

WHAT DIFFICULTIES DO NON-TRADITIONAL AND NON-NUCLEAR FAMILIES ENCOUNTER IN SCHOOLS?

Paula Peregrina Nuevas (paulaperegrina@ugr.es) & Emilio Crisol Moya (Universidad de Granada)

INTRODUCTION

Nowadays, the nuclear family model, has evolved due to different social changes, giving rise to new family models. This new diversity type is known as family diversity. However, the existence of prejudices and stereotypes make their social acceptance complicated. These stereotypes are also reflected at school context.

What must be taken into consideration is the fact that the family is not the only environment in which the child develops. When the child grows up and starts the educational stage, the school also becomes a fundamental pillar in his or her development, learning, and education. When the new family models and the educational context converge, the new types of families have to deal with prejudices and stereotypes that arise from the social context and that can be manifested in the classroom (Aguado, 2010).

The main objective of this study was to analyse which difficulties have non-traditional and non-nuclear families when they access to school context.

METODOLOGY

A systematic review was done in Web of Science, Scopus, Dialnet and Google Scholar of studies published between 2000 and 2021. The inclusion criteria were: (a) papers published between 2000 and 2021; (b) papers published in scientific journals; (c) papers belonging to the field of social sciences and education; (d) articles in English, Spanish, or Portuguese; (e) availability of the full text; and, (f) direct relation with the research objective.

RESULTS

There were **30** articles selected.

