

Scale Participation of Parents and their Relationship on Schooling Students

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Abstract--*The collaboration and interest that parents provide in the educational process of their children is vital to achieving a satisfactory school performance. The objective of the project was to verify the relationship between low parental participation and the academic performance of the students. For the writing of the article, a theoretical review of the literature was made and to obtain precise data the survey was used as an instrument. The results show that parents do not collaborate regularly on their children's homework and school activities. Lack of time and parental interest affect more than their academic level in the school performance of students. Students not having control and supervision of parents spend little time to perform the tasks assigned. The assessment that students attribute to their school performance is similar to that provided by teachers.*

Keywords--*Collaboration, Educational Process, Low Participation, Parents, School Performance.*

I. INTRODUCTION

The influence of the family on the academic performance of students in their different stages of the educational process has been a subject of study for many years, due to the inherent link that exists in this educational problem. The family constitutes the primary pillar so that children and young people can develop successfully throughout their lives, and move forward in the teaching-learning process in an appropriate and rewarding way for those who are part of the educational framework (Vera *et al.*, 2019; Wirawan, 2018). The education and support provided by parents are necessary for the training and good development of the child, and in the educational process is not different, the participation and commitment of parents in the internal and external school activities of their children, they play a decisive role in ensuring that they obtain the best learning results.

The family is conceived as the training entity of the individual throughout life, so it is responsible for ensuring the good development and welfare of its members, in addition to fulfilling important functions in society (Delgado *et al.*, 2019; Estevez *et al.*, 2018). Family roles can be reflected both in an internal and external context. The first relates to protection, preserving life, seeking emotional and emotional states, and the second context is manifested by contributing to the individual's autonomous adaptation and development in a society of constant changes (Espitia & Montes, 2009). The participation of parents in the educational process will make their children feel welcome and supported, influencing the development of emotional status and school performance. On the contrary, the lack of participation will have a negative effect, from the psychological aspect to the academic side.

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The absence of these not only influences academic performance but also affects the emotional and psychological aspects of children (Basantes&Erazo, 2017; Suryasaet *al.*, 2017).

This research work investigated, how the relationship between the low participation of parents and student performance behaves, is an educational problem that has caused controversy at the international, national and regional levels. Therefore, this section details different investigations that agree with the importance of the accompaniment and intervention of the parents in the school development of their children. In an investigation carried out in Chile by Sánchez, Reyes & Villarroel (2016) "Participation and expectations of parents about the education of their children in a public school". In this work, it was inquired that the participation and expectations that parents have in the academic performance of their children are two essential aspects in the teaching process and this is reflected in the results of learning obtained during the educational process (Ginayaet *al.*, 2020; Gutierrez & Moreira, 2018).

The act of educating the individual is not only the task of educational establishments, but education is initiated from the family (parents) where the child receives his first learning experiences. Education is the responsibility of the family and school institutions, the former contributes to emotional development and independence, while the latter contributes to intellectual growth and social integration (Sánchez *et al.*, 2016). Lastre, López & Alcázar (2018) argue that there is an obvious break between parents and the school environment because parents have the misconception that once their children enter the educational campus, their education depends on the teachers and consider that their responsibility is remitted in providing school supplies, attending meetings, paying pensions, among others (Amen *et al.*, 2019; Assapariet *al.*, 2019). To achieve comprehensive quality education, it is necessary to understand the beliefs or conceptions that parents have, regarding the role they must play in the educational work of children and youth. In this regard, Valdés & Urías (2011) in their research project carried out in Mexico City, stated that, unlike mothers, fathers have a limited perception of their role in school participation. They focus on aspects such as parenting, learning control, while mothers consider factors such as interaction with teachers and actions that help to improve students' school development (Liu, 2018; Menaka & Sankar, 2019).

There are several reasons that affect the irregular participation of parents in the educational process and, therefore, the school performance of students. A study conducted in Spain, prepared by Ferreiro, Ríos & Álvarez (2016), investigated the influence of the family environment on academic performance in Galicia (Spain), these authors detected that the factors involved in said performance are directly related to the level Parent academic and student gender. In another research project that was carried out in Mexico City, related to the factors that affect the academic performance of higher-level students in Rioverde, San Luis Potosí, Mexico. This study by Izar, Ynzunza & López (2011), demonstrates that variables such as gender, motivation and desire to improve affect students' school performance to a greater extent, while parents' educational level and economic resources have a lower repercussion (Yoga *et al.*, 2019; Suryasa, 2019).

