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# Family Functioning, Digital Learning And Academic Stress In Elementary School Students, San Juan De Lurigancho

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**Abstract**

The general objective of this research was to describe the relationship between family functioning and digital learning in academic stress in students of the V cycle of San Juan de Lurigancho, 2021. The methodology was of a basic type, quantitative approach, with a non-experimental design at a correlational level and cross-sectional. The study sample was 223 students of V cycle of three educational institutions of San Juan de Lurigancho, selected under probabilistic and stratified sampling from a population of 530. The survey technique was used considering as an instrument, the questionnaires, for family functioning the Family Functioning Questionnaire (FF-SIL) was used; for virtual learning the Digital Learning Questionnaire, and for academic stress the SISCO Inventory of Academic Stress. In turn, their respective adaptation to the reality of children in the fifth cycle was carried out by the author, with high validity and reliability. According to the results of the study, family functioning and digital learning, have a negative and significant correlation with academic stress, in addition, the first two variables, have a prediction percentage of 80.4% on academic stress, on the other hand, there is also a significant and negative relationship with respect to the dimensions of family functioning and digital learning with the total of the academic stress variable ($p<.001$). Concluding that, the better the functioning within the family and the better the perceived digital learning, the lower the academic stress of the students.

**Keywords:** Family functioning, digital learning, academic stress.

## 1. Introduction

The training of primary school students involves various factors, including the family and the same educational environment, which can alter the emotions and behaviors of students, especially due to stress. This situation is a recurrent problem at all levels; in Spain, for example, the study by Valdivieso et al. (2020) finds that the academic workload is a stressful situation, as well as the hours of delivery in 26.6%, since they also do not have strategies to cope with it, such as family support. In this aspect, the family has a lot to contribute or harm the student, in Ecuador, the researchers Mantilla and Alomaliza (2017) mentioned that they found 28.3% of families with severe dysfunctionality and 41.7% with moderate dysfunctionality in a sample of 60 students. On the other hand, virtual education, which has been a

challenge for students, has also been deficient and in a certain way has become a problem, as referred to by Gonzáles (2020) when talking about academic stress in university students during the pandemic, due to the fact that the few skills that some of them have in relation to the management of study platforms has hindered their educational experience.

In Peru, there are also problems in relation to the mentioned topic, since not all students have the capacity to cope with stress, as mentioned by Alfaro (2021) mentions that in a sample of 122 sixth grade elementary students, in general 50% have regular levels in relation to coping with stress, inferring from this as a consequence that they still have stress problems related to the academic demands presented and do not cope adequately with it. In addition, with respect to virtuality, the Ombudsman's Office refers that (2020) The Ombudsman's Office reports that primary school students are experiencing problems in learning at home through the "I learn at home" strategy. In this sense, it emphasizes that families have an important role and should be active participants in their children's education. From the aforementioned, for example, Dávalos (2020) that in a group of 64 fifth grade students, 25% reported low and 59.1% moderate family functioning, which has affected their academic performance.

This problem has also been observed in students in the 5th and 6th grades of the 5th cycle of educational institutions in San Juan de Lurigancho, therefore, in relation to family functioning, many parents do not attend institutional meetings or other activities when they are called, there is no delegation of the couple's work, and some do not request any help from teachers to improve their children's performance. On the other hand, regarding virtual education, according to some parents, teachers do not encourage the good use of social networks; on the other hand, teachers have commented that students do not present their work because they lack development in the use of virtual tools. These aspects may have been generating stress in the students, since it has also been observed, as their parents commented, frustration, nerves or bad mood regarding the delivery of their homework.

Thus, it is that the need to investigate this fact is born, regarding the link between family functioning and digital learning on the academic stress of students, since the research is a contribution to the reinforcement of existing theories regarding the theoretical models used, filling the knowledge gap on these variables and the study population analyzed. In addition, it will favor educational entities to take actions that reinforce the management in relation to an improvement of family functioning and virtual or digital learning of students, thus favoring a reduction of their stress and subsequent improvement of their academic performance, in addition it is also favorable for other educational entities that have similar problems especially in elementary school students, who are a vulnerable population, as well as the scientific community, which can consider this study as a background for other research at higher research levels. Finally, it is a contribution to the methodology, due to the validity and reliability of the adaptation made for elementary school students.

