

Family Role in Learning Process of Kindergarten Children

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Abstract: *The family is one of the most important environment for children developing, where they get behavior where they adapt to the context, internal way, it is the place where interactions happen and is where the infant conscience grows and then is the personality. This paper has like main objective Determine the level of participation of family members in the learning process of Kindergarten children. The approach for this research was quantitative, descriptive and no experimental design. The survey made to 40 mothers was the technique to get information. These women have their children in second level of Kindergarten in Juan Jacobo Rosseau Basic Education School. The results were that labor activities out of home don't allow parents get involve in children learning process. Like conclusion It is necessary that family members be involved in scholar process, it helps integral development of Kindergarten children.*

Keywords: family role, learning process, kindergarten children

1. Introduction

(SRA) Spanish Real Academy means “role” like “the function that someone or something make”; in this way we can confirm that role is the function or functions give to one person in order to apply, following established steps. In an In broad sense, the family role(mother and father) in kindergarten children’s learning process refer to activities to strength and potence the learning process of children, this include internal actions in the family and external actions with school and community.

(SRA) gives this family definition: “a group of people that live together”, their objective, since biological point of view is conserve human species. For this reason, the family is focus in different theoretical approach. Oliva Gomez & Villa Guardiola (2014) gives the following concepts:

Psicological concept: family is a group of integrated relations in systemic way, considered like fundamental element in the personality development.

Sociological concept: family is an inter- human community configure by at least three members.

Economical concept: it is an institution based in forecasting costs, monetary expenses and incomes.

Legal concept: It has a connotation that is subject to normativity and the historical moment in which it develops. (p.2)

That means, the family is the oldest social institution, stable and numerous, in charge of made life of people, psychological and socio cultural historic forms. (Martín-Cala & Tamayo- Megret, 2013); for this reason the family is considered like a public item that must be protected for be the principal Educational center and source of culture, the first economic and social protection unit. (Siles, 2013)

On the other hand, when we talk about educative familiar practices, we have to relate behavior global tendence, costums more frequent related with it. So, we don't want to confirm that parents always use the same techniques or strategies with all their children, in effect, each child learn at his own rhythm , for this reason, the role that parents has must included new methods and techniques for learning process of his children.

Although, family has an important role in children developing, when they go on kindergarten process, it is the period for beginning the whole knowledge. Huayamave (2019) said: “Since we are infants the wellness is determined by positive relations with parents and siblings. , for this reason the family must be the active part in educational process of children, the responsibility begins in them, like first teachers at home. (Castro-Ávila et al, 2022)

LOEI (Ley Orgánica de Educación Intercultural) Kindergarten level, Intercultural Educational Organic Law art.13,says that mothers, fathers or legal tutor of students has the obligation of giving a learning environment, with recreative spaces , in order to learn all time, in this way the family is not in charge exclusively for necessities, must be in charge of whole grow.

Initial level knows as Kindergarten, is different in each part of Latin America, depending on politics of each country. But results and objectives are similar for this level (Bravo& Concepcion 2012), so it is evident that this level is fundamental for children in order to be in contact with the classroom, classmates and teachers.

In relation to what has been said, children at this stage will develop aspects such as sociability with the people around them, which is why, in some Latin American countries, it is an obligation for the child to attend the education of the Initial level from the age of 3, in such a way that, this helps you to have new experiences and opportunities to show

your abilities, stimulated by your parents during your first years of life.

The Initial Education Curriculum within its different approaches recognizes *the family as the first educational institution*, and raises the need for parents to participate and collaborate in the educational process and support the school management that is carried out in the Initial Education Centers (Ministry of Education, 2014), for this reason, the family accompaniment that the student has will favor the activities that will be presented within the teaching-learning process because the child will feel safe seeing his parents who are supporting and motivating him in the new experiences of Initial Education.

