

## Tertulias literary virtual dialogic in family participation in regular basic education.

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### Summary

Family promotion in educational work is always a challenge for the educational system, since it is an essential component of learning improvement. Therefore, the purpose of this research was to explain to what extent the virtual program of dialogic literary gatherings (PVTLD) influences family participation in school. It was based on a quantitative approach and a pre-experimental design with a sample selection of 30 family members (adult relatives of students at a secondary school in the Peruvian capital). The measurement was made by applying a test of attitudes towards school participation, administered individually and in two moments. The results show that the attitude towards the participation of the families of the students of the mentioned educational institution increased in a higher percentage in the positive level after the application of the PVTLD, determining a gradual and significant change from pretest to posttest in terms of positive attitude towards participation, corroborated by the Wilcoxon comparison coefficient for related samples, which allowed concluding that the virtual program of dialogic literary gatherings has a great influence on family participation in school, both directly and indirectly. These results provide an initial indicator proposing that the PVTLD is a reliable and valid strategy that can be used to foster family involvement in school actions within educational centers. Implications are discussed and recommendations for further study and practice are provided.

**Keywords:** Dialogic literary gatherings; parental participation; virtual basic education.

### Introduction

Current international deliberations agree that the insertion of the students' context, and even more, of the family environment in the educational centers is emerging within the educational system with the objective of improving learning (Hernández-Granados, 2022; Luján, 2021; Jiménez and Kreisel, 2018). All this in view of the fact that

international indicators such as the PISA evaluations have been showing discouraging results: 1 in 4 schoolchildren lack basic competencies in reading, 22% in science and 24% in mathematics (Organization for Economic Cooperation and Development [OECD], 2019). In addition, only 7% of the States have an inclusive education system, in which

families and society are included as crucial agents for improving learning (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). However, in this era of the Coronavirus pandemic, this need has been latent to a greater degree, considering that school dropout rates have increased by 15% (UNESCO, 2021; World Bank, 2021), and furthermore, that learning goals in a remote or virtual education require collaborative work between family and school (Espinoza, 2021; Garcés, 2020; Muñoz and Lluch, 2020).

Multiple researches prove that dialogic literary gatherings improve the lifestyle of schoolchildren and families (Salceda et al., 2022; Cardini et al., 2021; Elboj-Saso et al., 2021); in addition, they have a positive impact on the pedagogical, coexistence and social aspect of the educational institutions that carry it out, giving openness to all educational agents, such as families and community for the improvement of learning (Santiago-Garabieta et al., 2021; Martínez, 2021; Malagón and González, 2018). They even determined that family participation in school matters of the school allows an increase in students' school performance and the relationship between students (López and Ramírez, 2020; An et al., 2019; Akbarul, 2018); likewise, it facilitates the improvement of family and school communication, the family and pedagogical leaders relationship, as well as student and family (Hernández-Prados et al., 2019; Lobaton, 2019; Pereira and Rivas, 2019). For such a scenario in the present study, the experimentation of the independent variable was proposed as a proposal for the improvement of the dependent variable; to this end, the following objective was formulated: To explain to what extent a virtual program of dialogic literary gatherings influences family participation in school.

### ***Family involvement***

From the theory of the ecological approach from the individual to the family of Bronfenbrenner (1979), related to the social psychological theory of Lewin (1935), it is indicated that the progress of the student is achieved through his varied socio-environmental and cultural character, both mediate and immediate, where the school and family connection are responsible for the intervention for his successful personal maturation. Likewise, theories such as Vygotsky's cultural perspective (1979) and Coleman's theory of social capital (1966) specify that the schoolchild's learning cannot be separated from his or her environment; moreover, the family's contribution is an essential element for its improvement. Likewise, the community environment of their families are influential aspects in their academic performance. In the same line, Ghahdarijani & Rahimi (2021) specified that the supervision and accompaniment of these in the school experiences of their children is an important factor for good school performance. Likewise, Henderson, et al. (2020) mentioned that affection, attention time and interest in getting involved in the school of families influence the process of strengthening self-esteem and stimulates the academic effort of schoolchildren regardless of the economic, community and demographic aspects that surround them. This precision is reinforced by Shumei (2021), who indicated that the figure of the family at school generates a very beneficial emotional support for the student, allowing him/her to perform effectively in various activities he/she carries out.

