

THE ROLE OF THE FAMILY IN THE LEARNING PROCESS OF THE STUDENTS OF THE EDUCATIONAL INSTITUTION “EL SIGLO” OF THE MUNICIPALITY OF CIENAGA DE ORO

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ABSTRACT

The research is developed with the purpose of analyzing the role of the family in the learning process of the students of third grade of Primary Basic Education of the IE El Siglo of the municipality of Cienaga de Oro. The previous purpose allowed the configuration of the categories of analysis: Family learning process, Family teaching process, Parents' accompaniment of their children and Parents-teachers interaction, are approached from the postulates of Vidal (2001); Minuchin (1982); Sanchez (1994). Similarly, arguments associated with the family-school relationship are presented from the contributions of Gubbins and Berger (2002); Riviera and Milicic (2006), among others. Methodologically, the research was located in the qualitative research paradigm with a phenomenological type of study, which, from the application of a structured interview and a focus group, as data collection techniques, it was possible to capture the discourse of parents, in relation to what they consider is the accompaniment they should provide to their children in the learning process. The results show a positive characterization of the aforementioned categories, that is, parents recognize that they do provide support to their children and that this influences the formative process continued in the educational institution.

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INTRODUCTION

The educational process is a practice through which learning, skills, competencies, values and habits are facilitated. This is implied by a group of educators who serve as mediators of the learners’ learning. However, the support of parents in the education of children, especially from the first years of schooling, is a task of great significance and vitality for the acquisition of full learning and better performance. Now then, the commitment of parents with the school is useful for the formation of the being, the construction or transmission of knowledge and the formation in human values and behavior that guarantee the participation of the subject in a society. This is one of the stakes of the results of the present study in which it is intended to analyze the role of the family in the learning process of the students of third grade of Primary Basic Education of the IE El Siglo of the municipality of Cienaga de Oro.

The above intention was directed from the epistemological postulates of the qualitative research paradigm (Bonilla, 2005) with a phenomenological type of study, which made it possible to understand the meaning of a reality from the discourse of key informants (Van Manen, 1990). In this case, we start from the fact that only parents are the primary source of authority to talk about the family-school relationship and the accompaniment that children have at home as a complement to the formative work at school (Moustakas, 1994). Thus, using this research approach makes it possible to directly analyze and categorize the social life of a specific context. It allows a greater appreciation of the community involved and, therefore, provides possible solutions that make it possible to build practical criteria, based on the knowledge of the different people involved.

The co-responsible or shared participation of the family is a fundamental activity for the education of children in the first years of schooling, a determining and important factor that the family organization must assume in order to reinforce the formative process and the integral attention that children receive. In this sense, education today requires that learning be meaningful and therefore the individual is encouraged to enhance their abilities, skills and knowledge, with a didactic pedagogical instruction according to the needs that favors the intellectual growth and integral development of students. Now, although the family is considered the nucleus of society, its socializing role has been overshadowed by various social, economic, political and other factors that are evident in today’s society. As Villaroel (2002) states:

The family introduces boys and girls to intimate and staff relationships, and provides them with their first experiences; one of them, that of being treated as distinct individuals. The family is the child’s first reference group, the first group whose norms and values he or she adopts as his or her own and to which he or she refers in order to make judgments about himself or herself. (p. 4).

For example, reviewing history, in the era of industrialization, towards the middle and end of the eighteenth century, the family, which was recognized as the only socializing agent, accepted the school as the new scenario in which the subject was provided with the tools for his or her entry into society. However, at the dawn of the twentieth century, a new pattern emerged between school and family relations. In this interaction, both the family and the teachers distance themselves to the extent that the pedagogical task demands specific competencies that only have a *raison d’être* in the teaching profession (Villoreal, 2002). It seems that the family nucleus, hypothetically speaking, if it does not have the required training, cannot guarantee an adequate accompaniment to the student as a complement to the training received at school.

