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REVISTA INTERNACIONAL DE INVESTIGACIÓN E INNOVACIÓN EDUCATIVA

Andrés Escarbajal, Carmen María Caballero & Mónica Roda. Estudio de la situación educativa y el ambiente familiar del alumnado en contextos vulnerables

Estudio de la situación educativa y el ambiente familiar del alumnado en contextos vulnerables

A study of educational situation and family environment of students in vulnerable contexts

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RESUMEN.
Es evidente que la situación familiar y social tiene un importante impacto en el desarrollo educativo y en el rendimiento académico de los alumnos en la Educación Secundaria Obligatoria. Por tanto, un entorno familiar desestructurado, problemático o con presencia de conflictos va a suponer un mayor riesgo de fracaso y abandono escolar y, con ello, mayores índices de exclusión social. Desde este punto de partida, se considera necesario evaluar la situación educativa del alumnado escolarizado en la Educación Secundaria Obligatoria de contextos vulnerables. Para ello se ha llevado a cabo una investigación cuantitativa de corte descriptivo. Entre los objetivos de la investigación se encuentran: analizar la relación entre la formación de los padres y madres y el rendimiento académico de los alumnos; comprobar la relación entre el clima de convivencia en el hogar y la percepción de conflictos y, por último; la influencia de las horas de estudio que el alumno emplea en casa y su relación en las calificaciones de diversas asignaturas. Entre los resultados se destaca la relación directa entre el clima familiar, los estudios de las madres y el rendimiento académico de los alumnos. Igualmente, se destaca que el número de horas dedicadas al estudio en casa no es determinante para el éxito escolar.

PALABRAS CLAVE.
Situación educativa, contexto familiar, rendimiento académico, convivencia, contextos vulnerables.

ABSTRACT.
It is evident that the family and social situation has an important impact on the educational development and on the academic performance of the students in Compulsory Secondary Education. Therefore, an unstructured family environment, problematic or with the presence of conflicts, will entail a greater risk of failure and school drop-out and, with this, higher rates

of social exclusion. From this point of departure, it is considered necessary to evaluate the educational situation of students enrolled in Compulsory Secondary Education from vulnerable contexts. To this end, a quantitative investigation of a descriptive nature has been carried out. Among the objectives of the research are: to analyze the relationship between the training of parents and mothers and the academic performance of the students; check the relationship between the climate of coexistence in the home and the perception of conflicts and, finally; the influence of the hours of study that the student does at home, and their relationship to the grades in various subjects. Among the results is highlighted the direct relationship between the family climate, and the educational background of the mothers, and the academic performance of the students. It is also emphasized that the number of hours dedicated to study at home is not determinant for school success.

KEY WORDS.
Educational situation, family context, academic performance, coexistence, vulnerable contexts.

1. Introduction.
There is no doubt that the family and social context of the students in the stages of compulsory education will be a determining factor in the educational development of young people in school, favoring or hindering the teaching-learning processes and on the school situation of the students within the social centers. In such a way one discovers that a marginal social and family environment, impoverished or unstructured, is the trigger of a state of vulnerability that will hinder the optimal development in the school core in most of its slopes; influences going from the academic performance of the students to the personal relationships between equals.

In this sense, it should be noted that vulnerability has been investigated from very diverse fields of knowledge such as sociological, educational or demographic. Similarly, the concept of vulnerability has been defined in multiple ways depending on some elements such as: risk, stress, susceptibility, adaptation or sensitivity (Ruiz, 2012). For this author the term vulnerability is usually defined in relation to some type of threat, be it physical, such as droughts, earthquakes, floods or diseases, or anthropogenic threats, such as pollution, accidents, famines, job losses or the political situation. of a certain country.

On the other hand, Labrunée and Gallo (2005) state that the concept of vulnerability refers to the potential to suffer damages or losses due to phenomena or events in external order. However, for Wisner, Blaikie, Cannon and Davis (2003), vulnerability is understood as, the characteristics of a person or group, and their situation, influencing their capacity to anticipate, cope with, resist and recover from the impact of a threat. Meanwhile, Foschiatti (2007) provides that the vulnerability refers to the character of the socio-economic structures and the impact they cause in communities, households and individuals in various dimensions of social life. Nowadays, being vulnerable leads to the dissatisfaction of basic needs and the absence of factors that offer opportunities for well-being for individuals, thus affecting their conditions and quality of life (Foschiatti, 2007). For this reason, when an individual or group suffers some kind of vulnerability, this can lead to social exclusion (Jiménez, 2008; Sánchez, 2018). In this sense, it should be noted that education is a basic

social good that can be hindered by vulnerable socio-family situations, which implies a greater risk of educational exclusion.

