
REVISTA KRONOS



The influence of parents' educational level on the academic performance of 3rd year high school students in the English subject

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ABSTRACT Academic achievement is the result of the different stages of the educational process, in which the efforts of students, teachers, and parents converge to improve students' school performance. The objective is to determine the incidence of parents' educational level on students' academic performance in the subject English. The type of research is correlational-descriptive based on a quantitative approach; with a representative sample of 76 students and parents or representatives. Two surveys were constructed, with 4 sections and 16 items based on the Likert scale. For parents: data-general; studies-performed; support: student-teacher and for students: academic performance-English; perception-support; follow-up; teacher-support. As a result, it was found that the instrument used has a Cronbach's Alpha of 0.812 and 0.818 with respect to the study variables. The existence of a significant incidence between the educational level of the parents and students' academic performance was demonstrated by means of chi-square. Pearson's Correlation 0.513 and Spearman's Rho 0.454 show a positively-strong and moderate correlation. In conclusion, the educational level of the parents directly influences on students' academic performance, since their lack of knowledge of the English language does not allow them to provide the necessary support in the development of the activities of the teaching-learning process. As well as in the complementary tasks aimed at supporting and strengthening English skills at home. It is important to highlight that the higher the educational level of the parents, the better the academic performance of the children.

KEY WORDS Parents' academic level, academic performance, homework support, teaching-learning.

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La influencia del nivel educativo de los padres en el rendimiento académico de los estudiantes de 3.er año de secundaria en la asignatura de Inglés

RESUMEN El rendimiento académico es el resultado de las diferentes etapas del proceso educativo, en el que convergen los esfuerzos de alumnos, profesores y padres para mejorar el rendimiento escolar de los estudiantes. El objetivo es determinar la incidencia del nivel educativo de los padres en el rendimiento académico de los alumnos en la asignatura de Inglés. El tipo de investigación es correlacional-descriptiva basados en un enfoque cuantitativo; con una muestra representativa de 76 alumnos y padres o representantes. Se construyeron 2 encuestas, con 4 secciones y 16 ítems basados en la escala de Likert. Para los padres: datos-generales; estudios-realizados; apoyo: alumno-profesor y para los alumnos: rendimiento académico-inglés; percepción-apoyo; seguimiento; apoyo al profesor. Como resultado se encontró que el instrumento utilizado tiene un Cronbach's Alpha de 0,812 y 0,818 con respecto a las variables de estudio. Mediante chi-cuadrado se demostró la existencia de una incidencia significativa entre el nivel educativo de los padres y el rendimiento académico. La Correlación de Pearson con 0,513 y Rho de Spearman 0,454, muestran una correlación positivamente fuerte y moderada. En conclusión, el nivel educativo de los padres influye directamente en el rendimiento

académico, ya que su desconocimiento de la lengua inglesa no les permite prestar el apoyo necesario en el desarrollo de las actividades del proceso de enseñanza-aprendizaje. Así como en las tareas complementarias destinadas a apoyar y fortalecer las habilidades de inglés en el hogar. Es importante destacar que cuanto mayor es el nivel educativo de los padres, mejor es el rendimiento académico de los hijos.

PALABRAS CLAVE Nivel educativo de los padres, rendimiento académico, apoyo de tareas, enseñanza aprendizaje.

INTRODUCTION

Academic performance is a complicated concept that reflects the results of the different stages of the educational process. Academic performance is not only based on the amount of information that students can memorize, but also on how much of what they have learned is useful in their daily context and on the ability to solve problems effectively using the knowledge acquired. In addition, it is one of the many goals towards which all the efforts of students, parents, teachers, and the educational institution converge.

It's important to mention that motivation and self-esteem promoted by parents in learning a second language (English) are vital for acquisition and mastery. Although, these aspects are not related to language but directly affect the acquisition of a new one. (L. Fryer, 2019). On the other hand, Dörnyei (2001) states that if a student receives effective motivation, he/she will be successful in learning a second language (L2), since he will learn in an effective and fast way and will carry out activities and tasks efficiently, thus maintaining adequate academic performance.

In other words, difficulties that students manifest in their academic performance and even their level of socialization in the school environment have their origin in the family environment and parenting styles received from their childhood (Campa, 2020). In addition, authors such as Hoff (2003), (Hoff & Tian, 2005; Hoff, Laursen, & Tardif, 2002) cited in Vega (2018), point out that another important social variable in cognitive development is the level of education that children's parents have. Besides, parents with high education levels create more intellectually stimulating environments for children and have a different way of interacting with them, especially about language, the more educated the mother, the greater the use of a richer vocabulary. Parental education is also related to school attendance and children's cognitive development.

