



## Social Reality in Communication in Rural Areas



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### Article history:

**Submitted:** 09 February 2023

**Revised:** 18 March 2023

**Accepted:** 27 April 2023

### Keywords:

*communication;*  
*conduct;*  
*family-school relationship;*  
*interaction;*  
*social reality;*

### Abstract

Social reality is the construction that arises from the interaction of individuals in a specific context, many students from rural areas operate in environments that can affect their integral development, a situation where emphasis is placed on promoting communication as a support element. The objective of the study is to determine the relationship between social reality and communication in rural areas. The methodology is mixed, integrated with qualitative and quantitative methods. The technique used was the student survey and documentary analysis. The study population was made up of 105 high school students from the Dr. Carlos Romo Educational Unit. The results reflect that in the rural area, there are risk factors that can affect the learning and integrity of the students. It is concluded in the importance of communication between school and family to face these situations.

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## 1 Introduction

It is significant to analyze the relationship between social reality and communication since many environmental factors influence students with repercussions on development and learning. The experiences that students live in their environment can affect their behavior, values, and expectations, which in turn can influence their relationship with their family education and performance in general (Santiago-Mijangos & Torres-Falcón, 2019). The situation makes it necessary to strengthen communication with the adolescent regardless of the social environment in which they find themselves so that spaces are generated that allow the adolescent to share their concerns in an environment of trust and respect, communication that must also be maintained between the institution's educational and family.

Worldwide, the most advanced educational systems recognize the influence of the social reality in which the student develops on aspects such as their behavior and personality (Quitian-Bustos et al., 2020), as well as the importance of communication as an essential condition to guide educational processes. (Rodríguez, 2020). In Japan and China, communication is considered an essential aspect of student academic and social success. In European countries where there is a wide population diversity, communication has become the key to promoting inclusion and diversity, communication both internally and externally has created an environment of respect and tolerance towards diversity (Ceron et al., 2019), which has been promoted especially in the educational field to guarantee adequate communication channels both internally and externally.

In Ecuador, the right to education is promoted as a priority area of public policy and state investment, a guarantee of equality and social inclusion and an essential condition for good living, which focuses on the human being and guarantees its holistic development, within the framework of respect for human rights, the sustainable environment and democracy (Barreto, 2022). From the social sphere, the philosophy of good living defends equity, justice, and respect for cultural diversity, promotes intercultural dialogue, and recognizes the importance of culture in the construction of identities and in the emotional well-being of people.

The social reality is a condition associated with the fulfillment of good living in education, whose study allows analyzing social factors that influence the educational process, this can be understood as the social, economic, and cultural context in which students live and relate to other people, is also defined as the set of social phenomena that exist in a society at a given time. This includes social structures and organizations, relationships between individuals and groups, cultural norms and values, and the social processes that shape people's lives in a community. This reality is dynamic and constantly changing, and is the result of the interaction between people and their social, economic, and political circumstances. In turn, social reality influences people's behavior, attitudes, and perceptions, and can affect their well-being and quality of life (Morales, 2021).

Social reality is an integral part of human life and is fundamental to understanding and addressing the social problems that it faces. The study of social reality is important to understand how societies work, how social inequalities are formed, and how policies and strategies can be designed to address them. Social reality has a direct impact on aspects such as socio-emotional development, academic performance, and the formation of attitudes and values in students (Marcela & Ruiz, 2019). Socio-emotional development is conditioned by reality; if a student lives in a stable family environment and with healthy interpersonal relationships, they are more likely to develop positive social and emotional skills (Misad et al., 2022). On the contrary, if the student lives in a conflictive or violent environment, they are more likely to develop emotional and behavioral problems.

Likewise, academic performance, students living in poverty environments may have greater difficulties in accessing quality educational resources, which may affect their academic performance. (Llontop et al., 2020). Finally, there are attitudes and values, the social environment can also influence the attitudes and values that students adopt. Students who grow up in an environment that values education and learning may be more motivated to study and succeed academically (Ceron et al., 2019), while students who grow up in an environment that does not value education may have less interest in learning and achieving academic achievements (Azúa Fuentes et al., 2020).

It must be taken into account that social reality does not completely determine the development and performance of students, since individual factors such as personality, abilities, and commitment to learning also influence it. However, the environment can be a determining factor in the educational process and it is important to consider it when designing educational policies and strategies (Garnefski & Diekstra, 1996; Reicher et al., 2005). The Dr. Carlos Romo Dávila Educational Unit is located in the rural area of the Flavio Alfaro canton, its students face multiple positive and negative realities, given the importance of the exposed theme, the objective of the study is to determine the relationship between social reality and communication rural area, purposes for which specific objectives are proposed aimed at characterizing the social reality, establishing the importance of communication between school and family

and identifying strategies to strengthen communication between the educational community and the family (Snyder & Swann Jr, 1978; Lee et al., 2019; Palarivattom & Kochunni, 2015).

## 2 Materials and Methods

The research field, developed in the Dr. Carlos Romo Educational Unit through a mixed methodology in which qualitative and quantitative methods were integrated. The qualitative methodology was used to understand the social reality of students in rural areas, their behaviors, beliefs and experiences to determine how these are influenced by the environment and the role played by communication. From the quantitative methodology, a collection, processing and analysis of statistical data was carried out. The documentary analysis technique was used for the selection and analysis of specialized information and the survey addressed to students. The selected population was 105 high school students.

## 3 Results and Discussions

Through the application of the survey, relevant data was obtained on the influence of social reality on students and the importance of communication in the Dr. Carlos Romo Educational Unit. In, Table 1 presents the results on the factors that determine the formation of the student's personality.

