


FAMILY INTEGRATION IMPACT ON THE LEARNING OF SEVENTH GRADE STUDENTS¹ <https://doi.org/10.56238/sevened2024.037-198>**Gema Mireya Loor Cedeño² and Lilia Moncerrate Villacis Zambrano³.****ABSTRACT**

The objective of the research work was to analyze family integration and its impact on the learning of students in the seventh year of elementary school, the methodology was framed from the inductive-deductive, analytical, synthetic, historical-logical methods with a descriptive, qualitative-quantitative approach, the techniques used were student surveys, interview with the tutor teacher and interview with the director, it was tabulated in the SPCS 29 and a level of reliability of the instrument according to Cronbach's Alpha at 0.83 was obtained. One of the most relevant conclusions was that there is a considerable percentage of children who are affected by the lack of integration in their homes and it is concluded that the integration of students into their family nucleus is always reflected in their school performance, behavior, grades, mode of socialization and psychological behavior in group and family behaviors. What was evidenced is that the impact of family integration and its incidence on the learning of elementary school students are key to the harmonious development in meaningful learning and in the integral development of each student.

Keywords: Integration. Family. Education. Learning. Harmonious development.

¹ Contribution of the Montubian tradition to the socio-cultural, economic, agricultural, livestock, food, hospitality and tourism development of the Sucre - San Vicente community and the Bolivar canton.

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INTRODUCTION

Family integration influence on children must have in their family environment are the fundamental basis for their academic performance and learning, since a child who has a good relationship with his or her family environment is a stimulated child, a child who has a favorable family reception will always have more academic performance. The family integration that they must have in their environment is very important; Thus, as an example, a child who is going through processes of separation from the family nucleus or losses, needs more attention and greater welcome from the educational environment.

This research work will be carried out at the Eidan Abel Erique Cercado Educational Unit in the 2023-2024 school year of "San Vicente canton, which is located in the north center of the province of Manabí, its extension of 715 km² (33 km² urban area and 682 km² rural area)" (San Vicente, 2023), the San Vicente canton has made many advances in the educational field, such as

The authors say that "the National University of Education UNAE, in the Support Center in San Vicente Manabí, becomes a new conception for the formation of citizens committed to society, based on conceptual axes of a pedagogical model that proposes challenges in education, based on processes of relationship with respect to legal, conceptual, psychological, sociological that focus on the human being and on its integral development" (Jácome & Ros. 2019, p.2)"

It was carried out in a structured research through field observation, interviews and surveys and several problems were identified in this sense, it is general knowledge that the Educational Units are not alien to this problem, which according to scientific studies affects educational performance.

From the point of view (Briones. 2021) "students who have regular and low grades. They are presented incorrectly in family relationships, discipline style, communication, and socio-affective formation of parents, inappropriately influencing students' school performance. (P.5)

That is why the impact of family integration on the learning and school performance of students in the seventh grade of the Eidan Abel Erique Cercado Educational Unit is defined as a central problem. The objective of this research work is to analyze the impact of family integration and its incidence on the learning of students in the seventh grade of the Eidan Abel Erique Cercado Educational Unit, San Vicente 2023.

For Lahoz. (2010). It indicates that the family environment is the set of relationships that are established between family members who share the same space. Each family lives and participates in these relationships in a particular way, hence each one develops its own



peculiarities that differentiate it from other families. The family environment, whatever the family is like, has very important educational and affective functions, since it is based on the premise that parents have a great influence on the behavior of their children and that this behavior is learned within the family.

This differentiates this from other families that have a positive and constructive family environment that favors the adequate and happy development of the child, and on the other hand, other families do not live interpersonal relationships correctly in a loving way, which causes the child not to acquire the best role model from his parents or to have important affective deficiencies (Luzvike, 2018, p.17).

In addition, to be able to analyze the theoretical approaches on family integration and learning in order to diagnose the current situation on family integration in children through a field study and thus determine the impact of the family situation on the educational performance of the students under study

In this way, it is necessary to study the behavior of children around their school performance, most children have difficulties at home which have an impact on their school performance, therefore it is important to know what is the situation of family union of students in their homes?, recognizing in the first instance what is the educational performance of students in their learning process? Then, it is transferred to a deeper level by knowing what relationship exists between students with family integration/disintegration and optimal/deficient educational performance?

