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# **Family Dysfunctionality, Impact on Academic Performance in Students from Rural Areas**

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**Abstract**---In the rural context, cultural, social or ethnic manifestations define the unique characteristics that identify each of its members, for the families that live in these areas, they are various economic or educational situations that its members must face, this research aimed to analyze Family dysfunctionality, impact on academic performance in students, using the qualitative and quantitative method, the first to describe their environment from what is known with experiences of the area, the second with the application of a survey to the teachers and students of the Honorato Vásquez Educational Unit, in order to understand the repercussions that affect the academic performance of the students, in addition, the bibliographic review of recognized authors who They allowed us to support each of the approaches. The results obtained by the students indicate that the factors that affect academic performance are living in rural areas, family problems, lack of economic resources, this leads to problems of indiscipline, little mathematical reasoning or little social relationship within the classroom, teachers argue that the separation of parents, family problems, commitment at an early age, home economics, also argue that family relationships in an environment of love, understanding and communication improves the academic level of children or adolescents, as a conclusion, parents must adequately satisfy the affective and attention needs of their son and daughters.

**Keywords**---family values, first school, healthy coexistence, rural education, school dropout.

## **Introduction**

Rural areas are characterized by various forms of cultural, social, economic manifestations, these manifestations lead to an identification of each community

according to Delgado (2020) "this transformation limits to the members of the family group achieving an integral development as a biopsychosocial entity", we can also find situations that are affecting the relationships of individuals, especially children, girls and adolescents, is the Family dysfunction, a problem that transcends in education and that affects the academic performance of the educated, this type of family according to Pérez (2011) points out that "relationships between family members occur with authoritarianism and fear, highlighting the absence of affection and tolerance between them" (p. 5).

The family is the fundamental basis of a society, its characteristics of coexistence, resilience, culture, economic sustainability allow them to define their behavioral and educational features that help them meet the basic needs for each of its members, according to Zambrano (2020) points out that, "from birth, the preparation of the individual begins in different aspects: ability to give affection, tolerance, relationship with society, economic factor, availability of time, values, culture, religion, among others, therefore, the home is the first school where children are formed" (p. 3), these statements do not guide to establish that a functional family educates in values, social norms that help in the healthy growth of the individual and society.

One of the aspects that mark the new society at the present time and that in the last two years has worsened this problem in rural areas due to the health emergency is family dysfunction, its origins are diverse, ranging from neglect of parents to children, spouses or close relatives, the consumption of alcohol, drugs, lack of economic resources, aggressor parents, macho culture, among others, for Wainstein (2017) "a type of family that is usually characterized by presenting various difficulties in interaction, both among its members and with its context" (p. 2). All these conditions affect the level of learning of children and adolescents, educational institutions are responsible for dealing with these difficulties from their experience such as: aggression between peers, indiscipline within the classroom, lack of commitment by parents, school desertion, teenage pregnancy, in many cases use and dependence on drugs or other substances, a dysfunctional family is one in which conflicts, misbehavior and, often, abuse by individual members, occurs continuously and regularly, leading other members to accommodate such actions. Sometimes children grow up in that environment with the understanding that such a disposition is normal (López, 2015).

The present investigation was carried out in the Honorato Vásquez Fiscal Educational Unit, in the canton of Santa Ana, province of Manabí, with the objective of analyzing family dysfunction and its repercussions on the academic performance of students, to establish at the administrative level the strategies that allow reduce the risks of the problem raised.

## **Materials and Methods**

The research is based on applying a quantitative approach, which allowed collecting data for its respective analysis; It is of an exploratory type, allowing the reality of the investigated problem to be evidenced. The scenario for the phatic study will be developed in the Honorato Vásquez Educational Unit of the Santa

Ana canton, with the units of analysis being 12 teachers and 51 students, through trial or intentional sampling.

For the study, the methods of analysis and synthesis will be used, the first to understand the context of the problem by smaller parts, the second to analyze a whole of the investigated object. The technique that will be used is the survey, through the form in Google Form, the secondary information will be collected through the analysis of accredited bibliographic sources. The results will be processed using the statistical method in pie diagrams and the interpretation will be carried out in the light of contemporary Education Sciences.