National research, carried out by Serrano & Rodríguez (2016), in the Canton Latacunga-Ecuador, linked to the family's functionality and its impact on academic performance in adolescents, this study reported that the family plays a role determinant in the success or failure of their children. After a theoretical and field review, the results

showed that parents do not participate in the schoolwork of students and that there is little dialogue between parents and children, influencing this in school performance. Another research used as a national reference is the project prepared by Ordoñez & Jami (2017), where they investigated how the absence of parents in the learning process influenced the chemistry subject of the students of the second BGU of the educational unit Great Britain, 2016-2017 period, research carried out in Quito. Being able to conclude that there was poor performance due to low interest, lack of control by parents and poor communication between the educational community (teachers, parents and students).

From these investigations, it can be evidenced that the family is a decisive factor in the development and educational process of the student since the findings demonstrate that the participation, commitment and interest of the parents is decisive not only to achieve satisfactory learning results, but influences the holistic and integral development of the human being. In the local area, no specific research has been found related to the low participation of parents, their influence on the low academic performance of students, not meaning that this problem does not exist. This research work aims to investigate how the low participation of parents influences the school performance of students in the Educational Unit "San Rafael" of the Parish Colón of the city of Portoviejo, being the objective of this work to verify the relationship that there is a lack of parental involvement and student performance (Reina, 2019; Rodríguez *et al.*, 2020).

II. MATERIALS AND METHODS

The methodology of this research project had different approaches, descriptive, with a qualitative-quantitative nature because it aims to describe the characteristics and the relationship between the variables (low participation and academic performance) in a specific population. In addition, it assumed a quantitative sense because the parameters were applied with numerical data allowing us to analyze and define the variables that are part of the problem. A bibliographic and documentary review of scientific content was carried out, through other research papers, theses, articles, which served as the basis for the writing of the document. The technique that served as an instrument for the collection of relevant and clear data was the survey. The questionnaire was applied to 7 teachers and 34 students are distributed in courses 8th-9^{no} and 10^{mo} of the Education Unit "San Rafael", which represent 100% of the target population to which the investigation is directed.

III. RESULTS AND DISCUSSION

In order to fulfill the purpose of this research project and obtain concrete results of the educational problem that arises in this research, it was considered to survey the 3 courses of Higher Basic General Education and a group of teachers of the "San Rafael" Educational Unit of the Parish Colón. Next, the analysis and interpretation of the results obtained from the survey that was applied to both students and teachers are shown in graphs. Figure 1 shows the frequency with which parents help their children with homework, observing how 65% of parents sometimes help with homework and only 6% always do so, meaning that most parents do not collaborate in this work.

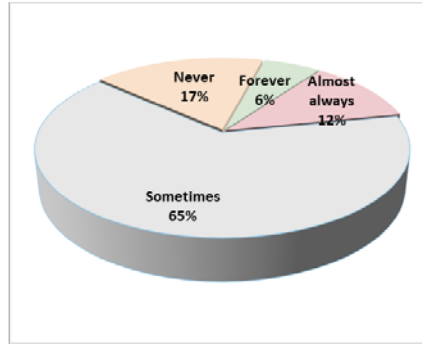


Figure 1. The frequency with which parents help in school assignments

Source: Survey of the students of the Educational Unit "San Rafael"

Another aspect investigated was related to the frequency of parents in school activities. In Figure 2, it is observed that the highest percentage of the students surveyed have responded that their parents sometimes attend school activities, factors that must be taken into account in analyzes related to their school performance. It can be inferred that parents do not affect direct school-home relationships by negatively influencing the academic results of adolescents.

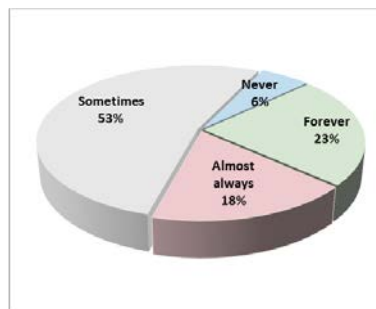


Figure 2. The frequency with which parents attend school activities

Source: Survey of the students of the Educational Unit "San Rafael"

In Figure 3, it is shown that the academic level of parents mostly 73% has a Primary and secondary school level, with this percentage, it could be deduced that the parents' academic level is not an aggravating factor in the low academic performance of the students of the studied levels.

