



RESEARCH ARTICLE

The Socio-Familial Environment of The Educational Process in Basic Education

René Zenón¹, Pacco Miranda^{2*}

^{1,2} Universidad Cesar Vallejo country Peru

ARTICLE INFO	ABSTRACT
Received: Sep 22, 2024 Accepted: Nov 28, 2024	The importance of this study lies in the analysis carried out on the development of the student's educational process and the influence of the family environment and school. Its objective was to analyze the way in which the socio-family environment affects the educational process. The socio-family profile, family stability and harmony, socio- economic context and socio-cultural context were considered. The research was carried out under the sociocritical paradigm, with a qualitative approach, documentary design and explanatory scope. The method used was the grounded theory of systematic review. The sample consisted of 25 articles published in Scopus database, Web of Science, Ebsco, Latindex, ProQuest, Digitalia Hispanica. The review shows that the socio-family environment is a determining factor in the educational process of the student, since the experiences and experiences of the family environment and close environment will influence their performance. It is up to the school to take the initiative to establish the appropriate communication channels, to link the family in the educational process. In addition, there are several studies that have addressed and proposed strategies on communication channels between family and school, which should be contextualized for their application.
Keywords Family Environment Family Profile Family Harmony Culture and Values Family-School Bonding Communication Channels	
*Corresponding Author: rpacco@ucvvirtual.edu.pe	

INTRODUCTION

Educational development begins at home and is complemented at school, requiring collaboration between the two to improve and consolidate the educational and personal performance of the student. Educational institutions should promote family intervention strategies based on respect, harmony and affectivity, fostering bonding and communication to strengthen the student's performance in a positive environment (Mosquera, 2018 cited by Zambrano Mendoza & Viguera Moreno, 2020).

The family plays a crucial role in education, forming the child from birth in aspects such as tolerance and values, becoming the first educational instance (Zambrano Mendoza & Viguera Moreno, 2020). It is the main support in the formation of individuals, guiding them to develop adequately in their community and educational environment. Living together in affective family environments provides the first role models and principles that shape the child's personality and become evident at school, which requires a harmonious articulation between family and school (Martínez Chairez et al., 2020). Over time, family composition has changed due to socioeconomic, cultural and demographic factors,

affecting its role in education, so a permanent and articulated link between family and school is essential for the integral formation of the student (Parody García et al., 2019).

In relation to the socio-family environment in the process of basic education, there are several researches that have addressed this. Parody García et al. (2019) concluded that there must be mutual cooperation between school and family to ensure quality education, especially among school agents who interact directly with the education of students. Zambrano Mendoza & Viguera Moreno (2020) found that socioeconomic factors influence the involvement of parents in their children's education, determining the support support support for the student's educational success or failure. Belisario Martínez (2018) focused on the influence of the family environment in the initial axiological formation of the child, highlighting the family as the first link in their formative education, which is projected in their school insertion.

At the national level are the studies of: Nuñez et al. (2019) analyzed the social role of education as a shared responsibility between the government, the educational institution and the family, highlighting that the government must create favorable conditions for this collaboration. Dávila Rojas & Dávila Asenjo (2018) found a direct relationship between students' taste for reading and reading examples in their environment, highlighting the influence of the family on this habit and, therefore, on academic training.

The problem that emerges is that the family's role in school participation is deficient due to various socioeconomic and cultural factors. On the one hand, parents are not involved in educational development for reasons of time, lack of academic level or social and demographic situations that prevent their direct participation. On the other hand, the school does not propose bonding strategies that guide the intervention of parents, resulting in a disengagement between the two (Moran, 2012 cited by Zambrano Mendoza & Viguera Moreno, 2020). Studies such as the PISA test show little or no parental involvement, resulting in low school performance and poor values formation, clearly evidencing the disconnection between school and family (Fernández & Valle, 2013 cited by Zambrano Mendoza & Viguera Moreno, 2020).

It is necessary for the school to propose strategies for linking with the family in a framework of respect, through the teaching staff, who should encourage the involvement of parents as part of their pedagogical work. The disconnection between family and school overloads the teacher, forcing him/her to attend to both pedagogical and psycho-affective aspects of numerous students, which hinders optimal performance (Parody García et al., 2019).

Family intervention in the educational process should go beyond support in academic tasks, getting involved from the planning and institutional organization of the school to establish common objectives that strengthen the student's comprehensive learning.

However, this involvement is not simple due to the aforementioned family factors (Ballesteros et al., 2014 cited by Parody García et al., 2019).

The problems in the educational environment are due to conflicts of interest among the parties involved, questioning their responsibilities in the educational process. This is treated in a fragmented manner, not in an integral way. It is necessary to integrate collaboration between school and family and propose shared strategies for the welfare of students (Pire Rojas & Rojas Valladares, 2020).

