School Performance in the Learning of High School Students

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Abstract---*The research was carried out with the objective of analyzing the school performance in learning in the students at the secondary school of the Magdalena Dávalos Educational Unit No. 32 of the Tosagua canton, a situation that arose due to problems of interests caused by difficulties of ignorance in the area's basics such as language and literature, mathematics, natural sciences and social studies that are essential in the comprehensive education of students. Since parents are permissive in the development and fulfillment of school tasks, it was hypothesized how school performance affects the learning of middle school students. The relevance of meaningful learning is meaningful teaching, which uses the student's prior knowledge to build new instruction. The teacher is a mediator between the knowledge and the students who participate, being a receiver to learn. School performance is a topic of interest and concern for educators and school authorities as it is an inherent element in the quality and efficiency of the educational process. The methodology applied is a quantitative approach under the inductive-deductive method and the techniques used are interviews with teachers, surveys of parents and observation sheets for students and teachers with a population of 40 students, 39 parents and 3 teachers.*
Keywords---*basic medium, education, high school students, learning, school performance*

Introduction

Advances in teaching address problems that may arise in the classroom, where different situations are established that are generated in the educational process either inside or outside the educational center, specifically in low performance hindering meaningful learning. In the academic performance several elements converge that are characterized as variables that limit the dynamism of learning that is linked to family, socio-environmental, personal, contextual, and institutional that combine with each other responding to the teaching-learning process for the capacity and effort of the student. student with an achievement behavior that will be relevant in their school scores. Performance is linked to quality measures and assessment judgments through cognitive processes that develop the most appropriate learning styles through effective skills and strategies that build an alternative environment to strengthen student attention, the ability to return pragmatics of the teacher and the permanent assistance of the family environment. The development of countries worldwide depends essentially on the ability to create knowledge together with the level of quality of education that shares the skills achieved by students, national and international tests to measure academic achievement that allow contrasting the results of educational systems (Peña & Tapia, 2016). According to the National Institute of Educational Evaluation (2014), in Ecuador, the evaluations have been carried out in the four years, reflecting that in the third year of high school, 81.96% have a higher percentage of students between regular and insufficient, followed by the 80.43% in the tenth basic year 64.43% in the seventh year has 55.48%. With the aforementioned, it has been possible to demonstrate that there is a low level of school performance in the students, considering the effects that the situation presented by the health emergency has had, where education went from face-to-face to virtual in which the students were a affected group since due to the lack

of materials, equipment and technological resources they did not comply with the proposed activities, in addition to the lack of knowledge (Ozdamli & Cavus, 2011; Lee et al., 2005).

The Ecuadorian state, within its improvement program for education, has promoted several actions in search of improving educational quality, such as curricular reform, evaluation, training, teacher supervision, evaluation of educational institutions, infrastructure, technological equipment, delivery of free school textbooks from first to seventh grade of basic education and the increase in salaries to teaching and administrative staff of the fiscal sector, delivery of uniforms in schools in the rural sector, school breakfast, among others (Escobar & Izquierdo, 2005). In the province of Manabí, Ecuador, fourth-year basic general education students rank third in relation to tenth-year students with respect to school performance and first place for seventh-year students and tenth with tenth-year students. basic (Acosta-Pazmiño & Parra-Ferié, 2020). Regarding the Chone canton, the statistics of the Ministry of Education of Ecuador, reflect that in the urban area of this canton there are 42 educational institutions that offer basic education, of which 8 are private, one is a missionary treasury and 33 belong to the public education network (Acosta-Pazmiño & Parra-Ferié,.

Low school performance is a problem faced by students and teachers at all educational levels, due to its importance in society since it is palpable from two fundamental elements, the first is when low performance affects the self-realization of students and the second when the level of knowledge and skills are limited to the demands of educational practice. Within the Magdalena Dávalos Educational Unit No. 32" of the Tosagua canton, there has been evidence of poor school performance due to the fact that the students are not fulfilling their activities or homework, highlighting that the parents are not collaborating at home either, since they do not require them to carry out their tasks, this being one of the reasons why teachers have to qualify noncompliance, which results in a disadvantage in the level of learning and evaluation of the qualification (Calderhead, 1989; Robinson & Sexton, 1994). An observation was made to the students, and it was shown that they do not concentrate in their classes, since they are easily distracted such as the use of cell phones, tablets and other electronic devices. The objective of this article is the scientific development to establish didactic strategies to effectively transmit knowledge to students, an alternative to illustrate learning styles to strengthen the training process since it is a competent process of permanent training within the personal sphere, cultural and social, implying a great responsibility (Selkie et al., 2016; Brooks et al., 2002).

