

# Family and Adolescent Values Practice in School Environment

<sup>1</sup>Deidal Chunga Romero, <sup>2</sup>Roberth Olmedo Zambrano Santos

**Abstract**--Values are the essential basis on which social life is based. The family is the basic core of society, resulting in the primary reference in the formation of values of human beings. Education generates the indispensable conditions for people to realize their fundamental rights and acquired capacities, consolidating the practice of values as a key process in the formation of future generations. In Ecuador, the issue of values is a fundamental axis of public policy, so valuable time and important resources are devoted to the formation and practice of values for citizens from an early age. The objective of the research is to determine the impact of the values of adolescents in the school environment in the XXI Century Educational Unit Blanca Cuadros de Zambrano, located in the Rocafuerte canton of the province of Manabí. The methodology used was qualitative and quantitative, for which a bibliographic review of articles, books, book chapters, laws, regulations, manuals and other academic documents related to the role of the family and the practice of values was carried out. of teenagers. It was verified that the low practice of values in students causes problems in academic performance.

**Keywords**---Academic Performance, Communication, Family, Values Practice.

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## I. INTRODUCTION

The relationship of the family in the formation of adolescent values in the school environment is a topic widely debated in recent years, as corroborated by recent research in the international context (Perkinset *al.*, 2016), whose objective is study the influence of parental involvement in school-related activities in sixth grade and how they influence adolescent school engagement and academic performance in eighth grade.

The results of some recent research confirm that the contribution of family variables (level of education of parents, family cohesion and positive family discipline) has an important specific weight in school failure and violence among children of adolescents (Ibabe, 2016). Securities practices may be more effective in preventing school abuse or neglect through family relationships.

These practices begin in the family, from an early age through the training offered by their parents within the home, making this manifest in a responsible, respectful and supportive way. The home is the cradle of values, it is based on the presence, physical, mental and spiritual of the people living in the home (Berrios & Buxarrais, 2013), in certain cases these are not transmitted, however, the institution must grant students a standardized training that influences life

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<sup>1</sup>Pontificia Universidad Católica del Ecuador, Portoviejo, Manabí, Ecuador

<sup>2</sup>Instituto Tecnológico Superior Portoviejo, Manabí, Ecuador

and manifests itself through the process of interaction that each person is able to build for himself (Pinto, 2016), where the human being acts according to the training he has received within of the family environment.

Values are formed and cultivated in the social relationship of coexistence. Influence the need to transform society, but also intervenes to condition the values, these are coexistence practices that are assumed as norms. They are built and learned through social centers such as family, school, community (Noboa, 2018). The processes of value construction are dynamic, closely linked to the life cycles of people and of the same families. While there are values that remain in families, there are others that are transformed and changed by factors such as growth and maturation, education, generational exchanges, social imaginary, relationship with new technologies, a reality in motion that changes lifestyles, such as the impact of new roles for women, the fragility in couple ties, and others that are experienced as cultural transformations in medium and even small societies (Hoyos, 2011).

It can be analyzed that the family variable is a determining element in the formation and practice of values in academic processes if on the one hand, the results reveal that the accompaniment, permanence and dedication of families is decisive, not only for the Achievement of good academic results, it is also in the formation of an emotionally healthy individual, who overcomes all types of social, cultural and economic barriers, who has the ability to be sure of their actions, show self-control, have habits and discipline well forged and be able to behave and live in community (Lastre, López, & Alcázar, 2018).

In the Latin American educational context, some researchers have given themselves the task of investigating on the subject of family and the practice of values in the educational space, who have analyzed the phenomenon, learned about the influence of the family environment on the academic performance of children and girls in different conditions, such as populations diagnosed with abuse and abused populations, defining in the results, that the students showed evolution in academic results, in intra-family relationships and in interpersonal relationships within the classroom. Likewise, the importance of similarities and differences between the family and school context, and the consequences that the child and adolescent can have on the educational process are ratified. In this way, the relevance of maternal education as a predictor of values that support academic performance and the need to recognize the socio-environmental factors surrounding the student (Fajardo *et al.*, 2017) is confirmed.