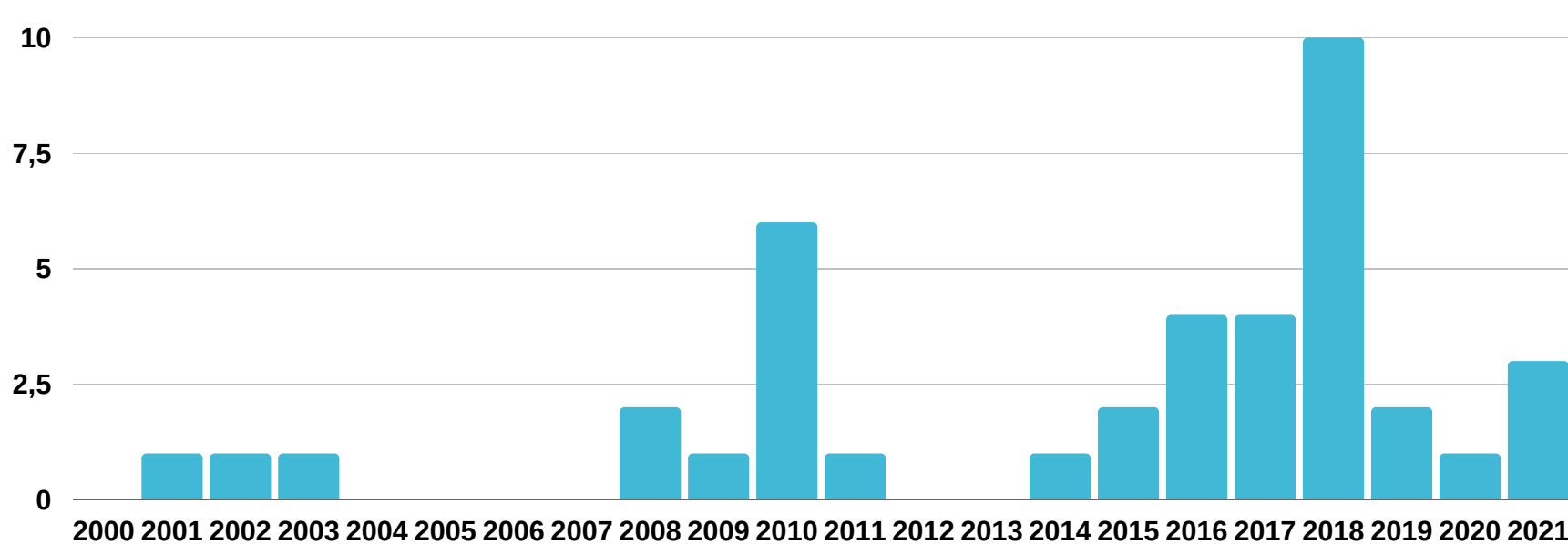


Figure 1: Distribution of Articles by Year

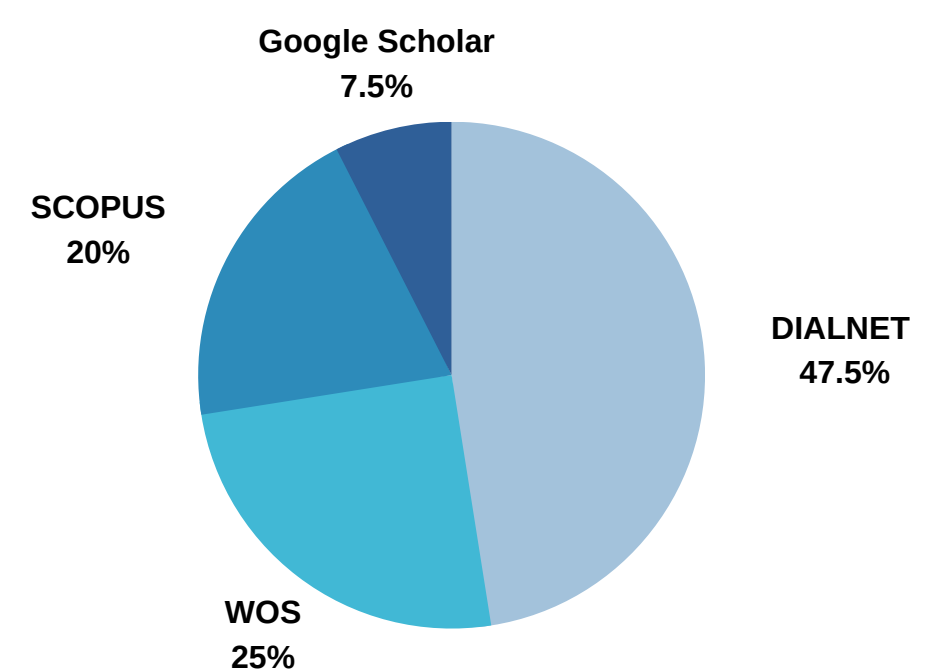


Figure 2: Publications found per Database

DISCUSSION AND CONCLUSIONS

Due to changes in families such as new non-conventional couple configurations, or changes in the patriarchal model (Delucca et al., 2010), it was necessary to know what possible “barriers” the new family models faced in order to the children’s well-being (López Sánchez, 2008).

Rodríguez-Pascual et al. (2016) pointed to the complexity of the concept of “family” as a possible barrier. Delucca et al. (2010) and Magaña et al. (2011) highlighted the existence of strongly rooted ideas which hindered the acceptance of new family models. Comas d’Argemir (2018) also pointed to the almost non-existent public sensitivity to the well-being of non-traditional families. These “patriarchal biases” did not attend to aspects such as gender equality or sexual diversity (Moreno-Parra et al., 2021).

In the study carried out by Reed (2018), same-sex parent families showed some discontent when talking about the “invisibilization of LGTBIQ+ families” in communication media.

In the school context, one of the barriers in schools was the lack of teacher’s preparation to deal with the issue, since it was usually treated from the perspective of a traditional family (Aguado 2010). Rodríguez-Mena & Moreno-Sánchez (2017) attributed this difficulty to teachers’ preconceived ideas. According to Román-Sánchez (2009), these ideas could be related to the question of whether or not non-conventional families were capable of addressing children’s needs.

Another difficulty detected, according to López-Sánchez

(2008), was that family diversity was an aspect that had been overlooked in the classroom. For example, family diversity is excluded in activities (Vaz & Neves 2019) and books (Rodríguez-Mena et al, 2018).

In conclusion, to eliminate these differences, the solution is to accept social changes. Knowing and accepting these changes could open a door to dialogue, to re-think and to make diversity more visible (Irueste, 2018). The acceptance of this situation through the creation of inclusive learning communities for all types of families (Torío, 2001; Goldberg and Smith 2014), would have a direct impact on the development of inclusive schools.

