

SYNERGISTIC STRATEGIES FOR MANAGING THE FAMILY-SCHOOL RELATIONSHIP FOR THE PREVENTION OF SCHOOL FAILURE AND DROPOUT

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Abstract

The school success of students is determined by a series of intrinsic and extrinsic factors, where the joint participation between the family and the educational center, prospects better academic results, in this sense, the general objective of this research is to design synergic strategies for the management of the family-school integration relationship that contribute to the prevention of school failure and dropout. The methodology is located in a rationalist epistemological approach, under a critical rationalist paradigm and the deductive method. The research route was designed in three phases: in phase I, a survey was applied; in phase II, an analysis of the information collected to explain the relationship between the theoretical bases and the background with the processes evidenced in the empirical approach; in phase III, a proposal was designed within the framework of an operational plan to contribute to the prevention of school failure and dropout. The units of analysis were teachers and students in two educational institutions. In the results, most of the people participating in the research considered effective the contribution of strategies based on family-school integration to prevent school failure and dropout. It was concluded that school success can be guaranteed by strategies that enable cooperation between actors, building better educational processes.

Key words: School failure, school dropout, basic education, children at risk, family help, school management.

INTRODUCTION

The academic success of students is determined by a series of extrinsic and intrinsic factors, where the joint participation between the family and the educational center prospects better results in their processes. Thus, from the intersectional perspective, it is understood that the causes of this phenomenon are multiple, coming from social structures, evidenced in cultural factors, interactions from the environment with school management, which impact students, affecting their cognitive, affective, and community development (Hernández, 2021; Hill & Bilge, 2019; Vázquez, 2020).

Thus, one of the areas related to school dropout and failure is oriented towards positive or negative interactions in the context at home, which favor or harm the behavioral, emotional, as well as cognitive dimensions of the student (Rodríguez, Ramos, Ros, & Zuazagoitia, 2018). This is associated with a high number of broken homes, where they expect the school to take care of their children, without their participation or commitment, ignoring institutional calls. (Alemán & Rudas, 2019).

The above, together with the lack of academic training of parents, inadequate learning environments, limiting learning rhythms in teaching processes, weak study habits, precarious conditions in educational institutions, school conflicts, as well as decontextualized curricula (Vallejo-García, 2019). From another approach, Corredor and Zuluaga (2020) state that the population in conflict with the law justifies its actions and problems based on the

dynamics developed in their contexts, where they highlight dysfunction, added to various family problems, such as poverty, lack of opportunities, conflicts, among others.

Another aspect is the factors of the school environment, where according to Ereira and Yarce (2021), students present different problems in their relationships with their classmates and/or some teachers, among which is bullying. In addition to this, they do not receive information about the pedagogical and evaluative processes, nor do they know the functions of teachers. These causes lead students to make the decision to drop out of school, generating gaps between them and job or educational opportunities, aggravated by various relational difficulties that they present when they do not fit into a society with standards learned in the school context. The problems developed here are conditioned by the student's school trajectory, as well as the different vulnerabilities they present due to their social, family, and school environments, in addition to their individual characteristics (Carrillo et al. 2018).

In response to the problem raised above, the purpose of this research was the design of synergistic strategies for the management of the relationship, family-school integration that contribute to the prevention of this problem; to achieve this, a proposal was structured in the form of an operational plan from an innovative route of solution based on experiences, the criteria and ideas of the participants, prior to the design process, which made it possible to propose solutions to the needs of the educational community. which was built on the basis of the Design Thinking methodology according to (Brown, T, 2008; Bedregal-Alpaca, N. 2023).

In order to achieve the stated objective, the problem was addressed from the following variables: synergistic strategies, family-school integration, school failure and dropout, through the following stages: phase I of a descriptive and field nature, where a Likert scale survey validated by expert judgment and reliability analysis through Cronbach's alpha parametric was applied. which yielded coefficients between 0.870 and 0.916, "Very high" reliability; in phase II, of an explanatory nature, a multivariate factor analysis was carried out on the information collected, which was applied to a population made up of teachers and students of the Departmental Educational Institution Industrial Technical of Tocancipá, Cundinamarca and the Rural Educational Institution San Juan de la Unión, Antioquia, with a sample of 96 students of the night shift of the first institution and 36 of the second. The above on the basis of the analysis of theoretical content and the analysis of the results of an empirical nature, to build the proposal; in phase III, of an applicative type, of a propositional nature, the Operational Plan was designed.

THEORETICAL FOUNDATION OF THE RESEARCH.

Theoretical approach to the family-school integration relationship

Family-school integration is the way in which the educational process intentionally and consciously receives reinforcements in its management, through the improvement in the involvement of its members from communication, interaction, together with cooperation, strengthening co-responsibility, towards the common objectives that revolve around the students in their integral development, associated with processes of responsibility, commitment, constant communication, both effective and affective (Montenegro & Candelario, 2020; Suárez & Camargo, 2018). The foregoing, to guarantee the fundamental right to education, which families who are related to educational institutions have, in pursuit of school success.

In this way, the Ecological Model explains how school success is conditioned by a variety of factors with different levels of social interaction, influencing intrinsic motivations, which affect the educational process, thus forming a complex system of convergent and complementary levels, organized in four areas: the microsystem, represented by the family environment, the mesosystem formed by the environments related to the home, the exosystem that includes indirect environments, with some influence on the person, and finally, the macrosystem referring to the global environment of the individual where the culture and laws of society are developed (Bronfenbrenner, 1999; Guzmán & Barragán, 2022).

This is how the importance of family-school integration in school success is understood, both actors, in addition to forming the closest and most influential systems on the psychosocial aspects of students, can exert highly favorable effects when they act jointly, improving the motivation of students towards their processes, greater commitment to tasks, generating protective environments against different threats Galvez et al. (2020).

