physical and symbolic resources of the environment that can be used to achieve the most efficient learning processes.

As explained above, the learning environment covers the environment that includes the physical part that surrounds the student such as classrooms, gardens, laboratories, sports facilities, to the type of relationship established between students, teachers and managers in search of Achieve better learning.

In this study and for purposes of results analysis the learning environment was considered from four categories:

1. Social interaction: Understands the relationship between peers, the relationship with their teachers and the relationship with school authorities.
2. Normativity: Includes everything related to school rules.
3. Facilities, resources and tools.

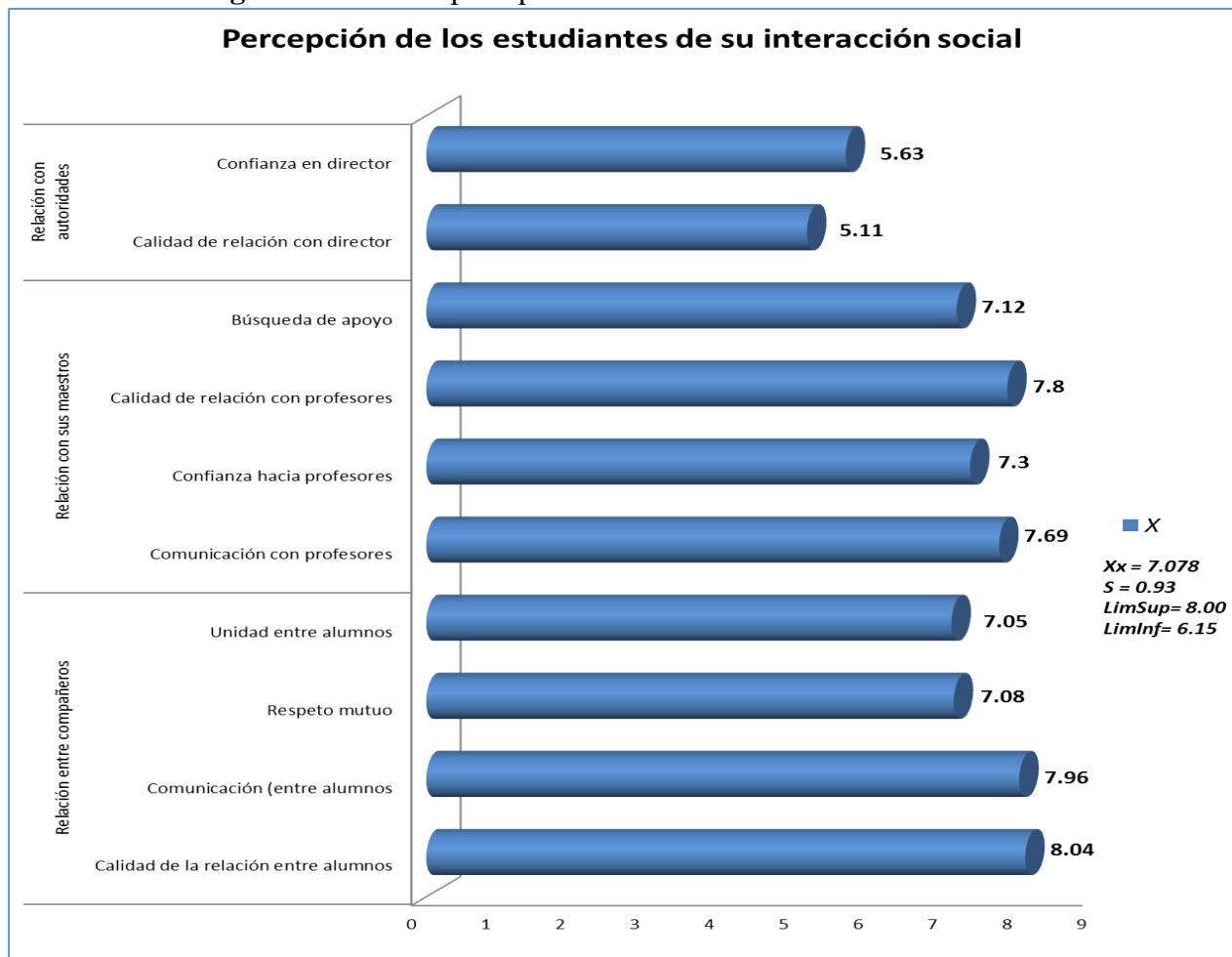
4. Teaching practice that includes: teaching-learning strategies and evaluation strategies.

