

# COMMUNICATION AND FAMILY INTEGRATION

<sup>1</sup>\*María Fernanda Zambrano Barberán, <sup>2</sup>Roberth Olmedo Zambrano Santos, <sup>3</sup>Marcos  
Fernando Pazmiño Campuzano

**ABSTRACT**---This paper refers to some aspects related to poor family communication between parents and children because it is an issue that has always aroused interest in researchers and teachers. The objective was to analyze the incidence of communication in family interaction in the Educational Unit "San Cayetano de Chone" and look for communication strategies that help them build a good basis for their emotional relationships with their children. The methodology was descriptive with a qualitative and quantitative approach; The bibliographic method was used for the theoretical support of the research variables at local, national and international levels. The technique applied was the survey of 3<sup>rd</sup> grade students. of Baccalaureate, and an interview with the psychologist of the Educational Unit "San Cayetano de Chone". The population that was selected was 206 students with a sample of 150 people involved in this research, for a significance level of 0.05. The results obtained allowed us to show that there are differences in communication for family interaction between parents and children, which significantly influences the socio-educational development and psychosocial adjustment of the student's object of this study.

**Keywords**---dysfunctionality, education, family, moral, value.

## I INTRODUCTION

The family is considered the most important cell of society, according to Sánchez (2015) "it is the main form of organization of human beings. It is a social grouping based on consanguinity ties or the establishment of a socially recognized bond as in marriage"(p.1). This is due to the way it influences the development of people, and its impact on the processes of education and socialization (Puelloet *al.*, 2014; KetutWidanaet *al.*, 2020). In recent years several studies have been carried out on the family as a development context, and mainly because of the way in which they communicate with their children. According to the World Health Organization (WHO, 2012), in an investigation conducted in forty countries in Europe, they conclude that communication between parents and children is one of the most effective ways for family values to be transmitted, as well as to help face risk situations and save them from negative actions and bad influences. According to WHO, the quality of the father and son relationship, when he does not reside at home, has significant effects on the level of satisfaction of young people's lives?

---

<sup>1</sup> \* Pontificia Universidad Católica del Ecuador Manabí, Portoviejo Manabí, Ecuador, mzambrano1405@puce.edu.ec

<sup>2</sup> Instituto Tecnológico Superior Portoviejo, Manabí, Ecuador

<sup>3</sup> Universidad Técnica de Manabí, Portoviejo Manabí, Ecuador

The study on communication, family and the quality of education in Latin America and the Caribbean must be approached from a dialectical approach, according to the socio-economic, cultural and environmental context (Guzmán & Pacheco, 2014; Mustika&Sudiantara, 2019). Through communication the attitude of transmission of certain customs, values, modes of action, purposes, among other ways with which the needs of each of the members that make up the family are expressed, communication being part of the formation and development of the qualities of people's character, their aspirations, expressions of feelings and emotions. The way of communicating in the family will determine that children and adolescents learn to interpret emotions and ways of thinking (Meneses& Moya, 2020; Mustika& Harini, 2017). At the discretion of Cava (2003), in parental filial relationships, minors need to establish their own identity and achieve greater autonomy with respect to the family nucleus; this does not mean that this growing autonomy implies a loss of emotional bonding with parents. Communication is a process that occurs simultaneously with a social unit (family), for them, it is important to take into account intersubjectivity and a behavioral element that contemplates how they maintain their own cognitive structures through response patterns in communicative acts ( conversations) (Bojorge Martínez, 2016; Calderero *et al.*, 2018).

Intra-family communication is a necessity that must be considered within this environment, and the school even knowing that education is not an obligation, but if an opportunity to succeed, it is essential to know the stages and developments that the child reaches as Time is running out. Philosophers and pedagogues such as Vigostky (1979), state that at a certain age children become aware of the real world, based on the experiences and information found in different socio-educational fields, being able to measure the degree of difficulty that influences student learning (Ceballos & Rodríguez, 2020; Parihar *et al.*, 2017). The family is the first school where infants learn to communicate among their members and with other social entities; However, there are currently many factors that intervene in the student's academic performance, so the entire educational community must work together to find strategies that provide solutions and that motivate the student to improve their school performance.