Similarly, in the Overlapping Spheres model, it is proposed that the environments directly involved in school success are the school, the family and the community. These overlap, so that their coherence allows for greater credibility, cooperation, communication, mutual aid, and commitment on their part, making an integration of the four spheres desirable for the achievement of educational objectives (Epstein, 2013; Marín & Teixeira, 2021), demonstrating how family-school integration is one of the main alliances to be strengthened, to improve processes from a holistic perspective.

This is related to six types of involvement: parenting, communication, volunteering, learning at home, decision-making and collaboration from the community; where the school must choose the main practices that allow school success to be achieved from the creation of trustworthy environments, promoters of positive alliances for collaborative work, the optimal use of resources and capacities (Epstein, 1990; Epstein, 2013; Álvarez 2019).

Similarly, the Syndeducation model states that the school, the family and the community cannot function in isolation,

being necessary changes towards more cooperative actions, requiring a mutual effort between the different systems, in a coordinated way for the achievement of common objectives, allowing students the possibility of experiencing unique educational processes, together with their parents. in an environment of understanding, understanding of advantages in "productive" activities, in addition to greater motivation and enthusiasm for tasks, improvement in attitude towards school, increase in participation in classes, together with other actions that generate significant processes in terms of school coexistence permeated by cooperation, communication, empathy and trust, recognizing families as a fundamental piece in educational processes. (Mylonakou & Kekes, 2007; Montenegro & Candelario, 2021; Murillo & Hernández, 2020).

In addition, the Causal and Specific Model of Parental Involvement postulates that parental participation and influence in early childhood education represents a valuable resource in schools, together with their communities, in favor of academic results and harmonious coexistence. This leads to the need to strengthen the links between family and school, promoting spaces for interaction in educational, sports and cultural activities. In addition, the factors that generate greater parental commitment are recognized, such as the basic decisions taken to achieve integration into the school, their involvement, bonding and attitude towards changes. (Hoover & Sandler, 2005; Lozano & Maldonado, 2021).

Theoretical approach to school failure.

School failure occurs in different ways, where the student faces difficulties in their educational process due to academic or coexistence causes, largely reflecting personal, family, institutional or community difficulties that lead students to situations of repetition, failure and even school dropout. This is related to reduced family and institutional accompaniment, to face the causes of it, such as cognitive difficulties, lack of motivation, social problems, among others.

In this way, in the Interpersonal Attributional Theory, the successes or failures obtained in the past are associated with the existing expectations in the present, which attributes positively or negatively to the new goals, generating happiness or frustration in the subjects, transforming the expectations for the future, determined by their aspirations. As a result, the actors of the educational fact can intervene on the perceptions of the students, contributing to the development of self-esteem, self-concept and motivation, permeated by the social, cultural and historical values fundamental in the construction of causal attributions, therefore, it is relevant to work collaboratively in this purpose to achieve school success. (Bernard Weiner, 1979; Álvarez, 2019).

On the other hand, the Theory of the Relationship with Knowledge explains school failure, as a consequence of failures in family-school integration, which is directly related to the influence of the institution on students and the policies that States manage in the face of this problem. In addition, other causes are considered, ranging from prejudices to concrete facts, determining these results, where teachers play an important role, since their beliefs about the underlying causes affect them. In contrast, failure is interpreted as another form of learning. In addition, it is explained that three factors converge there: subject, meaning and knowledge. (Charlot, 1997; Vallejo-García, 2019).

Also, Charlot (2014) makes a distinction between learning and knowledge, since the former is possible in a general way without taking into account thought contents, it is learned in different contexts, forms and from different types of people, while in the search for knowledge other types of relationships associated with the environment are established. The learning process makes sense according to the history, expectations, antecedents, together with the subject's conception of life. The relationship with knowledge is an intrinsic aspect of the individual, where Charlot identifies 3 characteristics of knowledge: it is a social interrelation, it is a desire and a response to the way in which it is acquired. In addition, it lists four figures confronted by children in their relationship with knowledge: "the objects of knowledge", the objects that must be learned to use, the activities to be mastered and the relational aspects.

Theoretical approach to school dropout.

In the face of the failures in family-school integration and the risk factors of social and school environments, which limit the educational process of students, school dropout or dropout appears due to the multifactoriality presented in the variables studied. Thus, the MEN (2022) defines this phenomenon as the situation in which a student separates from the educational system, attributable to the school, family, individual, and context environments.

In this sense, the Theory of structuralist constructivism identifies that the social context encompasses the economic, cultural, community and symbolic, according to this, it occupies a position in society, in addition, it is parameterized from birth, by belonging to a certain family, thus acquiring customs, traditions, practices and lifestyles that limit the subjects, being difficult to get out of those limits. For if the student is in a disadvantaged class, the education received is similar. Bourdieu (1989), In this regard, Perines and Hidalgo (2018), postulate that schools committed to overcoming injustices can be built through a society-centered education. In addition, Pons, Espinosa, Contreras, and Estrada (2019) state that teachers appeal to the intercultural-affective dimension to collectively build relevant learning with the educational community, transforming people's interpretation and responses to their reality, transcending an emancipatory education.

Theoretical approach to cooperation.

