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The family and its contribution in the teaching process in basic general education students

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Abstract--The purpose of this paper is to analyze and investigate the way in which families provide their contribution in the teaching process in students basic general education. This study addresses the process of family involvement in the "Eliécer Absalón Valle Carrera" Educational Unit, San Antonio parish in the Chone canton. To do this, it is assumed that the family is how the subjects who are in training receive the first information, learn attitudes and ways of perceiving. A mixed qualitative and quantitative, descriptive methodological approach was used and from a bibliographic-documentary approach, this work analyzes the relationship between family and educational institution, the articulation with parents and the promotion of their participation, the benefits that the active insertion of the family nucleus and how, from this, the work that the family carries out in the home is promoted, which is understood as the first space where boys and girls develop, and in turn promotes the work carried out by the educational institutions and programs. The result was that the participation of families supports educational processes, favoring quality education and better learning for children, particularly students.

Keywords--teaching learning process, families, quality education, training, values.

Introduction

The fundamental function of the family is to become an authentic support network for the growth and development of its members, particularly of children. Regarding the participation of the family in the school, the task is not only limited to attending the meetings that are set by the institution, but, through the

participation of the parents in another type of school activity, they will have the possibility of establishing stronger ties with the institution and the teachers. This fact supposes benefits for the actors involved, mainly for the students.

In this context, the present study acquires its principles of relevance and pertinence to the extent that it is based on the fact that the family has a fundamental role in the teaching-learning process of their children, the support they are given depends on their success in school. The common objective, to achieve the best education for their sons and daughters, must be preserved by ensuring that the educational institution considers the active participation and permanent collaboration of fathers and mothers. In this way, it will be possible to achieve better social consideration and establish the bases for a good relationship that facilitates the use of the resources that mothers and fathers individually or as an association can contribute. To analyze this problem in detail, the "Eliécer Absalón Valle Carrera" Educational Unit, San Antonio parish of the Chone canton, has been considered as the institution under study in the 2021-2022 school year.

The first studies about the relationship families-educational institutions, emerged from the fifties, observing it from a close look at the sociocultural perspective, since the subject is little studied and does not focus on the influence of the family or institution by separately, despite the concern to establish collaborative links (Pizarro et al. 2013). Even education during the history of humanity has marked preponderant milestones of necessity and transformations as a product of the advancement of science, culture, art and technology; being the subject of research to have an educational system that responds to these changes and challenges, taking into account the permanent needs of development.

Throughout Latin America the issue has been the subject of analysis. Especially, in countries like Uruguay, Argentina, Colombia and Mexico they have addressed studies related to this topic. In this last country, for example, some studies have determined that, in normal situations, the interaction in this system can be disrupted, for example, by the lack of commitment of parents or guardians in accompanying the educational process of the children. students, which with the necessary measures implemented by educational institutions does not cause a great negative effect on school performance (Narváez & Yépez, 2021).

Additionally, a study that considers the reality of Colombia as a context explains that the educational process has its beginnings in the family and then the educational institution; the help of both parties is necessary to achieve the educational and personal development of the child, thus, the school must promote the importance of the participation and collaboration of parents in the education of their children and the need for a respectful relationship with teachers, in order to perform their function in an affective way (Mosquera, 2018). Other works such as that of Cabrera (2018) have highlighted that the role of the family has ceased to be fulfilled efficiently at school, due to lack of collaboration in the teaching-learning processes, which teachers develop in educational institutions. Certain investigations carried out, maintain that parents are not involved for various reasons such as: availability of time, work schedules,

occupations or other activities shared by household members, which interfere with their obligations in the education of their children (Silveira, 2016).

In this same line, a disconnection between the members of the home and the educational center, encourage generations lacking the values and principles necessary to face the obstacles of society. In turn, these situations limit families from fulfilling their corresponding role in the teaching-learning process, which triggers little support, noncompliance with tasks, lack of orientation, lack of motivation, tardiness, repeated absences from classes, and among others. , which exacerbate the favorable conditions for schooling to develop (Zambrano & Viguera, 2020).

Family development has the specific purpose of creating quality training, in which families become facilitators of conditions so that men and women can better realize their potential, whether inside or outside the group. This modification is a social purpose in the face of so many problems, especially those of ancestral origin, in addition, the importance of parents as a nucleus where growth and performance must be interacted with should be considered, empowering both genders in a positive way with forceful principles and values. facing the challenges of today's world (Botero & Pavas, 2017).

On the other hand, it can be added that families must promote balance, calm in times of risk, which gives young people the feeling of being protected against possible situations that may arise throughout life. Eminently, many strategies are sought to respond to con-sanguineous needs, which provide emotional stability and harmony, which is so required among household members in order to form men and women with a high level of performance in the process. educational (Rojas, 2019).

The works that have been addressed served as the basis for establishing the present investigation. From the foregoing, it follows that the family role has had an impact on the education of children, giving rise to the urgent need for constant improvements in the face of such an influence that modifies, affects or stimulates the individual's own formation. This has led to analyze this type of aspects and themes to contribute to significant improvements in the teaching-learning process.