REFERENCES

- Aguado, L. (2010). Escuela inclusiva y diversidad de modelos familiares. *Revista Iberoamericana de Educación*, 56(3), 1-11. Comas-d’Argemir, D. (2018). Bienestar infantil y diversidad familiar. *Infancia, parentalidad y políticas públicas en España. Revista de Políticas Sociales Urbanas*, 174-195. Delucca, N. E., & González Oddera, M. (2010). La diversidad familiar en situaciones de exclusión social. *Orientación y Sociedad*, 10, 1-27. Goldberg, A. & Smith, J. (2014). A Preschool Selection Considerations and Experiences of School Mistreatment among Lesbian, Gay, and Heterosexual Adoptive Parents. *Early Childhood Research*, 29, 64–75. <http://dx.doi.org/10.1016/j.ecresq.2013.09.006> Irueste, P., Guatrochi, M., Pacheco, S. & Delfederico, F. (2018). New Family Configurations: Types of Family, Functions and Family Structure. *Revista de psicoterapia relacional e intervenciones sociales*, 41, 11-18. López-Sánchez, F. (2008). Familias convencionales: Algunos criterios para Educación Infantil. *Padres y Maestros*, 314, 26-29. Magaña, I., Calquín, C., Silva, S., & García, M. (2011). Family Diversity, Gender Relations and Health Care in the Family Health Approach: Case Study in CESFAM in the Chilean Metropolitan Area. *Terapia Psicológica*, 29(1), 33-42. Moreno-Parra, L.V., González-Rodríguez, R., & Verde-Diego, C. (2021). Analysis of the Treatment of the Family and Family Diversity in South America. A Comparative Case Study. *América Latina Hoy*, 22, 63-80. Reed, E. (2018). The Heterogeneity of Family: Responses to Representational Invisibility by LGBTQ Parents. *Journal of family issues*, 39(18), 4204-4225. Rodríguez-Mena, J. A., Moreno-Sánchez, E., & Monterr ez-Santos, I. (2018). Un estudio de caso sobre la idealizaci n y representaci n de la familia en los centros educativos. *Estudios Pedag gicos*, 44(1), 403-413. Rodr guez-Mena, J.A. & Moreno-S nchez, E. (2017). Barriers and limitations to school intervention in family diversity. A case study of homoparental families. *Social and Behavioral Sciences* 237, 850-855. Rodr guez-Pascual, I., Men ndez, S., Lorence, B., & P rez-Padilla, J. (2016). Ense ar la diversidad familiar y sus implicaciones en el trabajo social: Una innovaci n desde y para la innovaci n docente *Sociolog as*, 1-19. Rom n-S nchez, J. M., Mart n, L.J., & Carbonero Mart n, M.A. (2009). Tipos de familia y satisfacci n de necesidades de los hijos. *An lisis transaccional y Psicolog a Humanista*, 61, 255-264. Torio, S. (2003). Estudio socioeducativo de h bitos y tendencias de comportamiento en familias con ni os de educaci n infantil y primaria de Asturias. [Tesis de doctorado, Universidad de Oviedo] Dialnet. Vaz, D. & Neves, F. (2019). A diversidade familiar em contexto educativo. *Exedra N mero Tem tico*, 1, 144-165.

WHAT DIFFICULTIES DO NON-TRADITIONAL AND NON-NUCLEAR FAMILIES ENCOUNTER IN SCHOOLS?

Paula Peregrina Nievas (paulaperegrina@ugr.es) & Emilio Crisol Moya (ecrisole@ugr.es)
Universidad de Granada

ABSTRACT

Nowadays, the nuclear family model, consisting of a father, a mother and their children, has evolved due to different social changes, giving rise to new family models. This new diversity type is known as family diversity. However, the existence of prejudices and stereotypes make their social acceptance complicated. These stereotypes are also reflected at school context. The main objective of this study was to analyse which difficulties have non-traditional and non-nuclear families when they access to school context. This study was based on a methodology like PRISMA method. Results indicated that there were difficulties for new family models and highlighted the need to accept changes in family structures and to elaborate strategies for promoting diverse families' inclusion.

