

## Integration and Participation of Parents in Educational System

### **Rosmary Olga García Mejía**

*Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador*  
Corresponding author email: [rgarcia2217@puce.edu.ec](mailto:rgarcia2217@puce.edu.ec)

### **María Fernanda Argandoña Mendoza**

*Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador*  
Email: [margandona8801@puce.edu.ec](mailto:margandona8801@puce.edu.ec)

### **Yandri Alberto Zambrano Zambrano**

*Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador*  
Email: [yzambrano6546@puce.edu.ec](mailto:yzambrano6546@puce.edu.ec)

### **María Isabel Santana Vergara**

*Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador*  
Email: [michellez23@hotmail.com](mailto:michellez23@hotmail.com)

### **Marcos Fernando Pazmiño Campuzano**

*Pontificia Universidad Católica del Ecuador, sede Manabí, Portoviejo, Ecuador*  
Email: [mpazmino@utm.edu.ec](mailto:mpazmino@utm.edu.ec)

**Abstract---***The objective of the article is to inform the relevance and importance of the family when getting involved as a beneficiary factor in the study of young people; more importantly, the father in his contribution to the education of his sons and daughters. After decades and with the passing of the years this bond so transcendental between parents and children has been weakened, so that the results today are so visible that it is increasingly less important for the young person to study and move forward in their professional future life; going to another extreme as it also hurts to overprotect a lot in your student preparation life, without letting it be defended only that it constitutes another current concern since there is no effort to achieve its goals, knowing that someone who seeks Always solution to your problems.*

**Keywords---***education, family, relationship, school influence, school-parent.*

## Introduction

Problems in current education, their causes and effects are influenced by the entire educational community and reflects the present difficulties in education. The participation of the parents of students in the Ecuadorian education system, based on the lack of absence of their company as in the role of representatives or in the much protection of the company until reaching the point often overlapping misconduct or use of their represented.

For its part, [Sarramona & Rodríguez \(2010\)](#), states that participation implies recognizing that different members of society can think, get involved, and carry out actions on what affects their lives to their lives in different contexts, social (family, school, community, among others). Being a fundamental part of the entire student life of any young person who wants to incur in the world of education. Figure 1 shows those involved in the educational function.