In effect, the teaching of parents has transcended the ways of being and habits of living together, relating to behavior, to recognize in the development of new academic experiences, the pursuit and achievement of objectives more focused on the development of knowledge, experience or the acquisition of knowledge. In this way, the family and the teachers pursued independent objectives. In other words, pedagogical practice became increasingly specialized and complex, while teachers taught curricular content, their teaching methods were distanced from the experiences of parents, who had little to say about what happened inside the classroom.

In view of this, educational institutions have become disjointed with the family, due to the fact that parents are not adequately integrated with the quality of the teaching and learning processes. Consequently, interaction between teachers and parents is increasingly distant. In other words, there is no link between them that allows them to work together for the good of the formative process of the students. It should be noted, among other reasons, that teachers carry out strategic planning in a unilateral manner, from the different curricular references of the areas established in the General Education Law (Law 115) or from guidelines, competency standards or Basic Learning Rights, without taking into account the parents’ perspective, thus preventing the latter from knowing in depth the problems that arise day by day during the appropriation of learning within the educational institution.

This is well stated by Gonzalez (1988), who in his study on the participation of parents in the formative process of students points out:

(...) The role of parents has to consist of facilitating the school pedagogical activity, providing the necessary support so that the results are the fruit of the coordination of the work of the school and the family. From this point, we can point out that family participation must be contemplated in the planning of the pedagogical action (p. 34).

As can be seen, for the author, parental collaboration with the school cannot be restricted to the simple payment of a monthly fee in the case of private educational institutions, or attendance at meetings as an indicator for receiving economic support from a certain government initiative, in the case of a public school. On the contrary, school success is also related to the influence or support that the family can also provide in this regard as a contribution to the student’s formative process. Therefore, the perseverance of the parents in the child’s education is fundamental; this process will have a high incidence on the student’s entire schooling process for the rest of his or her life, since it is the parents who first exert the educating influences on the child. Everything is a chain, because after the parents, the community and society play a very important role in education.

Having made the above considerations, the educational institution El Siglo is no stranger to the social problems suffered in the community of the municipality of Ciénaga de Oro, where the institution is located, problems such as: poverty, drug addiction, displacement, migration of foreigners. The latter as one of the strongest factors of greater influence of the sector among other aspects that subtract the little responsibility of participation of the families with their children in the school, scenario where their children are formed, causing this way, the alteration of the development of the educational processes imparted by the educational institution.

In this sense, some parents are not involved in the accompaniment of students at home with activities that promote work habits at home with discipline, organize time at home to develop the activities that are left at school. In addition to the above, some situations in the context where students develop after finishing school have a direct impact on school performance. In this way, it has been observed since 2019, how the reciprocity between family and school is less and less cordial and effective. In this way, it is worth mentioning that, in the different levels of basic primary education of the educational institution, where the object of study of the present research is located, when parents are questioned about their

participation, accompaniment or collaboration in the learning process of their children, in relation to the academic commitments left by the institution in the different subjects of the curriculum, the answer is almost always negative.

In fact, when parents are questioned about the reasons for not accompanying their children in the learning process, among the most visible arguments are:

In the case of mothers, they dedicate themselves to domestic work in homes, fathers to informal sales in places such as the market, motorcycle taxis, day laborers, among other occupations that demand more than 12 hours a day of work, a situation that becomes a physical strain for parents, which reduces the space and motivation they may have to help or guide their children in their children’s school activities. In the same way, the socio-demographic characterization that the educational institution “*El Siglo*” has of the parents, has as a result that most of them are illiterate in every sense of the word, without access to the processes of reading and writing, competencies considered as transversal to strengthen the processes of teaching and learning in any subject of the formal curriculum within the Colombian educational system in basic primary education.