In view of the different problems addressed, the concern arises about strategies for the prevention of school failure and dropout from the management of family-school relations, so it is relevant to develop the concept of cooperation, since it refers to the joint work carried out by a collective, in the search to achieve similar goals, through actions and

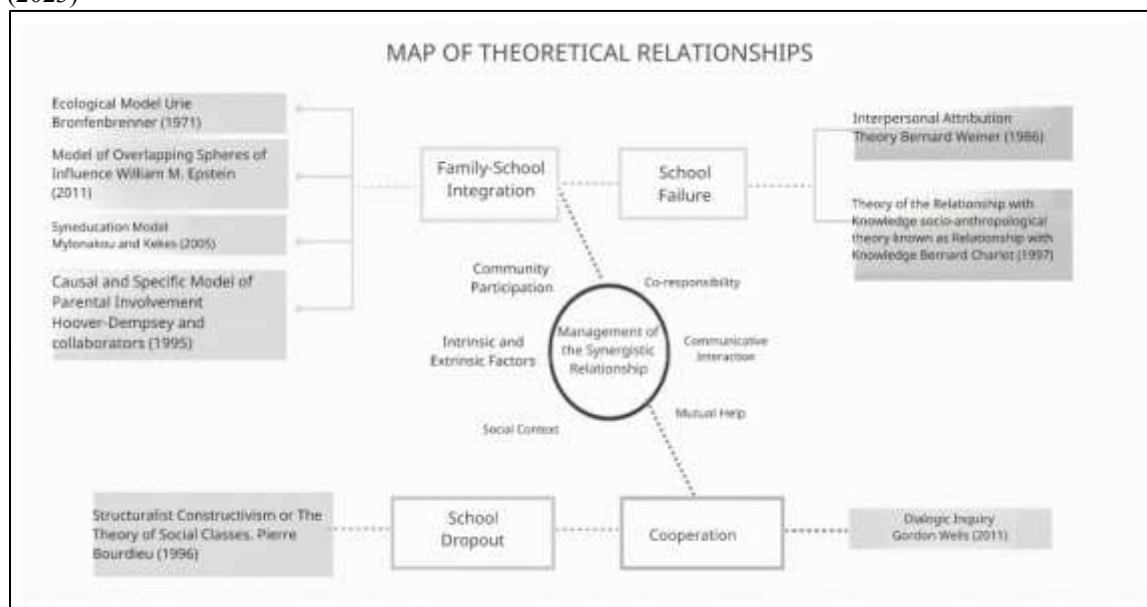
efforts that lead to their achievement.

From this perspective, the Theory of dialogic inquiry proposes an educational task from a collaborative approach through active dialogue, in addition, it affirms that teachers must transform teaching-learning according to the environment, from accompaniment together with support for students, suggesting a profile of teacher responsible for their educational practices, who has authority, supported by their knowledge and the way they teach. Thus, the relationships established from the students to the other members of the community are generators of knowledge, values, identity, culture, belonging and meaning with learning associated with their reality, aimed at the formation of their personality and decision-making. (Torres, 2020; Wells cited by Álvarez, 2019)

As a result, the school must begin to manage preventive processes of school failure and dropout, from the family-school integration relationship, for which, the MEN (2022) has established the different types of management developed in the institutions, starting from school management, together with its projects, from the detection, formulation and implementation of action plans from pedagogical management, directive, community and administrative, without affecting school autonomy in response to the needs of the context. In this way, the work carried out by the institutions in the transformation of motivating practices of parental integration to school processes, linked to the surrounding environments, is important. In the same vein, Corredor and Zuluaga (2020) raise the need to build protective environments of social inclusion with a family environment at school that allows for the formulation of solid life projects with greater parental participation.

The theoretical approach of the research supported the aforementioned variables, which can be seen in Figure 1:

Figure 1. Map of theoretical relationships. Source: prepared by García-Henao, Guzmán-Forero and Senior-Naveda (2023)



METHODOLOGY

In attention to the Rationalist epistemological approach and the Critical Rationalist paradigm, according to (Padrón, 2018; Padrón & Camacho, 2000), research is based on theories that, from the world of ideas, facilitate the explanation of the different phenomena underlying the problem formulated, and then carry out an observation and measurement of its manifestations, seeking to identify and understand the hidden characteristics in the different processes. In addition, according to Marín (2012), research approaches the object of study from a logical-rational process, which is approached from a series of events, which after processing, are transformed, resulting in new knowledge.

To achieve the research objective, the hypothesis was based on the hypothesis: synergistic strategies based on the management of the family-school integration relationship prevent school failure and dropout and the problem question: How to contribute to the prevention of school failure and dropout from the conception and validation of a proposal through strategies that favor the management of the family-school relationship?. To achieve this, the study was carried out with the population of two rural educational institutions based on Likert scale surveys, with a weighting between 1 and 5. This questionnaire had 53 items associated with their respective indicators, factorials and dimensions, which yielded a coefficient with good internal consistency, with high reliability, distributed as shown in Table 1:

Table 1. Theoretical factors by variables

Variable Factors Synergistic Strategies	Number of reagents
Community Management / Social Participation in Education	12
Factors of the Family-School Integration variable	Number of reagents
Community Management / Social Participation in Education	10
Theoretical factors Variable School failure	Number of reagents
Academic Management / Administrative Management	8
Theoretical factors Variable School dropout	Number of reagents
Academic Management / Administrative Management	18

Source: Prepared by García-Henao, Guzmán-Forero and Senior-Naveda (2023)

To analyze the complexity of the phenomena, factor analysis was used, with the idea of establishing the discriminating power of each of the indicators and factors, according to (Cupani, 2012; Gutiérrez, 2018). Additionally, the analysis of the information was carried out using the InfoStat/L software. The data collected through the questionnaire was processed under a descriptive statistical analysis technique, multivariate and a matrix combination analysis with the different elements. The descriptive analysis was carried out based on the mean, standard deviation and error, coefficient of variation, minimum and maximum value, median, quartiles, asymmetry, kurtosis, density and normal distribution of points. Likewise, a multivariate factor analysis was carried out where the structure of the variables was determined, also demonstrating the variability, stability and joint consistency of the factors and indicators, corresponding to each of the statements.

RESULTS

According to the instruments established with 53 questions parameterized under the Likert scale questionnaire and through the Exploratory Factor Analysis, which allowed to evidence the factors analyzed, they provided a better understanding of the variables **Synergistic strategies, family-school integration, school failure and school dropout**.

Table 2 Relationship of variables, factorials and indicators.