RESULTS

SOCIAL INTERACTION

This section describes and analyzes everything that refers to how students distinguish the different types of relationships that are established between them as students, between students and teachers and between students and authorities.

Figure 1. Students' perception of their social interaction in school.



Fuente: Elaboración propia.

The data show that the student's priority lies in the quality of the relationship he establishes among his peers, showing great satisfaction in the communicative ability he develops among his peers. This indicates that good relationships and fellowship among the school's youth are a characteristic skill or competence that generates conditions for collaborative learning.

Students commented that although there are friendly relations that depend on the diversity of the type of student, the environment is generally distinguished by a climate of camaraderie, harmony, and a lot of coexistence among all members of a group or classroom, recognize that the Bullying is not a characteristic feature of this school, as relationships are based on mutual respect.

According to the data (see Figure 1) the interaction between the young students shows the development of social skills as a highly accomplished competition, which implies that a favorable school climate is built to promote collaborative learning, since they are willing to share Through coexistence through acceptable values to ensure group harmony.

On the other hand, as attributes of low significance are those that relate to the relationship and trust in the principal and school authorities, this suggests that the relationship or link with the authorities is unsatisfactory. From this the student expresses that it requires a greater rapprochement with the institutional figures, to develop a sense of identity and belonging to the institution.

From the previous report it can be inferred that to a greater range of responsibility of the school authorities less direct contact is with the students. For them the contact with their authorities implies the opportunity to feel cared for and above all committed in the application of the norm, this also strengthens their sense of belonging and identity with the institution.

It is a climate of social skills that is little used by institutional authorities to orient the conditions to the promotion of learning environments supported even in the technologies, a factor that students demand as one of their priorities.

The learning climate Vite (2014) defines it as the interaction, the communication between those who are within the process of teaching - learning, this must be between the teacher and the students and vice versa, as well as student - student. Within this climate, harmony, trust, security, respect must prevail so that learners can freely express themselves, raise some concern or doubt in favor of true learning.

In this way, the interpersonal relationships that young people establish among themselves becomes a basic aspect of their lives, also functioning as a means to achieve the academic

objectives, so that promoting that these relationships are potentialized and oriented can become a strategy Which the teacher should use to facilitate learning.

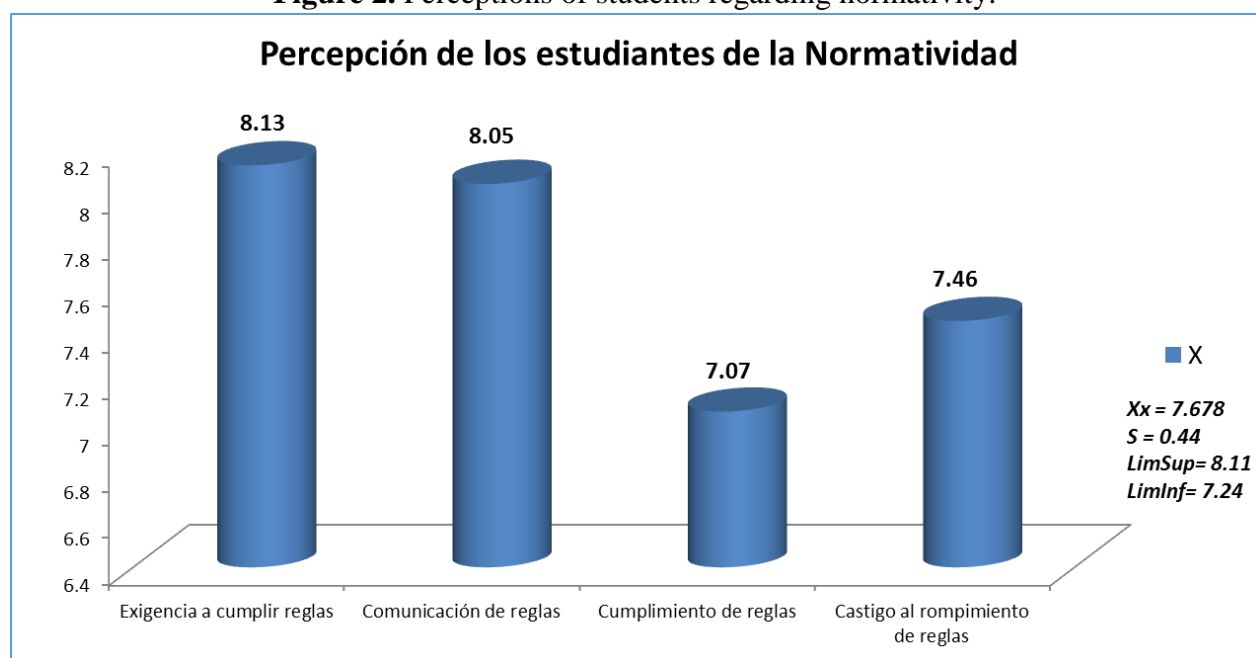
Giraldo and Ortiz (2009) found in their study that students who participate in activities that allow them to interact outside the school environment, especially with adults and with peers, demonstrate a greater social ability to establish and maintain effective relationships that are the basis of the General labor competencies. Although this section refers to the interaction within the school environment, they also show that such relationships generate self-confidence to motivate their performance.