Approach to the concept of family

In the development of this section we intend to point out some conceptual approaches to the family category and its dynamics from the perspective of various authors who have been recognized in the treatment of the subject. In this sense, Vidal (2001) points out that: “*It is very difficult to establish a consensual definition of the family concept, given that it is a very complex reality, subject to multiple diachronic and synchronic variations*” (p. 33), that is, for the author it is fundamental to speak of a radical definition of the family, due to the fact that it is historically and culturally conditioned. These arguments are shared by Leon (2011) who considers that:

Delimiting the concept of family is somewhat complex, because it is a structure that, depending on the culture in which we are situated and the time in which we find ourselves, changes its structure and adapts to the social reality in which it is immersed. Therefore, the forms and functions of families are modified. (p. 22).

The above quotation evidences the complexity of the term family, since the family structure has been permeated by a series of factors that have redefined the role of each of its members.

For his part, Musgrove (1982) argues that the family is a system that has undergone transformations thanks to the influence of external factors that make possible the modification of its internal dynamics. In this way, the author considers that the family is the “*invisible set of functional demands that organize the ways in which the members of a family interact*” (p.86), and that the interactions of the members are conditioned to certain rules of behavior.

Thus, according to the research intention of this study, it is assumed that the family, and parents specifically, are the most universal, basic and fundamental agents in the structuring of the personality of the subjects. Thus, parents continue to be the main reference for the socialization of children in contexts outside the family nucleus, such as the school. Therefore, the relevance of the classical premise that considers the family as the nucleus of society and as the primary space in which beliefs, values, attitudes and behavioral norms are transmitted, which Sanchez (1994) supports by affirming that the family is a social institution that makes possible the balanced construction of the child’s personality, and consequently of society, especially when the paternal and maternal figures constitute the legitimate models for the insertion of the subject in different contexts, as in the case of education.

The above bet is consistent with the postulates of Scola (2012) who considers the family as “a community of love and solidarity irreplaceable for the teaching and transmission of cultural, ethical, social and spiritual values, essential for the development and welfare of its members and of society”. (p.7). From this point of view, it is in the family where identity is formed, basic needs are satisfied and the first beginnings towards learning are satisfied, that is to say, the space where habits and behaviors are acquired that will be socialized by the individual in other contexts of development.

Family-school relationship

“The family is a primary institution and perhaps the only social institution that has been present in all cultures and civilizations”. Vidal (2001)

The functional relationship between the family and the school contributes directly to the affection that students may have for an educational institution. However, for this relationship to be viable, it is important that the school fosters a positive climate that makes it possible to welcome the family into the students’ educational process. Therefore, Riviera and Milicic (2006) consider both institutions as educators, betting on a collective and complementary work that for teachers begins at home with the transmission of values, principles and behaviors, which are operationalized in norms that the subject can reflect during his stay in

the different levels of schooling.

On the other hand, Gubbins and Berger (2002) emphasize that previously there was a perspective of different roles in education, from which the school leads the formation of students, while the family only formed its children in human values and spiritually.

From this point of view, the functions of both institutions, considered as independent but complementary, always aim at contributing to the formation of students. However, for the authors, the family-school relationship should be seen as integrating in terms of children’s development and the active involvement of the family in the educational task, i.e., “*integral and harmonious formation of the child throughout different periods of human development*” (Gubbins and Berger, 2002, p. 77). Thus, in coherence with the authors, this research assumes that these two socializing instances provide important referents that contribute to the individual’s integration into society in the best possible way.

Importance of the family environment

Parents are involved in the education of their children at home or at school, for example, the exchange of information, assistance in receiving notifications on academic performance, volunteering at school, sharing decision making, among others. However, as stated above, the logic is that family-school work collectively for the benefit of the students education. Therefore, the family and the school should be seen as two complex systems that work together and not separately. Thus,

The term home/school collaboration is related to the term parental involvement, but the latter is broader and more inclusive. Family/school collaboration refers to the relationship between home and school and how parents and educators work together promoting academic and social advancement in the children/student, family/school collaboration is determined by the attitude with which the participants relate. (Mosquera, 2018, p. 34)

However, with respect to the management of information associated with the subject of the object of study, a search was made on the basis of research developed in the international and national contexts. In this regard, 8 studies were found in the aforementioned areas, submitted for master’s and doctoral degrees. For the local case, in the area of presence of the IE “*El Siglo*”, there is no evidence of research on the influence of the family in the learning of their children. For this reason, the present study is considered exploratory in relation to the impact it can generate at the institutional and regional level.