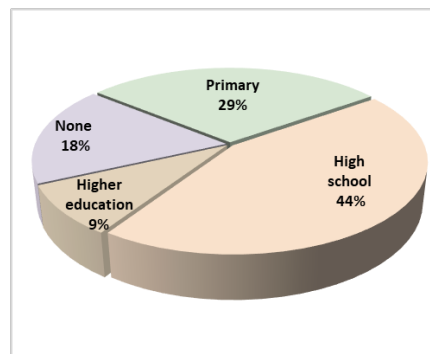


Figure 3. The academic level of parents

Source: Survey of the students of the "San Rafael" Educational Unit

Another of the significant aspects obtained in the research is the one raised by the teachers when they mention the interest of the parents and the lack of time. In the educational process it is a factor that causes greater affection in school performance, as shown in Figure 4 since most do not have enough time due to the demand for time that involves their labor issues. For them, the academic level is not an attenuator that causes a greater impact.

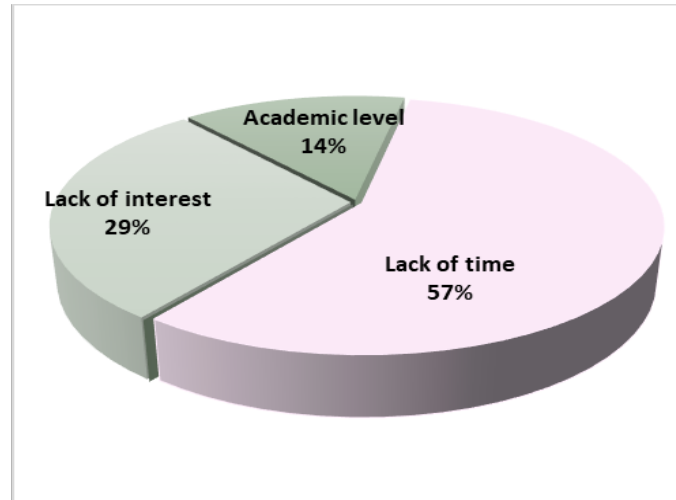


Figure 4. Reasons that teachers consider for which parents do not collaborate in school tasks

Different questions were asked, in search of finding out how certain factors intervene in the students' academic results, consulting the time they dedicate to their tasks, in Figure 5 it is evident that, the majority only use between 1-2 hours, added with those who use 2 or 3 hours it can be observed that 88% of the students spend very little time on school tasks. This occurs because they do not have parental control and supervision in these daily activities.

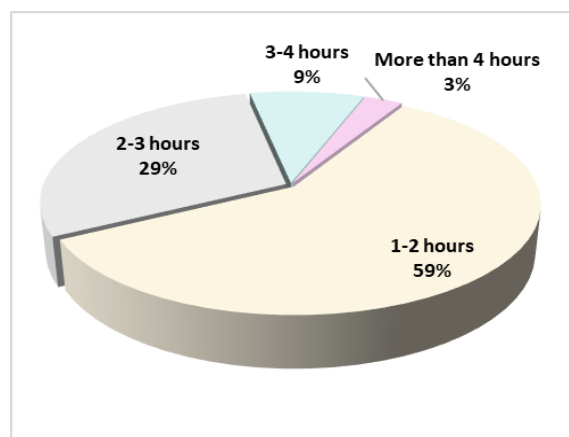


Figure 5. The time that students dedicate to their school tasks

Source: Survey of the students of the "San Rafael" Educational Unit

The results shown in figure 6 are the reflection of the other results obtained through the applied surveys, where the students themselves a value is granted in the performance of their academic activities, noting how 74% of respondents have stated that their performance is between regular and bad.

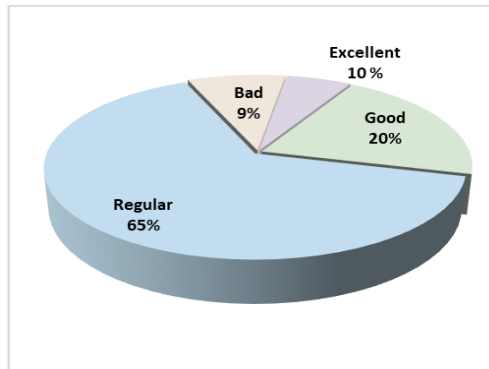


Figure 6.The value that students give to their academic performance

Source: Survey of the students of the Educational Unit "San Rafael"

These values are very consistent with the value assigned by teachers to the school performance of their students. Figure 7 shows that the academic performance of 71% of the students is regular, it would be interesting to be able to assess the levels of perception regarding the self-evaluation of young people and their teachers.