Variable	Factor	Indicator	Item
A: Synergistic Strategies	A.1. Level of cooperation of the actors	A.1.1. Participation of parents in the educational process of their children	1 and 2
		A.1.2. Teachers' management to involve families	3 and 4
	A.2. Collective construction processes carried out	A.2.1. Parent Assemblies	5 and 6
		A.2.2. Extracurricular Activities Involving Parents	7 and 8
	A.3. Comprehensive training of actors	A.3.1. Parents' school	9 and 10
		A.3.2. Teacher training	11 and 12
B. Family-school integration	B.1. Co-responsibility	B.1.1. Number of channels provided by the institution or teachers	13 and 14
		B.1.2. Institutional climate.	15 and 16
	B.2. Relationship between actors	B.2.1. Sufficient spaces and times	17 and 18
		B.2.2. Institutional climate.	19 and 20
	B.3. Common interests	B.3.1. Collective construction of the IEP	21 and 22
		B.3.2. Study and updating of the coexistence manual	23 and 24
C. School Failure	C.1. Evaluation system	C.1.1. External test results	25 and 26
		C.1.2. Internal test results	27 and 28

	C.2. Curriculum management	C.1.3. Qualitative assessment	27
		C.2.1. Curriculum adjusted to the context	28 and 29
		C.2.2. Didactic resources and strategies used by teachers	30 and 31
	C.3. Flexibility of the educational process	C.3.1. Opportunities according to learning rhythms and/or barriers for students	32 and 33
		C.3.2. Decisions according to casuistry	34 and 35
D. School Dropout	D.1. School coexistence	D.1.1. Conflict management at the institutional level	36 and 37
		D.1.2. Teacher-student-parent relationship.	38 and 39
	D.2. Community context	D.2.1. Social conflicts	40 and 41
		D.2.2. Potential allies in the environment	42 and 43
	D.3. Psychosocial aspects of students	D.3.1. Self-concept	44 and 45
		D.3.2. Student expectations	46 and 47
	D.4. Socioeconomic factors of the family	D.4.1. Working conditions	48 and 49
		D.4.2. Unmet basic needs	50 and 51
		D.4.3. Child labour	52 and 53

Source: Prepared by García-Henao, Guzmán-Forero and Senior-Naveda (2023)

First, a manual exploratory analysis was carried out, considering the questionnaires applied to teachers and students. From there, the subdimensions were taken as factors and indicators as components, and the items that were related to each of these were grouped. Tables 3 and 4 of the initial exploratory analysis corresponding to the variables studied are presented below.

Table 3 Matrix of factors of variables A: synergistic strategies, B: family-school integration, C: school failure and D: school dropout, definitive, applied to teachers of both institutions.

Item	Variables -Factors	I.E.D. Industrial Technician of Tocancipá, Cundinamarca.	I.E.R. San Juan of La Unión, Antioquia.	Item	Variables -Factors	I.E.D. Industrial Technician of Tocancipá, Cundinamarca.	I.E.R. San Juan of La Unión, Antioquia.
1	A.1.1.	3,31	3,97/	28	C.2.1.	3,66	3,94
2	A.1.1.	3,22	3,97	29	C.2.1.	3,74	3,58
3	A.1.2.	3,38	3,75	30	C.2.2.	4,14	4,22
4	A.1.2.	2,70	3,81	31	C.2.2.	4,20	4,33
5	A.2.1.	3,86	3,89	32	C.3.1.	4,23	4,42
6	A.2.1.	3,55	3,92	33	C.3.1.	4,20	4,28
7	A.2.2.	4,25	4,61	34	C.3.2.	3,64	4,44
8	A.2.2.	3,00	3,89	35	C.3.2.	3,13	3,86
9	A.3.1.	3,03	4,06	36	D.1.1.	3,91	4,03
10	A.3.1.	3,10	4,00	37	D.1.1.	3,86	4,08
11	A.3.2.	4,09	4,28	38	D.1.2.	3,98	3,89
12	A.3.2.	3,86	4,39	39	D.1.2.	3,59	3,69
13	B.1.1.	3,06	4,19	40	D.2.1.	3,26	3,58

14	B.1.1.	3,13	3,78	41	D.2.1.	3,55	3,89
15	B.2.1.	3,52	4,08	42	D.2.2.	4,24	4,14
16	B.2.1.	3,76	4,22	43	D.2.2.	4,20	4,25
17	B.2.2.	4,03	4,06	44	D.3.1.	3,71	4,00
18	B.2.2.	4,00	3,94	45	D.3.1.	2,65	3,67
19	B.3.1.	3,47	3,92	46	D.3.2.	3,97	4,56
20	B.3.1.	3,92	3,94	47	D.3.2.	4,02	4,28
21	B.3.2.	3,70	3,92	48	D.4.1.	3,65	3,53
22	B.3.2.	3,66	4,31	49	D.4.1.	3,24	3,86
23	C.1.1.	3,49	4,14	50	D.4.2.	3,80	3,39
24	C.1.1.	4,06	4,06	51	D.4.2.	3,20	2,77
25	C.1.2.	4,09	3,81	52	D.4.3.	3,64	3,28
26	C.1.2.	3,61	3,67	53	D.4.3.	3,52	3,42
27	C.1.3.	3,86	3,64				

Note: The table presents the data obtained in the Exploratory Factor Analysis applied to teachers from both institutions.
Source: prepared by García-Henao, Guzmán-Forero and Senior-Naveda (2023)

Table 4 Matrix of factors of variables A: synergistic strategies, B: family-school integration, C: school failure and D: school dropout, definitive, applied to students of both institutions.

