

Family Context And Teaching-Learning Process In Language And Literature Of The Fourth Grade Of Basic General Education. Case Of Basic Education School "Luis Eduardo Rosales Santos", Santa Elena-Ecuador, Academic Period 2021-2022."

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DOI: 10.47750/pnr.2023.14.03.306

Abstract

The objective of the research study is to analyze the participation of the family context in the teaching-learning process of the Language and Literature subject of fourth grade students, parallel A, of the "Luis Eduardo Rosales Santos" School of Basic Education, of the Manantial de Colonche commune in Santa Elena -Ecuador, academic period 2021-2022. The research used was exploratory and descriptive, with a quantitative approach, since it reveals the implications of the family context in the learning of Language and Literature. Likewise, the modality of field and documentary research was used, applied to define the study variables. To obtain the information, instruments aimed at evaluating the involvement, role and level of participation of the representatives were applied. 22 students and 22 representatives, belonging to the group selected in the school, participated in the study. It is important to note that the questionnaires were prepared in digital format, using the "Google Forms" application, the link generated was shared with the course teacher, via email, later it was shared with the representatives through a WhatsApp group, with which the communication mechanisms between teachers and representatives are established. The research collected information, where the mother stands out as the main member of the family context, linked to the activities related to the teaching and learning process of the students.

Keywords: educational process, teaching-learning, language and literature, family context, academic performance.

Introduction

The participation of the family context is an aspect that has great importance in the teaching-learning process of students, because with the necessary attention children advance by leaps and bounds in their academic training, likewise, when they present learning deficiencies parents can intervene avoiding the enlargement of those difficulties, on the other hand, when this participation is scarce negatively influences academic performance, Thus, emphasizing the way in which they are involved is necessary and for that, the application of surveys has been considered, obtaining the respective information of this situation.

Problem statement

The family context is an implicit element in the educational process of students, an infant can have his uncles, grandparents or closest people as his legal representative in the educational institution. The relationship between each family within this process occurs in different ways and finding negative aspects becomes a worrying situation

because due to those actions, the child begins to develop learning difficulties, limiting the development of their abilities and skills both affective and cognitive.

Worldwide studies expose the insufficient commitment of the family in the teaching-learning process, a project carried out by UNESCO (2004) on strengthening family participation in education, through questionnaires applied in various educational centers show that a formidable number of parents consider that, once their children are enrolled in school, The responsibility corresponds to it, that they are the ones who must teach good hygienic, school, social and sexuality habits.

Likewise, Valdés, Martín, & Sánchez (2009) state that there is a shortage of parental participation in schools, unlike mothers who are a little more involved in the matter; however, it should be noted that the representatives are not involved in their entirety. Here is a point For its part, Zambrano & Viguera (2020) show that, due to the inadequate attention of the family in the teaching-learning processes, students have a low academic performance, indicating the existence of inconveniences within their process related to knowledge.

In Ecuador, a journal on school-family integration by Tarazona, Díaz, García, & Hernández (2016) states that the cooperation of families in the educational process is very different from what it was 30 years ago, due to family division, divorces, instability, among other situations that currently prevail to a large extent and in effect, The level of accompaniment has decreased, they also express that school failure is the product of the actions of the family, as children do not get 100% involved manifest difficulties during their teaching-learning process.

In the province of Santa Elena, Ángel (2014) reveals that, in 90% teachers manifest interrelation and dedication with students unlike parents, which externalizes the lack of interest on the part of representatives in educational processes, this being an indication of the little communication between parents and children and, consequently, children are afraid to express themselves in academic activities, especially in the area of Language and Literature. In a report issued by INEVAL (2016), 38.5% of fourth grade students have an insufficient level of learning in this discipline, indicating that children have shortcomings in this discipline.

In consideration of the problem existing in the peninsular context about the absence of parents in the educational process and the low level of learning in the subject of Language and Literature of the students, the concern has arisen to know if this problem situation persists in one of the institutions of the rural area of the province of Santa Elena, I mean; in the School of Basic Education "Luis Eduardo Rosales Santos", since, the problem infers negatively on the academic performance of students.