Materials and Methods

The applied research was of an exploratory level where the necessary information was collected on the feasibility, possibility, and favorable conditions to determine the problem and the objective, the problem was also examined in the poor school performance of the students at the middle school of the Magdalena Dávalos Educational Unit No. 32 of the Tosagua canton, taking into account that it is a subject little studied within the institution (Torrones, 2016). A bibliographic review was carried out to determine the relevance of the topic and ensure the originality of the research. For this, primary and secondary sources were used, such as books and web pages with scientific content for the theoretical bases that supported the research (Benavent, 2016). The scientific method that corresponds to the procedures in which the hypothesis is tested was used, since it was a methodological and systematized research process in the theoretical foundation, as well as a verifiable process (Tamayo, 2003).

The inductive-deductive and analytical-synthetic method was used since a review is carried out identifying the documents referring to the subject. The search strategies, organization and analysis of information allow obtaining results related to the objective of the research topic, as well as its systematization and structuring of the main characteristics developed, which allowed knowing more about the content presented and applying the respective techniques and instruments to collect the most relevant statistical results and analyze them (Vilanova, 2012; Garcia et al., 2018). Within the techniques and instruments, the survey applied to parents and teachers of the educational institution where the research was developed was used to use a series of standardized procedures that collect, process, and analyze data from the estimated sample of the population. For the collection of information through the techniques, the population made up of 39 parents and 3 teachers was considered (Casas et al., 2003).

Analysis and Discussion of the Results

Academic performance is a measure of the abilities of students that is expressed with what is learned throughout the training process to respond to educational stimuli. Academic performance is closely linked to aptitude, which is the set of conditions that make a person suitable for a given task, encompassing cognitive abilities and processes such as emotional characteristics in innate and acquired abilities thanks to the learning process (Lluís, 1990).

School

performance School performance represents the balance that originates between the means used to achieve the result (Franzante et al., 2019). This synthesizes the action of the educational process, not only in the cognitive aspect achieved by the students but also in the set of abilities, skills, aptitudes, ideals, and interests. The result achieved by students in the teaching-learning process is manifested in the acquisition of knowledge, experiences, habits, skills, abilities, attitudes, and aspirations available to instruction (Ortega, 2006). Parents seek that their children present a good school performance through study, since it is the basis for the development of thinking skills, personal culture and their own ideas that are the result of structuring what has been learned (Sotomayor et al., 2016).

Teacher training

When talking about teacher training, we consider the activities that are carried out of a need that seeks to improve the attitude, knowledge, and behavior of the work team. The training allows educators to avoid the obsolescence of knowledge in the staff that usually occurs among older employees if they have not been retrained; It also allows adapting to change in society, products, services, and different market demands where the staff turnover rate decreases, allowing the entry of interns who can occupy new functions quickly and efficiently (Vázquez, 2017). Education is the main element because it is a process that lasts a lifetime, something new is discovered every day. For teachers, it is not enough that university training has been completed, it is necessary to update and participate in training programs that help them keep up to date with educational, methodological, and didactic approaches (Vilanova, 2012). The objectives of teacher training are found indeveloping an attitude of commitment to the qualitative improvement of education, the proper use of curricular instruments and support materials, continuously evaluating the quality of the academic offer and institutional functioning, exchanging the experiences that contribute to the improvement of the quality of life of students and learning, the fulfillment of educational duty with enthusiasm, efficiency in the leading role as agents of the process of educational transformation (Chirinos & Padrón, 2010). Training cannot be seen as a sanction; but as a benefit for professors and students because they maintain a direction that allows them to acquire new tools to deal with academic needs (Vázquez, 2017).

Student

Learning is the result of individual cognitive processes through which information such as facts, concepts, procedures, values are assimilated into new functional intellectual representations applied in situations other than the contexts where they were learned (Wallon, 2000). Learning is an internal process of changes in the intellectual representations of the student with respect to the contents since he takes responsibility for his own instruction, becoming an explorer, capable of taking advantage of his curiosity to solve problems in the real world (Barberà, 2008). The conceptions about learning and the roles that students must adopt in educational processes have evolved with an acquisition of automatic responses and informative data that are transmitted by the teacher as an intellectual representation (Sarmiento, 2004; Bonilla et al., 2022). Discovery learning, what is going to learn is not given in its form but must be reconstructed by the student by following a model before being learned and incorporating it into the cognitive structure (Pozo, 1989). The learning sequence involves induction, where it is verified whether, by verbalizing the general property that is discovered, the student has mastery (Hernández & García, 1991). Knowledge represents the active process in which an essential role is played by attention, memory, imagination and reasoning that the student performs to elaborate and assimilate the knowledge that they are building to incorporate in their aptitude in defined and coordinated structures (Flores et al., 2016).