In this discourse, the expression "educational exclusion" is usually used to refer to those educational problems related to school failure or educational failure, hinting at those who leave the educational system without having acquired the basic learning. As Jiménez (2008) points out, academic failure is directly related to the processes of social exclusion, since an educational deficit is a difficulty to carry out effective social integration. Similarly, Serna, Yubero and Larrañaga (2008) check what are the diverse school factors that increase or decrease the instance of social exclusion, and among them are: the motivation to study, future expectations of achievement, integration into the centers, involvement of family, environment in the educational process, etc.

On the other hand, González (2006) affirms that school absenteeism is a problem that affects negatively the learning of the students and their personal and social development. Therefore, in today's society, training and learning are essential elements for access to quality work, a home, a decent life-style and, consequently, to avoid the risk of suffering exclusion.

And the reasons why students leave the educational system early have been the subject of study since the emergence of the first schools, making evident certain factors and aspects that favor the abandonment of students early in the education system. These factors can be personal, social, familial, scholastic, and cultural.

When it comes to personal and social factors, Mateo (2010) explains that the causes of abandonment can be a rebellious personality, low self-esteem, bad influences of colleagues, the environment where you live, a lack of competition, etc., that creates a certain disinterest of the student in the educational system. This disinterest in the education system is linked by the self-perception that students have as students and by their academic performance. Thus, and according to Grañeras (2012), a good self-perception of schoolchildren improves student performance and leads to students having favorable educational aspirations.

As for family factors, in most cases the problems of absenteeism are underlined by a negative family environment, where no duties are imposed on children around the school, or little or no assessment of their work is given, as well as the aspirations and achievements of their children in it (Matthew, 2010 and Aguado, 2005). One should also add that when a student lives in a dysfunctional family or in an environment where there are drug problems, prostitution, crime, etc., increase cases of truancy (Delgado and Álvarez, 2004). In addition, according to Moreno, Estévez, Murgui and Musitu (2009), a climate of unfavorable family coexistence, where there are many conflicts, in which there are emotional lacks, lack of support and communication problems, can develop violent behavior in these schools, and they can be manifested in the centers through conflicts with peers.

It should also be noted, in terms of family aspects, the relationship between the level of studies of the paternal referents and the success of the children, since, according to the study by Escarbajal, Sánchez and Guirao (2015), the higher the academic level of parents, especially that of mothers, better is the academic performance of children in school, avoiding the abandonment of the child's educational system.

Therefore, it is important to minimize the importance of scholastic aspects, since it is evident that absenteeism takes place in the educational centers. In this case it is necessary to

emphasize that the relationships established among teachers, students and peer groups, influence the occurrence of cases of absenteeism. In effect, and following Jiménez and Lehalle (2012), when the student is a victim of aggressions on the part of classmates, he or she develops signs of increasing depressions, stress, loneliness, low self-esteem, problems of adaptation, isolation and rejection that eventually lead to possible school absenteeism.

In addition to the school climate, Aguado (2005) also highlights as educational causes of absenteeism the late schooling and a lack of material resources, human and poor organization by the school. In that sense, when a center lacks material and personal resources, it increases the chances that students with problems of hooking in school, and thus with a significant curriculum gap, develop, even more, de-motivation, and therefore the rejection of the school environment is provoked.

Finally, in the ethnic and cultural aspects it is important to highlight that there are many young people who are not enrolled in the education system due to their cultural values. In some cultures there is a certain rejection of the school and they consider it a higher priority for children to work and help in family commerce, as is seen in the vast majority of cases for people of gypsy origin. In this sense, it would be fundamental to carry out intercultural initiatives in which school coexistence and the inclusion of all cultural minorities are encouraged (Chemseddine, 2018; Leiva, 2015; Martínez, Gutiérrez and Fernández, 2018).