Several authors have sought to establish channels of communication between school and family. Epstein (2001) cited by Parody García et al. (2019) proposes six variants of integration: support in parenting, promotion of dialogue, participation in learning communities, normative and formative support, participatory leadership in school activities and links with the community to organize academic activities. De León (2011) cited by Parody García et al. (2019) suggests sensitizing families about their role in academic development and promoting their participation in schools. Serrano et al.

(2022) demonstrated that adequate family-teacher communication improves student achievement, as evidenced during the COVID-19 confinement. Redding (2019) highlighted the importance of the home curriculum in the formation of positive behavioral and learning patterns.

The problems in the relationship between school and family motivate this research, focused on the role of the family in the educational process. This analysis seeks to identify characteristics of its structure, behavior, aspirations and support to the school, so that the school can propose effective linkage strategies that benefit the student's performance and permanence (Carmona et al., 2019). The results will allow understanding the role of the family in education and its relationship with the school, establishing specific roles that, when integrated, favor student learning (Pire Rojas & Rojas Valladares, 2020).

The review of previous studies suggests the need to analyze the involvement of the family in the educational process, since historically it has been perceived that the responsibility for the student's education falls exclusively on the school. This has led to valuing mainly institutional characteristics such as the educational proposal, the quality of teachers, infrastructure and agreements, leaving aside the complementary and co-responsibility role of the family (Martínez Chairez et al., 2020). A specific analysis of the student's socio-family environment is required to understand how the family has impacted and continues to impact their academic formation. This includes from the characterization, organization and internal structure of the family to the sociocultural factors that influence their interaction with the community and the school.

Accordingly, the general objective is: To analyze the way in which the socio-family environment affects the educational process. To verify this, four specific objectives are proposed: (i) to explain the importance of the socio-familial profile in the student's behavior, (ii) to evaluate the way in which family stability and harmony favor the student's emotional security, (iii) to analyze the incidence of the socioeconomic context on the academic development of the student's school performance and (iv) to evaluate the repercussion of the socio-cultural context on the formation of values.

METHODOLOGY

The research is framed within the sociocritical paradigm, adopting a reflective and analytical stance towards the findings obtained in the documentary search. Using a qualitative approach, a documentary design was employed (Arias, 2012), which involved the collection and review of secondary information to understand, explain and interpret the results. The study had an explanatory scope, analyzing family involvement in the educational process and its impact on the student's academic development.

Grounded theory was used as a method, with data obtained from a systematic review of specialized academic sources.

The initial sample consisted of 43 articles published in indexed journals between 2017 and 2022. An exhaustive exploration of information focused on the socio-family environment and its aspects such as socio-family profile, family stability and harmony, socioeconomic and socio-cultural context, in relation to basic education was carried out. Advanced search delimitation techniques were used in databases such as Scopus, Web of Science, Ebsco, Latindex, ProQuest and Digitalia Hispánica. The information collected was organized in folders according to the general objective, specific objectives and methodology, discriminating between bibliographies of specialized books on research methodology and research articles. The information analysis was carried out through a combination of narrative and systematic search, providing a detailed and objective view of the sources reviewed. This process resulted in the selection of 37 articles for further review.

A preliminary compilation of all articles related to the socio-familial environment and the educational process, nationally and internationally, was performed. Book chapters, reviews and articles that were

not published in indexed journals or outside the established period (2017-2022) were excluded. In addition, papers that did not explicitly address the topic of the socio-family environment and education were excluded. This resulted in the identification of 31 potential articles for research.

In relation to the information collection techniques, the quality and possible biases of the selected articles were verified, structuring the information by title, year of publication, author, objectives, method and research design, as well as the results and conclusions relevant to the general objective. Subsequently, a critical review of the information was carried out, organized according to the objectives and main theme of the research on socio-family environment and education, addressing aspects such as socio-family profile, family harmony, socioeconomic and sociocultural context. This resulted in the identification of 25 relevant articles for the systematic review of this research study.

