

## The Intervention of Social Workers With Students Who Come From Dysfunctional Families

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### Abstract

Systematic research was carried out with the theoretical contributions of authors and from the Professional Social Work field, as has happened in the process of learning development in the case of a dysfunctional family. So the social bond modality that is established in a dysfunctional family and the academic performance of the students is prioritized. Based on the above, this essay has as its sole objective to identify the social worker's functions in the educational area and in a specific way with Students who come from dysfunctional families. The Social Worker constitutes a fundamental pillar in the socio-educational process of individuals, groups and communities, since its diverse fields covered at present have allowed to contribute with their scientific knowledge through their models of intervention based on the protocols as it is the Department of Student Counseling who is responsible for legally supporting the intervention of social worker in the educational area and develop their functions in the situations that it merits, allowing to educate and guide families to have a positive viability in society.

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### 1. Introduction

In recent years dysfunctional families have become the object of study of many scientific disciplines, due to its impact on the integral development of its members and especially in the educational field, being considered as their second home.

The family is a fundamental and basic part of society, which establishes the norms that indicate the social behavior of its members, especially the children. It is considered for its social action the core of social development of more transcendence in the advancement of a society. Its basic elements are: marriage and filiation (the children) [1].

The changes in the thinking of the present family considered "normal" are the product of social and cultural phenomena, as more and more difficulties are presented due to the inadequate communication that exists among its members, which can lead to the inevitable family disintegration affecting to all of them and especially to the children.

Family disintegration represents one of the phenomena with the greatest impact on society, as it affects its main nucleus: the family, producing a change in it. This problem has been generated due to the type of life that is carried in the present society so concerned with the development of capital, which has produced the wear and tear of certain social relations such as those existing in families.

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The social worker from the beginning has been working with the family, which has given significant changes in its structure and forces social workers to seek new methodologies and strategies to efficiently respond to each of the demands that are presented.

Educational institutions welcome a large number of students who come from dysfunctional families, such as school absenteeism, low performance, poor communication, learning difficulties and socialization, which are very marked characteristics in this type of social group.

The objective of the work is to expose the specific functions that the Social Worker must carry out by intervening with the different problems that each student faces. The research proposal consists of schematizing and clarifying the specific functions that the social worker can develop in this scenario, considering that at present it is part of the interdisciplinary teams implemented in most educational establishments. It will also establish its empowerment and the use of professional tools in its intervention process, as well as the achievements in the trajectory of this new occupational field.

## 2. Materials and methods

For the development of the research the Induction-Deduction method was used, starting from the study of the theoretical perspectives of different authors, making a brief tour from the historical evolution of the family, characterization of the dysfunctional families, the intervention of the state and the worker in the field of professional intervention. The results obtained demonstrate that the Departments of Student Counseling (DSC) represent a recent professional activity space for the social worker, where it is evidenced that their academic formation constitutes a great reference to intervene in the educational sector, the same as with the Daily practice has strengthened its role, its profile and its action in this new scenario, allowing the guild of professionals to empower their role and from the praxis, propose their own methodologies of action, contributing to the good living of families and society in general

## 3. Results and Analysis

### Family and school

The family is a basic social group created by ties of kinship or marriage present in all societies. In general terms, the family is the fundamental axis of every human being and therefore, of society. Within it develops the human being, not only physically but also, psychologically and emotionally [2].

The family is commonly defined as the set of persons united to each other by ties of marriage or by kinship, be it by consanguinity or by affinity that live under one roof and with common interests and with rights and duties among them, assisting each other in The care of their lives [3]. It is constituted, developed and acts within a human group which is called society [4].

In the family, identity values are created that persist in people for ages, and are transmitted from generation to generation.

In the modern family, women participate in the labor force and in the economy of the family. The woman has the role of partner wife and collaborator. Both parents share rights and obligations and children participate in family organization and decision making. Family roles are more flexible, paternal and marital authority is weakened because it is shared by both spouses and a relationship of equality between men and women occurs [5].

The family acquires value because it allows the progress of society in all its dimensions. Thus, for example, marriage guarantees procreation; Encourages and ensures the socialization process; By the economic aspect, seeks to satisfy the needs of the same, since it constitutes and guarantees the survival and development of society, education and culture. Being the basic cell of society, the family is responsible for protecting and guiding its members, generating and consolidating values, initiating and strengthening the process of socialization and forming and developing the personality.

The direct link between the family and the school is now necessary. Both must march together in the education of children. If a parent believes that their responsibility in relation to the education of the children is only to register them in the school, it is totally wrong. The educational responsibility of parents goes much further, as they are a component of the educational process in which their children are immersed.

