

**How to Cite:**

García-Zambrano, M. A., Castillo-Bravo, E. F., & Alcívar-Castro, E. J. (2022). Family context in the learning of high school students. *International Journal of Health Sciences*, 6(S6), 427–434. <https://doi.org/10.53730/ijhs.v6nS6.9981>

## Family context in the learning of high school students

**María Andreina García-Zambrano**

Maestría en educación básica, Universidad Laica “Eloy Alfaro de Manabí”  
Extensión Chone, Ecuador

\*Corresponding author email: [maría.garcía@pg.ulead.edu.ec](mailto:maría.garcía@pg.ulead.edu.ec)

<https://orcid.org/0000-0001-6999-8356>

**Eliecer Francisco Castillo-Bravo**

Universidad Laica “Eloy Alfaro de Manabí” Extensión Chone, Manabí, Ecuador  
Email: [eleicecer.castillo@uleam.edu.ec](mailto:eleicecer.castillo@uleam.edu.ec)

<https://orcid.org/0000-0003-0108-7526>

**Eddie José Alcívar-Castro**

Universidad Laica “Eloy Alfaro de Manabí” Extensión Chone, Manabí, Ecuador  
Email: [eddie.alcivar@uleam.edu.ec](mailto:eddie.alcivar@uleam.edu.ec)

<http://orcid.org/0000-0002-6213-1978>

**Abstract**---The family context of the students of the basic education school "12 de Octubre" of the canton of San Vicente, has its influence on the teaching-learning process, the research reveals how the family intervenes in the quality of education. The problem arises from the need to implement strategic activities to involve and engage parents in learning their children. The objective of this research is to determine the incidence of the family context in the learning of students, a study was carried out taking as a reference observation made in the school at the level of basic education. The research is qualitative, the inductive, deductive, analytical, synthetic and statistical method was used. The result was relevant information on students who show high and low school performance, as well as the significant contribution of teachers in terms of low performance, establishing the type of levels of affection, communication, and styles that parents use to impose and / or demand compliance with standards in the family environment, this will serve as a basis for teachers to develop strategies that involve all members of the educational community and especially the family environment.

**Keywords**---family context, learning, teachers, students.

## **Introduction**

The research was based on knowing how the family context affects student learning and its contribution in supporting their sons and daughters to have the habit of studying and learning, so that they do not lose heart in their efforts, that they overcome the obstacles, which are not always lacking, that ultimately find meaning in being apprentices, and that this meaning is shared by fathers and mothers, intentionally. The work activity of most families depends on a single person, where the highest percentage corresponds to the father as the only member who works, while a minority of mothers assume this responsibility alone (Castro, & Morales, 2015). Parents consider that comprehensive education, learning and school performance depend solely on the school and its teachers, they do not take into account that the family is the fundamental element in the education of their children (León, 2015). Taking this research as a reference, it is evident that one of the problems that boys and girls have in their school performance is due to the lack of concern of parents as they do not have constant communication with teachers to show their children's progress (Lamas, 2015).

.With the intention of responding to these research problems, the objective is to To determine the incidence of the family context in student learning and the role of the family (Merchán, Samaniego, Tenesaca, & Lucero, 2021), a study was carried out through a survey to find out how the family environment influences learning. Another component that affects the poor school performance of students is the fact of having parents with learning difficulties (Robledo & Sánchez, 2019); Taking into account the aforementioned quote, it can be commented that if the students come from fathers, mothers and/or representatives who have not finished their school education or from parents who have not entered the education system due to socioeconomic situations or other unknown factors, this can have repercussions on the education of those they represent due to the fact that they cannot help or guide them in the various school activities designed to be carried out at home; or worse yet, there is no interest or motivation for the new generations to progress due to ignorance of the opportunities that can be had in the workplace due to academic training (Cordero, 2015). Today the reality of students is complex because each of them has their own reality, however, it is essential that the authorities, teachers, and other people who form a certain institution have to ensure that the formation of students is continuous, and they feel in a family environment where their daily life is affective and learning is satisfactory with a good relationship between teachers and parents..

## **Method**

The applied methodology was based on a qualitative approach that allows to investigate, analyze and understand, from the perspective in the application of the surveys to the educational unit as a process of understanding and solution of the developing situation characterized mainly by the action directly with the parents on whom the study was carried out in order to collect the necessary data and information, which will be analyzed and discussed, in search of conclusions and through this it is possible to help the planning of new studies, which result in a better understanding of the phenomenon addressed (Bernal, 2016).