## **Results and Discussions**

One of the latent problems in educational institutions in rural areas is school dropout for Hernández (2017) "dropout or dropout is a phenomenon whose current increase makes its approach essential in the framework more general of the study of the improvement of educational quality" (p. 3), this analysis is focused on the improvement of social or educational conditions, according to the research carried out and with the support of the results in the survey applied to teachers in 91.7% indicated that one of the incident factors in school dropout is family dysfunction, its causes are diverse, these being the environment, culture, social identification, among others, when inquiring into the family environment, the economic situation that families go through is one of the main inconveniences that occur regularly (MINEDUC, 2021).

### **Other causes of school dropout**

The causes of school dropout during the year 2020 and 2021 is the COVID 19 pandemic, educational institutions without prior preparation faced this reality with deficiency with its limitations, giving as an effect that students especially from the rural area abandoned their studies, to be a livelihood within their family, the lack of technological resources is another limitation that led to the decision of the students between 12 and 17 years old.

In 2020, 75% of households in the country experienced a reduction in their income. And the situation is more serious in those families that have children or adolescents, says the report. The lack of economic resources in Ecuadorian households in 2020 was deepened by the suspension of the face-to-face working day and mobility restrictions to reduce contagion, which led to: Sales drop of 18.3% in the first 11 months of the year.

Reduction of working hours and remuneration, Loss of jobs, Added to this are social problems such as the fact that child labor is reported in 4.9% of surveyed households with children or adolescents (Primicias, 2020).

The implementation of new public policies will allow improving the conditions of economic stability in households, especially in rural areas, for Ospina (2017) points out that:

When a family is going hungry, worries and difficulties at the level of their most vital needs, it can hardly focus on reaching a level of development, so without development at an economic level it is not so easy for other advances

such as well-being, improvement of family relations, etc. to be generated. (p. 4).

### First school

The first stages in the life of a human being are the most important, where the personality, character and social traits are structured for the well-being of each one of them, here is the importance of the family in society, it is the first in knowing how to educate in values, love, coexistence, Ospina (2017) defines families as, "active agents in the transformation of their own family reality, insofar as they have the ability to self-observe, control their internal dynamics and in their ability to agency to start building an adequate family life project that favors the well-being of its members" (p. 4). Table 1 shows the results obtained related to whether problems in the family nucleus are frequent.

Table 1  
Existence of problems in the family

Variables	Students	Percentage (%)
Always	2	3.9
Sometimes	11	21.6
A few times	21	41.2
Never	17	33.3

Source: Students of the Educational Institution

The study group states in 41.2% that the problems within their family environment are infrequent, for 33.3% this problem does not occur, only 25.5% making the sum of the first item, the problems occur frequently within the home, we can indicate that students are developing in a calm environment, being the optimal environment that the family is providing in their education, sincere parents defend their homes, give examples of improvement, behavior and improvement in front of their children, so that they grow up in an environment relevant to their age (Van, 2004). In table 2. From the perspective of the teachers who consider that the students are direct witnesses of the existing aggressions between the father and mother within the home.

Table 2  
Aggressions observed by students

Variables	Students	Percentage (%)
Always	5	41.7
Almost Always	6	50
Sometimes	1	8.3

Source: Students of the Educational Institution

The group of educators differ from their position that students are witnesses of family problems within their home, this is supported by 91.7% based on the sum of the two most marked options, only 8.3% indicated that this happens in a slight way, the behaviors of the family are important for the education of the individuals that comprise it, these affirmations are argued based on the results obtained,

Guzmán (2019) "The role of the family and the permanent interaction between its members are decisive in the development of the child's values, since the family environment is expected to be conducive to promoting this development" (p. 3).

### Healthy coexistence

Families must be formed in an environment of respect and tolerance among all its members, each one of them has a fundamental role that generates aspects that allow the optimal growth of all, the family who has the great responsibility of educating the children in the regarding values (Chaparro, 2018). Within the investigative process, it was obtained 100% by teachers that family relationships affect the school performance of students, this due to factors related to Physical, Verbal, Psychological or Sexual abuse, which are exposed at home. Under these firsts in table 3 the criteria of the student if they have suffered some type of aggression by a family member are exposed.

