

LIGHTS AND SHADOWS OF RECONCILIATION IN FAMILIES WITH CHILDREN WITH SPECIFIC NEEDS OF LEARNING SUPPORT: STUDY IN GALICIA

LUCES Y SOMBRAS EN TORNO A LA CONCILIACIÓN DE LAS FAMILIAS CON HIJOS E HIJAS CON NEAE: UN ESTUDIO EN GALICIA

LUZES E SOMBRAS EM TORNO DA CONCILIAÇÃO DAS FAMILIAS COM FILHOS E FILHAS COM NEAE: UM ESTUDO NA GALIZA

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ABSTRACT: The diversity of factors and implications that are inherent to reconciliation of working, family and personal times involves the perception of limitations or difficulties in the arduous task of reconciling on the one hand and the identification of possible ways and social-pedagogical supports to facilitate it on the other. The goal of the present article is to identify the obstacles and alternatives for families with children with specific needs of learning support (SNLS) attending primary school in Galicia regarding the issue of harmonizing daily times. This exploratory and descriptive study belongs to a wider investigation -entitled *Concilia_d@s-* based on the implementation of an ad hoc questionnaire, in a target group consisting of families of the student body of Primary Education (n=2037; e=2,2%; confidence= 95,5%) in the Autonomous Community of Galicia. The outcome showed the difficulties for the organization of times encountered by families with children with SNLS (n=127) due to their need of special attention, as well as the resources and social-pedagogical alternatives that could guarantee a better distribution of times, promoting childhood education and the construction of a more inclusive society. Analyzing the data obtained, we noted "lights" and "shadows" affecting families in Galicia -specifically those families with children with SNLS- for managing their times and supporting the process of social and educational inclusion of childhood.

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<p>PALABRAS CLAVE: conciliación vida laboral familiar y personal enseñanza primaria necesidades específicas de apoyo educativo servicios comunitarios</p>	<p>RESUMEN: La diversidad de factores e implicaciones inherentes a la conciliación de los tiempos laborales, familiares y personales conlleva tanto la percepción de limitaciones o dificultades en la ardua tarea de conciliar, como el reconocimiento de posibilidades y apoyos pedagógico-sociales que faciliten dicha tarea. El objetivo del trabajo que se presenta es conocer los obstáculos y las alternativas que perciben las familias gallegas con hijos e hijas con Necesidades Específicas de Apoyo Educativo (NEAE) escolarizados/as en centros de Educación Primaria en torno a la armonización de sus tiempos cotidianos. Este estudio de tipo exploratorio y descriptivo forma parte de una investigación más amplia –denominada Concilia_d@s–, basada en la aplicación de un cuestionario, creado y validado ad hoc, a las familias del alumnado de Educación Primaria (n=2037; e=2,2%; confianza= 95,5%) de la Comunidad Autónoma de Galicia. Los resultados muestran las dificultades de organización temporal a las que las familias con hijos/as con NEAE (n=127) deben hacer frente respecto a su cuidado, así como los recursos y alternativas pedagógico-sociales que garantizarían una mejor conciliación de sus tiempos, favoreciendo la atención educativa de la infancia y la construcción de una sociedad más inclusiva. En base a la reflexión teórica realizada y al análisis de los datos obtenidos se han conocido algunas de las “luces” y “sombras” que influyen en las familias gallegas –particularmente en aquellas con hijos/as con NEAE– a la hora de conciliar sus tiempos y apoyar el proceso de inclusión social y educativa de la infancia.</p>
<p>PALAVRAS-CHAVE: conciliação vida profissional familiar e pessoal ensino primário necessidades específicas de apoio educacional serviços comunitários</p>	<p>RESUMO: A diversidade de fatores e implicações inerentes à conciliação dos tempos de trabalho, familiares e pessoais, implica a percepção de limitações ou dificuldades na árdua tarefa de conciliação, bem como o reconhecimento de apoios pedagógico-sociais que a facilitem. O objetivo do trabalho que é apresentado é conhecer os obstáculos e as alternativas que as famílias galegas com filhos e filhas com necessidades específicas de apoio educacional (NEAE) em escolas de ensino primário identificam em torno da harmonização de seus tempos diários. Este estudo exploratório e descritivo faz parte de uma pesquisa mais ampla –denominada Concilia_d@s–, com base na aplicação de um questionário, criado e validado ad hoc, às famílias dos alunos do ensino primário (n=2037; e=2,2%; confiança=95,5%) da comunidade autónoma da Galiza. Os resultados mostram as dificuldades que as famílias com crianças com NEAE (n=127) devem enfrentar no que se refere à organização dos seus cuidados, relativamente aos recursos e às alternativas pedagógicas-sociais que garantam uma melhor conciliação dos seus tempos, favorecendo a atenção educacional da infância e a construção de uma sociedade mais inclusiva. Com base na reflexão teórica feita e na análise dos dados obtidos, foi possível coherer algumas das “luzes” e “sombras” que influenciam as famílias galegas –particularmente naquelas com crianças com NEAE– na conciliação dos seus tempos e no apoio ao processo de inclusão social e educacional das crianças.</p>