With respect to the relationship between the student and the teacher as an educational authority, Medina (2015) states that the relevance of the motivational climate that teachers create in the classroom is that it allows students to know what matters in classes, What the teacher wants to achieve with them and what effects they can have in the classroom to act in one way or another.

NORMATIVITY

This section describes how the students distinguish the part of the learning environment that corresponds to the existence of a normative that governs the school relations and their level of compliance to them.

Figure 2. Perceptions of students regarding normativity.



Fuente: Elaboración propia.

According to the behavior of this grouping of variables, the data show (see Figure 2) that there is not a very acceptable perception regarding the way in which academic life is regulated within the school climate. On the one hand there is a requirement to comply with norms by means of the exercise or execution of an established regulation, without giving the respective follow up to the implication, since the function is concentrated in the diffusion or socialization of the same and the implementation of the most basic and visible. As far as young students are concerned, there is recognition as regards non-compliance, ie young people accept that they do not always comply with the rules that govern their school. This is congruent with the rebellious character of the adolescents that stands out for their confrontation and disobedience to the rules imposed by the authorities, since they comment that nothing happens if it comes to the breach of the rules established by the lack of follow-up to the discipline school.

This speaks of a lack of credibility in the normative function that falls on the one hand in the responsibility of the institutional figures and, on the other, to the conscious behavior of the students. It also refers to the mental representation that the student has developed towards his institution, since there is no identity, participation and clarity about the purpose of the norm, nor does it develop an adequate level of commitment.

As part of school administration, the normative structure must contribute to the educational work, ensuring the participation of all those involved under institutional guidelines that ensure the assertive participation of all those involved, generating an environment of coexistence and development in the achievement of the Objectives and goals that mainly benefit the training of the student, however, it is observed in the results that there is a perception of a social climate that is not regulated by the authorities in the framework of coexistence and compliance with school instructions.