Table 3  
Types of aggression received

Variables	Students	Percentage (%)
Verbal	3	5.9
Psychological	1	2
Physical	1	2
None	48	94.1

Source: Students of the Educational Institution

94.1% of the respondents indicate that within their home they do not receive abuse from their relatives, this reflects the healthy coexistence that students have within their environment, for Chaparro (2018) "healthy coexistence depends on knowing how to establish good relationships and being positive and committed human beings with our equals" (p. 3), this commitment is made by fathers, mothers, uncles, etc., who are part of the social and cultural growth of a person. In addition, they confirmed with 94% that education has a relevant level of importance for them and their families, a question raised in the survey that was consulted. This can be supported in table 4 where the frequency of their parents or representative who attend the meetings convened by the institution is observed.

Table 4  
Attendance of parents at meetings called

Variables	Students	Percentage (%)
Always	29	56.8
Sometimes	15	29.4
A few times	6	11.8
Never	1	2

Source: Students of the Educational Institution

For 86.2%, making the sum of the first two items, their parents attend the meetings convened by the institution, who provide information and communicate

the educational process of their client, strategies proposed, or difficulties detected to provide solutions in benefits of everyone. The known results reflect the importance of how families are integrated in the educational process of their sons and daughters, affirming that there is a healthy coexistence during the learning process, although these results differ from the perception of teachers

### Family values

The integral formation of the family must be based on education in values, according to Sánchez (2015) "the responsibility of the family is of great importance, since it is the one who guides the first steps of the child, who, with relationships that it establishes with its environment and members of the community, it forms its personality" (p. 4), it is the family that is in charge of fostering good relations among its members, who will be the participants in their behavior in today's society, in the family, a relationship of affinity, feelings, affections and interests is established, based on mutual respect and dialogue for coexistence (Brizuela, et.al., 2021). This leads us to argue that the lack of values affects student learning, affecting their healthy coexistence in the classroom.

Figure 1 shows the incidence of family problems on school performance.

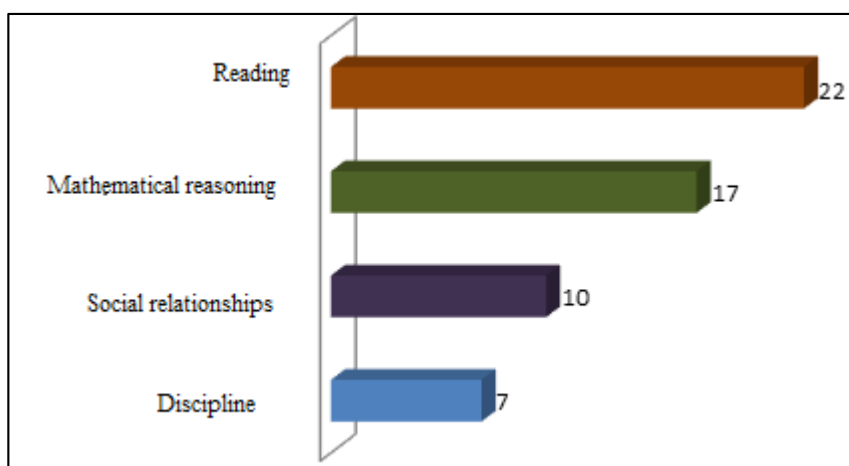


Figure 1. Incidence of family problems on school performance  
Source: Students of the Educational Institution

The affectivity between parents and child has a significant relevance in their academic performance, this is confirmed by 43.1% of the students (22), who indicate that family problems affect their behavior, leading to acts of indiscipline being these within or outside the classroom, 33.3% of them (17) state that the problems affect Mathematical Reasoning, presenting problems in problem solving or decision making within their environment, 19.6% Social relationships are affected by difficulties in the family and a 13.7 in reading, for López (2015) "a family environment lacking affection and dialogue has a significant and positive influence on the violent behavior of students at school" (p. 14).

## Rural education

Education within rural areas is determined by various circumstances that are an integral part of their culture or coexistence, some are a limitation so that students do not have adequate educational preparation and do not allow them to compete according to the new social, economic demands or political, for Charry (2019) "the gaps of differences are large compared to the educational processes of cities" (p. 230). The author does not give a realistic view of rural education, which for many is not given adequate attention with clear and sustainable policies that are inclusive from all social spheres. Figure 2 shows the results related to the negative causes of school performance.