Some approaches used in research such as inductive, deductive, analytical, synthetic and statistical methods were valued. The Inductive method tries to observe the phenomena that occur to be investigated starting from the general to the particular; the deductive method is obtained from direct answers and without intermediaries. The analytical method allowed to describe the fact under study in an objective and real way, in addition to explaining with argued reasons the causes that determine it, in what was used in the results of the investigation in the pedagogical accompaniment; the synthetic method is directly related to the specifications of the study and was used to detail the summary of the research, the introduction and the conclusions (Hernández, Fernández, Baptista, 2014). The population studied was 116 between parents and students of the middle school of the 5th year of the Basic Education School "October 12" of the San Vicente canton, 100% of the population was taken as a sample.

### **Discussion**

The survey was applied as a research technique aimed at students and parents, the questionnaire being the instrument that allows obtaining adequate information to process the information. Grades are important, and as has been said before, they are the results of processes that occur at school and at home, of personal experiences of students and of the multiple experiences that occur in their lives (Ministry of Education of Ecuador, 2020 ). If the question that fathers and mothers asked themselves about how to support their children's school performance, perhaps the answers were many, but all of them coincided with purposes such as:

- Experiencing school learning with the intention of supporting sons and daughters to enjoy to study and learn, that they do not lose heart in their efforts, that they overcome the natural obstacles that are not always lacking, that they find meaning in being apprentices, and that this meaning is shared by fathers and mothers, intentionally.
- To favor that in the trajectory of the school a daughter or son with self-esteem and autonomy is forged, this is to understand that the role of fathers and mothers in the homes, is to recognize the school development of their children; They must be the first to realize the learning of their young children or adolescents, to accompany their trajectory as a student, this position keeps parents from falling into overprotection.

### **The family context in education**

The participation of parents in the education of their children is necessary (Lastre, & Alcázar, 2018), when they participate in the teaching of their children, students generally obtain better results in school, they are better behaved, and have positive attitudes towards the teaching process that help them grow to be more successful in life. The educational task can be understood as a responsibility of the entire school community: directors, teachers, school administrators, parents, and even the local population (Otero, 2020). All children and youth, from preschool to high school, need help from their families to do well in school, and parents and guardians have many ways to be involved in their children's education. The participation of the family in the school has a significant

foundation, because only by combining the formative role of the schools, with the responsibilities of the families, it is possible to guarantee a good education where the school and public education are defined around the value of participation and democracy and in this area, families have their own rights and duties. In general, both parents and teachers agree on the need to complement their participation in the educational task (Seperak, 2016).

### **Teaching-learning processes The teaching-learning**

process is a fundamental part of education for the main parts of the human being. The survival of all societies has depended on the exercise of learning and teaching. Adults have always transmitted to new generations all the knowledge, skills and beliefs developed by them and by their ancestors, so that society continues to exist and can develop. When referring to teaching, it is the moment that the teacher guides knowledge by preparing classes with methods and techniques to be able to reach students looking for critical and analytical children, that is where learning can be evidenced according to (Meneses , 2007). Teaching can only be understood in relation to learning; and this reality relates not only to the processes linked to teaching, but also to those linked to learning. The learning arising from the conjunction, from the exchange of the performance of the teacher and the student in a specific context with specific means and strategies constitutes the beginning of the research to be carried out.

The teaching process produces a set of systematic transformations in individuals, a series of gradual changes whose stages follow each other in ascending order. Therefore, it is a progressive, dynamic and transformative process, learning is a matter of an extremely complex nature, whose essence is the acquisition of new knowledge, skill or capacity. For this process to be truly considered as learning, instead of a simple imprint or temporary retention, it must be able to manifest itself in the future and also contribute to the solution of specific problems. Learning is a constructive process that involves searching for meanings, so students routinely resort to prior knowledge to make sense of what they are learning, historically, teaching has been considered in the narrow sense of carrying out activities that lead the student to learn, in particular, instruct him and make him exercise the application of the skills.

Teaching can only be understood in relation to learning and this reality relates not only to the processes linked to teaching but also to those linked to learning, learning arises from the exchange of the performance of teacher and student in a given context with media and concrete strategies. It refers to certain characterization modes of perceiving, remembering and thinking, or to a different way of discovering, storing, transforming and using information; actually reflects information processing regularities and develops in tune with significant personality trends, since they are inferred from individual differences in the way of organizing and processing informational data and experience itself, according to (Martin & Rodriguez, 2003), classifies the types of learning seen in figure 1.

