

School, Parents and Children, a Psycho-pedagogical Strategy in the Academic Strengthening of the Primary Basic School Distance Mode



Escuela, Padres e Hijos una estrategia Psicopedagógica en el Fortalecimiento Académico de la Básica Primaria Modalidad a Distancia

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ABSTRACT

The family and the school are the first socializing agents that provide children with bases and teachings in their dimensions, for this reason, a stable and meaningful relationship should be maintained, which contributes to mutual support in their learning process. This article focuses on the generation of a psycho-pedagogical strategy that involves parents in the educational process of elementary school students of the Liceo Moderno School in the distance mode, to strengthen the academic performance of their children. The research study had a population of 140 students and a probabilistic sample of 92% reliability by 8% error, of 61 students; using a structured survey validated by experts. It was evidenced the low academic performance in elementary school students in virtual modality, where students do not advance academically due to the little knowledge of the academic process of the parents and their lack of accompaniment.

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RESUMEN

La familia y la escuela son los primeros agentes socializadores que aportan a los niños bases y enseñanzas en sus dimensiones, por esta razón, se debe mantenerse una relación estable y significativa, que contribuya al apoyo mutuo en su proceso de aprendizaje. El presente artículo se centra, en la generación de una estrategia Psicopedagógica que involucre a los padres de familia en el proceso educativo de los estudiantes de básica primaria del Colegio Liceo Moderno en la Modalidad a Distancia, para fortalecer el rendimiento académico de sus hijos. El estudio investigativo tuvo una población de 140 estudiantes y una muestra probabilística de 92% de confiabilidad por el 8% de error, de 61 discentes; utilizando una encuesta estructurada validada por expertos. Se evidencio la presenta bajo rendimiento académico en estudiantes de básica primaria en modalidad virtual, donde, los estudiantes no avanzan académicamente debido al poco conocimiento del proceso académico de los padres de familia y su falta de acompañamiento.

Palabras Clave: Comunicación, Psicopedagógica, Proyecto Transversal, Modalidad Distancia.

Introduction

The family is the most significant pillar in the formation of individuals; it is the first school of every human being; it influences the teaching of manners, norms, values, skills and competencies that are learned during childhood development, enriching the skills for adaptation in society.

It is significant to point out the protagonism of the family in the accompaniment during the process of children's academic formation. In this sense, the family in alliance with the school and society will facilitate in a revealing way the scholastic performance of the students.

Accordingly, as Paredes, J. (2021) states in the following paragraph: Family support is strengthened through activities and strategies inside and outside the learning scenarios, their collaboration must be responsible and committed in the performance of assigned tasks and in the provision of pedagogical tools necessary for the fulfillment of their academic duties. According to Bolívar, (2006). He mentions: "The school is not the only educational context, but the family, the environment and the media play an important educational role".

It is important to highlight that due to the stage of development of the children's brain, one of the ways of learning is by imitating, so the actions, words, example of the parents and people who live in their close circle during childhood, adolescence, youth, directly influence the person who is being formed.

The psychoeducational proposal for the positive strengthening of the relationship between parents and students is oriented to enhance the family-school link in the academic processes of children in elementary school in distance mode, through psychoeducational strategies as a reflective and transcendent scenario for a comprehensive education.

Materials and methods

As a result of a research study with a quantitative, non-experimental approach, with a descriptive, propositional, cross-sectional scope. Where Hernández, Fernández and Baptista in (2016) state that quantitative research aims to generalize the results and findings found in the cases (sample) to a larger universe (population). The present research aims to describe and make known the fundamental characteristics that the problem possesses, by means of the instrument. Likewise, the

design used in this research is the non-experimental cross-sectional design, since the variables are not manipulated, but observed as they are. It is non-experimental, since only phenomena are observed as they occur in their natural context in order to analyze them (Hernández, Fernández, Baptista, (2016).

The research was conducted with a population of students of the educational level of elementary school of the Educational Institution Colegio Liceo Moderno in the distance mode of Girardot, Cundinamarca consisting of 140 students, the sample size of 61 parents/guardians of the students, the students are distributed in different courses as follows: 24 students in fifth grade, 6 in fourth grade, 16 in third grade, 10 in second grade and 5 in first grade. It is also observed that most of the guardians are female, representing an impressive 85.2% of the total. On the other hand, male guardians constituted 14.8% of the sample.