1. Introduction

The reconciliation of work, family and personal life, linked to a co-responsible distribution of chores inside and outside the home (Caballo, Gradaille & Merelas, 2012; Gómez & Jiménez, 2015), is one of the main challenges of society today in order to deal with and guarantee welfare for families, particularly those with children with specific needs of learning support –hereinafter called SNLS: (article 71, LOMCE, 2013), so it can offer quality educative attention for childhood and prevent free time of children from being just time to be guarded. SNLS, according to LOMCE (*Organic Act 8/2013* for the enhancement of educational quality) present the following categories: special educational needs (SEN), specific learning difficulties (SpLD), attention deficit hyperactivity disorder (ADHD), intellectual giftedness (IG), late incorporation (LI) and personal conditions or school history (PC-SH).

It can be said that student body with SNLS is a heterogeneous group with diverse family realities; this is why their opportunities for reconciliation

depend on the type of educational needs (Martínez-Figueira, Varela & De Valenzuela, 2016), apart from other factors as age, available community services, etc. The strategies and measures for reconciliation available for families affect their quality of life, given that their welfare or discomfort will be conditional upon the effective presence or absence of services and resources destined to promote a proper distribution of daily times. Such measures as reducing workdays, leaves of absence, parental leaves, flexibilization, adaptation or reassignment of services and schedules according to their needs, etc., fostered from socio-labor sphere, constitute an important achievement regarding personal development of each member of the family unit and full participation in society.

According to Mingo and Escudero (2008, p. 296):

business hours, the lack of labor flexibility, the distribution of vacation days, imbalance between working and school times, competitiveness, changes in family structures –many of them are single-parent families–,

isolation and loss of support or social networks, complicate the convergence of competing interests. On the one hand, adults must deal with severe tensions regarding work and family; on the other, the current ways for time distribution are inconsistent with the needs of childhood, leading to a negative impact on – and sometimes violations of – their right to education, to leisure experiences and to shared times with their parents.

Among the multiple strategies that families use in order to reconcile their times, the role of grandparents is essential to the balance between the care of children who present special educational needs and work schedules of parents (Díaz, Gil & Moral, 2010). This is a general situation in Spain, where extended family is an essential support for the maintenance of welfare. Researches such as the study by Jung and Appelbaum (2010) reveal that parents whose children present any disability or educational need are more likely to work part-time jobs and to receive less benefits, often experiencing high stress levels, depression or anxiety that eventually demand medical treatment. This involves an overload of family life and personal renounces (Vives, 2007; Liñán, 2013), since the family unit needs financial support and benefits obtained from professional development, while childcare tasks must be fulfilled too.

Likewise, we must not forget that in the case of families with children with SNLS, the educational role exerted by parents requires a higher level of attention, different from the rest of children the same age, in order to guarantee the maximum development of their potential and social inclusion; a hard task that cannot be achieved if adults do not invest enough and proper times and educational and social supports.

During the nineties, researches on perception of satisfaction of daily life in families with children with SNLS was fundamentally focused on the impact of disability on disability itself and on family welfare or discomfort, avoiding the analysis of integral perspectives (Weiss, Marvin & Pianta, 1997; Browne & Bramster, 1998; Rubio, Berg-Weger & Tebb, 1999). Nowadays, investigations aim to determine the level of satisfaction/dissatisfaction of parents, making efforts to identify and understand the needs perceived according to sociodemographic variables, such as degree of disability, gender, age, type of family or financial status.