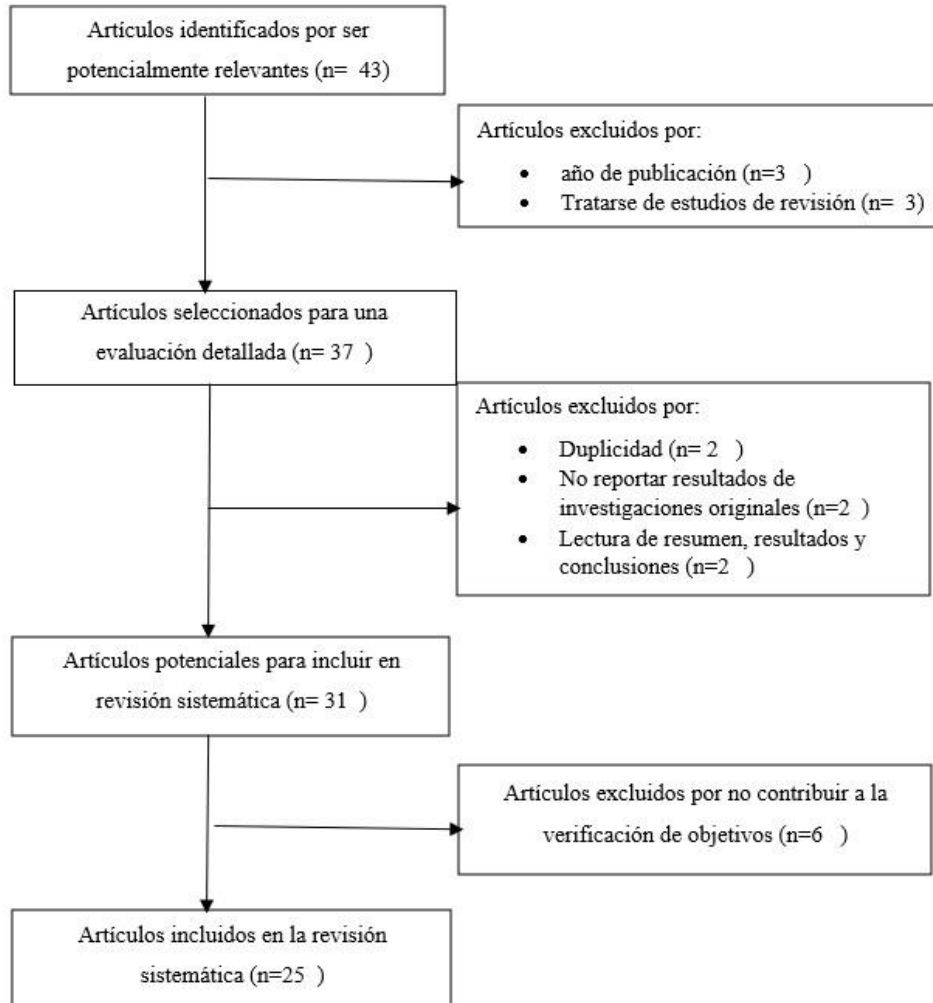


Figure 1: Systematic review flowchart

Note: Own elaboration

RESULTS

Socio-family environment and the educational process

Communication strategies. Parody García et al. (2019) stress the need for improved strategies to adequately coordinate both environments, promoting a communicational dynamic that favors learning. Gamito et al. (2019) emphasize co-responsibility in the use of virtual technologies,

advocating moderate and flexible control to avoid overexposure of students. Freitas et al. (2019) stress the importance of joint intervention between school and families to guide the appropriate use of digital media in education, adjusting roles as the educational process progresses.

The challenge for the educational system is to promote fluid channels of communication with families, among which are the identification of spaces for intervention in order to establish permanent links of mutual cooperation, especially in the current context in which education has mutated to the virtual aspect and students make massive use of digital tools, requiring guidance from the school for the establishment of parameters for control and limitation of their use.

Democratic family participation in school. Peruvian legislation clearly establishes the family's duty to actively intervene in the educational process of children, which includes monitoring and accompanying them during their academic training, as Sucari et al. (2019) point out. However, this participation is scarce due to sociocultural factors that limit the effective support that parents should provide, despite existing regulations.

Nevertheless, situations such as the COVID-19 pandemic, according to Serrano et al. (2022), have demonstrated the resilient capacity of families and society in general, strengthening the links and communication between family and school, which has allowed a more conscious and effective support to students, combining efforts that benefit their academic performance.

The regulations governing family involvement in the educational process are established, but they are often not put into practice due to parents' lack of knowledge or lack of implementation. Cultural, social and economic factors also limit their active participation. It is crucial that schools assume an effective intermediary role to promote coordination with families, encouraging their commitment, which will translate into improvements in student achievement.

Enhanced linkage strategies. Egido & Bertran (2017) highlight the importance of constant collaborative linkage between families and schools, especially in vulnerable sociodemographic contexts, to improve educational development and reduce dropout and school failure. This approach includes joint strategies that address family, pedagogical and community aspects, essential for effective school functioning. Close communication and cooperation between the family and the school are crucial for the academic progress of students, particularly during the transition from pre-school to primary education, a period in which coordinated intervention is essential to mitigate difficulties and ensure that this change is not traumatic for children (Gómez & Gómez, 2021).

Communication strategies defined by the school and coordinated with families will facilitate the implementation of joint efforts to improve educational conditions, including infrastructure and teaching quality, especially in contexts of extreme poverty. This not only ensures an adequate education for students, possibly their only opportunity, but also optimizes the transition between school stages, thus reducing the emotional impact it can have on children.

Socio-familial profile and student behavior

Children's behavior, influenced by family norms and values, is primarily manifested in the family environment, highlighting the need for guidance and support for both parents and students at school, focusing on the individual characteristics of each child (Hernández et al., 2018). The family plays a crucial role as the first place of learning where behaviors that are later reflected in school are molded, requiring effective support and guidance strategies (Rodríguez et al., 2020). The influence of the school, family and social environments interact closely to form the behavioral characteristics of the student, with family upbringing and the close environment being determining factors in their behavior and academic performance (Cerdá, 2021). Throughout history, perceptions about childhood and education have evolved with social, political and economic changes, influencing family

and school dynamics that significantly impact the educational and behavioral development of students.