Comparing the conditions that govern academic performance (social, cultural, economic level, support, and parents' educational level) among urban areas concentrate more conditions to generate efficient performance. While in rural or marginal areas, parents' socio-cultural and economic conditions change and it produces an effect more complex for academic performance. In other words, in rural areas, the academic performance situation is even worse, especially in a second language. This implies that English subject has many difficulties not only in rural or marginal areas but also in a great part of the educational population (Ceballos *et al.*, 2014).

Another problem to consider has to do with the conditions in which families live. The lack of basic services affects the learning process. Additionally, the high percentage of illiteracy that prevails in the areas of influence where the «U. E. Nacional Tena» is located, affects academic performance. 80% of the population who study in this institution belongs to the marginal and indigenous sector of Napo province; where the illiteracy rates are high. Taking into consideration the complexity that there is in the nucleus family due to the parents' lack of educational strategies knowledge and educational support (Torres *et al.* 2011).

One of the recurring problems in the English teaching-learning process is the low academic performance achieved by students, which is a recurring issue from the 8th year of basic general education (EGB) to the 3rd year of high school. This problem has increased in recent years due to various factors including social, economic, emotional, etc. Furthermore, students do not accomplish their homework, there is little interest in learning

a new language. Added to this, the low educational level of the parents limit the support and academic reinforcement of their children at home. Therefore, the following scientific problem arises: How does the educational level of parents influence the academic performance of students in the 3rd year of high school in the English subject?

To answer this research question, the following objective is stated. The purpose of this research is to determine the incidence of the parents' educational level on the academic performance of 3rd, year high school students in the subject of English.

LITERATURE REVIEW

In recent years, learning English has gained significance, due to its internationalization and usage in different countries and in different areas. For this reason, many families seek to improve and intensify the English language so that their sons and daughters achieve a high degree of communicative competence at this level. In this way, they try to provide them with more and better learning conditions that prepare them for future work and personal opportunities.

Parents, institutional policies, teachers, and school administrators play a vital role in student learning. In this context, it is considered essential to understand the complex relationship between the actions proposed by family members to promote English learning and its use in the processes carried out in schools. In order to identify what parents, teachers, and students think about English learning and the contributions offered by families to these processes (Flaborea, Gómez, Roldán, Rodríguez, & Henao, 2013).

Tamayo *et al.* (2018), Matute *et al.* (2009), and Vega (2018) state that the number of parents' schooling years affect students' attitudes, behaviors, and abilities. Besides, the higher the level of parents' schooling, the better their skills and the better grades children have, mainly in the early years. Likewise, better-educated parents can become «models» in the eyes of their children and they are likely to spend a greater amount of time with them. This contributes to increasing children's educational aspirations and academic ability, thus reducing low academic performance and the risk of dropping out of school.

Additionally, Vega (2018) argues that students with families with high income facilities have a better educational experience, unlike children from poor families who sometimes feel pressure because of some familiar issues tend to drop out of school. Within this review, it is considered significant to mention that parents are one of the most important factors to prioritize students' academic success. The improvement of parents' academic level usually becomes a reference to be followed by the children in the future, since this behavior is transmitted to students. Furthermore, Khan, Iqbal, & Tasneem (2015) states that those parents who did not have the opportunity to finish their education levels generally do not have the economic, social, and cultural means to help their children to improve their academic performance.

The factors cited above are based on the principle that families' help is extremely important for learning a second language, which may or may not contribute to learners' development. However, school and family do not always find the best manner to interact in order to improve the English teaching, sometimes due to parents' insecurity, who are afraid of intervening wrongly and prefer to leave duty only to the school, or, by the school, feeling that all the responsibility falls on English teachers.

ACADEMIC PERFORMANCE

Academic performance has existed for at least a century where it involves an evaluation process, among these we have the verbal memory test, where school grades are the most used measurement indicator (Hellas, Ihantola, Petersen, Ajanovski, Gutica, Hynninen, &

Liao 2018). On the other hand (Topor, Keane, Shelton, & Calkins 2010; Farooq, Chaudhry, Shafiq, & Berhanu 2011) argue that parents' active participation, as well as their educational, economic, demographic, and social status, are an important part of educational training for their children. In addition, contributing to the educative center and the educational community is fundamental in order to achieve higher academic performance.