Epstein (1988) conceptualized the intervention of the family as a positive intervention towards the school that it demonstrates; as well as the strategy of assistance and permanent support that

they offer directly or indirectly in the educational performance of the student, with the purpose of the improvement of their learning. This definition was reinforced by Đurišić and Bunijevac (2017) who indicated that it is a mechanism of a collaborative process that allows the actors of the educational community to share common goals, participating in determining the right decisions for the improvement of the school and learning. Even, Boonk et al. (2018) defined it in two phases, as an active and positive stance that deploys the student's family circle in their educational process within educational institutions. Likewise, as the support for achievement in the development of educational actions at home. Going deeper into the aforementioned Sarmiento and Zapata (2014) pointed out that this has to be understood from aspects related to various strata (multidimensional), the family environment (interrelational) and the social environment (contextual). In view of this, Hernández et al. (2017) stated that the intervention of families in educational institutions is not only conceptualized as a voluntary attitude, but rather, it is governed by a spiritual approach of volunteering and responsibility.

### ***Dialogical literary gatherings***

Based on Freire's (1970) theory of dialogic action and Chomsky's (2000) theory of language development, it is pointed out that learning has implications in language (which is something innate to the individual), therefore, it has a dialogic essence, in which communication is considered an essential factor in social transformation and for this dialogue is required, which will contribute to an equal participation among the members of the community, building the learning process. At the same time, Bakhtin (1986) in his theory of dialogicity indicated that communicative interactions, linked to

each other, constitute chains of dialogues; therefore, the act of reading is social and collective, because the meanings are possible to be interpreted from a group dialogue, due to the presence of ambiguity presented by the texts. This possibility allows people to establish more trust, reach agreements and/or learn to know each other through the disclosure of their positions. Similarly, Habermas (1987) in his theory of Communicative Action considered that people have the capacity for action and language, which gives them the ability to argue, express their ideas, reasoning to reach consensus and act through communication. Likewise, in his theory of Reflective Modernization, Beck (1998) mentioned that the realization of a reflection through dialogue is an interesting way for the orientation of a modern life through more harmonious relationships between each individual in the face of conflicts that occur in an individualized world.

In view of this, Flecha (1997) proposed the theory of Dialogical Learning, which states that the best learning is achieved from the contribution of the reasoning of a social group, achieving aspects such as respect, solidarity and equity among them. Álvarez-Álvarez (2019) pointed out that successful educational work is carried out by learning communities, made up of people who usually and equitably congregate in a space to dialogue and interact based on various topics, from entertainment content, sports to mathematics; however, the most popular ones are those of a literary nature. He also indicated that this type of strategy promotes reading experiences and participation, facilitating open and shared dialogue, in which all positions are considered, enriching the diverse points of view and contributing to the cultivation of

democratic values, equality and involvement.

In line with Martínez (2021), the virtual strategy of dialogic literary gatherings are conceptualized as virtual cultural and entertainment events that enable students, families, teachers, among others, to meet with the aim of interacting and exchanging positions, ideals, emotions and judgments through comments, debates and dialogues of their reading experience, which allows them to understand different literary texts that they have been reviewing or reading after having chosen them by democracy and interest among them; It also allows the cultivation of trust, involvement and rapprochement among all members. Therefore, the following dimensions are considered: transformation of stereotypes and prejudices, collective and contextual transformations, transformations in the teaching and learning process and personal transformations. Aguilar (2008) conceptualized dialogic literary gatherings as cultural and formative interventions that are carried out voluntarily and consistently by a group of individuals gathered exclusively to discuss their literary experiences. This action favors a cooperative, voluntary and flexible dialogue, in which each participant transmits his or her perspectives and opinions, considered to be outstanding and profitable for the team, providing values of democracy and equality. Thus, four dimensions can be identified: transformation of stereotypes and prejudices, collective transformations of the context, transformations in the teaching and learning process, and personal transformations.

## **Method**

### ***Study approach, type and design***

According to Hernández-Sampieri and Mendoza (2018), this study is of an applied type, in that it sought to

improve family intervention in an educational center through the application of the PVTLD. Likewise, it was governed under the quantitative approach by virtue of the fact that the data that projected the study on the dependent variable, were reflected in numerical data, and processed in accordance with the approaches of statistical science. Likewise, it presents a pre-experimental research design, since it is supported by the treatment of the dependent variable, for which the PVTLD was applied in order to modify the attitudes towards family participation in the educational institution of the experimental group. This type of design is a posttest and pretest with a single group. In which, a pretest is applied to a group prior to the experimental treatment, subsequently the treatment is applied and then a posttest. The scheme is expressed as follows: E.G. (experimental group): 01 (pretest) X (virtual program of dialogic literary gatherings) (02posttest).

