

Family relationships versus learning: an analysis with children aged 5 and 6 years

Relaciones familiares versus aprendizaje: un análisis con niños de 5 y 6 años

Research

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Abstract

As the first mediator between man and culture, the family constitutes the dynamic unity of affective, social and cognitive relations that are immersed in the material, historical and cultural conditions of a given social group. The overall objective of the study was to investigate whether family relationships can compromise children's learning. Specifically, it was intended to: a) Identify conflicts in family relationships; B) To verify if the conflicts in the family relations can compromise the interpersonal relationship of the children in the literacy phase; C) Analyze whether conflicts in family relationships interfere with children's learning. A total of 219 families with children aged 5 and 6 participated in the study. The main results indicate that there is a distancing of the parents in relation to the school life of the children, as well as in the family relationships there is a mixture of conflict and affection. It is considered that the learning of children can be compromised by conflicts in family relationships because learning and school performance depend primarily on family interaction and later on the relationship between teacher-student.

Keywords: Family relationships, learning, children, affectivity, conflicts.

Resumen

Como primeira mediadora entre o homem e a cultura, a família constitui a unidade dinâmica das relações de cunho afetivo, social e cognitivo que estão imersas nas condições materiais, históricas e culturais de um dado grupo social. O objetivo geral do estudo foi investigar se as relações familiares podem comprometer o aprendizado das crianças. De modo específico pretendeu-se: a) Identificar os conflitos nas relações familiares; b) Verificar se os conflitos nas relações familiares pode comprometer o relacionamento interpessoal das crianças na fase de alfabetização; c) Analisar se os conflitos nas relações familiares interferem na aprendizagem das crianças. Participaram do estudo 219 famílias com filhos de 5 e 6 anos. Os principais resultados indicam que há um distanciamento dos pais em relação à vida escolar dos filhos, bem como nas relações familiares ocorre um misto de conflito e carinho. Considera-se que a aprendizagem das crianças pode ser comprometida pelos conflitos nas relações familiares em virtude que a aprendizagem e o desempenho escolar dependem, primeiramente, da interação familiar e posteriormente da relação entre professor-aluno.

Descriptorios: Relaciones familiares, aprendizaje, niños, afecto, conflicto.

Introduction

The family as dynamic unit, throughout history, has gone through constant modifications, a factor which hinders to follow a single course. Ribeiro (1999) understands its conception as a complex task, principally, when one takes as a major reference, their beliefs and personal experiences. The trend, as the author believes, is to take the family based on our own families. Thus, it is of an utmost matter to dismiss values, beliefs and personal family experiences. As Mioto (1997) points out, referring to the family, we should attain to, specificity, its particularity, having in mind the fact that families have diversified throughout the history of human race, in a great measure.

In legal terms, Fenofre (1997) explains that the family, originally in the Roman law was patriarchal and everything was considered to be under the paternal power: woman, children, slaves, and even the goods and properties, like the land, tools and working animals. Roman tradition has been the constitution of a strong factor of influence in modern legislature. In the Brazilian Law, the ones that prevailed were the canon and Portuguese, in which the Church represented the principal concept of the family. The civil law, under the influence of the Church, has kept the principle of the indissolubility of matrimony for a long time.

With the Federal Law (Brazil 1988), matrimony has stopped being the fundamental axis of the family. Aside from the religious or civil matrimony or marriage, the stable union of the couple is the basis for the family entity. It is also considered that the community formed by one of the parents and their descendants, framed into the single parent families, it is to them to assume their responsibilities.

In Brazil, the Civil Law Code (2015) assures family protection because they are considered the social base, and considers them as the group of persons united by the legal link of family nature. The family constitution goes on being formed by the marriage of the man and the woman, establishing life fullness, based on equality of rights and obligations of the couple.

Families are constituted, in a general way, on feelings of love and solidarity, with the purpose of keeping their links of affection and attention, love and care, protection to the couple and the children, looking forward to the fulfilling of shared projects.

Within the context of feelings is where the learning process is found, and the family base where the first habits are developed, guaranteeing or not, a solid fundamental to confront adversities in life.

Thus, the importance of the study resides on the clarification that the conflicts in the family relationships have influence in the building of the interpersonal way of relating each other, with the children, as well as the process of learning, itself.

