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ORIGINAL ARTICLE

The Role of Teachers' Beliefs in Family Engagement

El papel de las creencias de los maestros en la participación familiar

O papel das crenças dos professores no envolvimento da família

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KEYWORDS

Teacher beliefs, participation, parents, expectations, academic achievement

ABSTRACT. The school as an institution continues to be an organization made up of individuals, who can effectively alter reality within the school structure. This work consists of an exploration of the role of teachers' beliefs in family participation. For this, teaching beliefs, academic performance, expectations, and family participation were defined as fundamental concepts when it came to understanding the explored role. The objective of this work, to evaluate how teachers' beliefs affect parental participation, was approached from a review of the main investigations that have been generated regarding the field of educational knowledge. As the central axis, beliefs are effectively deepened and among the main conclusions, it is highlighted that the promotion of parental participation by teachers depends directly on the imaginary, culture, and beliefs that this group has on the positive impact or rejection of parental participation.

PALABRAS CLAVE

Creencias docentes, participación, padres, expectativas, logro académico

RESUMEN. La escuela como institución no deja de ser una organización conformada por individuos, quienes pueden efectivamente alterar la realidad al interior de la estructura escolarizante. Este trabajo consistió en una exploración del papel de las creencias de los maestros en la participación familiar. Para ello se definieron las creencias docentes, logro académico, expectativas y participación familiar como conceptos fundamentales a la hora de comprender el papel explorado. El objetivo de este trabajo, evaluar cómo inciden las creencias de los docentes en la participación de los padres, se abordó desde una revisión de las principales investigaciones que al respecto se han generado sobre este capo del conocimiento educativo. Como eje central se profundiza efectivamente sobre las creencias y dentro de las principales conclusiones se resalta el que el fomento de la participación de los padres por parte de los maestros

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depende directamente de los imaginarios, la cultura y creencias que este grupo tiene sobre la incidencia positiva o negativa que tiene la participación de los padres.

PALAVRAS-CHAVE

Crenças do professor, participação, pais, expectativas, desempenho acadêmico

RESUMO. A escola como instituição continua a ser uma organização formada por indivíduos, que podem efetivamente alterar a realidade dentro da estrutura escolar. Este trabalho consistiu em uma exploração do papel das crenças dos professores na participação familiar. Para eles, o ensino de crenças, desempenho acadêmico, expectativas e participação familiar foram definidos como conceitos fundamentais para a compreensão do papel explorado. O objetivo deste trabalho, avaliar como as crenças dos professores afetam a participação dos pais, foi abordado a partir de uma revisão das principais investigações que têm sido geradas a esse respeito neste campo do conhecimento educacional. Como eixo central, as crenças são efetivamente aprofundadas e entre as principais conclusões, destaca-se que a promoção da participação parental pelos professores depende diretamente do imaginário, da cultura e das crenças que esse grupo tem no impacto positivo ou na recusa em ter envolvimento parental.

1. INTRODUCTION

On education falls the burden of being considered the main engine of social scale, however, this has not been true for Latin America, as the gradual increase in school enrollment has not necessarily been translated into proportional economic development. In Latin America, studies reveal that the probability that someone born in a poor home will die poor is still very high (Cárdenas, 2013).

This unfortunate trend has been interpreted by researchers as the consequence of the quality of education (Arreola, Carlos, & Valdés, 2013), so finding elements that contribute to better education is of strategic importance for the development interests of societies.

Faced with this, institutions begin to understand the need to include society in the different institutional matters, or, in other words, the school space is gradually opened to the family (Blanco & Umayahara, 2004), thus it is required that the different actors, students, parents, teachers and the community; be more active.

According to Freeman (2002), this includes the need to consider both the main environment in which students develop, that is, where they initially interact with others, such as at school and home, and the sociocultural environments where they develop. they carry out interactions (the school, in the case of relationships between teachers, students and parents). This to improve learning and support student development.

It should be noted that the promotion of the association between family and school does not have exclusively technical origins, the works of Blanco and Umayahara (2004) and Corral, Frías, González, and Miranda (1998), have associated the effort capacity of children with the affection of the parents and the transmission of values and principles evidenced through their involvement with the school. In this regard, Miranda (1995) finds that the interaction between the family-school has important effects on the development of childhood.