It is remarkable how schools need the presence of a social worker, better if it is within the same institution, the problem that arises in the educational context is diverse, where one of the greatest demands is found, in poor intra-family communication and others that allude to social issues that are revealed. In these situations, teachers say they are without tools, without theoretical and methodological support to face the different situations that arise. In the opinion of Imbert (2012), the school is one of the few social institutions that welcome multiple subjects, so you must continue betting on their communication potential. Students of 3<sup>rd</sup> grade are taken as a unit of study. of the Baccalaureate of the Educational Unit "San Cayetano de Chone", in which there is little communication for family integration, so it was necessary to perform a critical review of other studies on the educational function of schools so that they can provide on another line the subjects who attend them and turn them into truly social and communicative entities (Amen *et al.*, 2019; Woods, 2018).

The research reflects on the problem of communication and family integration in high school students of the Educational Unit "San Cayetano de Chone". The results show limitations in the growth of schoolchildren, which

influences the development of personality, difficulties in solving problems, misunderstanding among its members and with society, poor academic performance, among others, so through this study, it was intended to address communication for family life.

## II MATERIALS AND METHODS

The research was carried out in the Educational Unit "San Cayetano de Chone", in order to determine the incidence of communication in family interaction. The methodology of this study was descriptive with a qualitative and quantitative approach, the bibliographic method was also used for the theoretical support of the variables investigated, in addition to the experience and data obtained during the research process with those involved in relation to communication and family integration. This scientific work is descriptive, with methods of analysis and synthesis of the theoretical elements of the variables under study. The technique that was used was the survey of 3<sup>rd</sup> grade students, of Baccalaureate and an interview with the psychologist of the Educational Unit "San Cayetano de Chone", with which the incidence of communication in family interaction could be evaluated. The population was 206 students, with a sample of 150 people to survey. With the SPSS program, a structural equation model was calculated to analyze the incidence of communication in family interaction (Arauz et al., 2017).

## III RESULTS AND DISCUSSION

To study data and information on aspects related to poor family communication between parents and children in the Educational Unit "San Cayetano de Chone", a survey was applied to third-year students of Baccalaureate and an interview with Educational psychologist of the Educational Unit "San Cayetano de Chone". In Table 1, the results, related to family communication, are presented.

**Table 1:** Family communication

Alternatives	Frequency	Percentage (%)
Always	36	24
Sometimes	42	28
Never	72	48
Total	150	100

Source: Students of the Educational Unit "San Cayetano Chone"

As you can see 48% of the sample indicates that they never have communication with their family. This result confirms that there is no adequate interaction for true family communication, which must be based on trust and permanent dialogue because good communication is the key to maintaining the required relationships within the family and for the formation of the children. Table 2 shows the results of the family-children relationship.

**Table 2:**Family-children relationship

Alternative	Frequency	Percentage (%)
Always	36	24
Sometimes	48	32
Never	66	44
Total	150	100

Source: Students of the Educational Unit “San Cayetano Chone”

44% of the sample indicates that they never have support from their family when they need advice. These results auscultate the little communication that exists in the home, a situation that limits students to communicate their thoughts, ideas, feelings, emotions, experiences, among other aspects that link them with other people through affection and empathy. Table 3 shows the percentage of students who share their problems with the family to help them solve it.

**Table 3:** Students share their problems with the family

Alternatives	Frequency	Percentage (%)
Always	35	23.3
Sometimes	52	34.7
Never	63	42
Total	150	100

Source: Students of the Educational Unit “San Cayetano de Chone”

42% of students indicate that they never share their problems with their families to help them solve them. These results show the lack of communication and trust that parents have for their children, limiting them to place their full confidence so that they can give and receive good information and seek positive solutions together. Table 4 shows the behavior of the distribution of tasks at home.

**Table 4:** Distribution of tasks at home

Alternatives	Frequency	Percentage (%)
Always	34	22.7
Sometimes	53	35.3
Never	63	42
Total	150	100

Source: Students of the Educational Unit “San Cayetano de Chone”

42% of the sample indicates that tasks are never distributed enough to everyone. Through these reliable results, it was possible to know that fathers and mothers are not delegating responsibilities at home, so the importance of being unleashed children collaborate, not only because you download them from some work, but, above all, because it is good for your psychosocial development and for life itself.

Table 5 shows the percentage of sharing of feelings, emotions, and problems for making decisions together with the family.

