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## Family Factors and Academic Performance in Students of the Camilo Delgado Balda Educational Unit, Chone 2023

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**Abstract---***The research related to family factors and academic performance in Camilo Delgado Balda Chone 2023 Educational Unit students. The objective was to determine the influence of family factors on the academic performance of the students of that institution. A quantitative approach was used, with a bibliographic, statistical, analytical/synthetic, and inductive/deductive methodology. A survey was implemented among teachers and parents. The results show that students demonstrate interest and motivation in learning in different areas of knowledge. It was concluded that family factors impact the academic performance of students since at this stage where the teacher can develop in the student the habit and interest in learning, in addition to the fact that the parent and the teacher can make coordinated work to improve academic performance by minimizing the barriers that students have formed over time.*

**Keywords---***academic performance, education, family factors, students.*

### Introduction

The academic performance of students is a topic of great importance due to its direct relationship with the educational process and the development of skills and knowledge. It is well known that there are various factors that influence the academic performance of students, and one of the most relevant are family factors. Family factors can have a significant impact on students' academic performance. The family environment in which students grow and develop can influence their motivation, attitude toward studying, study habits, emotional support, and available resources.

A positive, warm, and stimulating home environment can foster interest in learning and promote effective study habits, which can have a positive impact on academic performance. On the other hand, a conflictive family environment, with low parental participation and support, lack of economic and educational resources, and emotional problems can create obstacles to academic performance. Parents' expectations and attitudes toward education can also influence students' academic performance (Honicke & Broadbent, 2016; Brown et al., 2008).

By way of illustration, it is indicated that parents who value education and set high expectations for their children tend to promote a motivational and supportive environment that can promote academic performance. On the other hand, parents who show a lack of interest or who devalue education can negatively affect their children's motivation and academic performance. A study carried out by ECLAC (2020) indicates that within family dynamics, important challenges arise that involve educational and social systems, which must be addressed in an articulated manner. It also leaves valuable lessons about what is really a priority for community life (p. 18).

The objective of the research in light of the current knowledge related to it was to determine the influence of family factors on the academic performance of the students of the Camilo Delgado Balda Chone 2023 Educational Unit. As well as, seek answers to fundamental questions such as, for example: What importance does family support have in the education of the students of the Camilo Delgado Balda Educational Unit? What is the level of academic performance that the students of the Camilo Delgado Balda Educational Unit have during the period 2023? What are the family factors that impact the academic performance of students?

In this sense, it is understood that, in the context of the teaching-learning process of Basic General Education students, the level of family support is essential. Where the learning process must not only be related to the fulfillment of institutional objectives but also to achieving a level of personal and family satisfaction. The permanent contribution of the family, so that the child feels supported, where the mere presence of the parents in the educational institution or in a dialogue with the teacher, implies motivation for the student (Akçayır & Akçayır, 2017; Korthagen et al., 2006).

Family factors are a relevant and interesting topic for understanding the academic performance of students. Identifying and understanding how these factors influence academic performance can help develop effective strategies and programs to improve this key aspect of the educational process. The present research work is of great interest because there are many factors that impact the education of children and that are currently common in educational institutions, and problems in academic performance are beginning to come into existence, bringing as consequences the indiscipline of the students (López-Pérez et al., 2011).

In this context, the relevance of this study lies in the need to determine the influence of family factors on the academic performance of the students of the Camilo Delgado Balda Chone 2023 Educational Unit. For this purpose, the importance of support was analyzed. Family in the education of the students of this institution, as well as the level of academic performance that the students have and its relationship with the family factors that impact the academic performance of the students.

## **Materials and Methods**

The research adopted a quantitative approach, the fact of which was the exploration and collection of real data regarding the topic investigated. The objective was to investigate the level of academic performance that the students of the Camilo Delgado Balda Educational Unit have achieved during the period 2023, as well as identify the family factors that impact the academic performance of the students, analyze the results obtained through the application of data collection instruments designed based on the declared variables.