In short, it could be concluded that the profile of absentee students is characterized, according to Broc (2010), by youths who are not aggressive but they are solitary, rarely leaders in a group, and have a low self-concept; towards others, they have a certain disinterest and a constant lack of motivation in school, come from unstructured families with economic problems and, usually, often belong to marginalized groups who spend long hours of their free time on the street without any control.

It should be noted in this regard that one of the great challenges that the Spanish educational system faces is to reduce high dropout rates, school failure and scholastic exclusion. In this line of argument, UNESCO (2015) states that in order to avoid processes of educational exclusion, it is important that within the schools, inclusion processes are carried out. This would be to implement the right to education by including all students, respecting their needs, abilities and individual characteristics, suppressing all forms of exclusion in the context of learning. In such a way that inclusion orients educational policies and practices, considering education as a fundamental human right that constitutes the basis of a just, democratic, and equitable society.

In the opinion of Arnaiz (2011) the inclusion defends satisfying the needs of all students, independently of their personal, psychological or social characteristics. This is a school that educates successfully the diversity of its student body, and assists in reducing inequalities and social injustices of our society. Similarly, the inclusive school involves creating learning environments where all students learn to survive whatever their characteristics.

Therefore, to arrive at the inclusive approach to school that it should have, from the point of view of Iguacel and Buendía (2010), there must be an offer that allows access and retention of all students, a curriculum and educational activities that meet the needs of all students, and have their opinion on decisions that affect their lives and school performance. Last, but not least, the inclusive school must ensure that all students acquire the curriculum learning that is necessary for their personal and social development (Iguacel and Buendía, 2010).

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In short, Arnaiz (2011) explains that to achieve good practices each school has to analyze its reality, plan its improvement program define strategies that can achieve this change, and evaluate what has been done. Thus those missing elements be mitigated and promote quality education for all students, without exception, under the values of democracy, equity and inclusive education.

2. Objectives.

The overall objective of this research is to know the existing relation between the educational situation and the diverse elements of the familiar context of the students in their first and second year of Compulsory Secondary Education (ESO) who is educated in a dramatically less vulnerable educational context. The specific objectives of this research are:

1. Analyze the relationship between paternal and maternal studies and academic performance in the basic areas of mathematics and language.
2. Analyze the relationship between the climate in the home and the behavior of the student in the school.
3. Analyze the influence of study hours at home with the suspension in certain subjects.

3. Methodology.

3.1. Participants.

Research has been conducted in the Institutes of education in the secondary Region of Murcia where there is a high dropout rate. The sample is formed by students of 1st and 2nd of ESO, with the total number of participants of the research of 110 students (see Table 1).

Table 1.
Number of students participating in the study distributed by gender and academic year.

	Man	Woman	Total
1º ESO	43	19	62
2nd ESO	3. 4	14	48
Total	77	33	110

3.2. Instrument.

The information collection instrument used in this research has been an *ad hoc* questionnaire designed to meet the objectives of the investigation. Among the areas that classify the different *items* of the questionnaire are: student profile, family situation, educational system, coexistence, discrimination and sociability.

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3.3. Design of the investigation.
A quantitative, non-experimental and descriptive-type research has been carried out.

3.4. Data analysis.
The analysis of the data has been carried out through the SPSS statistical program, version 22, with descriptive analyzes applied from statistics of central tendency (mean), dispersion (standard deviation), analysis of variance (unifactorial ANOVA) and *Student's T and Chi-square* tests for the comparison by pairs, after corroborating the criteria of normality and homoscedasticity of the participating sample, establishing as a probability value *p <.05.*

4. Results and discussion.
The results and discussion presented below respond to the general objective and the specific objectives set out in this research.

4.1. Objective 1. Analyze the relationship between paternal and maternal studies and academic performance in the basic areas of mathematics and language.
It is interesting in the study to know if there is a relationship between the level of studies that parents and mothers have with the performance of their children in the basic subjects of language and mathematics. To verify this, the one-way ANOVA test has been performed to find out if there are significant differences when comparing said items.

The results of this test indicate that, as far as the father's studies are concerned, there are no significant differences in the language and mathematics scores when obtaining a *p*-value >0.05.