**Table 5:** Share feelings, emotions, and problems with the family

Alternatives	Frequency	Percentage (%)
Always	38	25.3
Sometimes	53	35.3
Never	59	39.3
Total	150	100.0

Source: Students of the Educational Unit "San Cayetano de Chone"

39% of students indicate that their families never share their feelings, emotions and problems for decision making. These results reflect concatenation with the previous questions; because students immerse themselves in their individualized world by technology and loneliness, a situation that leads to the custom of socialization and filial love being lost. Table 6 shows how they share family meals with one of the most noted difficulties.

**Table 6:** Food is served at the table and in the family at home.

Alternatives	Frequency	Percentage (%)
Always	35	23.3
Sometimes	50	33.3
Never	65	43.3
Total	150	100

Source: Students of the Educational Unit "San Cayetano de Chone"

43% of the sample indicates that food is never served at the table and in the family. These results show that these customs are being lost at home, which is the basis for a more just and respectful society, rather they are concerned with material aspects rather than with ethical and moral values. Sharing food at the table is essential to interact, maintain communication, bonding and emotional ties. Table 7 shows the correlational analysis between family communication and the solution to problems presented by students.

**Table 7:** Correlation between family communication and student difficulties

	Is there a lot of communication in my family?	When I have a problem, do I share it with my family and
--	---	---

		help me solve it?	
In my family, there is a lot of communication	Pearson's	1	0.867 **
	Correlation		
	Sig. (Bilateral)		0.000
	N	150	150
When I have a problem I share it with my family and they help me solve it	Pearson's	0.867 **	1
	Correlation		
	Sig. (Bilateral)	0.000	
	N	150	150

\*\* . The correlation is significant at the 0.01 level (bilateral).

Source: Students of the Educational Unit “San Cayetano de Chone”

The correlational analysis between the variables allows a special emphasis on the Pearson R correlation coefficient obtaining a value of 0.867 that is close to one and p-value <0.05, which indicates that there is a positive and significant relationship between communication and family interaction. In the interview with the educational psychologist of the Educational Unit “San Cayetano de Chone”, Chávez (2019), it was learned that one of the main problems that affect communication in the family is the lack of trust, gender violence, enmity, conflicts, cultural patterns and customs rooted in families with crises; Likewise, the most influential factors are the non-assertive dialogue due to the insecurity they have to express themselves.

For the interviewee, the consequences or effects of inadequate family communication are ruptures of communication between parents and children, low self-esteem and academic performance, consumption of substances such as drugs and alcohol and teenage pregnancy, inappropriate behaviors, abandonment of the home, among others. In regards to the students of the 3rd. High School of the Unit under study, the problems that are most evident as a result of poor family communication are; pregnancy, depression, drug use, poor academic performance, withdrawal, low self-esteem, lack of norms (indiscipline). Given the problematic situation that exists at the present time, are suggested as strategies to help improve communication between parents and children for proper family integration are and Cuentos, workshops assertive communication, nonverbal communication, circle to create community, School for parents, coexistence and conferences.

## IV RESULTS AND DISCUSSION

Based on the objective that guided this study with regard to analyzing the incidence of communication in family interaction in the Educational Unit “San Cayetano de Chone”, it is emphasized that the family has different ways of communicating; based on this, many of them tend to acquire a certain type of relationship in their environment; that is, between parents and children. Given the above, in the present study, the results that were derived from the discussion of the various units of analysis achieved through the *Software are described*

SPSS. 48% of the sample indicates that students never have communication with their families. The information presented is confirmed by the study carried out by Estévez *et al.* (2006), where the direct influence that family and school relationships are related to each other and jointly contribute to the prediction of psychological distress is corroborated. On the other hand, Romagnoli *et al.* (2015), in their study they present positive communication styles, where they promote open dialogue about feelings and opinions, individual differences are respected and tolerated. From the social constructivism, communication has always been regarded as the place from which the identities of human beings are formed in the interaction with other people; that is, the process in which the purposes arise, and the means by which the events and objects of the social world are constructed (Arango *et al.*, 2016; Surya *et al.*, 2019).