For this purpose, different methods were used, such as, for example: the inductive method because the fundamental basis within the analysis of the problem is the observation of facts and phenomena that occur within the field of study. At the same time, the deductive method was used because conclusions were established based on the criteria obtained, through the analysis that supported certain verifiable facts and rational foundations. It was synthetic because all the subject elements of this research that emerged in each investigative step given and that served for the respective analysis through the synthesis were analyzed and conceptualized. Finally, it was statistical because it allowed us to consider data obtained to respond to the problem posed: How do family factors influence the academic performance of the students of the Camilo Delgado Balda Educational Unit?

The instruments used were the survey applied to teachers and parents of the Camilo Delgado Balda Educational Unit. The population was made up of 81 parents and 13 teachers for a total of 93 people. The sample was made up of 25 parents from two parallels of BGU and 5 teachers.

## **Analysis and Discussion of the Results**

Academic performance is the extent to which a student achieves established learning objectives, usually assessed through grades, exams, projects, and other indicators. This concept is fundamental in education since it reflects not only mastery of content, but also factors such as effort, motivation, and learning conditions.

There are different factors that influence this process shown in Figure 1.

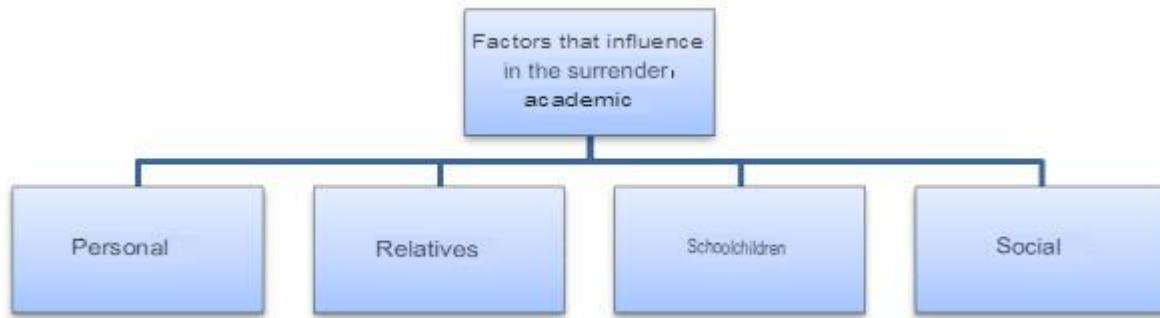


Figure 1. Factors that influence academic performance

Personal factors involve cognitive abilities, physical and mental health, and motivation, an essential element in this process, all of which are linked to discipline. School factors have to do with the quality of teachers, educational infrastructure and resources, and teaching methods, the social ones are related to the cultural environment, influences of friends, and access to information and communication technologies (ICT) (Van Dinther et al., 2011; Harandi, 2015).

In the case of family factors, the role of the family in this context is essential, this is the appropriate and ideal place to learn to improve as an individual in the company of loved ones, currently many families no longer work in the implementation of human values are allowing these to be lost, in such a way that its consequences in the daily life of family members become more noticeable, through conflicts and the loss of family harmony (Kohl et al., 2000; Bowes et al., 2009).

It is necessary to understand then that this has evolved as social development has become more complex; However, within it, the characteristics of the social system in which it is immersed and in which useful values are produced are reflected, so it can be assured that the family is the conducive environment for education and without a doubt, the First education is received within the family (Chrysafiadi & Virvou, 2013).

To talk about family culture is to refer to the customs of the family group, the idiosyncrasies of each person who makes up the family, and, above all, the acceptance that each member has within it. This culture involves the tolerance that must exist between each member, in the same way with respect for the way of being of each of the members and their way of thinking. In this regard, Chairez et al. (2020), indicate that the family is the first pillar of people's formation, which is why it is considered the main institution and basis of human societies; This social nucleus has the primary objective of guiding its members to face the environment in which they will operate, each one has its own characteristics, therefore, it is immersed in different factors that can benefit or affect the development of these (p .2).

The family has common interests, values , and emotions that unite them in a strong sense of belonging and cohesion as a group composed of members who establish relationships of interdependence, communication, and mutual support in order to respond and commit to the achievement and scope of their life projects. Life based on their value systems, and beliefs that favor each member of the group (Vargas et al., 2020).

