

Playful Strategies for Managing Disruptive Behaviors to Strengthen School Climate Among Students

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ABSTRACT

School coexistence is frequently affected by disruptive behaviors that hinder the teaching-learning process in Venezuelan primary education. The purpose of this research was to propose playful strategies aimed at managing disruptive behaviors to strengthen school coexistence among 3rd grade students (section "A") at the Ángel Custodio Loyola Elementary School in Calabozo, Guárico state. The theoretical framework draws on Cañizales (2008), who defines playful strategies as interactive and dialogical methods for building meaningful learning, and on Candela and Benavides (2020) regarding their effectiveness in educational contexts. Methodologically, the study was grounded in a positivist paradigm, with a quantitative approach, non-experimental design, and descriptive level, under the feasible project modality. The population consisted of 28 students and 3 teachers. A dichotomous instrument (yes/no) was applied, validated by three experts, and analyzed through descriptive statistics. Results showed that 96% of teachers implement proactive management strategies through positive reinforcement and playful dynamics, while 100% utilize group integration strategies. It is concluded that the systematic implementation of playful strategies is a fundamental pillar for managing disruptive behaviors and strengthening school coexistence.

Keywords: playful strategies, disruptive behaviors, school coexistence, classroom management, primary education, pedagogical intervention.

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