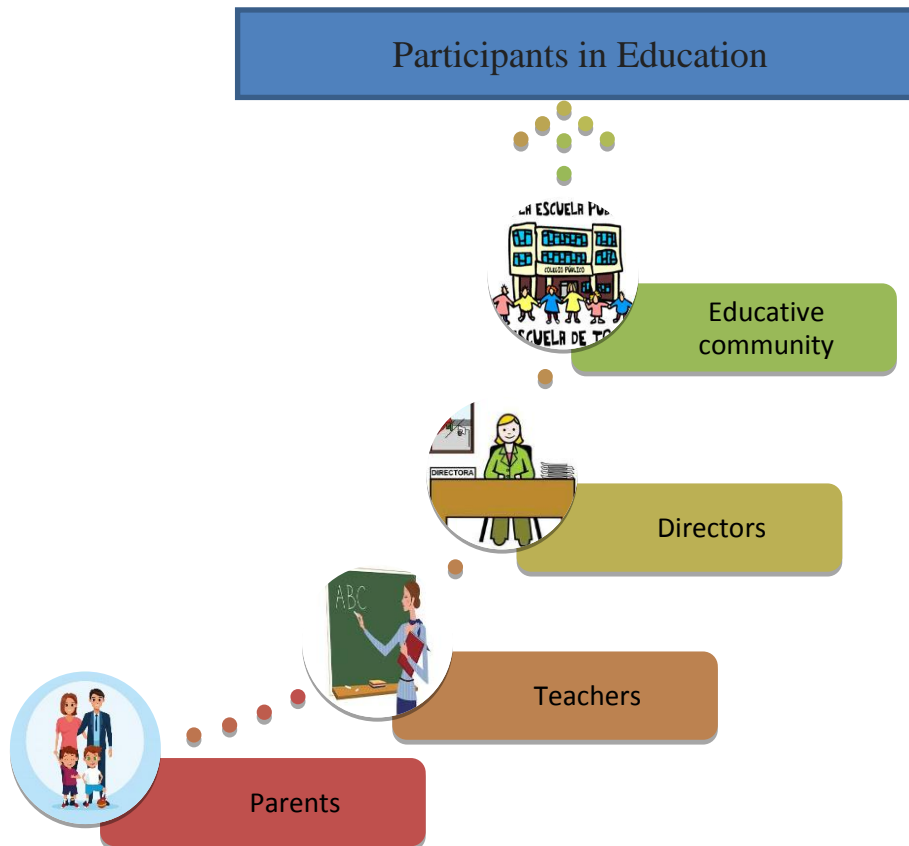


Figure 1. Involved in the educational function  
Source: (García *et al.*, 2018)

The reason for the study of interest is because at present the educational system is so attached to the protection of the student that it has left aside the value of being a teacher even though it is one of the most important roles that the human being performs when teaching values, thematic so that every young person is someone in life. In the aforementioned research, he says that business and civil organizations demand quality education from the government. As you can see, this problem involves society, the family, and the different organizations that request a closer approach to the reality of training, through processes that allow the satisfaction of the educational service for all. Education before the government must be a priority including the whole society since it must be inclusive from all aspects to form citizens for profit, emphasizing the educational service with quality and warmth in the process of involving all educational actors, in this way the family plays an important role in the educational process with incentive and culture; instilling knowledge and discipline inside and outside the home forming responsibilities in the educational environment.

The author [Amaris \(2004\)](#), mentions that the family demands from the father and mother that they work a great dedication of time, energy, attention, and love; at the same time, the family is the main motivation for them to go to work to provide a better quality of life for their children. However, as a final reflection it could be considered that “it is not right to be the employee of the year if, as a father or mother, you always arrive home late, when the children are already sleeping”, and it is not right either “to be the father or mother of the year if little attention is paid to work and low productivity is shown”. Education comes mainly from home where there must be motivation from parents to children creating harmonious environments and giving a better effective quality of life that influence the emotional part of learning giving reliable results where the child feels confident with his parents more not neglect to cause the motivation deficit which significantly affects the process of educational results and academic performance, that is why for a student to render must always be supported by their parents at all times showing that their efforts are the fruits of their support Moral and emotional. Thus, families consider that they are involved in the educational process of their sons and daughters, highlighting some behavioral indicators such as encouraging them to strive, offering them a quiet place to study, encouraging them to develop proper eating and resting habits, sharing time, to comment

on what happened during the day at the center, participate in the activities organized by the center, help them with their homework.

From a traditional conception, it can be observed that the family has been the primary place where the social risks of its members are shared and managed, (Carbonell *et al.*, 2012; Tamir, 1988; Gérard, 1998). On the other hand, (Murillo, 2008), it highlights the families of the students as one of the actors that influence the educational performances in the following way: The relationship and support they provide to the student; participation and involvement in the school; and, the positive expectations they hold before the school and teachers. Many explanations are required to understand the reason why there are parents who do not help the teacher to take their children who have their responsibility towards education and will try to reach a more logical understanding about this dilemma that currently affects education Ecuadorian in great magnitude, as teachers of the system we feel this reality and often deal with this situation (Maba *et al.*, 2018; Jain, 2017).

## Materials and Methods

A descriptive analysis was made of certain articles on the aforementioned subject, where some authors clearly explain lived experiences, about the problem of how parental involvement affects school life and its influence on school progress or failure, heading to a promising or disturbing future.