Thus, in the international context, there is the writing of Razeto (2016), “*The involvement of families in children’s education. Four reflections to strengthen the relationship between families and schools*”. An essay that presents four reflections that illustrate the relevance of involving families in the education system, as an input of quality education to undertake policies and programs that strengthen the relationship between families and schools. In this regard, the four reflections are: i) the actions of families influence the educational performance of children; ii) vulnerable families are at a disadvantage from the point of view of their ability to support the education of their children and to relate to the school; iii) the State values the participation of families in education, although the initiatives deployed are insufficient and outdated; iv) we should not start from scratch: international studies provide recommendations to strengthen the relationship between families and schools.

Among the conclusions, it is important to value the potential that each family has, no matter how heterogeneous it may be, to contribute to the educational process led by the school. Thus, for the author, the school should firmly accept the need to recognize the presence of parents in the educational process of children as a purely complementary activity.

In relation to the contributions to the present study is the urgent need to link, through strategies, parents in the formative process of their children, sharing this work between the school and the family, the latter as the first formative institution.

In the same way, Chisag (2018) led the research: “*The role of the family as a determining factor in the student behavior of the students of the eighth year of basic general education of the Francisco Flor-Gustavo Egüez educational unit of the city of Ambato, province of Tungurahua*”. This study aimed to investigate the role of the family with the purpose of improving the student behavior of the students of the eighth year of General Basic Education of the Educational Unit “*Francisco Flor-Gustavo Egüez*”, in the city of Ambato, province of Tungurahua. For this purpose, a mixed approach was chosen for the treatment of the data collected.

Among the results of the research, the fact that the family influences the behavior of students, who share quality time with their parents, stands out. Likewise, student behavior is influenced by various factors from friends to coexistence at home as a basis for understanding that the fundamental basis for a good coexistence is the amount of time that students deserve from their fathers and mothers. In this way, the study is coherent with the present research to the extent that it is committed to establishing a relationship between the behavior of the

students at school as a consequence of the accompaniment they receive from their parents in the family.

With the same intention, there is the research by Rojas (2019): “*Participation of Parents in the Teaching-Learning Process in Fifth Grade Children of the General Basic Education School Antonio Farfan, Canton Cuenca, 2018-2019*”. Case analysis in which applied a survey to teachers, parents and students in order to capture information for subsequent interpretation in diagrams with their respective analysis, evidenced that if there is a lack of participation of parents in the teaching-learning process.

In this sense, the contribution of the research to the present study is observed in the same line of proposing strategies to involve parents more in the education of their children, thus reaffirming the collective work that should exist between these social institutions, as an input to interact in a world in constant change and evolution, which require an evolution in the internal and external structures of both institutions as responses to the demands of society.

Similarly, Suarez (2019) presents the study: “*Family-School Integration for the Integral Development of Students*”, with the purpose of proposing an orientation program for the integration of the family-school binomial and the integral development of first year students of the Liceo Nacional “*Dominguez Acosto*”. The research is theoretically based on Urie Bronfenbrenner’s ecological approach to human development and the postulates of Vigostky’s social theory. Methodologically, the quantification paradigm and non-experimental type of study under the feasible project modality were chosen.

Among the results of the research there is a medium percentage (50) where the parents’ link to the school should be strengthened since the development of the students is not integral, due to deficiencies in their self-esteem and weaknesses in their interpersonal relationships, management of emotions and decision making. Therefore, the implementation of a proposal is justified, based on diverse strategies that promote the integration of the family with the school as a contribution to the integral formation of the students.

The contributions of this research to the present study are found in using the postulates of the ecology of human development (Bronfenbrenner, 1976) as a support to argue the influence of the immediate environment such as the family on student learning. Thus, from the ecological theory of human development it is feasible to recognize that the most direct environments to students, such as their neighborhood and home, are influential factors in

their behavior, especially in environments such as EI.

