



## Parental Control in School Performance in High School Students



Rosa Verónica Marcillo-Bravo <sup>a</sup>  
Orley Benedicto Reyes-Meza <sup>b</sup>

---

### Article history:

**Submitted:** 27 April 2022

**Revised:** 18 May 2022

**Accepted:** 9 June 2022

---

### Keywords:

*bibliographic study;*  
*high school;*  
*parental control;*  
*school performance;*  
*students;*

---

### Abstract

The purpose of this study is related to the incidence of parental control on the school performance of the middle school students of the Eugenio Espejo Educational Unit #29 of the Tosagua Canton, where there are situations of negative behavior in the students due to the lack of emotional relationships of their parents who in many cases overprotect their children, adopting unusual values and practices, that lead them to have a low performance reflected in their learning results. The objective of the research is to investigate how Parental control affects the school performance of the students of the Eugenio Espejo Educational Unit #29 of the Tosagua Canton in the period 2021-2022. A qualitative analysis was used as a methodology, based on a field and bibliographic study, in addition to the inductive-deductive, analytical-synthetic, and statistical method, the data collection tools were based on parent surveys, interviews with teachers and student observation sheet, with a sample of 107 students, 100 parents and 3 teachers. It was obtained as a result that the parental control of the parents towards the children is fundamental for their education and the formation of values.

*International research journal of management, IT and social sciences* © 2022.

*This is an open access article under the CC BY-NC-ND license*

*(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).*

---

### Corresponding author:

Rosa Verónica Marcillo-Bravo,

Maestría Educación Básica, Universidad Laica “Eloy Alfaro de Manabí” Extensión Chone, Manabí, Ecuador

Email address: [rosa.marcillo@pg.uleam.edu.ec](mailto:rosa.marcillo@pg.uleam.edu.ec)

---

<sup>a</sup> Foreign Languages & Applied Linguistics, Shanghai International Studies University (SISU), China

<sup>b</sup> Translation, Rhetoric & CDA, School of Foreign Languages, Fuzhou University, China

## 1 Introduction

The research is parental control in the school performance of high school students from the Eugenio Espejo Educational Unit in the city of Tosagua, a topic that worries because of how significant they are. parents with the comprehensive education of their children. In Buenos Aires - Argentina, studied the self-concept and perception of parental support and control patterns in school children. The results showed that there are significant correlations between the perception of parental support and control and the global self-concept of boys and girls. The children everywhere need parental control to obtain a specific and positive response in school performance. In Cuenca, Ecuador, the study aimed at a population between 9 and 11 years old showed that there were similarities between the levels of acceptance, rejection and control of the paternal and maternal figure in both boys and girls, indicating that these, they perceive themselves to be highly rejected, that is, they do not feel accepted and the control exerted by the people they are attached to is very low; In addition, in the correlation results, a significant relationship was found between parental acceptance and maternal indifference, paternal indifference and maternal aggression, paternal aggression and maternal indifference, paternal rejection and maternal aggression (De La Higuera, 2005; Feng et al., 2015).

The problem is evident in situations that occur in students for reasons of behavior defined by emotional separation from their parents who overprotect their children, adopting unusual values and practices, which lead them to have a low performance reflected in their results. learning in the different basic grades, specifically in middle school, where significant difficulties are observed in the control of parents towards their children, a situation that affects the psychological, behavioral, emotional and disciplinary behavior of the students; evidencing non-compliance in the students of the different activities such as: tasks, development, order, routines, among others; parental control is increasingly difficult, which shows a low level of student performance at school (Brener et al., 2003; Parker et al., 2004). One of the fundamental causes in this study is the formation of parents towards their children at home, from there it depends on how the boy and girl behave before others, a situation that is evidenced when they disrespect the policies and norms of both the house as well as the school, in addition to understanding that this paternal figure occurs when there are permissive parents, who, in order not to make their children feel bad or uncomfortable, put up with everything they want to do, with the consequence of non-compliance with many curricular activities and extracurricular activities that leave them aside without being interested in doing them.