44% of the sample do not have support from their family, a result that is contrasted with those of the study conducted by Sánchez (2012), who points out that in the group of students who have several recovery subjects show in 66.7% that only sometimes their parents support them and go to the institution when they are called. The results indicate that parents whose children have no problems are those who are pending, talk with them about school and support them at all times, which is not the case with those who are underperforming. 42% of the sample indicate that they never share their problems with their parents. In this same finding, authors such as Tustón (2016), in their study, state that a value close to half of the adolescents manages an evocative communication with their parents, so their communication is limited. It is worrisome that minors do not know how to share their concerns and problems with their families, trying to find them, solutions that will mostly bring collateral damage.

With 42% of the sample, it is indicated that the tasks at home are never distributed to everyone. In the study conducted by Sánchez (2012), it is shown that 60% of students who have no problems, their parents never assign homework to their children; 50% of those who do have problems in the same way never do so; and 66.7% of parents of children with many problems, likewise do not assign homework. These results do not show a significant trend in the effect of homework on the performance of children in school. In another study conducted by Salinas (2017), it is shown that parents are not carrying out activities for the development of their children at home. In support of the above, we have the criteria of Reyes & Ávila (2015), who consider that if the family's participation in the educational process is not prioritized, it is inevitable that students grow up with limitations in some of the areas of development, and possibly in the affective, which is fundamental to achieve significant changes in them. 39% of the sample reveals that their families never share feelings, emotions, and problems for decision making. The results of the analysis among the decision-making patterns differ somewhat with the study conducted by Luna *et al.* (2012), in which a significant correlation of family communication styles, self-confidence and decision-making patterns was found, highlighting the positive correlations of open communication with self-confidence and vigilance, and of offensive communication with hypervigilance and postponement.

According to De Zubirira & De Zubiria (2015), the essence of autonomy is that children become able to make their own decisions. Autonomy means being able to take into account the relevant factors when deciding which

the best action to follow is. There can be no morality when only one's own views are considered. If you consider the views of others, you are not free to lie, break promises and be inconsiderate (p.11). But nevertheless, many of the decisions taken by adolescents do not respond to an option that occurs autonomously, rather they are subject to the influence of the different socialization environments in which they live in their daily lives (Fernández *et al.*, 2016; Suarez *et al.*, 2018). 43% of sample 65 indicates that food is never served at the table and in the family. This result is supported by the study of Reyes & Ávila (2015), for whom work with parents favors the educator-child relationship, through knowledge of family composition, parenting, values, customs, norms, feelings, problem-solving strategies of the family environment. The consequences or effects of inadequate communication lead to ruptures of communication between parents and children, low self-esteem, poor academic performance, consumption of psychotropic substances and early pregnancy, inadequate behavior, abandonment of the home, among others. According to Ubillus *et al.* (2016), within the possible causes that influence the appearance of unplanned pregnancies, personal, family and social factors are mentioned.

For Romagnoliet *al.* (2015), it is important to consider that the strength of the bonds established in pre-adolescence stages becomes a protective factor against the risky behaviors that may appear at this stage. This requires a good level of concern and attention from parents to their children; the same, who will perceive the time that their parents dedicate to them, maintain an open expression of affection in the family, have knowledge of the problems, interests and needs of the children and the innovation projects of the educational system (Lopez *et al.*, 2020; Simpenet *al.*, 2017; Castillo *et al.*, 2017). Given the controversial situation that exists at the present time, are suggested as strategies to help improve communication between parents and children for proper family integration are and Encuentro, workshops assertive communication, nonverbal communication, circle to create community, School for parents, coexistence and conferences. For Salinas (2017), strategies are necessary to strengthen support for parents to improve their children's performance. In this regard, Ruvalcaba *et al.* (2012), indicate that the type of communication is the variable that predicts in a greater percentage the parental style exerted, so it must be one of the main components in the design of futures Emotional intelligence programs for parents that have an impact on the development of emotional abilities in their children and generally increase family well-being and integration. Supporting the above, Ossa *et al.* (2014), consider that the tools and strategies related to the family would generate a positive perception at an emotional level, mainly of the goods and services that they own and use in their daily lives, as well as in the emotional climate that experience.

