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The Contribution of Parents in the School Performance of Elementary Sublevel Students

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Abstract---*The contribution of parents to the school performance of Sublevel students in Elementary is essential to develop learning, this allows the teacher to seek strategies to help them in this educational process. The objective was to determine the contribution of the parents in the school performance of the students of the Elementary Sublevel, the scientific method was used whose product today is in knowledge to the scientific community, it helped to obtain information of the diverse theories that provide different authors, the qualitative, quantitative method was also used, whose basic modality is based on a bibliographic, field, and social intervention documentary research. approached through observation and survey; it was reflected in the application of the same and the tabulation of results, both necessary for the achievement of the objectives. The result was that the contribution of parents is necessary to achieve good school performance in learning, helping it to be dynamic and interactive, led by the students themselves who represent the centre of interest and motivating elements.*

Keywords---*academic performance, family, parents, teacher.*

Introduction

The present investigation shows a study carried out related to the contribution of parents in the school performance of the students of the Elementary Sublevel ", the family plays a substantial role in the education of their sons or daughters, reinforcing what they learn at school. each day with the fulfilment of tasks and lessons. When there is an adequate connection between the schools, they manage to understand the curriculum and the progress that their children have; allowing them to feel more comfortable and happier with the quality of education with its impulse in the teaching-learning process, in which their knowledge will be reflected (Cassady & Johnson, 2002).

Several years ago, teaching was very different in a certain way. Fathers and mothers of families did not have appropriate education, but they always worried about the education of each one of their children, they visited the school very frequently, they talked with the teachers about the progress of their children's learning, and they were very constant when helping their children in terms of the tasks they performed, today it seems that teamwork and their survival have downplayed importance in education, causing that in institutions and the students' home does not coexist with the involvement and responsibility they had to favour and optimize the family environment, the learning levels and the students' school performance (De Greeff et al., 2018; Honicke & Broadbent, 2016).

The research was based on helping parents to know the importance of supporting their children in their homework so that they can have adequate academic performance because if they do not have support in their homework, they will not progress in the quality student learning process. One of the most relevant peculiarities of the educational system is the scarce accompaniment by parents towards students, according to Toro (2011), cited by (Guzmán, 2018), accompaniment is the "set of procedures that are carried out through activities, specifically aimed at obtaining relevant data and information to improve the pedagogical practices of the teacher and student, seeking to

achieve a change in the behaviour and action patterns of the people involved in the teaching-learning process” (P. 19).

The school teaches and the family applies, that is why the role of the family should be directed in the first years of preschool and primary school to share experiences to create links of learning competencies that will potentiate children's autonomy and greater motivation in learning (Cheng, 2019). To give an adequate response, the objective of Knowing the contribution of parents to the school performance of the students of the Elementary Sublevel of the "Eidan Abel Enrique Cercado" Educational Unit was raised.

Parents devoted to reading, study or personal preparation tasks will cause their children to do the same because they follow their example, if the family takes ownership of its responsibility and educates with its example, better academic results will be seen at school and dedication and willingness to learn constantly on the part of the student, according to (Olaya Muñoz, 2015). Parents play a fundamental role in the lives of their children because they are the ones who have to accompany their education and be a guide. In his research (López et al., 2017), point out that the family has important tasks in society, directly related to the preservation of human life, its development and well-being. Thus, there are characteristics in the family dynamics that drive students to maintain their level of academic performance or not, for example, dysfunctionality.

It is important because at present many parents do not assume the commitment of the formation of their children in the company of teachers, and therefore do not give them trust, love, and respect so that they can function properly in the classroom. Although parents or representatives must participate in this learning process for their children, they must consult educational institutions about their progress or difficulties they may have and thus help them with the sole purpose of obtaining better knowledge (Yuan et al., 2020; O'Connor et al., 2009). The lack of knowledge of many of the parents in terms of homework or the little support in their children's academic performance often depends on the level of knowledge or the low educational level of the parents.

Materials and Methods

The qualitative method was used because it allows evidence of judgments of the variables, the qualitative that begins with the observation of the students' school performance as the starting point of the study, and the quantitative. After all, the information was collected through student surveys, and parents, to know the accompaniment that they carry out, in addition, the bibliographical and electronic consultation was used to base it theoretically, analyze and verify the hypothesis raised.

