

# The Importance of the Family X School Relationship in School Performance

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**Keywords**— Family, School, Learning.

**Abstract**— Introduction: This article approaches the relationship between family and school. The definition of family, its diverse compositions and its specific role is presented. The particularity of the school and the link between the family and this institution are emphasized. Ideas about this relationship are explored within the educational and social context. Objective: The main objective of this scientific article is to analyze the influence of the family at school and, consequently, on the children's learning. Methods: For this purpose, the bibliographic research methodology was used, in order to substantiate the theme addressed and build the present work. Conclusion: The school tries to guide parents on how to educate their children and, on the other hand, parents participate less and less in school activities as their children progress in the grades. Therefore, in view of the unstable relationship between family and school, school management should seek to facilitate this relationship as it seeks strategies that aim to help dialogue and participation.

## I. INTRODUCTION

This article aims to analyze the importance of family participation in their children's learning process. Thus, we seek to understand how parents can contribute to their children's learning and how the family x school relationship can collaborate in the education of children.

To carry out this research, it was necessary to find a problem that deserved attention in the educational context. Therefore, we define the following issue: What is the importance of the family x school relationship in school performance?

Therefore, it is necessary to define what goals we want to achieve. As a general objective, we want to analyze the influence of the family on school and, consequently, on children's learning. For this, it is convenient to approach the specific objectives, which are: to present theoretical aspects of the influence of family participation in school; highlight the main strategies for adherence to family participation in the school context; and finally, to analyze the results obtained with the

performance of the technical-pedagogical team of the educational institution together with the family.

In academia, this research will be relevant, as it will consist in describing precisely and objectively how the process of sociability and childhood learning works. That said, this work is justified because it is an opportunity to expand the publication on the theme of the family-school relationship in the educational sphere, adding to the already existing ones. Generally speaking, studies that have this theme as a research object prioritize the verification with one of the parts of this relationship, especially parents and teachers.

In the social environment, the research will contribute in the sense of being an instrument that deals with the attribution of the school and teachers in meeting the current requirements together with the family, since this is the child's first group of coexistence and that in this context the education process begins. Family education is essential for living in society, as the family is initially the reference for living in a group.

Therefore, this study was carried out through bibliographical research on the subject. Among the renowned authors on the subject we can mention: Oliveira (2005), Almeida and Alonso (2005), Tiba (1998), Jardim, (2006), Vygotsky (1987), among others, who are collaborating with articles and research projects as a reliable source of assistance for this work.

It should be noted that the experience of being present is of paramount importance for the child's development. Learning is built day after day with family members and teachers who are around the child, contributing to the construction of knowledge.

## II. MATERIALS AND METHODS

This research seeks to deal with the theme in a coherent and objective way through bibliographical research, taking into account that this study addresses the relationship between family and school in the children's learning process. It is noteworthy that the study was concerned with bringing a theme of great relevance in the educational context, which directly influences the quality of teaching. According to Gil (1999, pp65):

The bibliographical research is developed from material already prepared, consisting mainly of books and scientific articles. Although and almost all studies are required some kind of work, of this nature, there are researches developed exclusively from bibliographical sources.

Thus, use will be made of the research model that uses bibliographic research built through a literature review, based on previously published material, consisting mainly of works and articles available on the Internet to support the highlighted study. For Trujillo (1974, p. 230) "the bibliographic research is not a mere repetition of what has already been said or written on the subject, but provides the examination of a theme under a new focus or approach, reaching innovative conclusions".

It should be noted that this research has a descriptive character, as it seeks to study a topic of great importance in the educational context. For Triviños (1987, p. 110) the descriptive character aims to accurately describe the facts of phenomena in a given reality.

## III. LITERATURE REVIEW

### Social Function of School and Family

When observing the institution of school and the family, evaluating their peculiarities, analyzing them with a deeper look, citizens are taken into account, that is, men and women, as social subjects, participants in the history of society, so rooted in the class divisions, which constantly segregate men from the condition of equality. Faced with this reality, the school, as an educating body, faces enormous challenges when it comes to the actions it promotes. "In fact, there are many factors that can influence a child's learning, among them variables from the school, the child itself and the family environment stand out" (FERREIRA; BARRERA, 2010, p. 28). it is clear that the child does not learn by himself, he is mainly influenced by the environment to which he belongs,

The family is a habitual and historical sociocultural environment in the socialization process, it is associated with educational institutions, becoming a place of origin of attitudes, as well as of changes, or paralysis, of the reality in which society places it, since it is from them that the social subjects emerge that will maintain, or alter, both themselves and the reality to which they are inserted (SOUSA; FILHO, 2008).

In this sense, we can observe that a school-family relationship, developed in a committed and responsible way in accordance with the advancement of society, is decisive for the progress of education in a country. For Ferreira and Barrera (2010, p. 53) "school and family are usually defined as the most important environments for socialization". Therefore, there must be collaboration between parents and teachers in the educational process of children and adolescents so that they correspond to the expectations of society.