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Therefore, understanding the role of the family in school performance and how this interaction strengthens the adaptation to the school context of the student, and in turn influences the scores of knowledge tests; it is fundamental (Valdés, 2007). This is consistent with research carried out by Felipe Martínez, who was director of the National Institute for the Evaluation of Education of Mexico (INEE), suggested that the most influential factor in School performance is family practices, even above the demographic, economic and community aspects that surround the student (Martínez, 2001).

In recent years, international studies that seek to investigate the positive impact that the participation of families in the education of children has with respect to academic achievement proliferated, these studies where made in order to improve the quality of preschool, primary and secondary education by promoting precisely the parental involvement in the education of their children (Boonk, Gijselaersa, Ritzen, & Saskia, 2018; Bronfenbrenner & Morris, 2016; Carlos, Urías, Valdéz, & Wendlandt, 2016; Arreola, Carlos, & Valdés, 2013; Hornby & Lafaele, 2011; Green, Hoover, Sandler, & Walker, 2007; Bronfenbrenner & Morris, 2006; Bertrand & Deslandes, 2005; Hoover, Jones, Reed, & Walker, 2002; Torrico, and others, 2002; Keyes, 2000; Corral , Frías, González, & Miranda, 1998; Hoover, Jones, Reed, & Walker, 2000; Hoover & Sandler, 1997; Epstein, 1986; Bronfenbrenner, 1979). In this sense, and regarding school participation, the role of teachers is very relevant, whose contribution is strategic so that the advantages of family intervention can flourish.

This work explores in the first place, the family-school relationship based on the implications that this has for the learning of children, for this, it delves into the concept of teacher participation, the role of parents and mainly the influence of the beliefs of these actors on learning outcomes; and, secondly, the main models that have been extended on the family-school relationship.

This article generates some reflections about the importance of family participation in school, because, although they are two basic units in the educational process, it seems that they are fragmented, since teachers may not know how to stimulate and maintain the efforts of participation. Consequently, parents whose participation is not invited may appreciate exclusion or little consideration for their participation, which reflects the lack of effective strategies that manage to form and strengthen the family-school bond.

This teacher-parent bond, depending on the improvement in parental involvement, can be forceful when it comes to improving school programs, school climate, sense of community, sense of parental efficacy, positive parenting, improving child's behavior, school adjustment, academic skills, and school competence.

2. METHOD

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This work corresponds to the inductive descriptive and design method of documentary analysis. The information was obtained from different databases such as: Scopus, Web of Sicence, Sciendirect, Doaj, Ebsco and Google Scholar.

Table 1. Authors treated according to study axis.

Research univers	Study axis	Authors
The Role of Teachers' Beliefs in Family Engagement	Teachers' Beliefs	• Ali, Alizadeh, and Tehranian (2018) • Bayas, Molina, Ordóñez, and Rodríguez (2018) • Amaya, Delgado, Gnecco, León, and Valencia (2014) • Fuentes, Guzmán, Quevedo, and Villablanca (2013)
	Academic achievement	• Bazán, Hernández, Hernández, and Ochoa (2020) • Duckworth, Eskreis, Galla, Gross, and Taxer (2019) • Luna and Velázquez (2019) • Astorquiza (2018) • Meenu (2016) • Ramírez, Velasco, and Vera (2015)
	Expectations	• Anzaldo and Benavides (2020) • Becker and Wessling (2020) • Bendixsen and Danielsen (2020) • Daza and Garza (2020) • Danna, Londoño, and Stellian (2020) • Juang, Noack, Schachner, Vietze, and Vijver (2020) • Anzoátegui and Galvis, 2019)
	The Role of Teachers' Beliefs in Family Engagement	• Coninck, Dotger, Vanderlinde and Walker (2020) • Eva and Mei (2019) • Guo and Kilderry (2018) • Martijn, Mutton, Thompson, and Vanderlinde (2018) • Aguirre et al. (2013) • Derin, Noftle, Quintanar, and Warren (2011) • Bakker, Brus, and Denessen (2007) • Hoover, Jones, Reed, and Walker (2002)

Source: self made

3. RESULTS AND DISCUSSIONS

3.1 Teaching beliefs

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Teachers' beliefs have a direct influence on their perceptions and judgments and therefore on their actions (Bayas, Molina, Ordóñez, & Rodríguez, 2018), although these are related to the subjective construction of expectations, beliefs are "joint of integrated and consistent ideas, which are generated from everyday experiences, are personal versions of reality and have a level of internal organization that allow a structure, systematicity and an interpretation of the facts "(Amaya, Delgado, Gnecco, León, & Valencia, 2014, p. 50). This interpretation that is manifested in the environment influences both the decision-making and the teaching practices carried out (Fuentes, Guzmán, Quevedo, & Villablanca, 2013), as well as beliefs, which may be influenced by collective and environmental factors, they play a decisive and undeniable role in the achievement of educational objectives and missions in quantitative and qualitative terms as they determine their teaching methods (Ali, Alizadeh, & Tehranian, 2018).