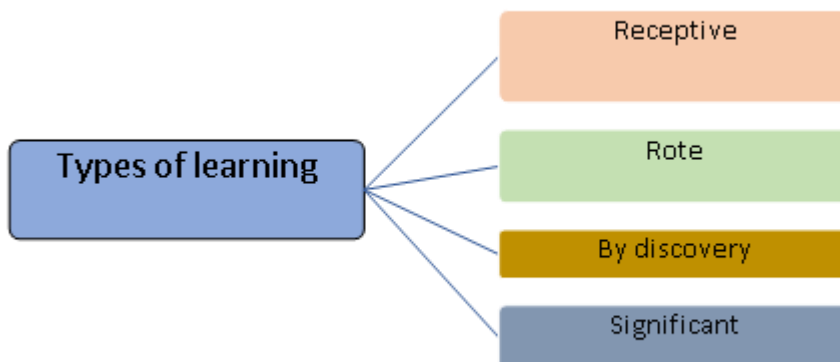


Figure 1. Types of learning  
Source: (Martin & Rodríguez, 2003)

This implies that preventive measures and eradication of this evil are required; however, it is necessary to detect the main ways in which the school context influences student learning, the results are shown in table 1.

Table 1  
Parents' affective relationship with their children

Categories	Frequency	Percentage (%)
Yes	45	75
From time to time	15	25

As evidenced according to the answers given by the students surveyed, the majority of 75% stated that if they have a good affective relationship with their parents, giving rise to supporting learning that is linked to daily life and practical life, while the other literals did not have a greater reception in terms of the response of the students giving 25% in conclusion, it can be said that the experiences and skills that are achieved benefit the student and the whole family and, finally, , all of this contributes to forging a life project based on their own interests. The students were consulted when they complete their homework, the results are shown in table 2.

Table 2  
Completes all their homework

Categories	Frequency	Percentage (%)
Yes	40	66.6
From time to time	20	33.3

As it can be observed that the students have responded that the majority do their homework with 66.6%, but nevertheless it is not known if their family context affects their learning since 33.3% do it from time to time, this is significant or if

the task done would be good, so family support at home is important to be able to have a better academic performance from home. It was inquired whether the students have a good relationship at home, the results are shown in table 3.

Table 3  
The student maintains a good relationship at home

Categories	Frequency	Percentage (%)
Yes	50	83.3
Sometimes	10	16.6

As can be seen, the response given indicates that in their homes there is 83.3% with a good family relationship, but sometimes learning needs can be evidenced in the students due to the lack of support at home, it follows that 16, 6% of parents have not completed the academic training to be able to guide their children in homework control or are busy with their jobs or show little interest in promoting their learning. Parents were asked if they reprimand their child when they do something inappropriate, the results are shown in Table 4.

Table 4  
Reprimand their child when they do something inappropriate

Categories	Frequency	Percentage (%)
Yes	35	58.3
Sometimes	25	41.6

As can be seen in the results obtained in the question, parents correct their children in 58.3%, but nevertheless they overprotect them, 41.6% sometimes, which means that the children they come to take control at home and their school performance is based on believing that they will always be right even when they are wrong, so it can be said that a politely prepared educational community fosters good critical and reflective learning from home. The Constitution mandates this participation in article 26 (which establishes that "individuals, families and society have the right and responsibility to participate in the educational process), and in article 347 (which determines that it will be the responsibility of the State, among others), "guarantee the participation of students, families and teachers in the educational process"). These constitutional mandates remind us that the country's educational system is not owned by the State or by the officials who work in it, but by the entire educational community, which fundamentally includes its main users, that is, students and their legal representatives.

With the application of the survey it was found that learning also influences a family context and that its effects are recognized by teachers, also those who pose a learning together to demonstrate a positive change through strategies, where it is evident that the family environment influences flows in the teaching-learning performance of the students and that it is essential that the family context is favorable in order to demonstrate better cognitive results for the performance of boys and girls. For this reason, it is important to continue with this research to analyze the problem and be able to support it theoretically at the relational level,

as well as being able to highlight that this will serve to know the family context and the factors that influence student learning and the relationship they have.

### **Conclusion**

The results obtained in the survey carried out in the School of Basic Education "October 12" of the San Vicente canton, show that the family context in the learning of the students at secondary school must be analyzed and improved teaching-learning by proposing a model of change in the educational field, considering the knowledge that already exists in the memory of the students. The educational system is the responsibility of the educational community in general, considering that teamwork is fundamental for the development of students since it is known that the family influences the learning process and in this way, it must be formed from the beginning. within the family so that this is reflected positively in society.