Another factor that influences the educational community is dysfunctional families, mothers who live with their children, as well as the father or another relative with a kinship, remaining under the protection of people who often do not support their integral formation, in this context the communication between the actors and the families is not good, leading the student to have a lack of control in the tasks and consequently a poor school performance (Sagbaicela, 2018). Parental control of children is necessary for their comprehensive development and in their training in the teaching-learning process where they directly participate in the education of their children, obtaining benefits for society, progressively reflecting on self-esteem. of the students, developing positive attitudes at school that provides a better understanding in the study process, evident in the different stages of their training, developing their self-esteem and affective and emotional stability. These factors enhance the emotional development of the family, improve the educational process allowing growth in their personal development where parents are an integral reference in their children (Altarturi et al., 2020; Padilla-Walker et al., 2012).

According to the factors that surround the student, for learning to be fruitful, motivation, interests, attitudes must be considered Lamas (2015), for there to be active learning, students must not only listen, but they must also read, question, write, discuss, apply concepts, use rules and principles. When the student is motivated, he is responsible with his attitudes and acquires greater commitment in the entrusted activities, placing more emphasis on the development of skills in the learning process. When students are surrounded by emotional values, they learn to do and learn to be, increasing their level of motivation, they feel prepared to acquire and transfer the knowledge they have acquired based on their interests and personality, careful in the acquisition of new knowledge in the teaching-learning process (Gumora & Arsenio, 2002; McCoy & Reynolds, 1999).

## 2 Materials and Methods

The methodology used was based on the quantitative, field study and bibliographic approach, with the use of the inductive-deductive, analytical-synthetic and statistical method, the data collection tools were based on parent surveys, interviews with teachers and observation sheet for students, with a sample of 107 students, 100 parents and 3 teachers. Understanding that parental control over children is essential for their education and that if parents have control over

their children, their performance is high, even more so in our environment where the influence of cultural and technological factors such as the Internet, are leading many students to disengage from school activities (Kowalski & Limber, 2007; Agatston et al., 2007).

### 3 Results and Discussions

Parental control consists of preventing, or at least limiting, access to information in virtual media or monitoring of the activities carried out by students through digital media (GCFGlobal, 2022). Parents must ensure that their children comply with the established rules on the information that students access in virtual environments, in such a way that values and practices from other areas other than those imposed by the family are adopted, so that quality is necessary. of the performance of the parental role to avoid gaps between the family and another context, resulting in a problem of conflict that at times may be insurmountable (Caycedo et al., 2005). Vermeesch et al. (2008), there is also a generation gap between parents and their children, where there are patterns very different and exceptional realities, with respect to many aspects. In the case of the Internet, children are greatly influenced, and parents don't know how to control them, because they don't know how to do it. Children and adolescents test technological advances and see new information technologies as something interesting, in adults this conception is different (Nugraha et al., 2020; Marpaung & Hambandima, 2018).

Adults believe that new technologies are not made for them, and they are not clear about the role that these information and communication tools can have in their lives Sánchez (2009), so the influence of context should not be ignored. of these technologies, so it is necessary to look at the formation of values that are developed in individuals automatically Ravela (1988), values that families possess and the way in which these values are perceived and transmitted Tedesco (2000), to develop as corresponds to their human dignity. Children are beings who are born defenseless, who require care from their parents for a longer time, while learning to fend for themselves, in this sense the family must take full control of their children and the factors that determine them, According to Magallanes (2015), the family is the primary natural social group that aims to be the protector and matrix of the psychosocial development of its members through the parents (Gutiérrez, 2007). In this context Musitu & Gracia (1988), they consider that the factors that determine parenting styles contribute to a better educational practice such as: structure, affection, behavioral control, communication, transmission of values and external systems. The authors refer to intrafamily or micro systemic relationships; the latter refer to the social or ecological dimension, up to which the unit of analysis in the study of socialization extends, the position within a broader system will largely explain the position taken and modes of action of the social group what is the family (Musitu & Gracia, 1988).

