

How to Cite:

Moreira-Párraga, J. A., & Muñoz-Ponce, H. J. (2022). The understanding of the contents in the achievements of learning in students of basic general education. *International Journal of Health Sciences*, 6(S6), 1085–1093. <https://doi.org/10.53730/ijhs.v6nS6.10564>

The understanding of the contents in the achievements of learning in students of basic general education

Jorge Alberto Moreira-Párraga

Maestría en Educación Básica, Universidad Laica “Eloy Alfaro de Manabí”
Extensión Chone, Ecuador

*Corresponding author email: jorges.jamp@gmail.com

Holger José Muñoz-Ponce

Universidad Laica “Eloy Alfaro de Manabí” Extensión Chone, Ecuador

Abstract---The objective of the research was to know the level of understanding of the contents in the learning achievements of the students Basic General Education EGB of the Educational Institutions of the area circuit C10B of the canton 24 de Mayo in the period 2021-2022, for this a survey was applied to a selected sample of 80 students, 70 legal representatives and 5 teachers, once the data was analyzed it was obtained that 40% of the students stated that the teacher talks with them before giving a new topic and when asking the second question, 60% indicated that the type of didactic resource most used by the teacher at the time of the development of their classes is the implementation of books and at the moment of evaluating the knowledge acquired is done through written tests. It is concluded that because of the COVID-19 pandemic, the learning achievements of the students were good and one of the reasons was the participation of parents in their academic activities.

Keywords---learning, rural schools, education.

Introduction

Education has been and will be one of the most important instruments that modern societies have had to fight against inequalities; confront the phenomena and processes of segregation and social exclusion; establish, broaden, and deepen civic and democratic values; promote economic and cultural development, and to promote personal development and improvement of the quality of life of all its members (Coll, 1999). UNESCO's mission declares that education is a fundamental human right and is inextricably linked to the Universal Declaration of Human Rights (1948), and many other international instruments. According to

the Constitution of the Republic of Ecuador (2008) in its article 26 states that "Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion and an essential condition for good living. Individuals, families, and society have the right and responsibility to participate in the educational process".

Ecuadorian education has been one of the social fronts that has undergone the greatest transformation in the last 10 years. For this reason, the country's government decided to significantly influence one of the most challenging scenarios, which are rural schools. These institutions are exposed to difficulties both in terms of infrastructure and teaching coverage (Chávez et al., 2020). Rural education is characterized by being in rural areas far from the urban and where activities are carried out, such as agriculture and livestock, which are fundamental for its development and where the majority of families are involved, for Pérez and Merino (2013) the rural community is everything related to or pertaining to country life and refers both to the town itself and to the people who live in that community.

Education for many people who live in rural and marginal areas has been neglected, trying to achieve quality education and excellence. However, there are a number of factors that negatively influence the development of the necessary skills to be able to integrate into a competitive and culturally developed society (Garofalo and Villao, 2017). Manabí, one of the coastal provinces of Ecuador, has 22 cantons or municipalities in its 18,500 km of territory, of which it has 53 rural and 35 urban parishes (Veliz and Zambrano, 2019) it has 1,762 rural schools, located, in the largest part of the cases, in inaccessible places in the rainy season. Schools in rural areas were created in a context of emergency for literacy in these areas, called unfavorable to different degrees according to their accessibility (Annessi and Acosta, 2021).

In many of the schools in the province of Manabí there is still the category of single teachers, which means that a single teacher is in charge of the instruction of the students, in addition to the administrative tasks, which is why it is often very difficult arrive with the content of the subjects to the students due to lack of time. Studies show that students in rural areas achieve considerably less learning than their peers in urban areas (Escobar, 2017). The pandemic has been a kind of "natural experiment" and "strength test" for educational systems (Moreno and Gortázar, 2020) and has represented an abrupt change for educational systems that was not warned about; it was unexpected, so not being prepared for it does not mean failure; It is a rupture, since the educational institutions acted in their usual processes, planned under that budget of normality: entry, development and completion of teaching processes (Gutiérrez, 2020).

