

The Family, The Family Social Climate and Academic Performance

Luz Enith Velásquez Restrepo¹, Doris León Mejía², Marta Lucía Gallón Ochoa³

¹Docente - Fundación Universitaria del Área Andina - Universidad Tecnológica de Pereira

²Docente Fundación Universitaria del Área Andina

³Docente Universidad Tecnológica de Pereira

Abstract

Introduction The influence of family factors on the academic performance of nursing students in group B of the University Foundation of the Andean Area 2022 was characterized. **Methodology:** This is a descriptive, quantitative and cross-sectional study. Non-random sample of 50 students. **Results:** The results of this research show that there is a significant relationship between the Family Social Climate and the School Performance of fourth-semester students, group B, of the Nursing program of the University Foundation of the Andean Area Pereira Sectional in the second semester of 2022. It is concluded that the Low Academic Performance demonstrated by the students of the Institution in the year 2022 is related to the inadequate Family Social Climate in which the students live. **Conclusion:** Families do not identify high family risk even with adverse conditions such as weakness with the social support network. It is necessary to intensify actions that involve the health of the family.

Keywords: family, academic performance, nursing, family health.

1. Introduction

When thinking about the quality of Higher Education, one of the most important indicators is academic performance, because it reflects the reality of what happens in the student's learning process. The academic performance of students is a complex phenomenon influenced by multiple factors, among which the family and the family social climate stand out. This article explores the relationship between the family environment, the social climate within the home, and how these elements impact students' academic performance. Its analysis is the main reference in decision-making in which the different quality factors are involved for the continuous improvement of an Academic Program or an Institution. The academic performance of the professional in training can be assumed from various perspectives, whether structural, institutional, family or personal factors are considered and, in any case, its results are framed in the quality of the educational institution.

The University Foundation of the Andean Area, since its inception 39 years ago in Colombia, has made its own the social commitment to maintain high levels of quality in all the academic programs it offers, for which the student's family is a fundamental component. One of the Foundation's strategic imperatives is quality coverage, which has positioned it nationally and internationally, thanks to the offer of programs in face-to-face and virtual mode.

In this study, some factors that are part of the family social climate are identified, which can influence the academic performance of Nursing students and its analysis has been based on the theory of Systemic Organization of Marie Louise Friedemann. The results support the continuous improvement of the quality of the Program, in the Welfare factor; it allows for the proposal of comprehensive health care programs and projects for the individual, the family and the university community; They provide specific information for nursing care to students, faced with various biological, social and environmental risk factors. In the same way, it allows an approach to the perception of students about their family health and the forms of family organization that have enabled them to assume academic commitment.

2. Methodology.

This is a descriptive study with a quantitative and cross-sectional approach.

The population corresponded to families of nursing students between 18 and 34 years of age. The non-random sample, size 50, was selected from fourth-semester nursing students.

3. Results

Characterization of families. The 50 families were made up of 204 people. 40% of the families were displaced. 95% of the population belonged to the subsidized health regime and the rest were not affiliated. 64% were Type I families: 36% nuclear families and 28% reconstituted families; the remaining 36% were Type II families: extended. According to the family role, children predominated with 30%, followed by the mother with 19% and the father with 12%, the rest of the members constitute 39% of the total population. 33% of the population had not received sex education. Regarding the perception of the risk of getting sick, 67% of the members considered themselves healthy, 20% at risk and 12% sick.

It is evident that these results are a true reflection of the mental health situation in Colombia. The ENDS 2015 report indicates that the causes of separation are: spousal violence, infidelity on the part of the permanent partner and presents as the third cause of marital separation, alcohol consumption. These findings raise the urgent need to work on events related to mental health, which allow interrupting the chain of risks that run from generation to generation, through actions at the intersectoral and inter-institutional scale, appropriate cost-effective services, which favor primary health care, the promotion of mental health at the different levels of care, especially to provide support for a stable family life.

4. Discussion

The results of this study are consistent with the findings of Piñero and Rodríguez (1998), in their research on 'School inputs in secondary education and their effect on students' academic performance, the authors postulate that: "the richness of the student's context (measured as socioeconomic level) has positive effects on the student's academic performance and also reaffirms the importance of the student's sociocultural context, without it being the only factor. Hence, for the purposes of this work, it is necessary to promote shared responsibility between the family, the student's work environment and the university institution in the educational process.

With respect to the individual characteristics of the students: With respect to age, high performance is higher at the extremes of age since they are those who have a higher risk of acquiring prevalent or chronic diseases. With respect to gender, taking into account that the proportion of men in the surveyed group is only 12%, it can be said that academic performance in nursing is not influenced by the gender of the student. Similarly, the proportion of people who only study is 12% and average performance predominates, which leads us to think that performance in the group of students is determined by those who work and study who show higher proportions of medium and high performance. What does show important data that merit more in-depth analytical studies is the relationship of low performance with working days of 40 or more hours and with the number of children.