3.2 Academic achievement

Academic achievement has traditionally been related to educational quality, this being a positive representation or a high level in school grades (Ramírez, Velasco, & Vera, 2015; Astorquiza, 2018; Meenu, 2016; Duckworth, Eskreis, Galla, Gross, & Taxer, 2019), and has been mainly related to the disciplines of mathematics and Spanish (Bazán, Hernández, Hernández, & Ochoa, 2020; Luna & Velázquez, 2019)

For this work, academic achievement will be understood as that which supposes favorable results with respect to the general objectives proposed within the school context.

a. Expectations

Expectations are widely studied in various disciplines of science, from statistics to education. This concept is related to the behavior of anticipating the value that something could take in the future (Danna, Londoño, & Stellian, 2020), more properly with the value that a variable is expected to take (Anzaldo & Benavides, 2020), depositing a degree of confidence about a future result (Anzoátegui & Galvis, 2019).

This implies that expectations are a subjective predisposition and construct about something or someone (Daza & Garza, 2020) that affects the perception in the present, in this case, of one subject over another (Juang, Noack, Schachner, Vietze, & Vijver , 2020). The problem is that expectations are prejudices or forecasts based on multiple variables such as culture or imaginary (Becker & Wessling, 2020; Bendixsen & Danielsen, 2020) and affect the relationship or treatment of a person who determines a position towards other.

Preconceived expectations or judgments can be positive or negative, but they always affect the relationship in the present based on the delimitation that one subject makes about the future of another.

3.4 The role of teachers' beliefs in family engagement

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In this matter, Martijn, Mutton, Thompson, and Vanderlinde (2018) emphasize that, despite the theoretical evidence, teachers have not given the importance that the family should have in the educational process within the school. The little value that is given to the opinion and participation of parents within the school may be affecting the learning potential of children, and teachers seem not to be prepared to actively incorporate the family and sometimes even show resistance to this. One of the causes of this behavior may be that teachers feel overloaded with work and responsibility and see the incorporation of the family as an additional burden.

The latter is fundamental to understand why changes within the classroom do not occur in a more accelerated way despite the multiple investigations around the improvement in educational quality. Ultimately, the main actor who must execute the strategies feels overloaded. Added to this is the need to be able to learn permanently to become familiar with the latest changes, which continues to demand more and more tasks from the teacher. Furthermore, the area of educational micromanagement does not have among its priorities to improve the pedagogical structure.

This, according to the approaches of Martijn, et al. (2018), imply that advanced developments should go both to the classroom and to teacher preparation schools, to train future teachers in these practices. Obviously, the degree of demand is very high whenever it is required to improve education given the complexity of the socio-economic and cultural factors involved. Martijn, et al. (2018) sweep the research in this regard in the United States, Australia, England, Switzerland, Spain, Finland, Norway, Belgium, and the Netherlands; and finds that his findings are common to all countries.

Derin, Noftle, Quintanar, and Warren (2011) also explore the need to include this topic in the curriculum of future teachers and carry out a study in which this content is incorporated at postgraduate level to demonstrate the impact of this type of training in teaching actions. This study was conducted with a population of 157 teachers at two Southern California universities and concludes that when teachers value and appreciate the contributions of families and the community, authentic relationships can be built, resulting in better educational opportunities for children. Hoover, Jones, Reed, and Walker (2002) reached these same conclusions, who did a study in the southern United States on an experimental group of 30 teachers and a control group of 22 teachers in 2 different schools. Managing to identify that it is necessary for teachers to receive training in these topics during their university life.

These referents on the subject have decided to understand the differences between the expectations of teachers and parents as a dilemma that implies that: “teachers may not know how to invite or maintain participation efforts; and parents who are not invited to participate may perceive intentional exclusion or little regard for their participation” (Hoover, Jones, Reed, & Walker, 2002, p. 844). To what can be added, teachers may not find value in parental participation and parents respond with less participation due to the absence of an invitation to participate, for which it is necessary to train teachers on the importance of parents in children´s education.