It is worth mentioning that, in the Development and Learning Axes that are within the Initial Education Curriculum, Parents are involved in the development of different skills, according to the field and the ages at which the activities are directed, is the case of the *axis of expression and communication* where the main function of the family lies in encouraging the child to express itself in an emotional way, using correct communication, allowing the child to be free to communicate their emotions through manifestations of verbal or non-verbal language.

Therefore, the learning of children within the family nucleus is one of the factors that has the greatest impact on human development, in fact, from the first years of life processes of behaviors, behaviors, among others, are adopted in such a way that parents are responsible for the formation of these aspects in the child. A child who attends the level of Initial Education with a good behavior or behavior is the result of a good teaching-learning process taught by parents who stimulated them, in an appropriate way.

On the other hand, according to Kotliarenco et al (2006) parents should have the opportunity to gain confidence and develop skills that improve their interaction with the child, gradually over time. This process becomes more difficult when a single parent must assume the tasks of both (father and mother), or when there are cases of illness, or in general, in all those cases in which they are limited to grant time to their children due to the pressures of mere survival.

In the relationship between the parents and the child, there must be an affective bond, respect and good communication, so that the child can feel safe at the time of want to express their feelings and emotions, however, when there is only the presence of one of the parents, be it the father or the mother, within the learning process of the child, you can become a disadvantage that can affect the academic performance of the child.

For its part, in the *Family Communication Guide* it is mentioned that communication enriches family members. Being communicated makes possible the experience of life participated and committed. Children can develop with integrality if parents meet their needs and affection uses the channels of different languages. Adolescent women and men experience the values that are rooted in their life projects, generated from a fruitful communication in their

homes and explore the various ways of communicating and participating, socially, inside and outside the family group (Ministry of Education, 2019).

The foundations proposed allow to establish the following research objective: *To determine the level of participation of the family in the learning of children of Initial Education.*

2. Methodology

The research was carried out under a quantitative approach that for Canto & Silvia (2013) allows collecting and generalizing statistical data on the study variables. The level of the research had a descriptive scope since the characteristics of the situation to be studied were detailed (Alban et al., 2020, p. 3); and non-experimental design because the variables were not deliberately manipulated (Escamilla, 2015).

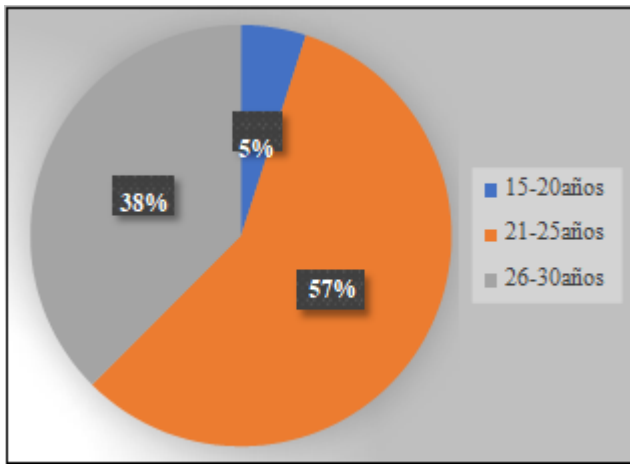
For the selection of the sample, non-probabilistic sampling for convenience was used, which allowed the participation of 40 Mothers who have children studying the sublevel II of Initial Education of the School of Basic Education "Juan Jacobo Rousseau" of the canton Santa Elena-Ecuador. This type of sampling allows to select those accessible cases that accept to be included in the investigation (Manterola, 2017, p. 230). This, based on the accessibility, availability and proximity of the subjects for the researcher (Hernández & Carpio, 2019, p. 78).

The survey was used as an information collection technique, the instrument was the *questionnaire*, designed with closed questions, the validation phase reached the validity of content; the instrument allowed to explore, and describe the characteristics of the situation, object of study through the following dimensions: *Containment, Accompaniment and Care.*

Once the permits were obtained, the instrument was applied to the study sample, therefore, the collected data were processed in the SPSS for the generation of graphs that allowed the respective analyses to be carried out.