Item	Variables -Factors	I.E.D. Industrial Technician of Tocancipá, Cundinamarca.	I.E.R. San Juan of La Unión, Antioquia.	Item	Variables -Factors	I.E.D. Industrial Technician of Tocancipá, Cundinamarca.	I.E.R. San Juan of La Unión, Antioquia.
1	A.1.1.	3,31	3,97	28	C.2.1.	3,66	3,94
2	A.1.1.	3,22	3,97	29	C.2.1.	3,74	3,58
3	A.1.2.	3,38	3,75	30	C.2.2.	4,14	4,22
4	A.1.2.	2,70	3,81	31	C.2.2.	4,20	4,33
5	A.2.1.	3,86	3,89	32	C.3.1.	4,23	4,42
6	A.2.1.	3,55	3,92	33	C.3.1.	4,20	4,28
7	A.2.2.	4,25	4,61	34	C.3.2.	3,64	4,44
8	A.2.2.	3,00	3,89	35	C.3.2.	3,13	3,85
9	A.3.1.	3,03	4,06	36	D.1.1.	3,91	4,03
10	A.3.1.	3,10	4,00	37	D.1.1.	3,86	4,08
11	A.3.2.	4,09	4,28	38	D.1.2.	3,98	3,89
12	A.3.2.	3,86	4,39	39	D.1.2.	3,59	3,69
13	B.1.1.	3,06	4,19	40	D.2.1.	3,26	3,58
14	B.1.1.	3,13	3,78	41	D.2.1.	3,55	3,89
15	B.2.1.	3,52	4,08	42	D.2.2.	4,24	4,14
16	B.2.1.	3,76	4,22	43	D.2.2.	4,20	4,25
17	B.2.2.	4,03	4,06	44	D.3.1.	3,71	4,00
18	B.2.2.	4,00	3,94	45	D.3.1.	2,65	3,67
19	B.3.1.	3,47	3,92	46	D.3.2.	3,97	4,56
20	B.3.1.	3,92	3,94	47	D.3.2.	4,02	4,28
21	B.3.2.	3,70	3,92	48	D.4.1.	3,65	3,53
22	B.3.2.	3,66	4,31	49	D.4.1.	3,24	3,86
23	C.1.1.	3,49	4,14	50	D.4.2.	3,80	3,39

24	C.1.1.	4,06	4,06	51	D.4.2.	3,20	2,77
25	C.1.2.	4,09	3,81	52	D.4.3.	3,64	3,28
26	C.1.2.	3,61	3,67	53	D.4.3.	3,52	3,42
27	C.1.3.	3,86	3,64				

Note: The table presents the data obtained in the Exploratory Factor Analysis applied to students from both institutions. Source: prepared by García-Henao, Guzmán-Forero and Senior-Naveda (2023)

In relation to Tables 3 and 4, the exploratory multivariate factor analysis process consisted of analyzing variables A: Synergistic strategies (6 factors each with two items) versus B: family-school integration (5 factors each with two items), C: school failure (7 factors each with two items, except C13, with only one item, 27) and D: school dropout (9 factors each with two items), then B with C and D, later C with D, all this for each school, making six (6) combinations in each institution, observing the results, to make the pertinent statistical decisions.

In this sense, the above process was applied to the matrix data of the student instrument of both institutions, considering the 53 items from the multivariate descriptive statistics including elements such as mean and total vectors, total covariance and eigenvalues matrices, total correlation matrices (Pearson) and eigenvalues, exporting in primary form the matrices of the Microsoft Excel program with the averages of the 53 items. and then processed in the InfoStat/L 2020 program.

As for the descriptive analysis carried out on teachers and students of both institutions, it expresses values with a tendency to agree, with a good distribution of values, density of points close to the mean in all cases and normal distribution of points close to the line $x=y$ with values equal to or greater than $r=0.967$ high correlational. As well as other values that are presented in table 5:

Table 5 Descriptive analysis of the questionnaire instrument of both institutions.

Summary	I.E.D. Industrial Technician		I.E.R. San Juan	
	Teachers	Students	Teachers	Students
N	53	53	53	53
Stocking	4,04	3,65	4,51	3,95
D.E.	0,33	0,41	0,34	0,34
E.E.	0,05	0,06	0,05	0,05
C.V.	8,23	11,17	7,58	8,49
Min	3,09	2,65	3,43	2,77
Max	4,45	4,25	5,00	4,61
Median	4,09	3,66	4,57	3,94
Q1	3,91	3,38	4,29	3,81
Q3	4,27	3,98	4,71	4,19
Asymmetry	- 0,76	-0,51	-1,21	-0,79
Kurtosis	0,12	-0,47	1,18	1,64

Note. The table presents the data obtained in the Descriptive Analysis for both institutions for teachers and students. Source: prepared by García-Henao, Guzmán-Forero and Senior-Naveda (2023)

Consequently, the assertions were supported with the values presented in Table 4, which allowed the established indicators not to be modified or eliminated, evidencing relevance in their formulation. Likewise, the stability of the instrument, together with the results, made it possible to characterize the processes of school failure and dropout, the correspondence was also established from the investigation of the theories, these being coherent with the foundation of the variables, since the values obtained coincided with the contributions of the participants in the questionnaire. Tables 6 and 7 present, respectively, the results of the Confirmatory Factor Analysis carried out on the information collected in the surveys applied to teachers and students, being notorious relatively higher values in the questionnaires

applied to teachers, than that of students, which is attributable to the greater cultural and academic heritage and maturity of the former.

Table 6 Matrix of factors of variables A: synergistic strategies, B: family-school integration, C: school failure and D: school dropout, definitive, applied to teachers of both institutions.