The student's behavior at school reflects the early influences of the upbringing received at home during early childhood, manifesting itself in different environments and adapting to the characteristics of these environments. These influences are transformed over time according to the historical, demographic, cultural and economic context in which they develop, shaping their behavior and contributing to transformations in the notions of childhood and education throughout human history.

Stability, family harmony and emotional security of the student

Belisario Martinez (2018) highlights the importance of values pedagogy in the child's family and close environment, underscoring its influence on children's emotional development and personality. Battle & Smiley (2020) point out how family dysfunction, especially divorce, along with adverse socioeconomic factors, negatively affects the educational performance of Latino students, increasing repetition and dropout rates.

Montserrat & Casas (2018) highlight the differences in socioemotional formation among children in foster care or shelter contexts, emphasizing the importance of a harmonious family environment for sound socioemotional development. Carmona et al. (2019) emphasize the crucial role of family involvement in educational inclusion, advocating for collaborative strategies between parents, teachers, and the educational institution to ensure inclusive and equitable education.

The family constitutes the main socioemotional support for children, facilitating the practice of values that provide them with security and confidence to interact in the community and at school. Family disintegration, such as divorce, negatively impacts the educational development of students, especially during adolescence, affecting their identity and emotional well-being by separating them from their family. It is crucial that the school recognizes this fundamental role of the family and coordinates inclusion strategies that promote a positive socioemotional environment for children.

Socioeconomic context and student's school performance

Hernández et al. (2022) highlighted the crucial influence of the family in the educational process of children, stressing the importance of an active link with teachers to guide parents. Martínez Chairez et al. (2020) emphasized the need to implement effective actions at school that involve the family to improve school performance. Vega & Martínez (2018) emphasized that family composition and level of involvement significantly affect academic achievement. Smiley et al. (2022) discussed how stereotypes and socioeconomic discrimination affect student discipline and school performance.

Traditions and customs rooted in the family environment are transmitted to the community and school, influencing the development of members' values. A positive family environment strengthens academic performance, while an adverse one can significantly impair it. Disciplinary management in schools is influenced by sociocultural biases, which generate stereotypes about the economic and social situation of students, without considering communication with families. Adolescence, an emotionally complex stage, requires constant parental support for the student's personal and intellectual development.

Socio-cultural context and value formation

According to Gil-Quintana and Vida de León (2022), during the COVID-19 confinement, the educational system experienced crucial coordination between family and school, facilitating effective mutual support in virtual learning. This process highlighted the need for the school to guide and support families, especially those with parents of limited academic level. The educational level of

parents significantly influences the reading development of adolescents, being fundamental to foster effective reading habits.

It is crucial that parents have a certain educational level to effectively support their children's educational tasks; otherwise, their contribution may be limited (Zambrano Mendoza & Viguera Moreno, 2020). Socioeconomic, cultural and demographic factors can favorably or unfavorably influence parental intervention in the educational process, thus affecting the academic formation of students. Family mediation in pedagogical development may be deficient due to the low socioeconomic and cultural level, reflecting an indifference towards the children's education. Students' personality traits originate in the family context and are shaped by their social and school environment, significantly influencing their development of security and confidence (Rodríguez et al., 2020).

Students' school behavior is directly influenced by the family's parenting style, which can be a determining factor in their academic performance. According to Lozano et al. (2022), adequate coordination between family, central government and education promotes the development of the student's identity, formed by the customs and culture transmitted at home. The cultural traditions rooted in the family and its school environment influence the student's experiences and interaction with the community, thus consolidating a solid personal identity.

In the academic support of parents for their children, social, cultural and economic aspects play a crucial role: when these aspects are favorable, their involvement is more active; otherwise, it may be limited or non-existent. It is essential that parents have an adequate level of education to provide this support effectively. This ensures that they not only transmit cultural traditions, but also actively participate in the formation of the identity of the children, whose behavior and experiences in the family and school environment will reflect the impact of these influences.

DISCUSSION

The socio-familial environment is a relevant factor in the educational process, which is why it faces a great challenge, which is to promote various means and channels of transparent communication with families, through the recognition and location of spaces for intervention to establish links of mutual cooperation, providing the necessary guidance in relation to the learning of students as co-participants in this process, especially in these times of educational virtuality. In this sense, it is considered that educational development begins at home and is complemented in the school environment. This leads the educational institution to promote family intervention strategies in the formative process of the student, in which respect, harmony and affectivity prevail, proposing means of bonding and communication, (Mosquera, 2018, cited by Zambrano Mendoza & Viguera Moreno, 2020), likewise Parody et al. (2019), consider that between family and school there should be mutual and reciprocal cooperation to ensure a high level education, however there are controversies between family and school due to the responsibility that corresponds to them in the formative process, so it is required to integrate the school - family binomial and raise shared strategies for the welfare of students (Pire Rojas & Rojas Valladares, 2020). Likewise, several studies have addressed this problem, proposing different collaborative intervention plans between school and family, according to the historical changes and evolution of economic, social, cultural and political processes (Zambrano Mendoza & Viguera Moreno, 2020). Therefore, as expressed by Serrano et al. (2022), when there is an ideal communication between the family and teachers, student performance improves, which was evidenced during the COVID 19 confinement, in which teachers monitored not only the students' activities, but also the family support.