3. Results and Discussion

In this section, the results obtained from the questionnaire applied to the study subjects are shown. To do this, the data were analyzed in the SPSS, which allowed to design graphs whose analysis is shown below:



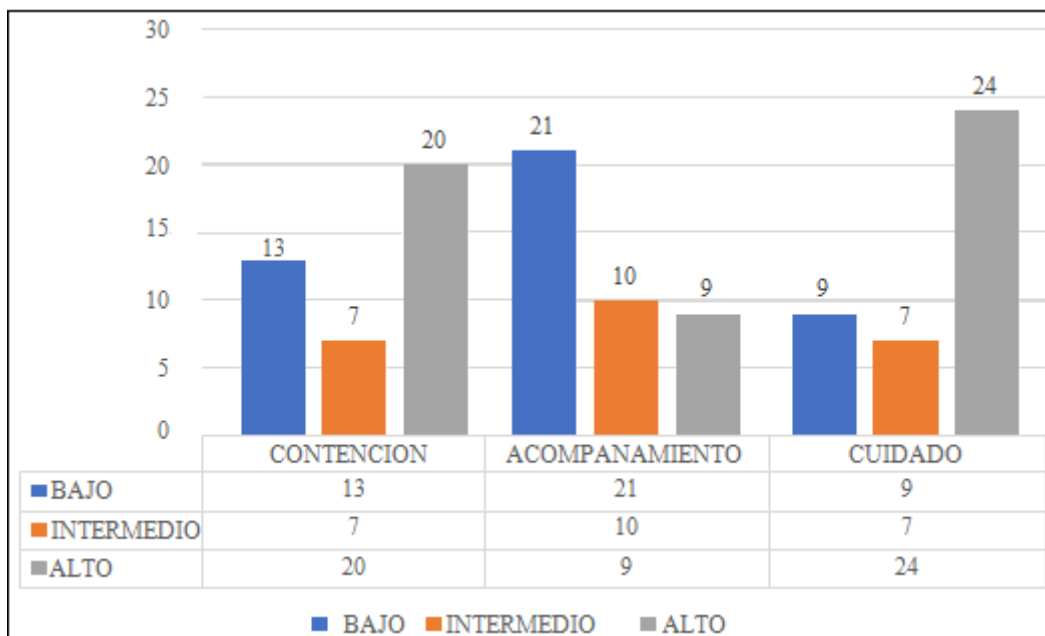
Graph 1: Age of Respondents

Note. Prepared by the authors

Figure 1 shows that 57% of the mothers surveyed are in the age range of 26 to 30 years. Likewise, there is a percentage of 38% in the range of 21 to 25 years and 5% in the range

of 15 to 20 years.

It is important to note that the age of the mother in most cases influences the quality of the infant's upbringing, since it contributes to the affective bond it generates with the child to meet their basic needs. On the contrary, as Curi (2020) affirms, adolescents do not present biological or cognitive-emotional fullness, and less capacity for social autonomy to successfully assume a responsibility of couple and motherhood. Also, he points out that the absence of an affective and social network and preparation for the upbringing of their children, makes the children of adolescent mothers have a greater risk of low birth weight, growth and developmental retardation, and often of abuse by not being desired. Similarly, the average age considered as an ideal stage for motherhood, does not ensure certain psychological attributes essential to exercise it responsibly.



