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## Development of Meaningful Learning from Family-School Integration

Canquiz-Rincón Liliana\*, Larios-Montes Edith†, Jiménez-Porto Yurley‡, Inciarte- González Alicia§

### Summary

*The research shows the results of a study carried out on family-school integration as a foundation for meaningful learning in secondary basic education students, belonging to the official sector in the Colombian Caribbean region. The type of research was descriptive, with a deductive rationalist approach and a mixed or complementary paradigm. The sample was made up of sixty-four (64) students in their final year of high school and twenty-four (24) parents and/or guardians, to whom a survey was applied, eleven (11) teachers and one (1) director of the educational institution, consulted through an interview. Once the information was obtained, the triangulation technique was used to cross-reference the opinions, perceptions and beliefs of the actors involved in the comprehensive training of the students. As a result, it was possible to characterize the factors that favor family-school integration, including emotionality, participation, communication, attention and motivation of parents in accompanying their children's academic activities. For their part, schools must organize spaces that promote integration relationships, which represents an alternative to face the dilemmas of the educational context and promote the development of meaningful learning.*

**Keywords:** *school-family integration; significant learning; motivation, emotionality; stake.*

### Resumen

La investigación muestra los resultados de un estudio realizado sobre la integración familia-escuela como fundamento para el aprendizaje significativo en los estudiantes de educación básica secundaria, pertenecientes al sector oficial en la región caribe colombiana. El tipo de investigación fue descriptiva, con un enfoque racionalista deductivo y un paradigma mixto o complementario. La muestra estuvo constituida por sesenta y cuatro (64) estudiantes del último año de bachillerato y veinticuatro (24) padres de familia y/o acudientes, a quienes se les aplicó una encuesta, once (11) docentes y un (1) directivo de la institución educativa, consultados a través de una entrevista. Una vez obtenida la información se utilizó la técnica de la triangulación para cruzar las opiniones, percepciones y creencias de los actores involucrados en la formación integral de los estudiantes. Como resultado se logró caracterizar los factores que favorecen la integración familia-escuela, entre ellos emocionalidad, participación, comunicación, atención y motivación de los padres en el acompañamiento de las actividades académicas de sus hijos. Por

\* Universidad de la Costa, Barranquilla-Colombia, <https://orcid.org/0000-0002-3065-9434>, Email: [leanquiz@cuc.edu.co](mailto:leanquiz@cuc.edu.co)

† Institución Técnica Distrital Helena De Chauvin. Barranquilla-Colombia, <https://orcid.org/0000-0002-5964-8050>  
Email: [edithlarios.helena@gmail.com](mailto:edithlarios.helena@gmail.com)

‡ Institución Educativa Distrital Helena de Chauvin. Barranquilla-Colombia, <https://orcid.org/0009-0006-9625-7469>  
Emails: [yurleyj7@hotmail.com](mailto:yurleyj7@hotmail.com), Email: [portojimenez@gmail.com](mailto:portojimenez@gmail.com)

§ Universidad de la Costa, Barranquilla-Colombia, <https://orcid.org/0000-0002-9972-0272>, Email: [ainciart1@cuc.edu.co](mailto:ainciart1@cuc.edu.co)

su parte las escuelas deben organizar espacios que promuevan las relaciones de integración, lo cual representa una alternativa para afrontar los dilemas del contexto educativo y favorecer el desarrollo del aprendizaje significativo.

**Palabras Clave:** integración escuela-familia; aprendizaje significativo; motivación, emocionalidad; participación.

## **Introduction**

It begins by affirming that the family is the basis of society and it is here where the integral development of the individual begins to take shape. In recent years it has undergone great changes and transformations that concern social and cultural matters. The school, as the second institution responsible for training, subscribes to a social commitment to positively transform individuals and contribute to the education and values initially taught at home. However, the changes that have occurred within families, their structure, and the modifications to the educational system have generated the need to deepen the idea of integration of parents or guardians into the educational process of their children, due to that family participation in school constitutes a fundamental pillar that results in educational quality.

This is how the idea of the family as a pillar of training, and the school as co-responsible, is reinforced. On the other hand, when the family remains distant from the school, a weakness is evident in the path towards the training of students, as Pedraza, Salazar, Robayo and Moreno (2017) state, “the affinity of the family with the “School is the product of a process of co-responsibility in which both parents and the educational community play a fundamental active role in the success of the student's education” (p 301).