"The key era that redefined the family-school construct was 1980, when the way in which the family participates or can participate in school was emphasized. There was a shift to a more dynamic one of shared responsibilities, with an emphasis on the partnership between the family and the school." (Waidelich, 20219, p.13)

This work is part of the research line relevant methods were used to carry it out such as the correlational descriptive method, methods in the theoretical, analytical-synthetic order, methods in the practical order, so it is of vital importance to analyze them in the appropriate way.

The current research was carried out with the purpose of knowing the current situation of the repercussions that integration with the family has on the academic development of the children of the aforementioned Educational Unit, this study serves as a basis for educational entities to take this study as a reference to learn about adverse situations that are occurring and that deserve attention.

As a priority aspect, this research seeks to provide alternative solutions within the scope of the relevant authorities and the educational community, especially parents and



teachers, which allows to strengthen and strengthen the family ties of children and eradicate any type of negative impact on the motivation, communication, performance and general development of the students.

The beneficiaries of the current research work are: mainly, the children who are the subjects of the research, since knowing the problem helps to find solutions for their well-being; second, teachers because knowing the causes that lead children to act in a way will allow them to help them improve this problem and the learning environment; third, the directors of the institution, through this investigation and obtaining the results that it yields, helps them to know the causes and thus be able to use the appropriate techniques and tools to seek feasible solutions with the relevant entities such as the Department of Student Counseling (DECE); fourth, parents, since this research helps them to know the repercussions that family integration has on the lives of their children and academic performance, allowing them to contribute to becoming aware of this problem.

Based on the LOEI in Article 13, it establishes that promoting an adequate learning environment at home or organizing places dedicated to teaching, recreation and leisure, is considered as a formal system that obliges the consanguineous role to maintain a good use of rest, adequate orientations, spaces for learning at all times framed with the respective actions that the schooling of the students has (Organic Law of Intercultural Education of Ecuador. (2011, p.24)

It is of vital importance what the LOEI states, that harmonious places must be fostered that enable the student a safe learning climate where he can be the protagonist of his learning and give reason for what he learns in the various social, educational, and family scenarios. Only in this way will family and school integration make their training a productive entity of what they know and do, experienced what they learn.

A home for children should be a safe place, of peace and tranquility, where there are values instilled by the example of their parents, with the school being the first to form them as integral human beings. When this does not happen, and children grow up in conflictive families where the environment in which they develop is not correct, they acquire these aggressive and inappropriate behaviors at school, reflecting what their family life is like, and that they do not contribute positively to their educational training process. (Silva, 2023, p.18)

Today it is difficult to find references that convince children, because the values of integrity, respect and honesty have been lost, because experiences are adverse to words, that is, there is no congruence with what is said and done, therefore there is a dichotomy of the word and the praxis, therefore, in the face of this ambiguity, children lose sight of what true holistic education is.



In this sense, it is general knowledge that the Educational Units are not oblivious to this problem, which according to scientific studies affects educational performance, in this regard it is known that "students who have regular and low grades. They are presented incorrectly in family relationships, discipline style, communication, and socio-affective formation of parents, inappropriately influencing students' school performance," (Briones, 2021, p.5)

Good family relationships should be the basis of every child and developing in a good family environment should be a priority, since the future of the child will depend on this, and it will be reflected in the activities of daily life both in school and social environments.

The family role reflects an important role in the education of students, since it transmits values, principles and emotions, which allow the student to develop in the educational environment, the objective of the inquiry was to analyze the influence of parents in the teaching-learning process in the formation of their children, considering that it is a necessary issue for the educational community. therefore, the research was carried out based on a qualitative approach using the inductive-deductive method, decomposing the problem from the particular to the general, using bibliographic analysis to support the experiences in teaching. In addition, among the most relevant results, there was evidence of a limited impact that the home has on school life, through multiple factors such as time, level of preparation or available resources, whether economic or material, which hinder and cause the inadequate intervention of parents in education. (Karina, 2020, p.2)

It is of utmost importance to know the contribution of this study since it serves as a basis for more research to be carried out in educational institutions regarding the topic investigated, which will serve future young people, in order to know the causes and possible solutions to this problem.

