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Parental school support and academic performance in students from Boyacá, Colombia

Apoyo escolar parental y rendimiento académico en estudiantes de Boyacá- Colombia

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SUMMARY

Introduction: *Parental support includes important aspects such as school performance to support children and benefit their academic achievements, and in teaching practice, there is evidence of the lack of this parental involvement in the face of the support required by students.*
Objective: *To analyze the relationship between parental school support and the academic performance of students in two educational institutions in the municipality of Santa Rosa de Viterbo (Boyacá - Colombia) for the year 2021.*
Methodology: *A quantitative approach, non-experimental cross-sectional design, and correlational scope were used. The Validation for Parental Support questionnaire was applied to 444 students of the Carlos Arturo Torres Peña Educational Institution (CATP) in the urban sector and the El Portachuelo Technical Educational Institution (IETP) in the rural sector.*
Results: *There is a moderate correlation between who performs the accompaniment in school activities and academic performance, concluding that if parents are the ones who perform this accompaniment, there is a positive influence on the academic performance of students.*

Keywords: *School support, academic achievement, study habits, rural educational institution, urban educational institution.*

RESUMEN

Introducción: *El apoyo parental incluye aspectos importantes como el desempeño escolar para apoyar a los hijos y beneficiar sus logros académicos, y en la práctica docente se evidencia la falta de esta*

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participación de los padres frente al apoyo que requieren los estudiantes.
Objetivo: *Analizar la relación entre el apoyo escolar parental y el rendimiento académico de los estudiantes de dos Instituciones Educativas del municipio de Santa Rosa de Viterbo (Boyacá – Colombia) para el año 2021.*
Metodología: *Se utiliza un enfoque cuantitativo, diseño no experimental de corte transversal y alcance correlacional. Se aplicó el cuestionario Validación para el Apoyo Parental a 444 estudiantes de la Institución Educativa Carlos Arturo Torres Peña (CATP) del sector urbano y la Institución Educativa Técnica El Portachuelo (IETP) del sector rural.*
Resultados: *Existe una correlación moderada entre quien realiza el acompañamiento en las actividades escolares y el rendimiento académico, concluyendo que si son los padres quienes realizan este acompañamiento, existe una influencia positiva en el rendimiento académico de los estudiantes.*

Palabras clave: *Apoyo escolar, rendimiento académico, hábitos de estudio, institución educativa rural, institución educativa urbana.*

INTRODUCTION

For good development and achievement of better levels of learning in early childhood, support from parents is essential (1). The concept of family has changed over time, it is highlighted that families have experienced demographic changes in recent years with the reduction of children and spacing between them due to the use of contraceptive methods (2).

The family must contribute to the educational function that has responsibilities such as educating a child and depends on family support in the early years; however, the education of students does not depend only on teachers but also on parents and the family environment for the support of school activities (parental support). For example, in Europe, parents are trained to improve their skills by advising them on training courses. In this sense, there are different initiatives to support parents in countries such as Austria, Belgium, and Estonia; however, some parents do not use the services for fear of being considered bad parents, which is why there is a low level of participation (3).

Regarding training, in the case of the United Kingdom and Austria, they work with parents in their training; there are nurseries, training material, workshops for parents, and meetings supported by specialists in psychology and pediatrics (3). The United States was the country that began training parents to support their children (4). Parental support policies have occurred in most countries at the European level; in Austria (1994) the international year of the family; in Belgium and Estonia recommendations about positive parenting. Interventions are carried out in parental education to raise awareness about habits, empathy, empathy with children, and children's behavior (4).

Evidence on parental support and academic performance in Latin America show that boys and girls lack parental care for various reasons, so their development is not guaranteed. Among the causes of the absence of parental care, it is necessary to consider the problems of each country at the political level (migrations, war conflicts), among the economic factors are the lack of housing; in terms of the social, there is family violence and at the cultural level child labor among others (5).

In the Colombian, according to economic, political, social, and cultural changes, families have to face problems to fulfill their functions at an educational, support, and accompaniment level due to a lack of time and resources. It should be noted that in urban communities they use daycare centers to care for their children, while in rural communities parenting is reduced to the family nucleus (6).

