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FAMILY CLIMATE AND RESILIENCE IN PERUVIAN STUDENTS IN TIMES OF GLOBAL PANDEMIC BY COVID-19

Isabel Menacho-Vargas.

Universidad César Vallejo. Correo electrónico: isabelmenachov@gmail.com. ORCID: <https://orcid.org/0000-0001-6246-4618>.

Felipe Supo-Condori.

Universidad Nacional del Altiplano. Correo electrónico: fsupo@unap.edu.pe. ORCID: <https://orcid.org/0000-0002-5007-9779>.

Hugo Neptalí Cavero-Ayvar.

Universidad Andina Néstor Cáceres Velásquez. Correo electrónico: hucavay@hotmail.com. ORCID: <https://orcid.org/0000-0003-2161-4514>.

Mirian Jesús Caloretti-Castillo.

Universidad César Vallejo. Correo electrónico: miriancaloretti@gmail.com. ORCID: <https://orcid.org/0000-0003-1189-8162>.

Ysela Janet Lazo-Tafur.

Universidad César Vallejo. Correo electrónico: yselalazo@hotmail.com. ORCID: <https://orcid.org/0000-0002-5563-1251>.

José Jesús Guerrero-Rojas.

Universidad César Vallejo. Correo electrónico: jguerrero28@ucvvirtual.edu.pe. ORCID: <https://orcid.org/0000-0002-2346-5797>.

Abstract: *The world crisis due to the Covid-19 brings as consequences mental health problems, which constitutes a challenge for the scientific community to evaluate and reflect on the areas of knowledge and research strategies that allow to contribute to the solution of this problem that affects the inhabitants of the world. This study was conducted in the context of the health crisis declared by the Peruvian government, whose purpose was to demonstrate the relationship between family climate and resilience. It was a study of basic type, non-experimental, descriptive, correlational and transversal design; of quantitative approach and hypothetical deductive method; for data collection, two instruments were used: the resilience scale created by Wagnild and Young, as well as the family social climate scale, by Moss (FES). A census was taken of 121 students in the seventh cycle of regular basic education in educational institutions in the department of Cusco-Peru. The study concluded that there is a relationship between family climate and resilience, whose level was positive, very strong ($Rho=0.789$ and $p\text{-value}= 0.000$), indicating that the greater the family climate, the greater the resilience.*

Keywords: *social skills, protective factors, risk factors, Covid-19 and mental health.*

INTRODUCTION

The WHO (2020) conducted a study on mental health care in 130 countries and found devastating data on mental health by the covid-19; therefore, it recommends funding programs to address this problem that occurs with the deaths of loved ones, confinement, loss of work of parents, among other causes; the effects on mental health are evident in insomnia, anxiety, family conflicts, violence, consumption of psychoactive substances through neurological complications, mental, delusional states and strokes. It also presents the following statistics: more than 60% of the countries in the study reported the presence of disorders in vulnerable people, mainly children and adolescents. 89% of the countries studied indicate that mental health and psychosocial support should be part of their national plans of response to the health crisis.

The Center for Disease Control and Prevention (2020) agrees with WHO that pandemics generate states of stress that begin with fear and anxiety about the disease and its effects. The measures of isolation and social confinement bring as consequences feelings of loneliness, the same ones that must be approached from strategies in the home as emotional support. Fighting adverse emotions in a favorable way allows strengthening protective skills, including resilience.

The Covid-19 pandemic brings invisible consequences for confinement measures, closure of educational institutions, jobs and loss of income that affect families. Socio-economic inequalities, especially among students, are compounded by the fact that there are groups that are more vulnerable because of their shortcomings. More than 365 million children in the world do not benefit from humanitarian aid and social programs, and 1.3 billion students in 186 countries are affected by school closures. Added to this situation is the learning at home, which generated stress in families and students because of the new responsibilities, the lack of equipment and internet, adolescents must support in household chores and support younger siblings. The family that does not have the preparation to support their children with special educational needs faces greater difficulties. Families have the priority task of generating favorable conditions in the adaptation to different living conditions (UNESCO, 2020).

AECOP (2020) emphasizes that this crisis generates feelings of fear, restlessness and high levels of anxiety, these behaviors are understandable in these circumstances; unfortunately, nations have shown to be unprepared; therefore, the future becomes uncertain. In this same line, PAHO (2020) points out that the family is fundamental and vital in society since it influences the health and social relations of communities and nations. In addition, it plays a direct role in health promotion, healthy styles and promotes behavioral change. Therefore, only an appropriate climate will allow its members to combat the factors that affect mental health. Later on, formalized educational institutions and society will be the other agents of socialization. UNICEF (2015) points out that adolescents show psychobiological changes and that families, despite having multiple functions, oversee forming them in love and values.

