

The benefits of educational intervention in the school context

Los beneficios de la intervención educativa en el contexto escolar

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Abstract

Objective: to describe the benefits of educational intervention in order to enhance the psychologist's practice in the school context. Methodology: by means of hermeneutic analysis involving the reading, explanation and interpretation of texts, the parts and the whole of the benefits of educational intervention in the school context were identified for the elaboration of this article. A series of indicators were obtained on the advantages for the educational community as a consequence of the psychologist's work in educational intervention in the different spaces and actors that make up the school community (students, teachers, families), as well as the importance of the participation of the different professionals who, from their discipline, contribute to the improvement of education. Contribution: a vision of the functions and contributions of the psychologist specialized in educational intervention to the community supported by this specialist is provided.

Educational intervention, School context, Benefits

Resumen

Objetivo: describir los beneficios de la intervención educativa con la finalidad de potenciar la práctica del psicólogo en el contexto escolar. Metodología: por medio del análisis hermenéutico que implicó la lectura, explicación e interpretación de textos, para la elaboración de este artículo se identificaron las partes y el todo de los beneficios de la intervención educativa en el contexto escolar. Se obtuvieron una serie de indicadores sobre las ventajas para la comunidad educativa como consecuencia de la labor del psicólogo en intervención educativa en los diferentes espacios y los actores que conforman la comunidad escolar (estudiantes, docentes, familias), así como la importancia de la participación de los diferentes profesionistas que, desde su disciplina, contribuyen al mejoramiento de la educación. Contribución: se brinda una visión de las funciones y aportaciones del psicólogo especializado en intervención educativa a la comunidad que cuenta con el apoyo de este especialista.

Intervención educativa, Contexto escolar, Beneficios

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Introduction

Educational intervention refers to the action of one or more professionals, aimed at the prevention and solution of problems for individuals or groups that form an educational institution, also has as one of its functions the achievement of certain benefits to improve and innovate, through the design and implementation of various types of programmes (Tirado et. al, 2010).

The educational psychologist is one of these professionals trained to carry out interventions in the school context, since among his or her tasks are the assessment, for the knowledge of the needs of the educational community; defining and carrying out the relevant actions for the fulfilment of these needs, taking into account the organic, environmental and behavioural factors that influence school problems; as well as the permanent evaluation of the progress obtained in the intervention in each of the participants (González, 2004).

There are various spaces and areas in which the educational psychologist can intervene to address the needs and problems that arise in students, teachers, parents or other members of the school community. For Negrete (2010) educational intervention manifests itself not only in the physical space of the school, but also in other places, institutions and forms of participation that are significant for the community.

As well as in the field of intervention, the educational psychologist carries out concrete actions in school institutions that have to do with evaluation, training of agents, consultancy, guidance and advice, research, attention to vulnerable groups, promotion of personal, academic and emotional development, as well as instructional and curricular design (Tirado et. al, 2010). The above shows us that the performance of the psychology professional in the school context represents an opportunity for institutions to contribute to the improvement of their academic, family, social emotional and community conditions.

Justification

As mentioned in the previous section, the actions and fields of action that the psychologist specialised in educational intervention can carry out in the school context are diverse, and represent an opportunity to obtain benefits at a personal, school, family and community level, improving the conditions of the different actors immersed in the educational institutions.

The knowledge of the work that these professional carries out through educational intervention is of utmost importance, since his or her knowledge and actions have the possibility of reaching more people and spaces.

The educational intervention carried out by the psychologist has great benefits in itself and, in addition, is a means of liaison for the school and the contexts that favour education, being managers for other professionals to integrate, from their specific field, to improve the conditions of general well-being in the institutions.

Problem

Although the field of educational psychology is increasingly present in schools, there is a general lack of knowledge of the specific functions carried out by educational psychologists.

The consequence of this is that the opportunities for the development of educational interventions do not have the necessary and timely presence that educational institutions need, opening a gap between professionals not only in psychology, but in other areas as well, and students, teachers, families and communities.

Objective

This article aims to describe the benefits of educational intervention in order to enhance the psychologist's practice in the school context.

Theoretical framework

Theoretical references related to educational intervention and the role of the educational psychologist in it are presented below.