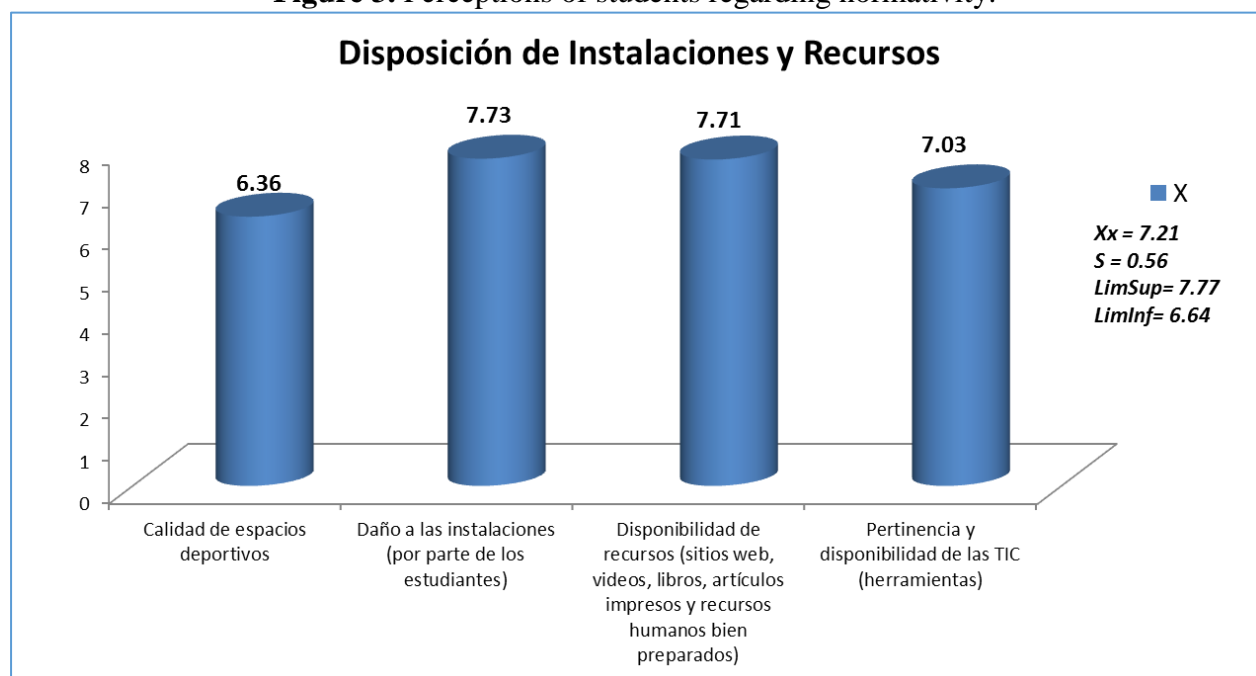
The problem of norms, order and discipline according to Dueñas (2015) is that discipline in school culture, rather than understood as a disciple's willingness to learn, is a concept associated with ordering, controlling and sanctioning the behavior of students. An idea that has led the school to institute regulations and control devices for students. The model based on the issuance of regulations, is exclusively aimed at controlling and sanctioning the behaviors of students, their content and characteristics obey a model of management of the school characterized by verticalism and authoritarianism, if in this regard is added the Lack of cordiality and communication between the figures of authority and trust in the administration, the lack of

involvement and identity in the solution of conflicts generates climates where there are not promoted habits oriented to the school use.

FACILITIES, RESOURCES AND TOOLS

This section describes the degree of satisfaction and demand that students have with respect to the physical, instrumental and technological equipment that their institution provides for the generation of learning environments.

Figure 3. Perceptions of students regarding normativity.



Fuente: Elaboración propia.

As can be seen in figure 3, this group does not show high values, implying that they did not demonstrate that they were very satisfied with the resource conditions that the institution offers them and the care that the school population makes of their use. Regarding the availability for the use of sports and recreational spaces, they expressed the feeling that they are insufficient and of poor quality, from which it can be inferred that students demand conditions in which they can socialize and exercise physical activities where they can Improve their quality of life in addition to having an option for personal enjoyment and strengthen their relationship with others in a healthy and assertive manner. For young people, the lack of facilities or programs that motivate

the practice of sports and coexistence can be counterproductive in the formation and establishment of assertive habits and the prevention of risk behaviors.