In line with this, Eva and Mei (2019), who understand the associations between home and school refer to the collaboration between the school and the family to maximize the learning results of the students and address the family-school relationship in China. For these authors, the positive

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impact of the family at school is not in question and therefore they focus on the factors that have hindered a greater rapprochement between these parties, since Chinese parents are known for their enthusiasm and dedication to children's education because of their strong traditional belief that education is the key to success, but this dedication is more present at home and not so much at school.

Eva and Mei (2019), find that both subjects, school, and family, have a different vision of good education and this makes them not fully integrated, although it improves: school programs, school climate, school morale, sense of community, parents' sense of efficacy, positive parenting, child behavior, school adjustment, academic skills, and school competence. In their research, the authors find that it can be emphasized that parental involvement in schools is a form of social capital that contributes to the wider school community.

In this sense, the scope of Eva and Mei (2019) emphasizes that schools must have clear and well-established policies to collaborate with parents, and promote self-perception of good performance, since, following Bandura, the authors find that: “Parents who are confident in their ability to promote their children's academic achievement are more likely to have higher levels of association at home than those who do not” (Eva & Mei, 2019, p. 11). To corroborate this thesis, they apply as a methodological instrument, the interview, on 3 different income groups in which 6 directives, 9 teachers and 12 mothers in Hong Kong participate, from which they extract that the families most involved in the school have a greater interest in reproducing and reinforce what is taught in school at home and feel more empathetic with teachers. In their study, the barriers were also analyzed and among them are: the lack of parental time due to work, having minor children who require more attention, housework. They have solved this with the release of an advance calendar of school activities. But it is not only this, in their research Eva and Mei (2019) find that teachers are used to giving instructions that are followed to the letter and when parents do not do it because they are aware of their children, it exasperates them. In addition, teachers generally believe that the presence of parents in school has negative effects since children act differently when they are around them.

Also, in China, Guo, and Kilderry (2018) delve into the role of teachers in the family-school relationship. However, in the process, these authors present cultural differences as transcendental facts on which to study the family-school relationship, since the discrepancies between the different regions and countries account for a not extended understanding of what can be understood as affect , care, attention and various words that are used in formal academic language to reveal the family role, but it is necessary to clarify what care means for each subject since if it is not interpreted correctly, the signal can be wrong and family participation is blurred in a complex and decontextualized scheme. In the case of China, the parent-child relationship is mediated for the most part by the millenary tradition of Confucianism and it is under this framework that a dialogue with parents should be made to improve their family practices in relation to the participation of the education of their children.

Regarding Chinese teachers, like Eva and Mei (2019), Guo and Kilderry (2018) agree that teachers are seen as expert figures and their practices are not only not questioned but are respected to the point of understanding the education of children is the exclusive domain of the teacher, for

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which the Chinese government has had to intervene with an educational policy that promotes cooperation between both actors. This policy has been a slow-growing success thanks to the gradual westernization of the Asian giant.

Coninck, Dotger, Vanderlinde and Walker (2020) have another appreciation regarding the teacher-family gap and this one focuses on the communication aspect. For these authors, the problem is that teachers do not have enough communication skills to convey to families the importance of their role. The predominant communication strategy found are conferences, since these are key to establishing effective partnerships between family and school, since they offer the opportunity to exchange information about the student and to align the educational processes in the school and at home. Ideally, family-teacher conferences involve a two-way dialogue, decision-making, and the identification of shared actions that teachers, families, and students can take to advance students' success in school. However, for these spaces to be used, families must have the same weight in the participation and agenda of teachers, that is, it is not a class from teachers to parents, but a meeting of equals where the center Dialogue is children education. Coninck, et al. (2020) have a position regarding the effectiveness of learning programs which involve the family-school, very close to beliefs. Although, it has been investigated that beliefs influence the way in which the family accompanies children learning.

Coninck, et al. (2020) find that teachers' beliefs about themselves also play a role. In this case, if the teacher has a positive judgment about their abilities to promote student learning, their level of involvement and, therefore, their results will be higher, in terms of actively involving the family and promoting effective learning strategies. In other words, teachers' beliefs about their professional quality proportionally affect their job commitment, job satisfaction and well-being that is, self-efficacy beliefs represent an important affective-motivational variable which supports successful teaching performance.