In Colombia, 11.2 % of children between 10 and 14 years old are without parental care; between 5 and 9 years there is an 8.2 % lack of parental care (7). It was established that the percentage of children who do not attend institutions is linked to the presence of parents at home. School absenteeism can reach 27 % when the parents have died. According to the Constitutional Court, (2012) sentence T-688 of 2012, being a father implies a series of rights and duties to provide children with adequate comprehensive development, complying with their fundamental rights.

Therefore, it is important to analyze the relationship between parental school support and the academic performance of students from two Educational Institutions in the municipality of Santa Rosa de Viterbo.

METHOD

Type of Research

The study was contemplated under the positivist paradigm, non-experimental design, quantitative approach, correlational scope, and cross-section.

Participants

An intentional sampling or sampling was used depending on the objective of the study, in which 70 students participated, corresponding to the headquarters of the Technical Educational Institution El Portachuelo Santa Rosa de Viterbo distributed by primary grade. To be part of the sample, the criterion was to be an active primary school student (Table 1, Table 2).

Table 1. Population and sample El Portachuelo Technical Educational Institution

Aspect	Description
Population	El Portachuelo Technical Educational Institution Santa Rosa de Viterbo Boyacá Total 166 students Venues: Ciraquita, La Mesa, Quebrada Arriba, Quebrada Grande, Portachuelo.
Study population	Primary school students 70
Sample	Primary school students 70

Source: own authorship

Table 2. Primary school students by location (sample). New school

Campus	Degree	Students
La Mesa School	First	2
	Second	2
	Third	3
	Room	3
	Fifth	3
Quebrada Grande School	First	2
	Second	3
	Third	4
	Room	5
	Fifth	2
Headquarters	First	3
	Second	8
	Third	5
	Room	7
	Fifth	5
Quebrada Arriba School	First	1
	Second	2
	Third	3
	Room	0
	Fifth	1
Siraquita	First	0
	Second	2
	Third	2
	Room	0
	Fifth	2

Source: El Portachuelo Technical Educational Institution Santa Rosa de Viterbo Boyacá, 2021

Instruments

Two instruments were applied, the first was the questionnaire on parental support (8), which evaluates the involvement of parents in children's school activities, based on 6 categories: guided behaviors (punctuality, attendance, control of reading habits, study, grades, and social behavior), assisted performance (homework control, exam control, time control), problem-solving help (help with difficult tasks), joint activities (visits to school places and school activities), modeling (parental activities) and media (school supplies, reference books, furniture); The questionnaire consists of 40 multiple-choice questions with a Likert scale (0 - never, 2 almost never, 3 sometimes, 4 almost always and 5 always), with a Cronbach's Alpha of 0.839.

The second instrument was carried out by the Junta de Andalucía, made up of 30 questions that measure 3 factors: i) environment and external conditions, ii) organization and planning, and iii) use of study techniques. It is a Likert-type questionnaire with options of never, sometimes, and always, which when qualified have scores of 15 and 20 (good/adequate), 8 to 14 (regular/improvable), and 0 to 7 (weak/inadequate). This was validated in a group of 5 expert professionals, with no suggested modifications (9).

Data Analysis

The analyzes were performed with the help of the statistical package SPSS Version 25, in which the following procedures were performed: Pearson's correlation, a test that measures the statistical relationship between two quantitative variables. The linear correlation coefficient function is a formula that returns the linear correlation coefficient between two variables. It is a very simple statistical concept to understand that measures the degree of relationship between two sets of data. The correlations determine if there is a relationship between two variables and that it is not random, but, in effect, statistically significant. The correlation coefficient measures the strength with which one variable influences the other, which can be positive if both variables grow together, or negative, in case of the opposite.

The results are expressed numerically, the closer the value is to one, the stronger the positive correlation; if one variable is stronger, the other will be in turn; while the closer the value is to -1, the stronger the negative correlation will be: the less strong the variable is, the stronger the other will be, if the value is zero, the correlation will be zero.

Ethical considerations

The present work accepted the Law 1581 of 2012, the principle of confidentiality. It is clarified that personal data is not used and privacy and confidentiality regarding the personal data of the participating subjects is guaranteed. The information collected is disclosed keeping the identity of the participants complete. Through informed consent, the privacy notice is taken into account. Likewise, the handling of sensitive data whose improper use can generate discrimination or reveal orientations, and religious convictions to guarantee the rights and guarantees of the study participants was taken into account.