The present analysis has been performed through studies of case that according to Yin (2016), is more than a method, and constitutes a strategy of study, profound and systematic of a group, a situation or individual, that is representative in its universe for an investigation. So, in this way, the study went on to investigate a group of families with children in the age 5 and 6, with children in a schooling stage. The method in which the study was started, was inductive, as long as that method permitted that the data take us to the surge of concept according to Yin (2016). The analysis was quality bound, because of the comprehension of situational meaning presented by the participants (Richardson, 2010). It is also characterized as descriptive, as it described the found phenomena in the 219 studied families, using a mixed questionnaire (Richardson, 2010).

To be reviewed under a bibliographical aspect, some readings have been done in specialized books and magazines, in the education field, as well as consults in published articles.

The making up of the questionnaire was organized in a way that replies were for specific necessities. Objective and essay questions were used to debate the points to understand which ones should be those to arrive to the proposed objectives of the investigation.



The questionnaire was applied to the 219 families of the study (with children ages 5 and 6) who inhabited in different neighborhoods of the city Lucas do Rio Verde. Those children study in Public Schools as well as private ones too. The sample was intentional because the age band chosen was the criteria accepted by the family participation.

The data tabulation was organized in a way that the objective alternatives could be tabulated as essay questions, grouped by their diversities and similarities.

For the analysis of the data, coherence was looked for, with the help of pertinent literature to go on board through the inductive way, that is, interpretation.

Literature review

Family context

The family, always present in every society, is one of the first surroundings of socialization of the individual, acting as principal mediator in the patterns, models and influences of cultural nature (Duarte, 1994). It is also considered the first social institution that in the grouping with others, looks forward to assure the continuity and welfare of its members and the community, including the protection and welfare of the children. Thus, it has a meaningful impact and an important influence in the behavior of individuals, especially children that learn the different ways of living, view the world and build their social relationships.

As the first mediator between man and culture, family constitutes a dynamic unit of feeling class, social and cognitive, that are immerse in the material conditions, historical and cultural of a given social group. It is the matrix of human learning, with its own meanings and cultural practices that generate relationship models for the interpersonal, individual and collective behavioral forms. The family events and experiences promote behavioral repertoires, actions and solutions of problems with universal and particular meanings.

Those experiences integrate collective and individual life, which organizes and interferes to transform it into a dynamic unit, structuring shapes of subjectivity and social interaction. It is through these family interactions that the social transformations take place, and at its turn, they will influence future interaction, and they will detach as a bidirectional influence among the family members, of first importance for the different locations of the social groups, like school, which is of great importance for the person construction, its personality and their insertion in the social and labor world (Mioto, 1997).

In the family contour, the child learns to manage and solve conflicts, to control emotions, express different feelings, which are part of the human interpersonal relationships, learn to manage diversities and adversities of life. Those social abilities and its way of expression, developed, at the beginning, within the family ambience, have its aftermath, with which the child, teenager or even, the adult, interacts, summing up healthy aspects or causing problems that alter the learning capacity (Mioto, 1997).

Studies about affections

This topic takes the affections from the perspective of feelings and studies by Piaget, Wallon and other contemporary authors.

Piaget's theses (1977) about the relationships between affections and intelligence are inseparable and integrated to the psychological development, with the knowledge that they are not two psychologies to explain the behaviors. And it supports that the feelings do not only belong to the field of emotions, but it also comprises the way in which trends and will of the child is taken care of.

By affections we understand the feelings themselves, and particularly the emotions, different trends, including "superior trends" and particularly, the will according to Cavenaghi, Saltini (2014, p. 39).

According to Piaget (1977, p. 265), it is undeniable that affection plays an essential role in



the working of intelligence. For him, both, “affection and cognition are in a continuous adapting to each other, interdependent, and where feelings mean the interests and values of actions and intelligent structures”.

Family experiences take advantage on the formation of different behaviors, actions and resolutions in the face of problems (Dessem, Poland, 2007) It is also in the family surroundings that the child learns how to deal with the conflicts and control their emotions, and show the different emotions and feelings that permeate relationships and to deal with life and adversity.