Aguirre et al. (2013) delves a little further into how teachers' beliefs influence the family-school relationship and finds that, if teachers have negative perceptions about the level of learning or the value of the culture of minority ethnic groups or biases of gender or if they have any prejudice, they will limit their own teaching process either by undervaluing a minority population or overvaluing a specific population. These beliefs may also be biased insofar as teachers may consider their opinion to be objective, while that of other actors, students and parents, is subjective. The culture in this research is also transversal, and it is that if the parents themselves see the school as the sole authority in education for their children, their level of participation is restricted to following the instructions made by the school and not participating in a cooperative process.

On this influence of beliefs, Bakker, Brus, and Denessen (2007) study the impact of teachers' perception on the family-school relationship. These authors begin by mentioning that empirically there is a tendency to find that there is a positive impact of cultural and social capital on the education of children, and, consequently, as spheres with low socioeconomic indexes have lower school performance. However, it has been found that such differences are reduced to the effective participation of parents in the education of their children and not exclusively to the socioeconomic environment. The work of Bakker, et al. (2007), carried out on a sample of 60 teachers and 218 parents in schools in the Netherlands, points out that teachers consider the forms

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of participation of the middle class as desirable and, therefore, do not make visible different forms of participation of families in conditions of economic vulnerability. So their behavior responds more to the presence of self-fulfilling prophecies.

The research by Aguirre et al. (2013) also contributes to recognizing more specific forms of family participation through the relationship of disciplines with the environment, this implies learning mathematics through cooking, or history through urban walks or geography. through travel. In other words, consciously involve learning in everyday life. this must not be misinterpreted, since the same research suggests that teachers consider as correct academic practices those that are related more to belonging to the middle class than to learning in general, for example, having certain types of toys or have a certain social life or type of culture or be surrounded by certain types of professionals. The reality is that in practice learning happens in human beings (living beings in general) and not specifically in a certain social class.

4. CONCLUSIONS

From the Bandura´s tradition and regarding understanding man as a social subject, some researchers have found that more than an individual process or that happens within families, the participation of parents is reaffirmed in the community, a community that is integrated by other parents as well as by teachers and in general, by all educational actors. By acting within a community, parents are not only favoring the learning of their children, but of the students in general. This may be due to the fact that the students are not alien entities, but rather build bonds of friendship that transcend even the family. Field trips, group work, family reunions, and frequent visits to different family settings can reduce the effect that a family with low parental involvement can have on a child or even increase the positive effects of families with parents who actively participate. In this sense, what happens is that a network is formed that is strengthened with the participation of each relevant actor within the educational community (Holloway, Park & Stone, 2017; Derin, Noftle, Quintanar & Warren, 2011).

However, for this network to function, there must be functional communication channels that allow creating a permanent dialogue between parents and teachers. This dialogue can function within a structure operated by the educational institution or implemented by a larger institution, for example, one that represents the State and influences the teaching agenda. In any case, for parental participation to work, they must have a real influence on the decisions of the educational institution, so that there is a direct link between their opinions and the strategies effectively implemented within the institution. For this to happen, it is imperative that teachers give a certain margin of direction in making pedagogical and educational decisions, since maintaining a position of power that prevents the participation of parents from having any kind of involvement, which produces a reduction gradual participation of parents and ultimately a reduction in academic quality, which opens a paradox because teachers consider that parental intervention is unnecessary since teachers are the pedagogical experts and yet, their isolated participation, without joint construction with parents, reduces educational quality (Bertrand & Deslandes, 2005; Coninck, Dotger, Vanderlinde, R. & Walker, 2020).

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However, this paradox arose because teachers consider that parental participation can reduce educational quality and consequently, they do not integrate parents into decision-making and, therefore, end up reducing educational quality; It is based on the fact that teachers seem not to be prepared to actively incorporate the family and even sometimes show resistance to this. The reasons for this are multiple and range from the teacher's self-perception to the lack of the necessary skills for community participation. In this sense, the psychological reasons cover the self-perception of failure, in which case, teachers do not feel they have the skills to integrate other actors due in part to the fact that they are not willing to receive a detailed review of their work or quality. of this, since alien or not to reality, the very idea of being able to be watched within the educational environment is intolerable. Thus, there is a void within their training, this because the findings on parental participation, although dating back decades, is a practice that has not yet been sufficiently extended within the faculties in which they are trained. teachers and therefore the positive impact of parental participation is not known in detail (Martijn, Mutton, Thompson & Vanderlinde, 2018; Guo & Kilderry, 2018; Eva & Mei, 2019; Hoover, Jones, Reed & Walker, 2002)