This study allowed to reaffirm the relationship between the variables of the family social climate and the academic performance of students, which is widely documented in the framework of this work. The relationship between performance and support resources did not show important relationships.

5. Conclusions

After analyzing the results for each of the students according to the sample, it can be concluded that academic performance not only depends on the cognitive capacity of the human being, but that there are also factors that influence such as the family climate and their social environment.

The surveyed students, all adults, over 19 years of age, in the period of early adulthood, reaffirms the predominance of the female gender in nursing, the high proportion of people who study and work is expected because it is one of the relevant criteria to select this weekend academic day and what draws attention is the weekly working day extended to more than 40 hours. which adds to the academic responsibility of the student and the presence of children in a high proportion of students; This situation also generates physical and psycho-emotional workload for students.

It is important to point out the relationship between the variables academic performance and the variables of the family social climate, the findings allow us to raise the possibility that academic performance is affected by limitations in the social conditions of students, that is, that it is important to attend to family matters to improve performance. At the same time, students attend their program when they are in charge of children of preschool, school and adolescent age, who

will be affected by the lack of time available from their parents to meet their demands for company and care.

The findings of the relationship between variables of the students' family social climate and academic performance confirm what Hartup (1992) and Katz and McClellan (1991) have stated in the theoretical framework, where they establish that: "peer relationships contribute greatly not only to cognitive and social development but also to the effectiveness with which we function as adults, it also postulates that the best predictor of child adaptation is not intelligence quotient (IQ), nor school grades, nor behavior in class, but the ability with which the child gets along with others. Children who are generally rejected, aggressive, problematic, unable to maintain a close relationship with other children, and who are unable to establish a place for themselves in the culture of their peers, are in high-risk conditions" (Hartup, 1992)

Another aspect that draws attention is the lack of recreation, the low proportions of financial resources and the scant attention to spiritual or religious matters as social support. These elements show possibilities for action from the University Institution to focus greater attention on this population that is showing its vulnerability in the high workload with few possibilities of rest, which will easily lead them to physical and emotional fatigue, which may partly explain the cases of low performance, since the burnout is high and if they do not respond academically it is necessary to explore these issues of the family social climate.

It is necessary to continue studying this population and the factors that can be intervened to support them, so that they successfully complete their study program, since they are only in the fourth semester.

Family and family social climate are key determinants of students' academic performance. A positive family environment, characterized by emotional support, open communication, and a clear value toward education, fosters better school performance. Conversely, a negative family climate can be a significant obstacle to academic success. It is critical that parents and educators work together to create family environments that support and motivate students, recognizing the importance of these factors in their academic development and success.

WORKS CITED

-
- Arcia, Leonel. (2019). DEMOGRAPHY AND HEALTH: NOTES FOR A CONFERENCE. *Habanera Journal of Medical Sciences*, 8(4)
- American Journal of Health Promotion. ISSN: 0890-1171. Frequency: Bimonthly Useche, Aldana. Bernardo. The Comprehensive Health Care Policy (PAIS) and the Role of the EPS.
- Congress of the Republic. Resolution 0429 of February 17, 2016. Comprehensive Health Care Policy.
- Congress of the Republic. Resolution 3280 of August 2, 2018.
- CONFERENCE. *Habanera Journal of Medical Sciences*
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-763.
- Jáuregui. Health Promotion and Disease Prevention with a focus on Family Health. Bogota. 2.000
- Mejía Diego. Family Health for Latin America. ASCOFAME -ACOFAM-ACFO
- Ministry of Health Social Protection - Colombia. Profamilia. National Demographic and Health Survey, 2015.
- WORLD HEALTH ORGANIZATION. Commission on Social Determinants of Health.

- PAN AMERICAN HEALTH ORGANIZATION. Public Health Nursing and the Essential Functions of Public Health: Bases for Professional Practice in the XXI Century.
- Casado Vicente, V., Bonal Pitz, P., & Fernández Alonso, C.. (2002). Family and community medicine: a subject of the Spanish University. *Medifam*, 12(2), 55-73.
- Amando Martín Zurro, Gloria Jodar Solá, *Family Care and Community Health*, Elsevier, 2nd Edition, 21st June 2018.
- Martín Z. A., Cano P. JF., Gené B. J., *Primary care. Principles, Organization and Methods in Family Medicine*, Elsevier, 8th Edition, 16th May 2019.
- Martín Z. A., Cano P. JF., Gené B. J., *Compendium of Primary Care*, Elsevier, Edition 5th, 14th June 2021.