To understand the roll of emotions in Piaget’s psychogenetic theory (1977), it is a must to consider and think about the association that he establishes between the genesis of moral and the formation of personality. In his work he introduces the question of the genesis of moral related with the construction of the scale of values, ideas and moral feelings. For the theoretical author, every moral is formed by a system of values and norms and morality is precisely, the respect that the individual nourishes himself or herself, for the rules. Children who are in the preoperative period, are still in the heteronomous age of the morality, where rules are external, sacred, unchangeable, imposed by adults. One understands thus, the seriousness with which the process of formation must be conducted.

In that sense, psychologist Leon Festinger (1957), has proposed a theory of cognitive dissonance, centered on how people try to achieve inner consistency. He suggested that people have an inner necessity to guarantee that their beliefs and behaviors are consistent. Inconsistent beliefs or those, conflicting ones take to an absence of harmony, which people, make efforts to avoid.

Affection consists of the group of positive emotions that happen in the interpersonal relations (Benetti, 2006). This implies a tenderness relationship, as well as care that one has with someone. The affection ties furnish psychological and social support in the family, helping in the difficulties to be faced each day. Conflict, on the

other side, is characterized by negative feelings that may generate stress as well as aggressiveness in the family system.

According to Piaget (1977), the process of development, goes through the social dimension, implying cognition, affection and morals. The powerful aspect of affection influences our intellectual activities, and this choice of activities (Piaget, 1977) which according to him are called interest, and are developed by affections, not by cognition.

In that sense, Cavenaghi & Saltini (2014), suggest that the biggest challenge of education would be to favor the intellectual development in harmony, as the affective / moral development for the individual can conquer their intellectual achievement, affective as well as moral, having as a base the laws of reciprocity, constructed all through the interaction, like the social and physical surroundings, as much as cultural historical. The teacher should not only be compromised with the knowledge area, but also responsible with the construction of knowledge of the student, and to be a professional involved with the cognitive development and moral, social and affective autonomy.

Thus, the approach taken by Henri Wallon favors the affection aspect, pointing at its structuring roll at the beginning or the starting life of the child. For this author (1995), emotion organizes the prime psychical life and it comes before even the first cognitive constructions. It defines the development as the passage of the organic I and the psychic I age through the way of structuring roll of first emotions that are in essence, the instrument for the relation with the others, much before the cognition has been built. Wallon (1995) presents what he considers like the sequel of development, for the development of the person, having in mind the idea of the structuring roll of first emotions, related with cognition, and after describing the development as a movement of alternative of preponderance, affective as well as cognitive, topping up the scale with the cognitive preponderance.

The stages proposed by Wallon are 1) indifferentiation between I and the other (within which first emotions make the communication



and expression of organic necessities. 2) gradual differentiation between I and the others, with the rise of the person (initially more to be opposed to the world in the phase of opposition, and after affirming their I in the phase of personalism. 3) Arriving precisely to schooling age, when the staging phase has cognitive instruments as the representation and the rational thought is used to coordinate emotions and build knowledge.

Wallon (1995) states that affection constitutes a fundamental roll in the formation of intelligence, in a way to determine personal interests and necessities of the individual. One can attribute emotions a primordial roll in the formation of the psychic life, a link between the social and the organic. In this way, one can understand that, under the influence of the ambience, emotions trend to make, through intense manifestations, a link, between the individual and the learning.

It is against nature to treat the child fragmentarily. In each age, it constitutes a set of an original and an inseparable individual. In the sequel of their different ages, he/she is the unique and same being in a metamorphosis course. Made of contrasts and conflicts, their age will be still more susceptible of development and newness (Wallon, 1995, p. 198).

Learning

Vygotsky (1993) exposes the idea that all human beings are capable of learning, but it is necessary that our way of teaching is adapted. It is valuable that learning implies to separate, grow up, to become conscious of the difference, understanding that this awareness humanizes and opens the way to the subjective.

Piaget (1977) affirms that learning is a process which is always a balance, because it makes the cognitive system to look for new ways of interpreting and understanding reality, as long as the student learns.