The change from a fundamentally face-to-face education to teaching through digital media has been somewhat innovative, but at the same time a real challenge for teachers since it is not possible to comply with the learning results of the contents and deficiency has been caused. in didactics for the development of the contents of the program. The learning strategies are those that will allow you to control or select the information that allows you to learn content in diverse

and experiential contexts (Díaz-Barriga and Hernández, 2005). This causes that the development of skills with Performance Criteria is not fully carried out, since these are considered as actions of "know-how" that constitutes the main reference that teachers must develop in their students so that learning is meaningful and they can put it into practice in the present and future, but in addition to this it is necessary to add the little implementation of the didactic and technological resources with which a more significant learning can be achieved, which minimize the difficulty for the understanding of the contents in the students. Based on this background, the objective was to know the level of understanding of the contents in the learning achievements of the students General Basic Education EGB of the Educational Institutions of the rural area of the Circuit C10B of the canton May 24 in the period 2021- 2022.

Method

The investigation was carried out in the 24 de Mayo canton of the province of Manabí, methods such as inductive, deductive, observation, analytical, synthetic and statistical were used. Among the techniques used was question and answer, which according to Ignacio (2011) is a typical procedure, practiced with authenticity in general, but not exclusively, in order to collect and convert useful information for solving knowledge problems into many fields. A survey was applied to 80 students, 70 legal representatives and 5 teachers from EGB Basic General Education Educational Institutions in the rural area of Circuit C10B. Microsoft Excel was used to tabulate the data and statistical graphs were used to represent the information acquired.

Discussion

The COVID-19 pandemic determined a change in education since it went from face-to-face to distance; homes had to become schools to support students in their learning experiences, the difficulties that education began to face for its execution were transferred to families, many homes did not have an adequate connectivity service, nor the necessary resources such as television, radio, computers, tablets, etc.; and the easiest way to connect was through cell phones; the teachers, mainly from public institutions, used them as a means of connectivity, sending videos, WhatsApp messages, video calls, the students, as evidence of their learning, shared progress photos or small audios, meant adapting to give the greatest use of these equipment (Mejia et al., 2021).

The fact that school is compulsory at some levels of education brings with it a series of implications, among them, the need for students to achieve the objectives that the educational establishment and society itself consider transcendent (Gonzales and Treviño, 2018). The research was carried out in the canton 24 de Mayo of the province of Manabí, Ecuador, where a survey was applied to the selected sample of 80 students, 70 legal representatives and 5 teachers of Educational Institutions of Basic General Education EGB of the rural area of Ecuador. C10B circuit. As can be seen after applying the survey based on the first question, Does the teacher at the time of giving classes how does he do it?, it was found that 40% stated that the teacher dialogues with the students before giving a new topic, 28% asked questions from the previous class, 20%

expressed that they reflected on the topic to be discussed and 12% deliberated that they developed the new topic through a presentation shown in figure 1. You have to have Taking into account that the teacher assumes a crucial and fundamental role in the construction of the self-concept of the boy and the girl, that is why it is necessary to intervene from the first years of life, the language and the assertive, positive, affective treatment, are essential formulas in the educational institutions (Villafuerte et al., 2020)..

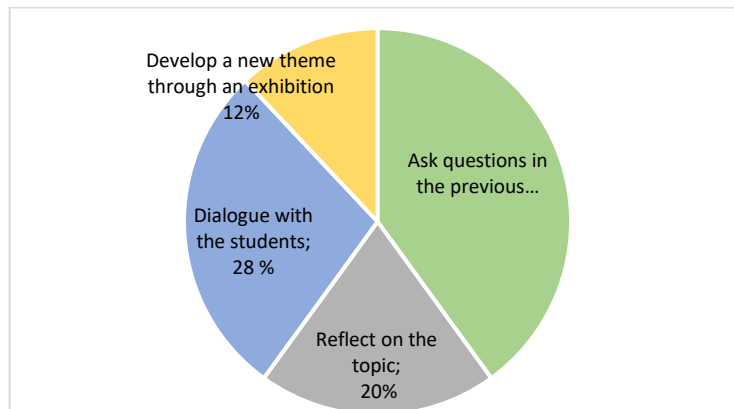


Figure 1. How the teacher teaches classes

Regarding the answers to the second question of the survey, Figure 2 shows how 60% of students stated that the type of teaching resource used by the teacher at the time of the development of their classes, they do it through the implementation of books and 40% establish that they do it through the use of the blackboard where the teacher can reach their students by explaining the subject in a more detailed way. Espinoza-Freire et al. (2017) adds that for good teaching a good teacher is needed, not only one who teaches, but also someone who knows how to listen, who understands the students and supports them in the different problems that they present in their academic, social or family life. . For Gil and Augusto (2016) the teacher must provide support in the academic training process of the students since it is important that they are provided with the necessary guidance for the development of their activities.