METHODOLOGY

The methods used in the research were: quantitative and qualitative descriptive, deductive, historical inductive, analytical – synthetic historical – logical the type of research was descriptive the techniques used were student surveys, interview with the tutor teacher and interview with the director

Interview: it was applied to the directors and tutors of the school to know how much they know about the issue of family integration and the repercussions they have on their environment are of vital importance to know how to strengthen family ties that are closely related to performance and on cases already identified. The survey was applied to the 7th grade students to know the behavior of the children within the educational environment.

Survey: then a survey is applied to the students of the 7th. year of basic education, since they are the last levels of basic secondary education, to know what are the

repercussions that their family environment has on their educational performance and learning. Research instrument: questionnaire. The information obtained from this survey will be tabulated in SPSS 27.V to 27 to obtain its reliability, statistical tables and graphs.

Population was the Basic School of the Eidan Abel Enrique Cercado Educational Unit, San Vicente 2023. From which a sample of 30 children from the 7th. year of Basic General Education of the aforementioned institution.

RESULTS

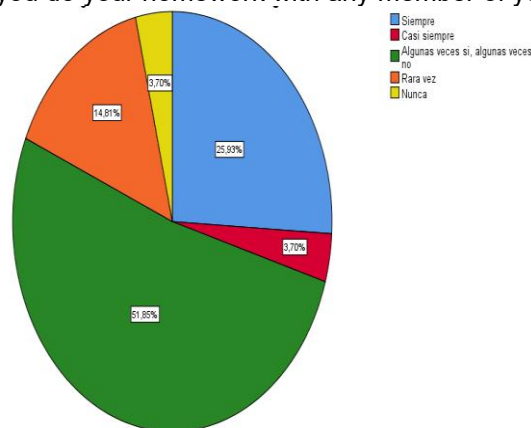
Table 1 - *Instrument reliability*

Cronbach's alpha	N of elements
,835	7

Background: Children and directors of the Eidan Abel Enrique Cercado Educational Unit, San Vicente. Source: the authors.

The reliability analysis through Cronbach's Alpha shows a statistic of 0.825 which is good, therefore, the research instrument is reliable allowing to measure what was intended in the survey. The data obtained were tabulated in the SPSS statistic, which shows that it is good, therefore, this indicates that the instrument used (the questionnaire) was carried out correctly and the research through the questions was well formulated.

Figure 1 - Do you do your homework with any member of your family?

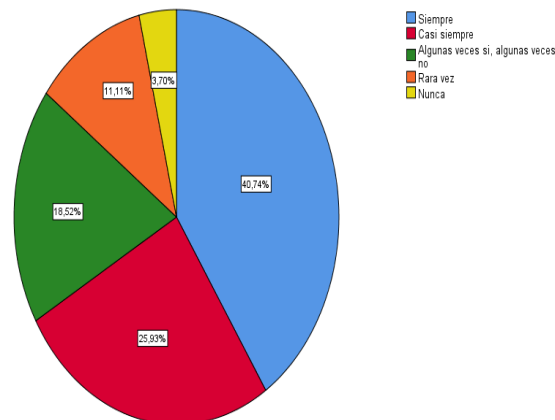


Sources: Children from the Eidan Abel Enrique Cercado Educational Unit, San Vicente. Source: the authors

The results showed that 25.93% of the students do have accompaniment in the performance of their duties; Likewise, 3.70% state that they almost always support them in carrying out extra-class activities. In contrast, there are 51.85% of students who sometimes help them and sometimes do not, which reflects a little guidance and commitment from parents; Also, 14.81% of them mentioned that they rarely have tutoring from their parents in homework; and finally, 3.70% said that they are never guided by their parents and perform only their homework. This showed that most

students are not guided by their parents in carrying out their homework or in reviewing them, leaving all academic responsibility to teachers.