Learning is the activity in which students learn directly and their thinking is made up of a set of operations interrelated by a collection of content, images, ideas, thoughts, and creativity where the teacher must interpret the illustrations based on the operations that they are the basis of the elements that are needed to plan and be able to teach. The child learns in a natural way relying on the discovery at the beginning of his life, on the other hand, in school a large part of the learning acquired is sifted by the teacher who is the one who must motivate the child at the moment of his teaching process because when a student learns through their own activities and experiences, the situations that are presented to them are significant and knowledge is born naturally without having the need for extrinsic motivation (Güzer & Caner, 2014; Cai et al., 2018).

Learning

techniques and strategies Learning techniques and strategies are part of one of the most relevant lines of research in recent years within psychology, where they group together a whole set of cognitive procedures and resources that students put into action when faced with to teaching, in a strict sense that are closely related to the cognitive components that influence the learning process (Valle et al., 1998). The importance of learning strategies is given by the simple fact that they group those cognitive resources that are used by the student when confronted with it, when referring to this concept, not only the cognitive aspect is contemplated, but it goes beyond of the aspects considered rigorously cognitive to incorporate elements directly linked to the disposition and motivation of the student with the activities of planning, direction and control that the subject sets in motion when facing the educational process (Tapia, 1991).

When talking about strategies, it is usually synonymous with how to learn the reasons, intentions and motives that guide learning, together with the activities of planning, directing, and controlling the entire process that is made up of elements that are part of a strategic and quality operation. that can guarantee the realization of highly significant learning (Arias et al., 1999). Strategies are activities used to facilitate the acquisition of knowledge and have two essential characteristics that are directly or indirectly manipulable and that have an intentional or purposeful character (Herrera, 2009). Learning strategies are a process of conscious and intentional decision-making in which the student chooses and recovers in a coordinated manner the knowledge he needs to complement a certain demand that depends on the certain characteristics of the educational institution in which the action occurs (Sáez et al., 2014). Learning strategies are part of the conscious and intentional activities that guide the activities that will be followed to achieve certain training goals, since these skills are usually premeditated, projected, and committed to activities, also because they are instructions that they are deliberately applied to a task that cannot be subjected to mechanized routines (Gumora & Arsenio, 2002; McCoy & Reynolds, 1999).

Family

integration Family integration is understood as the degree of harmony and balance existing in the relationships maintained within the members of a family, including, and valuing the people who make up the family nucleus (Castillo & Mensa, 2009; Vélez & Rodriguez, 2020). Sociology is the forms of voluntary association in which individuals share values and behaviors without the need to formalize it and are fundamentally based on sympathy and sometimes respect and fear intervene (Cortes, 2015). The family is a social institution that constitutes an authentic cultural structure of norms and values that are organized in a fixed way in society, to regulate collective action around certain basic needs (Ariani et al., 2018; Pérez et al., 2018). To maintain the family requires efforts, activities and actions that are carried out through a strong, structured, and coherent relationship and bond of all the members of a family nucleus, in such a way that it works organized and functional to generate the welfare of each of its constituents. This is intended to achieve a healthy family environment, especially to generate harmony, relationships of trust and union (Jiménez, 2006).

Family integration has shown that there are dynamics that allow the link in the evolutionary and healthy development of all members, especially children, who develop a strong self-esteem with a series of positive values that allow them to coexist with others (Castillero, 2020). One of the factors that favors family relationships is communication, which is simple if it is maintained with the applications of coherent limits, these being more easily understood by minors, it can also make it difficult for antisocial values to be presented, tending to aggressiveness or the search for unequal power relations. The absence of good family integration favors concentration problems, less productivity, a tendency to discomfort, sadness, less ability to face stressful situations in society (Rogers, 1962). It is considered that the family is where the formation of values begins, since in it different ideologies, customs, traditions and rules are transmitted to children and young people. The crisis of values in the primary educational level, reflects high rates of violence, intolerance and lack of respect towards the school community, so it is very important to intervene in the family nucleus as well as in the tuition for the formation of infants to present values both at home and in the educational institution. The results obtained from the applied instruments helped to know what are the

Activities that must be carried out to improve the school performance in the learning of the students of the secondary school of the Magdalena Dávalos Educational Unit No. 32 of the Tosagua canton whose research serves as basis to expose the most relevant points that make possible the development for compliance with the established parameters, representing the results obtained from the surveys applied to teachers, students and parents. According to the classification of the mastery of the contents by the teachers, the results reflected that the educational contents are

very good since the educators of the institution are qualified to teach the classes entrenched in the knowledge of the students. In consideration of the planning carried out by educators, the results are shown in Table 1

Table 1
Planning carried out by teachers

Alternatives	Frequency	Percenta ge (%)
Very good	1	33
Regular	2	67

From what is stated in the table, 33% of teachers think that planning is very good, while 67% consider that the planning is normal. What needs to be improved since the teaching planning process allows it to be easier to generate a whole structure of the content to be developed and the methodology in the entire teaching-learning process that has been discussed. In relation to the evaluation of the support of the parents of the family to the students, the results are evidenced in table 2.