Qualitative research is considered as that which generates descriptive data of the people themselves, spoken or written, and observable behaviour (Bogdan, 1986). Guerrero Bejarano (2016), considering their participation and dynamics. In its general form, quantitative research is based on theoretical bodies accepted by the scientific community, while qualitative research aims to conceptualize reality, based on the information obtained from the population of people studied.

The quantitative view uses data collection and analysis to answer research questions (Hernández, 2003). Some contributions of the quantitative method were appreciated as indicated, based on the use of statistical techniques to know certain aspects of interest about the population that is being studied, such as the collection of information through surveys and data analysis. through descriptive statistics where the study phenomenon was characterized, applying the heuristic method, to find and solve a problem; the inductive method, because in the course of information processing new concepts were introduced to perceive the results with a certain level of generality. For this reason, the present work was oriented in a quantitative approach where students and parents of families, through the survey are essential to obtain the information and to be able to determine evident results that allow the parents to improve the support school to its represented (Vissing et al., 1991).

The research was supported by scientific articles from several Authors with verified veracity. The population of the object of study was 700 people; among directors, teachers, parents and students of the "Eidan Abel Enrique Cercado" Educational Unit of the San Vicente canton, of which 115 students of the elementary sublevel were selected as a sample.

Analysis and discussion of the results

The results that are shown were constituted with the application of the surveys to parents and students at the Elementary sublevel of the Educational Unit "Eidan Abel Enrique Cercado". The information collected was codified and analyzed with great care, to be able to relate it to the variables and verify the causes of the problem. In a way, (Ospina, 2017), states that education begins before reaching educational institutions and is the first way to teach the example, therefore, to the boy or girl entering school, the pillars of their process education and perhaps of their lives

are already built and the recognition that each one has of himself, and his dignity as human beings are the foundation of later learning and possibilities of success.

Contribution of the parents of family

The contribution of the parents to their children constitutes an essential agent in moral and social ethical formation. Some authors state:

A family is an educational place according to (Scola, 2012), "a community of love and irreplaceable solidarity for the teaching and transmission of cultural, ethical, social, spiritual values, essential for the development and well-being of the members themselves and of the family. society" (p. 7). Cited (Gubbins, 2016), it has also been studied that parental commitment and good parent-child communication on school issues have an impact on positive academic results.

The family is the fundamental nucleus of the learning cause of their children, their performance is to care for and guide their children, in addition to being a support for teachers in the teaching-learning process, the family being a primordial organism in their childhood, since the family environment is the place where students study values, elements, seek refuge and begin to socialize first with their family and then with friends, school and the rest of society, in turn, they learn to share with people, to dialogue, to respect the opinions of others, to have a better coexistence (Avalos, 2011; Ben-Peretz, 2011).

Cognitive development has also been investigated, this deepens a set of transformations that occur in the characteristics and capacities of thought during life, especially during the period of development, by which knowledge and abilities to perceive, think understand and deal with reality (Rafael Linares, 2007). For this reason, the present work was oriented toward cognitive development where students acquire their learning with the accompaniment of teachers and parents, which seek strategies to help their students.

Sichique (2017); points out a series of aspects to consider when generating strategies for the adequate transmission of knowledge in education. The use of the materials will allow the students to have adequate learning since innovative strategies are used for the adequate performance of students.

The typical behaviour that is created when there are difficulties or suitability claims is to intensify the inspection, requiring inspectors and supervisors not to neglect their work (Bromley, 2017). Motivation for children is associated with learning strategies; they help cope with the effect of war trauma on academic performance (Diab, 2018); while the teachers' practices, brotherhood, motivation to learn and learning strategies helped to cope with the impact of stressful events on academic performance.

School performance

Parents regarding the academic performance of their children require a lot of encouragement, the lack of communication directly affects the concentration of the students' studies, they do not pay attention when they have problems at home and that unpleasant experience causes them stress and fear for their studies. Factors such as intellectual level, personality, motivation, aptitudes, interests, study habits, self-esteem or the teacher-student relationship are involved in academic performance (Yarlequé, 2019).

Starting from this conviction, the present study was based on the intervention that parents have in the academic performance of elementary school students, thus allowing their children and students to fully develop their skills, integrating All this development of cognitive, attitudinal and procedural capacities, the same ones that influence the potentiality of the learning process; granting society people with opportunities to transmit their abilities and skills that contribute to the well-being of the community.