Students experience different situations of material, normative, and emotional deprivation that affect their academic performance; For this reason, the family must fulfill its role as a social and cultural mediator. However, it is currently common to observe that many students show communication and support problems with their families. These types of aspects tend to show low academic performance and poor training performance, lack of motivation for learning, disinterest in academic commitments, and student absenteeism (Rocha et al., 2021).

There is a direct and significant relationship between family relationships and academic performance in students; in such a way that as long as family relationships are very good, the academic performance of the students will be outstanding. It was proven that there is a direct and significant relationship between the development of the family climate and academic performance in students, indicating that, the higher the level of family development, the greater the academic performance of students will be (Briones & Meléndez, 2021).

It is important to consider that the conceptualization of school performance is as broad and diverse as the factors that influence it. In general, it is considered that academic performance is related to the level of knowledge that a student demonstrates in an area or subject, which is compared with what is expected according to the age and academic grade where he or she is. It constitutes an unavoidable task of the family as a social institution and as responsible for the growth and development of its members, particularly those who are of school age, to favor, promote, accompany, and support the process of acquiring knowledge that allows them to progressively achieve and

overcome the expected goals for the grade they are in; as well as allowing them to access higher levels (Macías & Briones, 2020).

One of the institutions where people subsequently join the family is the school, a place where they develop skills, knowledge, abilities, and attitudes that allow them to continue with their social and academic training. The school represents the formal institution where the child makes the first contact in a context of social relations organized through authorities and systems. In this context, the teaching-learning process is carried out; it is the place where significant social interactions of students with their classmates and teachers occur (Álvarez & Barreto, 2020).

#### Academic performance

Academic performance is associated with the combined use of several variables or factors, all of which in some way reflect the academic performance of the students and their relationship with the quality of education. The most important factors that contribute to learning, academic performance, and improving the quality of education are the preparation and updating of teachers, followed by the desire for personal improvement and healthy relationships with the family (Esparza et al., 2020).

Academic performance is the result of the intellectual, family, and institutional level of the students. Although there are many variables that influence academic performance, however, emphasis is placed on the personal, family, and institutional factors that have the greatest influence on performance, namely: the educational level of the parents, the level of household income, gender, the nature of the educational institution and its location, the hours dedicated to studying and access to technology (Rodríguez et al., 2021).

Academic performance and good study habits constitute an issue of importance for everyone, especially for students, since they sometimes do not manage to obtain high grades as they wish, impacting their emotional stability, causing annoyance, frustration, and other inconveniences that can harm their mental health and in the same way it can cause concern in their families or people who are watching over those students and assume that they are not doing well in the educational field or in their personal life (Meza, 2020).

Academic performance is related to the assessment of learning, for this, human beings need to be motivated; Hence, to fully learn, it is necessary not only to have the availability but also to have intrinsic or extrinsic motivation so that the learning is as expected. Furthermore, the teacher must be predisposed and prepared with the best tools to achieve meaningful learning in students, through various alternatives and teaching methods. Academic performance is related to the assessment of the learning acquired in the university environment. A student with good academic performance is considered as someone mature, disciplined, and capable of functioning satisfactorily in the different situations that arise in the daily environment (Rodríguez et al., 2021).

In teaching action, disciplinary mastery is not enough: pedagogical ability also counts, as well as a responsible and friendly attitude to teaching. Teaching requires individuals with diverse skills and values of critical thinking, teamwork, reading comprehension, and correct writing. At a specific level, for their part, teachers who work in technical areas prioritize logical-mathematical reasoning, while communication skills are more appreciated by teachers in the area of social sciences, and the skills to investigate and search for information (López & Alcalá, 2023).

Learning strategies and academic motivation must be given in the educational context, as a means and end in themselves, to achieve adequate, practical, and functional academic performance more effectively. Academic achievement, going beyond quantitative qualifications to address competencies. In this way, gaps can be closed in the teaching-learning process, where even today the process continues to focus on results, with less attention to the continuous progress that occurs from the moment a student begins their journey through the educational system. (Valiente Barroso, 2023). To find out how the academic performance factors behaved, a survey was applied to teachers. The results are shown in Table 1.