It was achieved through the SPSS *R Pearson* value of 0.867 and a p-value <0.05, indicating that there is a significant relationship between communication and family interaction. These results are related to the study carried out by Tustón (2016), in which it was found that the level of communication that adolescents of the institution handle with their parents of  $M = 2.3474$ ,  $SE = 0.08301$ . Another study by López *et al.* (2005), in the prediction of psychological distress in adolescence, the results show a statistically significant direct of the type of communication established between parents and children. Thus, students report having more communication problems with both the mother ( $\beta = -.32$ ,  $p < .001$ ) and the father ( $\beta = -.33$ ,  $p < .001$ ), they experience more depressive symptoms and stress. According to the study by Puello *et al.* (2014), in their study, it is the mother who



develops better communication, and it was found that there are four obstacles to family communication: separation of parents, psychological and physical abuse, crisis Economic and drug use.

According to Meza & Páez (2016), today more than ever it is necessary to restore and strengthen the family-school relationship if you want to achieve benefits for the children and youth who are in charge. Therefore, it is a requirement to have basic agreements so that the messages go in the same direction, even in the midst of transformations and human ambiguity. On this reflection given by the author, it is played in the construction of another way of being and relating to others, from the basic anthropological dimensions such as communicative, cognitive, bodily, affective, social, volitional, moral and spiritual. It is appropriate to highlight the criteria of Correa (2017), for whom at the time of linking the families to the processes of the institution, a study of the conditions of the members of each family should be carried out, in order to understand how to address the problems that they are presented, what processes can be undertaken and which would be the most relevant to execute to mitigate the problem. The results achieved in the study and the contributions of the investigative authors, and from the exploratory point of view, it is considered that what is stated in this article will serve to guide future research in which communication and family integration are deepened, contributing in this way to improve the quality of life of students through projects and/or family intervention programs.

## V CONCLUSION

According to the literature review, communication in family interaction is the fundamental pillar for students to develop effectively as social individuals. Through the results of the field research, it was possible to show a lack of family communication, poor support, difficulty sharing problems and assigning tasks at home, they do not share ideas for decision making, food is not served in the table and family. With the statistics made and analyzed, strategies are proposed that help improve communication between parents and children for proper family integration and improve the style of communication that adolescents handle with their parents and at the same time help improve their level of socio-educational development. Through the results of the Chi-Square test, it is confirmed that communication in the family interaction in the Educational Unit "San Cayetano Chone" is significantly related. In this regard, parents and mothers who communicate adequately with their children (a), make them develop self-confidence and learning medium and long term equal favoring healthy interpersonal relationships.

## REFERENCES

1. Amen, J. S. L., Tuarez, M. E. S., & Pisco, J. M. P. (2019). The presence of anemia of university leveling students from dysfunctional families. *International Journal of Health Sciences*, 3(1), 9-16. <https://doi.org/10.29332/ijhs.v3n1.253>