PARENTS' EDUCATIONAL LEVEL AND STUDENTS' ACADEMIC PERFORMANCE

In other words, if parents have a better educational and participatory level, they positively enhance student achievement, with the provision of an environment conducive to academic success. However, the active participation of parents in academic activities to support their children has a significant impact on academic performance. Another aspect to consider is the family environment in which learners live, communication, as well as interpersonal relationships between the members that are integrated into it, which affects academic performance. Within these aspects, it is important to mention that parents with a low educational level do not contribute effectively to the development of extracurricular activities, which leads students to fail in tasks or workshops and therefore to poor academic performance.

It is also worth mentioning that students' academic performance depends on the active and assertive parents' participation in children's academic activities to achieve a higher academic level. Although it is considered significant that parents give their children quality time, unfortunately, some parents have less time to share with their children, supervise school work and keep discipline, as well as instill values such as responsibility, respect, punctuality, etc. However, some parents work long hours, leaving their children alone at home with some domestic responsibilities, which prevents the time available to do homework. This generally occurs in extended families with limited resources with low or no educational levels (Joshua & Milozi, 2016).

There are a variety of components that affect students' school performance in different ways (Waters & Marzano, 2006). Among these components should be considered: institutional factors, pedagogical factors, sociodemographic factors, psychosocial factors, and family factors, among the most important (Farooq & Muhammad, 2011). In general terms, Baker *et al.* 2014, Porchea *et al.* 2010, and Agualongo & Garcés (2020), define the socioeconomic level as a social factor, which include education characteristics, or peoples' occupation, prestige, political power, ethnic identification, and even, family history.

Besides, there is the economic factor, which is related to individual income and, in some occasions, to the economic level of the neighborhood where the person lives (Baker, 2014; Porchea *et al.* 2010). That is to say, the type of housing is added since there are houses built with poor construction materials, with reduced spaces, and insufficient access to basic services in which families live. These aspects generate situations that directly affect students' concentration at the time to perform homework. Therefore, a well-distributed scenario at students' homes would effectively favor learning situations and the development of academic activities. A good organization or distribution of workspaces and time management is important to fulfill the activities to be carried out, as well as family support (Caso *et al.*, 2016).

Besides that, Pérez Suárez, AE (2021), states that parents' social stratum, as well as the economic income that they represent in the households, play a relevant role for their entire family. These factors depend mainly on parents' educational and occupational levels. These aspects contribute to students' academic performance since in the case of parents with high schooling provide better support to students in the development of homework and school activities, which shows that depending on the economic income the result in children's academic performance may vary.

The social space occupied by the members of society is distributed in areas such as economic and cultural capital. For, Bordieu (1998 as cited in Chacón *et al.*, 2015) the

proximity between economic and cultural capital is interesting. It mentions that those people who have a high volume of capital, as well as economic and cultural, will have greater opportunities in different fields such as education, social, and labor, while those who lack this capital will be located in lower positions and will have several limitations.

It is important to mention that Chacón *et al.* (2015); Caso *et al.* (2016) refer to the knowledge, attitudes, and skills that human beings develop throughout their lives based on acquired family and contextual experiences. Moreover, parents' educational level constitutes a fundamental component of cultural capital, since parents with high academic levels maximize the understanding of the different activities. In addition, using a varied language where they interact and generate skills that help them adapt easily to the school dynamics, which promotes the development and improvement of academic skills in students. Thus, increasing the expectations that students have about the academic level they aspire to achieve, adding to this the active participation of parents during children's learning process.

Studies carried out show that the direction and management of an educative center are essential and can indirectly affect learners' academic performance. As well as the implementation of the different educational programs, methods applied by teachers, etc., to achieve the proposed objectives (Page, M., Moreal, B., Calleja, J. A., Cerdán, J., Echevarria, M. J., García, C., & Trillo, C., 1990). Another important factor to mention according to R. Kapur (2018) is the support provided by parents at home, providing the necessary and technological materials for the development of school activities inside and outside the educational establishment, since these should be who demonstrate security, support, and trust to generate stable effective ties and lasting social relationships.

