

PARENTAL RELATIONSHIP AND CLASSROOM BEHAVIOR, CASE STUDY IN ENGLISH LANGUAGE LEARNERS

Sarah Iza¹; Alba Jordán¹ y Susana Parrales¹

⁽¹⁾ Universidad Técnica de Ambato. Campus Huachi Dirección: Av. Los Chasquis y Río Payamino,
Ambato, Ecuador.

sj.iza@uta.edu.ec

<https://doi.org/10.33789/enlace.19.1.62>

Abstract: *In the educational field there are several factors that influence students differently in their learning process. Human beings are entities of constant relationship from the family constitution to the educational environment, for this reason it is intended to know the styles of parental socialization and the behavioral problems in the classroom of English language students level B1+. The qualitative approach was used in this type of field research and a descriptive scope, evaluation instruments such as ESPA 29 were applied to determine the styles parental and the TOCA-R test to better understand possible behavioral problems; therefore, the results obtained were the prevalence of the authoritative style in both mothers and fathers of the students evaluated and it was identified that mostly there are no behavioral problems. However, it is concluded that there is a minimum presence of social contact and acceptance problem and authority.*

Keywords: *Parental styles, parents, behavior, classroom, education.*

Recibido: 1 de marzo de 2020

Aceptado: 19 de junio de 2020

Publicado como artículo científico en Revista de Investigación Enlace Universitario, Volumen 19 (1), 92- 103

1. INTRODUCTION

People are social entities and are in constant interaction where the development of social skills prevails. Families are in constant process of socialization especially in the relationship of parents and children. Parents are the strength and influence in the lives of children and in various social contexts such as: school, friend environment or other media where they mainly go through the family filter, which can cause influences and effects both negative as positive (Espinoza y Panta, 2014).

Socialization is one of the main responsibilities of parents toward their children. The responsibility is shared with both society and the means for parents to fulfill this function.

As stated in Orellana (2017), Adolescence is a stage where young people acquire new obligations and responsibilities and begin to experience great changes. Consequently, adolescence is aimed at interpersonal relationships such as family, friends and couples where establishing their own identity and belonging must through their particular groups. The parental role is one of the main factors for the orientation of a teenager and they are developed according to the upbringing, trust, among other aspects received from the family environment.

The family structure in Ecuador has been weakened by parents who should of strengthen the family structure, so adolescents tend to have a perception about their parents in four different styles such as authoritative, negligent, authoritarian and forgiving. It is understood that children are the reflection

of their parents, children take as an example the actions because of this they will act in the same way (Pérez, 2013).

The educational field is one of the main concerns of society Currently, the behavior problems in the classroom is a common factor in education, for that reason authorities, teachers and parents must join forces to obtain avenues of solution for the problem identified above.

Addressing behavioral problems are no longer considered individual problems, but rather a group problem, since the educational field encompasses the change of perspective in which in a class group it is handled under multiple interactions between them, it is interpreted as the action that a student or several does and its effect on the action towards others, where the problem must be addressed under the group approach (Gotzens, Badía, Castelló, and Genovar, 2007).

The objective of the research is to know what kind of parental styles are found in students, as well as if there are behavioral problems in the classroom, results that are described in this document.

Parental Relationship

Parental socialization

Socialization is an estimate as a process through which individuals obtain norms, values, beliefs and various forms of behavior that are appropriate to a society (Á. Capano and Ubach, 2013). There is a socialization process where you learn behavior guides.

In the stage of childhood and adolescence it

is essential in the process of socialization, because the family is one of the fundamental principles for the teaching of cultural guides. Traditionally, it is understood that the main direction of socialization is that of parents towards their children (Moratto, Zapata, and Messenger, 2015).

Over the years, socialization changed to a bidirectional process, where parents are in a process of socialization by their children, based on growth the influence is accompanied by agents such as the media, educational institution and experiences (Almeida, 2017). In relation to what has been described so far, the environment in which the child or adolescent is related, whether in space or with people, is of vital importance, since they have the power to influence the development of the parental relationship.

In 1966 the parental relationship curiosity was born, so studies aimed at parental styles begin to appear, including the aspects that parents impart to their children through parenting strategies. The aforementioned lies in socialization, because it is the means of teaching for behavioral parents based on cultural and social norms.