For this reason, it is important to emphasize the participation provided by the family environment in the teaching-learning process of Language and Literature, since this area is substantial for fourth grade children. At this level the basic knowledge necessary for subsequent academic training is strengthened, generating that connecting thread of knowledge, the infant requires the guidance and guidance of his family environment, in addition, this area will help him to better understand the other subjects, since Language and Literature represent a basic and essential aspect for the learning of the other disciplines of knowledge.

General objective

Analyze the participation of the family context in the teaching-learning process of students in the area of Language and Literature of the fourth grade, parallel "A", of the School of Basic Education "Luis Eduardo Rosales Santos" of the commune Manantial de Colonche, Colonche parish, Santa Elena canton, academic period 2021-2022.

Specific objectives

Identify the character of the family context involved in the teaching-learning process of the students of the fourth grade, parallel "A", of the School of Basic Education "Luis Eduardo Rosales Santos".

Characterize the role of the family context in the teaching-learning process in the area of Language and Literature of the fourth grade, parallel "A", of the School of Basic Education "Luis Eduardo Rosales Santos".

Determine the participatory level of the family context in the educational process of the students of the fourth grade, parallel "A", of the School of Basic Education "Luis Eduardo Rosales Santos".

Justification

The family, as the central nucleus of society, has important functions within the Basic Education of students that are of great need so that they obtain significant learning and can use them in everyday life.

Research may have relevance in the educational context, because the family is the first link in the teaching and learning process. The first education is at home, this makes it an axis of relevance, then, the family as an axis of formation guide their entire educational process and intervene in different ways and therefore, know their role as such adds the education of children.

On the other hand, it is part of the culture to develop research related to the educational field because it exposes the academic reality from different times and contexts becoming substantial sources to deepen other studies that contribute to the improvement of the educational system. And it is relevant in the social, because education is the basis of every society and through the presentation of how important the family context is in the teaching-learning processes, we work on improving education from which each and every one of the individuals that make up society will be beneficiaries.

This study invites teachers to analyze, reflect and seek to maintain the respective communication with the representatives of their students and thus strengthen the role that corresponds to them, correcting the actions that are not favorable during the preparation of the students. Considering the collaboration provided by the School of Basic Education "Luis Eduardo Rosales Santos" the research work becomes feasible because there is the opportunity to extrapolate the respective information to make the research possible.

Finally, the research seeks to inform about the significance of the participation of parents and the family in educational matters, especially in the subject of Language and Literature, since it is the contents that become an essential tool for the development and advancement of the formation of children in the fourth grade, because quality education is built with the intervention of teachers, Students and the family context, both schools and representatives must be aligned, working to achieve educational objectives.

Background to the investigation

In recent years several investigations have been carried out with respect to the variables family and teaching-learning processes from different points of view, which externalizes THE concern for researchers in the field of education with respect to these issues, which is why through studies expose the problems to work on those focal points and somehow find solutions, Thus, both national and international research works have been found related to the central theme of this project raised at the Santa Elena Peninsula State University that will be described below, emphasizing the core part of each.

On the other hand, a research carried out in Mexico by Muñoz, Fernández, & Vázquez (2017) entitled "Difficulties of parental participation in their children's school activities", aimed to explain the reasons why parents participate or not in educational matters, through the application of surveys and interviews with both teachers, Parents and students collected information obtaining as a result that the representatives attend the schools when there are sufficient reasons, in terms of the parents who decide not to participate, this is due to the labor, health, economic and social situation, that the educational institution has to manage various participation strategies to break that gap of little responsibility with the entities of the school.

Likewise, Chong (2017) developed a research work in Peru, called "Level of participation of the family environment in the learning process of primary school students in Tarapoto, 2016", a project that aimed to know the level at which the family environment was part of the learning process of the students and as a method to subtract the information they used surveys aimed only at students, where, as a result, it was obtained that the participation of parents was regular due to factors associated with poor communication between parents and children, the scant attention they give them for labor issues causing the existence of inadequate control in the educational activities of students and in fact, students presented a very low level of interest in their studies.