Item	Variables -Factors	I.E.D. Industrial Technician of Tocancipá, Cundinamarca.	I.E.R. San Juan of La Unión, Antioquia.	Item	Variabl es -Factors	I.E.D. Industrial Technician of Tocancipá, Cundinamarca.	I.E.R. San Juan of La Unión, Antioquia.
1	A.1.1.	4,090909091	/	28	C.2.1.	4,090909091	4,714285714
2	A.1.1.	4,272727273	4,571428571	29	C.2.1.	3,909090909	4,428571429
3	A.1.2.	/	4,714285714	30	C.2.2.	/	4,714285714
4	A.1.2.	3,727272727	4,285714286	31	C.2.2.	4,363636364	4,571428571
5	A.2.1.	4	4,571428571	32	C.3.1.	3,727272727	4,714285714
6	A.2.1.	/	4,142857143	33	C.3.1.	4,090909091	4,714285714
7	A.2.2.	4,181818182	4,571428571	34	C.3.2.	3,909090909	4,285714286
8	A.2.2.	3,909090909	/	35	C.3.2.	3,272727273	3,428571429
9	A.3.1.	4,272727273	4,428571429	36	D.1.1.	4,181818182	4,714285714
10	A.3.1.	4,454545455	4,571428571	37	D.1.1.	4,272727273	4,857142857
11	A.3.2.	4,272727273	4,857142857	38	D.1.2.	4,090909091	4,714285714
12	A.3.2.	4,363636364	4,857142857	39	D.1.2.	4	4,285714286
13	B.1.1.	/	4,714285714	40	D.2.1.	/	4,571428571
14	B.1.1.	3,909090909	/	41	D.2.1.	4	4,285714286
15	B.2.1.	3,818181818	4,714285714	42	D.2.2.	3,818181818	4,142857143
16	B.2.1.	/	4,285714286	43	D.2.2.	3,909090909	4,714285714
17	B.2.2.	4,363636364	/	44	D.3.1.	4	4,714285714
18	B.2.2.	4,363636364	4,428571429	45	D.3.1.	3,909090909	4,714285714
19	B.3.1.	4,363636364	4,285714286	46	D.3.2.	4,090909091	4,857142857
20	B.3.1.	4,454545455	4,714285714	47	D.3.2.	/	/
21	B.3.2.	4,454545455	4,714285714	48	D.4.1.	4,272727273	4,571428571
22	B.3.2.	4,272727273	4,714285714	49	D.4.1.	4	4
23	C.1.1.	/	/	50	D.4.2.	4,454545455	4,571428571
24	C.1.1.	3,454545455	4,428571429	51	D.4.2.	3,636363636	4
25	C.1.2.	4,090909091	4,714285714	52	D.4.3.	3,909090909	/
26	C.1.2.	3,454545455	/	53	D.4.3.	4,090909091	4,285714286
27	C.1.3.	3,909090909	4,714285714				

Note: The table presents the data obtained in the confirmatory Factor Analysis applied to teachers from both institutions. Source: prepared by García-Henao, Guzmán-Forero and Senior-Naveda (2023)

Table 7 Matrix of factors of variables A: synergistic strategies, B: family-school integration, C: school failure and D: school dropout, definitive, applied to students of both institutions.

Item	Variables -Factors	I.E.D. Industrial Technician of Tocancipá, Cundinamarca.	I.E.R. San Juan of La Unión, Antioquia.	Item	Variabl es -Factors	I.E.D. Industrial Technician of Tocancipá, Cundinamarca.	I.E.R. San Juan of La Unión, Antioquia.
1	A.1.1.	3,3125	3,972222222	28	C.2.1.	3,65625	3,944444444
2	A.1.1.	3,21875	3,972222222	29	C.2.1.	3,739583333	/

3	A.1.2.	3,375	/	30	C.2.2.	4,135416667	4,222222222
4	A.1.2.	/	3,805555556	31	C.2.2.	4,197916667	4,333333333
5	A.2.1.	3,864583333	3,888888889	32	C.3.1.	/	4,416666667
6	A.2.1.	3,552083333	3,916666667	33	C.3.1.	4,197916667	4,277777778
7	A.2.2.	/	/	34	C.3.2.	3,635416667	/
8	A.2.2.	3	3,888888889	35	C.3.2.	3,125	3,861111111
9	A.3.1.	3,03125	4,055555556	36	D.1.1.	3,90625	/
10	A.3.1.	3,104166667	4	37	D.1.1.	3,864583333	4,083333333
11	A.3.2.	4,09375	4,277777778	38	D.1.2.	3,979166667	3,888888889
12	A.3.2.	3,864583333	4,388888889	39	D.1.2.	3,59375	3,694444444
13	B.1.1.	/	4,194444444	40	D.2.1.	3,260416667	3,583333333
14	B.1.1.	3,125	/	41	D.2.1.	3,552083333	3,888888889
15	B.2.1.	3,520833333	4,083333333	42	D.2.2.	/	4,138888889
16	B.2.1.	3,760416667	4,222222222	43	D.2.2.	4,197916667	4,25
17	B.2.2.	/	4,055555556	44	D.3.1.	3,708333333	4
18	B.2.2.	4	3,944444444	45	D.3.1.	/	3,666666667
19	B.3.1.	3,46875	3,916666667	46	D.3.2.	3,96875	/
20	B.3.1.	3,916666667	3,944444444	47	D.3.2.	4,020833333	4,277777778
21	B.3.2.	3,697916667	3,916666667	48	D.4.1.	3,645833333	3,527777778
22	B.3.2.	3,65625	/	49	D.4.1.	3,239583333	3,861111111
23	C.1.1.	/	4,138888889	50	D.4.2.	3,802083333	3,388888889
24	C.1.1.	4,0625	4,055555556	51	D.4.2.	3,197916667	2,771428571
25	C.1.2.	4,09375	3,805555556	52	D.4.3.	3,635416667	3,277777778
26	C.1.2.	3,614583333	3,666666667	53	D.4.3.	3,520833333	3,416666667
27	C.1.3.	3,864583333	3,638888889				

Note: The table presents the data obtained in the confirmatory Factor Analysis applied to students from both institutions. Source: prepared by García-Henao, Guzmán-Forero and Senior-Naveda (2023)

According to the above, the importance of family-school integration was revealed, perceived mainly by teachers, who identified the convenience of establishing synergistic strategies from different managements, which affect the prevention of the problem raised, which is explained by the high values obtained in Items 1 to 12 of Table 6, which are in most cases above 4. In addition, it was inferred that actions formulated from common goals, with the intervention of the educational community, are necessary as a means to face the problem under study, revealing that dropout can be prevented from the implementation of joint work strategies that support students in their training processes.