Velastegui (2014) conceptualize socialization to an action to set limits, the family socialized their children and will vary based on the culture that fosters parents; that is the process through which culture schemes are transferred to future generations, this is evidenced in beliefs and culture. The objective of the process of parental socialization is to control and develop awareness of the impulses, executing and executing the function of the social role,

the authors describe that learning is not conscious for the adolescent or child, because it assimilates aspects of culture by means of which the individual will adapt and develop in society, the family has the objective of being the socializing entity.

Parental Styles

They are considered as practical activities that have the power to reduce the different parental educational parental practices, dimensions are linked together generating several combinations, forging the different types of family education (Ortiz and Moreno, 2016).

As described, in the previous section the parental styles, will be the behavioral actions that exist between parents and children with different behaviors and different situations. They try to establish limits and educate them so that they can develop in the social environment, promoting aspects that contribute to the social skills development.

Marmo (2014), describes two dimensions identified for the behavior of parents, these dimensions give the opportunity to characterize the influence towards children in their training, with the combination of control and acceptance, parental types arise, at the beginning it was determined the following styles: a) the authoritarian style, which is characterized by being demanding and controlling; b) democratic or authoritative style, maintain a stability between warmth and demand; and c) permissive style, maintain a quality and permissibility training. The approach to the typology described in this paragraph was raised by Baumrind in 1966.

Over the years in 1983, four parental styles were proposed based on the response and demand as variables, where the following styles are proposed: a) authoritarian in which a low response and high demand are characterized; b) permissive, has a high response and a robe demand; c) negligent, low response and low demand; and d) authoritative, distinguished by having a high response and high demand (Marmo, 2014).

Axes of parental socialization

Implication / acceptance, this dimension is based on the dialogue described when parents express approval and affection through dialogue with their children, in this axis of socialization autonomy is generated when both parents and children are satisfied with their relationship family. Parents with low levels of involvement / acceptance are what will not reach a dialogue and show indifference (Iglesia, Ongarato, and Liporace, 2010).

On the other hand, coercion / imposition also implies indifference and dialogue, in order to eliminate negative behaviors in their children, it is the dimension that adapts to the situation of parents when children are not adapting to the norms imposed by the family, this dimension is used so that negative behaviors are not continued, so, deprivation and coercion will depend on the parents' decision to be verbal or physical, however it is loaded with strong emotional content (Comino and Raya, 2014).

Typology of parental socialization

As a result of the grouping of the two dimensions, 4 different styles of socialization arise, where a bi-directional model of the indepen-

dent dimensions is proposed, Fig. 1.



Fig. 1: Typology of parental socialization

Source: Manual ESPA29 Scale of Parental Socialization Styles in Adolescence Musitu, G. y García, F. (2001) *Enfoque de la vigilancia en las organizaciones*.

Authorizing style, it is characterized by high coercion / imposition and high acceptance / involvement, fundamentally the dialogue is used to get communicators in their children, considering this resource as the means to reach agreements, as well as listen and express opinions (Fuentes et al., 2015).

Indulgent style, characterized by low coercion / imposition and high acceptance / involvement, as the means of communication, using reasoning as a disciplinary tool. Avoid imposing rules before having a dialogue about the situation, affection predominates (Fuentes et al., 2015).

Authoritarian style, it is characterized by high coercion / imposition and low acceptance / involvement, there is no sign of affection through the parents nor is the dialogue used and

communication tools are very limited. Parents intend to control their child's behavior through a rigid system based on standards (A. Capano, González, and Massonnier, 2016).

Negligent style, characterized by low coercion / imposition and low acceptance / involvement, there is little implication of affection, likewise, minimum commitment to the control of their children, that said, no rules or limits are established. It is considered as inappropriate style since it does not meet the needs of children, as it does not offer support, interaction or affection for their children (A. Capano et al., 2016).

Classroom Behavior

Human behavior

Behavior refers to the way individuals or groups proceed before stimuli, situations in relation to their environment. From a psychological approach, behavior is a process

that encompasses all the activities that an individual performs in relation to their environment. When a behavior instead of being dynamic is fixed in the person, it goes from being a behavior to being a behavior (Páramo, 2017).