## Results and Discussions

### *Influence of parents*

Sample, Fúnez (2014), speaks of a greater help of the mothers despite being those who have less time, given their difficulty in reconciling family and work life. It implies the interest that parents lend in the school activities of their children that later affect their work and social life. It is not an excuse at present the little time that parents give to the care and student period they give their children for being more involved in the labor world; Since having a good organization of their daily work hours you can still leave a space for the children and be included in the school activities of those who brought to the world, remembering that the time given to them has to be of quality and warmth even if it is This minimum is to show that they are always present at all times and see how they do alone by moving forward with a brief push without fixing their lives at all times. The European Report on the Quality of School Education (EUROPEA, 2000), fundamentally when it states that:

“Parents have strong opinions about their children's schools and are becoming increasingly demanding and critical consumers in this ambit. They can make effective contributions to the improvement of schools through support to the management and teachers of the center, or they can prevent the center from advancing and generate conflicts. Parental involvement can influence the quality of children's education in different ways.”

On the other hand, observing how the family nucleus is failing, leaving the value of respect aside, which is observed so much in the deterioration of this value in young people towards parents; where these same parents either leave aside their responsibility as putting a hard hand on their children or want to give them everything regardless of their repercussions in the future and only want according to them to protect them until they reach the point of letting them be unable to face problems in the future. This leads to many causes, including overprotection towards their children that can be given for many reasons mentioned above to be able to give what they believe is fine.

In his thesis (Alcarras, 2008), he states that as his name indicates overprotection he has a strong concern to protect his children, but they do so in an excessive way, they go from protection to overprotection. These parents retard the maturity of their sons and daughters do not allow them to develop or become independent, they create a pessimistic idea with normal evolution, that is, they assume that their children do not know how to make a living and cannot defend themselves.

Although we know that any parent wants the best intention for their son or daughter, overprotecting them makes the difference between one type of parenting or another, whether or not we are framed in a parental style that favors or hinders, that enriches or impoverishes, that adds up or that subtraction. This prevents children from being autonomous, competent, and capable of solving everyday problems of the environment, in such a way that on certain occasions the student believes he can do what he thinks is in educational institutions because his representative will protect him, even if he knows that is acting badly.

On the other hand (Lerena, 1986; Middleman & Tung, 2010; Tan & Camras, 2011), he mentions that the lack of parental participation in the Educational Institutions implies that the student does what he wants; that the difficulties

of the constitution of the school community, especially when the clientele of the school comes mainly from the working class. It cannot be affirmed that there is greater participation of parents in the case of centers located in middle or upper-class neighborhoods, but it can be argued that their involvement in school life is much greater than in the case of the working class. It is said and observed that less influx of parents in educational institutions belong to fiscal institutions, although there is a dilemma that they are parents who spend more time at home due to lack of resources and should be more aware of their represented; on the contrary, in private institutions that are mostly parents with jobs more than half of the day outside they turn more to a school called.

### *Effective parents promote mutual respect*

According to ([Presidency of the Republic of Ecuador, 2011](#)), it indicates that motivation promotes individual effort and motivation to people for learning, as well as the recognition and assessment of teachers, the guarantee of the fulfillment of their rights and the support for their task, as an essential factor in the quality of education. One of the longest processes in human life is education; and to pass without any company this process is intolerant, much more if from the beginning it is not with the support of its parents to be able to take this path of always motivated challenges. One of the most significant lessons that can be taught is the familiar saying that mentions doing to others what you would like them to do to you. At any age of the child, conflicts that occur daily provide opportunities to teach mutual respect, as this is the type of occasion, which requires an important factor, respect for children towards parental authority that is that the children are aware that their parents are the ones who carry the “baton” in the family, they are the authority.

The environment within a home full of respect and humility will undoubtedly help children at any age, since promoting mutual respect will be a determining factor when making decisions at home and especially in terms of training children ([Secretary of Education, 2010](#)). It is known that LOEI, is a regulation where parents have to continue with the support of their children and follow up their representatives and meet the calls and requirements of the teachers and authorities of the schools. Throughout this Law, numerous precepts are included in which the collaboration of parents and teachers becomes especially necessary. The educational action of the families and the school must take place in a harmonious direction, avoiding opposing positions or inconsistencies that have an impact on the teaching-learning process and the personal maturation of the student, ([Frías, 2007](#); [Schmidt & Datnow, 2005](#); [Theobald, 1990](#)).