#### *School Performance*

The result of learning caused by the teacher's didactic activity and produced in the student intervenes in the process of school performance in which some factors intervene that allow the student's learning to be fruitful, such as personality, motivation, interests, aptitudes, study habits, self-esteem, the intellectual cognitive level, and the teacher-student relationship (Lamas, 2015). The media at present have become one of the most influential instruments in society and in the upbringing of children, even when there are predisposing factors such as the absence of parents in the home, either for work or family reasons. when parents are present; but in many cases parents also become excessive consumers of the media, neglecting their role as vital agents in the formation and socialization of their children. Some authors suggest that there are digitized families, in which not only is the immersion of the children in the cyber world highlighted, but also the parents are included (Martínez, 2011). Academic performance is a socio-family factor, the lack of control in school performance is an aspect of educational planning that is carried out to teach class, it is determined by the particularities of the students, by the demands, the competences, and the motivation of the student towards the instruction (Pintrich, 2006).

In some cases, there is an intention to justify the inappropriate behavior of students with alibis to reduce the emotional impact of the non-observance of their student role. Also, to avoid guilt when faced with the task and to justify their delays (Sánchez, 2009). The behavioral dynamics is attempted by the student himself to give himself an apparent allegation before the dilatory attitude, ensuring that he has a special rhythm to execute the occupations that concern him. In this way, the person intends to carry out the task that is being postponed now, concluding that procrastination is a strategic action for good reasons (Guzmán, 2013). Thenon-availability in the home of texts and

materials to support school homework, as well as in the use made of them. It also implies the low quality and scarcity of learning strategies that help children to succeed in school (Jadue, 1996).

A survey aimed at parents and students was carried out to assess the level of communication between parents and children, it was carried out considering an induction of the object under study. The population was constituted by the total of 917 students and parents of the Educational Unit Eugenio Espejo #29 of the Tosagua Canton. The Educational Unit has 1,618 people including parents, directors, teachers, and students. The sample was selected directly, made up of parallel seventh grade students A, B and C, with a total of 107, of which 50 were male and 57 female, 100 parents and 7 teachers. The objective was to know the importance of parental control over their children, so that their comprehensive development helps their education, because when parents participate directly in the teaching process, mutual benefits are obtained within the family environment, progressively reflecting on self-esteem, in positive attitudes and in the way of behaving that is reflected in the various stages of their personal life. The study shows that those parents who have control of their children, these have a higher performance, this is sustained when their parents were consulted on how they control their children, and then the report cards were reviewed with the parents. Teachers, data given by the researcher who is part of the institution. Table 1 can be clearly read, in which it refers to some aspects that are necessary at home and that parents must consider in the formation of their fruits, such as dialogue between them. Figure 1 shows the parental identifiers that were considered in relation to the parents in complying with the regulations with their children.