Calvo, Verdugo and Amor (2016) mention that families show crisis in their educating role, since they cannot control the attacks of a society that does not provide virtuous models; adolescents are submitted to socio-cultural pressures, this is reflected in low performance and desertion. For Ortigosa, Quiles and Méndez (2017), when adolescents perceive a favorable environment and generate positive and lasting emotional ties with responsible adults, they feel confident, safe and protected, and express their strengths in resolving situations. When the opposite happens and they perceive a conflictive family dynamic and weak family ties, adolescents show inability to

face conflicts effectively, triggering problems in the personal, family and social areas. García, Reyes and Godínez (2017) point out that technologies occupy a preponderant place to find themselves informed and communicated, they are very necessary in the educational and labor field; however, emotional skills are required that arise from family ties. Studies report that people spend many hours using technologies, it happens in all ages either by necessity or recreation, and it is related to changes in family habits, being harmful, mainly, because it reduces the content of family support systems. Families are losing stability, coherence and even the same structure; adolescent students are exposed to problems of great magnitude without the emotional support of the family.

For UNICEF (2019), education is the space that helps children and adolescents to reach their maximum potential, because it allows them to empower themselves with behavioral patterns acquired from the family environment such as responsibility, life in values, resistance or protective factors to adapt and face the challenges of the environment. It is the media such as the Internet that contribute significantly in the achievement of such purposes and, on the other hand, they become a factor that affects the role of the family making it superficial and limiting its humanistic formation. Santos, Santana and Souza (2020) reviewed 17 scientific articles on models and interventions for adolescent care. The purpose was to analyze actions to strengthen resilience in adolescents within the framework of the change in the health paradigm. For the analysis, they established criteria such as comparing concepts and protective factors; they found factors related to problem solving, subject assessment and communication habits, in addition to analyzing aspects of adolescence that were cross-cutting, which must be strengthened to have a resilience that allows healthy development.

For their part, Denckla, Cicchetti, Kubzansky, Seedat, Teicher, Williams and Koenen (2020) proposed to study the updating of the concept of resilience and critical evaluation, in addition to the areas that need to be investigated. Three questions were formulated: (1) how have definitions of resilience evolved, (2) what are the best approaches to capture the complexity of resilience processes, and (3) what are the most important areas for future research? The answers were that the various definitions consider resilience at multiple levels from the biological to the socio-structural, with resilience being by far the most important individual trait. The areas that require research are international and intercultural validation of their instruments and designs that employ more intensive phenotyping strategies should be used.

Ruiz and Carranza (2020) conducted a study on the relationship between emotional intelligence and family climate considering the sex of Peruvian adolescents as a comparative trait, finding gender differences in empathy ($t = 3,445$; $p < .01$) and social skills ($t = 2,711$; $p < .01$) where women presented higher scores than men; but not in the total score of emotional intelligence. Also, they found significant differences in self-regulation ($t = 2.319$; $p < .05$) and self-motivation ($t = 2.713$; $p < .01$) of adolescents from nuclear and single-parent families; a direct correlation was observed between family climate and emotional intelligence ($r = .632$; $p < .01$).

Oltra and Boso (2020) studied lessons learned from the coronavirus crisis: preparation and social resilience, which emphasizes the need to develop social resilience as a protective factor to cope with the stress caused by the health crisis. Addressing the psychological effects of the pandemic should be the concern after the pandemic is over. In the study, they reviewed the vulnerability and prevention that societies must develop in the face of this imminent natural risk and the role of socializing agents to influence in a healthy way the resilience of the population.

Sajquim de Torres and Lusk (2017) investigated the factors that promote resilience. His study was quantitative, descriptive and transversal. The population was 177 immigrant women and with a non-probability sampling. They used two instruments: the first was 42 statements to measure the degree of motivation and the second was 20 statements to measure the level of resilience. This study brought in inputs while the intentional sample limits the generalization of its results, the study is a contribution to the design of health promotion interventions with individuals. With respect to the family climate, Bronfenbrenner (1987) points out that it is fundamental in the socio-affective growth of adolescents because the home is the space in which behaviors are developed considering models, conditioning and learning. For Moos and Trickett (1989), the family climate is the result of the addition of the personal contributions of each family member; each member has a decisive role in the development of diverse capacities to generate independent relationships and solve problems efficiently. An adequate family environment develops emotional values in each of the members.