There are previous studies that talk about the subject in question, such as at the international level the one by Kummar (2018) whose results show that there is a strong inverse relationship between academic stress and family environment ($p=0.01$, $r=-0.809$), also that of Lazarevic and Bentz (2020) which finds significant differences in student stress in relation to online learning and traditional classroom

learning ($p<0.05$). In Peru, studies such as the one by Umeres (2020) concluded that academic stress has indeed been generated by the virtual environment, as well as that of Mariños (2017) which found a moderate inverse relationship between the family social climate and academic stress ($p<0.001$). (2018) found a different result, since he found no relationship between family functioning and the components of stress ($p>0.118$). The antecedents show the relationship between two variables, which in general tend to be related, although these studies were carried out in university population, only in some cases in high school students as Umeres (2020) also demonstrates this relationship, there is only difference with Huamantuna's study. (2018) Nevertheless, they show a reality that must be understood.

Understanding the scenario of the study, it should be noted that certain theoretical models are adopted to understand the variables mentioned. In the case of family functioning, Perez et al, (1997) mentions that the family is a dynamic of relationships that functions in a systemic way among the members of a family and that is perceived by them. Although a more complete definition is that of Espejel (as cited in Álvarez, 2018) is based on how capable the family and its system is to fulfill fundamental tasks in the different stages of family crisis, generating patterns of coexistence that facilitate knowing the internal dynamics in relation to the external. Perez et al, (1997) refer, according to their model of family functioning, that it has seven components: (i) Cohesion, entails the degree of union in the family, both physical and emotional, its indicators are decision making and family support; (ii) Harmony, this entails the correspondence according to the needs of each member or family interests in a positive way, as indicators it possesses respect and search for well-being; (iii) Communication, consists of the expression of the members of the family nucleus, both in feeling and thinking in a direct and simple way, its indicators are clear conversation and sincere expression; (iv) Adaptability, consists of being able to modify the internal policies of the family with new roles when needed, as indicators it has tolerance and change; (v) Affectivity, which is based on being able to express affection in an adequate climate, its indicators are the manifestation of affection; (vi) Role, which involves the assumption of functions by family members, its indicators being the fulfillment of responsibilities and the distribution of tasks; and (vii) Permeability, which involves the family being able to facilitate the entry of information from other institutions or families to become part of it, in addition to offering its experiences and information to others, its indicators are accepting experiences from the outside and asking for help from the outside.

Based on the above, these components are important to consider in a family, since their malfunctioning due to various factors such as certain disorders (Wiegand et al., 2019), divorce (Chusihuamán, et al., 2018), among other factors such as economic level, disasters or other type of situation or information that reaches the family and generate a change within it affects it and affects the children (Haines et al., 2016), including psychological disorders (Wiegand et al., 2019) and therefore affecting their performance (Chusihuamán, et al., 2018). That is why, the family as a fundamental social institution, is in charge of providing the first learning to its members (Carvalho et al., 2018) and not only that, but also according to the Ministry of Women and Vulnerable Populations (2016), it is in charge of covering the needs of security, care and affection for each of its members in the same way at the economic level. So all these functions are very important, which would maintain a good balance in the family, although every family is dynamic and goes through different phases, fulfilling these functions promotes that, in the face of problems, it develops properly and the members live satisfactorily.

The family also has its types as mentioned by Buscarons (2018), this can be connected or united, separated, unlinked or agglutinated, where it is expected that the united one is not agglutinated nor the separated one unlinked because neither extreme is advisable, so they have to be regulated and seek harmony among its members. In this sense, the family is understood as a system, so that one's behaviors are subject to the family environment, therefore, family factors tend to reflect the family context within which the members develop (Haines, et al., 2016), thus family functioning has an influence on the development of each of the subjects and their identity.