Now, in the national context, research works are also observed under the discursive modality of theses, articles, among others. such as the case of Martínez (2017) who presents the research: *“A proposal to promote the participation of the family in the educational process of girls and boys in second grade of the Codema I.E.D. School in Bogotá”*. The objective of the study is to implement a didactic proposal for the participation of the family in the educational process of children. As a methodological design, the qualitative research paradigm was chosen with an Action Research type of study. For this purpose, conflict resolution workshops were held in the classroom with the students to improve the classroom environment, then different topics were discussed and workshops were developed with the family and guardians taking into account the interests and needs of the family of the course with which they work. Among the contributions of the study to the research, the fact of considering that the family recognizes the importance of dedicating time to the formative processes they carry out at school during the teaching and learning process stands out.

For his part, Mosquera (2018) led the study, *“The role of the family in the learning process of students. a particular understanding in the Líderes del Futuro Educational Institution Buenaventura, Valle”*. The purpose of this study was to interpret and understand the realities of parents in the learning process of the children of the Líderes del Futuro Educational Institution of the 2d grade of the Special District of Buenaventura, Valle del Cauca. Methodologically, we opted for the epistemological postulates of qualitative research and an ethnographic type of study, which made possible the direct relationship between the researcher and the subjects of the research. In this regard, observation and semi-structured interviews and field notes were used as techniques and instruments for data collection.

Consequently, from the research it was observed that the environment of the families in the feedback of the studies with their children, are lacking to make an effort and also to participate in the activities and in the parents schools that the Educational Institution provides. Consequently, there is little participation and lack of attention of parents with their children, coupled with the lack of commitment of parents with the educational institution. These findings are consistent with the conclusions of the present study, to the extent that the latter also shows in the discourse of the informants the limited accompaniment that the family has with their children in relation to the learning process.

RESULTS

For the validation (credibility) of the instruments used (structured interview with parents), we resorted to the judgment of two experts in education, with a master’s degree in education and a doctorate in the same area. In this regard, these professionals made an assessment of the questions that structure the structured interview and the focus group. In relation to the syntax and semantics of the questions, they were asked to qualitatively assess their degree of relevance to the object of study and, in addition, their degree of precision and adequacy from the point of view of their definition and structuring.

On the other hand, the research process brought with it a series of requirements that are important for both the researcher and the participants, noting that their contributions and reflections will be used for the purposes of the research. In this sense, an agreement was made between the researcher and the participants, establishing limits and scopes, making clear to the participants that the management of the research will be in charge of a teacher of the school, for the security of the information and the procedures, as well as informing that the proposal product of this process will be shared by the teacher’s blog with a copy to the Institution to know the results and create dissemination strategies about it. The above, covered by Law 1581 of 2012, which regulates the collection and processing of personal data by public or private entities.

Having made the above considerations, the recovery of the relevant information for the study results from applying a set of techniques that make it possible to give perspective to the specific information that is broken down from each category, constituting the essential expression that directs the elements of data collection, that is, the treatment of data is done from a qualitative perspective from the analysis of the discourse of the participants.

In this regard, Bonilla and Rodríguez (2005) point out that:

Data analysis is determined by the characteristics of the problem and by the questions that originated the research throughout the study. Data analysis is a product of the collection process in which it is necessary to document daily (p. 143).

In view of this, for the case of the present study, the information was collected from a focus group and a structured interview that gave an account of the discourse of the informants in relation to the following categories:

1. Family learning process (FPA)
2. Family Teaching Process (FPDE)
3. Parents’ accompaniment of their children (APFH)
4. Parent-teacher interaction (IPDF).

Therefore, the hermeneutic triangulation of the information considered a reflective and interpretative look at what parents think about the accompaniment they have for their children during the learning process.