Parents should be aware of the process and outcome of their children's school performance. They should primarily be in constant communication with teachers and school authorities to learn about behavior, schoolwork, participation in planned activities, and Wait for them to be called because of a problem or for the delivery of grades.

The parent must collaborate with the school, providing all the information about the student from the time of enrollment, to know how the family environment, if there have been special situations that have caused some trauma that prevents the normal development of the student , Such as illness, loss of a loved one.

El problema de las relaciones entre el contexto familiar y el contexto escolar, se plantea con mucha frecuencia en términos de ajuste o desajuste entre la cultura familiar y la cultura escolar. El argumento de fondo remite a la deseabilidad de un cierto ajuste óptimo entre uno y otro contexto, lo que significa que el niño debe afrontar su experiencia escolar con actitudes, destrezas y conocimientos adquiridos en la familia que le sean útiles para su rendimiento escolar.

Within the family group is where the child realizes the learning and socialization of their ideas and patterns that will allow him to develop and participate in society in an appropriate way. The family structure has undergone modification, formerly practically all the work was shared, which allowed strengthening the inter-family ties, this has been blocked at the moment due to the social transformation provoked by the development of the economy.

The economic, cultural, psychological and social has undergone profound structural changes due to the industrial revolution, changing the family structure, as well as customs and objectives. The family is the place where the personality of the child and the adolescent is forged. Parents and educators know that in order to understand the teenager, it is essential to know the environment in which he/she has been trained and, above all, his family environment. It is impossible to dissociate the family environment from school performance. The degree of harmony that prevails in the family will undoubtedly have an impact on the right balance for the achievement of good performance. The family's socio-emotional environment is one of the contributing factors in the overall learning process.

One of the inevitable issues in developmental and educational psychology is that the family becomes a fundamental determinant or a simple development aid. Its consideration can not be lacking in any analysis that is interested in the evolution of the children and over time the family has been reason of analysis in its implication in the evolutionary processes and one of its features has to do with its consideration as context of Development and how it influences the development of the child.

The situations that occur within the family are diverse and different in nature. As the human context that is, the most important of all that occurs in it, has to do with the relationships that occur between its members.

### **Family breakup**

Family disintegration is the product of the brokenness of the family unit, which starts from the dissatisfaction of the primary needs that its members require. It must be understood not necessarily as separation or divorce, but rather it is the decomposition of the relations between members of a family, causing unresolved conflicts within the family, producing the lack of common projects among its members [6].

Family disintegration can be caused by problems of drug addiction, religion, violence, etc. That cause the separation of a family and that when separated, the children are in themselves the most affected, with more incidence when they are adolescents, since in this age it takes the example of both parents and the support of these to solve the problems and It also requires the emotional and material impulse they can provide to realize the dreams and plans of youth, but for that it requires an adequate communication between parents and children.

Inadequate communication is what causes the breakup of a family. Parents do not pay attention to their children, their problems and their emotional, psychological, etc., and are only dedicated to solving their economic needs, not realizing that a love, a word of encouragement, good advice, Can prevent your child from falling into some kind of vice.

Also, family disintegration can be defined as breaking the family unit, which means that one or more members fail to adequately perform their duties or duties. Unfortunately, there are a large number of factors for parents and the family to disintegrate, such as migration to the city, divorce, addictions and economic problems, among other factors.

### **Social work in the educational system**

Social work is a humanistic profession and a scientific discipline that intervenes with vulnerable groups of society, whose action is framed in human rights and public policies with a view to improving the quality of life and framed in the principles of the national plan of good living. It is a profession based on practice and an academic discipline that promotes change and social development, social cohesion and empowerment and liberation of people. The principles of social justice, human rights, collective responsibility and respect for diversity are fundamental to social work [5].

In this sense, the role of the social worker is to empower the social groups from their autonomy to overcome any situation that impedes their personal, social, emotional, family and collective development. Basing its intervention on methods, techniques and instruments applied to the specific problems of each student

The family is constituted in a historical field of intervention of the social worker, whose objective is to achieve a balance in the family dynamics of the same. With the advancement of society and the development

of technology, the family began to experience a series of changes in its structure, in that way appeared other types of families as the parental monkey, extended or extensive, functional, dysfunctional, among others, Generating social problems such as the rupture and imbalance of this family nucleus, separations, divorces, aggressions, poor communication between parents and children, among others, where each one of its members are affected, which is why today's social worker faces New challenges, having to innovate their knowledge and improve their work methodology to respond critically and purposefully to the demands of today's families.

In conceiving the family as a social system, the social worker understands that all its members are interrelated in such a way that, if something affects one of them, in turn affects the whole family group. And this applies to conflictive, dysfunctional, and normal situations at any point in the evolutionary cycle [6].