RESULTS

30.1 % of the students were at the age of 7, that is, 25 students; followed by 18.1 % with 8-year-old students with 15 students, then 16.9 % with 6 and 11-year-olds. With 9.6 % there are 9-year-old students, 10-year-old students with 7.2 %, and over 11 years with 1.2 %.

It was established that 92.8 % of the students, that is, 77, are located in stratum 1. 6 % in stratum 2, which corresponds to 5 students, and one student responds that in stratum one, with 1.2 %.

Regarding the accompaniment in school activities, 72.3 % only do the mother according to 60 students. The brothers carry out the accompaniment in 12 % for 10 students.

84.3 % of the students affirm that the parents have a primary educational level which corresponds to 70 parents. 8.43 % of the students affirm that their parents have a secondary educational level (7 students). 4.8 % without education and 1.2 % do not have a father and another 1.2 % incomplete primary school.

Relationship between parental support variables and academic average Portachuelo Institution

It is observed that the average has a low correlation with behavior control (0.200), task control (0.212), exam control (0.206), and time control (0.219). Although the correlations are low, the ones that stand out are the control of tasks and the control of time, this shows a little the favorability of this type of control carried out by parents when the students are evaluated and give good results in their grades (Table 3).

On the other hand, the strong influence of habit control on task control is observed (0.842) as a result of a high correlation between these two variables, it is also observed that habit control has a high relationship with task control (0.842), examination control (0.816), homework help (0.838) and parental activities (0.820). Exam control has a high correlation with task control (0.887) and helps with difficult tasks (0.842). This shows that when parents pay attention to homework and help their children with difficult tasks, they become even more interested in their test results. The other correlations are below 0.7, being moderate to very low, most of them are moderate correlations.

Table 3. Total correlations Portachuelo educational institution.

		Correlations											
		Average First period	**Punctuality**	**Habit control**	**Grade control**	**Behavior control**	**Task control**	**Exam control**	**Time control**	**Homework help**	**Visits to cultural places**	**Parent activities**	**School supplies**
Average First period	Pearson correlation	1	-0.023	0.076	0.109	0.200	0.212	0.206	0.219*	0.106	-0.193	0.112	0.129
	Sig. (bilateral)	0.833	0.493	0.326	0.069	0.054	0.062	0.047	0.340	0.081	0.312	0.246	
Puntuality	Pearson correlation	-0.023	1	0.338**	0.300**	0.176	0.387**	0.371**	0.397**	0.371**	0.150	0.164	0.053
	Sig. (bilateral)	0.833		0.002	0.006	0.112	0.0001	0.001	0.0001	0.001	0.177	0.137	0.636
Habit control	Pearson correlation	0.076	0.338**	1	0.456**	0.517**	0.842**	0.816**	0.544**	0.838**	0.345**	0.820**	-0.104
	Sig. (bilateral)	0.493	0.002		0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.001	0.0001	0.351
Grade control	Pearson correlation	0.109	0.300**	0.456**	1	0.486**	0.481**	0.596**	0.382**	0.541**	0.204	0.383**	0.112
	Sig. (bilateral)	0.326	0.006	0.0001		0.0001	0.0001	0.0001	0.0001	0.0001	0.064	0.0001	0.312
Behavior control	Pearson correlation	0.200	0.176	0.517**	0.486**	1	0.484**	0.523**	0.311**	0.487**	0.289**	0.477**	0.092
	Sig. (bilateral)	0.069	0.112	0.0001	0.0001		0.0001	0.0001	0.004	0.0001	0.008	0.0001	0.410
Task control	Pearson correlation	0.212	0.387**	0.842**	0.481**	0.484**	1	0.887**	0.578**	0.842**	0.299**	0.748**	-0.023
	Sig. (bilateral)	0.054	0.0001	0.0001	0.0001	0.0001		0.0001	0.0001	0.0001	0.006	0.0001	0.839
Time control	Pearson orrelation	0.206	0.371**	0.816**	0.596**	0.523**	0.887**	1	0.508**	0.844**	0.316**	0.706**	0.025
	Sig. (bilateral)	0.062	0.001	0.0001	0.0001	0.0001	0.0001		0.0001	0.00011	0.004	0.0001	0.824
Time control	Pearson correlation	219*	0.397**	0.544**	0.382**	0.311**	0.578**	0.508**	1	0.583**	0.062	0.489**	0.061
	Sig. (bilateral)	. 0.047	0.0001	0.0001	0.0001	0.004	0.0001	0.0001		0.0001	0.580	0.0001	0.582
Homework help	Pearson correlation	0.106	0.371**	.838**	0.541**	0.487**	0.842**	0.844**	0.583**	1	0.360**	0.740**	0.006
	Sig. (bilateral)	0.340	0.001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001		0.001	0.0001	0.958
Visits to cultural places	Pearson correlation	-0.193	0.150	0.345**	0.204	0.289**	0.299**	0.316**	0.062	0.360**	1	0.510**	-0.392**
	Sig. (bilateral)	0.081	0.177	0.001	0.064	0.008	0.006	0.004	0.580	0.001		0.0001	0.0001
Parent activities	Pearson correlation	0.112	0.164	0.820**	0.383**	0.477**	0.748**	0.706**	0.489**	0.740**	0.510**	1	-0.231*
	Sig. (bilateral)	0.312	0.137	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001		0.035
School supplies	Pearson correlation	0.129	0.053	-0.104	0.112	0.092	-0.023	0.025	0.061	0.006	-0.392**	-0.231*	1
	Sig. (bilateral)	0.246	0.636	0.351	0.312	0.410	0.839	0.824	0.582	0.958	0.0001	0.035	