The behavior that each person presents, is explained by the context in which it develops. The behavior of people varies according to the culture and the situation to which they are exposed to carry out their daily activities. However, the contexts are not fixed, they are dynamic depending on their social actors and their interactions with other individuals or even with the environment (Guevara, 2013). That is, the behavior depends on the same individual and the environment he decided to create.

There are various types of behavior, depending on the circumstances are classified in Fig. 2.

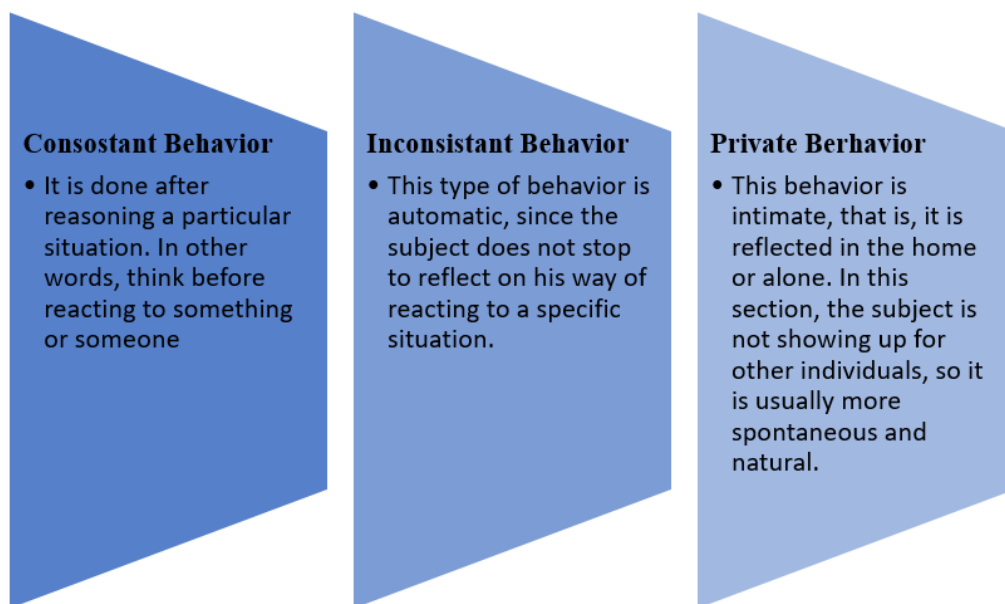


Fig. 2: Behaviors according to the circumstances Source: The parental role and its impact on the socio-affective behavior of the students of general basic higher education of the “Bautista” Private Educational Unit of the city of Ambato, Tungurahua Province (Carvajal, 2015)

A behavior cannot be called good bad, since everything will depend on the context in which these actions are being carried out. However, generally disrespecting an order, breaking the law, etc., are inappropriate behavior and this entails punishment or sanctions by the authority (teachers, judges, parents, etc.).

Students behavior

There are a number of behaviors that a student can present. Adame, García and Gómez (2017) mentions that in every classroom there is a student with problems of various types, for example: he is violent with his classmates or teacher, throws the materials for school use, disrespect in all forms the belongings of others, does not obey their authority, interrupts their teacher and classmates, etc. However, each teacher determines the behavior of their students from their own point of view, for some teachers their behavior as mentioned above are a natural concern of the student and for others it represents behavioral and even behavioral problems.

Student behavior classes

Students present various kinds of behaviors. However, such behaviors are taken into account only when they show excesses and not when they manifest deficits, for example (Bonilla, 2016) points out: behavioral excesses (aggressive behaviors, violence, challenging negativism and hyperactivity) and behavioral deficits: (isolation, pictures depressants and introversion).

According to the excesses and behavioral deficits, more attention is given to children who

present excesses due to the fact that they are more striking, however, although the deficits attract attention, you should also be taken into account by the authorities.

Student behavior within the classroom

It is necessary to set rules or norms in every institution, community, home, etc., in general any field where a child, adolescent, young person or even an adult develops. A classroom without rules to comply, a good climate and harmony of social coexistence cannot be managed. Within the classroom, common objectives of the community must be established, however, in order to achieve these objectives, rules of good living must be established, as Algara (2016) mentions, for example the basic patterns that must be met are: punctuality, order, cordiality, respect, positive attitude, active listening, mutual help, etc.