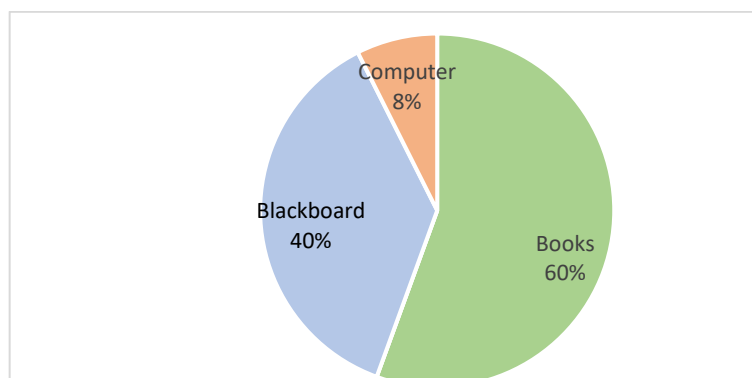
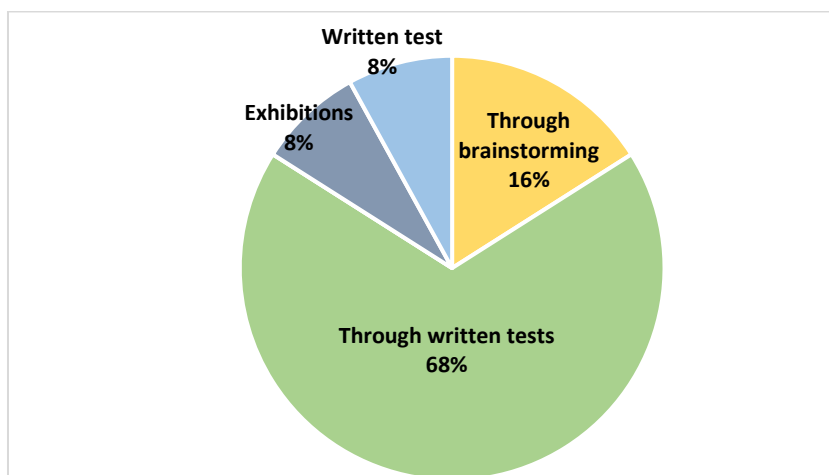


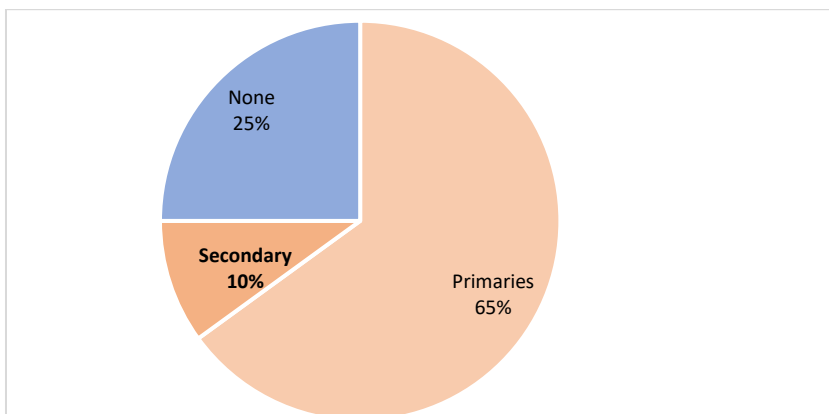
Figure 2. Teaching resources used by the teacher at the time of developing the class

The way in which the teacher evaluates the knowledge acquired on the new topic was investigated, it can be seen in figure 3, that 68% of students state that the teacher At the time of completing a topic, they evaluate the knowledge acquired through the implementation of written tests, 16% said that they do it through brainstorming and meanwhile, 8% do it through workshops and exhibitions.