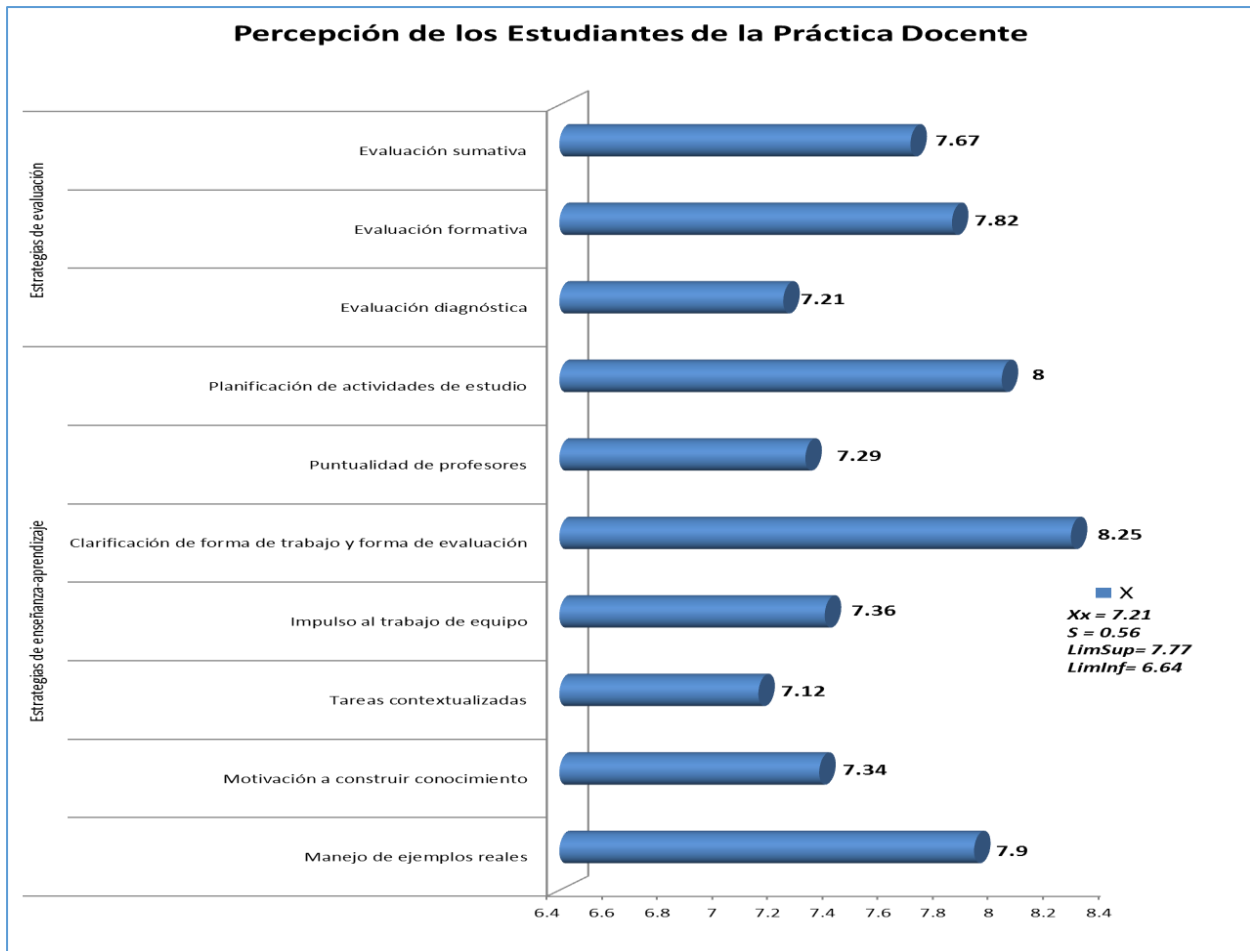
On the other hand the use of the technologies represents for them one of the main demands to open up to the socialization, that is to say it obeys to a social necessity, and also represents a pedagogical expectation, besides that becomes requirement whose satisfaction gives him greater security To link with the labor sector, in this sense the demand of the student is greater than the way in which the institution contributes, since they state that the existence, relevance and use of technological tools such as access to websites, educational platforms , And availability of various tools is barely acceptable.

In this case, for young adolescents, technological infrastructure becomes the socializing medium par excellence, as well as a tool for collaborative learning, so the demand is increased in this area as shown by the results of this study.

TEACHING PRACTICE

This section analyzes the teaching practice constituted in activities that include the design and implementation of teaching-learning strategies and evaluation strategies.

Figure 4. Perception of pupils in relation to the work of their teachers.



Fuente: Elaboración propia.