Table 1  
Influence on the formation of his personality

Variable	Frequency	Percentage (%)
The family	39	37
Church	6	6
The Educational Unit	32	30
The media	4	4
Social networks	24	23

Source: U E Bachelor's Degree Student Carlos Romo Davila

It was determined that the family with 37% is the main factor influencing the student's personality, the educational unit with 30% and social networks with 23%, the media with 6%, and the church with a 4%. Results are like the findings of Morales (2021), who maintains that the family environment significantly influences the development of the personality of adolescents, since those who grow up in homes with emotional support, stability, and open and effective communication tend to develop a healthier personality, likewise (Llontop et al., 2020), established that adolescents come from dysfunctional homes present personality and emotional problems.

For their part, Marcela & Ruiz (2019), established the relationship between friendships and social groups, adolescents are highly influenced by their friends and the social networks to which they belong, likewise, Pazmiño et al. (2019), consider that the norms and values of social networks social factors can influence the personality and behavior of the adolescent. For Mena & Arteche (2019), the educational institution is a significant factor in the formation of the personality of adolescents, formal education, social interaction, teaching values and beliefs, physical education, and participation in extracurricular activities provide the conditions in which adolescents can develop skills and values that shape their personality and can help them face the challenges of the future (Warren, 2007; Malecki, 2003; Grimes, 2000; Liu, 2006).

Unlike Quitian-Bustos et al. (2020), he found a relationship with factors such as life experiences, culture and social values, hormonal changes, and even genetics. For this author, life experiences, both positive and negative, can influence personality development, considering that adolescents who grow up in cultures that value individuality and independence develop a more individualistic personality, and cultures that value cooperation generate collaborative adolescents. Table 2 shows the results on the socioeconomic factors that affect the education of students (Giles et al., 2013; Adams & Christenson, 2000; Rizki, 2015).

Table 2  
Impact of economic inequality on education

Variable	Frequency	Percentage (%)
Distance from the Educational U.	21	20
Economic problems	43	41
Home support	25	24
Health, nutrition and wellness	16	15

Source: U E Bachelor's Degree Student Carlos Romo Davila

Economic problems were identified with 41% as the main factor affecting education, followed by household support with 24% and distance from the educational unit with 20%, finally health, nutrition and well-being were identified with a fifteen%. These results, which are related to those obtained by [Suárez Cretton & Castro Méndez \(2022\)](#), who found that economic inequality can significantly influence student development and academic performance, determined that low-income students may have less access to educational resources. Social inequalities, mainly those of a socioeconomic type, can affect access to education and academic performance of [Medina Alvarado \(2019\)](#), it was also identified that a positive family environment, with emotional support and economic resources, can promote learning and development. student development, while a conflictive and dysfunctional family environment can negatively affect academic performance, [Garcés-Prettel et al. \(2020\)](#). Table 3 presents the results on difficulties that affect students.

Table 3  
Difficulties faced by students

Variable	Frequency	Percentage (%)
Family Adaptation	15	14
Sociability	19	18
adaptation in the group	34	33
Bullying in the Educational U.	37	35

Source: U E Bachelor's Degree Student Carlos Romo Davila

Regarding the rejection rates in their family and in the educational institution, Table 3 shows that 35% of the students have been affected by bullying; 33% have had group adaptation problems; 18% have sociability problems; and 14% have problems associated with their family adaptation. Discrimination can create a hostile environment and generate emotional and psychological stress in students, which can affect their learning. According to [Azúa Fuentes et al. \(2020\)](#), the school environment can influence the academic performance of students, for its part [Gaxiola-Romero et al. \(2020\)](#), state that a positive school environment, with committed teachers, adequate educational resources, and a culture of respect and tolerance, can foster student learning and development. On the other hand, [Misad et al. \(2022\)](#), argue that a negative school environment, with bullying, discrimination, and lack of educational resources, can negatively affect the academic performance and emotional well-being of students.

#### *Strategies for strengthening communication*

From communication, effective strategies can be established that help mitigate negative factors that affect the social reality of students, among which those shown in Figure 1 are identified.

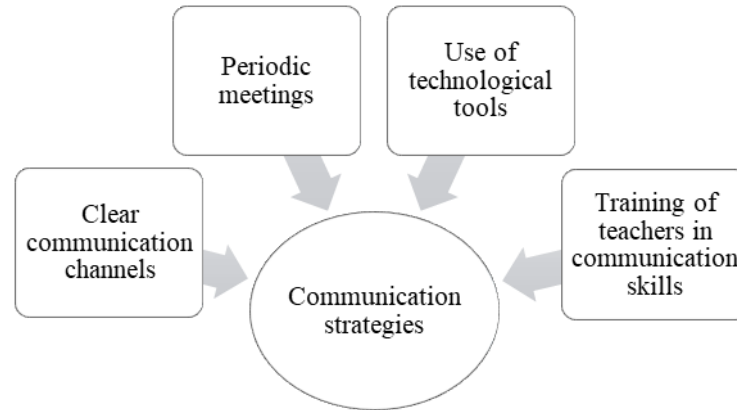


Figure 1. Communication strategies to mitigate negative factors that affect the social reality of students  
Source: (Rodriguez, 2020).

## 4 Conclusion

It was possible to identify that, although social reality affects students in multiple ways, the family constitutes the main factor of influence in the development of their personality, because by feeling safe and supported by their family, they show commitment to making future decisions with responsibility. From the educational institution, the factors of social reality that affect students must be understood, and work on the creation of positive educational environments and the application of appropriate communication strategies between the educational institution and the community that promote learning, development, and well-being. Emotional

### *Conflict of interest statement*

The authors declared that they have no competing interests.

### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

### *Acknowledgments*

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

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