Graph 3. Type of evaluation made by the teacher

For Arribas (2017) the evaluation of knowledge cannot be an uncertain, surprising or capricious fact on the part of the evaluator; The objectives and evaluation criteria of these objectives must be perfectly defined so that the student has control over his own learning and therefore over his grade. While Navarro et al. (2017) consider that one of the problems that worries educators is to find the appropriate means to establish to what extent the students reach the pre-established educational goals, how to arrive at a fair and valid evaluation of learning. As can be seen in figure 4, after conducting the survey of each legal representative, it is evident that 65% of the parents have only managed to complete their primary studies, 10% have only completed their secondary studies and 25% They do not have any academic training, so they do not know how to read.



Graph 4. Study level of parents

Parents were consulted in what way they help their children, the results are shown in figure 5. Observing that 40% dedicate time to help their children with carrying out the tasks, 35% seek support from other people to be able to comply, because they do not have an academic background or are unaware of the current teaching processes, 15% give certain orientations to their representatives and 10% through directed studies, considering that parents in rural areas are dedicated to agriculture, so their time is limited, especially in the winter season, when they are dedicated to planting. Avanzini (1969) mentions that there are unconcerned parents who refuse to constantly make the efforts required to support their children in their educational activities and other parents who realize that they should support their children, but it is impossible for them to do so due to lack of support. of time and culture

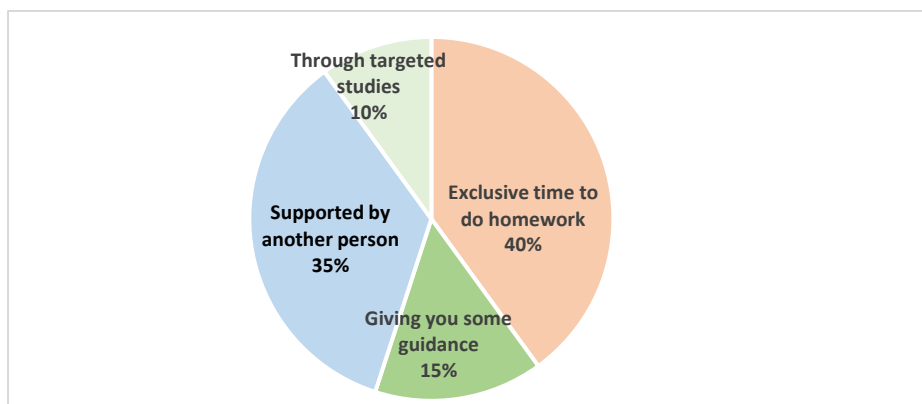


Gráfico 5. Ayuda de los padres a la tarea de sus hijos

Regarding communication with the school, Esquivel (1995) explains that communication between family members is a key factor in establishing the family-school bond, because poor or absent communication at home is transferred to the school environment. As can be seen in figure 6, the opinion that parents have of the efforts that their children make in the study, it is observed that 65% of the parents consider that the effort that their children put in their studies is good and 35% think that this is regular more than everything because of what was experienced in the last two years due to the Covid-19 pandemic, where the Institutions of the Rural Area were the most affected by what education was in a virtual way and these areas did not have connectivity or the necessary technological tools for virtual classes.

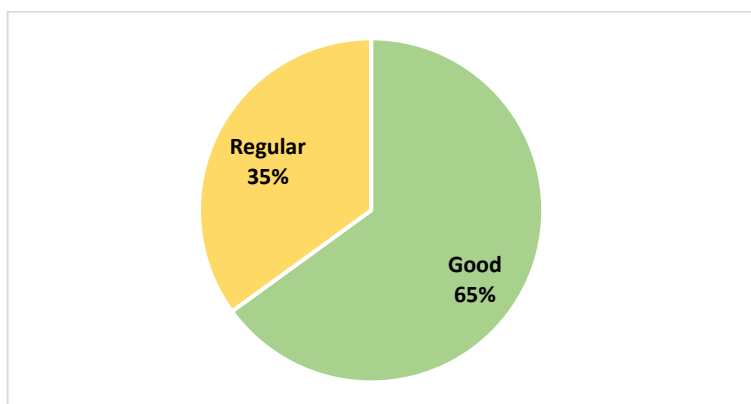


Figure 6. Student effort in the study

For Anaya et al. (2021); Gómez and Escobar (2021) the implementation of distance or remote education showed difficulties and limitations demonstrating social inequalities, the same ones that were more noticeable in rural areas.