### ***Sample***

The sample consisted of 30 family members of third grade secondary school students from a public school located in the eastern cone of the Peruvian capital; in other words, a relative or adult guardian (30% men and 70% women). The sample was established based on the particularities of the families with the greatest connectivity and with their informed consent. This was selected purposively from a non-probabilistic convenience sampling (Hernández-Sampieri and Mendoza, 2018); due to the nature of the research and the contextual situation.

### ***Instrument***

#### ***Test of attitudes towards family participation in the school***

In correlation with Aiken (2003), it was considered more convenient for the

present research to use an attitude scale, which consists of a group of expressions with a positive or negative degree referring to a specific conception. For this reason, an attitude test with 26 items was used as an instrument for data collection through the Google form, which measured attitudes towards family involvement in the educational institution. This operation was carried out in a time of 20 minutes and was applied to each of the 30 participants; the link of the instrument was shared through their WhatsApp. For which adaptations were made to a test of attitudes towards family involvement in schools that was employed by Epstein (1988) and standardized by researchers such as Elboj-Saso et al. (2021). The direct items of this test reached the scores: 5, 4, 3, 2 and 1, if the answers corresponded to "Strongly agree", "Agree", "Undecided", "Disagree" and "Strongly disagree", respectively. The inverse statements acquired the scores 1, 2, 3, 3, 4 and 5, if the answers corresponded to "Strongly agree", "Agree", "Undecided", "Disagree" and "Strongly disagree". Therefore, the final adaptation of the test of attitudes towards family participation in the educational institution was made up of 26 items: 13 direct and 13 inverse. The total score obtained was 130 points. The interpretation of the results was carried out along the following lines: (a) up to score 60 indicated a negative attitude, (b) from score 61 to 95 indicated a regular attitude and (c) from score 96 to 130 specified a positive attitude.

Regarding its validity, a pilot test was carried out with a group of 13 participants selected for this purpose and with the respective particularities of the sample. In addition, seven experts were asked to evaluate the instrument based on their judgment, considering the quality, relevance and pertinence of the items. In addition, its reliability was determined by means of a pretest and

posttest, as well as the internal reliability test was carried out using Cronbach's Alpha Coefficient, whose result was 0.996, evidencing a high reliability (Hogan, 2004).

### ***Procedure***

The mechanism of data collection in the research was through the application of the test in order to determine the scale of attitudes towards family participation in an educational institution in Lima, in a time of 20 minutes. Subsequently, each family member (father, mother, sibling, uncle (a) or other relative of the student) and the schoolchild were invited to the twelve workshops that constitute the PVTLD, which was executed once a week for three months, through a videoconferencing platform, as well as various technological resources were used to promote voluntary and random participation. The duration of each workshop was 90 minutes; it was structured in a beginning, development and closing. In addition, a reading text provided by the Peruvian Ministry of Education was used; finally, the instrument was applied again in a post-test in order to determine whether there was any variation in the attitude scale after the stimulus.

### ***Data analysis method***

Considering that the present study is of a quantitative approach, the mathematical method was used, contemplating the statistical sciences to collect and analyze the data obtained, as well as to test the hypothesis. After the data collection was completed, tabulation was made using the statistical software IBM-SPSS (Statistical Package for the Social Sciences) Version 25, for the construction of tables at the level of percentages and frequencies, as well as the corresponding descriptive statistics. Likewise, as for the inferential statistical analysis, the Shapiro Wilk normality test was used, through which

the type of nonparametric statistical test called Wilcoxon for related samples was completed, which allows the comparison of the measurement of the two samples (pre and post) that are related and seeks to determine the existence of differences between them.

## Results

The following section presents the findings found in the pretest and posttest, as well as the data found in the hypothesis test. This information was subjected to an analysis by means of the SPSS V.25 statistical software, with the purpose of achieving the research objectives, as shown below:

**Table 1**

*Distribution of Participants according to their Attitude towards Participation in the School*

Attitude levels	Pretest		Posttest	
	fi	%	fi	%
Negative	11	36,7	0	00,0
Regular	16	53,3	10	33,3
Positive	3	10,0	20	66,7
Total	30	100,0	30	100,0

*Note.* fi = Absolute frequency, % = Percentage.