### *Effective parents teach by example*

Today parents are role models for their children, influencing their development as human beings, since in this way teaching by example will go beyond treating our children well; our behavior is essential for its development and training, so treating our spouse well will greatly influence. Affectivity is one of the most valuable feelings to move forward in life; just the fact that I don't feel alone walking through an obstacle gap and feeling the presence of someone who gives you strength and courage with love to move forward is more than enough to achieve what you have undertaken. The effective thing that the human being offers as a father or mother is one of the warmest feelings that a student has to progress in his student life and the future of his professional life. Teaching or preaching by example is essential for the development of children's formations since they will try to imitate everything that parents do so it is essential to maintain an environment of peace and love ([Secretary of Education, 2010](#)). All teaching is based on repeating what you see to feel good or bad, and what better if a young man learns from the good things he sees in his parents, the affection they give him is going to be implemented by others and he learns from the example, so if he overprotects he will not feel the need to teach anything since They give everything to you.

Through this experience, it has been found that the professors state that families collaborate in other aspects that facilitate the school learning process, such as maintaining good habits and sleep hygiene, a balanced diet, with a distributed water supply throughout of the day, as well as leading a healthy lifestyle, with games, physical exercise, variety of cultural, social or artistic stimuli and with an emotional environment ([School Council of the Community of Madrid, 2017](#)). According to Coleman, the family not only influences its economic status, but also the strong and effective support it can provide in the education of students ([Coleman, 1966](#)), without giving more than say until today under certain circumstances of a change of reality the affective family help within the studies makes our young people someone of the future. The family influence over the years is the greatest implanted in the human being, it prevents people outside this family cycle from trying to damage or harm the belief of any human being because it has its well-founded teachings and values.

### *Risks and limits in the collaboration of the family and school*

According to [Domínguez \(2010\)](#), it says that there are a series of inequalities and deviations in said family and school relationship and are the following: 1) Forget the diversity of the central family, 2) Not being aware that parents' attitudes and expectations regarding their children's schooling are different, 3) Some parents are not interested in the educational institution of their children but in schooling, 4) The true intention must be to integrate the parents and not impose on them a culture in a forced way, 5) Impose a family model, 6) Sometimes instead of encouraging resources they were reduced, 7) To think that school is for children and not for parents, 8) Not always the parents who come are expected, 9) Teachers can sometimes assume the role of social workers, 10) Teachers can impose their educational criteria.

Even today and decades ago we know that mutual collaboration between families and the school cannot be of less intensity than the other participant in education; to be able to successfully achieve every goal established in his student and professional life; This link between two cooperating parties is as important as it is risky, it is the factor that influences the not too distant future.

### *Advantages of parental involvement and collaboration in school*

In other of its statements in the article mentioned above ([Domínguez, 2010](#); [Burnett & Rickerby, 1987](#); [Deschrijver & Kerre, 2003](#)), it suggests that there are many advantages over students, which have been demonstrated that it has the participation of parents in the school and the good relationship of cooperation and trust of parents and teachers; Among them, we highlight: 1) Responses to needs, 2) Increasing motivation, 3) Satisfaction of students, parents and teachers, 4) Better acceptance of the objectives and evolution, 5) A rebalancing of the parents, 6) A reduction of conflicts and resistance to change, 7) The responsibility is shared, 8) An increase in productivity.

It is known that there is a concern in the student life of young people and with the collaboration of parents immersed in this world of young people it greatly favors and offers advantages so that they always have an answer to their needs, in Figure 2 the main collaborators are shown in the study of any teenager.