So that it is not difficult to comply with school rules, these regulations must be submitted before school enrollment, as users know that there are rules that must be followed and they know what the guidelines are to be followed.

Student behavior outside the classroom

It is normal for a student to maintain their behavior in and out of the classroom, nonetheless, there are students whose behaviors change according to the context they are in, and it is there where the intervention of the teacher plays an important role, as it should lend them greater attention to avoid “bad” future social entities. As an example, Bonilla (2016) mentions some techniques that can be used to detect and improve student behavior: maintaining order in the classroom and

during free time during the day, respecting shifts and training, staying in groups when teacher set it, put the garbage in its place, etc.

There are many activities that should be taken into account to apply to students who exhibit incorrect behavior. The diagnosis can sometimes be subjectively perceptible, however, one must work hand in hand with a professional dedicated to behavioral diagnoses in students, and if necessary refer to these professionals to work psychopedagogical behaviors hand in hand.

2. METHODOLOGY

This research was carried out with a qualitative approach, in which “Data collection and analysis is used to refine research questions or reveal new questions in the interpretation process” (Hernández-Sampieri, Fernández and Baptista, 2014, p.7). In other words, the purpose of the approach is to obtain qualitative data, which will clarify the questions that are intended to be known in the investigation.

There was a type of field research for the data collection process. The most appropriate technique is the collection of data in the field, it is carried out at the site where the research was raised, the research was carried out in the language center of the Technical University of Ambato.

The present work has a descriptive scope in which the situation facts or processes are detailed in order to specify the characteristics or properties of the group submitted to the Rivadeneira analysis (2015).

Based on what was described by Hernández-Sampieri, Fernández and Baptista (2014),

there was a non-probabilistic sample where the study elements do not depend on a probability, rather on the objectives of the study or the researcher, so it was taken as it shows to the English language students of level B1+ of the Technical University of Ambato

Instruments

The Parental Socialization Styles Scale “ESPA29” developed by Musitu and García in 2001 was used for this study. The scale was designed for adolescents between 10 and 18 years, the administration can be collective or individual depending on the need for research, it has 29 items that are distributed in dimensions in which acceptance / involvement has affection, indifference, complacency and dialogue. On the other hand, coercion / imposition has deprivation, verbal and physical coercion. It is comprised of 13 negative situations and 16 positive situations where both the mother and the father are valued, the response options range from 1 to 4, with interpretation of Never (1), Sometimes (2), many times (3), and always (4); the style of socialization between authorizing, authoritarian, lenient or negligent will be determined (Torres, 2016).

Reliability was estimated using Cronbach’s Alaba with a value of 0.968, validating the instrument through a confirmatory and exploratory factor analysis.

“TOCA – R”, Teacher Observation of Classroom Adaptation designed by Werthamer Larsson, Kellam, and Wheeler in 1991, was developed to detail the behavior of students in the classroom, as well as the functionality in the fulfillment of tasks assigned. It involves

the execution of a structured interview with the teacher. Teachers classify student adaptation on a Likert scale between 1 and 6, where 1 is almost never and 6 is almost always. Most questions are about negative behaviors, however, there are also items of positive behavior. The instrument has 43 questions.

It was applied to a definitive sample of 599 children, obtaining 595 complete and correctly answered interviews. This application led to very minor adjustments, observing high correlations between the items and their respective scales, while in practically all cases these correlations are lower compared to the other scales. Likewise, it was possible to determine reliability values (Cronbach's alpha) between 0.74 and 0.95 for the different scales. The factor analysis allowed to corroborate 5 factors in girls and 4 factors in boys. In both cases the variance explained is of the order of 60% (George, Squicciarini, and Zapata, 2004, p.15)

3. RESULTS

The socio-demographic data of the research will be presented below, 60 English students were evaluated, of which 67% belong to the female gender and the remaining 33% correspond to the male gender. The ages corresponding to each gender and the frequencies are described in the following table, see Table I.

Table II identifies that the socialization styles in question of the mother shows the following: 45% of mothers obtained a categorization of authorization, continuing with 33% that are located in the estimate of lenient, on the other hand, the style authoritarian maintains a presence of 13% and with a minimum percen-

tage of 6.7% the negligent style is found, it should be noted that 1.7% has a representation of not having the mother.