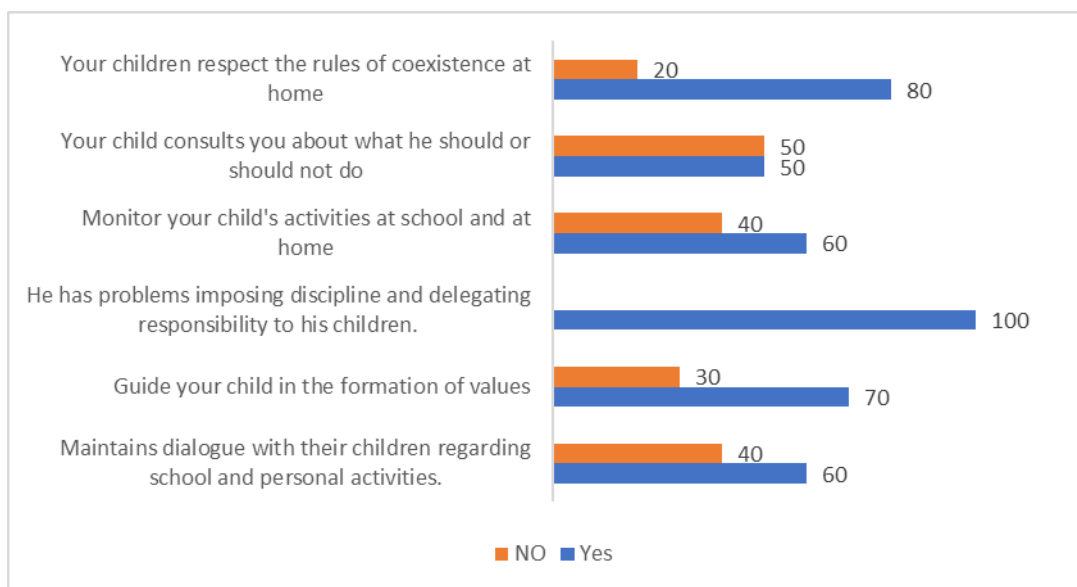


Figure 1. Responses to identifiers by their parents  
Source: EU parents. Eugenio Espejo-Tosagua

As can be seen, the response of the identifiers in most cases was positive, in the case of presenting problems to impose discipline and delegate responsibility to their children, I took the most important indicator because all the parents responded positively. , noting that despite, most of the children respect the rules of coexistence at home, guide their child in the formation of values and mostly monitor their activities and maintain dialogue with their children; yet all parents are unable to control discipline problems, considering this as a difficulty that must be resolved. Parental educational practices at the present time have global trends, and it may happen that parents always use the same strategies in all situations and can in many cases be flexible in their regulations on the discipline and delegation of responsibilities for their children. To understand the background or the factors that determine parenting styles, it is necessary to consider the effectiveness of the various types of discipline, the characteristics of the child and the parents, as well as the interaction between the two (Ramírez, 2005). The author states that family discipline is understood as the socialization strategies and components used by parents to regulate behavior and instill values, attitudes, and norms in children.

It is also observed that they respect the rules of coexistence at home, noticing because in families there are practices of values, affection, understanding, communication, which contributes to the fulfillment of tasks and performance, as

well as sustains it (Gutiérrez, 2007). Also Musitu & Gracia (1988), when considering the factors that determine parenting styles, point out those that contribute to a better educational practice such as: structure, affection, behavioral control, communication, transmission of values and external systems, which, according to the researcher, it would help her a lot in her training and above all to have a good performance in her studies, according to table 1, the queries made to teachers related to the school performance of 100 students are shown.

Table 1  
Determine the level of school performance in students. (100 Students)

Identifier	YES	%	NO	%
Complies with tasks according to established standards	80	80	20	20
Participates actively in classes	70	70	30	30
Bases each topic, whether in class participation, or in individual and group work	70	70	30	30
The general grades are above 8	80	80	20	20

Source: File of Teachers' Qualifications

Therefore, the school performance in the research is very high, here you can see some factors that determine it, such as communication from parents with their children, intra-family relationships, and in addition to the dynamic activity of teachers, which according to research is sometimes very complex because there are parents who do not understand that they must have adequate control in all the activities and tasks that they carry out. both in the school context and in the family context, components treated and observed in the families of the Eugenio Espejo Educational Unit in the city of Tosagua. The result of learning caused by the didactic activity of the teacher and produced in the student, intervene in school performance with some factors that allow the student's learning to be fruitful, such as personality, motivation, interests, aptitudes, habits of study, self-esteem, the intellectual cognitive level, and the teacher-student relationship. (Lamas, 2015). It can be argued that the result of learning is not only the responsibility of the dynamics of the teacher and student, but also of the families in whose responsibility it is significant in the process of creating values in teaching from home. The level of performance of the schoolchildren of the Eugenio Espejo educational unit, has acceptable values, this is due to the importance that parents give their children in the fulfillment of school activities, having a performance greater than 8, very acceptable today. with the factors that now influence the learning and behavior of schoolchildren such as the internet, social networks, among others.

## 4 Conclusion

It was evidenced that the family and the teacher are responsible for the parental control of the students from home, it is necessary to monitor the activities carried out by the students with the use of the Internet and other collateral activities. The control exercised by parents is important in the development of tasks in the educational process, thereby allowing better performance to be achieved, being clear that at present the environment of students, the influence of cultural and technological factors such as the Internet, are leading many students to disengage from school activities

### *Conflict of interest statement*

The authors declared that they have no competing interests.

### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

### *Acknowledgments*

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

## References

- Agatston, P. W., Kowalski, R., & Limber, S. (2007). Students' perspectives on cyber bullying. *Journal of Adolescent Health, 41*(6), S59-S60. <https://doi.org/10.1016/j.jadohealth.2007.09.003>
- Altarturi, H. H., Saadon, M., & Anuar, N. B. (2020). Cyber parental control: A bibliometric study. *Children and Youth Services Review, 116*, 105134. <https://doi.org/10.1016/j.childyouth.2020.105134>
- Brener, N. D., McManus, T., Galuska, D. A., Lowry, R., & Wechsler, H. (2003). Reliability and validity of self-reported height and weight among high school students. *Journal of adolescent health, 32*(4), 281-287. [https://doi.org/10.1016/S1054-139X\(02\)00708-5](https://doi.org/10.1016/S1054-139X(02)00708-5)
- Caycedo, C., Ballesteros, B. P., Novoa, M. M., García, D. D. R., Arias, A. L., Heyck, L. V., ... & Vargas, R. (2005). Relación entre variables de control parental y prácticas de juego en niños y niñas de 10 a 13 años de edad en la ciudad de Bogotá. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 3*(1), 123-152.
- Criollo, V. V. (2018). Aceptación, rechazo y control parental percibido por escolares de una escuela del cantón San Fernando, Azuay. Retrieved from <https://dspace.ucecuena.edu.ec/bitstream/123456789/29907/1/Trabajo%20de%20titulaci%C3%B3n.pdf>
- De La Higuera, C. (2005). A bibliographical study of grammatical inference. *Pattern recognition, 38*(9), 1332-1348. <https://doi.org/10.1016/j.patcog.2005.01.003>
- E, B. (2007). Educar en valores. La Habana, Cuba: Editorial Pueblo y Educación.
- Ecuador., C. d. (2008). Educación de Calidad. Obtenido de <http://educaciondecualidad.ec/constitucion-educacion.html>.
- Educación., M. d. (2012). Estándares de calidad educativa. Obtenido de Fundamentos educativos.
- Feng, F., Zhang, L., Du, Y., & Wang, W. (2015). Visualization and quantitative study in bibliographic databases: A case in the field of university-industry cooperation. *Journal of Informetrics, 9*(1), 118-134. <https://doi.org/10.1016/j.joi.2014.11.009>
- GCFGlobal (2022). Seguridad en internet: ¿Qué es el control parental?. <https://edu.gcfglobal.org/es/seguridad-en-internet/que-es-el-control-parental/1/ental?>
- Gumora, G., & Arsenio, W. F. (2002). Emotionality, emotion regulation, and school performance in middle school children. *Journal of school psychology, 40*(5), 395-413. [https://doi.org/10.1016/S0022-4405\(02\)00108-5](https://doi.org/10.1016/S0022-4405(02)00108-5)
- Guzmán, D. (2013). Procrastinación una mirada clínica. Obtenido de <http://www.isep.es/wp-content/uploads/2014/07/procrastinacion.pdf>.
- HALPERN, R. (1986). Effects of early childhood intervention on primary schools progress on Latin America".
- Jadue, G. (1996). Efectos de un trabajo con madres de bajo nivel socioeconómico y cultural en el rendimiento escolar de sus hijos. *Boletín de Investigación Educativa, 2*, 51-63.
- Kowalski, R. M., & Limber, S. P. (2007). Electronic bullying among middle school students. *Journal of adolescent health, 41*(6), S22-S30. <https://doi.org/10.1016/j.jadohealth.2007.08.017>
- Lamas, H. A. (2015). Sobre el rendimiento escolar. *Propósitos y representaciones, 3*(1), 313-386.
- Magallanes. (2015). Hijo desobediente ¿Qué hago?
- Marpaung, T., & Hambandima, E. S. N. (2018). Collaborative experiential learning: Five senses exploration to higher descriptive writing quality. *International Journal of Linguistics, Literature and Culture, 4*(5), 55-67. <https://doi.org/10.21744/ijllc.v4n5.292>
- Martínez Bonafé, J., Martínez Rodríguez, J. B., Villena Higuera, J. L., Sánchez Fernández, S., Bolívar Botía, A., Díez Navarro, M. del C., Pozuelos Estrada, F. J., Mallart i Navarra, J., Torrego Seijo, J. C., Ortega Carrillo, J. A., Hernández Castilla, R., Salinas Fernández, B., Grau Rubio, C., Santos Guerra, M. Á., Marcelo García, C., Tejada Fernández, J., López Melero, M., & González Jiménez, F. E. (2008). Didáctica general: La práctica de la enseñanza en Educación Infantil, Primaria y Secundaria. Madrid : McGraw-Hill, Interamericana de España, 2008.
- Martínez, P. F. (2011). Los niños y el negocio de la televisión: Programación, consumo y lenguaje (Vol. 15). Comunicación Social.
- McCoy, A. R., & Reynolds, A. J. (1999). Grade retention and school performance:: An extended investigation. *Journal of school psychology, 37*(3), 273-298. [https://doi.org/10.1016/S0022-4405\(99\)00012-6](https://doi.org/10.1016/S0022-4405(99)00012-6)
- Musitu, G., & Gracia, J. R. (1988). Familia y Educación, Prácticas Educativas de los padres y Socialización de los hijos. Barcelona. <https://dialnet.unirioja.es/servlet/libro?codigo=239930>
- Muso, D. (2016). El estilo parental permisivo y las conductas disruptivas. Obtenido de
- Nugraha, D. Y., Sudirman, M. I., Rudianto, R., Ferdiansyah, D., Ismail, I., Yani, A., Utami, C., Hajid, M. K., & Syawal, M. P. (2020). Increasing prosocial behavior through caring scout activities. *International Journal of Linguistics, Literature and Culture, 6*(5), 1-9. <https://doi.org/10.21744/ijllc.v6n5.959>