According to Piaget (1977), the child is idealized as an active being, and that is interact-

ing all the time with the reality and interacting constantly with objects and people. That interaction with the surroundings makes him/her build mind constructions and make ways to let them work. The central point, thus, is the exchange between the middle organism and that link that happens through two simultaneous processes/ the inner organization, and the adaptation to the ambience, and functions exercised by the organism through life. The equation defined by Piaget (1977), as the developing of intelligence itself happens throughout assimilation and accommodation. The schemes of assimilation go on transforming themselves, setting, as long as the different stages of development are achieved.

According to Piaget (1977), the preoperative period begins at the age of two and runs until the age of seven, characterized by the appearance of the symbolic or semiotic function, that is, the manifestation of language that marks the passage from the sensorimotor stage to the pre-operational one.

The pre-operating child sees things from their point of view. They think that everybody thinks like them, and as they consider their thoughts right, they never question them. They assimilate everything for themselves and their point of view in the service of their subjective and affective needs, independent of the truth. This egocentrism manifests itself in several planes: intellectual, social, moral, linguistic, etc. Self-centered thinking is involuntary and unable to adapt to reality; it assimilates actions according to their personal point of view. This is understood as the imbalance between assimilation and accommodation.

Presentation and analysis of results

Identifying conflicts in family relationships

As far as the family constitution is concerned, 62% of 5-year-olds and 76% of 6-year-olds in public schools, live with their parents, 38% of 5-year-olds and 24% of 6-year-olds live with



only one parent or relative. In private schools, 92% of 5-year-olds and 94% of 6-year-olds live with their parents, but only 8% of 5-year-olds and 6% of 6-year-olds live with only one parent or close relatives.

When the families of the five-year-olds were asked what they understood by conflict, 50% responded that it was a divergence of ideas, that is, when each individual has his or her thought or belief about a particular object or situation, disagreeing with the thoughts or beliefs of another, 30% said they were offensive words, 20% pointed out as physical aggression and 20% to personal disputes. The families of the 6-year-old children presented divergence of ideas and personal offenses as the best explanations for the conflicts, both with 33% each. Physical assaults and personal disputes soon followed with 22%.

Living in society, it is possible to observe that conflicts are common in married life. However, when well understood by their peers, they become a source of maturity for conjugal life and can lead to closer relations among their members. The divergences of ideas discussed calmly, with demonstrations of support and attitudes that favor the resolution of problems do not generate negative reactions in the children, on the contrary, can lead them to understand that through dialogue the difficulties can be overcome. On the other hand, disputes over power, physical or verbal aggression witnessed can cause suffering to children.

Regarding the conflicts experienced, 60% of families of 5-year-olds reported that conflicts are frequent in their homes, while 40% said they did not exist. In six-year-olds, 56% said they did not exist, while 44% said they existed.

The results of the research are directed towards what Dessen; Poland (2007) affirm that it is of great importance to identify the aspects of the functioning of the family system that can be related both to good emotional and cognitive functioning and to psychopathology.

Parents provide, or should provide, all the support necessary for healthy development to occur, as well as functioning as mediators of social issues.

The cause of conflicts presented by the families of the most common 5-year-old children, 30% are caused by financial problems, 10% by divergences in the way of thinking, 10% by differences in life projects and 10% by treason. 40% of these families did not answer the question. In the 6-year-olds, 33% appear as offensive words, 22% as physical arguments and aggressions, and 23% prefer not to respond.

The quality of the affective bonds formed between parents and children can be considered like a prediction of a healthy development and, consequently, of interactions and positive adjustment patterns in all the environments in which they participate (Dessen, Poland, 2007). However, these same affective bonds can hinder the development of the child and cause problems in their social adjustment.

Festinger's theory of cognitive dissonance (1957) may justify the contradictions between the questions that involve the subject related to divergence of ideas. Festinger (1957) states that "contrary cognitions serve as stimuli for the mind to obtain or produce new thoughts or beliefs, or modify pre-existing beliefs, in order to reduce the amount of dissonance (conflict) between cognitions". When a dissonance occurs, the individual enters into intimate conflict and tries to adopt some ways to get out of the discomfort.

Regarding the severity of the conflicts presented above, 40% of 5-year-old families said they were serious, 20% said they had no consequences and 40% said they were within normal limits. The families of 6-year-olds answered that 67% of the conflicts experienced then, were normal, 22% of them are serious, and only 11% said they were of little importance.