Actors and spaces of educational intervention

In this article we will refer to the students, teachers and managers, parents and the psychology professional as the main actors in educational intervention, since, as will be explained in the following paragraphs, their characteristics play an important role in the implementation of projects that aim to improve the quality of education and school institutions.

Students represent the group that benefits most from an educational intervention, regardless of their age or educational level, as they are the group that gives school institutions their *raison d'être*. The participation of pupils allows them to acquire an academic, emotional, cultural and other repertoire that will help them to adapt to the different demands they will encounter throughout their lives. The practice and good training of what they learn during the educational intervention will undoubtedly have a positive influence on their studies and daily activities (González, 2004).

Teachers are an essential element for the benefits of educational intervention to continue in schools, since, through planning, instructional design, and teaching and learning activities, they can give continuity to many generations of students, being the professionals who give sustainability to the projects. Teachers, together with managers and other institutional workers, also have the capacity to propose, carry out and replicate successful actions to improve the school system.

Equally important is the participation of students' families to improve the different areas that make up the educational context. Menor et. al (2017) highlight that interventions that count on the family link are highly effective, and by being provided with the necessary tools for the development of their members, their educational practices will be carried out in an effective and autonomous manner, with direct repercussions on the school and society.

According to Hernández (2009), the presence of this professional is important in the development and functioning of school institutions, since he/she helps in the search for solutions to academic and behavioural problems of students; he/she also designs, implements and evaluates projects to guide students, teachers and parents in the prevention and correction of situations within the educational community.

Collaborative work

The knowledge and interaction that the psychologist in educational intervention has of the other actors and spaces in schools allows him/her to be a link with other professionals in order to bring their actions closer and improve educational conditions.

The different ways of approaching educational work must be adjusted to the needs of the school population (Negrete, 2010), which is why collaboration between those who make up the school community and other experts is essential for there to be comprehensive attention to these needs.

If the aim of educational intervention is to improve the lifestyles of students, their families and communities, professionals such as doctors, nutritionists, sports teachers and psychologists can develop strategies in which their knowledge and actions converge to promote habits in terms of nutrition, physical activity, emotional skills, disease prevention and care, among others (Menor et. al., 2017).

The COVID-19 pandemic has been a clear example of the importance of collaborative work between different professionals to have a positive impact on schools, since, in addition to having represented a physical health issue, other aspects such as psychological, economic, social and cultural aspects were highlighted, and it has been the school context one of those that has had the task of promoting hygienic habits, prevention measures, promotion of vaccines and assertive attitudes (Portillo-Blanco, 2022).

As mentioned above, the psychologist in educational intervention has the role of managing and integrating the necessary elements for interventions to achieve their function, however, it is important to emphasise the essential work of the professionals who make up the school community, such as group teachers and support teachers and directors, who also have the possibility of making valuable contributions and linking their knowledge and actions (Erausquin et. al, 2014).

Contributions of educational intervention

Educational intervention has the possibility of integrating students, teachers, parents, managers, instructors and the research team into its plans, programmes and all the activities that comprise it, which means that, according to the topic and objectives that are set, participation can be as complete as possible.

Heredia and Sunza (2021) have reported that, in their study, students obtained high levels in the areas of resilience, highlighting the factors of personal satisfaction, perseverance and self-confidence. This intervention had positive effects on students, such as the identification of attitudes and values for peaceful coexistence, empathy in friendship and companionship, self-care and individual and collective responsibility.

The educational space is a place where students can build healthy social relationships through the expression of their emotions, thoughts, ideas and agreements (Heredia and Sunza, 2021). When this happens, levels of self-esteem and assertiveness increase, as well as the ability to acquire new information and stimulate creative thinking (Esparza and Pillon, 2004).

As already mentioned, it is of great importance the presence of the psychologist in the community and school context to design, operate and evaluate educational interventions that obtain benefits such as those described above, and that promote the active participation of students, interacting with educational interveners and with their peers (Esparza and Pillon, 2004).

Educational intervention is also an opportunity for the analysis of the different dimensions of the family and the development of formative programmes that allow them to extend the benefits to the school, social and economic levels. One of the main tasks of educational intervention is to provide families with the necessary tools to improve the development of their members in an effective and autonomous way (Muñoz, 2005). There is no single educational intervention, so it is important to evaluate, identify strengths and detect weaknesses, in order to be able to set objectives that lead to better results. Educational interventions need one or more professionals to plan, monitor and evaluate the results, in order to be able to put the different tools at the service of education Tárraga-Mínguez et. al (2019).