2. Arango, MZ, Rodríguez, AM, Benavides, MS, &Ubaque, SL (2016). The axioms of human communication in Paul Watzlawick, Janet Beavin, Don Jackson and their relationship with systematic family therapy. *Magazine Luis Amigó University Foundation (historical)* , 3 (1), 33-50.
3. Arauz, W. M. S., Gámez, M. R., Pérez, A. V., Castillo, G. A. L., & Alava, L. A. C. (2017). The future of micro-grids in Ecuador. *International Journal of Physical Sciences and Engineering*, 1(3), 1-8. <https://doi.org/10.21744/ijpse.v1i3.53>
4. Bojorge Martínez, E. (2016). *Family communication patterns and their impact on the promotion of the correct diet and physical activation in adolescence*. Tlaquepaque, Jalisco: ITESO.
5. Calderero, R. P. D., Panchana, M. J. C., Lectong, D. M., & Hernández, E. H. O. (2018). Use of concrete debris. *International Journal of Physical Sciences and Engineering*, 2(1), 1-12. <https://doi.org/10.29332/ijpse.v2n1.71>
6. Castillo, G. A. L., Álava, L. A. C., Fernández, M. C., &Llanes, M. V. (2017). Roadmap for the introduction of smart grids in Ecuador. *International Journal of Physical Sciences and Engineering*, 1(2), 1-10. <https://doi.org/10.21744/ijpse.v1i2.28>
7. Cava, M. (2003). Family communication and psychosocial well-being in adolescents. *Proceedings of the VIII National Congress of Social Psychology, 2003*, 1(1), 23-27. Valencia, Spain: University of Valencia.
8. Ceballos, I., & Rodríguez, M. (2020). Neuroeducation a pedagogical trend in learning for life. *Interdisciplinary Journal of Humanities, Education, Science and Technology*, VI(10), 347-558.
9. Chávez Rivas, W. (November 15, 2019). Communication and family integration. (M. Zambrano Barberán, Interviewer)
10. Cornejo, CO, Acuña, LN, & Figueroa, AJ (2014). Parental styles and quality of family life in fathers and mothers of adolescents of an educational establishment in the city of Chillán (Chile). *Research & development* , 22 (1), 19-37.
11. Correa, E. (2017). *The Role of the Family in the Formation of the Autonomy of the Adolescents of the Providence Divine House*. Bello, Antioquia: University Corporation, Minute of God.
12. De Zubiría Samper, S., & De Zubiría Samper, X. (2015). *Developing the Autono*. Retrieved on December 18, 2019.
13. Estévez López, E., Musitu Ochoa, G., & Herrero Olaizola, J. (2005). The role of family communication and school adjustment in adolescent mental health. *Mental health* , 28 (4), 81-89.
14. Estévez, E., Musitu, G., & Herrero, J. (2006). The role of family communication and school adjustment in adolescent mental health. *Mental Health*, 28(4), 81-89.
15. Fernández, C., García, O., & Rodríguez, S. (2016). The fathers and mothers before the academic decisions of the adolescents in the secondary education. *A qualitative study Mexican Journal of Educational Research*, 21(21), 1111-1133.
16. Guzmán Arteaga, R., & Pacheco Lo, MC (2014). Familiar communication and academic performance in college students. *Next Zone* , (20), 79-91.

17. Imbert, L. (2012). Debemos Seguir Apostando a las Potencialidades de la Escuela. Entrevista. *A lo Hecho Dicho*, 6.
18. Ketut Widana, I., Wayan Sumetri, N., Ketut Sutapa, I. and Suryasa, W. (2020), Engineering System of Research Master Plan for Better Cardiovascular and Musculoskeletal Health Quality. *Comput Appl Eng Educ*. <https://doi.org/10.1002/cae.22202>
19. López, M., Vegas, H., & Rodríguez, M. (2020). Project-based Learning Strategy: An Innovative Proposal for Local Education System. *International Journal Of Psychosocial Rehabilitation*, 24(1), 1666-1681. <https://doi.org/10.37200/IJPR/V24I1/PR200267>
20. Luna Bernal, A., Laca Arocena, F., & Cedillo Navarro, L. (2012). Decision making, communication styles in conflict and family communication in high school teenagers. *Teaching and research in psychology*, 17 (2), 295-311.
21. Meneses, I., & Moya, Rodriguez M. (2020). Project-based Learning Strategy: An Innovative Proposal for Local Education System. *International Journal Of Psychosocial Rehabilitation*, 24(1), 1666-179. <https://doi.org/10.37200/IJPR/V24I1/PR200269>
22. Meza, J., Páez, R., Campoalegre, R., Pátiño, J., Pacheco, S., Moreno, M., & Murillo, F. (2016). Familia, Escuela y desarrollo Humano. Rutas de investigación educativa. Bogotá: Universidad de La Salle. CLACSO.
23. Mustika, I. W., & Harini, G. A. (2017). Increasing education of family support for decreasing depression level towards elderly. *International Journal of Health Sciences*, 1(3), 10-16. <https://doi.org/10.21744/ijhs.v1i3.46>
24. Mustika, I. W., & Sudiantara, K. (2019). Effects of health promotion with family approaches on blood pressure and headache toward elderly. *International Journal of Health Sciences*, 3(3), 8-16. <https://doi.org/10.29332/ijhs.v3n3.344>
25. Parihar, K. S., Dahiya, R., Billaiya, R., & Jain, P. (2017). Effect of nuclear family in participation of activities. *International Journal of Health Sciences*, 1(1), 28-35. <https://doi.org/10.21744/ijhs.v1i1.20>
26. Puello, M., Silva, M., & Silva, A. (2014). Límites, reglas, comunicación en familia monoparental Con hijos adolescentes. *Diversitas: Perspectivas en Psicología*, 10(2), 225-246.
27. Reyes-Meza, OB, & Ávila-Rosales, FM (2016). The family and its impact on the educational process of Basic General Teaching students: case study. *Domain of Science*, 2 (1), 118-128.
28. Romagnoli, C., Kuzmanic, V., & Caris, L. (2006). The family and their role in the prevention of risk behaviors: Protective factors. *Recovered from: http://www.uv.es/lisis/otros-publica/tesis\_esther.pdf Riquelme*, (2000).
29. Ruvalcaba, N., Gallegos, J., Robles, F., Morales, A., & González, N. (2012). Inteligencia emocional en la mejora de los estilos educativos de padres con hijos en edad escolar. *Salud & Sociedad*, 3(3), 283-291.
30. Salinas Tello, E. C. (2017). *Influencia de los padres de familia en el proceso de aprendizaje en los niños de 0 a 3 años del Centro Creciendo con Nuestros Hijos (CNH) Los Infantes de la comunidad de Gañansol, periodo lectivo 2016-2017* (Bachelor's thesis).
31. Sánchez, J. (2015). *El adolescente y su familia*. Recuperado el 18 de diciembre de 2019.