Currently, according to Sousa e Filho (2008), the school criticizes the lack of monitoring, by the family, of the child's school performance, it also criticizes the excess of freedom given to children by parents and the difficulty in transmitting ethical and essential morals for living in society. On the other hand, we have the family that criticizes the excessive demand made by the school for parents to participate more in the child's learning, and also complains about the absence of a curriculum aimed at transmitting ethical and moral principles aimed at preparing the student for extra room challenges, namely, society and the world of work.

Knowing that human beings are learning all the time, the role of the family is very important, as it is the family who decides what their children need to learn, which places they should go and what is necessary to know so that they can make the right decisions in the

future. Therefore, it is understood that the role to be played by the school goes far beyond the pedagogical teaching of the classroom, and the role of the family goes beyond simply supporting the children, such as food, clothing, housing, etc. Oliveira and Marinho-Araújo (2010, p. 48) summarize that “the school is the institution whose function is to socialize systematized knowledge, that is, elaborate knowledge and erudite culture”.

We note that the relationship between the family and the school is, above all, one of the most debated themes nowadays, either by researchers or by managers of educational systems and units around the world. This is due to the fact that affective bonds, self-esteem, self-concept and ways of interacting with society are intimately influenced by parental figures (Dessen and Polonia, 2007).

Marturano (2006 apud FERREIRA and BARRERA, 2010, p. 35), highlights that:

Researchers' interest in the study of family influence on school learning intensified from the 1950s onwards, and from the 1960s onwards, the influence of family life processes was also investigated, in addition to socioeconomic variables. about school performance.

Over time, the family began to be seen as an integral part of the student's educational background. Until then, the school context did not receive as much attention and was not seen as a potential capable of adding to the teaching-learning process. However, other factors also started to stand out in this process, such as socioeconomic aspects.

Despite the existence of several researches on the subject, Fan and Chen (2001), affirm that there is still, in the scientific literature, a lot of incongruity between the results of researches that seek to analyze the relationship between parental involvement and academic performance. However, Ferreira and Marturano (2002 apud FERREIRA and BARRERA, 2010), analyzing the relationship between family environment and behavior problems presented by children with low school performance, revealed that externalizing behaviors such as hyperactivity, impulsivity, opposition, aggression, deviation and antisocial manifestations tend to occur in contexts of environmental adversity. Such research supports the understanding that the family environment is essential for the child's development.

In this way, the family can be considered the main reference, protection and socialization environment for

individuals, regardless of the way it presents itself in the social environment. The family is responsible for transmitting, from generation to generation, a great influence in the formation of values for the child, values that can be of an ethical, cultural, moral and spiritual character. Therefore, we cannot forget that the family is directly associated with the child's sociability and learning process to which he/she must adapt.

According to Piaget (1987), adaptation is made by assimilating schemes and by accommodating these schemes in new mental structures. And it is from these mental structures that the learning process takes place, that is, anything new that is learned can only be assimilated if there is a sufficient knowledge base for this.

The values experienced in the family environment are able to significantly contribute to the formation of the child's character, collaborating in their socialization and also in school learning. The family is the starting point of the direct relationship with its members, where the child grows, acts, develops and exposes his feelings, experiences the first rewards and punishments, the first image of himself and his first models of behavior, which will become internalizing and shaping your inner world. All this contributes to the formation of your personality, in addition to working as a determining factor in the development of consciousness, subject to future influences. “All of his psychological progress was made, until then, through relationships with others, especially his parents. At first, the child merged with the people around him,

When it comes to contemporary society, the relevance of parents' participation in the education and training of their children is evident. According to Oliveira and Marinho-Araújo (2010, p. 52) “education and school have a close relationship, although this does not configure a relationship of dependence, as there is a distinction between school education and education that takes place outside the school”. However, it is possible to notice that lately the family has delegated the responsibility of educating the children to the school, thus not having an integration between the parties with regard to the tasks concerning the children's learning.

The partnership between the family and the school is of paramount importance for the success in intellectual and moral development and in the formation of the individual in the school age group.

After all, why even today in the 21st century, the school

complains about the little or insignificant participation of the family in the school, in the school life of their children? Was it a mess of roles? Where would be hidden the central point of this dilemma that drags on for years and years? (GARCIA; VEIGA, 2006, p. 12)

There is currently a conflict regarding roles, charges for both parties and new professional obligations. The school, however, has a peculiarity, namely, the attribution of teaching specific contents, however, the participation of parents has been limited to the concern with basic needs while support for teaching remains implicit.

Therefore, it is difficult to imagine that any project of change and innovation that does not pass through the positive consent of the family and communities can prosper. It is necessary to think that the school must be inserted in society, with the participation of all social agents so that the success of learning is democratic.