The educational process faces a great challenge, which is to promote effective modes of communication between school and family, however, there are factors that make this difficult, especially when both do not consciously assume the role they have to play in this process, The school

has to take the initiative and is the one that should seek to establish such links, although it has certain restrictions to achieve it, such as not having the decisive support of the superior instance, which would give it greater support in the strategies it proposes, otherwise this problem of poor linkage between these two institutions will persist.

The democratic participation of the family in the student's academic and formative process is fundamental because it favors their learning performance, such intervention is not voluntary, since there is a regulation that indicates the obligatory nature of this, but it becomes a dead letter due to the idleness of the parents because of cultural or economic factors, so the school has to fulfill an intermediary management role for its intervention. This is corroborated by Morán (2012) cited by Zambrano Mendoza & Viguera Moreno (2020), who suggests that the family role of participation in the school is deficient, due to various socioeconomic and cultural factors, in which parents are not involved in educational development due to time, work or because they do not have the necessary cultural level to provide academic support, and the school does not have or propose strategies to guide the intervention of parents in education. Similarly, Fernández and Valle (2013) cited by Zambrano Mendoza & Viguera Moreno (2020) refer that there are test results in the PISA test, which show the null or little participation of parents, which have an impact on low school performance, as well as poor training in values. However, family intervention in the educational process has to occur in a context not only of academic support but should transcend even from the institutional planning and organization of the school (Ballesteros et al., 2014, cited by Parody García et al, 2019). Therefore, this analysis of the family organization and structure, and its position towards the school, will allow us to propose strategies for linking the two (Carmona et al., 2019).

The family's effective participation in the student's formative process is very positive, even more so if its presence is perceived in the school, which denotes an active intervention in the educational process, but this should occur in an attitude of voluntary and not forced commitment, for which the school should promote actions to sensitize the family as to the importance of its decisive intervention, At the same time, the family should be able to receive these participative proposals, which would lead to a harmonious relationship between both, in order to support the improvement of the student's performance. However, the socioeconomic factor of the families restricts such intervention, but even so, it should not cease in its efforts to involve the families in this process.

The ideal communication strategies between the school and the family will allow the management of joint efforts to improve the educational service, especially in those contexts of extreme poverty; this will promote the implementation of activities and tasks that will optimize the transition from the initial to the primary level for the benefit of children, so that it becomes a pleasant experience and not the opposite. Thus, Parody García et al. (2019) state the need for the school to have the initiative to propose strategies for linking with the family in a framework of respect, through the teaching staff, who should promote the involvement of the family as part of their work. Thus, several authors have proposed various strategies as channels of communication between family and school, such as the model of Epstein (2001) cited by Parody García et al. (2019), who proposes up to six variants of this integration: support in raising children, promotion of dialogue between family, school and community, effective participation of families in learning communities, providing normative and formative support tools to families, promoting family participatory leadership, fostering links with the community. This is complemented by the proposal of De León (2011) cited by Parody García et al., (2019), who suggests raising awareness among families so that they reflect on the leading role they should play in academic development, to favor the educational performance of their children.

The proposals of linking strategies between family and school, due to the importance of the fundamental role of parents in the educational development, have been the subject of treatment by several authors specialized in the field, who have suggested some concrete actions of means and channels of intervention, however, although these ideas exist, the school has not had the capacity to

contextualize them at the family level, either because of negligence or because it does not have the appropriate personnel capable of doing so, The school has not had the capacity to contextualize them at the level of the families, either because of negligence or because it does not have the suitable personnel capable of doing so. It is necessary to take corrective actions to make these proposals effective, which if done would allow coordinated communication between family and school.

The socio-family profile configures the behavior of students in the classroom, the manifestations of the child's behavior, in many cases, depends on the type of family upbringing in early childhood, which in turn will assimilate the influence of external factors of the community and the school, which throughout the educational process will be changing or evolving according to the social, historical, demographic, cultural and economic context that is manifested, which will also modify the student's behavior.

Thus, Zambrano Mendoza & Viguera Moreno (2020) state that the family plays a vital role in the educational process, because since the child is born, it performs its formative function in him, in different aspects, based on affection, in order to allow him to develop his capacity for tolerance, instilling values and virtues as soon as he establishes relationships with his peers in the environment.

The characteristics and experiences that occur within the family nucleus determine the student's behavioral model, because from the type of upbringing, affection, the stimulating work of the parents, mainly the mother, will positively strengthen his personality, which will give him security in his interrelations with his environment, However, in many cases this type of socializing experience in the family is not ideal when the children come from dysfunctional contexts, in which obviously the effects and influences will be negative in terms of behavior and deficient in the academic level.