METHODOLOGY

This research had a quantitative approach. Molina & Garza (2021) affirm that the quantitative approach allows the generalization where it is integrated by the theory, hypothesis, observations, data collection, data analysis, and results. It can gather information from a large number of participants where it gives numerical information.

The advantages of quantitative method research are the collecting of accurate data. Besides, it can provide quick data collection, eliminating bias with a wider scope of data analysis. Likewise, the type of research shows a correlation because it consists on identifying the academic situation of parents and students. The main objective is not simply the collection of data, but the identification of correlational kind of relationships that exist between two or more variables (Hernández *et al.*, 2014).

POPULATION/PARTICIPANTS

The methodological proposal consists of applying a survey to students and parents of the Unidad Educativa Nacional Tena from the three sections (morning, afternoon, and night). For the sample calculation, the universe of 3rd year of bachillerato students (BGU, technicians) (360) was taken into account; therefore, the sample calculation for students corresponds to 76 students and parents or representatives. In this case, a confidence level of 95% is used, and a margin of error of 10%, whose sample was obtained using the following formula:

Formula to use

$$n = \frac{Z^2 * N * p * q}{e^2(N - 1) + Z^2 * p * q}$$

Where: n = Sample size; N = Total population; p = Probability of success; q = Probability of failure ($1-p$); Z = confidence level value; e = sample error

The selection of the participants in this research was framed in randomness, motivated by a non-probabilistic sampling. Therefore, the criteria used for the sampling were: voluntary participation and knowledge of the problem. In addition to considering the authorization granted by the main institutional authority.

TECHNIQUES AND INSTRUMENT

Therefore, in order to get the information, surveys were constructed to collect the main dimensions explained in the theoretical framework, and what the literature considers key to analyze the variables. This survey was applied physically and randomly to students and parents from Nacional Tena high school. Among variables that were included for parents' educational level are: *A. General Data*: age (age), sex (sex), ethnic self-determination (ethnicity). *B. Parents' Educational Level*: Instruction (Instruction), Knowledge of the English language (Knowledge), training (training), *D. Students' Support*: motivation (motivation), follow up tasks (monitoring), support time (time), *E. Teachers' support*: Respond to teachers' call (teachers' call), participation in Institution's events (events) with a total of 16 items, with a Likert scale.

For Academic Performance, the following aspects were taken into consideration: *A. General Data*: students' age (age), sex (sex), ethnicity, with whom he-she lives (connivance), English Academic Performance (performance), *C. English language academic performance*: affective aspects (motivation), study for lessons (study English), performance consideration (English performance). *D. Student's support*. Help from parents, adequate space, reviews and signs homework, time devoted to student support (support and follow-up). *E. Teacher's support*, visit to tutor, English teacher, forums, workshops, and other teachers.

For reliability analysis, Cronbach's alpha coefficient and Pearson's coefficient for temporal stability were used for each of the items. To affirm that a test is suitable and can be adequately used, it must meet the reliability and validity requirements. This indicates whether an instrument, in this case, the survey, adequately measures the variables in terms of efficiency. To determine the instrument's validity and internal consistency, Cronbach's Alpha coefficient was calculated, which produces values between 0 and 1. If the value of this coefficient is greater than 0.70, it is considered that the internal consistency of the instrument is optimal and that there is a correlation between all the questions in the survey.

For constructing validity, the chi-squared test was analyzed with the SPSS program version 22.0 to measure whether or not there is significance in the analysis of the variables. Thus, we can interpret the results as follows, depending on the significance value obtained (Bardina & Farré, 2009, p. 177).

- Sig. ≤ 0.05 => Dependence, significant relationship
- Sig. > 0.05 => Independence, or non-significant relationship

To determine the correlation degree, the Pearson and Spearman's Rho coefficients were applied; both tests measure the statistical relationship between two continuous variables. The interpretation of Spearman's and Pearson's rho coefficient agrees with values close to 1; they indicate a strong and positive correlation. Values close to -1 indicate a strong and negative correlation. Values close to zero indicate no linear correlation. Other types of correlation may exist, but not linear. Positive or negative signs only indicate the direction of the relationship; a negative sign indicates that one variable increases as the other

decreases or vice versa, and a positive sign indicates that one variable increases as the other also decreases if the other also decreases (Martínez *et al.*, 2009). For this purpose, the following scale is proposed: Range Relationship; 0 - 0.25: Scarce or null; 0.26-0.50: Weak; 0.51- 0.75: Between moderate and strong; 0.76- 1.00: Between strong and perfect.