In the first place, in relation to the first question of the structured interview: What do you consider your contribution to the education of your son or daughter, it is observed in the discourse of the parents (PDF) that they recognize the importance of accompanying their children in their schoolwork. This appreciation can be supported by the following microtexts:

“my contribution in relation to my daughter’s education is to teach her to be a good student to pay attention to her from her teachers and what she does not understand to ask for support from her teacher” (PDF1)

“I consider that the contribution in relation to my child’s education is to accompany her in the learning process by supporting and helping her as much as possible so that she feels accompanied and safe” (PDF2).

“The importance is to have a union with the child, to know how to explain to the child the importance of learning so that he/she can be a professional” (PDF3).

“In the tasks and their development” (PDF4).

The above discourse is consistent with the postulates of Scola (2012) for whom the family is a community of love and solidarity that, bets on accompanying the subject in all its scenarios of development, not being the school the exception in this regard. In view of this, the family is a social institution in which the first learning needs must be satisfied as a support to the formative work of the educational institution.

Secondly, for the question: What type of support do you provide to your son or daughter during the development of schoolwork? The informant parents agree in affirming that the support they provide is associated with seeking solutions to the doubts that the student has in relation to some school activity. In the words of the informants:

“I accompany him by providing the help he needs to develop his educational activities” (PDF1).

“in looking for a solution” (PDF2)

“the support I provide my daughter is to help her with her homework and pay a lot of attention to her so that she can carry out her activities better and have knowledge of very important subjects” (PDF3).

“I provide her with accompaniment and help so that she can do her homework properly and satisfactorily...” (PDF4).

The above arguments are coherent with the postulates of Sanchez (1994), who considers the family as a true social institution in charge of balancing the child’s personality, constituting a legitimate model for the insertion of the subject in different contexts, as in the case of education.

On the other hand, in the questions: What do you consider the role of the family in the learning of your son or daughter, and What is the importance of the participation of parents in the learning of their son or daughter, the informants show in their discourse that for them the family is the basis of society, being the first formative institution into which the subject enters, laying the foundations for becoming a member of a society. In this respect, Dowling and Osborne (1985) point out the potential of a “*systems approach*” by asserting the mutual influence of family and school in relation to the problem of a child’s formation.

Now, once the structured interview was applied, we proceeded to gather the parents in order to organize their participation in a focus group whose objective was to listen to the arguments of the informants around the following questions: What is the importance of the family-school relationship for you?; What is the responsibility of the family in the students’ learning?; What type of accompaniment do you as a parent provide to your child in the learning process in the educational institution?; What type of support do you as a parent provide to your child in the learning process in the educational institution? and What are the main teaching practices that you have with your child within the family nucleus? In this space, 9 parents participated, who were previously organized by the researchers and in a time of 40 minutes expressed their perceptions.

In view of this, the following arguments can be outlined:

In relation to the first question, parents reiterate that the importance of the family-school relationship lies in being able to accompany the child in schoolwork, through collaborative

work involving both institutions. As can be seen in the following statements:

“The importance is to have a clear union with the child, is to know how to explain to the child the importance of being, learning that he/she is a professional”.

“The importance that the family-school relationship has for me is that the family relationship is group of people supported as much as that of the school in an accompanying group by their friends or schoolmates”

“It is of vital importance the good relationship, it influences a lot in their learning. A good relationship helps children fall in love with their school and become good children”.

“It is the best way for parents to provide support to children in their studies and they can overcome much more.”

“It is very important because in it we all have to see not only their students and their teachers but also the parents who play a very important role in the education of our children and in their learning.”

The above appreciations are coherent with the postulates of Riviera and Milicic (2006) who consider the family and the school as educators, betting on a collective and complementary work that for teachers begins at home with the transmission of values, principles and behaviors, which are operationalized in norms that the subject can reflect during his stay in the different levels of schooling.