*. The correlation is significant at the 0.05 level (bilateral).
**. The correlation is significant at the 0.01 level (bilateral).
Note: own authorship.

Relationship between parental support variables and the average

It is observed that the average has a low correlation with control of habits (0.226), control of tasks (0.287), control of exams (0.305), control of time (0.283), and help with difficult tasks (0.325). Although the correlations are low, the ones that stand out are the control of exams and the control of tasks, this shows the favorability of this type of control carried out by the parents at the time the students are being evaluated and giving good results in their grades (Table 4).

DISCUSSION

In the rural institution, the accompaniment in school activities is in charge of only the mother with 72.3 % while in the urban institution, the accompaniment is in charge of both parents with 38.2 %, as the highest percentage. The educational level of the parents and the person who advises is primary with the highest percentages in the rural institution, while in the urban institution, the educational level in all three cases is secondary. In a study that analyzes the school accompaniment of children by their mothers, 58 % of mothers show little participation in the communication and surveillance of the school due to the limited availability of time (2-10).

These results are contrasted with another study, in which they mention that it is especially the mothers who accompany their children, many of them are single and have responsibility for everything in the home (6-11). It is pointed out that the availability that families have to dedicate to their sons and daughters in their formative process is reflected in the economy and the availability of time. They showed that a large part of the minors, due to the absence of their parents and being left alone in their homes, are forced to turn to other authority figures such as older siblings, neighbors, grandparents, uncles, or other relatives.

It is highlighted that the COVID-19 pandemic revealed the importance of parental support since families had to support the learning process and demonstrated that the educational deficiencies of the parents and their ability to contribute to homework crucially affected the results. of students during quarantine (12). It was shown that parents who support their children make them more motivated to learn by adopting positive attitudes. Parents can model positive behaviors and attitudes towards school by expressing the importance of learning, generating a positive impact on learning (13), which is reinforced using family policies to encourage school attendance and learning by promoting positive learning outcomes (4-14).

While in the rural institution, at home they encourage to study sometimes 65.06 %, in the urban institution the support is always given with 59.33 %. Compared to whether they provide a place and time to study in the rural institution sometimes with 69.87 % but in the urban institution it always reaches 68.52 %. The study gives an adequate site in the rural institution sometimes with 72.3 % and always in the urban institution with 60.16 %. Regarding the use of technological means to study in rural institutions, it sometimes occurs with 42.16 % while in urban ones sometimes with 54.40 %. The foregoing contrasts with an investigation in which 35 % of mothers declare that they have an inadequate environment for the study of their children due to interference and noise from the TV, the Internet, and others, followed by 33 % who affirm that it is inadequate, likewise 7 % state that they have an unsuitable environment with noise and interference and 23 % conclude that they consider it to be very adequate (10). The organization of a schedule to study coincides in the two institutions with a sometimes with 62.26 % in the rural institution and 58.49 % in the urban one. As for whether it includes rest times, it is sometimes answered with a similar percentage of 60.245 and 61.28 %. If the schedule is regularly met, the maximum percentage is in the rural institution at 68.67 % and in the urban institution at 61.83 % sometimes.