Also, it was deduced that the relationships established between the actors attribute to the improvement of the performance of the students through the motivation generated by this interaction, which is demonstrated in the values close to 4 of Items 15 to 18. Similarly, the variables school failure and school dropout are mutually dependent, where the former is confirmed as a predictor of the latter, which is raised in various antecedents investigated, since it greatly affects the quality of life of students.

Based on the analysis of the lowest values in the statements, Items 4 and 8, the teachers perceived a low participation of the parents, limiting the improvement of the results, since parental accompaniment is essential in this process. This is in line with Maldonado et al. (2020), who highlight the management of institutions to increase parental involvement in compliance with institutional guidelines, through the accompaniment of the family group. Therefore, it is necessary to encourage the participation of the different actors of the institution, both in the educational process of the students, and in the construction of the documents of the Institutional Educational Project (PEI).

However, it was evident in the students, especially in those of the Industrial Technical I.E.D., the lack of interest in a greater parental presence in school activities within the establishment, which coincides with the little importance that they give to the parents' school as a strategy for improving family-school cooperation. Items 9 and 10 with values close to 3. From another perspective, the students considered that difficulties in relating to their peers do not determine their academic performance, nor do they reflect their abilities, items 38 and 39 below 4. Additionally, it was found that students are not forced to leave the educational system due to the family economic situation, which does not lead them to exercise work activities or obligations at home, items 51 and 52 close to 3.

According to the high values, in items 1 to 8, it is interpreted that cooperation, Wells (2001) cited by Álvarez (2019), is achieved through teamwork, Mylonakou and Kekes. (2007), some of the strategies to achieve this are the Parent Schools, Narváez and Terraza (2021) and teacher training, Díaz and Osuna (2020). In addition, from co-responsibility, Jiménez and Pérez (2021), it became evident that communication channels are weak, which generates a lack in the relationship between actors, causing interference in the implementation of common interests, Pimentel and Márquez (2020). Also, there is a lack of extracurricular activities that generate the participation of the different members of the educational community (Longás et al. 2019).

In addition to the above, with respect to the questionnaire applied to teachers, the values close to 4 in items 23 to 33, reveal the attention paid to the prevention of this phenomenon from the aspects related to internal school tests, qualitative assessment, Martínez & Burgos (2020), institutional academic improvement for school success, Marines & Flores (2021), the opportunities that are provided according to learning rhythms and/or barriers for students, Hernández (2021), together with a curriculum adjusted to the context, Klyachko et al. (2019), accompanied by available resources and didactic strategies. This is associated with cooperation, Álvarez et al. (2019), support, Rodríguez and Guzmán (2021) together with the comprehensive training of the different actors, who acquire co-responsibility actions, Suarez (2017). On the other hand, it was established that parents have less participation in the evaluation processes, an aspect pointed out by Martínez and Burgos (2020) as a factor that leads to school failure, which requires generating strategies for approach, socialization, and follow-up, using the spaces available to participate in the formulation or updating of the self-evaluation. the improvement plan and the operational plan.

On the other hand, from the perspective of teachers, reflected in high values in items 36, 37, 38 and 39, the permanence of students in the educational system is subject to the strategies that are generated to achieve it, this objective is achieved from the joint work of the actors, creating learning environments, framed in a healthy coexistence. These approaches are consistent with (Zborovsky & Ambarova, 2021; Hernández et al., 2021) who express that the community presents different dynamics that influence school dropout, such as the socioeconomic factors of the family, working conditions, unsatisfied basic needs, in addition to child labor. Additionally, they are consistent with what Vinciguerra et al. (2021) have stated, who state that, in order to prevent dropout, the school manages conflicts at the institutional level, fosters the teacher-student-parent relationship, Parody et al. (2019), and strengthens the institution with allies from the environment, Miranda and Villardi (2020). All of the above, in search of improvement in the psychosocial aspects of students, Bedoya et al. (2020), self-concept, Rodríguez and Guzmán (2021) leading to potentiate their expectations, Bourdieu (1989).

On the other hand, values below 4 in item 41 show that students assume the social conflicts surrounding the institution as not causes of influence on dropout, becoming a factor of less relevance in school success. These results are contradictory to what Weiner (1979) proposed, however, teachers in items 36 and 37 present values higher than 4, reflecting the importance of psychosocial accompaniment in the face of the influence exerted by the community environment, as outlined by Diez (2021), who also evidenced that teachers are a fundamental piece in social transformation from schools.

On the other hand, the values close to 4 in items 1 to 10, from the I.E.R. San Juan, show that the students recognized their families as collaborative participants in the different processes that converge in their formation, Murillo and Hernández (2019), cooperation, Infante and Padilla (2020), mutual aid Petridou and Karagiorgi (2018), plus the teamwork of families together with the school are valued as important in education for achieve interaction between families, students and teachers, Antunez and Lúcio (2019). However, the students, as well as the teachers, revealed the weakness of the communication channels. On the other hand, the few integration activities promoted by the institution were observed. Students also identified participation as essential in the integration of the family-school, Murillo & Hernández (2019) and raised the need to encourage the creation of cooperative environments permeated by dialogue, through parent schools, as a strengthening strategy in coexistence and academic aspects in the search for school success, Narváez & Terraza (2021). sports, cultural and other activities, Viñas et al. (2019), which involve them in the academic and convivial training of their children.