From this perspective, new researches present family as a whole, considered a support unit in the pursuit of achievements which can meet their real needs and expectations (Park, Turnbull & Turnbull, 2002; Schalock & Verdugo, 2002), adopting guidelines focused on success factors and focal points

(Trute, Hiebert-Murphy & Levine, 2007; Córdoba-Andrade, Gómez-Benito & Verdugo-Alonso, 2008; Algood, Harris & Sung, 2013). Furthermore, it is understood that any change carried out regarding reconciliation must be approached from a complex and holistic perspective, which includes the right to time, considered as a key element for family satisfaction (Caballo, Caride & Meira, 2011; Sánchez, 2011).

Summing up, the outcome obtained in the latest years proved the need of enlarging family coverage, the importance of resources in workplaces and community services in order to deal with the challenges of responding diversity. Besides, regarding social support in a comparative study where children present similar support networks regardless of whether they are SNLS or not (Felizardo, Ribeiro, Cardoso & Campos, 2014), it emerges that parents with children with SNLS claimed these support networks to be less suitable in addressing emotional or instrumental needs. Likewise, regarding SNLS childcare, several studies pointed that mothers presented less satisfaction and higher stress levels than fathers (Gerstein, Crnic, Blacher & Baker, 2009; Lee, Park & Recchia, 2015; Küçük & Küçük, 2017), given that women are more likely to take over caregiving tasks linked to domestic environment, modifying their personal and working times (Caballo, Gradaille & Merelas, 2012; Maganto & Etxeberria, 2012).

A consequence deriving from this situation is that women find greater difficulties than men do in harmonizing work, family and personal life, as well as in promoting at the professional level. This is why disparities remain, as no co-responsibility is found, due to the lack of social awareness and efficient normative regulation among other reasons (Merino, 2015). Regarding the latter aspect, in the Spanish legal system, the right to reconciliation of work, family and personal life is considered “as a right to equality tending to achieve co-responsibility between men and women in assuming family obligations and eradicating discrimination of women in the labor market and in family relations” (Calvo & Picontó, 2014, p. 98).

The first legislative measure adopted in Spain regarding this issue was the *5th of November Act 39/1999*, on promoting reconciliation of work and family life of working people, subsequently extended with the *22th of March Organic Law 3/2007*, on effective equality for men and women. In the context of Galicia, specific geographic scope of the present paper, we can highlight the *16th of July Galician Law 7/2004*, on equality for women and men and the *28th of March Act 2/2007*, on work in equality for women in Galicia, stating the necessity of work inclusion of women as an essential pillar.

The existence of this legal framework is a significant advance in equal opportunities, as it brings to light a problem that has been latent for many years. However, this framework is focused almost exclusively on promoting measures implemented in the work sphere, omitting other circumstances which also affect –depending on gender– quality of life, mainly when referring to distribution of daily times (Merino, 2015). For this reason, “the background of this legislative scenario has been criticized for meeting the demands of business logic and for leaving gender out of the focus of attention” (Moreno, 2009, p. 48).

The influence of the traditional model, based on production and reproduction –assigned to men and women respectively– has an impact on exercise of the rights of reconciliation, avoiding the promotion of co-responsibility and equality that legislative measures point out. It therefore questions the efficiency of the normative discourse on equality, inconsistent with its actual implementation. We consider it a problem of social change, where social and cultural transformations do not happen at the same pace than legislative change, but rather slower (Rivero, 2005; Calvo & Picontó, 2014).

Regarding this issue/problem of reconciliation of times in families who have children with SNLS, it is unavoidable to find the social, educational and transformative vision offered by Social Pedagogy, starting from a multidimensional approach involving

a reflection on the current productive model and working times, on co-responsibility of the different components of family units in the performance of household chores and caregiving tasks, and the need to also find an availability of free time, essential to the integral development of people and full participation in community life (Caballo, Caride & Meira, 2011, p. 19).

2. Methodology

The goal of the present paper is to identify difficulties and alternatives perceived by families who have children with SNLS attending primary school in Galicia regarding reconciliation of their working, family and personal times. The outcome obtained are part of a broader research project –entitled *Concilia_d@s-* destined to identify and interpret daily times of the families of the student body of primary school in Galicia, according to contexts such as habitual residence (rural or urban), school times (calendar and schedules) and leisure activities performed. Moreover, we explore the incidence of other variables such as gender, working

conditions of parents or socialization processes (inclusion / exclusion).