Moos (1974) ratifies that the family environment contributes to the well-being of the human being; therefore, its role in the formation of people's behavior should be evaluated since it presents organizational, social and physical variables; those that contribute to the development of the individual. The author presents six categories of families in his model: those located in expression, who express their feelings and emotions; those directed towards structure, emphasizing the hierarchy of the organization, cohesion, religion, expression, control, aspiration to achievement and intellectual and cultural orientation; those oriented towards independence, who show assertiveness and self-sufficiency; those oriented towards achievement, are characterized by being competitive and hardworking; another, towards religion, which sustains ethical-religious attitudes; and finally, families oriented towards conflict, are unstructured, less adherent and disconcerted.

The dimensions of the family social climate, according to Moos (1974), are three: 1) the relationship, gives importance to the interactions of its members; its subscales are three: cohesion, expressiveness and free expression; 2) the development, values the behaviors related to independence and competitiveness; it has 5 subscales: autonomy, performance, cultural orientation, social-recreational, morality and religiosity and 3) the stability, is the level of control shown by the members; it has two subscales: organization and control.

Regarding resilience, Wagnild and Young (1993) state that it represents the strength and impetus of people who have shown courage and adaptation to everyday problems. They indicate that it becomes more consistent as the human being develops. Similarly, García and Domínguez (2013) state that it is a component of a set of social and internal techniques that allow for a healthy life in a toxic context. These processes combine in time and interact, showing that it is not a skill that the child can have from birth, on the contrary, it is developed throughout his life. They also carried out epidemiological illustrations in London, finding that a quarter of the children studied were resilient despite the risky experiences they experienced; they concluded that resilience is characterized by a series of social and intra-psychic processes.

For Wolin and Wolin (1993), resilience involves moving from risk orientation to a focus on challenge, where situations of loss and misfortune can mean coping capacity. Resilience will not accept that unfavorable factors harm a human being; on the contrary, it will allow him/her to face them to benefit and subsequently transform him/her

positively. For Pourtois (2015), resilience is a complex term because of its multidimensional nature since protective skills were formed in the spaces of interaction such as family and social groups. Madariaga, De las Olas, Surjo, Villalba and Arribillaga (2014) understand resilience as the process of social construction and affirm that it is the personal variables that are in the first order, being of importance, in addition, the variables of the concrete context with which the person interacts; therefore, resilience is developed from internal and social processes.

Wagnild and Young (1993) present a model on resilience that they define as the capacity of an individual to overcome and come out stronger and even transformed from the adverse situations and/or frustrations that arise. The authors consider two factors: 1) personal competence; which is characterized by self-confidence, independence, decision, invincibility, power, ingenuity and perseverance and 2) acceptance of oneself and life, which reflects adaptability, balance, flexibility and an idea of balanced life that goes hand in hand with acceptance for life, as a feeling of tranquility despite the vicissitudes.

The research questions were formulated: What is the relationship between family climate and resilience of the students of the VII cycle of RBS of Cusco in times of global pandemic by covid-19? In addition, what is the relationship between the relationship, development and stability dimensions with resilience in this context of global pandemic? The study will provide a basis for others to address family roles as key factors in developing protective skills against the social-emotional effects of the Covid-19 pandemic.

The objectives were to determine the relationship between family climate and the resilience of students in the VII cycle of BSS in Cusco in times of global pandemic by covid-19. In addition, it was possible to determine the relationship between the relationship, development and stability dimensions with resilience. The hypotheses were directed to confirm the relation of the studied variables at the general level as well as the dimensions of family climate and resilience.

METHOD

The quantitative approach was used, according to Hernández and Mendoza (2018), this approach performs the measurement of the study variables, in this research, the family climate and resilience. The type was basic, pure, theoretical or fundamental; in other words, it contributes to the construction of the theories (Valderrama, 2015). The design was non-experimental, correlational and transectional. About the population, 121 students of the VII cycle of the department of Cusco were constituted; the census was used. The technique was the survey and the instruments, two questionnaires had acceptable validity and reliability. The instruments were the Moss Family Social Climate Scale (FES), created in 1984, its original version was written in English by Moos; in 1993, it was adapted to Lima (Peru) by Ruiz Alva and Guerra Turin, and consists of 90 items; it is aimed at adolescents; its application can be individual or collective.