As shown in Figure 4, students recognize as a characteristic that describes the practice of their teachers, the ability of their teachers to clearly describe the dynamics or form of work as well as the criteria that will be taken into account in the process Of evaluation, in such a way that the student is clear about what the teacher expects him to do to show the level of mastery of a competition. In the same way, he recognizes in his teachers his ability to plan his classes avoiding improvisation and / or effort investment without meeting the academic objectives.

However, with respect to the learning strategies implemented, the students declare that their teachers design tasks and / or activities that are not contextualized with the reality or the environment that surrounds them, in the same way, they resort very little to the diagnostic evaluation to locate That the student knows about the subject to be addressed. The student comments on the lack of relevance in the activities chosen for meaningful learning since they do not resort to projects that start from the analysis and analysis of real problems.

From the results shown it is inferred that teachers know how to plan their class, as they organize their activities and anticipate the criteria to be evaluated, this makes the student know what the teacher demands to obtain a grade, but this does not ensure learning. Because the teacher does not show competence in the design of strategies that retake the context of the student from the diagnostic evaluation, in such a way that it can link the tasks with the daily situations that the students live, to make him feel that what Learn is really useful and applicable to your life. In this sense, the role of the learning strategy that the teacher designs is to arouse the interest of learning, in such a way that the student can organize and integrate the new knowledge generating metacognition, for this should be aspired to the knowledge is not Only cumulative but practical and applicable, and thus significant. Fingerman (2010) explains that meaningful learning achieves a better understanding of the acquired knowledge, for a long time, since it is not an arbitrary annexation but rather that the new learning is added to the existing ones in a reflective and related way, within the Cognitive structure.

Thus, in order to make the learner learn significantly, one must investigate his previous ideas, motivate him or her not to limit himself to a rote repetition, and present them with a potentially interesting material that the learner must be willing to analyze and discover through Anchoring their own context. The student in question of the study showed the need for the teacher to be enabled in the design of strategies and the selection of materials that are relevant to the interests of the learner and thus guide the student in the pursuit of their own strategies.

INFRASTRUCTURE AND LEARNING STRATEGIES

It shows in this section the relationship between the availability of tools and resources and the implementation of strategies used by teachers to generate the school climate.

Table 1. Correlational values of "Tools and resources and learning strategies.

Estrategias de aprendizaje	Recursos y herramientas		
	Calidad de Espacios Deportivos	Disponibilidad de Recursos	Pertinencia y Disponibilidad de las TIC
Manejo de ejemplos reales	.22	.35	.46
Motivación a construir conocimiento	.25	.36	.43
Tareas contextualizadas	.30	.34	.42
Impulso al trabajo de equipo	.30	.33	.34
Clarificación de forma de trabajo y forma de evaluación	.27	.37	.31
Planificación de actividades de estudio	.24	.26	.21

Fuente: Elaboración propia.

According to what is shown in Table 1, young people who report that the institution provides them with adequate spaces, including areas for the practice of sports, are the young people who also report satisfaction of the strategies of their teachers, thus, students who say that the school provides the use of tools such as websites, videos, updated books and articles and technological implements of access to information, are students who report being satisfied with the learning climate generated by the use of collaborative strategies as part of Teaching exercise

For young people, the availability of resources and tools determines the possibility of designing assertive learning strategies and with it having a better performance in the development of their competencies. The young people expressed their dissatisfaction with a requirement to fulfill an activity when the institution does not provide them with the tools and resources to carry it out.

It can be inferred that, to the extent that the institution attends and manages the provision of technological tools, adequate facilities, and spaces for sport, teachers feel the conditions to use participatory didactic strategies relevant to the development of competencies. At the same time that the young man enlarges his possibilities of interaction with the experience and the act of knowing. In studying the relationships between school infrastructure and academic results Duarte, Gargiulo and Moreno (2011) in the tests of the Second Regional Comparative and Explanatory Study SERCE, it is observed that the factors that are higher and significantly associated with learning are the presence of spaces of support to teaching (libraries, science labs and computer rooms) the connection to public services of electricity and telephony and the existence of potable water, drainage and bathrooms in adequate number. In urban schools, in addition to the previous ones, the presence of areas of multiple use (gymnasium and / or auditorium) and spaces for nursing or psycho-pedagogical services are associated with better student learning.