In Peru, the participation of parents of families within the education system is of quality not because of the requirements, but because of the regulations implemented by the government, the Education Law in Article 54 (Ministry of Education of Peru, 2019), states that the family is the entity responsible for educating the children with values and giving them a comprehensive education, providing them with respectful treatment, without violating their rights as individuals and supporting them in the conduct of studies. The idea of the educational context is that not only the institution and teachers are the only actors, but parents also play a role in the educational process (Herrera & Huairé, 2015).

Some authors interpret the family as a superior basic entity of society, which has assigned important tasks for the formation of future generations, directly related to the preservation of human life, its development and well-being that is based on ethical values of coexistence. At the same time, they analyze the characteristics in family dynamics capable of encouraging students to maintain a high level of academic performance. The work briefly addresses how the

dysfunctional family without values, can be one of the causes of low academic performance in students of basic years and highlight that their causes are very varied (López, Barreto, Mendoza, & Del Salto, 2015; Mustika&Sudiantara, 2019; Mustika& Harini, 2017).

The education in values involves the teacher to be part of this training process (Pulla, 2016), indicates that formal education offers a comprehensive education where people are prepared for life, starting with the practice of values to students. At the basic level, this implies that the teacher takes the initiative to apply values during the development of the activities that are carried out inside and outside the classroom. Educational institutions strive to involve the family in education and work closely with parents and children, in order to achieve success in the learning process. Parents are required to assume a key role when sharing educational tasks with students, which does not mean being close to them all the time because they would be reaching the extremes of creating dependent and insecure people (Barreno& Martínez, 2016; Suryasaet *al.*, 2019; Kusumanegaraet *al.*, 2018).

At present, the practice of values has lost credibility, it is necessary that the Ministry of Education includes the subject of civics, ethics and democratic formation in the study *pensum* through the application of values, considering that this is the fundamental pillar in the growth of Education and society. Some authors suggest that psychologists should be included to help in the teaching-learning process that supports the school so that its objectives can internalize the personal characteristics of the students and the family's activities in the practice of values (Sanchez, González, & Zumba, 2016).

Being able to face the challenges of the new millennium, in which man as being endowed with reasoning, continues to be the main protagonist, determines the importance of education in values as the basis of the society in which he lives, only then can he give continuity to what achieved and transform with its performance, everything that opposes and goes against the preservation of humanity, in that sense, you cannot lose sight of the fact that values exist in human experiential reality, in close relationship with one's own existence and with the type of man that each society intends to train and develop (Castro, Chacón, Mendoza, & Varona, 2012; Gainau, 2019; Anthony *et al.*, 2019).

## II. MATERIALS AND METHODS

The research is of a descriptive correlational type, describes the phenomenon of the family linked to the practice of values of the adolescents in the school environment, based on the analysis of the problem in an educational unit in the province of Manabí; allowed to evaluate the relationship between the factors associated to the studied phenomenon without establishing a cause-effect correspondence. The results that emerge from the work that is based on the theory of the educational function, thus giving objectivity to the research findings.

For theoretical development, the main sources of information were used: the library of the Pontifical Catholic University of Ecuador (PUCE), Manabí headquarters, as well as articles, books, book chapters, laws, regulations and other documents that are available in bases of academic data on the Internet, as they provide reliable data on the subject studied.

Qualitative and quantitative research was used, seeking to establish the correlation between the practice of values in the school environment and the role of the family as the main nucleus of society. Among the techniques used

can be mentioned: the documentary to gather information about the theory of values in the school environment and the influence of the family. From there, it was possible to establish a theoretically sustainable guideline at work; triangulation based on the theory collected and the empirical evidence generated, having treatment of the problem and the results.