If family problems (conflicts) are not well managed and the lack or scarcity of healthy relationships is not adjusted, the lack of maternal and paternal roles may weaken the healthy formation of children's emotional and cognitive bonds. Piaget (1977, p. 11) postulates that "the full development of the personality under its most intellectual aspects is inseparable from the whole



of the affective, social, and moral relations.” At first glance, the maturity of the personality seems to depend, above all, on the affective factors. Forming independent personalities, morality, is only possible through education.

Piaget (1977, p. 11) states that “language acquired, the socialization of thought manifests itself through elaboration and concepts and relations and the constitution of rules”. Thus, the environment with which the individual is inserted and the way in which it will be developed, will directly influence its formation.

In the applied research, the verified conflicts that were experienced by the families of the 5-year-old children are caused by financial problems, differences in the way of thinking, differences in life projects and by betrayal. For six-year-olds, it has been observed that offensive words, arguments, and physical assaults usually manifest themselves.

Benetti (2006) states that the conflicts between the couple can present themselves through discussions and fights or veiled, manifested by boycotts and indifference, among others. Given that every relationship involves a certain level of conflict, it is important to understand what aspects of child development are affected by it.

To verify if the conflicts in the family relations can compromise the interpersonal relationship of the children in the literacy phase

Regarding classroom behavior: 92% of 5-year-olds and 90% of 6-year-olds in public school have shown affection with peers, 8% of 5-year-olds, and 10% of 6-year-olds have shown a certain aggressiveness. In the private school, 88% of 5-year-olds and 100% of 6-year-olds also showed to be affective, only 12% of 5-year-olds showed a certain aggressiveness. With regard to the affection shown to teachers, 93% of 5-year-olds and 80% of 6-year-olds in public schools showed affection with teachers, 7% of 5-year-olds

and 20% of 6-year-olds showed some aggression. In private schools, 88% of 5-year-olds and 100% of 6-year-olds also showed to be affective, only 12% of 5-year-olds showed low affectivity.

Considering the difficulty of concentration presented in the classroom, 24% of 5-year-olds and 46% of 6-year-olds in the public school did not find it difficult to concentrate, 76% of 5-year-olds and 54% had difficulties of concentration. At the private school, 88% of 5-year-olds and 81% of 6-year-olds were observed to be normal, only 12% of 5-year-olds and 19% of 6-year-olds were scattered in the classroom.

Regarding the difficulty of learning observed, 19% of 5-year-olds and 60% of 6-year-olds in the public school did not present apparent difficulties, in 81% of children aged 5 years and 40% of 6 years, limitations were observed. In private schools, 88% of 5-year-olds and 84% of 6-year-olds did not show difficulties; only 12% of 5-year-olds and 16% of 6-year-olds had limitations.

Regarding the presence of the family in the child's school life, it was observed that 11% of 5-year-olds and 47% of 6-year-olds in the public school are not usually accompanied by the family, 89% of 5-year-olds and 53% of 6 years are assisted by someone responsible. In the private school, only 4% of 5-year-olds and 6% of 6-year-olds were not accompanied by those responsible for school activities, 96% of 5-year-olds and 94% of 6-year-olds were family.

As far as the Family participation in school is concerned, 76% of families of 5-year-olds and 46% of 6-year-olds of public school do not participate in the activities promoted by the school, 24% of families of 5-year-olds and 44% of Families of 6 years are participative. In the private school, only 6% of families of 5-year-olds and 12% of families of 6-year-olds do not participate, 94% of families of 5-year-olds and 88% of families of 6-year-olds participate in promoted activities by the school.

About 62% of 5-year-olds and 39% of 6-year-olds in the public school receive help, 38% of 5-year-olds and 61% of 6-year-olds do Tasks without assistance. At the private school, 94% of



5-year-olds and 83% of 6-year-olds are assisted, only 6% of 5-year-olds and 17% of 6-year-olds do not receive help.

The families of 5-year-olds were asked how conflict was resolved, 30% did not respond, 20% said that leaving home was a solution, 10% used physical force and 40% sought to solve them through dialogue. For families of 6-year-olds, the dialog appears with 55% of the response options and 45% chose not to respond.