Osorio and Duarte (2011) speak of hybrid learning environments to refer to those who combine face-to-face instruction with instruction mediated by information and communication technologies. In this respect, they consider that this combination optimizes both environments by favoring and further strengthening social interaction and Collaborative environments.

The use of spaces, resources and their elements to directly or indirectly support school environments allows and facilitates interactions between students and the teacher, so that the strategy becomes a learning situation that the teacher can produce .

COMPARISONS FOR THE PERCEPTION OF THE LEARNING ENVIRONMENTS OF YOUNG PEOPLE

In order to establish comparisons between the groups, the T-Student parametric test was used, in the idea that by means of the analysis of the means considering their level of probability, the differences or concordances between the different behaviors were established based on the equality hypothesis.

We present below those variables in which significance was shown in their difference.

Table 2. Comparisons of learning environments per shift.

PERCEPCIÓN DE LOS AMBIENTES DE APRENDIZAJE DE ALUMNOS DEL TURNO MATUTINO Y VESPERTINO				
Variable	Turno del estudiante		Valor <i>T</i>	<i>p</i>
	X Matutino	X Vespertino		
Comunicación con profesores	7.84	7.28	2.084	0.038
Búsqueda de apoyo	7.47	6.90	2.028	0.044
Exigencia a cumplir las reglas	8.89	7.87	3.943	0.000
Comunicación de reglas	8.57	7.66	3.463	0.001
Disponibilidad de recursos	8.10	7.31	2.547	0.012
Pertinencia y disponibilidad de las TICS	7.28	6.59	2.068	0.040
Manejo de ejemplos reales	8.23	7.28	3.512	0.001
Motivación a construir conocimiento	7.61	6.85	2.500	0.013
Impulso al trabajo en equipo	7.67	7.03	2.275	0.024
Clarificación de forma de trabajo y evaluación	8.43	7.82	2.561	0.011
Puntualidad de profesores	7.51	6.91	2.064	0.040
Planificación de las actividades de estudio	8.27	7.66	2.546	0.012

Evaluación formativa	8.07	7.55	2.206	0.028
Evaluación sumativa	8.02	7.27	2.389	0.018

Fuente: Elaboración propia.

As can be seen in Table 2, students on the morning shift express greater communication with their teachers, so they tend to seek more support when they need it than the students on the evening shift also declare that teachers have better management of Strategies, using real examples in their classes, so they have more impact on the motivation to construct knowledge than those on the evening shift. They are more punctual and it is observed that they plan the study activities, which reflects a greater diversity in the way of evaluating the use of formative and summative evaluation, so that they feel that their teachers are more fair, because they perceive that they use better Learning and evaluation strategies. From this it can be inferred that the teacher-student pedagogical relationship has been established better in the young people of the morning shift than in the evening shift, generating better conditions of rapprochement and trust with teachers.

On the other hand, in terms of the institutional environment, the students of the morning shift declare that their authorities are more in compliance with the rules than the case of the students of the afternoon shift, and also feel with better infrastructure conditions, Availability of resources, as well as having more availability for the use of technology necessary for academic performance.

It is noteworthy that the significant differences found were always in favor of the students of the morning shift from what we can infer that the students of this shift perceive a better learning environment than those of the evening shift, this suggests that they feel better served by the structure Organization of the school, so that working and learning conditions are better.

Table 3. Comparisons of learning environment per shift.

PERCEPCIÓN DE LOS AMBIENTES DE APRENDIZAJE DE ALUMNOS DEL TURNO MATUTINO Y NOCTURNO				
Variable	Turno del estudiante		Valor <i>T</i>	Valor <i>p</i>
	<i>X</i> Matutino	<i>X</i> Nocturno		
Búsqueda de apoyo	7.47	6.58	2.155	0.033
Calidad de relación con el director	5.32	3.97	2.223	0.028
Confianza en el director	6.06	4.45	2.694	0.008
Exigencia a cumplir las reglas	8.89	6.37	7.236	0.000
Comunicación de reglas	8.57	7.47	2.985	0.003
Castigo al rompimiento de reglas	7.92	5.97	4.287	0.000

Daño a las instalaciones	8.03	6.53	3.092	0.002
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Fuente: Elaboración propia.