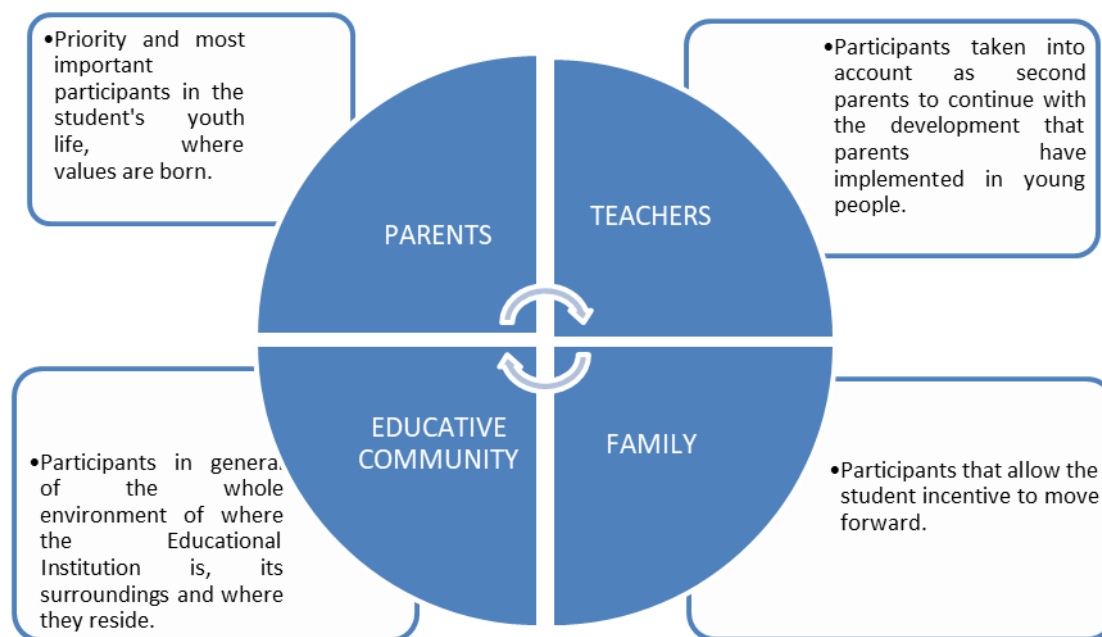


Figure 2. Participants in the education of a teenager

When carrying out this work and being inductive-deductive, the non-experimental bibliographic information of different authors of articles related to the subject was reviewed, where the main protagonists of a teenager are found throughout his student life, since its early beginnings as a source or main actors are the parents and following some other close participants and that they will always be in their environment without taking away the due importance

they have since the parents are the ones indicated in educating their children first and in the teacher's institutions Be a guide to the values and the good education you receive within the home of the students.

## Conclusion

The lack of attention of parents to their children in most cases can cause poor school performance and misconduct within educational institutions, the role of students within their homes help to improve the teaching process learning. Family dysfunctionality causes, in most cases, behavioral problems due to lack of attention and poor communication between parents and children. Teachers should help students according to their differences that allow them to join the educational processes. It is recommended to establish a training plan for parents, through seminars, workshops, forums and talks, the role they must play in the teaching-learning process, to improve academic performance in the educational process of their children, generating culture participation of the entire educational community (teachers, students and parents), in the process of training children, as well as designing a proposal to solve the problem of the role of parents.