From the approaches of the United Nations Educational, Scientific and Cultural Organization (Castro and Regattieri, 2012), family-school articulation is advocated and bases this need on three reasons: the recognition that parents are the first educators of their sons and daughters; the positive impact that quality early education can have on the development and learning of children, and the family as a privileged space to achieve an expansion of the coverage of early childhood education. However, this request has not been echoed in educational institutions around the world. There are few countries where parents make pedagogical and organizational decisions in schools.

Within other perspectives such as those of the Organization for Economic Cooperation and Development (OECD, 2016), it stands out that education in Colombia is a starting point to reform quality education, this when all levels of society are participants in the changes and contributions in the formation of new generations. Along these lines, it is worth mentioning Castro and García (2016), who mention that it is in educational institutions where the family should be valued, assuming two spaces necessary to create harmony in people and establish a good coexistence; This means that, when the family becomes a participant in the educational processes and their children get involved, they will have more opportunities to excel academically but also in their training as a citizen and future professional.

Currently, the educational process is not only the responsibility of teachers but also of all those who are part of this important process in the life of human beings. When taking a look at what happens in the relationship between family and school and imagining its social and educational implications, some situations that affect the training process of students become evident, among which the following stand out: family and school, tend to be observed unidirectionally as if they did not share common educational purposes, that is, the family is perceived as a

context far from the school, evidencing a weakness in the relationship.

Colombia is a country in which many parents usually participate little in the decisions that address the education of their children, the lack of interest in the training process, to build support processes allows us to realize that although the Support developed by parents and carers is important, it is not necessarily the best and lacks an engaging and supportive academic approach. (Mosquera, 2018) Research that addresses the issue related to family-school integration continues to demonstrate that it can be achieved jointly, where both students, family and school identify the importance of their role in the educational process. (Belmonte, et.al, 2020), family-school integration must occur as a unit, and when microsystems are seen as such, it will be possible to positively impact student learning. (Rodríguez, 2020). From the point of view of Piaget's theory (1981), there is a possibility of integrating models that are based on cognition and intellectual development, therefore providing the opportunity either as teachers, parents, lawyers or administrators to create a more promising educational and rational future. That is why if students feel good at home, they will also be able to do so at school; Therefore, it is necessary to adopt a theoretical perspective broad enough to bypass the genetic model and thus consider the impact of direct scenarios.(Muñoz, 2020)

## **Methodology**

The methodology developed in the research is supported under the complementary mixed paradigm, with a descriptive experimental design, because control and measurement of the variables was carried out, according to Hernández et al (2010) this type of research seeks the appropriate way to specify properties important whether of people, groups or communities for carrying out an analysis. Furthermore, with a deductive rationalist approach, which goes from the general to the particular, in which data collection and analysis are used to answer research questions. In the research, students from an official educational institution in the Colombian Caribbean in the city of Barranquilla were selected as the population, and the sample selection method was non-probabilistic for convenience, with the assignment of 64 seventh grade students with a range of ages. between 11 and 15 years old, and 24 parents or guardians, 11 teachers and the director of the institution.

To collect the information, two techniques were selected, with their respective instrument, namely: a semi-structured interview directed at 11 teachers and the director of the institution; It was aimed at consulting about perceptions, attitudes and prior knowledge of the situation to be analyzed; and on the other hand, a survey with its questionnaire as an instrument , applied to the parents or guardians of the students, to measure indicators such as emotionality, participation, communication and operability.

To ensure that the data were analyzed more clearly, a tabulation was carried out using the Microsoft Excel program, where each of the data obtained was transcribed for the generation of the tables and figures; Likewise, each and every one of the responses given by the actors consulted in the interview were transcribed.

## **Discussion and Analysis of Results**

Below are the results of the data collection resulting from the application of surveys to parents and students related to the factors that favor family-school integration as a foundation for meaningful learning, and likewise the results of the interviews applied. to the teachers and

directors of the institution.