The results of the research corroborate Piaget's (1977) perception that if there is affection, there is the capacity to develop mutual respect that is so necessary and through it, learning flows more easily.

Parents should be primarily responsible for emotional support, moral and social formation of children, preparing them to seek success in school learning and the relationships that will be built, guiding them to deal with frustrations and conflict situations.

Words have great meaning; effective communication decreases the chance of misunderstanding. Dialogue in the task of educating is essential. Relations that are governed by commitment and dialogue are strengthened.

This observation is closer to what Piaget (2006) described as coercion relations and cooperation relations. The process of teaching and learning is associated with interpersonal relationships. Family, social, institutional relations are closely related to the final results of advances or inertia in the learning processes.

The consequences of these conflicts on children's behavior change in the school environment pointed out by the families, the most noticeable are the nervousness and the aggressiveness, both with 30% each, 20% of the parents said they did not realize if there were changes and 20% preferred not to answer. The families of 6-year-olds, 34% of them said their children were aggressive, 22% pointed to distraction and 44% did not perceive differences.

The pre-operational child needs security, stability, affection and understanding to feel at

ease in the learning processes. An unfavorable environment favors aggression, the feeling of incapacity and consequently antisocial behavior.

The family's indifference to the presented affective deficiencies can put the child in the face of problems of relationships and learning. Family disorganization, absence of limits and affections, aggression in relationships, losses, lack of interaction with the environment and poverty are seen as possible causes of these behaviors. In analyzing the increasingly distant relationships among family members, we see that children seek in some way to meet the need for affection, as well as to find ways to attract the attention of parents. In today's society, the school situation may be important for parents to find that their children are not doing well, which may draw attention to the changing gaze within the family environment.

The research reveals that family conflicts can compromise the interpersonal relationship that is built by children in the literacy phase. By not clearly understanding what happens in the family environment, the child may feel guilty about the problems and show intolerance to the rules that he undergoes in relationships with teachers and colleagues.

By corollary, corroborating Piaget (1977), it is not possible an intellectual autonomy without a moral autonomy, since both are based on mutual respect, which, in turn, is based on respect for oneself and recognition of the other as himself. Working with this question in a pedagogical proposal presupposes the concern to develop actions in which the listening, the sight, the feeling, the pulsar are immanent forces that define the levels of the relations that are established between the individuals, especially in actions of cooperation.

Analyze whether conflicts in family relationships interfere with children's learning

The parents of the five-year-olds were asked which are the affective gestures most practiced in their homes, 34% answered that it is the



embrace, 21% said that the smile facilitates the coexistence, 20% said that the affectionate look, the aid provided in school tasks shows affection, 10% said that physical touch brings relationships closer together, 15% are indifferent to the need to show affection. The families of 6-year-olds pointed to the hug and the smile with 29% as the main exchanges of affections practiced, the attention and availability to hear what the other has to say appeared in 2nd option with 25%, the affectionate look and the aid provided appeared with 14% preference, the touch with 10% and for 22% of the respondents said they did not have time to offer affection to the children.

The result of the research suggests that some of the analyzed families suffer some type of disruption. This causes concern because it is the family that absorbs the emotional base that will accompany our actions for the rest of our lives and it is with them that we learn notions of right and wrong, ethics and citizenship. Dessen; Poland (2007) consider the human being as a whole, being the emotions responsible for the development of the human being. Through the medium in which the child lives, feelings such as joy, sadness, fear, hatred, love, become more or less relevant.

Child development is marked by changes in behaviors considered important because they allow the child to learn new skills, and can be characterized as desirable or undesirable (Dessen, Poland, 2007). Desired or appropriate are the changes that occur as a consequence of the interaction of the organism with the environment, allowing the child the contact with important learning situations that promote development. Undesirable behavior refers to problems of behavior arising from the excess or lack of situations that would facilitate or increase the possibilities for learning and, consequently, for development. These are manifested through internalizing or externalizing behaviors (Benetti, 2006).

As internalizing behaviors, introversion and anxiety, exaggerated worry, sadness, insecurity, shyness, fears, psychosomatic manifestations and school refusal, among others, stand out.