The instrument through which the information of the research process is collected is a structured survey validated by experts, with the objective of measuring the relationship between parents and children, in order to improve academic performance. The survey evaluated the main socioeconomic characteristics of the students' families. Determine if there are good communication relationships between parents and children of the students. To examine the school accompaniment by the students' parents or guardians.

Results

A clear trend was revealed in the distribution of socioeconomic strata among the guardians of the intervened students, where 34% belong to socioeconomic stratum 5, while 3% belong to stratum 1. According to educational theories, socioeconomic stratum is closely associated with access to resources, opportunities and quality of education that students can receive. Higher strata tend to be linked to greater possibilities of accessing better quality education, pedagogical resources and an environment conducive to educational development.

Similarly, it was observed that 48% of parents maintain regular communication with their children “almost always”. In turn, 20% indicated having this communication “sometimes”, while a low 3% expressed not maintaining it at all, indicating a state of “never”.

On the other hand, 40% of respondents “always” help students with their homework, followed by 31% who do so “sometimes”. In addition, 18% provide help “almost always”, while 8% offer this assistance “almost never”, and a small 3% say they do not provide it “ever”.

Finally, a significant diversity is revealed in the time that caregivers dedicate daily to accompanying their children. It is noteworthy that 39% allocate a range of time from 1 to 2 hours per day for this interaction, followed by 33% who allocate 0 to 30 minutes per day. In addition, 23% spend from 30 minutes to 1 hour, while a small percentage of 1% spend from 2 to 3 hours and 2% spend more than 3 hours a day on this type of accompaniment. The amount and quality of time spent by caregivers can have a significant influence on the academic performance and general well-being of their children. Greater parental involvement, in terms of time and commitment, is related to better academic and social performance, in order to maximize parental support and strengthen the integral development of students.

By establishing psychoeducational strategies that strengthen the relationship between parents and children in order to improve the academic performance of elementary school students of the Liceo Moderno School in the Distance Mode, since families play an important role in the educational and personal development of children. Their support, values, commitment and collaboration with educators are essential elements for the success and well-being of students in educational environments.

By identifying the most notable needs in the educational institution, various skills aimed at promoting appropriate behaviors in both school and extracurricular settings were delineated. This is achieved through collaboration with families, who play a fundamental role as the main shapers of children's development. Bronfenbrenner (1979, as cited in Lopez and Reininger 2017) defines an individual's development as "a person's changing conception of his or her ecological environment and his or her relationship to it, as well as his or her capacity to discover, maintain, or modify its properties" (p. 35). Therefore, the individual through the permanent interactions with his environment can be directly or indirectly an influence for his development, a situation that must be analyzed and understood to know if they are facilitators or an obstacle for his adaptation.

Starting from the Colombian legislation, we delve into the positions of Law 115 of 1994 which in its article No. 7 mentions the family as the fundamental nucleus of society and the first responsible for the education of their children, education is socially constructed through interactions with teachers and directors, with other parents and with their children, although unfortunately in most cases, the participation of parents in the education of their children, although legally required, is not manifested in a constant way. Therefore, it is essential to carry out a formal follow-up from the educational institution. Therefore, Santana and Reininger, (2017) states that the family has a direct impact on the way in which children relate in various social

spheres, including school. This is because, playing a fundamental role as socializing agents, families have the responsibility to comprehensively guide their children, supporting their development and fostering essential values that not only generate a healthy school environment, but also improve their attitude in the academic sphere and promote the quality of education. It is imperative to point out that, as previously indicated by various authors, the active presence of parents in all circumstances does not always materialize. Consequently, it is essential to explore alternatives that are effective for the care and development of children, without succumbing to circumstantial excuses and the most important thing is not that they want to, they must do it for the welfare and development of their children. Likewise, according to Lev Vygotsky (1931) with the concept of “zone of proximal development”, the value of interaction between children and adults takes on meaning from the moment of birth, infants seek connection with adults, and their development begins through these interactions, which are accompanied and guided by their caregivers, therefore, the relevance of monitoring, as it helps to establish the basis of the different areas of children; It should be noted that the quality of the relationship between the caregiver and the child significantly influences the child's ability to explore his or her environment and develop healthy relationships in the future. Referring to the above, when teachers, school administrators and the school guidance department perceive the change of attitude on the part of the parents, the approach and disposition in the academic processes of the children, the indexes of low academic performance and unschooling will be reduced, The implementation of new educational projects that strengthen the link between the family and the school can be considered, after executing the one provided by us. Likewise, it will begin to be recognized as the pillar in the formation of boys and girls, who in last measures are the ones who should be in the affective and effective company of their caregivers for an integral development of their being.