According to the authors of the researched works, few families are actively accompanying their children, in the sense of adding to their learning, since many fathers and mothers omit to participate in meetings held in schools, some do not care about to know how your child's development is, therefore, a large part of Brazilian families, especially the more popular classes, are absent from the children's education process.

According to Oliveira (2005), there are several perspectives and approaches related to the theme. The works and research on the theme of the family-school relationship were organized into two groups, called sociological focus and psychological focus. In summary, regarding the sociological approach, the family-school relationship is seen in terms of determining environmental and cultural functions. The psychological focus on the family is treated as responsible for psychological training.

The Federal Constitution of 1988 also mentions the subject. The Magna Carta establishes that the family must play an educational role and not just the school to be responsible for educating. Article 205 of the legal diploma under discussion states: "Education, the right of all and the duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work" (BRASIL, 1988).

The relationship between family and school goes far beyond the institutional function they have, they are fully participants in the promotion of human development. According to the Law of Guidelines and Bases of Education (1996) "every child or adolescent has the right to be raised and educated within their family and, exceptionally, in a foster family, ensuring family and community coexistence, in an environment free from the presence of dependent people of narcotics".

The family and the school are fundamental partners in the development of actions that favor the children's school success, forming a team. It is essential that both follow the same principles and criteria, as well as the same direction in relation to the goals they want to achieve. It is noteworthy that "the presence and participation of parents in the school cannot and should not mean that teachers are not responsible for the learning of students and the government with the financing of education" (TANCREDI; REALI, 2001, p.4)

All this happens because the human being is intimately linked to his family, even if this is not his will. The family is directly responsible for offering lessons related to the social part, even if it is not their objective, occurring in a natural way. Almeida and Alonso (2005, p. 76), also bring an essential understanding to the theme:

The first experience of human beings takes place in the family, regardless of their will or constitution. It is the family that gives you first and last name, that determines your social stratification, that gives you the specific biotic of your race, and that makes you feel, or not, an accepted member. Therefore, the family is the first space for the child's psychic, living, and spiritual formation.

In this sense, it is worth emphasizing that the family transmits several aspects to the child, since it is the first social environment in which it participates. All this influence can be positive or negative, depending on the family context, depending on how experiences are presented to you. Then, the consequences will be visible in the teaching-learning process at school.

Tiba (1998, p.187) makes an interesting note, stating that school education is different from family education. There is no way one can replace the other, as both are complementary. Part of family education cannot be delegated to the school, as it is unique and exclusive,



aimed at building character and standards of family behavior.

### **The Family in the Teaching and Learning Process**

Educational institutions aim at the learning of students, because it is in them that school methodologies are carried out in a positive or negative way. Thus, the family also has a fundamental role, which may or may not contribute to their children's learning. Both the school and the family are responsible for developing the social, affective and physical aspects of children. Therefore, it is opportune to analyze how the relationship between family and school occurs or not, since the integral formation of the individual requires family participation, so that they can have a quality education. Libâneo conceptualizes education as follows: "A set of actions, processes, influences, structures that intervene in the human development of individuals and groups in an active relationship with the natural and social and social environment,

Thus, what happens most of the time is that the family wants to assign responsibilities that end up overloading the school and educators, embarrassing the student's teaching-learning process. According to Brendler (2013), responsibilities should not be transferred, but shared, since they need to be partners, and the school, no matter how hard it tries, will not be able to replace the family. There are two basic types of family models: nuclear and extended family. The nuclear family is made up of father, mother and children. The extended family is one that, in addition to parents and children, is also made up of other close relatives.

Chinoy(2008, p.545) defines family as being "An institution formed by parents and children who live together or not in the same house, or a group of people linked by blood ties, which may include uncles, aunts and cousins, as well as all individuals who come from a common parent". For an intermediation between family and school to exist, it is necessary to know what parents think about their role in their children's education, to show them the importance of their participation in the learning process. The participation of parents can collaborate in the pedagogical methodologies of teachers, and family and school, side by side, will have the responsibility of inserting the child into society, developing their autonomy and their critical sense in relation to the environment to which they belong.

In her research, Brendler (2013) argues that many parents feel powerless in relation to their children's problems in the school environment, so it is essential that there is an open dialogue between teachers and parents, which can occur through simple meetings or in school

visits. It is noteworthy that parents are allowed to speak and express their opinions on various issues and it is up to teachers to clearly inform the expectations of learning and planned activities, in order to help parents understand their children's school routine. In this sense, Fernández states that:

Learning is a process whose matrix is binding and playful and its bodily root: its creative unfolding is put into play through the intelligence-desire articulation and assimilation-accommodation balance (...). Only by observing how the child learns, how the child plays, and then what is the originality of his failure (from which he differentiates himself as a subject), we will be on the way to elucidating why he does not learn (FERNÁNDEZ, 2004, p.48).