Table I. Socio-demographic data

Gender	Frequency	%	Age, years	Frequency
Masculine	20	33	13	3
			14	3
			15	2
			16	6
			17	4
			18	2
Feminine	40	67	13	6
			14	10
			15	3
			16	10
			17	7
			18	4
Total	60	100	Total	60

Source: Development of Research

Table II. Styles of parental socialization

	Styles of parental socialization	Frequency	%
	MOTHER	Authoritarian	8
Authorization		27	45%
Indulgent		20	33.33%
Negligent		4	6.7%
No mother		1	1.7%
TOTAL		60	100%
FATHER	Authoritarian	12	20%
	Authorization	17	28.33%
	Indulgent	12	20%
	Negligent	7	11.67%
	No father	12	20%
	TOTAL	60	100%

Source: Preparation of the research base on the ESPA 29

In the parental socialization styles with respect to the father, the authoritative style is represented by 28.33%, on the other hand, the authoritarian style and the lenient account for

20% respectively, finally the negligent style maintains 11.67%, it is necessary to highlight that there is 20% of people evaluated who do not have the presence of the father.

Fig. 3 graphically details the results of the parental socialization styles identified by both the father and the mother.

Overall, out of the 60 students evaluated, it is established that in the styles of the mother (45%) and the father (28%) there is a predominance of the authorizing style, which is characterized by the dialogue between parents and children, getting in their children are communicators, considering this resource as the means to reach agreements, as well as listen and express opinions; There is also agreement in the lowest presence of negligent style in the mother with 7% and in the father with 20% in which there is no presence of parents with minimal commitment to the control of their children, where there are no rules No limits

In table III, the results of the identified behavioral problems will be displayed.

Table III. Problems with classroom behavior

Behavioral problems in classroom	F	%
Acceptance authority issues	9	15%
Social Contact problems	11	18.33%
Cognitive problems	2	3.33%
Emotional maturity problems	2	3.33%
No problems	36	60%
Total	60	100%

Source: Elaboration of investigation from the TOCA-R

Of those evaluated, it is identified that 36% do not have any problem of conduct in the classroom. However, 18.33% have problems in social contact, continuing with the problems of acceptance of authority with 15% and finally find cognitive problems and emotional maturity with a 3.33% presence respectively.

Fig. 4 will verify the results obtained from the individuals evaluated and graphically.