Figure 7 shows the relationship that parents have with the educational institution that benefits the academic improvement of students, as shown, 45% of parents establish that their relationship with the Educational Institution is participatory because they are related to activities for the benefit of the academic improvement of their children, 25% mention that they are understanding with the teacher as he is the only one in the educational institution and who watches over the progress of each of the students, 20% talks with the teacher to agree on support actions for the benefit of the students and 10% participate in decisions that affect the academic improvement of their children's education.

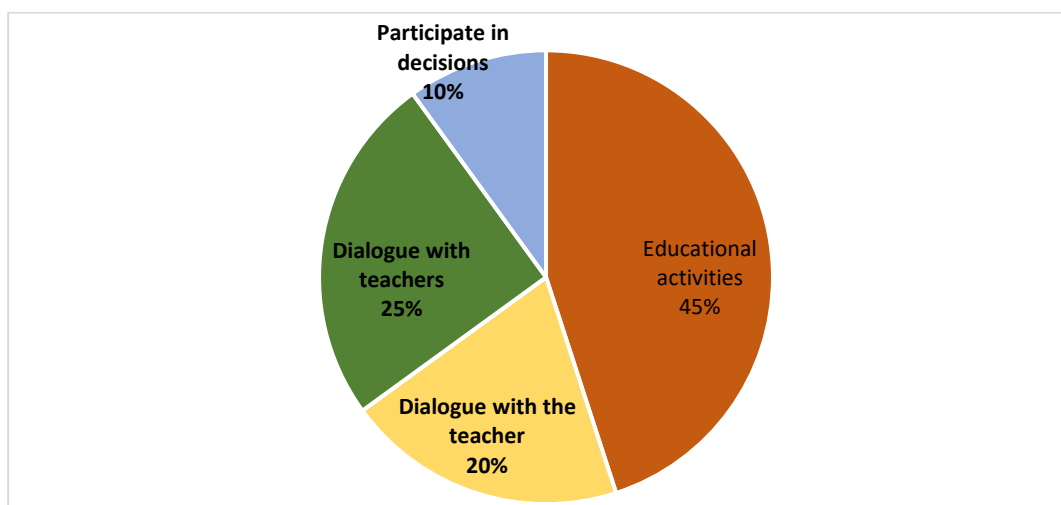


Figure 7. Parents' relationship with the educational institution

The National Institute for the Evaluation of Education (INEE, 2003) maintains that in order to improve the quality of education, it is essential to achieve effective interaction between parents and children. teachers and in general, among all sectors of society. Machen et al. (2005) showed that parental involvement can

help improve the quality of public school systems and that involved parents can provide a mosaic of opportunities for their children to be successful in their journey through school.

Conclusion

It is concluded that despite the COVID-19 pandemic, the learning achievements of the students were good and one of the reasons was the participation that the parents had in the academic activities and the understanding that they had in the face of the situation. Access to rural schools is and will continue to be a major problem that exists so that students can access quality education.

Acknowledgments

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

References

- Anaya Figueroa, T., Montalvo Castro, J., Calderón, A. I., Arispe Alburquerque, C. (2021). Escuelas rurales en el Perú: factores que acentúan las brechas digitales en tiempos de pandemia (COVID- 19) y recomendaciones para reducirlas. *Educación*, 30(58), 11-33.
- Annessi, G. y Acosta, J. (2021). La educación rural en tiempos de COVID-19. Experiencias de continuidad pedagógica en las escuelas primarias de Maipú, provincia de Buenos Aires, Argentina. *Revista Iberoamericana de Educación*, 86 (1), 43-59.
- Arribaz, J. (2017). La evaluación de los aprendizajes. problemas y soluciones. Profesorado, *Revista de Currículum y Formación de Profesorado*, 21(4), 381-404
- Avanzini, G. (1969). *El fracaso escolar*. Barcelona: Herder
- Coll, C. (1999). Algunos desafíos de la educación básica en el umbral del nuevo milenio. *Perfiles educativos*. (84)
- Constitución de la República del Ecuador. (2018). Registro Oficial 449 de 20-oct.-2008, reforma en Registro Oficial 25 enero de 2021.
- Chávez, V., Reyes, J., Carrillo, M. & Rodriguez, A. (2020). Diferencias de género en unidades educativas rurales de Ecuador. *Revista de Ciencias Sociales (Ve)*, 26(1), 203-218
- Díaz-Barriga, F. y Hernández, G. (2005). *Estrategias Docentes para un Aprendizaje Significativo*. México: McGraw- Hill.
- Escobar, M. (2017). Políticas educativas para la educación rural en territorio bonaerense. *Archivos de Ciencias de la Educación*, 11(12), e032.
- Espinoza-Freire, E., Tinoco. W., Sanchez., X. (2017). Características del docente del siglo XXI. *OLIMPIA Revista de la Facultad de Cultura Física de la Universidad de Granma*. 14(43)
- Esquivel, L. (1995). Análisis de la triada familia-escuela-sociedad: un estudio comparativo. *Educación y Ciencia*, 4 (12), 51-62.
- Garofalo García, R., & Villacrés, F. (2018). Crisis de la escuela rural, una realidad silenciada y su lucha para seguir adelante. *Revista Conrado*, 14(62), 152-157.