School performance stands out as the system that measures the achievements and construction of knowledge (León., 2020), this knowledge is established through interventions and educational strategies which are valued through qualitative and quantitative methods in one of them. subjects, the ideal would be to have the interest, support, responsibility and motivation of parents for the training of their children (Gómez, 2017). Parents should be the first to realize the obstacles their children have in learning, as well as in training as an individual (personality); In addition, they are the guide in their actions to overcome obstacles or at least try.

Williams et al., (2017), also verified the influence that goals can exert on the performance of students in education, family, as well as the influence of peers on their academic success; this is because peers provide support and inspire positive change in setting their own academic goals, and even in the intensity with which they aim to achieve their goals. There is a great diversity of definitions based on academic performance that is multiple and correct; since in each one of them, a series of conceptual categories are contemplated that offer different aspects

about this predominant capacity that it has in people, and that allows its analysis in all its complexity (Zeichner, 2005; Zeichner & Wray, 2001).

Academic performance is a measure of the students' capabilities, which states what has been assimilated throughout their training course. It also supports the volume or the amount of student to recognize educational stimuli. The use of teaching-learning strategies favours the analysis of the advantages of one procedure over another depending on the characteristics of the specific activity to be carried out; In addition, the student not only learns how to use certain procedures but also when and why he can use them and to what extent they favour the process of solving the task. In this research, it is important to make use of teaching-learning strategies so that everything that you want to achieve in the student can be carried out and be able to develop their skills and abilities (Plasza, 2016).

Those who know the academic performance of the students daily are the teachers and parents who live the practice of working with their students daily and are the ones who have constant contact, whether, in the educational field, they observed difficulties in teaching in the different areas of child development where they can often be: reading, writing and reasoning, among others (Arofiq, 2020).

Education became a way of teaching and learning in a linear context, what was traditionally teaching students to read mechanically is completely in the past, currently, it is important to activate learning through different strategies, techniques, and methods with a reductionist vision, transmitting a fragmented knowledge that goes from the simple to the complex, disconnecting the integrity of the environment and favouring memory.

Academic performance depends on the knowledge that the student has been acquiring throughout their training process, it can also be defined as all those skills that have been acquired through academic life and are activities that can be measured in a way qualitative and quantitative (Lozano, 2020).

The factors that intervene in poor academic performance can be the change from one institution to another, psychological factors of the student, catastrophic illnesses, lack of motivation in the classroom, conflicting family contexts, disinterest on the part of the student, bullying, not paying attention to the classes taught, lack of concern on the part of the teacher towards the students, not sleeping well, not having the necessary materials to carry out the academic tasks imposed by the teachers (Castillo, 2020).

The learning environment is a factor that favours the academic performance of children, so the teachers sought to provide resources to be able to advance, although the classroom space is very small, which can make learning success completely impossible. The teachers considered that the factors that favour the academic performance of their students are the methodologies, didactic strategies used, the school environment, the favourable spaces and the family. Education begins before reaching educational institutions and the first way of teaching is by example (Ospina, 2017), so the boy or girl entering school, are the pillars of their educational process and perhaps of their life, these are in the construction of their dignity as human beings, they are the foundation of the learning obtained.

The search for quality education is one of the core objectives of academic institutions (Helal, 2018). The usefulness of the investigation is to show the reality that was evidenced in the institution, to improve the contribution of the parents of families with results that guarantee the students an effective school performance, for this reason, the survey carried out, was inquired about the support you give your child influences their studies, the results are shown in Table 1.

Table 1
The support you give your child influences their studies

	Alternatives	Frequency	Percentage (%)
A.	Yes	15	13
B.	No	80	70
C.	Sometimes	20	17

It was obtained in the survey application that 13% of the parents consider that yes, it influences their studies, 17% consider that sometimes and 80% answered that there is no support given to their children so that they have adequate academic performance. For this reason, the similarity of the response with the students can be observed. With the information obtained and the technical instruments that were applied through the respective analysis and interpretation that was carried out, it is determined that they play a leading role in the acquisition of the contents of the students given that their orientations and their treatment in the home depend a lot on the performance in each of them, and fruitful learning can be reflected in the social and educational field. Parents were also consulted if they consider it necessary for the students to obtain adequate school performance, as shown in the results in Table 2.