The FES presented a Cronbach's Alpha of 0.91, which indicates a high reliability. In turn, validity was obtained in a study by Guerra in 1993, correlating it with Bell's test, specifically, in home adjustment. Also used was the resilience scale created by Wagnild and Young (1993), which evaluates resilience and classifies it into levels; it is composed of 25 items with the Likert scale; its administration can be individual or collective. It is also developed around two factors: personal competence and acceptance of oneself and

life. The total scale presents a high internal consistency through Cronbach's Alpha coefficient ($\alpha = .906$). For the analysis of the data, the statistical package for the social sciences SPSS, version 25.0, was used.

RESULTS

About the quantitative results we have:

Table 1.
Relationship of the variables and their dimensions.

Hypothesis	Variables * Correlation	Rho-Spearman	Significance-Bilateral	N	Level
General Hypothesis	Family climate Resilience	,789**	,000	121	Very Strong
Specific Hypothesis 1	Interpersonal relationships * Resilience	,667**	,000	121	Considerable
Specific Hypothesis -2	Personal development* Resilience	,396**	,001	121	Medium
Specific Hypothesis -3	Stability* Resilience	,583**	,000	121	Considerable

** Correlation is significant at the 0.01 level (bilateral).

It can be noted that there is a relationship between family climate and resilience, the level of which was positive, very strong ($Rho=0.789$ and $p\text{-value}=0.000$), indicating that the greater the family climate the greater the resilience. With respect to the relationship between the dimensions of the family social climate variable and resilience, it is found that interpersonal relationships and resilience reach a considerable positive correlation ($Rho=0.667$ and $p\text{-value}=0.000$). In personal development and resilience, the correlation is positive on average ($Rho=0.396$ and $p\text{-value}=0.001$); and, with respect to stability and resilience, the level of correlation is positive on a considerable scale ($Rho=0.583$ and $p\text{-value}=0.000$). The results allowed corroborating the hypotheses raised in the study: public policies are required to develop strategies that strengthen the role of the family, especially, in times of global pandemic by covid-19, where the effects of social isolation, confinement, human and economic losses are affecting the mental health of the inhabitants.

DISCUSSION

The current context of global pandemic that countries are going through due to Covid-19 and its devastating consequences, according to reports from international entities and agencies in terms of human and material losses, will have a psychological impact on the life of societies; therefore, the scientific community must be allowed to guide or reorient research with a view to making a relevant contribution to solving problems in the different life cycles of human beings.

With respect to the results of this study, it was evidenced that the variables family climate and resilience are related in a positive and strong way; in this way, the better the family climate, the better the levels of resilience, which is why we agree with

the contributions of Santos, Santana and Souza (2020), because of the problems raised about adolescence and resilience. The stage of adolescence is vulnerable, whose essential characteristic is the search for personal identity that will lay the foundations for the construction of personality and self-esteem. Among the factors related to resilience, there is the family in its educational role, which lays the foundations for autonomy, socialization, independence and love, which are protective factors such as resilience.

The study of Denckla, Cicchetti, Kubzansky, Seedat, Teicher, Williams and Koenen (2020) on the updating of the conceptualization of resilience, critical assessment and what are the areas for research, allowed the review of literature and observe changes from an internal and individual perspective to a contextual one, giving emphasis to social resilience. Moreover, in the context of a global pandemic, it is necessary to have research that allows us to know the profiles from which intervention strategies can be proposed, adapted to a specific context and idiosyncrasy. Although it is true that Ruiz and Carranza (2020) carried out a study on the relationship between emotional intelligence and family climate, various theorists recognize that resilience constitutes a component of emotional intelligence and therefore the relationship with family climate is demonstrated.

These results are like our findings, considering also that the study was carried out with schooled adolescents from nuclear and single-parent families; the importance of families was highlighted to strengthen strategies and skills that allow facing complex situations and prepare for decision making in a mental health perspective. Oltra and Boso (2020), in the study carried out on lessons learned from the coronavirus crisis, give relevance to social resilience; they find that the stress experienced by the global pandemic brings with its psychological effects; in the same line of ideas, this study was developed during the pandemic by covid-19 and was based on Moss' theory because, in his theoretical model, the author considers the relational and interactive aspects, for example, the interpersonal relations dimension.

Also, the results of Sajquim de Torres and Lusk (2017) on the factors that promote resilience, allowed inferring the needs of lines of research and thematic areas that should be considered in future research. Furthermore, to consider the development of programs that incorporate social incentives and motivational strategies to achieve the proposed objectives, behavioral, cognitive-behavioral and humanistic approaches should be taken into account. Another study by Sajquim de Torres and Lusk (2017) on the factors that promote resilience in 177 immigrant women through two instruments presented qualitative contributions at the level of mental health; although the intentional sample limits the generalization of its results, the study is a contribution to the design of health promotion interventions with individuals.

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