Table 1  
Level of academic performance of students

Options	Frequency	Percentages (%)
Achieve the required learning	2	40
You are close to achieving the required learning	3	60

Source: Survey of teachers

According to the data obtained on the level of academic performance of the students, the following can be seen: 40% of students are at the level of "Achieves the required learning" and 60% of the students are close to achieving the required learning, indicating a considerable level of competence. Table 2 shows the results achieved when consulting about interest and motivation in learning.

Table 2  
Interest and motivation for learning

Options	Frequency	Percentages (%)
Disagree	1	20
Agree more than disagree	1	20
OK	2	40
Very agree	1	20

Regarding whether students demonstrate interest and motivation in learning in different areas of knowledge, 20% of teachers disagree, those who agreed more than disagree 20%, agree 40%, and strongly agree 20%. We consulted on academic and extracurricular compliance, showing the results in Table 3.

Table 3  
Academic and extracurricular activities

Options	Frequency	Percentages (%)
Neutral	4	80
Effective	1	20

Regarding whether student participation in academic and extracurricular activities is effective, the data show that the neutral option represents 80%, the effective option y corresponds to 20%. It was necessary to consult on the development of critical thinking skills and if students demonstrate analysis in areas such as reading comprehension, the results are shown in Figure 2.

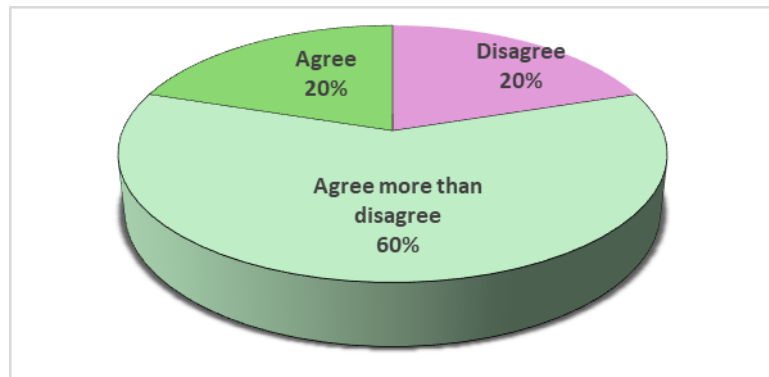


Figure 2. Development of critical thinking skills

It was asked if the teacher considers that the students demonstrate critical thinking and analysis skills in areas such as reading comprehension, 20% disagreed, 60% agreed more than disagree, and 20% agreed. It was also asked if the teacher considers that the students have developed their ability to receive feedback and apply it to improve their academic performance, obtaining shared results. Parents were asked about the frequency with which they work on aspects related to their child's academic performance; the results are shown in Figure 3.

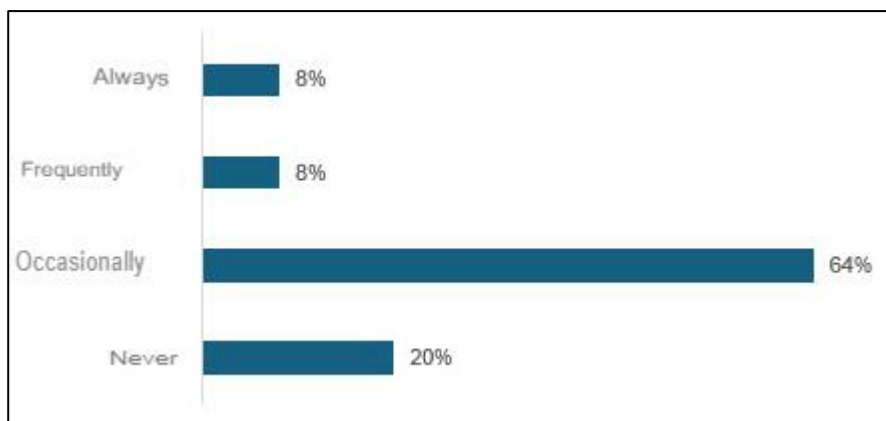


Figure 3. Communication with teachers

According to the data consulted with parents about the frequency with which they work on aspects related to their client's academic performance, the information indicates that the occasional option is the most frequent, representing 64% of the responses, demonstrating that More contact with student representatives is needed, as this need is never demonstrated. They also asked to what extent their child participated in school activities. The results are shown in Figure 4.