Family stability and harmony are crucial in the socioemotional support required by the student, but that of a functional family, since it is in this environment that his personality is formed and consolidated, in relation to his character, practice of values and personal identity, so family disintegration is not a favorable environment, for this, it is necessary to establish mechanisms to achieve well-constituted families, in this the school can intervene as a guiding party, working together with families, with inclusion strategies that favor the socioemotional development of the student. In this regard, Redding (2019) specifies that in the family there is a home curriculum, formed by the type of relationship between parents and children, the programming and organization of family routines, and the attention of parents in the proposal of academic activities and their respective control, which will contribute favorably to the experiences of children in their interior and will create positive patterns of behavior and learning at school.

Therefore, its importance lies in encouraging its members to live in familiar, pleasant and affective environments, which will allow them to obtain the first role models, principles, virtues and qualities that will shape their personality, and will be evidenced when in contact with their close social environment and specifically at school (Martínez Chairez et al., 2020).

The support of the family in the socio-emotional development of the student is crucial, since its organization and established structure will make it possible, in the first place, to create an affective family environment, in addition to determining parameters of behavior among all its members, through rules of coexistence that will be forming the personality of the child and causing positive effects on their emotional and affective aspect, Nevertheless, it is necessary to consider the existence of dysfunctional homes that are not properly constituted, either because the parents are separated or because for work reasons they neglect the formation of their children, whose situation is inadequately projected at school, generating emotional problems that affect their academic development.

The socioeconomic context has an impact on the student's school performance, since the characteristics of the family are determined by their experiences, traditions, internal customs and

socioeconomic level; These, in turn, are influenced by the external environment, which will set the tone of their development dynamics in the community, in which the student's formative process is obviously immersed, this context or family environment, positive or negative, will have an impact on their school performance, This family context or environment, positive or negative, will have an impact on their school performance, especially in their adolescent stage in the emotional and affective aspect, which in many cases leads them to commit indiscipline at school, which in turn, does not have objective sanction mechanisms, because in its application, the social and economic bias of the student prevails, which is incorrect and will not favor their performance. In this regard, Parody García et al. (2019) allude that in the course of time the family composition has undergone a series of transformations due to various socioeconomic, cultural and demographic factors that have been shaping its role and function in society, including its role in the educational process when it comes into contact with the school, so it follows that both family and school must establish a permanent and properly articulated link that allows the consolidation of the student's integral formation. Regarding school performance, Dávila Rojas & Dávila Asenjo (2018) consider that there is a direct influence between the students' taste for reading and the examples of such practice, which are transmitted to them by people close to them in their environment, such as the family, the school library staff and the teacher, in which the family of academic formation. However, as mentioned by Martínez Chairez et al. (2020), it is necessary to reflect on the level of interference of the family and its environment in the educational process, since they consider that only the school is responsible for the formation and education of the student.

The socioeconomic context has a relevant impact on the student's performance, since it provides a certain level of stability in terms of their educational development, allows them to have the necessary support to have the necessary inputs and resources, when curricular and extracurricular activities that demand a certain level of expenditure are performed, therefore having these, If this is not the case, it will denote insecurity and low self-esteem in the student, which is why the school must take into consideration the case, that is why at the time of programming its activities, it must be in permanent contact with the family.

The socio-cultural context shapes the student's formation in values, according to the environment in which they develop, whether family, social or cultural, are marked by the educational support of parents towards their children, which will be affected by the academic level they have, if this is adequate, the higher their level of involvement, otherwise it will be deficient, minimal or null; and will be limited to transmitting the family cultural roots, which will be part of the student's identity. The state should promote and strengthen the link between school and family through its management bodies, which should establish an effective presence in this role. Along these lines, Zambrano Mendoza & Viguera Moreno (2020), argue that the intervention of parents in educational development is a function of socioeconomic and cultural factors that influence it, and Belisario Martínez (2018) complements this by pointing out that the family influences the formation of the child's values and is the first level of his or her education, likewise Núñez Lira et al, (2019) make an approach that goes beyond the family role and focuses on the social aspect of education, in which they consider that the state has great responsibility to enable the family-school nexus. There must be a participatory and democratic position of the family in the school, since the complement of both will be projected in the success or failure of the student.

The formation of the axiological aspect in the integral formation of the student, is given to a great extent to the level of intervention and influence exercised by his immediate family environment, as a first instance, but this will be consolidated with the external environment, community and school, when the student interacts in these areas, This is why it is suggested that the school maintain a close link with the family, so that corrective actions can be taken when necessary, but this is complicated due to the socio- cultural characteristics of where the student comes from, so the school must

establish communication spaces with the families, considering the roots and customs of the student's place of origin.