Specifically in this work, we pay attention to families with children presenting any Specific Need of Learning Support (n=127), who reach 6,2% of the total sample (n=2037). According to the classification of the term SNLS in the current Spanish law on education –LOMCE, article 71.2–, families who have children with SNLS in the sample have been classified in the following types: 40,3% (n=50) were ADHD, 28,2% (n=35) were NEE, 12,1% (n=15) were SpLD, 4% (n=4) were IG and 3,5% (n=4) were PC-SH; the families of the students who had a late incorporation (LI) to the education system did not have representativeness. Moreover, we included a group called “others” (12,1%, n=15), in order to display those families which claimed to have children with SNLS but did not give any specific type.

Considering as reference population families with children attending primary school during the school year 2014-2015 (135.602 students), we used a simple random sampling method meeting proportionality and representativity criteria, taking as reference educational centers. The formation of the sample was organized around the following segmentation variables: province (A Coruña, Lugo, Ourense and Pontevedra); territorial context (densely populated area, intermediate zone, sparsely populated area; IGE, 2015); ownership of the center (public/private) and course of schooling (from first to sixth course in Primary Education).

The selection of participating centers and the group assignment in the references courses were random; the main tool for collecting information was a questionnaire performed ad hoc for the families (parents / tutors), personally delivered in classrooms of Primary Education by members of the research team during school hours, asking children for the collaboration of their parents in the study.

A total of 3400 questionnaires were delivered, resulting in 2037 valid surveys. This participation guarantees representativity for the studied family profile, extrapolated to the group of Galician families with children attending primary education, with a level of error of 2,2% and a level of confidence of 95,5%. Mothers filled in 78,1% of the questionnaires while fathers filled in 19,8%; both parents filled in 0,3% of the questionnaires while other relatives filled in 0,3%. Finally, 1,4% of the questionnaires were filled in with no mention to the identity of the participant.

The questionnaire was divided into five thematic groups: personal information, reconciliation, shared times and free time, resources and community services and leisure, physical activity and health. Items used for the elaboration of this work were:

- *Children presenting disabilities, disorders and / or educational needs:* this item belongs to *personal information*, and it refers to whether there are kids with any specific need of learning support in the family (question 10).
- *Factors complicating reconciliation of work, family and personal life:* this item belongs to *reconciliation*, and it shows the incidence of these factors using a Likert scale where 1 means “at all” and 4 means “a lot” (question 13).
- *Alternatives which can facilitate the organization of daily life:* this item is included in the thematic block called “*resources and community services*”, and it displays the alternatives which could facilitate the organization of daily life according to family needs (question 9). Answers were compiled using a Likert scale where 1 means “not necessary” and 4 means “very necessary”.

Data treatment and analysis were carried out using IBM SPSS Statistics (Windows version 20.0). In order to determine the characteristics of the sample, we performed a descriptive analysis, based on central tendency percentages and measures (averages and standard deviations). The comparison of qualitative variables was done by chi-square test.

3. Results

According to the goals of this paper, the results obtained are compiled in two thematic blocks: on the one hand, limitations and obstacles (“shadows”) perceived by families regarding reconciliation of their daily times; and, on the other, enabling factors and alternatives (“lights”) considered necessary for the care of their children, given that

they contribute to the management of their daily life.

3.1 Perceived difficulties regarding the reconciliation of daily times of families

The main results obtained in relation to the diverse factors that complicate the balance among personal, family and work life of Galician families with children attending Primary Education (n=2037) are discussed below, trying to know whether there are differences depending on the influence of these factors in reconciliation of families of students with SNLS (n=127) and those whose children do not have these special needs (n=1882).

Starting from an interpretation of results in which “at all” is grouped under the denomination “do not complicate reconciliation” and the rest (“scarcely”, “quite” and “a lot”) means “complicate reconciliation”, we observe (figure 1) that a high percentage of families participating in the research (n=2037) indicates that the factors that are more likely to complicate reconciliation of personal, family and work life are “household chores” (76,1%), “working hours” (74,1%), “job responsibilities” (67,9%) and “extracurricular hours” (67,5%). On the contrary, those factors that parents considered –with higher values– not to have a negative impact on the reconciliation of their daily lives are “care for dependent relatives” (60,7%), “health care” (47,1%), “other commutes” (45,7%), “business hours” (43,4%) and “commutes to the workplace” (43,2%). It should also be noted that more than 5% of DK/NA (do not know / no answer) was obtained in every factor, reaching in some cases seven percentage points.