Within this same order of ideas, an investigation carried out in Bogotá by Huertas (2018) with the theme "Family context and school context in fourth grade students: characteristics and relationships", aimed to analyze the relationship between the family and school context, for this they used surveys aimed at the two study variables and applied behavioral observation in the classroom that was part of the sample, With all that they obtained as a result that the age of the parents is a factor that positively affects academic performance, likewise the economic situation, good habits and adequate control are aspects that add up to the good learning of children, unlike those parents with low economic resources and little responsibility in the education of their children that negatively affect their behavior and their training process.

For Quinzo (2019) in his research carried out in Riobamba called "The family in the learning process in the second year in the Dr. Leónidas García Ortiz basic education school", which as an objective analyzed the performance of parents in that process, through the application of surveys it was highlighted that their contribution to the

educational tasks of their children is scarce, since, they do not give them due control in the obligations they have as students and in addition, the children do not attend their academic activities regularly, which reflects absolute disinterest on the part of the representatives.

From another perspective, Carguaytongo (2019) of the city of Guayaquil, developed a research work entitled "Family coexistence in the teaching and learning process", in which as an objective it was proposed to examine the incidence between the two variables, to extract the information surveys and interviews were applied, obtaining as a result that the family environment affects both the emotional and attitudinal part of the students, In addition, there is a considerable percentage of representatives who lack knowledge about the importance of being in constant communication with the grade teacher, which is detrimental to the educational training of children.

Methodology

For the effective development of a research work, the methodology contemplates an essential stage because it considers the actions carried out to achieve the objectives set, in this sense, Azuero (2019) argues that the methodological framework allows the discovery of the assumptions raised in the study from the reconstruction of data and operationalized concepts

Operationalization of variables

Table 1: Independent variable: family context

First variable	Definition	Dimensions	Indicators	Technique
Family context	"The family is the basic unit that governs the behavior of individuals as the primary space for socialization and, therefore, for the formation of citizens." (Gutiérrez, Díaz, & Román, 2016, p. 227)	Family structure Educational process	Functions Control Orientation	Application of surveys aimed at representatives of fourth grade, parallel "A", of the School of Basic Education "Luis Eduardo Rosales Santos".

Table 2: Dependent variable: teaching-learning process

Second variable	Definition	Dimensions	Indicators	Technique
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Teaching-learning process	"The teaching-learning process forms a unit whose purpose and purpose is to contribute to the integral formation of the personality of the professional future". (Abreu, Barrera, Breijo, & Bonilla, 2018, p. 611).	Comprehensive training	Communication Participation Cohabitation	Application of surveys aimed at fourth grade students, parallel "A", of the School of Basic Education "Luis Eduardo Rosales Santos".
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Research Design

The present research is of quantitative approach and in the words of Bernal (2010) is based on the compilation of characteristics of one or more social phenomena with the application of mathematical or statistical means to break an analysis of the problem, this method gives a general outline of the problem situation, being chosen for the implementation of statistics where the variables are measured for the manifestation of the results and conclusions.

Type of Research

There is a variety of research typologies; However, two specific types have been considered in this study: exploratory and descriptive research. In the second type of research, it was chosen for the fact of revealing the description of two variables that have been studied, but that are exposed from another context.

Likewise, two research modalities were used: documentary and field, taking into account the contribution of Bernal (2010) documentary research is the search for written information on a specific topic in order to establish differences or relationships, modality that was applied to define the study variables and obtain knowledge about what other authors have done, in this way to properly address the information.

Population and sample

The population under study is 22 students and 22 representatives, with a total of 44 individuals who are part of the School of Basic Education "Luis Eduardo Rosales Santos" of the fourth year, parallel A.

Despite the situation facing the world regarding the covid-19 pandemic, education is received by virtuality, however, there are households that present complications with technological resources and the internet, therefore, of the selected population, only individuals who were able to respond to the research instrument were considered.