For its part, in the second question, emphasis is placed only on the case of the role of the family in the subject’s learning. Practice that Mosquera (2018) argue in the following terms:

The term home/school collaboration is related to the term parental involvement, but the latter is broader and more inclusive. Family/school collaboration refers to the relationships between home and school and how parents and educators work together promoting academic and social advancement in the children/student, family/school collaboration is determined by the attitude with which the participants relate.(p. 34)

What was said by the author can be triangulated from the following statements of the informants:

“We as a family in the learning of our children play a very important role since we try our best to teach them, in the best possible way a little of what they taught us one day”.

“Well, because with the support of the family the children can have a better future and feel more confident to study.”

“Our role as mothers is mainly to teach them that study is the best thing they can give us, because education begins at home and we are the ones in charge of them being good people, with the help of our teachers”

“Teaching them subjects and explaining to them, giving them a better knowledge of activities that they do not understand.”

In the third and fourth questions, the categories of accompaniment and teaching practices are immersed. These are key as part of the improvement of student learning based on the role of the family in it, which is the *raison d’être* of this research. These categories are consistent with the four reflections raised by Razeto (2016) in his study on the involvement of families in children’s education.

(i) the actions of families influence the educational performance of children; (ii) vulnerable families are at a disadvantage from the point of view of their ability to support their children’s education and to relate to the school; (iii) the State values the involvement of families in education, although the initiatives deployed are insufficient and outdated; (iv) we should not start from scratch: international studies deliver recommendations to strengthen the relationship between families and schools.

The following are the voices of informants:

“Help them to do the activities correctly so that they have a better learning and can develop their mind, and have understanding of some topics that the teacher presents in the classroom”

“I teach them to respect the elderly and also their classmates and teachers and I give them a lot of advice, with them I practice the value of respect, love and responsibility”.

“I dedicate all the time that is necessary, I always instill in them that there is nothing better than studying, learning and being someone in life.”

“First of all, respect for others, love, and responsibility”.

“Well, I give my children what I can as far as my learning is concerned because there are many things I don’t understand, but I look for ways to learn with them too”

“At home I become their teacher, I try to teach them the best way I can and be there with them when they do their academic activities so that they can advance

in the best possible way”.

CONCLUSIONS

As a result of the application of the instruments, it stands out that parents generally attend the institution to consult about the academic situation of their children when they are called by the teacher or summoned by the institution. In this regard, the level of responsibility that parents have for their children’s education is high; they are aware of their role as educators, which generates favorable situations in the family context for the development of the students. Likewise, the communication channels between the actors in the educational process are very useful, in addition to the spaces provided by the educational institution. Therefore, as recommendations, it is suggested to improve the teacher-parent relationship towards a harmonious interaction in order to improve the quality of learning. In the same way, extracurricular activities should be carried out to encourage the meaningful participation of parents in the educational institution. For example, with the formalization of a school for parents, as a necessity that responds to the socio-demographic context of the families focused on in this study, to carry out permanent actions that allow continuing with the accompaniment of parents in the formative purposes of the educational institution.

It should be noted that this study was able to approach the reality of the families of a group of elementary school students from a state-run IE in the department of Córdoba. In this regard, as a result of the application of the instruments, it is highlighted that parents generally attend the institution to consult about the academic situation of their children when they are called by the teacher or summoned by the institution. In this regard, the level of responsibility that parents have for their children’s education is high; they are aware of their role as educators, which generates favorable situations in the family context for the development of the students. Likewise, the communication channels between the actors in the educational process are very useful, in addition to the spaces provided by the educational institution.

On the other hand, it is observed and responding to the specific purposes of this research, that the process of accompaniment developed by the parents of third grade students of the IE El Siglo, presents a series of risk factors that affect the formative process of children directly and indirectly. This refers to the little academic preparation that they have and that affects the accompaniment. The latter is only provided from the life experience of the adults in question. Therefore, given a socio-demographic characterization of parents, it is the duty of the institution to promote spaces of active and constant linkage of parents with the school,

to further enhance this relationship.

Consequently, it is feasible to affirm that, regardless of the family structure to which the student belongs, what is important is the commitment and accompaniment at home. In this aspect, Mosquera (2018) indicates that if families and schools work collaboratively greater will be the academic performance of students.

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