With respect to digital learning, the model proposed by Jubany (2017) is considered, who defines digital learning perceiving it as a virtual teaching-learning environment based on a set of practices where various strategies and tools are used that have a great cognitive impact, depending too much on the intervention of such practices and the mediating role between these (Jubany, 2013). The author considers that this variable has three components, the first dimension is sharing digital experiences, which is about several aspects to share experiences with others, with adequate interpersonal relationships to meet the study objectives, with people of different generation, using technology to ask for help, generating a critical attitude in real and virtual life cases, its indicators are family orientation, teachers' induction to digital reading, students' motivation for educational video games, teachers' help, if students ask for help and if they also seek to share meaningful experiences for learning.

The second dimension is to actively manage, which consists of the administration of connections and identity in the virtual world, generating rules of time of use and places to be able to carry out other home or personal activities. The identity and information must be private, controlling it to maintain its security. As indicators it has the establishment of schedules for the use of technology, agreement of a place for the use of technological tools, the safe use of students of their personal data and use of antivirus, maintain the probity of the data and finally to be cautious about giving locations to strangers.

Finally, the third dimension, networking, is the establishment of links for personal development, being a person with good interpersonal skills, generated by the work teams, tutorials and spaces of time to spend time with family, telling their experiences and problems, in addition to good communication with the educational community, conducting workshops to continuously improve. Therefore, their indicators are the development of debates, doing group tasks, sharing with others, being in tutorials and workshops.

So too, digital learning has become a set of ways of learning by employing or experimenting through the Internet in an educational context. (Singh & Thurman, 2019). In turn, there are different educational approaches to learning, which complement the importance of learning through digital tools according to the ways of learning such as constructivism Devlin et al. (2015), cognitivism and connectivism especially (Siemens, 2006). Therefore, this way of learning in virtual environments is important, since benefits have been reported enjoying the autonomy and flexibility that it offers, being an advantage that also favors the participatory learner realicen (Jimenez, 2012).

With respect to academic stress, the systemic-cognoscitivist model of Barraza, who defines this

type of stress as a suffering in students, due to events within the academic environment that are stressful, generating problems in their health, is taken into account. Barraza (2006) who defines this type of stress as a condition in students, due to events within the academic environment that are stressful, generating problems in their health, such events are perceived as threatening causing an imbalance in their welfare (Barraza, 2005). In addition, it is understood as a response of the body due to educational demands, and in general almost 30% suffer from it (Alsulami et al., 2017). Moreover, it is understood as a non-specific response of the body, Selye who studied this topic, mentions that it is better not to avoid stress, since it can also be beneficial, according to the theory based on the response of this author. Therefore, the psychological aspects according to the interaction theory of Lazarus are important to consider, who emphasizes that factors of this type are mediators of stress. (Berrío & Mazo, 2011).

On the other hand, prolonged or chronic stress will have an adverse effect on the performance of students (Mahapatra & Sharma, 2021) since it can also demotivate him or her, and lead the person in general to the consumption of harmful substances or psychological disorders (Maturana & Vargas, 2015). In this sense, for its evaluation, this variable has three dimensions (Barraza, 2007), the first dimension is stressful stimuli, which involves stimuli related to academic work, as well as the situations that provoke them, among its indicators are stressors due to school activities and negative situations that are perceived as threatening. The second dimension is the symptoms: it is based on the symptomatology that accompanies stress, with three indicators: physical, psychological and behavioral symptoms. The third and last dimension is coping strategies, which is about the ways in which the person has to overcome their stress, as a main indicator, it has the behaviors that aim to recover the systemic balance, such as planning, information search, praising oneself, etc.

The analysis of the problems and the exposed literature, falls on the following research question: What is the relationship between family functioning and digital learning in academic stress in students of the V cycle of San Juan de Lurigancho? The objective of this study is to describe the relationship between family functioning and digital learning in academic stress in students of the V cycle of San Juan de Lurigancho and establishing as a hypothesis that there is indeed a significant relationship between family functioning and digital learning in academic stress in students of the V cycle of San Juan de Lurigancho.