32. Sánchez, M. (2012). *El papel de la familia en la educación. Tesis*. Albacete: Unir.
33. Simpen, I. N., Redana, I. W., Pujianiki, N. N., & Umratul, I. (2017). Aquifers selection to aid geoelectrical methods on drilled well building near the beach. *International Journal of Physical Sciences and Engineering*, 1(3), 41-50. <https://doi.org/10.21744/ijpse.v1i3.66>
34. Suarez, K. L. C., Carlos, A. G. J., Cuenca, L. A. S., Zambranod, J. A. G., & Ponce, Ángel A. A. (2018). Demand in abdoncalderon parish for possible installation of photovoltaic systems. *International Journal of Physical Sciences and Engineering*, 2(3), 62-69. <https://doi.org/10.29332/ijpse.v2n3.218>
35. Suryasa, W., Sudipa, I. N., Puspani, I. A. M., & Netra, I. (2019). Towards a Change of Emotion in Translation of Kṛṣṇa Text. *Journal of Advanced Research in Dynamical and Control Systems*, 11(2), 1221-1231.
36. TustónJara, M. J. (2016). *La comunicación familiar y la asertividad de los adolescentes de noveno y décimo año de educación básica del Instituto Tecnológico Agropecuario Benjamín Araujo del Cantón Patate* (Bachelor's thesis, Universidad Técnica de Ambato-Facultad de Ciencias de la Salud-Carrera Psicología Clínica).
37. Ubillus, S., Zambrano, R., Sánchez, J., & Villegas, M. (2016). *Prevención educativa del embarazo precoz en estudiantes del nivel básico superior*. Ecuador: 3 Ciencias, Editorial Área de Innovación y Desarrollo, SA
38. Vigotsky, L. S. (1979). El desarrollo de los procesos psicológicos superiores. Buenos Aires. Editorial Grijalbo. *Instrumento de evaluación de la comprensión lectora de entrada y salida*.
39. WHO, U. (2012). UNFPA, The World Bank. Trends in maternal mortality: 1990 to 2010. *World Health Organization, UNICEF, UNFPA, and The World Bank*.
40. Woods, A. (2018). American culture: A sociological perspectives. *Linguistics and Culture Review*, 2(1), 1-12. <https://doi.org/10.37028/lingcure.v2n1.6>
41. Yasmeeen Al-Majedy, Abdul Amir Kadhumi, Hiba Ibraheem, Ahmed Al-Amiry, Ahmed Abdel Moneim, Abu Bakar Mohamad. "A Systematic Review on Pharmacological Activities of 4-Methylumbelliferon." *Systematic Reviews in Pharmacy* 9.1 (2018), 49-54. Print. doi:10.5530/srp.2018.1.10
42. Tarlaci, S. Quantum physics in living matter: From quantum biology to quantum neurobiology (2011) *NeuroQuantology*, 9 (4), pp. 692-701.
43. Cocchi, M., Tonello, L., Gabrielli, F., Pregnotato, M. Consciousness and hallucinations: Molecular considerations and theoretical questions (2011) *NeuroQuantology*, 9 (1), pp. 182-189.