Outsourcing behaviors, on the other hand, are marked by impulsivity, explosiveness, aggressiveness, agitation, defiant and antisocial characteristics such as lies, thefts, class absentee, disrespect to limits, fights and hostility in relationships (Benetti, 2006). These are behaviors that interfere with the child's interaction with the environment, generate conflicts and often cause a break in interactions. Generally, in the school context, externalizing behavior is more easily identified, probably because it has greater visibility and interferes with the dynamics of the classroom.

In this sense, the family is indispensable to guarantee the survival and integral protection of the children, regardless of the family structure or the way it has been structured. It is in the family that the construction of the affective bonds and the satisfaction of the individual needs are propitiated, it is in this habitat that the first knowledge must be absorbed and human bonds deepened.

Therefore, it is clear that if affection is not present within families, the motivation that drives the human being to search for knowledge can be compromised. In Piaget's view (2006, p.16) affection plays a primordial role in the functioning of intelligence, "one could not reason without experiencing certain feelings and on the other hand, there are no affections without a minimum of understanding".

It is important to emphasize that the family and the school are environments of development and human learning that can act as propellants or inhibitors. Studying relationships in each context and between them is an important source of information, as it allows identifying aspects or conditions that generate conflicts and noise in communications and, consequently, the patterns of collaboration between them. In this direction, it is important to observe how the school and, specifically, the teachers employ the experiences students have at home.

The structured and consolidated bonds of affection in both the school and the family allow individuals to deal with conflicts, approaches and situations arising from these bonds, learn-



ing to solve problems together or separately. In this process, differentiated stages of development, characteristic of family members and also distinct segments of the school, are essential factors in the direction of bringing about changes in the roles of the developing person, with direct repercussions on their academic and psychological experience.

Final considerations

After presenting and analyzing the results, comparing with the literature, it was observed that the learning of children can be compromised by conflicts in family relationships, because learning and school performance depend, first, on family interaction and later, on the relationship between teacher and student. Piaget's theory (1977) recognizes affectivity as a motivation for cognitive activity and emphasizes that affectivity and reason are terms that complement each other. For Piaget (1977) affectivity is energy, which moves action, while reason is what enables the subject to identify desires, varied feelings and achieve success in actions. In Vygotsky's (1993) theory there is a globalizing approach, where there is no way to separate the affective interests from the intellectual aspects.

The research points out that family relationships are constituted by a mixture of conflict and affection. On the other hand, these conflicts can compromise the interpersonal relationship built by the children in the literacy phase. This fact is established in the relations of coercion and cooperation, pointed out by Piaget (2006).

The study highlights that conflicts in family relationships interfere with children's learning. If affection is not present within families, the motivation that drives the human being to search for knowledge can be compromised. In the Piagetian view (2006) affection plays a primordial role in the functioning of intelligence.

Thus, from the consideration of other works, such as Cavenaghi and Saltini (2014), Dessen, Poland (1992) and Benetti (2006), it is evident that from Piaget one of the greatest chal-

lenges of education would be to foster development Intellectual in harmony with the affective-moral development so that the subject could gradually gain their intellectual, affective and moral autonomy, based on the reciprocity laws built in their interactions with the physical-social and historical-cultural milieus. Thus, affection and cognition must be seen in an articulated way, also in the field of education. It is understood that affectivity and intelligence are inseparable aspects, intimately linked and influenced by socialization, by 'living with the other'.

Thus, it is understood that the development of intelligence is done by the constant exchange between the child and the environment, since it is the new experiences that allow to construct new cognitive structures from the previous ones, towards the mental organization in a gradual wider range.

The research revealed a distancing of the parents in relation to the children's school life, and the positive presence of the majority of the parents in the formation was not noticed to be present. To deal with human development is also to address the relationships that are built, as well as their family structure. Through the study carried out, it was possible to verify that, in fact, the affectivity and relationships built from this scope are essential for the child to develop in a safe and confident way, so that he can live independently. The basis provided by the family if it is safe will provide the child with facilitating instruments of thought-building and consequently will lead to the formation of sound learning. Even if families do not have a good economic, social and cultural situation, the affective and moral relations can be constructed in order to assist the child in its maturation process.

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