In response to whether the necessary resources are available to study in the rural institution, the answer is sometimes 75.90 %, and in the urban institution always 54.59 %. In a study, they concluded that parental involvement in Uganda in the form of temporary involvement and resources for the education of their sons and daughters played an essential role in motivating them to improve their academic grades (15). The use of

Table 4. Relationship between parental support variables and the average

		Correlations											
		Average First period	**Punctuality**	**Habit control**	**Grade control**	**Behavior control**	**Task control**	**Exam control**	**Time control**	**Homework help**	**Visits to cultural places**	**Parent activities**	**School supplies**
Average First period	Pearson correlation	1	0.116*	0.226**	0.220**	0.164**	0.287**	0.305**	0.283**	0.325**	0.120*	0.112*	-0.108*
	Sig. (bilateral)		0.031	0.0001	0.0001	0.002	0.0001	0.0001	0.001	0.0001	0.025	0.038	0.046
Puntuality	Pearson correlation	0.116*	1	0.579**	0.418**	0.460**	0.586**	0.536**	0.398**	0.487**	0.203**	0.376**	-0.364**
	Sig. (bilateral)	0.031		0.0001	000001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
Habit control	Pearson correlation	0.226**	0.579**	1	0.560**	0.641**	0.736**	0.698**	0.626**	0.687**	0.384**	0.576**	-0.317**
	Sig. (bilateral)	0.0001	0.0001		0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
Grade control	Pearson correlation	0.220**	0.418**	0.560**	1	0.555**	0.697**	0.631**	0.534**	0.636**	0.329**	0.323**	-0.014
	Sig. (bilateral)	0.0001	0.0001	0.0001		0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.796
Behavior control	Pearson correlation	0.164**	0.460**	0.641**	0.555**	1	0.774**	0.714**	0.580**	0.649**	0.306**	0.388**	-0.196**
	Sig. (bilateral)	0.002	0.0001	0.0001	0.0001		0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
Task control	Pearson correlation	0.287**	0.586**	0.736**	0.697**	0.774**	1	0.875**	0.723**	0.795**	0.346**	0.426**	-0.247**
	Sig. (bilateral)	0.0001	0.0001	0.0001	0.0001	0.0001		0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
Time control	Pearson correlation	0.305**	0.536**	0.698**	0.631**	0.714**	0.875**	1	0.683**	0.804**	0.400**	0.476**	-0.297**
	Sig. (bilateral)	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001		0.0001	0.0001	0.0001	0.0001	0.0001
Time control	Pearson correlation	0.283**	0.398**	0.626**	0.534**	0.580**	0.723**	0.683**	1	0.758**	0.259**	0.397**	-0.174**
	Sig. (bilateral)	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001		0.0001	0.0001	0.0001	0.001
Homework	Pearson correlation	0.325**	0.487**	0.687**	0.636**	0.649**	0.795**	0.804**	0.758**	1	0.393**	0.480**	-0.234**
	Sig. (bilateral)	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001		0.0001	0.0001	0.0001
Visits to cultural places	Pearson correlation	0.120*	0.203**	00.384**	0.329**	0.306**	0.346**	0.400**	0.259**	0.393**	1	0.530**	-0.105*
	Sig. (bilateral)	0.025	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001		0.0001	0.048
Parent activities	Pearson correlation	0.112*	0.376**	0.576**	0.323**	0.388**	0.426**	0.476**	0.397**	0.480**	0.530**	1	-0.231**
	Sig. (bilateral)	0.038	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001		0.0001
School supplies	Pearson correlation	-0.108*	-0.364**	-0.317**	-0.014	-0.196**	-0.247**	-0.297**	-0.174**	-0.234**	-0.105*	-0.231**	1
	Sig. (bilateral)	0.046	0.0001	0.0001	0.796	0.0001	0.0001	0.0001	0.001	0.0001	0.048	0.0001	

*. The correlation is significant at the 0.05 level (bilateral).
**. The correlation is significant at the 0.01 level (bilateral).
Note: own authorship.

notes on what has to be done every day in the rural institution never with 62.65 % while in the urban sometimes with 57.38 %. When inquiring if you study every day in a rural institution sometimes with 68.67 % and in the urban with 56.82 % always. The completion of jobs on time occurs sometimes in the rural institution with 81.92 % and in the urban with 59.88 %. Regarding the education of time for each task, it sometimes occurs in the rural institution with 73.49 % and in the urban 68.80 %. As for whether you study only on the day of the exam in the rural institution sometimes with 83.13 % and in the urban never with 52.36 %.