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Background

One of them is that of Heredia and Sunza (2021), who in their study "Intervención educativa para el desarrollo de la resiliencia en adolescentes de contextos vulnerables en México" describe the positive effects and a significant improvement in the level of resilience in students of both sexes and all grades of a telesecundaria.

On the benefits of educational interventions with an impact on the family area, Muñoz (2005) in the article "La familia como contexto de desarrollo infantil. Dimensiones of analysis relevant to educational and social intervention", reflects on the importance of the role of the family in the development of children, analyses the main dimensions of the family context, and raises the need for educational and social intervention to have an impact on the application of practices to promote child development.

On the academic side, Tárraga-Mínguez et al, (2019) conducted a study entitled "Effectiveness of the use of ICTs in educational intervention with students with Autism Spectrum Disorder (ASD)" in which they concluded that ICTs represent a promising tool and that they can become effective interventions with an impact on improving the education of students with ASD.

Research methodology

Through hermeneutic analysis involving the reading, explanation and interpretation of texts, the parts and the whole of the benefits of educational intervention in the school context were identified for the elaboration of this article. Hermeneutics refers to the study of understanding and interpretation, particularly of texts (Palmer, 1969, as cited in Herminda, 2020).

In hermeneutic research, the dimensions of reading, explanation and translation are used, allowing for a deep understanding of texts and disciplinary knowledge. The first of these refers to the interpretative process of reading the texts analysed; explanation takes into account the context, previous meanings and intentions for interpretation, first partially, and then further interpreting and understanding the text; the translation dimension aims to make the message of another language comprehensible, with the historical and cultural implications of the languages involved (Herminda, 2020).

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Procedure

After defining the objective for this work, we proceeded to search for articles related to educational intervention, and then selected those that referred to interventions in the school context with benefits in the personal, academic and family aspects, as well as general educational interventions.

Once the documents had been read, and having chosen those with relevant information and resorting to hermeneutic research, these texts were interpreted and the explanations that had to do with the central theme and the objective of this research in relation to the benefits of educational intervention in the school context were rescued.

Categories were made according to the benefits in the personal, family and academic aspects; functions of the educational psychologist, as well as the disciplines and professionals who carry out educational interventions, after which the information was incorporated into each of the corresponding sections of this article.

Results

The following are some of the benefits of carrying out an educational intervention in the school setting.

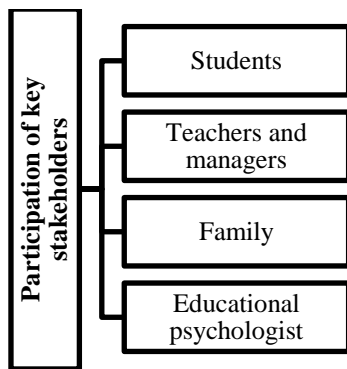


Figure 1 Involvement of the main actors of the educational intervention

Firstly, the participation of the main actors in the educational community is achieved, such as students, teachers, principals, families, and the professionals who form the research team, which means that the interventions have a wider scope.

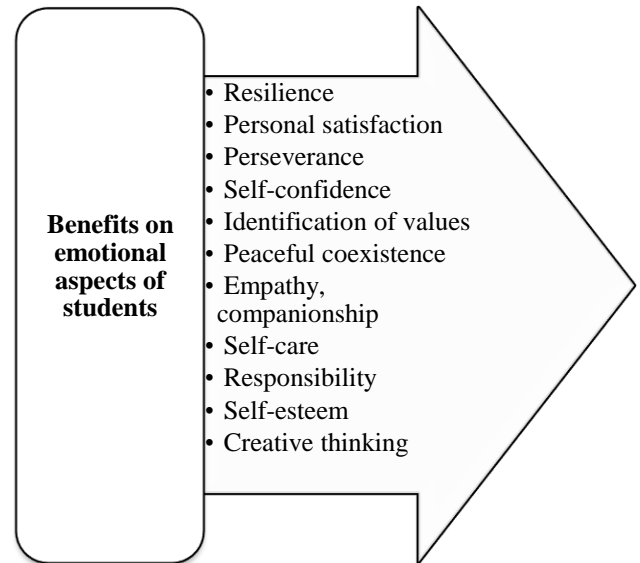


Figure 2 Benefits of educational intervention on students' emotional aspects

Emotional aspects are strengthened in students such as resilience levels, highlighting the factors of personal satisfaction, perseverance and self-confidence; as well as other positive effects on students: identification of attitudes and values for peaceful coexistence, empathy in friendship and companionship, self-care and individual and collective responsibility.