CONCLUSIONS

The socio-familial environment is crucial in the student's educational formation, significantly influencing his or her performance through family experiences. It is the school's responsibility to initiate and maintain effective communication channels to actively integrate families in the educational process. Although various family-school communication strategies have been proposed in previous studies, their implementation often lacks contextualization due to the lack of interest or trained personnel in managing this aspect.

The socio-familial profile, including upbringing, parental affection (especially maternal), and life experiences, establishes the formative foundation of the student, molding his or her behaviors both at home and at school. These factors promote emotional security and the ability to handle conflictive situations with serenity and reasonableness. In contrast, students from dysfunctional family environments face difficulties in developing positive behavioral patterns.

Family stability and harmony promote the emotional security of the student, facilitating a climate of coexistence where agreements on behaviors and values are established.

This benefits both the socio-emotional and academic development of the student, fostering a secure personality and good school performance. In contrast, dysfunctional families with unfavorable environments have a negative impact on the student's personality and academic performance.

The socioeconomic context significantly influences a student's academic development, affecting his or her personal security and stability in all educational activities, both curricular and extracurricular. Economic support plays a crucial role in providing the confidence necessary to participate fully in educational endeavors. It is important for the school to consider the economic situation of students when planning activities, especially avoiding additional expenses for those who come from precarious economic backgrounds.

The sociocultural context significantly influences the formation of student values, integrating factors from the family and community environment. School, through interactions with peers and the educational community, complements and strengthens these values rooted in the sociocultural context. It is crucial that the school integrates these sociocultural characteristics in its curricular and institutional planning, encouraging family participation to enrich this formative process.

The study not only succeeded in clarifying the objectives set, but also identified new topics for further research and investigation, which emerged during the research and reflective reading of various sources. These include articulation strategies for state intervention between school and family, procedures for effective family participation in school management, and proposals for contextualized family intervention from the school. This opens a call for research to address these and other emerging questions, with the aim of improving the educational process in basic education by linking both instances.

REFERENCES

- Arias, F. (2012). The research project. *Episteme*
- Battle, J., & Smiley, C. (2020). Family and education: a quantitative assessment of the impact of parental configuration on educational achievement for a national sample of Latino students. *Race, Ethnicity, and Education*, 23(1), 21-38. DOI: 10.1080/13613324.2018.1497963

- Belisario Martínez, L. (2018). Sociofamilial links and axiological pedagogy in early education. *Sinopsis Educativa*, 18(2), 85-91. https://doi.org/http://www.revistas.historico.upel.edu.ve/index.php/sinopsis_educativa
- Carmona Santiago, J., Máiquez, M. L., García, M., & Rodrigo, M. J. (2019). The Impact of Family-School Relationships on the Educational Inclusion of Roma Students. A Systematic Review. *REMIE - Multidisciplinary Journal of Educational Research*, 9(13), 319-348. <https://doi.org/DOI:10.4471/remie.2019.4666>.
- Cerdá, C. M. (2021). Childhood, family and education historical analysis and social change .Areas. *International Social Science Journal*, (42), 183-197. <https://doi.org/10.6018/areas.479381>
- Dávila Rojas, O. M., & Dávila Asenjo, G. (2018). The good reader model and the formation of reading behavior. *UCV Scientia*, 10(1), 82-92. <https://doi.org/DOI:dx.doi.org/10.18050/RevUcv-Scientia.v10n1a8>.
- Egido, I., & Bertran, M. (2017). Family-school collaboration practices in successful centers in disadvantaged environments. *Pedagogía Social. Revista Interuniversitaria*, 1(29), 97- 110. https://doi.org/DOI:10. SE7179/PSRI_2017.29.07
- Freitas, A., Paredes, J., & Sánchez, P. (2019). The intermediate spaces of the relationship between family and school in contexts of technological immersion in Primary Education. *Revista Latinoamericana De Tecnología Educativa - RELATEC*, 18(1), 41- 53. <https://doi.org/10.17398/1695-288X.18.1.41>
- Olalla, G.E.V., Fiorini, E.R.B., Romero-Carazas, R., Katiuzca, B.(2022) Detection of Elephantiasis patients using Image processing and Classification methods. *Journal of Pharmaceutical Negative Results*, 13 (3), pp. 789-795.
doi: 10.47750/pnr.2022.13.03.119
- Gamito, R., Aristizabal, P., & Vizcarra, M. T. (2019). Multiscreen society: an educational challenge for family and school. *Revista Prisma Social*, (25), 398-423. <https://revistaprismasocial.es/article/view/2689>
- Gil Quintana, J., & Vida de León, E. (2022). Digital Divide Versus Inclusion in Primary Education. Perspective of Spanish Families. *REICE. Revista Iberoamericana Sobre Calidad, Eficacia Y Cambio En Educación*, 20(2),85-104. <https://doi.org/10.15366/reice2022.20.2.005>
- Gómez, I., & Gómez, P. (2021). Pedagogical orientations: how to facilitate the transition process of students from pre-school to primary school? Perceptions of families and education professionals. *REIDOCREA*, 10(4), 1-14. <https://doi.org/https://eds.p.ebscohost.com/eds/>
- Hernández, L., Gamboa, M., & Hechavarría, A. (2018) Family attention to non-habitual behaviors in preschool education. *Atlante Journal*, 1(1), 1-14. <https://www.eumed.net/rev/atlante/2018/07/familia-conductas-prescolar.html>
- Hernández, P. V., Álvarez, M. L., & Jordán, A.E. (2022). Influence of family and social/cultural context on early learning. *Sinergia Académica*, 4(2), 12-17. <https://doi.org/10.51736/sa.v4i2.54>
- Lozano, C., Rodríguez, L. V., & García, H. A. (2022). State, family and education in the construction of identity of ethnic children in the cities of Medellín and Cali. *Revista Virtual Universidad Católica Del Norte*, (65), 284-310. <https://doi.org/10.35575/rvucn.n65a11>