Figure 2 - When there are problems at home, do you feel like doing homework or work in the educational field?

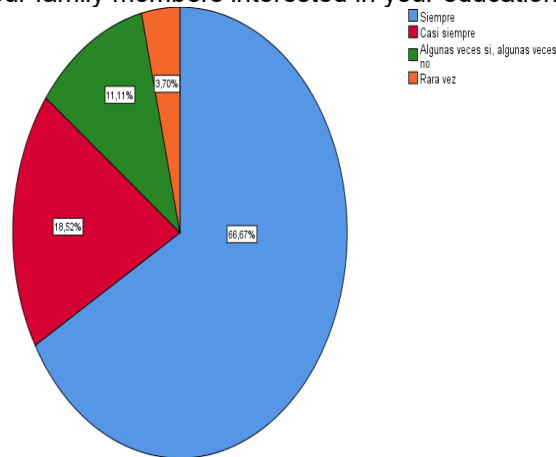


Sources: Children from the Eidan Abel Enrique Cercado Educational Unit, San Vicente. Winemaking: Own

It was evidenced that 40.74% always have the intention of doing their homework and a percentage of 25.93% allege that they almost always have the intention of doing the work sent by their teacher, this is a higher percentage of students who do not have affectations with carrying out their activities normally when there are inconveniences within the family nucleus, however, 18.52% show that it affects them sometimes yes and sometimes not when there are inconveniences at home, also 11.11% rarely feel like doing their homework due to the conflicts they live within their home, and finally 3.70% maintain that they never want to do the assigned tasks due to the inconveniences and their low mood after a member of their family nucleus has conflicts between them. they.

What showed that most of the students do not have impairments is their school performance, however there is a percentage that does have impairments and this is reflected in their academic performance and grades.

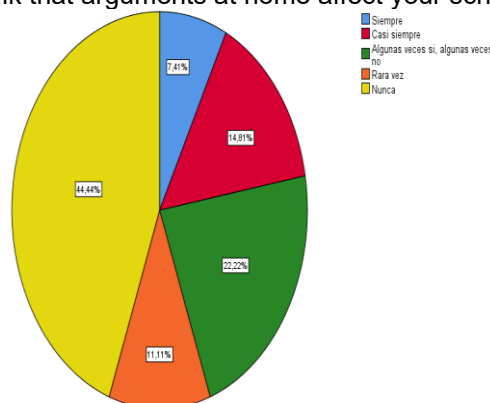
Figure 3 - Are your family members interested in your educational activities?



Sources: Children from the Eidan Abel Enrique Cercado Educational Unit, San Vicente. Source: the authors

It was found in 66.67% that they always have a member of the family nucleus who helps them to carry out educational activities, 18.52% maintain that almost always someone guides them in the tasks assigned to the home, this is a higher percentage in which parents show interest and commitment to their children, a lower percentage of 11.11% allege that sometimes yes and sometimes not a family member helps them to carry out the tasks assigned to them. school work and 3.70% say that they rarely help them in their educational tasks reflecting a minimum and interest in their represented. This shows that most students are motivated by their parents in their school activities, and there is also a small group that lacks this motivation and stimulation.

Figure 4 - Do you think that arguments at home affect your school performance?

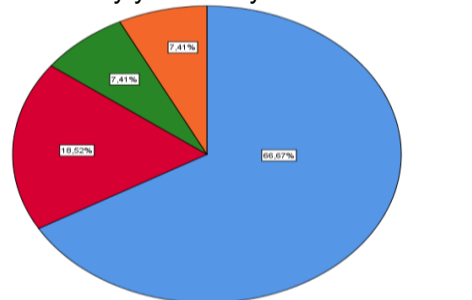


Sources: Children from the Eidan Abel Enrique Cercado Educational Unit, San Vicente. Source: the Authos

According to the results, it shows that a smaller percentage of 7.41% that it always affects them when there are arguments within the family nucleus, likewise 14.81% refer that it almost always affects them when there are this type of inconveniences, in contrast to these answers 22.22% say that sometimes they are

affected by arguments within the home in their school performance, also 11.11% are rarely affected, and a higher percentage of 44.44% are never affected in their school performance by discussions within the family nucleus. This concludes that most students are not affected when there are discussions at home in their academic performance.