Compared with planning when studying, the conclusions of the OECD's Program for International Student Assessment (PISA) confirm that parental involvement in education is essential for the success of students in their learning. Families become aware of how to plan and supervise the learning process, developing skills in their children. In addition, the study indicates that teachers may pay more attention to students when they know that their families are more involved (6,7-16).

The parents of the rural institution almost never ask their children about the progress of their children's studies 44.57 % while the parents of the urban institution almost always 35.65 %, that is, they are more aware of the advances at the level educational of their children. In another study, 61 % of mothers have little involvement in the formation of their children's study habits, affirming that the school monitoring of their children is limited by the little availability of time for supervision, formation of study habits, and inactive participation in academic meetings (10).

Faced with grade control in the rural institution, parents are only sometimes pending with 40.96 %, while in the urban institution, they are always pending with 44.84 %. It is observed that in the rural institution, the parents almost always have 32.53 % realize the grades by the end of the year, and never in the urban institution with 59.33 %. 56.62 % of the students of the rural institution sometimes with 56.62 % being scolded by parents and in the urban 38.99 % are almost always scolded. Regarding the attendance of parents to sign the qualifications every two months, 62.26 % of the rural institution almost always go and 38.44 % always go to sign the academic notes.

In an investigation, 53 % of working mothers have inadequate control over the fulfillment of their children's tasks due to the limited availability of time (10). Family members assume, 41 %, of the determining role of task control, likewise, 39 % trust their children and leave them to their full power, on the other hand, 14 % prefer to control through an advisor, followed by 6 % that declare to monitor the tasks through the cell phone, for what is considered that there is abandonment in the supervision and guidance of the control of tasks. Homework becomes a potential reinforcer of the contents acquired during the school day. Participating in the school life of the children is helping in the completion and review of homework (3-17).

Regarding exam control, parents almost always realize the dates in the two institutions with close percentages. Parents put them to study for school exams sometimes with 63.23 % in the rural institution and almost always 40.66 % in the urban ones. In the rural institution, parents almost never correct the exams 63.23 % and almost always in the urban ones with 35.37 %. Faced with time control and going out to play with parental supervision, the answer is sometimes 34.93 % in rural institutions and 56.54 % in urban ones. Parents scold when they go out to play without warning sometimes with 44.57 % in the rural institution and in the urban almost always with 37.60 %. The parents of the rural institution help their children when they do not understand the tasks sometimes in 53.01 % and the urban institution almost always with 41.78 % showing a greater degree of interest. Other authors establish that there is no consensus on how much parental help with homework affects academic results (18-21).

According to the results, it can be affirmed that the students show an adequate level of accompaniment to the parents in terms of study habits. By having parental supervision, parents offer their children support to carry out homework, which produces positive effects on the use of certain strategies such as organization and regulation. Students who do not have parental guidance have more difficulties to understand school content, obtaining lower results. Several authors affirm that the family is a vital agent in

the learning process, in the cognitive, affective, and social spheres (17,22-24).

CONCLUSIONS

Greater support was found for studying in the urban institution and a better arrangement of the place of study in the urban institution. Likewise, in the use of technological means, the urban institution stands out. There are no differences in terms of the organization of study schedules, or rest times. Regarding the necessary resources to study, deficiencies are seen in the students of the rural institution. When inquiring about study techniques such as the use of notes, use of a dictionary, and summaries among others, they are techniques most used by students of the urban institution.

It can be established that, if there is a relationship between parental school support and the school performance of primary school students from a rural and an urban institution in Santa Rosa de Viterbo Boyacá, based on statistical analysis, it can be concluded that the relationship is minimal, since the correlation coefficients oscillate between 0.1 and 0.35 in the association of variables that determine parental control and the average of the students. It is important to highlight that there is a moderate correlation between who performs the accompaniment in school activities and academic performance, concluding that if it is the parents who carry out this accompaniment, there is a positive influence on the academic performance of the students. On the other hand, a great influence of parental support was identified in the study habits implemented by the students in elementary schools of both institutions. This does not mean that the study does not work, it means that parents influence the average, but they are the determining factor for high student performance.

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