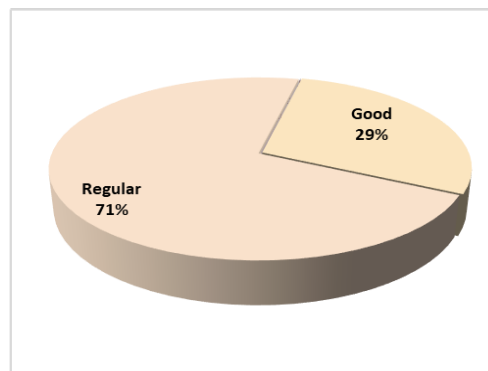


Figure 7.The value assigned by teachers to the school performance of their students

Source: Survey of teachers of the Educational Unit "San Rafael"

In other questions posed to teachers. They agree in 100%, that the participation of parents influences the academic performance of the students, they also suggest that the school performance is better when the parents intervene in the tasks and school activities of the students.

IV. THE FUNCTIONALITY OF THE VARIABLES

The proposed theme consists of two variables: the independent variable (VI) and the dependent variable (DV). Figure 8 shows the VI that is governed by a series of factors that have an impact on the scarce participation of the parents, as well as consequences that are manifested due to the low involvement of the parents. Figure 9 shows the (DV) where the characteristics of high and low academic performance are manifested.

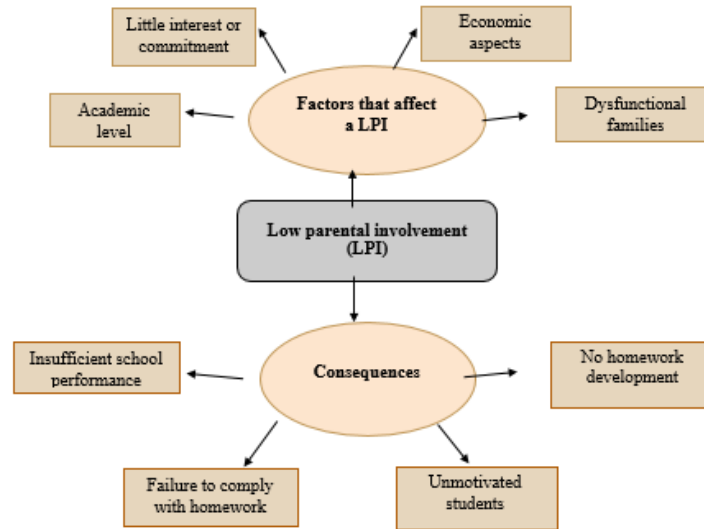


Figure 8. Independent variable - Low parental involvement

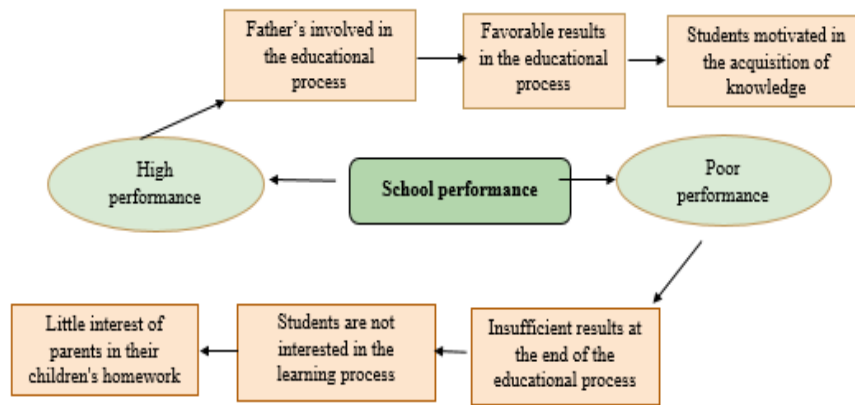


Figure 9. Dependent variable - School performance

V. PARENT INVOLVEMENT AND SCHOOL PERFORMANCE

At present, the little commitment and participation that parents have in the school context of children and youth are evident. And this is evidenced in the results obtained in the questions of the survey addressed to the students and teachers of the Educational Unit " San Rafael "of the Colón parish, where it was found that most parents do not assume the role that they correspond to the educational process and, as this affects the school performance of their children. Therefore, it is undeniable that there is an inherent relationship between poor parental involvement and student performance.