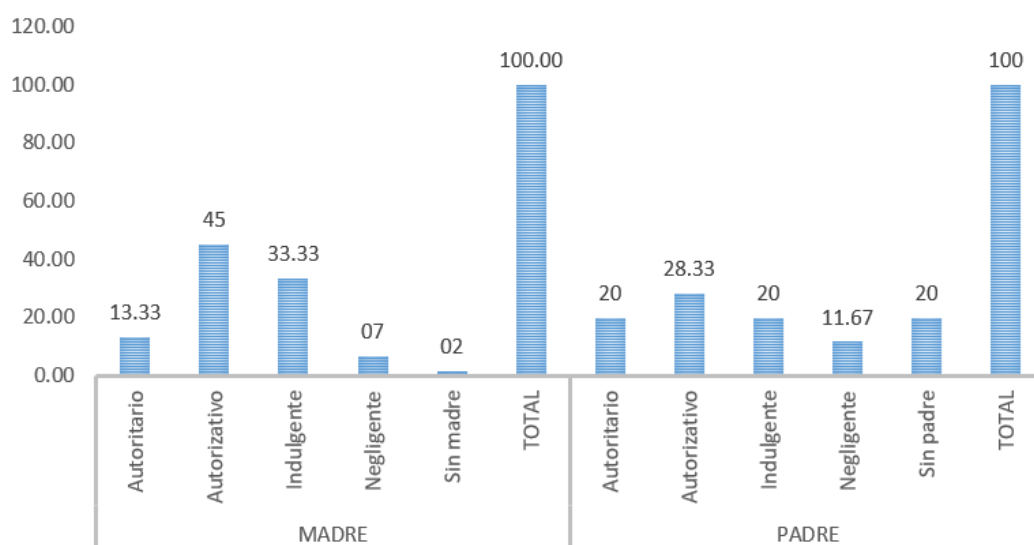


Fig. 3 Results of parental socialization styles

Source: Development of research

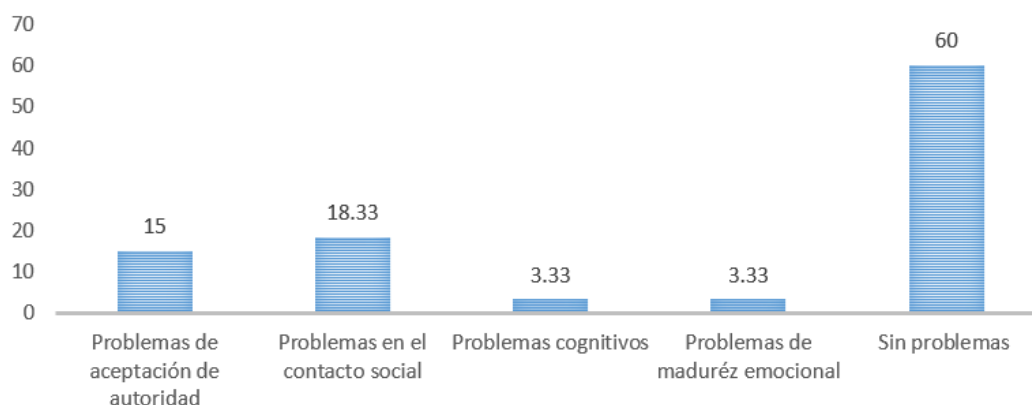


Fig. 4. Results of behavioral problems in the classroom

Source: Elaboration of investigation.

Based on the results of the behavioral problems obtained, it is identified that in large part of those evaluated there is no presence of negative behaviors, however, the presence of problems in social contact (18.33%) characterized by a shy behavior where the person is unfriendly. It is important to highlight that there is a significant presence of the problem of acceptance of authority (15%) differentiated by disobedience and in many cases the aggression together with a low level of cooperation.

4. CONCLUSIONS

Understanding the styles of parental socialization in English language students, it is concluded that there is the presence of the four styles with differentiation in the levels of presence in both the mother and the father, however, there is a difference in the presence of the style Authorization with a higher level of presence, where it is interpreted that there is a relationship between parents and students based on dialogue and good communication.

On the other hand, we sought to identify the presence of behavioral problems in which a considerable part of the students do not have any behavioral problems, but negatively there is the presence of problems of social contact and acceptance of authority at a higher level, thus obtaining irrigation factors such as aggression, disobedience and shy behavior in the classroom.

The results are based on assessment instruments addressed to the study variables, it is estimated that both behavioral problems and parental style influences the process of learning the English language because of the factors of constant presence in students.

5. BIBLIOGRAPHY

- Adame, D., García, N., y Gómez, N. (2017). *Ambiente escolar; convivencia y paz*. Universidad Pontificia Bolivariana de Medellín.
- Algara, A. (2016). Los acuerdos del aula una estrategia de convivencia para fortalecer la democracia en la escuela primaria.