### **Acknowledgments**

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

### **References**

- Bernal, C. A. (2016). Metodología de la investigación. Editorial Perason. <https://abacoenred.com/wp-content/uploads/2019/02/El-proyecto-de-investigaci%C3%B3n-F.G.-Arias-2012-pdf.pdf>
- Castro, M., & Morales, M. (2015). Los ambientes de aula que promueven el aprendizaje, desde la perspectiva de los niños y niñas escolares. *Revista Electrónica Educare (Educare Electronic Journal)*, 1-32. <http://www.una.ac.cr/educare>
- Cordero, J. M. (2015). Factores del éxito escolar en condiciones socioeconómicas, desfavorables. *Revista de Educación No. 370*, 42. <https://www.educacionyfp.gob.es/dam/jcr:cf3f296f-11e5-42da-9099-b978b724e007/06cordero.pdf>
- García Calderón, M., Tigrero Vaca, J. W., & Calderón Rodríguez, D. D. (2021). Involucramiento familiar para el desarrollo, aprendizaje y bienestar de los niños <http://revistas.ulvr.edu.ec/index.php/yachana/article/view/697>
- Lamas, H. A. (2015). Revisión Sobre el rendimiento escolar. Editorial School Performance. <https://revistas.usil.edu.pe/index.php/pyr/article/view/74>
- Lastre, K., López, L. D., & Alcázar, C. (2018). Relación entre apoyo familiar y el rendimiento académico en estudiantes colombianos de educación primaria. *Psicogente*. <http://www.scielo.org.co/pdf/psico/v21n39/0124-0137-psico-21-39-00102.pdf>
- León, B. (2013). "EL entorno familiar y su influencia en el rendimiento escolar de los niños y niñas de sexto grado de educación general básica del centro escolar experimental no. 1 "Eloy Alfaro", ubicado en la parroquia San Blas, del cantón Quito, provincia de Pichincha". Ambato. <https://repositorio.uta.edu.ec/bitstream/123456789/5665/1/TESIS%20ENTORNO%20FAMILIAR%20INFLUENCIA%20RENDIMIENTO%20ESCOLAR1.pdf>

- Martin, A. V. & Rodríguez, C. J. (2003). estilos de aprendizaje y educación superior. análisis discriminante en función del tipo de estudios. *Enseñanza*, 21, 77-97. <https://revistas.usal.es>
- Merchán Velasco, J. A., Samaniego Díaz, C. A., Tenesaca Caguana, P. M., & Lucero Saeteros, D. C. (2021). La función de la familia en los procesos de aprendizaje <https://revistas.unae.edu.ec/index.php/mamakuna/article/view/446>
- Meneses, B. G. (2007). El proceso de enseñanza- aprendizaje: el acto didáctico. ISBN:978-84-691-0359-3. <https://www.tdx.cat/bitstream/handle/10803/8929/Elprocesodeensenanza.pdf>
- (Ministerio de Educación del Ecuador, 2020). Asistencia técnica al MINEDUC para el fortalecimiento de políticas en WASH en el entorno escolar. <https://www.unicef.org/ecuador/asistencia-t%C3%A9cnica-al-mineduc-para-el-fortalecimiento-de-pol%C3%ADticas-en-wash-en-el-entorno-escolar>
- Otero, V. M. (2020). Rendimiento escolar y formación integral. Editorial Octaedro. <https://octaedro.com/libro/rendimiento-escolar-y-formacion-integral/>
- Pizarro Laborda, Paulina; Santana López, Alejandra; Vial Lavín, Bernardita La participación de la familia y su vinculación en los procesos de aprendizaje de los niños y niñas en contextos escolares *Diversitas*. <https://www.redalyc.org/pdf/679/67932397003.pdf>
- Robledo, R. P.; & García S. J. (2019). El entorno familiar y su influencia en el rendimiento académico de los alumnos con dificultades de aprendizaje. *Aula abierta*, ISSN 0210-2773, Vol. 37, N° 1, 2009, págs. 117-128 <https://dialnet.unirioja.es/servlet/revista?codigo=177>
- Hernandez, S. R.; Fernandez C. C.; Baptista M. (2014). Metodología de la Investigación. [https://periodicooficial.jalisco.gob.mx/sites/periodicooficial.jalisco.gob.mx/files/metodologia\\_de\\_la\\_investigacion\\_-\\_roberto\\_hernandez\\_sampieri.pdf](https://periodicooficial.jalisco.gob.mx/sites/periodicooficial.jalisco.gob.mx/files/metodologia_de_la_investigacion_-_roberto_hernandez_sampieri.pdf)
- Seperak, A. (2016). Los tipos de familia y su importancia. Arequipa: Universidad Católica San Pablo. <https://revistas.ucsp.edu.pe/index.php/psicologia/article/view/159>
- Zavala, A., Ibargüengoitia, B., Paz, E., & Nájera, P. (2012). El entorno familiar y su influencia en el plan de vida de los jóvenes en una universidad privada de Monterrey, México. *Revista sociológica de pensamiento crítico*, 1-16. <https://dialnet.unirioja.es/servlet/articulo?codigo=4351430>