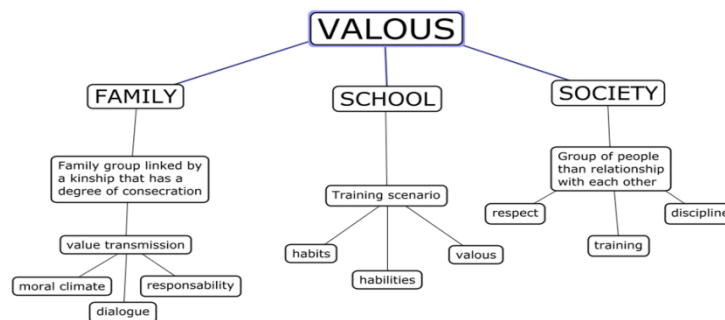
The research was conducted in the Educational Unit XXI Century Blanca Cuadros de Zambrano, is a regular education school located in the province of Manabí, in the canton of Rocafuerte in the parish of the same name. The modality is Face-to-face in the morning and initial educational level and basic general education and high school. It has 31 teachers and 695 students that constitute the population for the study; of them, the calculation of the sample was made, for which the equation was applied taking into account the 0.5 of the margin of error, is the sample 86 (Garcia, Reding-Bernal, & López, 2013). The investigation was carried out attending a general population of students and the sample that was determined. A structured survey with 15 questions was applied. In each of them the student qualified in the practice of values is carried out daily; almost daily; almost never and; never.

### III. RESULTS AND DISCUSSION

The family is a totality, constituting an active system, open to living and develop between people of different sexes and in different periods of maturation, both physically and emotionally. They change over time and the changes produce changes in their members at the individual and group level (Days, 2015; Parihar *et al.*, 2017; Sapiinet *al.*, 2020).

In the investigation, it was determined that there have been 43 cases of dropping out of school in the Educational Unit with an annual average of 8.6 corresponding to students who had been presenting academic problems and where the poor practice of values is evident, with a very poor influence on the part of the family in the interest of the academic stability of the students. This situation is currently a cause for concern for the management factors and teachers of the educational institution because the problem has also come to concern some families who have approached the direction of the school, within the problems that most affect are pose: the factors associated with the family; the economic situation; the institutional factors and; social factors(Hossain, 2018; Grant *et al.*, 2017).

Figure 1 shows the concept map of the values and entities involved in this process. The education of values in Ecuador requires commitments by the authors of the educational system in the formation of ethical and moral values that shaped the human being and guides the behavioral processes.



**Figure 1.** Relationship between family, school and society

Source:(Pinto, 2016)

The trilogy shows that the transmission of values begins from the family by promoting them from practice, preaching with the example given the causes of the problems that arise in the daily life, the school is the training scenario where the teacher from habits and skills that it possesses impart values to the students, the government must implement educational programs as a school for parents who orient the family by forming men and women capable of integrating into society (Pinto, 2016; Syufiet *al.*, 2019).

It is important that communication and collaborative relationship on the part of the family and the school prevail in the formation of the human being, that motivates the student in social and emotional development, at the time that behavior problems, academic performance arise And, socially, one of the forms of integration of parents is the participation in school for parents, this allows them to actively integrate them into the teaching-learning process assuming with great responsibility the role that corresponds to them (Aguirre, Caro, Fernández, & Silvero, 2016).

Families and their members represent actors of high relevance for the achievement of a society that attains strong and supportive citizenship. Every effort that motivates capacities in this vital environment will never be spoiled, it will always be a hotbed of citizenship and democracy. Additional tension is created when fathers, mothers and educators do not have clarities regarding how to educate values, when to do it and which of them are decisive for integral development.

Family dissolution and children who grow up without emotional warmth, care, protection, tenderness, a homely, warm and welcoming environment, constitute a point of outcome in the students' school stability (Brotman *et al.*, 2017). The ParentCorps family is a program that helps low-income children in the urban sector together with parents and teachers to prepare children with mental problems and learning deficits who attend pre-kindergarten, to prepare for the life to overcome mental problems and prevent and the inconveniences that occur daily especially in children with low poverty.