The degree of interest that parents provide in the education of their children will greatly influence the school performance and learning outcomes that they achieve in the educational process. Generally, when parents participate in the teaching-learning process, the child or adolescent usually achieves satisfactory learning, good behavior, motivation and commitment to the school and acquires positive attitudes that lead them to be successful

people in life (July, Mánuel& Navarro, 2012). The school and the home are the two educational entities that must work hand in hand to build meaningful learning in students and train worthy citizens, who serve as a benchmark for a more just and responsible society. Enriquez, Insuasty&Sarasty (2018) affirm that the school and the family are the educational institutions that are involved in the formation and integral development of the individual, but for this formation to be effective there must be a collaborative action between both systems.

Under this same perspective, in the XXIII Meeting of Autonomous and State School Councils (2015) that took place in Spain, it is emphasized that the participation of parents in the school environment should be considered as a set of bilateral actions where interactions are promoted Mutuals between family and school that lead to dialogue and positive consensus in decision-making for the well-being and good development of the student. On the other hand, the participation of the parents in the tasks or school activities of the students can be affected by certain factors or obstacles such as lack of interest, the academic level of the parents, economic aspects, dysfunctional homes, lack of time for labor issues, among others, reasons such as these can significantly disrupt parental participation in the educational process and, consequently, affect the academic performance of students.

Chong (2017) mentions two factors (commitment and economic aspect) that influence the family environment and student achievement. This author considers that it is important to be aware that effective and comprehensive training requires the interest and sacrifice of both the student and the parent, in addition, that low income can lead to both parents and even the student being forced to work to help with the needs of the home, which can have a negative impact on their school performance. In a research study, the authors Chaparro, Gonzales & Caso (2016) refer to several authors who defend the fact that the socioeconomic levels of the family (economic income, academic and labor level of the parents) are elements or variables that are directly associated with the students' school performance since the results of these studies showed that students with better academic qualifications were those whose parents had good salaries, educational levels and higher job positions. In addition, dysfunctional homes, is another factor that affects the academic performance of students because with the problems that this entails are enough, so that parents are involved in the teaching-learning process of their children. Dysfunctional families are one of the causes that lead to poor academic performance because it causes children negative effects such as misconduct, rebellion, personality disorders, difficulty in relating to their peers and even mental disorders (López, Barrero, Mendoza & del Salto Beautiful, 2015).

VI. THE FAMILY IN THE EDUCATIONAL PROCESS

The family must provide its members with the necessary conditions for a dignified life (Espitia& Montes, 2009), which not only focuses on providing economic resources for school development but also promotes the human growth of individual through concrete actions such as training in values, dedicating quality time, providing stability, showing affection and affection, among others. At present, the education that parents provide to their children is void of interest and commitment from the moment they delegate their own responsibilities to educational institutions. For family or work reasons, many children attend educational centers before school age which implies that outsiders intervene in the first stage of socialization, and this influences the full and integral development of the individual (Maestre, 2009).

The theme of the family in the educational process of the students has been a permanent problem that causes concern and anxiety in the educational community and in society as such. Parental participation in school activities or tasks, the interest of children and young people in their academic tasks, school-family communication, dialogue between parents and children does not occur as it should be and this has a negative impact on the adequate formation of the student. To address what was said in the previous paragraph, Maestre (2009) argues that collaboration and cooperation between the school environment and parents lead to many satisfactory effects for both educational referents and for the students themselves. That is, good relationships between the school and parents improve academic performance, the self-esteem of children and young people, parents' attitudes towards school and as a consequence this causes a meaningful and quality education.

The greater participation activity on the part of the parents tends to achieve superior performance in relation to those who have a passive attitude with their children at the time of helping them with the school tasks. In this sense, Villalobos *et al.* (2017) report that students whose family is continuously involved in the educational process, achieve better grades, frequently attend classes, fulfill their tasks, than those students with less committed parents in the educational work. When talking about education in a broader sense, parental or family models play an important role. Human behavior is learned by observing other people's behaviors, that is, through the observation of models, children and young people can acquire appropriate or reprehensible behavior patterns from their parents. This is why the family must be a worthy reference to follow.

VII. CONCLUSION

There is a high percentage of parents who rarely help with their children's homework and others do not even intervene in these activities, in addition, they attend meetings or activities organized by the educational institution on a regular basis. Sometimes this happens because of the time that your job occupations demand. The academic level of parents is not a factor that significantly affects the low participation and school performance of students, rather this is affected by variables such as lack of time and low interest of parents in the homework or school activities of their children. Most students do not devote enough time to do their homework because they do not have the help or supervision of parents, they do not worry about completing or doing well the tasks required by teachers. The value assigned by students to their school performance was unsatisfactory and is consistent with the assessment provided by teachers. This theme on the assessment that teachers and students grant about their school performance could be a topic for future research.

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