RESULTS

To determine the reliability of the instruments used in the present study and from the perspectives of internal consistency, the aim was to guarantee the efficiency and validity of the instruments. For this purpose, Cronbach's Alpha coefficient was estimated. Whose value obtained is 0.758 for the variable Academic Performance and 0.818 for the variable Parents' Educational level respectively (see Table 1), which implies that: the instrument is highly significant, and that the degree of homogeneity among the items falls within the acceptable parameters, relevant for the purpose of this research.

On the other hand, a detail of the descriptive data found is made: students' age range from 16 years with 4.1%, 17 years with 57.1%, 18 years with 31.6%, 19 years with 5.1%, and 20 years with 2%, 53% are women and 47% are men. Of these, 34% are mestizos, and 65% are indigenous. The language most used at home is spanish (93%) and quechua (7%). Students that live with their grandparents 6.1%, those who live with their parents 78.6%, with their siblings 4.1%, with their uncles and aunts 1%, and other non-relatives 10.2%.

Likewise, the educational level of the legal representatives (parents or others) is contemplated as follows: 1% have no education and do not know how to read and write more than their own names. Twenty-five percent have completed primary school; 53.1% have completed secondary school; 16 % have completed university, and 4.1 % have a fourth-level education. In respect of representatives who are currently receiving classes, 74% are not, 5.1% attend courses, 13% attend workshops and 8% are in formal education. Regarding the representatives' knowledge of the English language, 55% have no knowledge, 44% have very little knowledge and only 1% know some English.

Talking about students' academic performance in English, 62% consider their grades as a moderate average and 38% of them consider it as low. Regarding the fulfillment of homework, 34% always do it, 40% almost always do it and 26% occasionally and almost never. With regard to receiving parental help with homework, 56% of the respondents stated that their parents never check it and 34% rarely do it, 10% always and almost always do it. Likewise, we found that only 25% of parents always sign the homework and 75% do not do it or do it sporadically.

When parents were asked about the time that they dedicate to the support follow-up of English homework and other subjects, we found that 33% do not dedicate time, and 77% do it in a period of 15 to 30 minutes. With regard to parental participation in the institution, 20% do not participate, 50% do so rarely and 30% do always and almost always. The representatives go to school to inquire about their children's grades only 12% always do so, 28% almost always, 35% rarely and 24% of the parents never do so. When the educational institution calls parents only 13% of them attend mingas or meetings, 28% do it almost always and 21% never do it.

When parents were requested if they turn up to the school to talk to teachers without being asked, only 9% visit the tutor, 1% visit English teachers, 5% visit other teachers, 4% visit oversees, and the student counseling department DECE a 6%. What is most striking is that on average 50% of the representatives never visit the teachers and if they do so, it is only when the teacher requests it.

In contrast to the questions asked parents, we found that 72% are women, 89% consider themselves indigenous, with 20% speak quechua at home. 77% of parents live with

their children. Parents who do not know the English language with 58%, 40% very little, 55% of parents consider that their children's English performance is low and the rest that is in a moderate average. Learners with good grades with 2% and 53% rarely and 10% never. This is complemented by the fact that 10% obtain grades between 9 and 10 while 64% have minimum grades between 7 and 8 and 26% of the grades are within 5 and 6 of 10 points, which are the standard grades for all developmental inputs.

Talking about students' support and follow-up, 15% of parents always do, also they can read and write, besides they follow up on students' homework. Although 75% of parents provide the material requested by teachers. According to the school's attendance, 53% of parents always visit it, 17% almost always attend parents' meetings, while an average of 15% always visit their children's school and 10% rarely attend other events such as workshops, different events programmed by the school, training courses, and 50% never do so. Likewise, 10% of parents always visit the tutor, 20% almost always visit him-her, 29 rarely, and 41% do not visit the tutor, as well as the English teacher and other teachers.

For the existence verification of a relationship between variables, we have chi-square test as shown in Table 2. When applying the decision rule $\text{Sig.} \leq 0.05 \Rightarrow$ Dependence, significant relationship and $\text{Sig.} > 0.05 \Rightarrow$ Independence, or non-significant relationship; we can say that the chi-square test shows that there is a significant relationship between the variables: parents' educational level and children's academic performance in the English language (see Table 2).