- Ra Ximhai*, 12(3), 207–214. <https://doi.org/10.35197/rx.12.02.2016.13.aa>
- Almeida, E. (2017). *La socialización parental y su incidencia en las conductas violentas en la escuela de niños y niñas de la Unidad Educativa Miguel Valverde de la ciudad de Milagro*. Universidad de Guayaquil.
- Bonilla, J. (2016). *El rol del docente y su influencia en el comportamiento de los estudiantes del quinto grado de la escuela particular N° 12 “Sergio Núñez Santamaría”, Parroquia Posorja, cantón Guayaquil, período lectivo 2015-2016*. Universidad Estatal Península de Santa Elena.
- Capano, A., González, M. del L., y Massonnier, N. (2016). Estilos relacionales parentales: estudio con adolescentes y sus padres. *Revista de Psicología*, 34(2), 413–444. <https://doi.org/10.18800/psico.201602.008>
- Capano, Á., y Ubach, A. (2013). Estilos parentales, parentalidad positiva y formación de padres. *Ciencias Psicológicas*, 7(1), 83–95.
- Carvajal, M. F. (2015). *El rol parental y su incidencia en el comportamiento socio-afectivo de los estudiantes de educación general básica superior de la Unidad Educativa Particular “Bautista” de la ciudad de Ambato, Provincia de Tungurahua*. Universidad Técnica de Ambato.
- Comino, M., y Raya, A. (2014). Estilos educativos parentales y su relación con la socialización en adolescentes. *Apuntes de Psicología*, 32(3), 271–280.
- Espinoza, C., y Panta, C. (2014). Estilos de socialización parental y asertividad en las estudiantes de acuerdo año de secundaria de una institución educativa. *Revista USS*, 11. Retrieved from <http://revistas.uss.edu.pe/index.php/PAIAN/article/download/226/239/>
- Fuentes, M., García, F., Gracia, E., y Alarcón, A. (2015). Los estilos parentales de socialización y el ajuste psicológico. Un estudio con adolescentes españoles. *Revista de Psicodidáctica*, 20(1), 117–138. <https://doi.org/10.1387/RevPsicodidact.10876>
- George, M., Squicciarini, A., y Zapata, R. (2004). Detección Precoz de Factores de Riesgo de Salud Mental en Escolares. *Revista de Psicología Dela Universidad de Chile*, 13(2), 9–20.
- Gotzens, C., Badía, M. M., Castelló, A., y Genovar, C. (2007). La gravedad de los problemas de comportamiento en el aula vista por los profesores. *Revista Portuguesa de Pedagogia*, 41(1), 103–120. Retrieved from <http://dspace.ucuenca.edu.ec/bitstream/123456789/27326/1/Trabajo de Titulación.pdf>
- Guevara, J. (2013). Ecología humana y acción pro-ambiental: Alteridades recíprocas aula-escuelacomunidad para el manejo sustentable de residuos. *Revista Latinoamericana de Psicología*, 45(3), 449–459. <https://doi.org/10.14349/rlp.v45i3.1486>

- Hernández-Sampieri, R., Fernández, C., y Baptista, M. (2014). *Metodología de la Investigación* (6ta ed.). México, D.F.: McGraw-Hill.
- Iglesia, G. de la, Ongarato, P., y Liporace, M. (2010). Propiedades Psicométricas de una Escala de Estilos Parentales e Inconsistencia Parental. *Revista Evaluar*, 10, 32–52.
- Marmo, J. (2014). Estilos parentales y factores de riesgo asociados a la patología alimentaria. *Unife.Edu.Pe*, 22(2), 165–178.
- Musitu, G. y García, F. (2001). ESPA29: Escala de estilos de socialización parental en la adolescencia [ESPA29: Parental socialization scale in adolescence]. Madrid, Spain: Tea.
- Moratto, N., Zapata, J., y Messenger, T. (2015). Conceptualización de ciclo vital familiar: una mirada a la producción durante el periodo comprendido entre los años 2002 a 2015. *CES Psicología*, 8(2), 103–121.
- Orellana, F. (2017). *Percepción de los adolescentes de un centro de adicciones sobre los estilos de socialización de sus padres/madres*. Universidad de Cuenca. Retrieved from <http://dspace.ucuenca.edu.ec/bitstream/123456789/27326/1/Trabajo de Titulación.pdf>
- Ortiz, M., y Moreno, O. (2016). Los estilos parentales: implicaciones sobre el rendimiento escolar en alumnos de educación media. *Revista Digital Internacional de Psicología y Ciencia Social*, 2(1), 76–94.
- Páramo, D. (2017). Cultura y comportamiento humano. *Revista Científica Pensamiento y Gestión*, (42), 7–11. <https://doi.org/10.14482/pege.42.10450>
- Pérez, O. (2013). *Socialización parental en la adolescencia*. Universidad Rafael Landívar. Retrieved from <http://biblio3.url.edu.gt/Tesario/2013/05/24/Perez-Orlando.pdf>
- Rivadeneira, E. (2015). Comprensión teórica y proceso metodológico de la investigación cualitativa. *In Crescendo*, 6(2), 169–183. <https://doi.org/10.21895/in-cres.2015.v6n2.16>
- Torres, V. (2016). *Estilos de socialización parental y habilidades sociales en estudiantes del nivel secundario de una institución educativa particular de Lima metropolitana, 2015*. Universidad Peruana Union.
- Velastegui, E. (2014). *Estilos de socialización parental y agresividad en adolescentes*. Universidad Técnica de Ambato. <https://doi.org/10.1002/14651858.CD010789>