Table 2

Support of the parents of the family

Alternatives	Frequency	Percentage (%)
Very good	2	67
Regular	1	33

With what was proposed in table two it can be shown that 67% of the teachers think that the support of the parents in the students is very good, while 33% consider that support is regular. In consideration of the level of concentration of the students in their classes, it was demonstrated through the survey that the students present a good concentration in classes, which is good progress in education since with a good management of it, the students They will be able to voluntarily direct their attention to a single stimulus, even if they have others around them that call for more attention and they will ignore those others and focus all their interest on what is necessary. In the survey carried out on parents, in consideration of the contents taught by the teacher to the students, the results obtained are shown in Figure 1
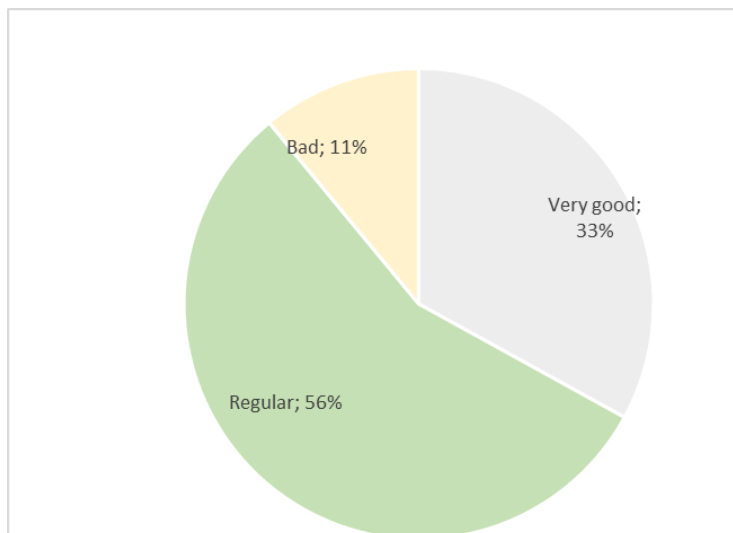

Figure 1. Contents taught by teachers

As stated in Figure 1, it was evidenced 11% of parents think that the content of the teachers is bad; 11% considered it to be regular and 56% think it is very good. As I can demonstrate, the level of the contents of the teachers of the institution are very good and this is a great advance in middle school education since the contents are the axis around the interactive relationships between teacher and students as well as between the students that make it possible for

them to develop and grow through the attribution of meanings that characterizes significant learning. In consideration of the methodology applied by the teacher, the results shown in figure 2 are shown.
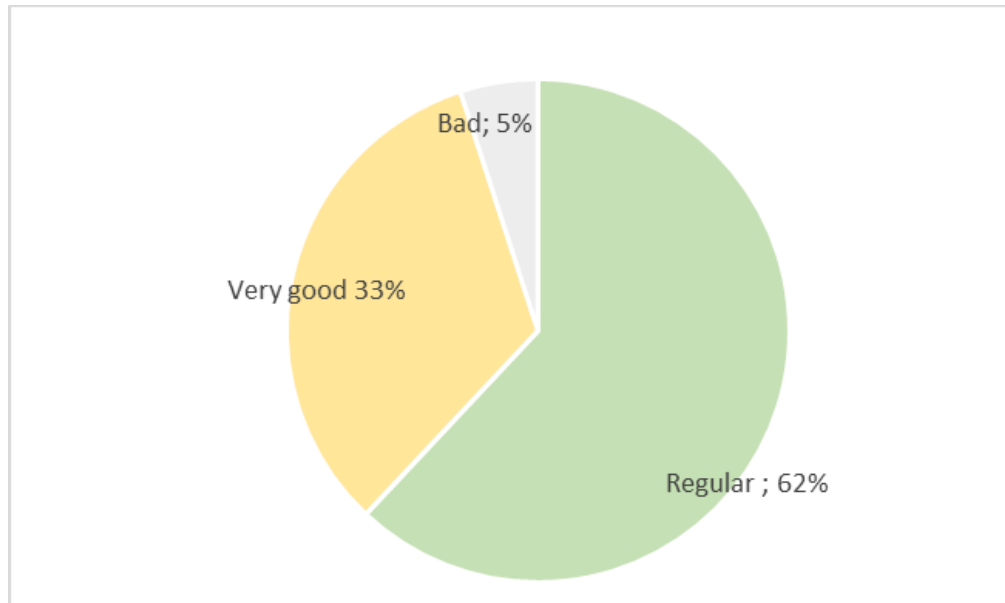