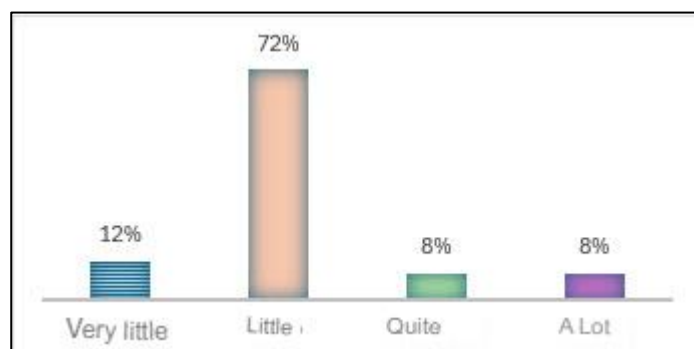


Figure 4. Participation in school activities

As can be seen, the little option represents 72%, which shows that work must be done here to ensure that families participate in school activities, as it is one of the most essential factors in the academic performance of students. In the emotional aspect, the results were also consulted and are shown in Figure 5.

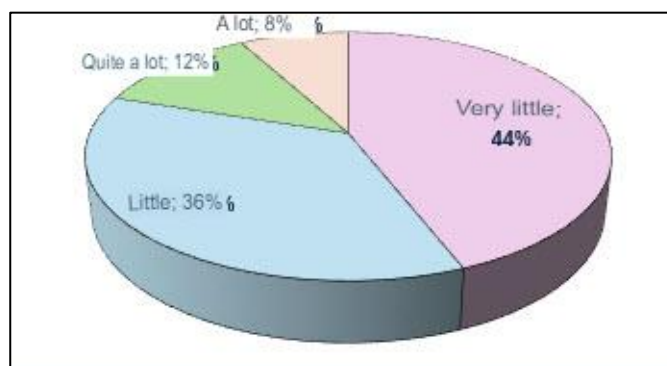


Figure 5. Parental support in the emotional aspect

According to what parents were consulted about the emotional and affective support provided to their constituents, the option predominated little and very little, noting the need to work so that students receive better attention in this regard. In the case of support for problem resolution, the result was shown in Figure 6.

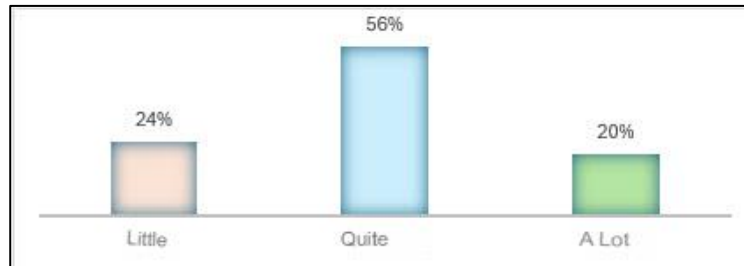


Figure 6. Participation in problem solving

In accordance with the consultation made to parents about participation in the resolution of problems related to the academic performance of their client, they indicate that the little option is represented by 24% of the responses, the quite option is represented by 56% and the much option has a representation of 20%.

The most palpable problems presented by the educational system in general are family problems, which have a significant impact on the academic performance of students. As a consequence of the poor emotional health of the family group, students constantly interact within an inadequate family climate and, therefore, they lose the values necessary to successfully face the requirements of the school process. In this regard, [Reyes & Oyola \(2022\)](#) indicate that the family environment constitutes an important element of the educational process, given that the quality of the functional relationship is a significant factor in the physical and emotional health of each of its members (p. 128).