Several theorists understand that children's learning is totally linked to play, because when children work with something tangible, they learn from this experience. In this sense, Vygotsky (1998, p.74) makes his contribution stating that "a child's greatest acquisitions are achieved in toys, acquisitions that in the future will become their basic level of action and morality". It remains evident the significant character of play, which is a remarkable tool in student learning.

In this sense, we can take into account that parents can and should motivate children from an early age to experience situations that instigate curiosity. In the context of school learning, playfulness provides a real learning environment, helping teachers to identify the student's learning level, points out Brendler (2013). This is important because it will serve to promote learning that encompasses cognitive and affective aspects.

It is essential to understand the child as a subject, who needs to have guaranteed a rich childhood, in the sense of their cognitive, affective and psychomotor construction. According to Brendler (2013), taking into account the family as the main social institution, it needs to offer conditions minimum for the education of children, who are extremely influenced by the culture and social environment that surrounds them. Thus, the family needs to be concerned about being part of an adequate environment so that it can serve as an influence for their children.

Therefore, it is essential that parents dialogue with their children about the rules that are necessary for life in society, as well as teaching them how to contain their behavior. Parents must also be willing to listen carefully to what their children will argue about misconduct, in order to make necessary interventions to change such behavior. Brendler (2013, p. 23) states that:

Dialogue often resolves the punishment, but for this it is necessary that parents and teachers become aware of what dialogue is, it is not enough just one person to talk, dialogue involves more people and they need to be willing to express their opinions and accept the other's.

It is visible that most of the students who have problems in the school environment are due to lack of parental dialogue. For these students, that moment is missing when the family gathers to talk about how the day was and make statements about right and wrong according to the family's perception. Paggi and Guareschi clarify about the dialogue with the following:

Through the practice of dialogue, it is possible to understand and agree on how things should be, that is, what will be ethical at that moment, and in this situation. The most important point here is for people to be willing to talk, open, not wanting to impose positions already taken. That's not to say you can't say what you think. Not only can it, but it should, because that is your point of view, and it will enrich the discussion along with the others. (PAGGI & GUARESCHI, 2004, p.164)

Thus, understanding and respecting the children's opinion, most of the time solves unnecessary punishments. Therefore, it is interesting to question why she is acting with a certain behavior, and from that, suggest another way to solve the problem. Brendler (2013) says that it is not through physical strength that problems will be solved, but through dialogue that the child must understand their anxieties and afflictions. Although not all parents agree on knowing the reason for the misbehavior, it is important that the reason for the punishment is clearly explained to

the child so that they understand that their mistakes are open to warning and so that they are not repeated.

In effect, dialogue can solve problems that a punishment would not be able to solve. Therefore, Brendler (2013, p. 24) points out that, "families, rather than imposing rules, should reserve a little of their time to dialogue with their children, a pleasant conversation in which everyone has space to exchange ideas". Dialogue is an excellent resource for demonstrating to children what attitudes are expected of them and what kinds of behaviors they should avoid.

However, like other social institutions, the family and school undergo several changes that alter their structure, meaning and role in society. We cannot deny that, over time, the attributions of the school were expanded to meet the new demands of the family and society. Therefore, the relationship between school and family must be constantly evolving, as they are practically inseparable in the children's learning process.

#### IV. FINAL CONSIDERATIONS

The family's participation in the educational process in the school environment is of paramount importance, both with regard to literacy and the learning of ethical-moral principles necessary for a satisfactory coexistence in society. Most parents imagine that the school is the continuation of the home and expect it to fulfill its function. It is at this moment that the divergences occur, since as of the child's entry into school, the family system has its values put in check.

Therefore, in view of this scenario, it is possible to see what expectations are generated by parents in relation to the work that the school environment develops with the student, in the same way that there are school expectations regarding the participation of parents in the school environment. The family expects the school to solve the students' learning problems, in turn, the school expects assistance from the family so that the problems are solved.

It is also opportune to highlight an essential factor in the teaching-learning process, this factor is based on the family, which has a great influence on students' school life. In this sense, a good relationship is able to exert a positive influence on the student's school performance, however a bad relationship can cause a negative influence on this performance.

We must take into account how important it is to establish boundaries in the relationship between parents and children, teachers and students. The rules must be clear so that they can be complied with and that there is a pleasant and respectful interaction among the members.

These rules must be clarified from the start and must be simple and flexible.

Therefore, the family and the school need to walk side by side in order to optimize the education offered by the institution, looking for resources that will meet the demands experienced in each context. Thus, the educator needs to act as a mediator in this process, seeking to bring in your favor the parents, to think and debate strategies, since dialogue is essential to achieve the goals in this journey. Everyone must be committed to the goal, which is to promote quality education that is capable of enabling social transformation.

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