Method

To analyze the role of the family in the teaching process, this paper focuses its research on the "Eliécer Absalón Valle Carrera" Educational Unit, San Antonio parish in the Chone canton. For this, the methodological approach of this study presents a qualitative and quantitative mix. This is important for understanding the context of the research and for the approach of this methodological framework. The research methodology to be applied in this study is mixed: qualitative and quantitative. According to Hernández Sampieri and Mendoza (2018), the use of a mixed methodological approach in a study represents a set of systematic, empirical, and critical research processes and implies the collection and analysis of data in a mixed way, as well as its integration and discussion.

together, to make inferences because of all the information collected (meta-inferences) and achieve a greater understanding of the phenomenon under study.

In addition to the above, this study is descriptive, because with this approach it is about responding to theoretical or substantive problems and in this sense, it is oriented to the knowledge of reality as it is presented in a spatial situation. The descriptive approach rather independently measures the concepts or variables to which they refer and focuses on measuring as accurately as possible.

Depending on the analysis to which the collected information will be subjected, quantitative analysis will be used. For Hernández and Mendoza (2018), the quantitative approach uses data analysis to answer research questions and test previously made hypotheses, relying on numerical measurement, counting and frequently on the use of statistics to accurately establish patterns of behavior in a population. While the qualitative method will allow interpreting the information obtained, understand it and place it in the specific context of the present study.

To fulfill this purpose, a survey was conducted of fifty parents whose sons and daughters are studying at the "Eliécer Absalón Valle Carrera" Educational Unit, San Antonio parish in the Chone canton. It should be specified that in this work only the parents and not represented have been considered. In addition, it is specified that the survey is an instrument that allows gathering general information and points of view from a group of people.

Discussion

As a result, it is intended to determine the importance of the family and its contribution in the teaching process in basic general education students. For this reason, the Educational Unit "Eliécer Absalón Valle Carrera" of the San Antonio parish of the Chone canton, province of Manabí, has been taken as a reference. In this type of institutions, the family role is understood as the responsibility of the members of the household in transmitting values and principles to their children, with the eminent purpose of serving society; however, given the number of problems and conflicts, a great lack is attributed to the role of parents in the education of descendants and future generations. For this reason, it is indicated that education is a means of integral improvement of the personality of every individual, and the family is one of the institutions in charge of it; since education begins at home, it is there where ethical, moral, religious values are instilled and acquired that contribute to the integral formation of the individual. The family is the guide and role model for children.

In this context, in order to obtain the expected results, the survey instrument was applied to 58 parents whose children attend the upper basic section of the educational institution in question in the 2021-2022 school year. In this case, a sample was not used, but the total population of parents was considered due to the degree of feasibility and investigative relevance. The way in which the father motivates his children in their academic activities was inquired about, the results are shown in table 1.

Table 1. On educational motivation

Variables	Frequency	Percentage (%)
Indicating the importance of the study	8	14
Talking about the homework	42	72
academic tastes	6	10
Rewarding him for getting good grades	2	4

In this first question of the survey, the frequency with which parents motivate their children in their academic activities was determined. 14% indicated that it indicates the importance of the study; while the majority, that is, 72%, said that they talk to them about homework. On the other hand, 10% assured that they are interested in their academic tastes. And only 4% indicated that they give their children rewards for getting good grades. Parents' concerns about their children's academic performance were consulted, showing the results in table 2.

Table 2. About the academic performance consultation

Variables	Frequency	Percentage (%)
Yes	12	21
No	28	48
Occasionally	10	17
Never	8	14

As can be seen, 21% said yes, while 48% said no, noting that they do not care about their children's academic performance, this is a problem that exacerbates the future preparation of students. One of the activities that parents should accompany their children to have a better performance is to participate with them in their academic activities, for which the subject was investigated, showing the results in table 3.

Table 3. About the educational activities in that there is participation

Variables	Frequency	Percentage (%)
In the review of homework	16	27
In the meetings to deliver grades	4	7
In the regular attendance to classes	26	45
In the social and cultural programs of the school	12	21

As noted, a 27 % indicated that they participate in homework review. 7% indicated that in the meetings for delivery of qualifications. On the other hand, 45% assured that they are concerned that their children attend classes regularly. Finally, 21% stated that they participate in the social and cultural programs of the school. No parent chose the item related to sports activities. The dedication of the parents and the relationships are necessary for the good academic development of the students, so the time they dedicate to their child to discuss the daily work at their school was valued, showing the results in the table 4.

Table 4. Time for dialogue during the school day

Variables	Frequency	Percentage (%)
15 minutes	6	10
30 minutes	30	52
1 hour	12	21
More than one hour	10	17

In this survey question, the parents of family about how much time you spend with your child to talk about the daily school day. 10% indicated that 15 minutes, while 52% maintained that around 30 minutes. 21% instead indicated that one hour. Finally, only 17% considered that they do it for more than an hour, in some cases the parents stated that they do not have time for their attention.