The research focused on investigating the level of academic performance of the students of the Camilo Delgado Balda Educational Unit, at the same time identifying the family factors that impact the academic performance of the students. Where, the information presented allowed us to determine two different approaches. The first scenario corresponded to teachers who carry out their educational activity always ensuring that the student achieves significant learning in all areas of knowledge. The second scenario corresponded to the parents of students of this educational institution who, in the author's opinion, must permanently develop collaborative work with the teacher.

When investigating the level of academic performance of the students of the Camilo Delgado Balda Chone 2023 Educational Unit, the results obtained in this first scenario made it possible to show that a majority segment of teachers considers that the students are close to achieving the required learning, while that another segment considers that they are at a level that achieves the required learning. However, the information also shows that the group of students is not homogeneous, in the sense that teachers consider that, at the level of interest and motivation, there are students who have difficulty learning with respect to different areas of knowledge such as, for example, your ability to receive feedback, critical thinking skills and analysis in areas such as reading comprehension ([Bravo et al., 2021](#)).

It should be kept in mind that the teacher-student relationship plays a fundamental role in the academic performance of students. A positive environment of trust and respect, combined with effective teaching methods, can contribute to improving students' academic performance. On the other hand, a negative or conflictive relationship can have a negative impact on academic performance. It is essential that teachers work to establish and maintain positive relationships with their students, to promote a favorable and motivating learning environment. In this regard, [Noro \(2018\)](#), points out that to educate it is essential to define what is human and how it should be human. Education is impoverished and betrayed if it categorically circumscribes and limits the vision of man and his possibilities of development (p. 1).

The second scenario corresponded to the parents of students of this educational institution who, in the author's opinion, must permanently develop collaborative work with the teacher. Consequently, the importance of the family in the academic performance of students lies in the need to understand and address family factors that can influence better school performance. In the author's opinion, a fundamental contradiction is determined between the need and demand on the part of the parents regarding the academic performance of those represented and their little participation in aspects related to school activities. It should be noted that family factors are a relevant and interesting topic to understand the academic performance of students. Identifying and understanding how these factors influence academic performance can help develop effective strategies and programs to improve this key aspect of the educational process.

The emotional support provided by parents favorably impacts school success. Shows of constant affection, motivation, assistance with difficult school tasks, words of encouragement, provision of study materials and tools necessary at home, attendance at meetings at the educational institution, concern for knowing in Dialogue with teachers about how their children progress in the educational process is key in the comprehensive training of children and adolescents ([Sánchez & Dávila, 2022](#)).

Family factors are a relevant and interesting topic to understand the academic performance of students. Identifying and understanding how these factors influence academic performance can help develop effective strategies and programs to improve this key aspect of the educational process. In this context, it is important to continue the research, since the attitude of parents must be evaluated and alternatives for continuous improvement in their relationship with the institution must be sought. On the other hand, the results of this research will contribute to identifying the strengths and weaknesses of students in terms of their academic performance. Finally, highlight the importance of family support in the education of students at the Camilo Delgado Balda Educational Unit, determine the level of academic performance that students have and, above all, the family factors that impact it

## Conclusions

The research highlights the importance of family support in the academic performance of students at the Camilo Delgado Balda Educational Unit. It should be noted the lack of support and motivation of parents towards their children. Different authors consider the fact that, if students do not have an adequate level of support and motivation, they will not have significant learning, which is why a better relationship between teacher/parent/student is required.

The information presented in the research shows the heterogeneity of the criteria regarding how family factors impact the academic performance of students. It is precisely at this point where there is a clear divergence and a marked lack of collaborative work between the educational institution and the student's family. This circumstance demotivates the student due to the low participation and support of parents, which generates obstacles to adequately developing their academic performance.

Identifying the family factors that impact the academic performance of students is of relevant importance, since at this stage where the teacher can develop the habit and interest in learning in the student. Through the implementation of collaborative work methods, both the parent and the teacher can do coordinated work with the purpose of improving academic performance by minimizing the barriers that students have formed over time and have made learning a tedious and boring activity.

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