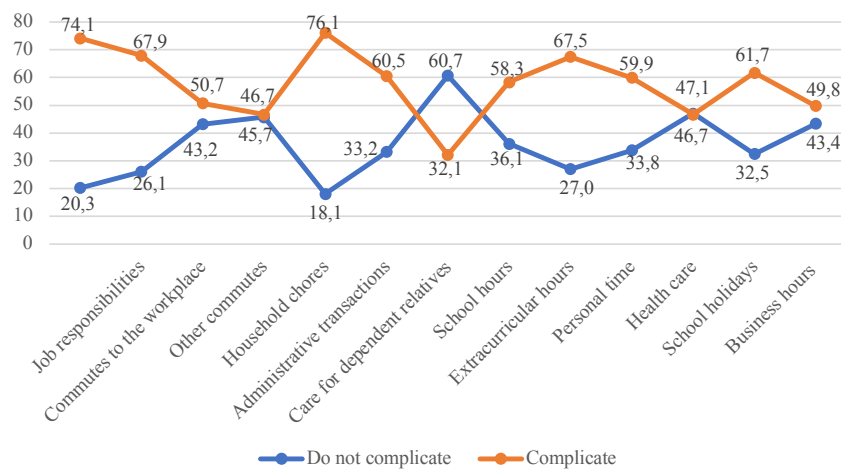


Figure 1. Factors that “do not complicate” and “complicate” the balance among personal, family and work life

Regarding the opinion of families, depending on whether their children have specific needs of learning support or not, we find a relation of significant dependence between the fact of having a child, regardless of a specific need of learning support, and the factors selected in the questionnaire as aspects complicating reconciliation of daily times; except for the item “work schedule”.

In general, the same trend is observed between the two groups of families –with or without children with SNLS– (table 1), being the factors that do not complicate “at all” reconciliation of daily times the ones linked to personal or family

health –care and attention–, as well as commutes (to work or other places) and business hours. Nonetheless, there are certain percentage differences between both groups, since families with children with no specific needs indicate a higher percentage –except in “job responsibilities” ($\chi^2_8 = 21,006$; $p < 0,05$)– and “business hours” ($\chi^2_8 = 23,914$; $p < 0,05$)– that the mentioned aspects do not complicate reconciliation “at all”. Percentage differences go from 3,5 points referring to the factor “commutes to the workplace” ($\chi^2_8 = 23,835$; $p < 0,05$) to 10,4 and 8,3 related to “care for dependent relatives” ($\chi^2_8 = 39,003$; $p < 0,05$) and “health care” ($\chi^2_8 = 24,926$; $p < 0,05$), respectively.

Table 1. Factors that complicate reconciliation of daily times of families

	Families with children with SNLS			Families with children without SNLS		
	Not at all	Scarcely	Quite - A lot	Not at all	Scarcely	Quite - A lot
Work schedule	26,8	23,6	41,0	19,8	28,7	46,3
Job responsibilities	31,5	28,3	29,9	25,7	29,6	39,2
Commutes to the workplace	40,2	32,3	18,1	43,7	30,7	20,1
Other commutes	39,4	29,9	18,9	46,2	28,3	18,4
Household chores	17,3	29,1	44,9	18,0	35,3	41,4
Administrative transactions	27,6	42,5	19,7	33,5	41,7	19,1
Care for dependent relatives	51,2	13,4	23,6	61,6	18,4	13,4
School hours	32,3	34,6	23,6	36,5	35,6	22,9
Extracurricular hours	21,3	29,1	39,4	27,4	34,9	32,8
Personal time	29,1	29,9	29,9	34,2	34,7	25,4
Health care	39,4	29,1	22,0	47,7	30,8	15,8
School holidays	32,3	22,8	33,1	32,6	27,6	34,8
Business hours	44,9	22,8	20,5	43,3	32,6	18,0

The fact that the values referred to “at all” are greater in the case of families with children with no specific needs of learning support in every item –except for “job responsibilities” and “business hours” – reveals that the mentioned factors are less likely to complicate reconciliation of personal, family and work lives of these families.

Regarding the aspects with little impact on reconciliation of times, it is worth stressing that around 42% of each group of families (with and without SNLS) perceive that “administrative

transactions” ($\chi^2_8 = 24,718$; $p < 0,05$) “scarcely” complicate reconciliation, also being the only case where values “at all” and “quite-a lot” were exceeded.