## 2. Methods

The present research had a quantitative approach of applied type, seeking to provide a solution to the study problems. In addition to a non-experimental design of correlational level with cross-sectional. (Hernandez & Mendoza, 2018). The population was a total of 530 students of the 5th and 6th grade of primary education, from three schools in San Juan de Lurigancho, obtaining a sample of 223 students, selected under stratified random sampling, therefore, it was a sample selected in a probabilistic manner. To collect the data, taking into account the survey technique, the questionnaire of questions was considered, each instrument was selected from authors who have a national adaptation, such as the family functioning variable, the Family Functioning Scale (FF-SIL) of Perez et al. (2018) This instrument had a total of 14 items with seven dimensions. In relation to digital learning, we used the instrument developed by Concha (2020) based on Jubany's theory (2017) which had 20 items divided into three dimensions.

Finally, for academic stress, we used the SISCO Inventory of Academic Stress developed by Barraza (2007) adapted by Quito (2019) with a total of 29 items and three dimensions.

In the respective adaptation for the study, validity was performed by means of expert judgment, delivering Aiken's V scores between 0.90 and 0.91, indicating that they were valid to be applied and with respect to their reliability, making use of Cronbach's alpha statistic with a pilot sample of 15 students, the family functioning instrument had a coefficient of 0.766, the digital learning instrument 0.813 and the academic stress instrument 0.788. It is worth mentioning that, in the adaptation, the response scale was established on a Likert scale of three response options, never, sometimes and always, to facilitate the responses to the participants.

As part of the data collection procedure, the instruments were obtained from freely accessible databases and after their respective validity and reliability by means of the SPSS v25 program, coordination was made with the educational institutions to send the surveys virtually to their students, using Google Forms and also in virtual format in Word, facilitating the transmission of the same, after explaining the purpose of the study. Once the information was delivered and stored, it was subsequently analyzed.

Once the data were obtained, they were stored in the Microsoft Excel program, systematized and ordered to obtain the sum of the scores of the dimensions and variables, from which the frequencies and percentages were obtained, corresponding to the descriptive statistical analysis. On the other hand, regarding the inferential statistical analysis, the summed scores were transferred to the SPSS program to determine, by means of the Kolmogorov Smirnov normality test, the distribution of the data, which showed that there is no normal distribution in most cases, using Spearman's correlation test for the relationship between the dimensions of family functioning and digital learning with the total academic stress. Prior to the correlation between dimensions, a linear regression analysis was performed with the total of the study variables using the Jamovi 1.8.4 program, and Spearman's correlations between the dimensions and variable were also performed in this program.

## 3. Results

According to the findings of the study, as shown in Figure 1 of all students surveyed, 102 perceive a dysfunctional family representing 46% and 121 consider their family to be functional being 54%.

**Figure 1 Levels of family functionality in 5th cycle SJL students.**

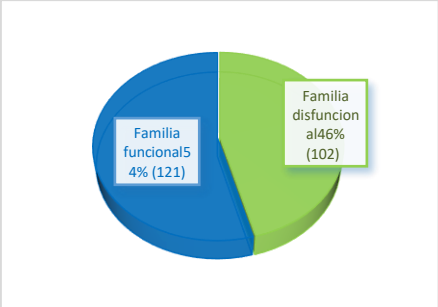
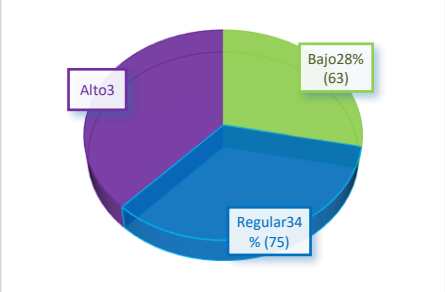


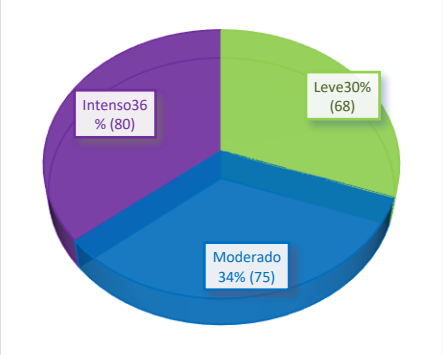
Figure 2 shows that 63 students consider that their digital learning is low, corresponding to 28% of them, 75 consider it regular, which is 34%, and 85 of the students perceive it at a high level, corresponding to 38%.