Currently, the economic situation of families can be an important risk in the practice of values by students, constituting an important risk factor. The school dropout is maintained every year as a scourge, emulating with the economic situation of many homes, coupled with the lack of understanding of parents towards their children and the concern of adolescents in leading an accelerated life. The unemployment of the parents prevents the educational continuity of the youngest children and pushes many adolescents to leave the classrooms to try, often without success, to enter the labor market (Argüello, 2009).

The sample consisted of 86 students, who were surveyed to verify the practice of values in the student environment, being able to determine the following results:

Table 1 shows the results of the survey applied to students, related to the use of the values and where they manifest with greater incidence.

**Table 1.** Results of the survey, Source: Own elaboration based on the results of the surveys.

No	Values	Daily	Almost daily	Almost never	Never
1	Respect for family members	50	25	8	3
2	Respect for peers	45	22	11	8
3	Respect for social property	51	20	4	11
4	Practice fellowship	33	29	10	14
5	Practice collectivism	47	31	3	5
6	Practice reading	21	11	35	19
7	Practice simplicity	52	29	1	4
8	Practice courtesy	30	15	26	15
9	Practice responsibility	29	14	30	13
10	Be responsible to societys	38	21	13	14
11	Be honest	36	15	23	12
12	Be educated	42	21	10	13
13	Be truthful	39	25	15	7
14	Be disciplined	44	20	11	11
15	Patriotism	44	31	8	3
	Average	43	20	13	10

In the table, it can be seen that on a daily basis the adolescents surveyed state that the values are met at a family level since their relatives have transmitted it in the course of their life, this element is a reference because they can comply with these rules in all the surroundings where they realize their social life including the school.

One of the aspects taken into account is the behavior and manifestation of the values with their peers, it can be noted that in these the level falls in comparison with the family, being able to reflect that even when the values at family level are instilled in the contact with their peers The influence of others is already begun and makes their behavior vary. It is interesting to note that one of the most incident elements is respect for social property, in relation to this, several aspects could be taken into account, first, the positive influence of the family and in many cases the compliance with regulations that must be met, where students manage to meet these levels of demand.

Another of the values recognized by students is the practice of simplicity, showing that they meet these parameters on a daily basis, this value is also acquired from their homes and manifested in their schools, with their peers, teachers. Collectivism is something that is presented, based on some methodologies that the educator applies when proposing group work, students share their criteria related to analysis issues so that this aspect is one of the most punctuated in the results obtained, the value of patriotism is manifested daily, students demonstrate love and respect for their nation.

When the analysis of students who in recent years dropped out of studies and those who currently present the lowest situation in the practice of values is performed, it can be seen that there is a correspondence in terms of percentage, which suggests that in the group of students who never practice values is focused on the group with the highest risk and vulnerability of dropping out of school, without neglecting the group of students who suggest that they almost never practice values.

The checks carried out show that families should pay more attention to the formation and practice of their children's values, which together with a coordinated work with the school, can reinforce the integral formative activity of the students, especially in values that are fundamental for an adequate social coexistence such as the practice of companionship; respect for social property; respect for their peers; the practice of reading; the formation of collectivism habits; politeness; the study; social responsibility; be polite and; to be disciplined.

The statistical analysis of the results of the work showed that there may be a relationship between the lack of values of some students with the problem of school dropout that has occurred in recent years, requiring greater attention from families and students. Educational actors to this situation in which they are immersed.

#### **IV. CONCLUSION**

The family constitutes the first reference for the formation and practice of values; with the personal example of the elders, the first impressions that a human being perceives from birth are manifested. In the formation of reflexes, customs and attitudes towards life, the family nucleus plays an irreplaceable role together with the formative activity that schools develop in the formation of the new man. The research allowed us to verify that even when the majority of the students state that they put the values into practice, there is a group that represents 27% of the total sampled, who state that they almost never or never practice it, constituting an important group of risks for the school activity

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