Table 2.
ANOVA of a factor between the studies of the father and the qualifications of language and mathematics.

	Sum of squares	Gl	Half quadratic	F	S.I.G.
Language qualification	4.726	3	1.575	809	.492
	173.403	89	1.948		
	178.129	92			
Mathematics Qualification	6,353	3	2.118	.728	.538
	267.81	92	2.907		
	273.833	95			

Furthermore, when comparing mothers' studies with the mathematics score no significant differences are obtained *(p = 0.757)*. However, the comparison between maternal studies and language qualification gets a significance of *p = 0.22*, which indicates that there are significant differences between the studies of the mother and the performance of her children in the language subject.

Table 3.
ANOVA of a factor between the studies of the mother and the qualifications of language and mathematics.

	Sum of squares	Gl	Half quadratic	F	S.I.G.
Language qualification	18.122	3	6.041	.360	.022
	160,007	89	1,798		
	178.129	92			
Mathematics Qualification	3,484	3	1,161	.395	.757
	270,349	92	2,939		
	273,833	95			

The results conclude, according to Escarbajal, Sánchez and Guirao (2015), that there is a relationship between the educational level of parents and mothers with the performance of their children. Regarding the results, and according to these authors, the higher level of education has the older mother, influences the performance of their children, being in this case language qualification more significant. On the contrary, the educational level of the parents would not influence the performance of their children in language and mathematics.

4.2. Objective 2. Analyze the relationship between the climate in the home and the behavior of the student in the educational center.
In this investigation, it is very important to investigate if there be significant differences between the students' family climate and the conflicts that the students have in the school (see tables 4 and 5).

Table 4.
Result of the Chi-square test in relation to the items "Climate of coexistence in the home" and "There are many conflicts between students".

	Nothing	Something	Quite	A lot	Total
All right, climate of cordiality	8 7.6%	2. 3 21.9%	6 5.7%	12 11.4%	49 46.7%
Normal, specific conflicts	4 3.8%	14 13.3%	10 9.5%	26 24.8%	54 51.4%
Wrong, there are many conflicts	0 0.0%	0 0.0%	2 1.9%	0 0.0%	2 1.9%
Total	12 11.4%	37 35.2%	18 17.1%	38 36.2%	105 100%

Table 4 shows how the 46.7% of students participating states to live in a family environment where the climate is a "good, cordial atmosphere", while 51.4% of students participating states to live in a family environment "normal, with specific conflicts". Finally 1.9% verify living in a family climate that is "bad, there are many conflicts". The fact that the students live in a family atmosphere without conflicts, or with few conflicts is considered a favorable aspect since, as pointed out by Pichardo, Fernández and Amezcua (2002), relations and the climate in the home will determine the personal construction and social adaptation of the adolescent, being the children living in a cohesive family environment with members who have higher levels of personal stability.

Likewise, in tab 4 it stands out that about 24.8% of the students who have specific conflicts at home confirm that there are many conflicts between students in the educational center. On the other hand, 21.9 % of the students who have a cordial atmosphere in the home affirm that there are only some conflicts among students.

On the other hand, to perform the *Pearson Chi-square test,* an asymptotic significance of 0.004 (see Table 5) it is obtained and, therefore confirms that there are significant differences between the climate of coexistence in the home and the affirmation about the presence of conflicts among the students in the educational center.

Table 5.
Chi-square to determine the presence of significant differences between "Climate of coexistence in the home" and "There are many conflicts between students".

	Value	Gl	Asymptotic Sig
Pearson Chi-square	19.424	6	.004
Reasonableness	16.867	6	.010
Linear association by linear	8.211	1	.004
N of valid cases	105		

The results suggest that there is a relationship between the climate of coexistence in the home of the students and the conflicts among the students, since, according to the studies of Moreno, Estévez, Murgui and Musitu (2009), those adolescents who do not have a climate of favorable coexistence, with affective deficiencies among the members, lack of support and communication problems with their parents, can present behavioral problems that are manifested in the center through conflicts with their peers.

4.3. Objective 3. Analyze the influence of study hours at home with suspending certain subjects.
Also, the specific objective of this research is to know the relationship between the hours that students spend at home performing homework with the fact of suspending or passing certain subjects.