**Figure 2 Levels of digital learning in students of V cycle SJL.**




With respect to academic stress, in Figure 6, 68 students perceive a mild level of academic stress which is a total of 30%, 75 of them perceive in moderate form being 34% and 80 at intense level at 36%.

**Figure 3 Levels of academic stress in SJL 5th cycle students**




Prior to the inferential analysis, the normality analysis was performed with the Kolmogórov-Smirnov test, since the sample was larger than 50 individuals. (Romero-Saldaña, 2016)obtained mostly a significance of less than 0.05, considering the use of Spearman's correlation test for correlations between dimensions and the academic stress variable, in addition to making use of a multivariate linear regression test for the total of the study variables as shown in Table 1, where an $R^2$ coefficient representing 80.4% is obtained, indicating that the variables family functioning and digital learning present a significant relationship and predict the behavior of academic stress.

**Table 1 Variable Family functioning - Digital Learning - Academic Stress**

| Summary of the model | | |
|---|---|---|
| **Model** | **R** | **$R^2$** |
| 1 | 0.897 | 0.804 |

And as shown in Table 2, a significance of <0.001 was obtained.

**Table 2 Model Coefficients - Academic Stress**

| Predictor | Estimate | SE | t | Sig |
|---|---|---|---|---|
| **Intercept** | 100.393 | 1,8023 | 55,70 | <,001 |
| **Family functioning** | -0.613 | ,0895 | -6,85 | <,001 |
| **Digital learning** | -0.774 | ,0716 | -10,81 | <,001 |

On the other hand, with respect to the relationship between the dimensions of family functioning and academic stress, Table 3 shows that there is a significant and inverse relationship between them, with a significance <0.001.

**Table 3 Spearman correlation, dimensions of Family functioning - Academic stress.**

| Variables | Academic Stress |
|---|---|
| Cohesion | -0.388** |
| Harmony | -0.602** |
| Communication | -0.477** |
| Adaptability | -0.549** |
| Affectivity | -0.554** |
| Role | -0.568** |
| Permeability | -0.439** |

Note: **= significance < .001

Also, in relation to the dimensions of digital learning with academic stress, Table 4 shows that there is a significant inverse relationship between them, with a significance <0.001.

**Table 4 Spearman correlation, dimensions of Digital Learning - Academic Stress.**

| Dimensions | Academic Stress |
|---|---|
| Sharing experiences | -0.511** |
| Actively manage | -0.628** |
| Weaving nets | -0.657** |

Note: **= significance < .001

## 4. Discussion

Being the objective of the present research, to describe the relationship found between family functioning and digital learning with academic stress in students of San Juan de Lurigancho, it is observed that in effect both family functioning and digital learning are related and the first two variables considered as independent predict academic stress by 80.4% according to the multivariate linear regression test, indicating that the better the family functioning and digital learning, the stress will be reduced because of these two variables. The result resembles that of Kummar (2018) which concludes that there is a strong inverse relationship between academic stress and family environment. Therefore, a family environment with deficiencies will generate that the child will have more stress in the academic area, probably due to the lack of support, communication, affection, among others. It is also similar to that of Lazarevic and Bentz (2020) who found significant differences in student stress in relation to online learning and traditional classroom learning, with a higher average in students who learn online. Understanding that this type of learning can be stressful, especially due to its inadequate management. On the other hand, there is a discrepancy with Huamantuna's finding that there is no relationship between online and online learning. (2018) who found that there is no relationship between family functionality and academic stress in first-year university students, so it can be inferred that at a younger age it is possible that there are other factors that intervene in the stress of older students, while in children, a greater relationship is generated, probably because they are quite dependent on their families.

With respect to specific objective 1, there is a significant and negative correlation between the dimensions of family functioning and academic stress, thus indicating that the better the components of family functioning, the lower the stress in students. This compares with the study by Mariños (2017) which finds a moderate inverse relationship between family social climate and academic stress, considering that family social climate is a variable similar to family functioning, this study reinforcing the fact that in two points of view associated with the family, it is related to stress in students.

In relation to specific objective 2, there is a significant and negative correlation between the dimensions of digital learning and academic stress, thus indicating that the better the components of digital learning are worked on, the lower the stress in students. This result resembles that of Umeres (2020) who refers that academic stress has been generated by the virtual environment, in addition to the existence of deterioration in student habits. Also the study of Al Ateeq et al. (2020) concluded that there is a relationship between stress and the virtual education scenario, especially in women and university students, due to curfew and distance learning.