In relation to the Self-esteem indicator:

**Table 1:** Results on Self-Esteem.

Items	Always	Almost always	Sometimes	Never
I feel good about the way I am.	30%	35%	20%	15%
I feel capable of achieving everything I set my mind to.	20%	25%	35%	10%
I feel happy when I do an activity on campus and the teacher congratulates me.	25%	30%	25%	15%
I consider that I am a self-confident person.	40%	15%	20%	25%

**Source:** Own Elaboration (2023).

**Note.** Survey Results Applied to Students (2023).

With this series of items, aspects related to the students' self-esteem were investigated, with 30% and 35% of positive evaluation in response as always and almost always; On the other hand, regarding personal security, the results show a higher percentage of students with little security. Other indicators such as “achieving everything I set out to do” and “I feel happy when I do an activity on campus and the teacher congratulates me” are part of the items that remained stable. All of these data coincide with what various research indicates about self-esteem in the stage of adolescence, a period in which it weakens (Rodríguez and Caño, 2012); This also has to do with those changes in puberty in their growth and as a result of interaction with their peers in the school environment. As it is a risk factor, psychological and social problems must be addressed with professional help as suggested by Fonseca, Calvo, Gómez Pérez, Lucas, Al Halabi (2023). With these results it is concluded that the students feel good, they are confident in themselves. However, 33% feel afraid when speaking in front of their classmates, which influences the participation process.

Regarding the Emotionality indicator:

For the Participation indicator, this was the result:

**Table 2:** Participation Factor Results.

Items	Always	Almost always	Sometimes	Never
I participate in the activities to be solved on the board.	6%	67%	7%	10%
I feel afraid to speak in front of my classmates.	45%	30%	5%	20%
extra-curricular activities organized by the institution.	20%	15%	40%	35%

**Source:** Self Made.

**Note.** Analysis of Survey Results Applied to Students (2022).

In this indicator, participation in the activities to be solved on the board is taken into account,

where students expressed with 67% that they almost always participated in the aforementioned activities. Regarding fear when speaking in front of their classmates, the results indicate that 45% always feel afraid when speaking in front of their classmates, a situation that can limit active interaction in class. Another answer that opens the way to thinking is that interpersonal difficulties arise in adolescence, to which we must be attentive because they perceive themselves as less assertive, as indicated by the studies of Beidel, Turner and Morris (1995).

There are deficiencies in the participation of students in the classroom, because the majority responded that they sometimes participate in the activities to be solved on the board, they also feel afraid of speaking in front of their classmates and there are very few students who They carry out school activities in the company of their parents.

This coincides with what was mentioned by Bolívar (2006), where it is emphasized that the school is not the only educational context, but that the family plays a fundamental role in this process, which is considered key for the development of students. Likewise, the results obtained are explained in the research of Murillo and Hernández (2020), who demonstrate that parental participation in the school and the educational process has a direct effect on the academic performance of students.

Regarding the Communication indicator

**Table 3:** Communication Factor Results.

Items	Always	Almost always	Sometimes	Never
I talk with my parents about the things I like.	30%	35%	20%	15%
My parents listen to my concerns.	20%	25%	35%	10%
I usually talk with my parents about what happens during my school day.	25%	30%	25%	15%
I usually talk to some teachers about my relationship with my parents.	6%	67%	7%	10%
I feel happy when my parents recognize my achievements.	35%	20%	15%	30%
I do homework in the company of my parents.	10%	12%	48%	30%

**Source:** Own Elaboration (2023).

**Note.** Survey Results Applied to Students (2022).

The communication factor is undoubtedly relevant in youth development, and therefore the students' responses indicate that they feel happy when their parents recognize their achievements, this plays in favor of their emotions, as García (2012) explains. Emotions are events or phenomena of a biological and cognitive nature, which make sense in social terms" (p. 4), therefore, they are factors that, although they usually have peaks of intensity depending on their stimulus, influence the learning process. Other aspects that were evident in a positive way are those related to the conversation with parents, listening to their concerns, talking about

daily life at school with parents. Although there is one item in which a favorable result was not obtained, such as "talking with some teachers about the relationship with my parents", which indicates that it is a factor to improve in the institution. In this regard, between 30% and 35% of students always and almost always establish communication with their parents, which influences the educational process of students, since communication is a fundamental factor to know their needs. as part of meaningful learning. In this way, Gaitán & Carrizosa (2016) highlight that the family must be a privileged setting for parenting through interactions between parents and children.

However, half of the students mention that they would like to participate in workshops to improve their relationship with their parents. This is considered important to the extent that pedagogical strategies can be carried out by teachers for the integration of students. with the family, thus achieving harmonization of the interests of the family, the school and the community, allowing the educational objectives to be complemented for the development of the personality of the students as expressed by Epstein (2013).

Regarding the school-family integration variable, there is very little relationship because parents do not participate in the activities that their children carry out, they only go to the educational institution at the end of each period to receive the academic bulletin. There is a dialogic need between the family and the school, marked by poor assertive communication, contributing to a low-affective relationship in the environment. This contrasts the approaches of Epstein (2013), who delegates to both the family and the educational institution the achievement of experiences that influence students, to create healthy environments and strengthen teaching in the classroom.