Table 3 shows the differences in the students' perceptions of the morning and night tunas, and these were found in the following variables:

Young people on the morning shift have a better relationship and trust with their principal and tend to seek more support with their teachers than those on the night shift, which implies that their learning environment in relation to the teacher-student relationship and relationship With the authorities is better.

In relation to the rules of the school, young people on the morning shift perceive that it is better than those on the night shift when they state that school rules are made very clear, they are required to comply with them and they are punished if they do not comply. However they perceive that despite this, they damage the facilities and / or furniture (graffiti, scratches, etc.) more than those of the night shift. From this it can be inferred that although there is more attention and vigilance to the compliance of rules, there is also a greater tendency to infringe them than the night shift.

DISCUSSION

As Bernheim (2011) puts it, social interaction produces a favoring of learning by creating cognitive conflicts that cause a conceptual change, socialization among students helps in the construction of a mediated knowledge that changes the schema of the individual, for This is proposed as the first principle for a constructivist learning environment: to make it easier for all people in the group to get to know each other to create a cohesive climate with common goals and objectives.

Thus, in this study it is shown from the data obtained that a very important characteristic of the learning environment is the type of relationship established among the young students, identified by a high fellowship and friendship, also proving to have an appropriate Communication and confidence in their teachers, however, also showed a distancing with the authorities of the school institution, who represent the normative and managerial part of conditions suitable for the generation of learning environments. Vite HR (2012) describes learning environments as the physical, social and educational conditions in which learning situations are located, which

suggests prioritizing the climate of social relations and considers that a learning environment is achieved when Everyone is comfortable.

On the other hand, it would have to be considered that the study was limited to a population that belongs to a single institution of the average upper level, reason why the context was circumscribed to a specific type of educative program. However, the methodological procedure employed allowed to know and analyze in detail the student's perception of the learning environments generated from the conditions that the institution offers them including social interaction between all the actors and the infrastructure conditions granted.

Such a procedure could be used in similar investigations in other contexts, in addition the results can be generalized to the extent that the populations present similar conditions as level of schooling, age of the subjects, type of subsystem of origin among others.

From the results of this study, new lines of research can be developed focused on describing specific aspects that have to do with each of the factors that intervene in learning environments, such as social interaction and teaching practice.

CONCLUSIONS

Young students recognize the development of their social skills as a highly accomplished competition, implying that a favorable school climate could be built to promote collaborative learning, as they show a willingness to share through coexistence through acceptable values to ensure Harmony in group.

However, the relationship with the school authorities is unsatisfactory and a greater range of responsibility, less direct contact with the students. In addition to the students it is very important that the authorities of all levels are in contact with them especially the director of the school. Contact with your authorities implies the opportunity to feel taken care of and especially committed in the application of the norm, this also strengthens your sense of belonging and identity with the institution.

It is a climate of social skills that is little used by the institutional authorities to orient the conditions to the promotion of learning environments supported even in the technologies, a factor that the students demand as one of their main necessities.

As for normativity, it can be inferred that students realize that they do not always comply with the rules that govern their school, since these are felt more as an imposition of control than a generation of habits relevant to their school development , Which implies the challenge to contempt.

With regard to teaching practice, he recognizes that teachers know how to plan their class, in terms of the ability to organize and plan teaching activities, including the practice of appraisal of learning, but this does not ensure significant learning , Since teachers do not consider the previous knowledge of where the student can start for the development of new learning and skills, and on the other hand the ability to link tasks with the everyday situations that students live, that is, to design strategies that Make sense and consider the context.

In the infrastructure needs, students demand conditions in which they can socialize and exercise physical activities where they can improve their quality of life, as well as having an option for personal enjoyment and strengthen their relationship with others in a healthy and assertive way (Technologies and sports spaces / coexistence).

According to the above, it can be inferred that to the extent that the institution attends and manages the provision of technological tools, adequate facilities, and spaces for sport, teachers feel the conditions to use participative and relevant didactic strategies For the development of competencies.

With respect to the perception of the young people in the different shifts, the students of the morning shift perceive a better learning environment than those of the evening and night shift, this suggests that they feel better attended by the organizational structure of the school, reason why the Conditions of work and learning are better.

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