This accompaniment should be encouraged by institutions from the management of resources and didactic strategies, Yang et al. (2022), so that families know the processes that are carried out to assess students, such as internal tests, qualitative assessment, opportunities according to learning rhythms and/or barriers, Vallejo (2019). In addition, the students revealed the ineffectiveness of the participation of the different school actors to achieve the objectives that allow them to respond to the educational needs from the formulation of the curriculum, which is evidenced in the values close to 3 in Items 19, 20, 21 and 22, being contradictory to what was found in the surveys applied to the teachers. whose values are higher than 4.2 in accordance with what Martínez and Burgos (2019) propose.

Likewise, both students and teachers, through Items 38 and 39, with values between 3.6 and 4.7, recognized the importance of the teacher-student-parent relationship, from proactive, assertive and constant communication, allowing the design of improvement plans towards the family climate and the establishment of communication channels with parents, seeking their awareness and commitment. towards the comprehensive training of students, this is in line with what was argued by (Jiménez & Pérez, 2021; Martínez et al., 2020). On the other hand, regarding the importance of conflict management at the institutional level, there was evidence of greater relevance for teachers, which is reflected

in the values close to 4 in items 40 and 41, this being consistent with what was stated by Vinciguerra et al. (2021). Regarding the importance of the actors' expectations, the values close to 4.0 in items 46 and 47 are consistent with what Salceda (2022) proposed. Likewise, in items 42 and 43 with values close to 4.0, it was agreed that these expectations are strengthened with the other educational and external actors, from the need for improvement in aspects such as support and monitoring from the family, cooperation and mutual aid, co-responsibility and the establishment towards common goals, these being fundamental aspects in school permanence as expressed (Montenegro & Candelario, 2020; Lozano & Maldonado, 2021; Parody et al., 2019; Petridou & Karagiorgi, 2018). Also, in items 48 to 53, with values close to 4.0, they identified that factors such as parents' working conditions, social conflicts, and unmet needs at home are triggers of school dropout, which is consistent with what was stated by Gómez et al. (2018). The authors of this article state that there was no conflict of interest in the research process, nor in the presentation of the research article.

CONCLUSIONS

The guarantee of school success depends on a series of factors, where the participation of all social actors is essential, being essential, in order to avoid school failure, the establishment of synergistic strategies based on the assertive management of the family-school integration relationship. The above is built from the interrelation of a set of theories that allow us to infer the importance of strengthening the links between the family and the school. Thus, from the research process, it was possible to corroborate the hypothesis raised, from the review of the different scientific postulates that explain the categories of study.

Therefore, the category of family-school integration is based on the Ecological Models of Urie Bronfenbrenner, of Overlapping Spheres of Influence of William Epstein, Syndication of Mylonakou and Kekes and Causal and Specific of Parental Involvement by Hoover Dempsey et al. In addition, the category of Cooperation is based on the postulate of Gordon Wells' Dialogic Inquiry; on the other hand, the category of School Failure is approached from the theories of Interpersonal Attribution by Bernard Weiner and the Relationship with Knowledge by Bernard Charlot; finally, the category of School Dropout is argued from Pierre Bordieu's Structuralist Constructivism. Thus, the reality of educational contexts allows us to infer the need to integrate aspects of each of the previous theories to respond to the need to prevent school failure and dropout through the family-school integration strategy.

According to the theories of study and the results obtained, based on the central objective of the research, through factor analysis, the need to improve the family-school integration relationship was formulated, from a proposal capable of strengthening synergistic strategies towards school success, which was outlined in an operational plan to prevent school dropout and failure. In addition, it was established that it is necessary to strengthen parental participation, especially from cooperation and comprehensive training of the same, to contribute to the improvement of the quality of education. Likewise, it is necessary to take steps so that parents are not limited to complying with institutional requests, but where all members commit to be in constant communication, contributing to the school improvement of their children with a proactive attitude.

A greater degree of development is required in terms of co-responsibility, relationships between actors and common interests, for this reason, the need to integrate families in the different educational dynamics is evident, becoming active subjects in the construction of the school success of their children, from the expansion of communication channels, generating greater parental involvement through their active participation. In this way, sufficient spaces and times must be available for permanent interaction between teachers and parents, generating the conditions for the collective construction of the IEP.

The need to make educational processes more flexible and the adaptation of the curriculum to the interests, expectations, learning rhythms and previous knowledge of the students was evidenced, which leads to the improvement of learning environments, implementation of didactic strategies, together with educational projects based on active methodologies. Likewise, the need to implement greater formative assessment practices was observed, using more consciously the results obtained in external tests to make improvement plans in continuous student preparation. All of the above in consideration of family and social dynamics, among others, when making decisions both academically and in coexistence, according to each case. At the same time, it is necessary to have greater participatory reflection and dialogue among all members of the educational field to contribute to the formulation or updating of the self-evaluation, the improvement plan and the operational plan.

Consequently, the comprehensive training of actors is essential, requiring the strengthening of the School of Parents project, expanding its actions comprehensively to cover not only coexistence issues, but also to strengthen the capacities of the guardians in academic aspects for a more effective accompaniment of their children. Also, it is necessary to train teachers and students in soft skills, to strengthen communication processes with students, as well as with parents by educators, in addition to improving self-esteem, communication and psychosocial factors in children. Similarly, it is relevant to work on aspects such as school coexistence, the community context, the psychosocial aspects of the students and family socioeconomic factors. The educational community must be made aware of diversity, generating more inclusive processes, strengthening self-esteem and self-concept, promoting individual progress, both

in the ability to relate to others, and in the development of academic competencies, enhancing talents from one's own abilities, demonstrable in the educational community.

On the other hand, it is important to transcend the community context, from the school environment, being fundamental the support that can be received from external institutions and professionals in psychosocial aspects, guiding students in their mental health, in the generation of expectations framed in their life project. The foregoing taking into account family socioeconomic factors, favoring school permanence through services that enable school permanence in educational establishments.

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