Figure 2. Methodology applied by the teacher

It was possible to demonstrate that 62% of parents believe that the methodology applied by teachers to regular students, 33% very good and 5% bad. From the results analyzed, the methodology applied by teachers is regular, which is wrong and must be given more priority since it is essential for the development of skills that will accompany them throughout their lives. In consideration of the student observation sheet. In relation to the development of the students in the domain of the classes that dominate the most. The results are shown in figure 3
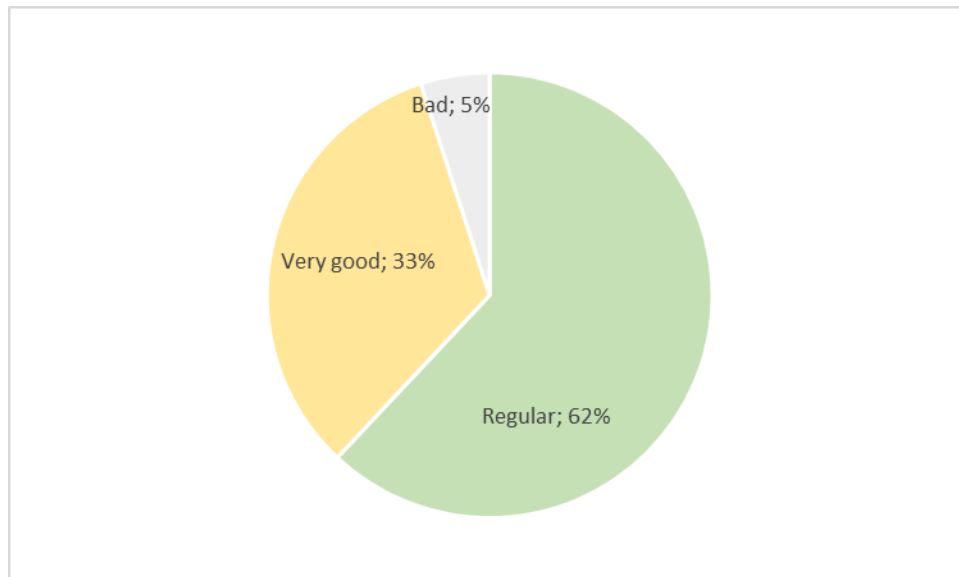

Figure 3. Mastery of learning

It was possible to show that 40% of students sometimes master the subject that interests them the most; 35% almost always and 25% always. With what was stated above, the results vary a lot with the predisposition of the students when it comes to mastering the subject of choice and this is related to teaching-learning. Analyzing the domain of school content by teachers who have extensive pedagogical experience and novice teachers thus becomes the sum of

an academic domain, knowing what is taught with prior planning is more of a methodological domain than knowing how it is taught. It is important to consider that family support is very necessary for teachers because they not only need control but also when it comes to clarifying doubts in carrying out tasks, testing their educational progress. Concluding for this that it is important to diagnose the risk factors in the educational process and what causes poor educational performance, providing the solution to the student so that they are not indifferent. The planning carried out by the teachers is not in the appropriate guidelines according to the results obtained from the survey carried out, which is convenient for them to assume a certain responsibility in this sense since they are responsible for teaching activities and maintaining contact with the students during the Teaching learning process. Teachers must be committed to knowing the type of strategies that they must adapt to capture the interest of students and that they can fulfill school tasks and responsibilities as such, in order to provide the tools so that students know how to understand them and use them, since it is the duty of all school compliance.

Conclusions

Through the collection of information and the applied methodology, it was possible to verify that the development of the work carried out allowed to know about the school performance of the students, in addition to the way in which the teachers carry out the strategies, methods and techniques that they use to get the attention and motivation of the students to obtain success in the activities. Low academic performance represents a potential problem due to its disruptive nature, which impacts educational institutions, so that students often do not achieve excellence in academic performance, giving an overview of relevant factors such as the environment and the support they receive from their parents in the school environment as well as in the educational process and social relationships with parents, teachers, and colleagues.

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