Regarding the operational indicator in the consultation carried out with the students, these were the results.

#### Operational Factor

**Table 4:** Operational Factor Results.

Items	Always	Almost always	Sometimes	Never
I would like to participate in workshops to improve my relationship with my parents.	30%	35%	20%	15%
I would like my parents to participate in the activities planned by the school.	15%	25%	35%	10%

**Source:** Own Elaboration (2023).

**Note.** Results of survey applied to students (2022).

With respect to the operational factor where the desire to “participate in workshops to improve the relationship with my parents” was investigated, the desire of the students to work on the relationship with their parents is notable, resulting in 30% and 35% in the categories always and almost always. However, when asked if they would like their parents to participate in the activities planned by the school, 35% stand out, stating that sometimes. In this sense, Children know that parents have expectations of them, in turn, these are a strong influence on school

aspirations, which is why they become a primary factor in the parent-child dynamic.

### Results of the Questionnaire Applied to Parents and/or Guardians

A survey was carried out on parents and/or guardians to find out their perception regarding school-family integration, 24 parents in total responded to the call to participate in the research, from which the following results were obtained:

**Table 5:** Attendance at the Educational Institution.

Spontaneously Attends the School Where his/her Client Studies.	Frequency	Frequency Percentage
Always	16	67%
Almost always	3	13%
Sometimes	4	17%
Never	1	4%
Total	24	100%

**Source:** Own Elaboration (2023).

Regarding spontaneous attendance at school, 67% of the sample mentioned that they always do it, followed by 17% who responded sometimes, for their part, 12% mentioned that almost always, while 4% responded that they never. According to these figures, parents affirm that they always attend school and are committed to the comprehensive education that is offered there, despite the statements of teachers, who state that parents should dedicate more time to their children's school commitments.

**Table 6:** Member of the Parent and/or Guardian Commission.

Belongs to a Commission of Parents or Representatives in the Institution Where your Client Studies	Frequency	Percent Frequency
Always	2	8%
Almost always	4	17%
Sometimes	3	13%
Never	15	63%
Total	24	100%

**Source:** Own Elaboration (2023).

The most significant data for the participation of parents or representatives in committees within the educational institution belongs to the option never in 63%, followed by 17% who mention it almost always, while 12% responded sometimes, while that 8% mention that always. In this sense, the management of activities, monitoring and decisions remain in the hands of few representatives.

**Table 7:** Activities Outside of School Hours.

Actively Gets Involved in Activities Outside of School Hours, Carried Out on the Campus Where his Client Studies.	Frequency	Percent Frequency
Always	4	17%
Almost always	7	29%
Sometimes	10	42%
Never	3	13%
Total	24	100%

**Source:** Own Elaboration (2023).

Mostly 42% mentioned that sometimes, for their part, 29% responded that almost always,

followed by 17% who mentioned that always, while the remaining percentage responded that never. A worrying result, considering the importance of the participation of parents and/or guardians in extracurricular activities.

**Table 8:** Attend Meetings Called by the Institution.

<b>Do You Attend the Sessions Planned by the Teacher or School Manager?</b>	<b>Frequen cy</b>	<b>Percent Frequency</b>
Always	18	75%
Almost always	4	17%
Sometimes	1	4%
Never	1	4%
Total	24	100%

**Source:** Own Elaboration (2023).

All calls are planned with flexible schedules for better participation of the actors. In this sense, parents and guardians, 75%, mention that they always attend the calls that are held on campus, followed by 17%, almost always; For their part, 4% mention it between a few times and never do it.

**Table 9:** Supervision of Assigned Tasks.

<b>Supervises the Completion of the Tasks Assigned to its Client</b>	<b>Frequenc y</b>	<b>Percent Frequency</b>
Always	19	79%
Almost always	2	8%
Sometimes	1	4%
Never	0	0%
Total	24	100%

**Source:** Own Elaboration (2023).

The attention in the students' process by parents and guardians is also reflected in the learning, support and resources necessary to achieve it. Therefore, the supervision of the completion of the tasks assigned to the students by parents and guardians is shown at 79%, significantly.