The 48% of parents maintain regular communication “almost always” with their children reinforces the importance highlighted by Vygotsky on the “zone of proximal development” and the influence of social interaction on children's learning. However, the 3% who indicated no communication at all could be a point of discordance with Vygotsky's theory, as it stresses the need for adult mediation for learning. Parental involvement in homework, with 40% helping “always,” is consistent with Piaget's and Vygotsky's theories, which stress the importance of interaction in children's cognitive development. However, the 8% who provide help “almost never” could question this relationship and suggest the presence of other factors that influence parental involvement. Also, it should be added that parental involvement is

not only reflected in homework help, but advocates a broader and more contextualized perspective, considering participation in decision making and overcoming barriers of self as crucial components in the contribution of parents to the educational development of their children.

The diversity in the time dedicated daily to accompanying children highlights the complexity of family relationships. The fact that 39% dedicate 1 to 2 hours daily supports Bronfenbrenner's theory of the microsystem and the importance of the family in the child's development. However, the presence of 33% who spend 0 to 30 minutes a day may challenge the theory by suggesting that the quality of time spent is as important as the quantity.

Conclusions

Based on the problems of the educational institution, it became necessary to design a psycho-pedagogical strategy to strengthen the relationship between parents and children in order to improve the academic performance of elementary school students in distance mode, it is a cross-cutting project that provides a space for reflection and visualization of the co-responsibility of the educational institution and the family in relation to the student, to have as results a comprehensive development from the affective to academic of children, within which they are the hope of the world, an affective and academic development. Within the transversal project called “visionary education”, there must be concrete elements such as connecting the family with the school.

It is recognized that the home plays a crucial role as the first educator and protector of children's rights. Therefore, it becomes inevitable to make a change that promotes positive parenting, based on the responsibility and commitment of parents in the formation of citizens who are able to establish healthy and affective relationships with others, allowing them to live in harmonious environments.

In this sense, it is the family's responsibility to ensure that children acquire the ability to understand and apply the principles of accompaniment and assertive communication with educational institutions. This implies strengthening values and principles that are essential for psychosocial development in the context of the current challenges of the new millennium. The distance learning process requires binding projects, which is why it is important to have a project that connects academia, training, quality and integrates it through educational strategies with family life.

Likewise, it is imperative to explore a variety of extracurricular strategies and activities as alternative measures, given the premise that the family, commonly considered as the main axis of socialization, does not always manifest itself consistently in all circumstances, contrary to conventional expectations. This need for diversification is based on the understanding that, due to various circumstances, the influence and presence of the family as a socializing agent may fluctuate, and therefore, it is essential to have complementary approaches to promote the integral development of individuals in the educational and social context.

In summary, parental participation in education, despite being a legal requirement, is not uniformly consistent. In this context, the importance of implementing a formal follow-up by the educational institution is highlighted. This measure is not based exclusively on the will or unwillingness of the parents, but rather on the need to ensure effective accompaniment throughout the educational process. In situations in which parents do not provide the necessary support, the direct consequence often results in the repetition of the academic year, demonstrating the correlation between parental involvement and the student's academic performance throughout the school period. The implementation of a formal follow-up is therefore an indispensable tool to mitigate possible gaps and optimize the involvement of parents in the educational process of their children. It is also imperative to state that, as several authors have pointed out, the active and constant presence of parents does not always materialize in all circumstances. In this sense, it is essential to explore alternatives that prove to be effective for the care and integral development of children, avoiding succumbing to circumstantial justifications. A crucial aspect to consider is that, beyond mere will, the active participation of parents becomes an unavoidable responsibility for the well-being and optimal development of their children. In this context, the search for alternative and committed strategies emerges as a vital component to ensure a positive and continuous parental influence in the life and education of children. In the same way, the continuous collaboration between parents and the educational institution emerges as an imperative to establish an enriching learning environment. This joint effort not only ensures comprehensive support for the academic and socioemotional development of students, but also constitutes an essential component in the educational process. The dynamic interrelationship between parental involvement and effective communication with the institution stands as a fundamental pillar, strengthening the connections between the family and school environment. This synergy, in turn, translates into the optimization of student performance and well-being, demonstrating the importance of active collaboration between parents and educators in the integral formation of students.

In conclusion, by means of the transversal project of “visionary education” we emphasize that in an educational institution of distance modality it is possible to have a quality education from the synergy of school, family and student, since this will make an enormous alliance and fruitful results will be obtained.

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