It is understood, therefore, that accepting the study hypotheses, the research is a contribution to the theories or theoretical models used for the evaluation of the variables, corroborating its applicability in evaluation, especially the model of Jubany (2017) with respect to digital learning, also entailing practical implications when considering the dimensions as elements to improve or work for the reduction of stress in students, especially in minors, who are a vulnerable population. However, it can be extrapolated to other contexts and most probably to other ages, due to the fact that there is also a relationship on the variables in university students.

In addition, at a descriptive level, it is found that more than half of the students perceive a functional level in their family, which may vary in different contexts and it seems that when they grow up, their perception improves. On digital learning there is a high level in its majority, being a little more than a third, followed by regular and low scores a little lower, indicating that there are still students with problems in managing their learning in the digital environment, probably due to the acceleration of the

use of these tools and this methodology in the face of the pandemic, without an adequate preparation and plan, and may be similar in other places as Lazarevic and Bentz found. (2020). Finally, more than a third of students have an intense level of academic stress, followed by moderate and mild in almost a third of the percentage in both cases, which also denotes that this reality is similar in other studies especially when students are older (Al Ateeq et al., 2020; Solano, 2020), so that stress may be increasing.

The findings already discussed are important because they allow in the future to conduct studies at an experimental level improving the variables of the problem, in addition to using adapted instruments that corroborate their validity, reliability and the correlations found, supporting the theoretical model they have. In addition, given the findings, it is suggested to the educational entities to take into account the family more than an element within the educational community, but rather as an active entity in the support of digital learning and the reduction of stress in their children, so it is necessary programs within the parents' schools, to generate a better family bond, especially in communication, affection and support to reduce the symptoms of academic stress. On the other hand, managers should be encouraged to stimulate the action of teachers through training for proper management of virtual learning, in the use and support of students through social networks, doing group work, sharing information and being in constant communication with them.

According to the results obtained, the proposal "Plan for strengthening competencies in parents and teachers" is proposed, with the main responsible being the Directorate of the educational institutions of San Juan de Lurigancho. As a central objective, it seeks to reduce the level of academic stress in students by improving a favorable family environment and a good teaching orientation in the virtual learning environment, so it is necessary as specific objectives, to increase the competencies of parents and teachers. This is proposed because competencies are fundamental for teachers and parents to guide learning, evaluation, teaching and the academic curriculum, since they provide principles and tools to make it possible. (Espinoza & Campuzano, 2019). This helps to gain confidence and support students to achieve institutional objectives (Omar, et al., 2018).

The development of the proposal for parents is based on the improvement of assertiveness, adaptability, expression of affection, organization and family unity. Teachers will work on motivation skills, constant pedagogical guidance, management of virtual activities, as well as teaching the proper use of social networks, generating collaborative learning and establishing extracurricular counseling.

## 5. Conclusions

1. The family is the fundamental axis of society and therefore its functioning must be governed

by an adequate communication among family members, in this sense, social skills and abilities must be strengthened to face the diverse circumstances that are appreciated in the socio- educational context and to generate a positive climate for a healthy family coexistence.

2. In the current context the educational process is being affected by the pandemic to a significant part of the school population which has had to develop various teaching strategies for the achievement of learning is thus digital learning is a first order resource for the development of pedagogical work and teacher-student interaction.

3. Digital learning is perceived as a virtual teaching and learning environment based on a set of practices where various strategies and tools are used that have a great cognitive impact, depending too much on the intervention of these practices and the mediating role.

4. Stress is considered as a condition in students, due to events within the academic environment that are stressful, generating problems in their health, such events are perceived as threatening causing an imbalance in their welfare. In addition, it is understood as a response of the body to educational demands, and in general almost 30% suffer from it.

5. Finally, the relationship between family functioning, digital learning and academic stress in primary school students who are seriously affected was evidenced, and by virtue of this, it was possible to understand the theoretical and scientific foundations in this field of study of a pertinent and relevant nature for education.

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