The educational space becomes a place of expression in which students can build healthy social relationships (Heredia and Sunza, 2021) and in which educational interventions favour the increase of self-esteem and assertiveness levels, as well as to acquire new information and stimulate creative thinking.

The importance of professionals in psychology and others in the community and school context to design, operate and evaluate educational interventions and achieve the active participation of students, interacting with educational interveners and their peers is highlighted (Esparza & Pillon, 2004).

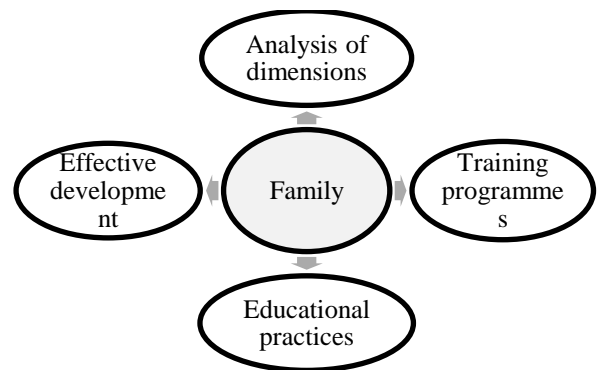


Figure 3 The family in educational intervention

Educational intervention provides the opportunity for the analysis of the different dimensions of the family and the development of training programmes in which educational practices are modified and restructured to provide families with the necessary tools to improve the development of their members, in an effective and autonomous manner (Muñoz, 2005).

Another benefit is that, within the academic aspect, educational interventions make increasing use of information and communication technologies, which allows schools greater access to these programmes with attractive audiovisual materials for the school population.

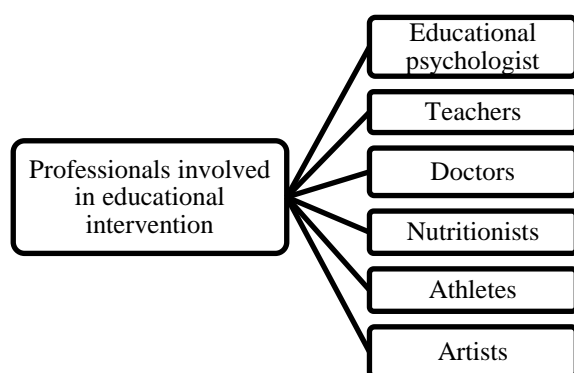


Figure 4 Professionals in educational intervention

Educational interventions need one or more professionals to plan, monitor and evaluate the results, so collaboration with different fields and different experts is an excellent option to be able to put different tools at the service of education Tárrega-Mínguez et. al (2019).

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Analysis and conclusion

Educational intervention is not only carried out in the physical space that makes up a school, but is manifested in various places, institutions, forms of collaboration that are necessary and that include the participation and benefit to the entire school community.

There are numerous ways of approaching the educational task, from academic, family, psychological, social, cultural, political and economic perspectives, as long as they are adjusted to the needs of the population, taking the educational task as a means to reach another purpose.

The educational contents that can be included in an intervention are not foreseen, from its planning, execution and evaluation, they must contemplate multiple themes and problems (Negrete, 2010).

The role of the educational psychologist expert in educational intervention has an important role, as he/she becomes the link between the school and the different contexts that favour the improvement of education; and it is in the educational intervention where the different knowledge and actions of the professionals are integrated.

The benefits of educational intervention are reflected in the areas of health, education, society, among others, achieving a general welfare of the school community.

Proposal

By means of this research work, we propose the promotion of educational interventions in the school context, with the purpose of developing the appropriate conditions for the different learning processes to take place in the educational centres.

The educational psychologist specialising in educational intervention will be the professional who, making use of his knowledge and actions, will generate diagnoses, programmes and evaluations in which the knowledge of other professionals such as teachers, doctors, sportsmen, nutritionists, artists, among many others, will be combined to achieve the wellbeing of the school community.

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