Figure 5 - Are you motivated by your family members to do school activities?



Sources: Children from the Eidan Abel Enrique Cercado Educational Unit, San Vicente. Source: the authors

66.67% stated that they are always motivated by members of their family, likewise 18.52% are almost always motivated by their families to carry out their educational activities, in contrast to this a percentage of 7.41% maintain that sometimes yes and sometimes not their family members motivate them to carry out their assigned activities for the house, and finally, 7.41% rarely receive this type of motivation from members of the family nucleus.

This shows that most students are guided and motivated by their parents in carrying out their homework or in reviewing them, and a smaller percentage do not do so, leaving all the academic responsibility to the students themselves.

SYSTEMATIZATION OF THE RESULTS OF THE INTERVIEW WITH THE TEACHER-TUTOR-DIRECTORS

How do you consider the situation of family unity of students in their homes?

Analysis:

The teacher of the seventh year of basic education emphasizes the relationships that parents have with children, which are mostly dysfunctional homes in which only one member of the nuclear family (mother or father) takes care of the needs and activities of the children, inside and outside the educational area.



How important do you think family integration should be in the children's learning process?

Analysis:

The teacher maintains that it is a factor of great relevance and importance since the child's self-esteem and in many cases their behavior depend on it, and this in turn has an impact on school activities and their performance.

What type of workshops do you carry out as a teacher of the institution to promote family-student-school integration?

The teacher states that in the institution workshops are held such as the one on educating in the family, but most of the parents who attend these activities of the workshops are the parents who are always present in the academic activities of their children and these are the children who have a good academic performance and good behavior, But children who have learning and behavior problems are children who are always alone, that is, their parents do not let them pick them up from school or attend the activities of the workshops, and this makes their learning process very difficult.

Do you consider that the integration that children have in their homes with their families has an impact on their school performance?

The teacher states that children who have low academic performance are children who have homes in which they only live with mom and dad and they in turn have other partners and do not worry at all about their children, their educational activities or their school progress.

Do you consider that the children are living in a favorable environment to be able to have a good educational performance?

The teacher expresses her concern and helplessness to know that there are children who do not have enough care or affection from the members that make up their family nucleus and this does not allow them to grow in the academic field, since they are children with low self-esteem and most of the time they are sad. or they manifest their situation in a negative and aggressive way with the classmates around them.



RESULT OF INTERVIEW WITH DIRECTOR OF THE INSTITUTION

What is the situation of family unity of students in their homes?

The director of the institution alleges that the largest percentage of students in the 7th year of basic education live in dysfunctional homes and have many problems in the field of learning and behavior.

What is the educational performance of students in their learning process?

The director of the institution affirms that most students have problems in their academic performance and this affects their learning.

What is the relationship between students with family integration/disintegration and optimal/poor educational performance?

The director maintains that students who have a good integration with their family members and at the same time feel motivated reflect optimal performance in school activities and excellent academic performance, quite the opposite of those who live in situations of abandonment and dysfunctional homes that present low academic performance and unfavorable behavior.

How important do you think family integration should be in the children's learning process?

The highest authority of the educational institution refers that the integration that students have with their homes is of vital importance since this will allow them to be calm and feel motivated in their academic progress since a student who feels the support of his family is a happy student and therefore will be a student who has a good school performance.

What type of workshops do you carry out as the highest authority of the institution to promote family-student-school integration?

The director refers to the programs they have within the educational area of the institution, where there are workshops that are taught and it is about children having more confidence in saying their emotions, in which they also work with playful workshops where children can share the activities with their parents.



DISCUSSION

After having compared the results of several research, the following results were found that helped to deepen the research, so it was possible to verify that, (Jiménez et al., 2023, p. 1) in the article importance of parents in the teaching-learning process of students in Ecuador, they say that parents play an important role in the education of infants and are an indispensable complement to formal institutional education. However, there are problems in the accompaniment, which, if not treated in time, could be negative and detrimental to the development of the child. The results showed that there is not an optimal level of family integration in all the homes of the students subject to the research, despite this situation most of the students carry out and fulfill their school tasks. but there is a smaller part of the students, but no less important, that has affected their school performance.