Information collection technique

The technique used in the research is the survey, López & Fachelli (2015) mention that, this collects data from the study subjects in order to obtain information in a systematic way measures of the conceptual part and deployed of the problem situation raised, this survey was directed to students and representatives belonging to the fourth year, parallel A, of the School of Basic Education "Luis Eduardo Rosales Santos" of the commune Manantial de Colonche.

The instrument used for the survey was the question form, developed on a digital platform called "Google Forms", which allows you to share surveys through a certain link in which all participating individuals can access, this link was shared through Gmail to the teacher of the course to forward them to the representatives in your WhatsApp group where you maintain communication with the parents of the children, It was decided to carry out this process due to the closure of educational establishments caused by the COVID-19 pandemic present in reality, coupling research to current education.

In the same way, the survey of students and representatives varied in the number of questions, for students 8 questions were asked and the answer options were adapted to them. As for the representatives, 14 questions were elaborated and in the answer options the Likert scale was used, with the options: Never, Almost Never,

Occasionally, Almost every day, Every day. Five levels of options were considered to measure the frequency in which they performed the actions described in the questions, in this way the participants could carry out the survey without any complication.

All the information of the surveys began to be received in the repository of "Google Drive" from August 10 to 13, 2021, and subsequently, the process of interpreting the data began.

Results of the survey aimed at students

Question 1: Who helps you with your Language and Literature tasks?

Table 3:

Answer	N° person	Percentage
Dad	0	0%
Mum	11	73%
Siblings	4	27%
Nobody	0	0%
Other	0	0%
Total	15	100%

Research shows that, all fourth-year students... They get help from an adult. However, the prevailing figure is the maternal figure with 73% participation.

Question 2: When you have a question in Language and Literature, who do you ask?

Answer	N° person	Percentage
Dad	1	7%
Mum	7	46%
Siblings	4	27%
Teacher	3	20%
Nobody	0	0%
Total	15	100%

46% of students when they have unknowns about a specific topic of Language and Literature ask mom, while 27% clear their questions with siblings, 20% consider asking the course teacher and only 7% of them usually remove their doubts with dad, showing that none is left with uncertainty, However, there is a percentage that feels safe asking the teacher in class, which indicates that not everyone can fill their knowledge gaps at home with a family member.

Question 6: Who talks to you about respect for your teacher and classmates?

Answer	N° person	Percentage
Dad	1	7%
Mum	14	93%
Siblings	0	0%
Other	0	0%
Nobody	0	0%
Total	15	100%

93% of the students answered that mom is the one who establishes dialogues regarding the ways of behaving with the teacher and other classmates, and only 7% indicate that dad talks about those topics, demonstrating once again that, unlike dad, in most of them it is the mothers who maintain respective communication with the children about the values that are important in their formation for the existence of a climate Harmonic in the class.

Results of the survey addressed to representatives

Question 1: Do you guide your client in the activities assigned in the subject of Language and Literature?

Answer	N° person	Percentage
Never	0	0%
Almost never	0	0%
Occasionally	2	14%
Almost every day	2	14%
Every day	10	72%
Total	14	100%

72% of the representatives always guide the children in the activities that the teacher determines in the subject of Language and Literature, on the other hand, 14% of them perform this action almost every day and the same percentage does it sometimes, highlighting that there is a considered amount that fulfills its role as such and a smaller percentage that does not perform it as it should, Since their interest is from time to time, however, most children avoid settling for what they can learn or what they can do, improving their educational activities with that guidance.