- P. Diego Jaramillo. (2008). Ideario educativo de los hogares infantiles. Corporación Educativa El Minuto de Dios.
- Padilla-Walker, L. M., & Nelson, L. J. (2012). Black hawk down?: Establishing helicopter parenting as a distinct construct from other forms of parental control during emerging adulthood. *Journal of adolescence*, 35(5), 1177-1190. <https://doi.org/10.1016/j.jppam.2019.12.003>
- Parker, J. D., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and individual differences*, 36(1), 163-172. [https://doi.org/10.1016/S0191-8869\(03\)00076-X](https://doi.org/10.1016/S0191-8869(03)00076-X)
- Pedro Gutiérrez-Saldaña, N. C.-C.-M. (2007). Autoestima, funcionalidad familiar y rendimiento escolar en adolescentes. *Aten*, 39.
- Pedro Ravela. (1988). Educación para la Democracia y los Derechos Humanos. n° 23, p.-6.
- PEÑA, A. P. (1992). Los niños con necesidades especiales. Afectividad y conducta. Santiago.
- Pintrich, P. &. (2006). Motivación en contextos educativos. Teoría, investigación y aplicaciones.
- Ramírez, María Aurelia. (2005). Padres y desarrollo de los hijos: prácticas de crianza. *Estudios pedagógicos* (Valdivia), 31(2), 167-177.
- Sagbaicela, J. J. (2018). La disfuncionalidad familiar y su incidencia en los problemas de aprendizaje de los niños de tercer año de educación general básica elemental. *Espiraes Revista Multidisciplinaria De Investigación*, 2 (20).
- Sánchez, F. J. (2009). Actitud y Mediación de la familia hacia la exposición adolescentes. *EsicMarket*, 133.
- Schram, W. L. (1965). Televisión para los niños análisis sobre los efectos de la televisión
- Tamayo, M. T. y. (2004). El proceso de la investigación científica. Editorial Limusa.
- Tedesco. (2000). Educar en la sociedad del conocimiento. Fondo de Cultura Económica de Argentina, S.A.
- Uribe, S. G. (2006). Comunicación familiar: Un mundo de construcciones simbólicas y relacionales.
- Vermeesch, H., T'sjoen, G., Kaufman, J. & Vincke, J. (2008). Gender, parental control, and adolescent risk-taking. *Deviant Behavior*, 29, 690-725.