In addition, with the Pearson and Spearman's Rho correlation coefficients, it was found that the relationship between the variables, for Pearson (see Table 3) is 0.513, which according to Martinez *et al.* (2009), in a positive relationship being the range of 0.51- 0.75: Between moderate and strong, in relation to the correlations of the variables. Likewise, Spearman's Rho coefficient (see Table 4) is .454**, which implies a correlation within the parameters of 0.26-0.50: as weak, also considered as positive. That is to say, the two coefficients show that as the parents' educational level increased, the academic performance increased significantly.

DISCUSSION

The following findings are based on the present study (see Table 2), these have shown that there is a significant relationship between the variables: parents' educational level yet guardians and the academic performance of third-year high school students from the Nacional Tena High School, in the subject of English. These findings agree with those found by, Matute *et al.* (2009), Ferreiro, Ríos, & Álvarez (2015), who agree that: it is a proven fact, that there is an important correlation between parents' educational level and the grades obtained in the different tests, activities, workshops or debates carried out by the student, which contributes to obtain better results in school performance, because parents involve their children more in their studies.

In particular, García (2017) exposes that students who have parents with low educational level, regardless of the institution and language they study, obtain lower grades than those who have parents with high educational level. This effect according to, Yusup & Ahmad (2016), not only occur in primary education but also at secondary and university level. This particular affects mainly those who live in urban-marginal and rural areas who have significant difficulties when helping their children with schoolwork, due to lack of economic, social resources, etc. (Kim & Padilla, 2020). In addition to the fact that they do not have the technological means to guide their children. On the other hand, the lack of English knowledge that parents have limits students and affect their academic performance, as well as the acquisition of their own mother tongue.

Table 1. Reliability statistics for the variables

Variables	Cronbach's Alpha	Cronbach's Alpha based on standardized items	N.º of items
V. D. Academic Performance	0.812	0.802	16
V.I. Parents' Educational Level	0.818	0.760	16

Table 2. Chi-squared test of the variables educational level and academic performance

Chi-squared test	Value	df	Asymptotic significance (bilateral)
Person's chi-square	100,013a	16	,001
Likelihood ratio	58,676	16	,001
Linear by linear association	38,481	1	,001

Table 3. Person's correlation between the variables Parents' educational level and academic performance in the English language

Pearson's correlation		V. D.	V. I.
V. D. Students's Academic Performance	Pearson's correlation	1	,513**
	Sig. (bilateral)		,000
I. Parents' Educational Level	Pearson's Correlation	,513**	1
	Sig. (bilateral)	,000	

** The correlation is significant at the 0.01 level (bilateral).

Table 4. Correlation between variables Parents' educational level and students' academic performance in English

Correlación de Pearson Rho de Spearman		V. D.	V. I.
V. D. Students'Academic	Correlation coefficient	1,000	,454**
	Sig. (bilateral)	.	,000
V. I. Parents' Educational Level	Correlation coefficient	,454**	1,000
	Sig. (bilateral)	,000	.

** The correlation is significant at the 0.01 level (bilateral).

Findings made by García (2017) Yusup & Ahmad (2016), agree with the results obtained since the majority of learners come from urban-marginal areas and rural towns near the institution. In addition, the parents' educational situation is that 25% of them have barely completed primary school; while 53% of them have completed secondary school. Which hinders the support they can provide to their children in the English language. Either by the little knowledge of this language as well as by the lack of educational habits and monitoring and control of homework.

However, Moledo (2012), Morente, Guiu, Castells, & Escoda (2017), consider that in addition to parents' educational level, there are other features that determine

academic performance. Such as social, economic and cultural factors (language, customs, etc.), self-esteem, and school environment. In addition, it is considered that the higher the educational level of one of the parents, especially mothers, the better children's academic performance. Since they are the ones who spend the most time supporting and monitoring their children's homework. However, despite the fact that 72% are women, it has been found that other factors do not allow performance to improve. Among other things, 58% of parents do not know the English language, 20% speak quechua at home, and only 15% follow up with the students in their school activities at all times, while 85% do so sporadically. There is no evidence of the improvement proposed by Modelo and Morente *et al.*

In agreement with Modelo (2012), when talking about support and follow-up, Watson *et al.* (2016) state that parents' direct or indirect participation in their children's schoolwork can significantly increase academic performance. That is, when the mother's level education increases, the number of low grades decreases (Escarbajal, Sánchez, & Guirao 2015). In addition, Matute *et al.* (2009), make reference to the fact that certain parents despite not having a high educational level, encourage their children to have a good academic performance, getting directly involved with teachers and the school. However, in the institution, when talking about support, monitoring, and control of homework, as well as the involvement of parents in activities with teachers, there is no collaboration greater than 25% of parents who review, support and, follow up on their children.