Concerning those factors which notoriously complicate reconciliation (“quite-a lot”), both groups of families agree on “household chores” ($\chi^2_8 = 19,115$; $p < 0,05$) and “school holidays” ($\chi^2_8 = 39,529$; $p < 0,05$). In the group of families of children with SNLS, almost 45% considered that “household chores” complicate “quite-a lot”

reconciliation of their personal, family and work life, followed by 39,4% who indicated “extracurricular hours” ($\chi^2_8 = 22,018$; $p < 0,05$) and 33,1% who chose school holidays. In the same line, 41,4% of the families of students without SNLS perceive that “household chores” complicate “quite-a lot” the harmonization of their daily times, followed by 39,2% indicating “job responsibilities” ($\chi^2_8 = 21,006$; $p < 0,05$) and 34,8% indicating school holidays.

Another trend observed is that families of students with SNLS indicate the answer DK/NA in a higher percentage regarding to what extent diverse factors affect reconciliation of their daily times. In this sense, the highest value in the DK/NA option indicated by the parents of the students with SNLS is 11,8%, percentage relative to “other commutes”, “care for dependent relatives”, “school holidays” and “business hours”, compared to 7,1%, percentage relative to “other commutes” of families of students without SNLS.

The fact that parents of children with SNLS indicate, in the majority of factors, higher percentage values in the option “at all” than in the option “quite-a lot” can be interpreted as positive information. However, according to Martínez-Figueira, Varela and De Valenzuela (2016), the perception of these families in relation to reconciliation of their personal, family and work life is negative, given that 72,4% stated that their personal time available is not enough and almost 64% claimed to have difficulties in harmonizing their personal, family and work life. Hence, the indicated percentage

differences may be due to the influence of other aspects in the organization of personal, family and work times.

3.2. Alternatives perceived around reconciliation of daily times of families

Subsequently, we present the data referred to the perception of the participating families ($n=2037$) on the extent to which various alternatives would facilitate the organization of their personal, family and work life, making efforts to discern whether there are differences regarding the influence of these factors in reconciliation of the families of the students with SNLS ($n=127$) and without SNLS ($n=1882$). The answers are grouped into two categories: “not needed” (including the option “I do not need them”) and “needed”, including “I barely need them”, “I considerably need them” and “I need them a lot”.

As figure 2 shows, the three alternatives that families consider most necessary, expressed using the highest percentages, are “extracurricular activities” (73,5%), “school time in morning sessions” (70,4%) and “municipal services” (69,5%). On the contrary, those aids considered not necessary are “early bird program” (71,7%), “school transport” (67,4%), “opening of schools on weekends” (63,2%), and “school time - morning and afternoon sessions” (62,7%). Finally, we should mention that “school canteen” displays a divided opinion, with 52,3% of the families considering it necessary and 44,7% claiming that they do not need it.

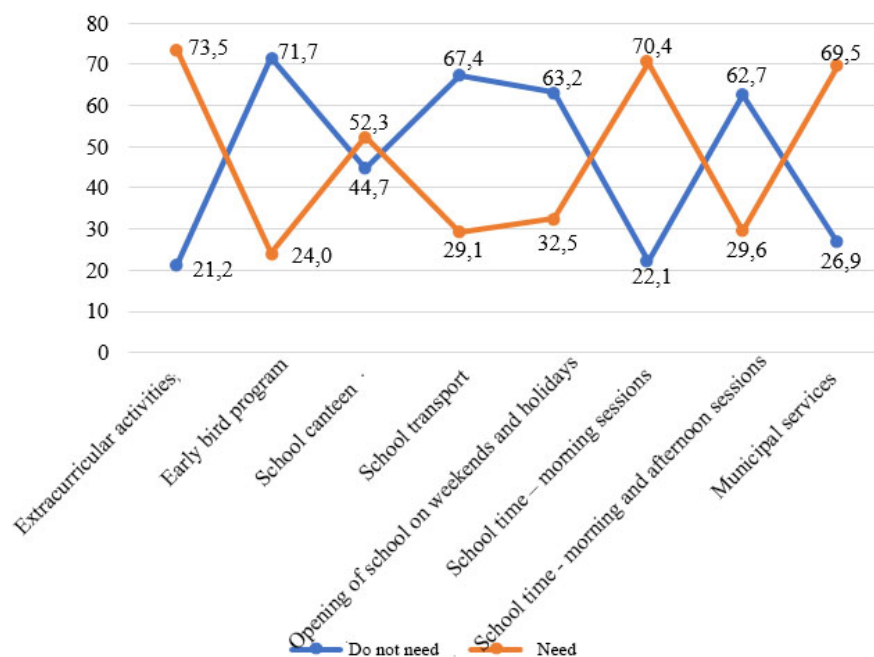


Figure 2. Resources and services that families “do not need” and “need” in order to harmonize personal, family and work life

Regarding the opinion of families according to whether or not their children have specific needs of learning support, the results show that there is a significant relationship of dependence in four of the eight alternatives considered in the questionnaire as services or resources that can promote the organization of their times. This information

is shown in table 2, grouped into three response categories: “at all” (which corresponds to the option “I do not need them”), “scarcely” (which refers to “I barely need them”) and “quite-a lot” (which includes the answer options “I considerably need them” and “I need them a lot”).