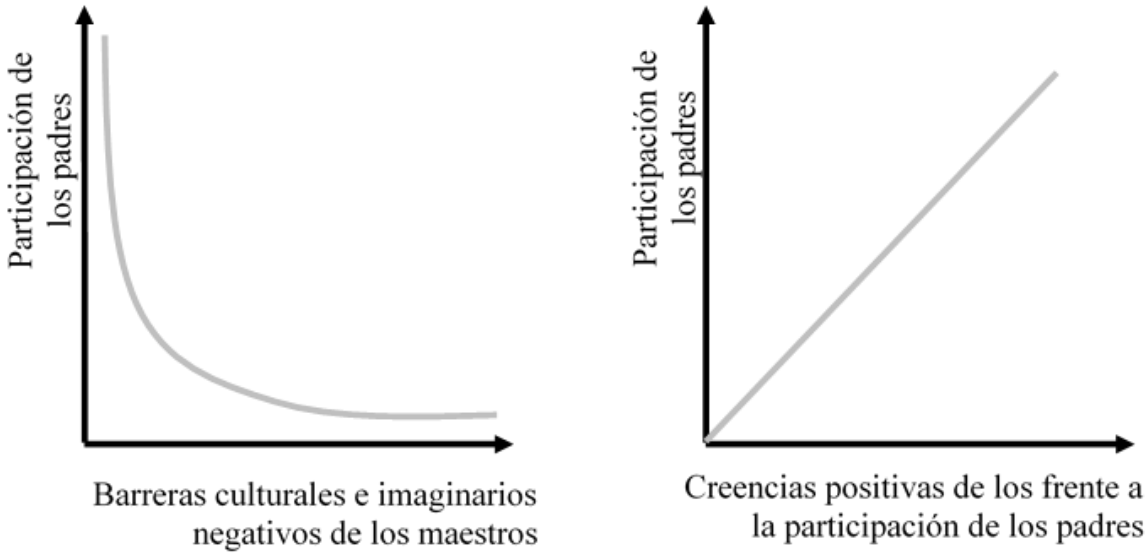


Figure 1. Teachers' beliefs.

Source: Author's elaboration based on research by Martijn et al. (2018), Hoover et al. (2002), Eva & Mei (2019), Guo & Kilderry (2018), Aguirre et al. (2013) and Bakker et al. (2007).

There is a more powerful reason that influences the way teachers relate to the idea of parental involvement, and it is the imaginary that each teacher possesses. In this sense, the imaginations of each teacher about the type of good culture and the type of bad society, the conception of what is academic achievement and even the conception of what could be professional success of each of the teachers can directly influence in the way teachers relate to parents. If, within the worldview of a teacher, people of indigenous origin are inferior (denying cultural, philosophical, intellectual wealth, self-sustaining practices and community life), they will have unconscious impulses that lead to underestimating the participation of the parents of a child of indigenous origin. If, on the other hand, your idea of a pedagogical scenario is more related to

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material goods, you will have a greater motivation to facilitate the participation of parents who have the most economic capital, to the detriment even of other parents. These barriers are not only negative, it is just these that interfere in the teacher-parent relationship (Aguirre et al., 2013; Bakker, Brus & Denessen, 2007).

5. CONCLUSIONS

Teachers are key actors in fostering parental involvement, so if parents believe that parental involvement is desirable, they can create strategies to effectively engage them. Although if teachers have cultural barriers or imagine negative in front of parental participation, these will lead to less parental involvement. Then, if teachers believe that parents (all in general) can positively affect their children's education and act, they will indeed do so.

The role of teachers' beliefs in family participation is made up of several aspects that integrate community, communication, training and each teacher imaginary. It is recognized that the teacher-parent relationship positively affects children's learning, so promoting communication between them allows the objective to be achieved in the community. However, barriers such as teacher training and the imaginary they possess, reduce the possibility of this integration.

What is interesting about the findings is that it is evident that this happens in different cultures and countries, since the influence of our beliefs is something that concerns the human being. Working to recognize these barriers and imaginaries can be important to carry out cultural transformation, although from the beginning it must be recognized that it can be a slow process (as it is something as deeply rooted as our imaginary), which implies that the faster it starts. the transformation, the better.

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