## References

- Alcarras, C. (2008). *Psychological Bases of Education*. PhD thesis, National University of San Marcos, Mexico.
- Amaris, M. (2004). Parental roles and work outside the home. *Journal of the psychology program Universidad del Norte*, 13, 15-28.
- Burnett, P. J., & Rickerby, D. S. (1987). The relationship between hardness and scratch adhesion. *Thin solid films*, 154(1-2), 403-416. [https://doi.org/10.1016/0040-6090\(87\)90382-8](https://doi.org/10.1016/0040-6090(87)90382-8)
- Carbonell, J., Carbonell, M., & González, N. (2012). *The families in the 21st century*. Mexico City: National Autonomous University of Mexico.
- Coleman, J. (1966). *Equality of educational opportunity study*. Washington.
- Deschrijver, G., & Kerre, E. E. (2003). On the relationship between some extensions of fuzzy set theory. *Fuzzy sets and systems*, 133(2), 227-235. [https://doi.org/10.1016/S0165-0114\(02\)00127-6](https://doi.org/10.1016/S0165-0114(02)00127-6)
- Domínguez, S. (2010). Education, a thing of two: School and family. *Topics for Education* (8), 1-15.
- Education secretary. (2010). *Family guidance manual*. Fonte: Practical course for teachers of the basic education system levels:
- EUROPEA, C. (2000). *European report on the quality of school education*. Luxembourg: Office for Official Publications of the European Communities.
- Frías, C. (2007). The educational participation of fathers and mothers of students in Spain: normative and problematic evolution. *Educational Participation* (4), 16-20.
- Fúnez, D. (2014). *School management and the participation of parents in the educational process of their children*. Master's thesis, Francisco Mozarán General Pedagogical University, Tegucigalpa.
- García, F., Juárez, S., & Salgado, L. (2018). School management and educational quality. *Cuban Journal of Higher Education*, 37(2), 206-216. Fonte:
- Gérard, V. (1998). A comprehensive theory of representation for mathematics education. *The Journal of Mathematical Behavior*, 17(2), 167-181. [https://doi.org/10.1016/S0364-0213\(99\)80057-3](https://doi.org/10.1016/S0364-0213(99)80057-3)
- Jain, P. (2017). Effect of online education trend on quality management. *International Journal of Health Sciences*, 1(1), 1-5. <https://doi.org/10.21744/ijhs.v1i1.16>
- Lerena, C. (1986). Public and private education in Spain about the future of an illusion. Em M. Enguita, *Marxism and Sociology in Education* (pp. 331-372). Madrid: Akal.
- Maba, W., Perdata, I. B. K., Astawa, I. N., & Mantra, I. B. N. (2018). Conducting assessment instrument models for teacher competence, teacher welfare as an effort to enhance education quality. *International Research Journal of Management, IT and Social Sciences*, 5(3), 46-52.
- Middleman, A. B., & Tung, J. S. (2010). Urban middle school parent perspectives: the vaccines they are willing to have their children receive using school-based immunization programs. *Journal of adolescent health*, 47(3), 249-253. <https://doi.org/10.1016/j.jadohealth.2010.01.009>
- Murillo, J. (2008) Approach, situation and challenges of research on school effectiveness in America. *School effectiveness and associated factors in Latin America and the Caribbean*, 17-27.
- Presidency Republic of Ecuador. (2011). Organic Law of Intercultural Education.
- Sarramona, J., & Rodríguez, T. (2010). Participation and quality of Education. *Open classroom*, 38(1), 3-14.

- Schmidt, M., & Datnow, A. (2005). Teachers' sense-making about comprehensive school reform: The influence of emotions. *Teaching and teacher education*, 21(8), 949-965. <https://doi.org/10.1016/j.tate.2005.06.006>
- School Council of the Community of Madrid. (2017). *Memory of the School Council of the community of Madrid*. Madrid.
- Tamir, P. (1988). Subject matter and related pedagogical knowledge in teacher education. *Teaching and teacher education*, 4(2), 99-110. [https://doi.org/10.1016/0742-051X\(88\)90011-X](https://doi.org/10.1016/0742-051X(88)90011-X)
- Tan, T. X., & Camras, L. A. (2011). Social skills of adopted Chinese girls at home and in school: Parent and teacher ratings. *Children and Youth Services Review*, 33(10), 1813-1821. <https://doi.org/10.1016/j.childyouth.2011.05.006>
- Theobald, N. D. (1990). An examination of the influence of personal, professional, and school district characteristics on public school teacher retention. *Economics of education review*, 9(3), 241-250. [https://doi.org/10.1016/0272-7757\(90\)90005-P](https://doi.org/10.1016/0272-7757(90)90005-P)