Table 4: Student Outcomes Matrix**Student Results Matrix**

No.	Questions	Dad		Mum		Siblings		Teacher/Others		Nobody		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Who helps you with your Language and Literature tasks?	0	0	11	73	4	27	0	0	0	0	15	100
2	When you have a question in Language and Literature, who do you ask?	1	7	7	46	4	27	3	20	0	0	15	100
3	Who helps you organize the materials you need for your class?	0	0	13	86	1	7	1	7	0	0	15	100
4	When you have a lesson or an exam, who helps you study?	0	0	10	66	4	27	0	0	1	7	15	100
5	Who motivates you to participate in the classes?	1	7	11	73	2	13	0	0	1	7	15	100
6	Who talks to you about respect for your teacher and classmates?	1	7	14	93	0	0	0	0	0	0	15	100
7	Who helps you do your school activities to get good grades?	0	0	9	60	6	40	0	0	0	0	15	100
8	Who makes you feel safe in your studies?	0	0	9	60	3	20	3	20	0	0	15	100

Table 5: Representative Results Matrix

Representative Results Matrix

No.	Questions	Never		Almost never		Occasionally		Almost every day		Every day		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Do you guide your client in the activities assigned in the subject of Language and Literature?	0	0	0	0	2	14	2	14	10	72	14	100
2	Does it reinforce the theme that your client has seen in Language and Literature classes?	0	0	0	0	4	28	5	36	5	36	14	100
3	Do you make sure your client has the necessary materials for their classes?	0	0	0	0	2	14	1	7	11	79	14	100
4	Do you establish rules or schedules for your client's tasks or study times?	0	0	1	7	1	7	3	22	9	64	14	100
5	Do you talk to your client about the issues arising during your Jordanian language and literature class?	0	0	1	7	2	14	3	22	8	57	14	100
6	Does it positively stimulate the activities carried out by your client?	0	0	0	0	2	14	4	29	8	57	14	100
7	Do you motivate your client to practice values both at home and at school?	0	0	0	0	1	7	0	0	13	93	14	100
8	Are you informed about the activities that take place in the educational context of your represented?	0	0	0	0	1	7	2	14	11	79	14	100

9	Do you consult on issues of the educational process of your client?	0	0	1	7	2	14	4	29	7	50	14	100
10	Do you provide support in the situations that are required in the educational process?	0	0	0	0	2	14	3	22	9	64	14	100
11	Do you participate in your course committees or the school in general?	0	0	0	0	6	43	3	21	5	36	14	100
12	Do you supervise your client's educational program?	0	0	0	0	5	36	1	7	8	57	14	100
13	Does your involvement in the educational process of your client make you maintain adequate academic performance?	0	0	0	0	6	43	2	14	6	43	14	100
14	Do the contributions you provide in the educational process contribute to the personal development of your client?	0	0	0	0	2	14	3	22	9	64	14	100

The study shows that the mother is the main figure of the family context involved in the teaching-learning process of the students. The research shows that the family context is an important edge in the context and activities of the teaching and learning process in the subject of Language and Literature, which develop the students, of the fourth grade, parallel "A" of the School of Basic Education "Luis Eduardo Rosales Santos". Likewise, the study shows the importance of the role of the mother in these processes because through pedagogical activities at home they contribute to the academic progress of their represented, in addition, they work on the emotional part of the child, despite the fact that they stimulate their actions and in turn, contribute to their personal development, encouraging them to practice values both at home and at school, thus collaborating in the scope of an integral education.

Therefore, the family environment within the educational process assumes an informative level, because they constantly try to stay informed about the activities developed in that context. Nevertheless; Most avoid taking initiatives to participate in the committees or administrative part of the course.

Finally, in the School of Basic Education "Luis Eduardo Rosales Santos", the family context of the fourth grade, parallel "A", has an active participation in the teaching-learning process, developed by a family member, since it is a mother who participates in the processes of the area of Language and Literature, in second place, are the siblings; Although children receive collaboration largely from them, with respect to parents, they are very little involved and instead are other entities of the family that supply that responsibility.

Recommendations

It is advisable to encourage representatives to read and know their role within the teaching-learning processes of their children so that they not only direct themselves to supervise materials, educate with values or guide them by carrying out their activities, but also, be that source of reinforcement that help children understand or strengthen the knowledge provided in classes and thus contribute to their significant learning. Within educational institutions, meetings with the family context should be organized with the aim of strengthening the school-family relationship so that there is absolute dedication in all actions of the educational process, because a quality education is built with the collaboration of students, teaching staff, director and parents.

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