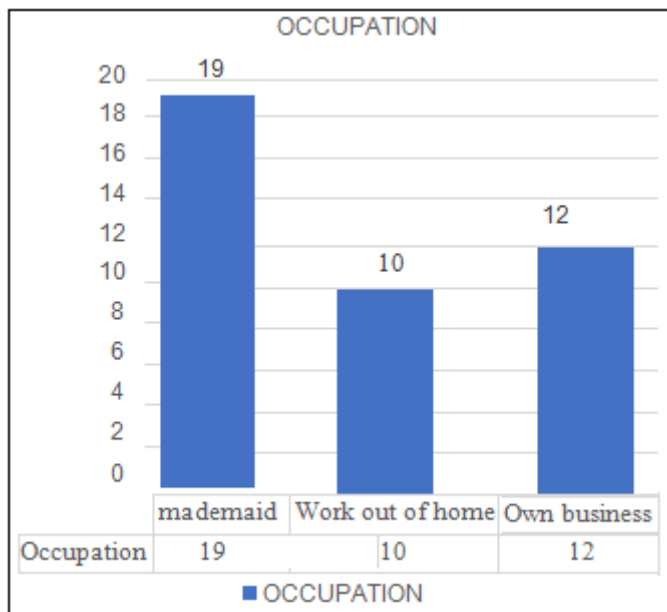
Graph 2: Dimensions of the Educational Function

Note. Prepared by the authors

Figure 2 shows the dimensions of the Educational Function: containment, accompaniment and care. As for the containment dimension, the data reflect that more than half of the mothers are in the Intermediate and High range, this means that they meet the needs affective children; likewise, there is a percentage that is in a Low range which may be due to the occupations they perform during the day, which prevents them from sharing time with their children. In the dimension of accompaniment, referring to the educational process, it is taken into account that half of the mothers present a low accompaniment, in the same way, the other half shows an interest towards the children's formative process. In the dimension of care, the interest in attending to the basic needs of the child is significantly observed, likewise, those that are in the Low range may be due, as already mentioned, to the occupations carried out by mothers, during the day.

Regarding emotional containment, it refers to the emotional support that parents provide to children in order to express their emotions, especially when they are going through a situation that generates emotional disorganization. Hence, during the educational process, emotional containment is essential to promote learning, considering that in certain cases the school generates anxiety and fear in children. The authors Andrade & Naulaguari (2022) affirm something similar, mentioning that parents are the ones who must help the child / child to stay calm when facing difficult situations or drastic changes in their lives. On the other hand, the accompaniment that parents give to the educational process of children is fundamental, therefore, they favor significant learning, however, when this does not happen, the shared experiences that can help the integral development of the infant are diminished. That is why, Julieta Garfias (2015) points out that it is essential that parents accompany and take care of their children in physical, motor, cognitive,

school, social and intellectual development.



Graph 3: Occupation of the Mothers

Note: Prepared by the authors

Graph 3 shows the occupations of the mothers surveyed; therefore, it is reflected that 19 of them have as their main occupation to meet the requirements of the home; the rest, perform work activities in the figure of their own business and outside the home. In this regard, Neira (2019) points out that parents who do not participate in the academic training of their children is due to the fact that they do not have time for their education, being left alone in the care of another person, because of this, they fall in their academic performance, likewise, there is no control or guide in the performance of the tasks sent by the Educational Institution, so there is non-compliance.

4. Conclusions

- 1) It should be noted that the research is in the process of development, so it is expected to apply the instruments to other members of the family group in order to have a clearer vision of the subject in study, due to the importance and impact that the family has on the learning of children in Early Childhood Education, it is in these interactions that they develop aspects of their personality.
- 2) With this research, the relevance of the presence of parents in the integral development of children is verified once again, because, due to this, infants develop skills that allow them to relate to their environment, as well as have control over their emotions. However, when this does not happen, the integral development of children is affected, presenting difficulties in their learning that limit their adaptation to contexts.
- 3) In this research, which was carried out with the *Mothers of the Family*, it was possible to verify that there is an interest to get involved in the educational processes of their children; Likewise, this interest in certain cases is limited, due to the work occupations of the mothers, preventing them from sharing quality time

and postponing moments that can contribute to the integral development of the children.

- 4) Finally, it is essential that *Mothers of Families* plan moments where they can share quality time with their children and, in this way, help them to enhance important aspects of their learning, without forgetting that a good part of this responsibility is also of the parents, since their presence is necessary to consolidate the children's learning process.

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