PROBLEMS OF SOCIAL AND FAMILY CONFLICTS IN THE ACADEMIC PERFORMANCE OF STUDENTS OF PUBLIC SCHOOLS OF CYCLE: 3 INTHE CITY OF BOGOTA

PROBLEMAS EN EL DESARROLLO ACADÉMICO EN CONTEXTOS DE CONFLICTO SOCIAL Y FAMILIAR EN ESTUDIANTES DE COLEGIOS PÚBLICOS DE CICLO: TRES EN LA CIUDAD DEBOGOTÁ

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Abstract

This research aims to identify social-family conflicts that may impact the learning process of students. This study is based on contrasting the biological method of Bronfenbrenner with a particular context in a public school. Considering the stages like microsystem, mesosystem, exosystem, macrosystem and the chronosystem, it is possible to determine the levels of commitment while studying at home. This project expects to analyze behaviors between parents and students to understand connections with the learning language development. Thus, it is relevant to analyze how family issues might be affecting the academic development of little children.

Keywords: conflicts, process, learning, language, academic development.

Resumen

Esta investigación tiene como objetivo identificar los conflictos sociofamiliares que pueden impactar en el proceso de aprendizaje de los alumnos. Este estudiose basa en contrastar el método biológico de Bronfenbrenner con un contexto particular en una escuela pública. Teniendo en cuenta las etapas microsistema, mesosistema, exosistema, macrosistema y el cronosistema, es posible determinar los niveles de compromiso mientras se estudia en casa. Este proyecto espera analizar los comportamientos entre los padres y los estudiantes para entender las conexiones con el desarrollo del lenguaje de aprendizaje. Por lo tanto, es relevante analizar cómo las cuestiones familiares pueden estar afectando al desarrollo académico de los niños pequeños.

Palabras clave: conflictos, proceso, aprendizaje, lenguaje, desarrollo académico.

Introduction

This article is written for all people who would like to understand more about how operates the educational processes when there are problems relating the social and family context of the student.

Is for this reason that it's important to recognize that in the educational environments there are different aspects that make the educational process a complete entity and that contributes to the knowledge of the students, that is the reason why is not possible leave apart the emotional and affective part of the students taking into account that the behaviors and academic performance is reflected in the motivation and affective part of the students taking into account that the behaviors and academic performance is reflected in the motivation or the problems that the students may be living, for example it is possible to affirm what Juan Casassus says: "En este sentido es posible apreciar que los padres muchas veces intentan moldear a sus hijos de acuerdo a sus expectativas personales, dejando de lado el apoyo y contención emocional que las y los niños requieren en determinadas situaciones (Costa-Rodríguez, et al., 2021).

In this order it is possible to say that if the students do not have family and social support, it will be more difficult for them to concentrate, be motivated and in this way have a meaningful and not a momentary learning.

In this order, its crucial to recognize studies that help to understand the emotional process that is most related to the learning process, such as Bronfenbrenner's biological model and in this way know methodologies that can be implemented to transform the education of only concepts with one more humanistic, useful, transformative, critical, and social education.

Problem

How this conflict social-family environments affect the learning processes of students in cycle 3 from public schools in Bogotá Colombia are while facing the Covid period?

Hypothesis

Children and parents have been forced to stay at home longer than the usual, that caused an increased in family conflicts and a notable deficiency in the students' educational process.

General Objective:

To identify social-family conflicts that may impact the learning process of students.

Specific Objectives:

To analyze the impact of the conflictive environments in the learning process.

To determine the levels of commitment while studying at home.

Lit review

Social conflicts:

According to the ONU, the social conflict is the incapacity of two or more people to come to an agreement that could affect in a negative form a group of individuals, furthermore, it is important to mention that eventually it could present signs of violence, there are usually certain situations that promote unpleasant circumstances that prevent social integration and coexistence such as corruption, racism, sexism, poverty, lack of resources, etc. In a school in the United States, there is a strategy focused primarily on social and emotional learning. In this case, the school focuses on the acculturation of people of different nationalities(Stark et al., 2021).

In this order of ideas, it is also possible to define this word because brings with it a series of disagreements coming from different ideals, in this sense we can say that there are different categories, therefore it would not be appropriate to give a single definition, however, the RAE says "Coexistence of contradictory tendencies in the individual, capable of generating anguish and neurotic disorders" For this research the conflict marks an important point in the students taking into account that in the educational context this is permanently seen in family, social environments and even in the school itself, unfortunately this ends affecting the students since this term is accompanied by aggressiveness, disorder and discrimination, an issue that for schools is delicate knowing that the school is a space of coexistence where everyone has a completely different context of life, has received values and an upbringing not always in the best way. That is why it is considered necessary to break with everything that leads to such a word, it is necessary to

motivate a social flexibility that the difference is not a reason for conflict but for reflection that allows to recognize cultural diversity andsupport individual freedom.