Table 2
The client must obtain a good academic performance

	Alternatives	Frequency	Percentage (%)
A.	Yes	15	13
B.	No	40	35
C.	Sometimes	60	52

It was shown that 13% of the parents consider that, if they must obtain good school performance, 35% that they do not, while 52% that sometimes it is significant that students have an appropriate academic performance. If you notice that there is a similarity in the response of the students. There is no accompaniment by parents with their children, in which they are not benefiting them and results that directly benefit their academic development or develop positively within their learning process will not be obtained, since they are the parents of the family who will support the education of their children and motivate them through their academic accompaniment. The importance of being aware of school tasks by the representatives was analyzed, the results can be seen in table 3.

Table 3
Parents need to be aware of homework assignments

	Alternatives	Frequency	Percentage (%)
A.	Yes	15	13
B.	No	40	35
C.	Sometimes	60	52

Of the results obtained in the application of the survey, 13% of the parents consider that it is necessary to be aware of the homework of the schoolchildren whereas 35% answer that it is not, while 52% consider that it is necessary to be aware. The family is the one who must provide support to their children since they assume a leading role in the affective and educational development of their children, so it is the parents who must help their children with homework to lower the disinterest of their children in education and have an adequate school performance. It was considered to apply a survey to the students to analyze the support of the parents in their school activities, whose results are shown in Table 4.

Table 4
The parents support him in the development of his school activities

	Alternatives	Frequency	Percentage (%)
A.	Yes	15	13
B.	No	80	70
C.	Sometimes	20	17

Of the results of the survey applied to the students, 70% of the students responded what They do not receive adequate support from parents to their children in school activities. There is a great similarity with the response of the parents. Most of the students state that there is no proper accompaniment from their parents in the tasks, thus demonstrating that they do not help them improve their academic performance. One of the main motivations of each student is to be able to demonstrate and certify their achievements, which is why it is vital to have obtained good academic results. It was also consulted if the teachers carry out their pedagogical activities in a motivating way, the results are shown in Table 5.

Table 5
Does the teacher use motivating materials so that their classes are dynamic

	Alternatives	Frequency	Percentage (%)
A.	Yes	80	70
B.	No	5	4
C.	Sometimes	30	26

70% of the students stated the teachers if they use teaching materials in their classes, and 30% stated that they sometimes show that most of the time they do. The use of the materials will allow students to have adequate learning which teachers can use to better achieve their academic performance since innovative strategies are used for the adequate performance of students. Students. were consulted if their parents review their homework. The results can be seen in Table 6.

Table 6
Parents review their homework at home

Alternatives	Frequency	Percentage (%)
A. Yes	15	13
B. No	80	70
C. Sometimes	20	17

70% of students stated that their parents do not check homework at home, showing that most parents are not aware of their children's homework. So it can be said that parents do not show the necessary benefits to improve the academic performance of their children, to achieve the development of new research ideas that are specifically aimed at studying not only one school grade but all educational levels so that a complete analysis is achieved on the subject studied, where the accompaniment of the parents predominates and thus be able to reorient the teaching practice and promote the link with the home to carry out the plans and/or alternative intervention strategies for the protection of a new collaboration in the double context of family and school.

The family and in particular the parents constitute a fundamental pillar in the education of their children considering the attitudes they have towards it, as well as their education, which also implies the study habits that they teach their children. It can be certified that the family environment is a fundamental factor for boys and girls to obtain excellent academic results. There are four characteristics that you can set. Affective ties in which an optimal environment for children's learning is fostered. Although the relationships between the entire educational community, the strengthening of learning, the autonomy of the students and compliance with the rules allow good and healthy coexistence.

Conclusions

The family environment plays an essential role in the life of elementary school students, it allows them to have the necessary conditions and provides children with a family structure that favours the climate of coexistence between parents and children, enabling a balance in the economic, social, physical and cultural to help you in your school performance. School performance is linked to a group of psychological problems that each child in their family bond faces daily; the results of the complex world that surrounds the student and that must consider individual qualities such as aptitudes, capacities, personality; their socio-family environment that includes friends, neighbourhood, school reality, teaching methods.

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