Considering the results shown in the table1, which presents in two moments (pretest and posttest) the participation of the families of third grade students in a Peruvian secondary school, it is shown that 36.7% of them had a negative attitude towards participation in school, while 53.3% had a regular attitude and finally 10% had a positive attitude. These pretest results had a significant variation in the distribution of the posttest where 0% of them had a

### *Normality test*

negative attitude towards participation in school. Meanwhile, 33.3% showed a regular attitude and 66.7% showed a positive attitude. The results presented show that the attitude towards the participation of the families of the Lima school increased in a higher percentage in the positive level, which led to determine that the virtual program of dialogic literary gatherings positively improved the attitude of the families towards their participation in the school.

**Table 2**

*Result of the Normality Test between the Posttest and the Pretest*

Statistician	Shapiro-Wilk	
	gl	Sig.

Difference between post-test and pre-test family involvement	0,929	30	0,046
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*Note.* Taken from Shapiro-Wilk normality test between the posttest and pretest of the Participation of families.

The normality test applied to the rest of the posttest and pretest of the family participation variable in Table 2 indicates that the degree of asymptotic significance is equal to 0.046, a result lower than the p-value = 0.05, which

makes it necessary to determine the use of non-parametric statisticians for the processing of the hypothesis test. For this reason, the Wilcoxon rank test for related samples was used.

***Hypothesis testing***

**Table 3**

*Related Samples Test (Pretest and Posttest): Family Involvement*

Test <sup>a</sup> statistics.	Ranges	N	Average range	Sum of ranks
	Negative ranges	0	0,00	0,00
Posttest -pretest	Positive ranges	30	15,50	465,00
	Ties	0		
	Total	30		
$Z = -4,784^b$			Asymptotic sig.(bilateral) = 0.000	

a. Wilcoxon signed-rank test

b. It is based on negative ranges.

As for the table3, it indicates that the Wilcoxon rank test was significant, in which the value of the asymptotic sig. (bilateral) = 0.000 is lower than the p-value = 0.05; this shows that there is a substantial divergence between the pretest and the posttest regarding the attitude towards family participation in the educational institution at the secondary level. It is even observed that

there is a greater frequency of positive than negative ranges, showing that the difference previously found is favorable to the post-test; therefore, the study hypothesis is accepted, determining that the applicability of the PVTLD greatly influences the participation of the families of third grade students of the Peruvian seventh level school.

**Table 4**

*Related Samples Test (Pretest and Posttest): Direct Participation*

Test <sup>a</sup> statistics.	Ranges	N	Average range	Sum of ranks
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Posttest -pretest	Negative ranges	0	0,00	0,00
	Positive ranges	29	15,00	435,00
	Ties	1		
	Total	30		
		$Z = -4,704^b$		Asymptotic sig.(bilateral) = 0.000

a. Wilcoxon signed-rank test

b. It is based on negative ranges.

Likewise, the table indicates 4that the Wilcoxon rank test was significant, in which the value of the asymptotic sig. (bilateral) = 0.000 is lower than the p-value = 0.05; this means that there is a significant disparity between the posttest and the pretest in terms of the attitude towards the direct participation of families in the educational institution.

It is even noted the existence of a greater frequency of positive than negative ranges; the latter shows that the difference that was previously found is advantageous to the posttest with respect to the pretest; therefore, the hypothesis of the study is approved, specifying that the application of the PVTLD greatly influences the direct participation of the families of the third grade students of the referred educational center.

### Table 5

*Related Samples Test (Pretest and Posttest): Indirect Participation*

Test <sup>a</sup> statistics.	Ranges	N	Average range	Sum of ranks
Posttest -pretest	Negative ranges	1	1,00	1,00
	Positive ranges	29	16,00	464,00
	Ties	0		
	Total	30		
		$Z = -4,766^b$		Asymptotic sig.(bilateral) = 0.000

a. Wilcoxon signed-rank test

b. It is based on negative ranges.

Similarly, the table reveals 5that the Wilcoxon rank test was significant, in which the value of the asymptotic sig. (bilateral) is lower = 0.000 than the p-value = 0.05; this is understood as evidence of considerable inequality between the pretest and the posttest with respect to the attitude towards the indirect participation of the families in the secondary school. Particularly, it is noted that there is a high frequency of

positive rather than negative ranges; the latter shows that the difference previously found is favorable to the posttest with respect to the pretest; therefore, the study hypothesis is accepted, establishing that the implementation of the PVTLD greatly influences the indirect participation of the families of the students' families in the grade and school in question.