Learning process:

The learning process is a capacity that the humans might develop, its possible to reinforce and change these educational objectives as it grows and learn based inthe context in which the student is develop.

For this study this term is useful taking into the account that we are going to consider the context and how can affect the student, how the student shows in aindirect way the things that can be important and avoid that he continue with a correct process.

The most important term is learning, this consists of a series of activities and events that are performed individually in which new information is received, it is necessary to know that it is a process that is usually performed in the school, thisis an activity that is performed all the time at different times in the life of every human being, that is why each person learns different things depending on theircontext, their family, their experiences, among others. However, it must be considered that in order to have the learning information permanently register ofthe brain, aspects such as motivation and experience are essentials considered that through motivation, students learn much more, if they like it, they have fun and they want to continue investigating and learning more depending on their own interests, without motivation, learning becomes monotonous and evenexclusive to the teacher who will have to use to conventional techniques of dictation and threats with notes, which could avoid the reflection and even aggression by others not respecting the opinions, the experience, with the abilityto build new knowledge, through which students achieve in their own way to learnabout the world or about something in particular, for example, if at home there isa hot iron, the child will want to touch it and perceive it with his senses even if hismother explains that it can get burned, the child will approach it, possibly get burned and from there he has the learning of an object with which he must be careful, and at the time he will understand its function.

Emotional process:

Now of the learning process with the students is necessary to consider the emotional

process, it has a big influence when they need to do a memory activity,also it affects the concentration process. When the children learn in a good environment and he feel comfortable, his memory recollect more information for a long time, the relations with the classmates are better, they do not have problems feeling excluded and the learning process have a positive importance.

In this order of ideas is possible to cite a document title "Cognitive development and the education of young children" This project talks about 3 fundamental processes used in the theory of information processing, among them is the cognitive part which must take into account the emotional and self-regulation, important aspects in the classroom and should be promoted, in cases where children do not have that self-regulation is important to be aware since it can

demonstrate problems of emotional imbalance coming from conflicts of social orfamily conflicts. (Arranz-Freijo et al., 2019).

Methodology

This article is based on mixed research since it explores both qualitative and quantitative data. This research analyzes social and familiar problems investigated from documentary researcher papers, in which the incidence of conflicts in the academic performance of students might be determined.

For the data collection, will be considered simultaneously the quantitative and qualitative information.

In the mixed-method approach, the researcher bases the collection of a variety of types of data such as questions and answer to delimit the problem and received more detailed information.

This paper also investigates student's strategies in a school context by observingthe emotional intelligence strategies in moments of social and familiar conflict.

Discussion

During the educational training process, factors such as the social context, personal, social, and family conflicts may not be ignored, considering that depending on the context the student develops his/her own ideals, values, attitudes, decisions making and the way they socialize with others based on the social support networks offered by the Bronfenbrenner's bioecological model. (Barreto-Zarza, et al., 2021).

Thus, social and family conflicts in the academic performance of students at public schools of cycle 3 in the city of Bogotá might be analyzed through five structures which are: microsystem, mesosystem, exosystem, macrosystem and the chronosystem. These systems might highlight the problems concerningcircles in which the child develops, as well as the parent's work, social networks,friends of the parents or even cultural elements related situations that can affectthe educational process of the child regardless of the contact is direct or indirect.

To see the results of this study, it is important to focus on to the student and theydifferent characteristics like the context because these processes have a differentimpact depending in the person. It is important to consider the effects that are related to the experiences lived during the socioemotional development in child are fundamental for the learning process, in this way it required to identify how it's possible to adapt the children interaction in diverse contexts to have a correctintegral development. (Petrucci et al., 2016).

Likewise, is important to regard the new challenges that the education has in pandemic times, knowing that the classrooms were transported to the homes, just like the jobs of many parents and siblings. So then, it's essential the impact both, the socioemotional and educational process because currently child is exposed most of time at home with the family and exposed to the different economical or personal home conflicts.

Moreover, this investigation aims to collect data and experiences of students withdifficult life contexts that are proposed by the study called" "People Will Continueto Suffer If the Virus Is Around": A Qualitative Analysis of Sub-Saharan African Children's Experiences during the COVID-19 Pandemic" (Kallander et al., 2021).And how these environments are affecting the education process, comparing them with the different processes implemented with the Bronfenbrenner's bioecological model but applied in different parts of the world emphasizing in domestic challenges, school, and neighborhood issues.

Conclusion

In conclusion, it is important to know which environments can affect the student in both emotionally and physically part, inside or outside the institutions. With thisarticle I want to show that the learning process is not only limited to knowledge or conceptual problems that may exist as well as external problems.

In addition, if you want to develop this problem further it is necessary to take intoaccount that not in all contexts it is possible to identify discrimination, because inpublic schools the number of students is so large, that does not allow the teacherto get involved very directly, however, it is possible to perceive mainly in higher grades where students are even more concerned about what they say about them, causing acts like to classify and exclude those minorities by they that can be in a better situation.

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