In this regard, Avila & Garavito (2009), argue that parents' active participation in their children's homework in the subject of English. It provides an opportunity to create an optimal environment for positive learning. In addition, to building trust and strengthening family ties, parents become more involved in schoolwork, creating an assertive environment for better learning. However, the findings of this research show that the time dedicated to children in school activities at home is barely between 15 and 30 minutes. This hinders not only parent-child interaction but also homework follow-up. In this sense, Chaparro & Rodríguez (2018) when parents monitor whether their children effectively perform homework, the results are better.

It is important to emphasize that Pino & Rodríguez (2007), and other authors mentioned above, agree that parents' active participation is not only based on collaborating with teacher, but also on the support and follow-up of homework as well as active participation in school activities programmed by the educative center. Considering that many parents avoid this responsibility, arguing that they have little time to participate, maybe their workload does not coincide with the school schedule, or they have little educational training, among others. That said, the above, parents' participation from the educative center investigated is poor or non-existent (90% sporadically). In addition, if we add the monitoring of homework and school activities related to the English language remains the same. Among many other things, parents argue that they have no knowledge of the language, while others approve of the teaching of the language, but do not know how to support the students, and even worse, the teachers.

To conclude the approach to this discussion, an extenuating factor appears to aggravate the situation of the English language academic performance in the high school, since 89% have ethnic self-determination of indigenous, and 20% still retain their mother tongue as the main language of integration at home. While Bazán *et al.* (2014), argue that these inconveniences hinder the quality of support and follow-up that parents can give in the tasks assigned home, due to mastering the difficulty of Spanish and even worse English. This aspect affects teacher-parent communication, specifically in schools that have bilingual students (spanish-quechua), despite belonging to an urban area. This phenomenon is comparable by Tinkler (2002 cited by Bazán *et al.* 2014), to the difficulties of English proficiency in the U. S. and the low level of support in Latino families.

CONCLUSIONS

This research allows us to reach the following conclusion:

According to the results, these demonstrate a highly significant incidence between parents' educational level and students' academic performance in the 3rd year in the Nacional Tena high school in the subject of English. These findings are in agreement with the various authors mentioned throughout the discussion. Therefore, parents with a high educational level generate better learning opportunities, associated with their emotional bonding, as well as school accompaniment, improve cognitive skills, while parents with a low educational level do not have the opportunity to support or be part of the learning process, due to their lack of knowledge of the language.

RECOMMENDATIONS

In virtue of what has been stated throughout this research, the following recommendations can be assumed:

To the educational institution, to create spaces in which parents can get involved in the teaching of the English language. The planning of activities in a practical and coherent way with the institutional reality, thus attracting the maximum interest of the students, their families, and the community. In addition, the realization of a series of forums, conferences, and talks that promote the English language, with the participation of the school, the family, and the community (Mecía, 2022). So that they can make a significant contribution to the academic performance of their children. To strengthen and create new relationships among the educational community that favor student learning. In addition, to stimulate joint work to affirm a climate of respect and support in the different school activities.

To teachers, based on the results found, strategies such as: spontaneous meetings to share information, listen to in detail and learn more about the learner. Interviews, where in privacy with parents or students' representatives and members of the educational staff will provide advice and guidance in terms of pedagogical development. Home visits, are effective in responding to the needs and demands of the family (Nashiki *et al.*, 2011), where they can encourage the involvement of parents in their children's homework. This will allow them to increase learning as well as the parent-teacher-student bond.

Parents should support and guide their children's academic development at home showing a positive attitude regarding to education, supervising the use of electronic devices and internet, encouraging them to read books, stories, encouraging learners to be responsible and work independently. In addition, to be an active part of the different activities programmed by the educative institution as well as by the teacher. In this way, to live together with their children's learning in a more positive way. Creating an ideal environment to consolidate the acquired knowledge, forging motivation in the path of students learning. On the other hand, it is recommended to parents distribute time better, so they can support their children in the completion and review of tasks, as well as resolve doubts and create a closer bond with their children.

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