- Martínez Chairez, G. I., Torres Díaz, M. J., & Ríos Cepeda, V. L. (2020). The family context and its link to academic achievement. *IE Revista de investigación educativa de la Rediech*, 11(657), 1-17. <https://doi.org/doi: http://dx.doi.org/10.33010/>
- Montserrat, C., & Casas, F. (2018). The education of children and adolescents in out-of- home care: a problem or an opportunity? Results from a longitudinal study. *European Journal of Social Work*, 21(5), 750-763. DOI: 10.1080/13691457.2017.1318832
- Núñez Lira, L. A., Lescano López, G. S., Iburguen Cueva, F. E., & Huamaní, L. N. (2019). Theoretical considerations around the Social Responsibility of Education. *Revista Venezolana de Gerencia*, 24(87), 725-735. <https://doi.org/https://www.redalyc.org/journal/290/29060499007/html/>.
- Parody García, L. M., Santos Villalba, M. J., Alcalá del Olmo Fernández, M. J., & Isequilla Alarcón, E. (2019). The educational challenge of the 21st century: relevance of cooperation between family and school. *ECP Espiral.Cuadernos del Profesorado*, 12(24), 19-29. <https://doi.org/https://dialnet.unirioja.es/servlet/articulo?cod>
- Pire Rojas, A., & Rojas Valladares, A. L. (2020). School and family: shared responsibility in the educational process. *Revista Conrado*, 16(74), 387-392. https://doi.org/http://scielo.sld.cu/scielo.php?script=sci_arttex
- Ramón-Bautista, M.G., Lopez-Condeña, W.G., Romero-Carazas, R., Valero-Ancco, V.N., Espíritu-Martínez, A.P., Chávez-Choque, M.E.(2023) COMPETENCY-BASED LEARNING ASSESSMENT IN ELEMENTARY SCHOOL STUDENTS: A BIBLIOMETRIC ANALYSIS. *Bibliotecas, Anales de Investigacion*, 19 (2).<http://revistas.bnjm.sld.cu/index.php/BAI/article/view/652/557>
- Redding, S. (2019). Families and schools. International Bureau of Education. <https://doi.org/https://www.inee.edu.mx/wp-content/upload>
- Rodríguez, A. D., Castaño, J. C., Corral, K. E., & García, M. (2020). Family, school and society: strategies for academic behavior problems in basic education institutions. *Revista Venezolana De Gerencia*, 25(3), 437-447. <https://doi.org/10.37960/rvg.v25i3.33382>.
- Romero-Carazas, R., Liendo-Peralta, M.F., Sequeiros-Rojas, S.S., Almanza-Cabe, R.B.(2024) Influence of Social Networks on Human Resource Management in Ilo Workers. *Pakistan Journal of Life and Social Sciences*, 22 (1), pp. 897-907. doi: 10.57239/PJLSS-2024-22.1.0062
- Serrano Díaz, N., Aragón Mendizábal, E., & Mérida Serrano, R. (2022). Family perceptions of school performance during COVID-19 confinement. *COMUNICAR*, 70(1), 1-11. <https://doi.org/DOI: 10.3916/C70-2022-05>.
- Smiley, C. J., Browne, A., & Battle, J. (2022). Latino parents, Latino students, and in-school suspension: a quantitative study of school discipline. *Journal of Latinos and Education*. DOI: 10.1080/15348431.2022.2026223
- Sucari, W., Aza, P., Anaya, J., & García, J. (2020). Family participation in Peruvian school education. *Innova Educación Journal*, 1(1), 6-18. <https://doi.org/10.35622/j.rie.2019.01.001>. <https://doi.org/10.35622/j.rie.2019.01.001>.
- Vega, H. A., & Martínez, M. (2018). Family factors versus the academic process in childhood. *Logos Science & Technology Journal*, 10(4), 58-63. <https://doi.org/10.22335/rict.v10i1.468>
- Zambrano Mendoza, G. K., & Viguera Moreno, J. A. (2020). Family role in the teaching- learning process. *Dominio de las ciencias*, 6(3), 448-473. <https://doi.org/http://dominiodelasciencias.com/ojs/index.php/es/index>.