**Table 10:** Study Time and School Work.

<b>He Makes his Client Dedicate Time to Studying and Homework on a Frequent Daily Basis.</b>	<b>Frequen cy</b>	<b>Percent Frequency</b>
Always	20	83%
Almost always	4	17%
Sometimes	0	0%
Never	0	0%
Total	24	100%

**Source:** Own Elaboration (2023).

83% of the parents consulted said always, followed by 17% who answered the option almost always. The above represents the commitment of parents to their client to keep the activities proposed in the classroom up to date.

Synthesizing the results of the surveys applied to teachers, students and parents or family guardians, a low participation of the latter is observed, taking into account the opinion of the teachers. It is suggested that the institution develop strategies to involve fathers and mothers



in the educational process, providing support to their children and thus contribute to ensuring learning.

In the communication indicator, the majority of parents and guardians always talk with the teacher to find out about their child's progress in the classroom, the majority always talk with their child to find out their concerns regarding their school day. . With respect to participation, parents or guardians state that they spontaneously attend the educational institution, they always dedicate time to get to know the management staff and teachers who teach classes to their client.

However, the majority do not belong to any commission of parents or representatives in the educational institution and even more so when they do not actively participate in activities outside of school hours carried out by the school. In another instance, they always attend the calls planned by the teacher, they know the performance of those they attend and provide the necessary materials for learning the contents assigned to their client. In addition to this, they always supervise the completion of assigned tasks, verify the learning of the contents and make their client dedicate time to study and homework on a daily basis. The latter contrasts with the results obtained in the survey of the students, who mostly stated that 37% established communication with their parents.

These results from the surveys of parents, family and guardians seem to be satisfactory. According to the interview with the teachers and principals participating in the research, the communication process with parents is not constant, since those who have children with academic difficulties do not attend appointments. There is no support from parents in the educational processes that involve their clients. The latter consider that the school must solve the problems of its guardians, although teachers apply strategies to keep parents informed about their children's performance, they only see the parents' interest at the time of delivering newsletters with the assessments of each subject in each period.

Therefore, the importance of what was mentioned by Gaitán and Carrizosa (2016) is highlighted, who state that in the case of parents it is a new opportunity for growth that life grants by allowing them to accompany the flowering of a new being and update their daily life, in the case of sons and daughters, the fact that they come into contact with the family culture and context and build their own version.

The results of the interview applied to the Teachers and Teaching Directors are presented below. They are transcribed as they were expressed by the key actors consulted.

Regarding the first question, how is the communication between the family and the school regarding the academic performance of the students? These were their responses: “communication with some parents is not constant” (Doc 1), because “communication is limited ”(Doc 2); However, it cannot be denied that there is " ( Doc 3), although it has been improved " with the creation of WhatsApp groups and the participation of the rectory in meetings " (Doc 4).

On the other hand, there are teachers who state that “the school is very traditional in the dissemination of information” (Doc 5), and to break that barrier, it is important that “ parents interact with the institution” (Doc 6), In In this sense, a protocol is followed in which “teachers communicate news to tutors ” (Doc 7). To a certain extent “teachers are interested in communicating with parents” (Doc 8). Hence, some teachers mention that with certain parents “communication is fluid and effective” (Doc 9), but the common denominator is that

“communication with other parents is deficient or almost non-existent, either because despite attending the so-called of the teachers” (Doc 10), they even “ignore the calls of the school, for them the school becomes a daycare where their children are cared for while they carry out their daily routines” (Doc 11).

In reference to the evaluations of each subject per period, the teachers indicate that “The academic information of the students is received by the parents at the end of each academic period” (Doc 3). For their part, others mention that the provision of information is “excellent” (Doc 5); Likewise, teacher 9 mentions that “ I classify it as having an effectiveness of approximately 60% since not all parents respond positively to the calls or suggestions made to them”, for the others, it is “Good” (Doc 10) and “timely” (Doc 11).

The above allows us to show that there are deficiencies in communication between the family and the school, in terms of the academic performance of the students, according to the students' assessment, since it is the parents and guardians who require responsibility and commitment. thus achieving harmonization of the interests of the family, the school, the community, as Bolívar (2006) states, the family is an agent, which has a key role in the development of the educational process of boys and girls.

In reference to the second question, in what way do you think you could improve communication with parents to increase student performance levels? The teachers consulted report that “communication can be improved through parent service hours” (Doc 1), other teachers mention that “technological tools have been used to raise awareness among parents” (Doc 5); It is also reported that “through periodic written communications” (Doc 8); “through surveys” (Doc 9), it is required to “articulate to the parents and guardians actively involved in the institution” (Doc 10); finally, “ carrying out school for parents, talks and personalized attention to them” (Doc 11).