Attendance at school-oriented activities should be a priority for parents because here they know how their children behave within the academy, it was consulted related to attendance at activities called by teachers, in this sense 90% of parents if they attend the meetings convened by the school teachers, only few parents do not go to these activities. Various studies and investigations, such as those of (Rojas, 2019) and (Cabrera, 2018), have shown that the lack of accompaniment of the representatives in the teaching-learning process of their infants, has caused students to feel alone, unmotivated and unconcerned with their school and extracurricular tasks, causing a lack of interest in studying, resulting in poor academic performance. Similarly, it is considered that the importance of the family in the academic success of a student has been proven by various studies, such as that of (Silveira, 2016), and today it becomes an irrefutable fact.

According to (Razeto, 2016), the family is the primary center of the learning process of their children, since they fulfill the responsibility of caring for and guiding their children, in addition to being a support for teachers in the teaching-learning process. , being the family a fundamental organism in their childhood, since the family environment is the place where students learn values, principles, seek refuge and begin to socialize first with their family and then with friends, school and the rest of society, in turn they learn to share with people, to dialogue, to respect the opinions of others, to have a better coexistence.

From the perspective of (Caníl, 2017), family participation is essential as long as academic performance increases. In addition, aspects such as reading comprehension and fluency improve when parents participate, even more so if parents spend time reading with their children, since students know that their parents are on the lookout, they try to improve for them, they feel more motivated to learn and improve their grades. It also helps improve the student's behavior in the classroom so that parents and teachers have more communication, helps the student feel more motivated in class, improving their self-esteem and attitude in the classroom.

In the opinion of (Roldán, 2016), the active participation of the representatives implies some particular aspects such as the fact of dedicating time to review homework, sharing moments of reading, asking them how school went, attending extracurricular activities; This would cause higher academic performance and

better self-esteem, since they would see that their parents are aware of the educational process, helping students feel motivated to acquire more knowledge.

According to (Romagnoli and Cortese, 2016), a fluid communication style, with good verbal interaction between parents and children, also acts positively on children's social adjustment to the school context and their academic performance. In families with good communication, parents actively listen, signaling that what they say is important and valued, which in turn allows the child to feel valued. On the other hand (Andere, 2018) points out that when there is fluid communication, children learn to express themselves and listen, which is very important when relating to people in the environment, since the way in which children learn to communicate in the family will determine how they communicate with other people.

It is also remarkable what a study by (Mosquera, 2018) indicates when it indicates that the participation of parents improves the performance of teachers. When parents have better communication with teachers, they learn to value their work and the challenges they face more, which makes the teacher feel valued. It also helps them get to know the student better, which allows them to teach in a more personalized and effective way. It helps parents feel more involved and happy with their children's education. With a good connection between schools, parents have a better understanding of the curriculum and the progress their children are making. In addition, it helps them feel more comfortable and happy with the quality of education. It can even motivate those who did not finish their own education to continue it.

In this regard (Cardemil and Lavín, 2012) argue that it is essential that parents trust their children's abilities and believe that they are capable of learning and have good academic results. when the family explicitly values the efforts and achievements of their children, recognizes their special talents and makes them feel that they are capable, children develop a positive perception about their own abilities, developing in them a greater interest in learning and attending school . It is not about inventing achievements, but paying attention to what children do well and looking at those areas in which they are progressing (Fortunato, 2018), For (Espín, 2021), parents as teachers are those who support and reinforce the knowledge learned at school, while the student is at home, so that the level of participation in school is greater, as there is support and supervision of the student's school activities. In addition, it is pertinent to highlight that the family environment provides warmth, good will and generates a secure feeling of belonging, which supports the development of a stable personality.

A relevant aspect is that the participation of parents can increase to the point that their opinions are taken into account in the planning and decision-making processes, given that the beneficiaries are their children, which also places them in a position of control, so that participation also takes on importance in the administrative and political spheres. Thus, the participation of parents could be evaluated and observe at what level of the six mentioned, it would be found; however, beyond an idealistic position, educational institutions are also organizations that require their own autonomy in internal decisions

Conclusion

Throughout this study it was shown that parents can get involved in their children's education in different ways, which do not contribute to learning in the same way. The most positive forms of participation usually depend on the way in which parents and teachers understand the value of their roles and collaborate under the same objective. The participation of parents in their children's learning, through their interaction with the school institution, is not limited only to contact with teachers, but is currently a commitment that encompasses various areas.

The need for school institutions to be aware of the family characteristics of their students was determined to motivate the participation of parents covered in the educational project. It is also suggested that such participation should be promoted actively, integrating parents in extracurricular activities, and raising awareness of the importance of having an adequate psychological climate in the home. All this within the framework of a consistent response by the school and the family, to the needs of education and development of their children.

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