To speak of dysfunctional family is to speak of that nucleus that is literally disunited or does not have a good communication and between its members they have conflicts of coexistence and these generate an important number of psycho-social problems in its members. The ways of correcting or raising their children is not adequate, as they employ very rigid and non-assertive methods of correction for the integral development of their children, which has repercussions in each of the evolutionary stages. Most of the problems of this type of family are due to the scarcity and quality of the available resources, which produce deficits of economic capital, but also important deficits are detected in the relational and educational capital [1].

The deficit of educational capital not only refers to unsatisfactory academic performance, but also to the development of emotional and intellectual skills, skills and abilities that students must have in the current educational system. Unfortunately the student population is exposed to several school difficulties, some of which originate within the same educational system and others mostly have to do specifically with the family dynamics where the child, the child or the adolescent develops [1].

The family approach involves a methodological process that includes social valuation, action planning, intervention for change and evaluation of the same. It is a process of help directed to the person in their individual, family and social dimension, tending to activate changes in the face of family problems that affect them and to achieve a better relational and social functioning.

The problems presented by children and adolescents in education have been a concern for the State, which has generated significant changes in the same, promoting a new model that bridges an education with high quality standards and responds in an integral way To the diverse problems of the social environment.

It is the responsibility of the state to guarantee the integral attention to this group of priority attention, through the interdisciplinary teams that operate from the departments in the educational units. The year 2007 was one of profound changes for Ecuador. There were evidences in the areas of health, social rehabilitation, and education, among others. In the educational area, the Department of Student Counseling (DECE) was implemented in each of the country's educational establishments, incorporating a comprehensive care protocol that states: "Education, conceived as an essential component of the Good Living and Area Priority of public policy, promotes a model centered on the human being, its social and natural environment, which incorporates and promotes its fundamental rights, seeks the development of its human potential, and contemplates the preparation of future citizens for a society Democratic, equitable, inclusive, peaceful, promoting interculturality, tolerant of diversity and respectful of nature [1].

The province of Manabí has approximately 198 educational establishments, which took as reference several educational units that belong to the city of Portoviejo and which have the DECE, which are integrated by an interdisciplinary team formed by a clinical psychologist, Educational psychologist and a social worker, who perform preventive, care, coordination, mediation, monitoring, supervision, evaluation, training and research functions.

The contribution of social work from the DECE is understood as the area that investigates specific processes that refer to the living conditions of individuals, their needs and potentialities. It also intervenes in the recognition and resolution of problems between human and institutional interactions, in order to achieve greater social welfare. Social work deals with improving the environment of individuals and meeting the needs of a specific population, in a certain period of time with the goal of achieving greater integration [1].

Within the DEC the social worker fulfills a variety of functions that are established in the integral care model of these departments, among which the following:

- Analyze the specific demands and needs of each actor in the educational community, especially students, regarding the emotional, affective and social interrelations within the educational context.
- Identify different problems of certain students, in areas related to crisis management, stress management, self-knowledge, human relations, personal or family conflicts, psychological problems, violence.
- Carry out the approach of the cases that merit it, making observations (individual and group), accompaniment, interviews and reflective processes.
- Strengthen students' self-esteem, confidence and safety, as well as the ability to recognize their strengths, weaknesses and needs. With the purpose of developing a critical and creative thinking that allows them to

face situations of daily life, both inside and outside the educational institution and achieve their own goals and objectives at personal, school and family level.

The social worker does not base his activity on empirical actions, since, in order to fulfill the functions, it is necessary that in his intervention he develops a whole methodological process that includes the phases of diagnostic investigation, programming, execution and evaluation, the same ones that Allow it to act in a scientific, citrus and purposeful way.

It is important to note that the academic preparation of the social worker contributes significantly to the good performance of the profession in the management of existing protocols and social commitment to improve the process of intervention in the educational area.

Dysfunctional families and their repercussion in the academic process of their members, is a social problem that is affecting the educational community in Manabí, that is why social workers have created challenges in their professional action, aimed at achieving active intervention as a part Of an interdisciplinary group specifically addressed to students who attend the educational system at different levels and who are affected by this social problem called dysfunctional family, taking into account that school performance greatly influences student learning.

The ignorance and lack of professional treatment of the socio-familial situation of the students within the institutional process of teaching learning constitutes an element that can act as a break point for the educational system and the social quality objectives that are proposed. On the other hand, when a proper orientation and professional attention to these problems is achieved, a socio-educational process can be achieved aimed at the integral development of students who face difficulties in their family, achieving greater school use and a higher level of Inclusion to society.

#### 4. Conclusion

The research carried out shows the need to incorporate social work into educational systems, which can be linked to the actions developed by the team of educators, being able to probe into the processes of the students who come from dysfunctional families and solve their problems by innovating new knowledge, Methodologies and intervention strategies for the various programs or working protocols.

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