Table 2. Alternatives that would facilitate reconciliation of daily times of families

	Families with children with SNLS			Families with children without SNLS		
	Not at all	Scarcely	Quite - A lot	Not at all	Scarcely	Quite - A lot
Extracurricular activities	19,7	40,2	34,7	21,3	39,6	34,0
Early bird program	66,9	12,6	10,2	72,0	11,5	12,7
School canteen	34,6	16,5	44,1	45,4	15,4	36,4
School transport	61,4	6,3	25,9	68,0	6,4	22,2
Opening of school on weekends and holidays	60,6	11,8	21,2	63,5	13,1	19,5
School time - morning sessions	18,9	14,2	58,2	22,3	10,2	60,2
School time - morning and afternoon sessions	50,4	10,2	26,0	63,5	10,6	18,7
Municipal services	22,8	34,6	37,0	27,1	30,8	38,7

In general, a similar trend between the two groups of families –with children with SNLS (n=127) and without SNLS (n=1882)- has become visible, since both groups present practically the same assessment on the perceived need regarding the alternatives indicated.

In relation to the option referring to the fact that services and resources are not needed “at all”, all percentage values are higher in the case of families of students without specific needs, so we understand that this group of families perceive them as less useful for reconciliation than the group of families who have children with SNLS. Both groups considered “early bird program” ($\chi^2_8 = 17,695$; $p < 0,05$) as a service not needed “at all” using high values: 66,9% of families of students with SNLS and 72% of those whose children do not have these needs. The greatest percentage differences between both groups of families are found in the alternatives “school time - morning and afternoon sessions” ($\chi^2_8 = 21,070$; $p < 0,05$) and “school canteen” ($\chi^2_8 = 17,564$; $p < 0,05$), with 13,1 and 10,8 percentage points of difference respectively.

Regarding the services and resources valued as “scarcely” needed, “extracurricular activities”

and “municipal services” ($\chi^2_8 = 15,810$; $p < 0,05$) register the highest percentage values. It should be noted that, in the list of alternatives analyzed, the option “extracurricular activities” is the only one that registers higher percentages in “scarcely” than in the others (“at all” and “quite-a lot”).

Regarding the alternatives that would facilitate “quite-a lot” reconciliation, the families of the students with SNLS register higher percentage values in five of the eight items. The service “school canteen” ($\chi^2_8 = 17,564$; $p < 0,05$) and “school time - morning and afternoon sessions” ($\chi^2_8 = 21,070$; $p < 0,05$) are the alternatives displaying higher percentage differences between both groups of families; specifically, of 7,7 and 7,3 points respectively. Thus, families with children with SNLS use a greater percentage to express that these two measures would facilitate “quite-a lot” the organization of their daily lives. In reference to “school time - morning and afternoon sessions”, the high percentage of NS / NC option chosen in both groups draws attention: 13,2% of families with children with SNLS and 7,2% of the parents of students without SNLS.

All in all, “morning sessions” are the alternative chosen by a higher percentage of families as an alternative that would facilitate “quite-a lot” reconciliation of their daily times, regardless of having children with SNLS (58,2%) or not (60,2%). The other choices made by families with children with SNLS were “school canteen” (44,1%) and “municipal services” (37%); families with children with no specific needs of learning support displayed similar responses: 36,4% for “school canteen” and 38,7% for “municipal services”.

4. Discussion and conclusions

On the basis of the data presented, it was confirmed that families with children with SNLS find more obstacles for the proper management of their time than the rest of families, highlighting the incidence in reconciliation of household chores (cleaning, feeding...), extracurricular activities (in the school and other places) and school holidays. Job responsibilities have an impact too, although their effect is lower in families without children with SNLS, even when they are an important factor in the management of their lives.