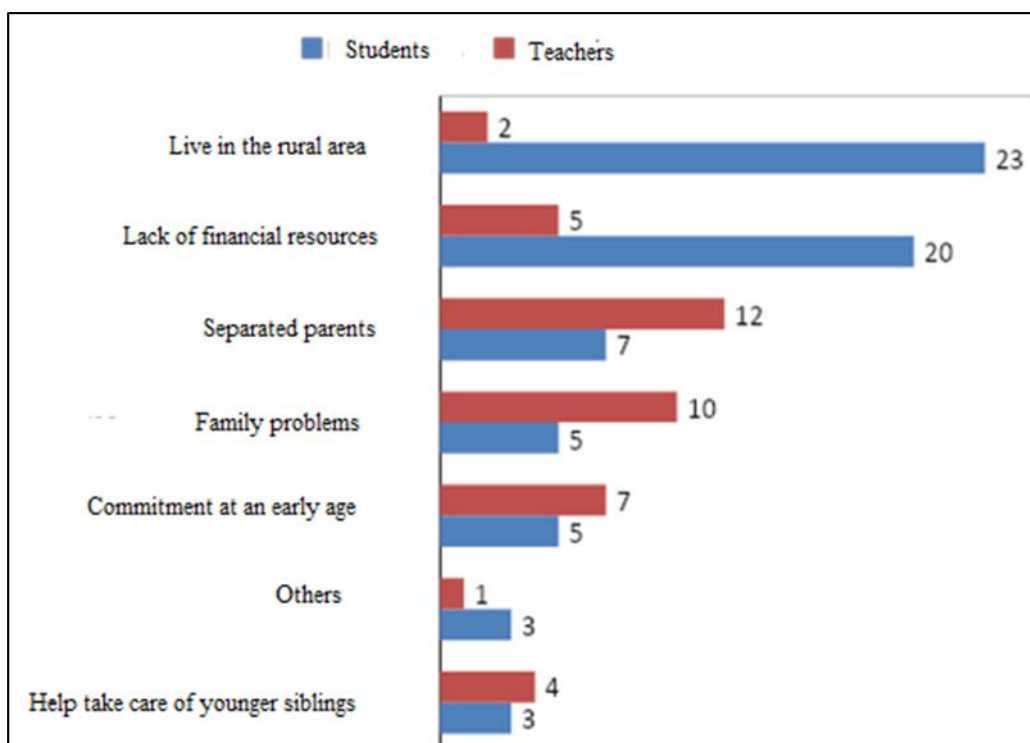


Figure 2. Causes of performance

Source: Students and Teachers of the Educational Institution

The results presented reflect diverse realities from two points of view, that of the teachers who, by professional appreciation, indicate that one of the factors that affects the academic performance of the students is the separation from the parents, a product of family dysfunction, leading to young people get engaged at an early age. From the reality of the students, it is indicated that the factors that have a decisive impact on their academic performance, is living in the rural area and the lack of economic resources, the first being located in a geographically distant way prevents them from satisfying their needs educational, where the appropriate methodologies are not applied, innovative didactics or the existence of multigrade schools, where students of different ages coexist in a classroom, causing a neglect of educational needs. The second cause has a significant impact

on the achievement of materials, a suitable resource for their learning, in addition, they must opt for the payment of transportation from the community to the institution, here are the present inconveniences, where many parents do not have a decent job that generates the necessary economy and optimally satisfy each of the needs in the home.

The resources that are generated in the family nucleus come from the father of the family, who by nature is the one who works in the fields, the mother stays at home attending to the domestic tasks and is also the one who, being in permanent contact with the boy, girl or adolescent helps in the development of school activities or reinforcement of knowledge according to their preparation.

### **Conclusion**

Problematic family relationships have a significant impact on the academic performance of students, parents must maintain adequate communication channels between all their members, conflict resolution mechanisms that reduce the problems of indiscipline of their represented in the classroom. Students who belong to rural areas have a greater incidence or problems in the teaching and learning process, due to the lack of technological resources according to the new educational changes, economic resources that allow them to pay for their transportation expenses when the institution is located. remotely complicated for your arrival.

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