- Gil, P., Augusto, C. El acompañamiento educativo como estrategia de cercanía impulsadora del aprendizaje del estudiante. *Revista Virtual Universidad Católica Del Norte*, 0(49), 1–6
- Gómez A. y Escobar M. Educación virtual en tiempos de pandemia: Incremento de la desigualdad social en el Perú. *Biblioteca Electrónica Científica En Línea*, I, 1–13. Available at <https://preprints.scielo.org/index.php/scielo/preprint/view/1996#.YFvtuoYYVe0.mendeley> Access: August 20, 2021.
- González, M. y Treviño, D. (2018). Logro educativo y factores asociados en estudiantes de sexto grado de educación primaria en el estado de Nuevo León, México. *Perfiles Educativos*. 40(159), 107-125
- Gutiérrez, A. (2020). Educación en tiempos de crisis sanitaria: Pandemia y educación. *Revista Praxis*. 16(1).
- Ignacio, R. (2011). Elementos para el diseño de técnicas de investigación: una propuesta de. *Tiempos de Educar*, 12, 277-297.
- Instituto Nacional para la Evaluación de la Educación. (2003). *La calidad de la Educación Básica en México. Primer informe anual*. México: Autor
- Machen, S., Wilson, J. y Notar, C. (2005). Parental involvement in the classroom. *Journal of Instructional Psychology*, 32 (1), 13-16
- Mejia, E., Gonzales-Sánchez, A., Bayona, G. Valqui, J. (2021). Acompañamiento familiar a los estudiantes durante la pandemia del COVID-19. *Laplage em Revista (International)*, vol.7, n. 3C, Sept. - Dec. 2021, p.43-50
- Moreno, J.M y Cortázar, L: (2020). Escolarización en Confinamiento: Experimento natural y prueba de esfuerzo. *Profesorado Revista de Curriculum y Formación del Profesorado*, 24(2), 168-181
- Navarro Mosquera, N. G., Falconí Asanza, A. V., & Espinoza Cordero, J. (2017). El mejoramiento del proceso de evaluación de los estudiantes de la Educación Básica. *Universidad y Sociedad*, 9(4), 58-69.
- Pérez J., y Merino M. (2013). Definición zona rural. Obtenida el 12 de abril de 20022, de [www.ecured.cu/definicion zona rural](http://www.ecured.cu/definicion%20zona%20rural)
- Veliz, V. y Zambrano, E. (2019). Zona rural y su nueva visión de la Educación Superior en Ecuador. *Revista ESPACIOS*. 40(8), 10
- Villafuerte, J., Bello, J., Pantaleón, Y. y Bermello, J. (2020). Rol de los docentes ante la crisis del COVID-19, una mirada desde el enfoque humano. *REFCalE*, 8(1), 134-150.
- Rinartha, K., & Suryasa, W. (2017). Comparative study for better result on query suggestion of article searching with MySQL pattern matching and Jaccard similarity. In *2017 5th International Conference on Cyber and IT Service Management (CITSM)* (pp. 1-4). IEEE.
- Rinartha, K., Suryasa, W., & Kartika, L. G. S. (2018). Comparative Analysis of String Similarity on Dynamic Query Suggestions. In *2018 Electrical Power, Electronics, Communications, Controls and Informatics Seminar (EECCIS)* (pp. 399-404). IEEE.
- Widana, I.K., Sumetri, N.W., Sutapa, I.K., Suryasa, W. (2021). Anthropometric measures for better cardiovascular and musculoskeletal health. *Computer Applications in Engineering Education*, 29(3), 550–561. <https://doi.org/10.1002/cae.22202>