



# Sociofamily Factors Associated With Poor Academic Performance In Children: A Perspective From Social Work

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## ABSTRACT

Disintegration in a family manifests itself with the breakdown of the main ties that unite the family nucleus, a situation that undoubtedly has an influence on the development of its members, thus causing a break in the roles of its members; due to the inability to perform in a conscious and compulsory way. In this sense, family disintegration is a psychosocial risk factor that influences the academic performance of students, which is measured throughout a school year, in which the intellectual level, personality and motivational variables intervene. Thus, the objective of this review is to report on the impact generated by family disintegration in children at the primary level. In such a way, that a multidisciplinary strategy is implemented that leads the social worker to the detection, approach and timely channeling of children who experience behaviors related to family disintegration. It is concluded that implementing these strategies will have a positive impact on the academic and social environment of the infant.

**KEYWORDS:** *socio-family factors, academic performance, children*

## An approach to the definition of family

The family is a social and historical construction in which various processes of social life (productive-reproductive) and multiple dimensions of the human person converge (cognitive, emotional, physical, aesthetic, spiritual and relational) (Meza and Páez, 2016).

In this sense, it also refers to a group of people united by a common kinship bond, whether by blood, marriage or adoption and living together for an indefinite period of time.

Velasco Campos and Sinibaldi Gómez (2001), quote Levis Strauss (1981). And they

mention that "the family is the only organization, which constitutes the basic unit of society", due to the fact that it is the institution or group where individuals create, recreate, learn and transmit symbols, traditions, values and forms of behaviour. (Cited in Gutiérrez, Díaz and Román, 2015).

In this definition it can be noted that the family has the main objective of guiding the members that compose it, so that they can function in the social and cultural environment, in the face of political, economic, religious aspects, among others.

Structurally, the family is "a set of functional demands that organize the ways in which its members interact and contemplate aspects of their organization, such as: subsystems, limits, roles and hierarchy.

## Types of family

Sánchez (2019) mentions that different types of families can be found, such as the most common types of families today with their respective definitions, mentioning in the same way the new genders that have been manifesting, diluting the traditional structure. It should be noted that the most predominant type of family is nuclear, but compared to other years these have been decreasing, currently increasing the number of families composed or reconstructed, since in most cases it is made up of an adult couple in which one of the two members has a child from a previous relationship.

## Family breakdown concept

Family disorganization constitutes a form of disintegration, which is the breakdown of the unit or break in the roles of its members, due to their



inability to perform them in a conscious and obligatory way.

By disintegration it is manifested:

That not only divorced parents go through this break, it can happen in the same way, living under the same roof, that they are in constant conflict or do not share the same goals and where they do not fulfill the primary functions of the family, for example; food, education, care, affection, socialization.

Escobar and Parra (2015) mention that family disintegration is the total or partial absence of one of the spouses and of one of the most treated problems worldwide, with the greatest influence on the development of children, causing psychological effects accompanied by little communication and depression since they are the most affected in the breakdown of the family nucleus.

For the breakdown of the family unit to occur, they contribute with a diversity of factors, which act directly and consequently the members of the family are forced to find a way to satisfy their needs, thus taking an individualistic position and deteriorating the affective and physical ties that unite them (Sánchez. L, 2013).

### **Causes of family disintegration**

Disintegration in a family can occur due to physical, psychological, emotional abuse, alcoholism, machismo by the parents and the most common due to the migration of one of them, in most cases they emigrate to improve the quality of life of their families causing the breakdown of the family nucleus.

In most cases, when there is this type of family breakdown, it has serious consequences for the children, such as: delinquency, drug addiction, poor school performance and low self-esteem.

Castillo and Merino (2017) mention that there are other factors that cause this problem, such as:

The economic, when the function of the father, is altered occurring changes that result in helplessness, abandonment; Critical periods occur in which the woman finds herself in the need to help her family by having to work outside the home.

The affective, this may be due to the lack of love between the couple or any of its members, poor communication, etc.

### **Consequences of family disintegration**

When there is disintegration within a family, some consequences tend to arise in children, for example, the fear that it will happen later, if the parents are

going to love them the same, how the new family role will be, anxiety and stress arise in them.

That is why parents must convey security and affection despite their breakdown and try to maintain an intact relationship with their children.