Regarding the mentioned obstacles, it is worth noting that inequalities exist in the performance of household chores, owing largely to a lack of equitable distribution of these chores between men and women, adding as well the time demanded by the upbringing and education of a child with SNLS. Even when early childhood care and education are still feminized tasks -78,1% of the questionnaires delivered for the present investigation were filled in by mothers, and only 19,8% by fathers), housework also remains to be considered a task for women.

From this perspective, the study by Calvo and Picontó (2014) states that reconciliation is a “matter for women” (women are generally responsible for this task) essentially focused on “childcare”; in their research, 95% of the leaves of absence were requested by women and the petitions for rights of reconciliation referred mainly to maternity (pregnancy, breastfeeding, childcare, etc.) This is why the exercise of the rights of reconciliation strengthens the role of women as caregivers, since the facilitation of reconciliation among the different life spheres did not lead to a review of the contract between genders established in the patriarchy (Alcañiz, 2015).

In the study carried out we highlight temporary imbalances produced between work hours of parents and school hours of children, being household chores, work hours and extracurricular hours and holidays the most controversial factors regarding reconciliation in families with children

with SNLS. In the lists of options destined to harmonize daily times, the resources and services identified as very necessary are school time only in the mornings, school canteens and municipal services (libraries, playrooms, sports schools, etc.) and extracurricular activities.

According to Varela, Varela and Lorenzo (2016), school hours are so relevant for family routines that on a regular basis daily life is organized in accordance with the services and programmes offered by schools. It is a fact that

chronometers of schools require families to keep pace and meet their demands and students to comply with an obsolete school organization of time, which pay more attention to administrative requirements and work demands of adults, instead of focusing in the needs, potential and rights of childhood (Morán & Cruz, 2011, p. 89).

This way, considering the difficulties identified by participating families in this research regarding reconciliation of daily times, it is paradoxical that they identified as necessary school time in morning sessions -extended in the Spanish and Galician context-, which is considered more positive than school hours held both in the mornings and afternoons, even when working hours for families are usually organized through part-time contracts (40,2%), followed by continuous work days held in the mornings (28,6%), as suggested by the study conducted by Nogareda, Nogareda and Solórzano (2014). Many authors (Fernández Enguita, 2001; Caride, 2005) have asserted in the past few years that the establishment of an intensive school day in public schools arises largely from corporate interests of teachers and some families, instead of from educational innovation and adjustment of school times to chrono-psycho-biological paces of childhood. In this sense, Sintés (2015) points out the need to overcome the dialectics between part-time and intensive schedules in order to switch to a model focused on students and their educational needs.

This imbalance of time, reflected in a school which has not adapted to childhood paces and working hours which complicate parenthood, forces families to claim for custody services for their kids outside mandatory school hours while they fulfill job responsibilities. Extracurricular hours may become an essential element of educational inequities, given that families with high level of studies, living in urban areas, in affluent neighborhoods, etc., display higher chances to access to this type of initiatives, while students who do not have any possibility to enjoy certain services and resources in the afternoons are adversely

affected, as they cannot participate in enriching leisure experiences, from an individual (self-fulfillment, training, welfare, entertainment, etc.) and community perspective (participation, social cohesion, etc.).

Regarding the support that families receive, previous researches (Heiman, 2002; Felizardo, Ribeiro, Cardoso & Campos, 2014) indicate that, despite the wide range of needs that parents with children with SNLS present, their perception on the aids received seems to be less satisfactory. From this perspective, we note that the services and programmes should involve aspects referred to the specificity of the difficulties of children and issues related to learning, prevention and social inclusion. Considering the limitations of the present paper, it may be useful to observe the development of new investigations in this context in order to understand whether differences of needs and demands of families regarding reconciliation exist depending on the type of SNLS, including a qualitative perspective that enables the deepening into the perceptions and discourses of parents and children.

Finally, after the analyze of the data obtained, it can be said that we are still far from answering the idea of social inclusion made by UNESCO (2007) referred to the way of promoting equity and contributing to a higher social cohesion, striving to meet the needs of all citizens through a higher participation in schools and cultural and community activities, minimizing social exclusion (Parrilla, 2013). As suggested by Dyson (2001), inclusion indicates a list of wide principles of social justice, being necessary to develop specific initiatives in diverse contexts (school, social contexts), which can take educational needs into consideration. In this framework, the challenge of Social Pedagogy regarding reconciliation of daily times of families with children with SNLS is based on the achievement of the democratization of the use of times and the satisfaction of people with their lives, as well as in transforming specific structures which complicate the consideration of caregiving tasks in an equal footing, making the whole society co-responsible for them.

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