## Discussion

Based on the results obtained, a comparison was made with the state of the art and the current scientific literature, as well as with the theoretical bases. Consequently, it was determined that the applicability of the PVTLD greatly influences the participation of the families of students in the third grade of secondary school in a Peruvian school; this is due to the fact that the result of the Wilcoxon rank test was significant, in which the value of the asymptotic Sig. The result was that 66.7% of the families of the third grade secondary school students of the aforementioned school had a positive attitude towards the participation of families in the educational institution, while the remaining 33.3% had a regular attitude towards involvement in these learning spaces, showing an improvement in the intervention of the educational agents in question. This is closely supported by the results of Elboj-Saso et al. (2021) who found that the application of the techniques of dialogic literary gatherings improved the quality of life of their study group by 89.7%, that is, of the participating schoolchildren and their families, making them feel loved and accompanied. In addition, the family atmosphere improved by 94.8%, as well as the schoolchildren's motivation for reading by 75.4%. This training modality caused greater involvement, motivation and interest, thus fulfilling a transversal axis of the educational process, community and family participation in school (López and Ramírez, 2020; Nogales et al. , 2020; Akbarul, 2018). It is evident that it can be asserted that the PVTLD greatly influences the participation of families in the school, and this statement is contrasted with the percentages that the respective statistics showed, after the applicability of the proposed strategy, therefore it is possible to declare that it

is a good strategy to promote and directly involve the family in the school, even more in pedagogical issues in the classroom (Ruiz-Eugenio et al. , 2020; An et al. , 2019; Santos-Rego et al. , 2019), taking advantage of technological tools, further responding to the emergence of digital schools even with students with physical limitations (Rodriguez et al, 2021). Likewise, it has a direct link with the result of the research of Malagón and González (2018) who arrived at the conclusion that the techniques of dialogic literary gatherings have a positive impact on the academic and social aspect of the schools that develop it, producing a significant impact (87.7%) on the academic and family life of schoolchildren. In addition, they showed that the data obtained in their research reflects that the educational performance in the implementation of dialogic literary discussion workshops at school encourages the classroom to be a space of openness to the various members of the community, achieving a profitable coexistence for the improvement of learning. Therefore, when this happens, students begin to see their families as people with whom they can share the learning they are acquiring; also, to consider the educational institution as an important aspect of their existence, rather than as something distant from their context (Huaranga et al., 2020; Hernández-Prados et al., 2019; Lobaton, 2019). This leads to the conclusion that the PVTLD greatly influences the direct and indirect participation of families in the educational center. The specified is demonstrated, due to the fact that, after the execution of the proposed strategy the collaborators evidenced a significant change in both regular and positive attitude after the application of the posttest. Therefore, it can be determined that the implication of family intervention in the school life of students is effective for the achievement

of learning, improving aspects of family relationships, reading comprehension, closeness in monitoring the development of learning experiences and homework, closer communication with the school and generation of spaces for academic support such as reading comprehension (Smokoska, 2020; Pereira and Rivas, 2019; Lastre et al., 2017). Equivalently, the results achieved have a direct link with the research of Martínez (2021), since he determined that the use of virtual dialogic literary gatherings as participation strategies, gives openness to consultation and dialogue; and had a significant influence (between high = 84.9% and medium = 45.7%). All this can be understood in relation to the theory of dialogic action and the sociocultural theory of cognitive learning. Freire (1970) indicated that learning in the human being has implications of language, consequently, the nature of language is dialogic; he also considered that communication has a fundamental role for social transformation; therefore, dialogue contributes to the equal participation of all educational agents; it becomes a necessary condition for the construction of learning, fosters a critical stance and allows knowing each one's way of thinking. Similarly, Vygotsky (1979) pointed out that the development of thought occurs thanks to two important tools: social interaction and language. Hence, it can be affirmed that the SARS-CoV-2 pandemic offered the school the opportunity to generate virtual learning communities, in order to provide new educational alternatives; moreover, to promote the involvement of the community, especially families, taking advantage of technological tools (Ruiz-Eugenio et al., 2020; Vallecilla, 2020; Vértiz et al., 2020); part of this innovative strategy is the virtual program of dialogic literary gatherings, where teachers, students, families and other educational agents met virtually

through a virtual platform, at an agreed time to share their reading experiences, and through it to involve them in the process of participation in order to improve the learning of schoolchildren, from reading for pleasure; also, as a response to a remote education.

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