Regarding, what perception do you have of family participation in the face of attitudes of disinterest and apathy of students towards academic commitments? The majority responded as follows: “They do not see in education the opportunity to get out of the economic difficulties that the family has” (Doc 1); “The family has disconnected from the school. With so many obligations that the law has given to schools, perhaps they think that the school is the only one obligated in this process” (Doc 2); “Also, the perception that studying is a habit and not an opportunity makes students have a bad impression of educational institutions.” (Doc 3).

Others stated that there is “very little responsibility and disinterest in some cases and sometimes the parents are attentive to help the teacher work for the education of the students” (Doc 5), which is a consequence of the fact that “the parents “They are unaware of concepts related to educational processes such as: competencies, achievements, performance levels, basic learning rights, etc.” (Doc 7); in such a way that “ignorance of these elements means that they cannot perceive the progress or difficulties of their clients and in this way establish adequate support for their daughters” (Doc 9).

This measure is also influenced by the fact that “it is evident that a significant number of parents are not committed to monitoring and supporting their daughters' learning at home” (Doc 10). Therefore, it must be taken into account that “In the face of the lack of interest in their education, they do not exercise any type of monitoring, control, and support over the academic processes and because they do not give education the relevance it deserves” (Doc 11).

When the teachers were asked: How do you think the level of student performance could improve if the family is integrated into the fulfillment of their academic processes? The teachers indicated that “the real commitment of the students and overcoming difficulties” (Doc 1) ; It is also thought that it can be achieved through “raising awareness among all members of the educational community ” (Doc 3) , or perhaps “through communication channels between the school and parents ” (Doc 6); Likewise, this purpose can be achieved by “applying motivation, responsibility and complementation factors to improve the level of performance ” (Doc 9) ; perhaps also, with the “distribution of time for the attention of the client” (Doc 10) ; or perhaps, “ visiting the school and requesting an academic performance report” (Doc 11) .

Finally, within the strategies mentioned by teachers to address existing shortcomings, they refer to “meetings and assemblies of parents and guardians” as options (Doc 1); others indicate the “social agreement in which the family and the school for mutual strengthening” (Doc 2). They suggest “linking parents to recreational, cultural, religious, and sports activities of the Institution” (Doc 3).

For personalized monitoring, “talks with psychologists and recreational activities in which fathers participate with their daughters” are suggested (Doc 4); or perhaps “improve communication channels and seek family closeness” (Doc 5). The suggestions go to the “activation of the parent school through training processes for parents regarding their commitment to the education of their children and attended through talks by specialized personnel” (Doc 9). Furthermore, “they propose to include in the coexistence manual that one of the causes of denial of space is the lack of accompaniment, control and monitoring of the father of the family with respect to the comprehensive training of his children or guardians” (Doc 11).

As seen in this process, the role of the teacher is very important in proposing and designing pedagogical strategies that favor the integration of families in learning and thus ensure that each nucleus is architect and competent in the face of their own needs in the education of their children.

## **Conclusions**

After the development of the research process and based on the stated objectives, the following conclusions are presented: Firstly, the factors that favor family-school integration were identified, such as self-esteem, emotionality, participation, communication and attention to pedagogical activities that the educational institution and parents promote, aimed at ensuring the learning of their students.

On the other hand, it is stated that many of the difficulties in the learning process arise because a significant number of parents and/or guardians do not commit to monitoring and supporting their children's education at home, which is why there are We must take into account that in the face of lack of interest in their education, they do not provide any type of support for academic processes. Added to this is the lack of strategies offered by the school to promote the integration of parents, such as the activation of communication channels, training processes and permanent exchange, emphasizing the importance of accompaniment, control and monitoring of the parent. about the comprehensive education of their children.

It is concluded about the importance of family bonding processes, in order to consider the participation of parents in the educational processes of the school, as a strategy for the

development of positive attitudes towards the school environment, providing their parents with better understanding of the teaching process. Based on these results, it is evident that a direct relationship with meaningful learning cannot be considered, since there is little parental attention to their children's homework due to their work schedules, which is why it is necessary to strengthen participation in a committed manner. reinforce self-esteem and social-emotional skills. To this extent, the reality of the institution is that if there are weak communication channels, few records of participation in the different institutional levels, the meaningful learning category does not register favorable results as a consequence of the scarce commitment evident in the support of parents for their workload, in some cases no communication with teachers, and even with their own clients.

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