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Table 6.
Result of the Chi-square test in relation to the items "Have you failed any subject?" And "Hours of study per day".

	1 or 2 hours	3 hours or more	Any	Total
I have not suspended any	eleven 10.1%	1 0.9%	3 2.8%	fifteen 13.8%
Yes, 1 or 2 subjects	twenty-one 19.3%	6 5.5%	5 4.6%	32 29.4%
Yes, 3 or moresubjects	31 28.4%	5 4.6%	25 22.9%	61 56.0%
Total	64 58.7%	12 11.0%	33 30.3%	109 100%

The results obtained show that 10.1% of the students who have not failed any subject dedicate to daily study between 1 or 2 hours; 0.9% of the students who have not failed any subject dedicate 3 or more hours to daily study; and finally, 2.8% of students who do not suspend any subject do not dedicate any time to extracurricular study. On the other hand, 19.3% of students who have suspended 1 or 2 hours of subjects dedicate 1 or 2 hours per day to their studies; 5.5% of the students who have suspended 1 or 2 subjects dedicate 3 or more hours a day to study; finally, 4.6% of the students that suspend 1 or 2 subjects do not study any hours outside the school. Equally, 28.4% of students who suspend 3 or more subjects dedicate to study 1 or 2 hours a day; 4.6% of the students that suspend 3 or more subjects dedicate 3 or more hours a day to the study outside the center; finally, 22.9% of students who fail 3 or more academic subjects do not dedicate any hours of home study every day.

Moreover, in table 7 *Person Chi-square* test one sees if there are significant differences between the hours of study a day, and the number of shown subjects suspended.

Table 7.
Chi-square to determine the presence of significant differences between "Have you failed any subject?" And "Hours of study per day".

	Value	gl	**Asymptotic Sig**
Pearson Chi-square	9.696	6	.138
Reasonableness	10.151	6	.118
Linear association by linear	3.877	1	.049
N of valid cases	109		

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The *Chi-square* test results in a higher ignition rate than 0.05 ($p = 0.138$), which indicates that there are no significant differences between suspending a subject and the hours of study devoted per day.

Consequently it is confirmed that the hours of home study are not the determining factor in the marks obtained in the various subjects, therefore, neither approve or suspend teaching materials. It is therefore essential to take into consideration other personal factors such as attention that the student has during classes at school, motivation or quality home study (organization, concentration, family atmosphere, conditions of study place, etc.), more than the daily time devoted to this task. In the same way, it should be considered that academic performance is a complex variable as study is influenced firstly by diversity of family, institutional, social and school factors (Domingo and Martos, 2017; Escudero, 2009; García-Martínez, 2012; Lozano, 2003; Martinez and Alvarez, 2005; Sánchez, 2018).

5. Conclusion.

Regarding the family situation of the students, at a general level, it should be noted that parents have lower academic levels compared to mothers, since 19% of mothers have university or higher studies in comparison with parents, that only 8.6% have higher education.

By relating the studies of parents with the academic performance of their children in basic subjects such as language and mathematics, it has been found that the higher the academic level of the mother, the better the performance of the children in the language area. However, no statistically significant relationships have been found between the students' grades, in both subjects, and the educational level of the parents, which indicates a lower paternal than maternal influence in terms of core subject qualifications.

The aforementioned phenomenon has been affirmed in different empirical investigations. Among them, the one made by Escarbajal, Sánchez and Guirao (2015) stands out. In this it is verified that as mothers have better training, students suspend fewer subjects. Likewise, in this study it is affirmed that the parental educational level, unlike the maternal one, does not have a direct influence on the academic performance of the children.

The results indicate that the majority of the students participating in the study live in a family atmosphere where there are no conflicts, or in a family environment in which conflicts are specific. Similarly, it has been detected that there are statistically significant differences between students who live in a climate without conflicts, students who live in a climate with few conflicts, or students who live in an environment with many conflicts, in relation to the perception that these have on the number of confrontations between equals in the center.

Regarding the relationship between the number of hours that the student devotes to study at home and academic performance in various subjects, it should be noted that there are no statistically significant relationships.

This indicates that the study hours are not the determining factor in qualifying in the subjects, but there are other influencing factors such as motivation, study quality, climate at home, etc.

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