Within the formative context, values enter, as they say (Villacis et al, 2023.p.2) with the research work on People, Ethnicity and Culture: An approach to the multicultural environment of Ecuador, in which they emphasize that the values of multiculturalism, as a cultural process, is a challenge for the new generations based on their autonomy and identity from the reality of each ethnic group, respecting their cultural, social, and religious expressions. Values are the basis of the formation in students, they are what allow the child to acquire an evaluative academic training where what he knows and does leads him to grow in being as a person, only in this way will new leaders be formed to help the good life .

UNESCO (2023, p.1) states that education is one of the most powerful tools to lift marginalized children and adults out of poverty, as well as a catalyst to guarantee other fundamental human rights. It is the most sustainable investment. The right to quality education is inextricably linked to the Declaration of Human Rights and many other international normative instruments, which are the result of the joint work of UNESCO and the United Nations. Therefore, family integration is the basis of the emotional stability of children and adolescents so that they can perform adequately in any area of their lives, in particular school education, in this sense the United Nations (UN) in particular its dependent body Union for Scientific and Cultural Affairs (UNESCO) determines that one of the universal rights of children, girls and adolescents is the right to education that must be guaranteed by their parents as the main responsible, determining that primary education is compulsory and free, in this regard they ratify that: With which it is established that parents are primarily responsible for the educational development of their children and therefore have the obligation to promote the appropriate conditions, and their emotional stability for the well-being of children.



In the work of (Villacis et al., 2020, p.298) entitled Learning styles in students of the Eloy Alfaro Lay University of Manabí, Ecuador, they state that In this sense, the preparation and updating of the teacher in the field of didactics plays a fundamental role, since it will allow them to discover their own learning style, they will become aware of their cognitive processes, it will broaden its conceptual, methodological and mainly didactic horizons, thereby supporting its students in order to achieve the training of integral and successful professionals. In this regard, comprehensive training is an important element to take into account in the learning style, as it is a continuous, permanent and participatory process, which seeks to harmoniously and coherently develop each and every one of the dimensions of the human being: ethical, spiritual, cognitive, effective, communicative, aesthetic, corporal and socio-political, in order to achieve the full realization of the person as an active part of society. Throughout their educational and training performance, teachers have implemented tactics and techniques to be able to develop the appropriate way to reach the student and ensure that he, in turn, develops under his own learning parameters and in accordance with other fundamental factors, being people who are an active part of society, providing knowledge and positive actions.

CONCLUSIONS

The results showed that most of the students does not have effects on their school performance, however, there is a percentage that do have effects and this is reflected in their academic performance and grades. which can be concluded that it is necessary to work together with parents with new pedagogical tools, technologies and contents that help both school performance and the integration of families, that is, as a school for parents and children, counteracting the most affected part such as the students who are the ones who receive the most problems discussions at home in their school performance.

Another of the most preponderant elements was that a not so high percentage of students are not guided and motivated by their parents in the performance of their tasks, leaving all the academic responsibility to the students themselves without any type of accompaniment. which exacerbates learning by creating a strong family disintegration gap, which does not help to create spaces for dialogue both with families and in school classrooms.

According to the results of the interview with the tutor teacher of the seventh year of basic education, it was possible to confirm that the parents with the children, who are mostly dysfunctional homes in which only one member of the family nucleus (mother or father) takes care of the needs and activities of the children, inside and outside the



educational area, are reflected in their academic performance, in their behavior and their grades. And in his aggressive behavior that does not help a comprehensive formation

The director refers to the programs they have within the educational area of the institution, where there are workshops that are taught and it is about children having more confidence in saying their emotions, in which they also work with playful workshops where children can share the activities with their parents, this in turn increases their self-esteem and is reflected favorably in their educational activities. Therefore, it is necessary to analyze the curricular content and the training of parents.



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