When a break arises between spouses, children are forced to position themselves on the side of one of their parents, mainly damaging their mental health.

There are other effects that can harm children who are experiencing a type of family disintegration, such as:

- Children prone to drugs or alcoholism.
- Incorporation of children into criminal groups.
- Violent behavior
- Raising children by other relatives such as uncles or grandparents.
- Lack of moral support.

That is why parents must facilitate the change towards the new family reality, such as, for example, making an effort so that their children can understand the reason why they will no longer be together and that despite the circumstances As parents, they will be aware of the children's needs and will have their support at all times.

Unfortunately, there are parents who believe that their children do not realize what is happening, but they make a very big mistake, since the children try to show that if they know what is happening and that it affects them, sometimes showing it by means of totally different behaviors than the appropriate ones (Girondas, 2016).

### **Factors involved in academic performance**

The author Otero (2007) cited by Marroquín (2016). It considers the family environment as a causative factor that influences school performance, which considerably influences the student due to the relationships that are established at home due to the intellectual stimuli that are provided as a way to occupy free time. To achieve success, family intervention is necessary, since each member plays a fundamental role in following the steps.

Pérez Gómez. (1992), argues that it is necessary to know the conditions in which the individual who learns finds himself, that is, his level of uptake, maturity and culture, among others. (Cited in Sánchez, 2017).

School performance is not only knowing how much a student has memorized about a certain subject, but also how it has influenced their behavior, how they solve problems and do or use the things learned in the course, it depends on factors such as: ability, will, dedication, perseverance, and economic resources, it is possible



that then one can speak of political, social, academic, cultural and religious progress.

The purpose of school performance is to achieve an educational goal, it is said that there are learning processes that promote educational institutions and involve the transformation of a given state into a new one.

Academic performance varies depending on the circumstances, organic and environmental conditions that determine skills and experiences.

For Mattos (1974) cited by Sánchez (2017). The true scholastic performance consists of the sum of transformations that operate in the thought, in the technical language, in the way of acting and in the attitudinal bases of the behavior of the students". In this sense, school performance must refer to the two aspects of the educational process: learning and behavior, however, some observations must be made.

### **Effects of family disintegration on school performance**

Family disintegration is a problem that cannot be overcome, but it is possible to maintain control over it so that it does not affect the children's lives and their development in society.

This type of problem mainly affects the behavior and school performance of students. On the academic level, there is a gap that can increase as the child grows if it is not treated properly.

Booth (2001), argues that within a disintegrated family there are always negative effects on the learning of children during school age, both emotionally and psychologically and, therefore, poor performance and very seldom does the father assume responsibility for their children (Cited in Sánchez, 2017).

In most cases, it is of great importance to have the support of the parents or one of them to give proper attention to the children and that it is of great help to overcome the difficulties that arise both at the educational level as in the social.

### **Influence of communication in the family environment and academic performance**

Camacho and Camacho (2005) cited in Almeida and Narváez (2014). Among the relevant aspects that make up family dynamics is communication, for this reason it is of great importance to carry out research studies that allow improving and strengthening family communication and therefore academic performance. When talking about communication, it is relevant to take into account the expression of various expressions, both negative and positive, such as affection, anger or

resentment, which must be expressed in an appropriate way in order for the person to reach their goals and objectives proposed at the social level.

The communication that exists in the family environment is a set in which the interactions typical of family coexistence arise, affecting the development of the individual in their academic performance.

When there is a favorable family environment, in which there is commitment, it has an adequate impact on the children's academic performance, thus generating a democratic coexistence between parents and children.

Marchesi (Cited in Guzmán and Pacheco, 2014), explains that resources and the family context are factors that have an important influence on academic performance and education

That is why the family contributes in a positive and decisive way to social and human development including in society and intervenes by the language and type of communication that is presented.

### **Conclusion**

It is important to take into account the environment in which the students develop, since it influences their lives in a personal way, if the environment is negative they focus on other activities, such as social networks, sports in order to waste time and not receive lessons.

School performance is measured by the learning of students within schools that is why each educational institution has the obligation to update the curriculum, different learning styles, evaluate the performance of teachers who have the responsibility of guiding to students through techniques that reflect joint activities and new techniques.

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