Keywords: Family Diversity, Family, School, Teachers

INTRODUCTION

Nowadays, the nuclear family model, has evolved due to different social changes, giving rise to new family models. This new diversity type is known as family diversity. However, the existence of prejudices and stereotypes make their social acceptance complicated. These stereotypes are also reflected at school context.

What must be taken into consideration is the fact that the family is not the only environment in which the child develops. When the child grows up and starts the educational stage, the school also becomes a fundamental pillar in his or her development, learning, and education. When the new family models and the educational context converge, the new types of families have to deal with prejudices and stereotypes that arise from the social context and that can be manifested in the classroom (Aguado, 2010).

The main objective of this study was to analyse which difficulties have non-traditional and non-nuclear families when they access to school context.

METODOLOGY

A systematic review was done in Web of Science, Scopus, Dialnet and Google Scholar of studies published between 2000 and 2021. The inclusion criteria were: (a) papers published between 2000 and 2021; (b) papers published in scientific journals; (c) papers belonging to the field of social sciences and education; (d) articles in English, Spanish, or Portuguese; (e) availability of the full text; and, (f) direct relation with the research objective.

RESULTS

There were **30** articles selected.

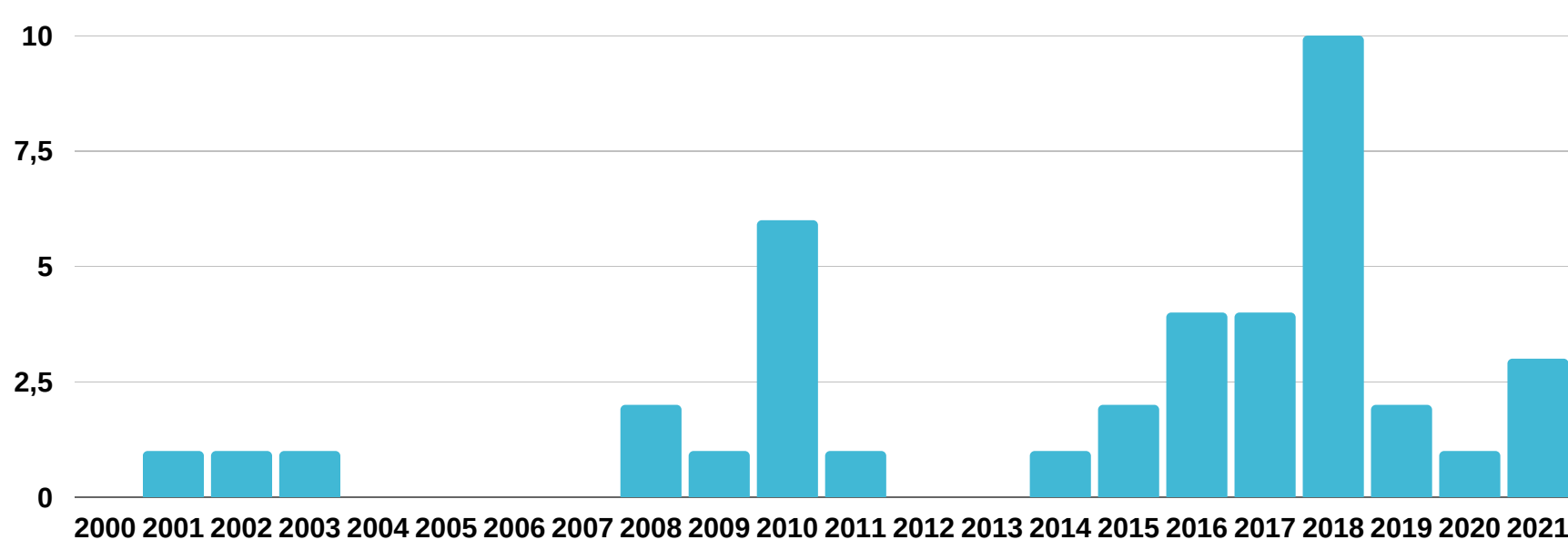


Figure 1: Distribution of Articles by Year

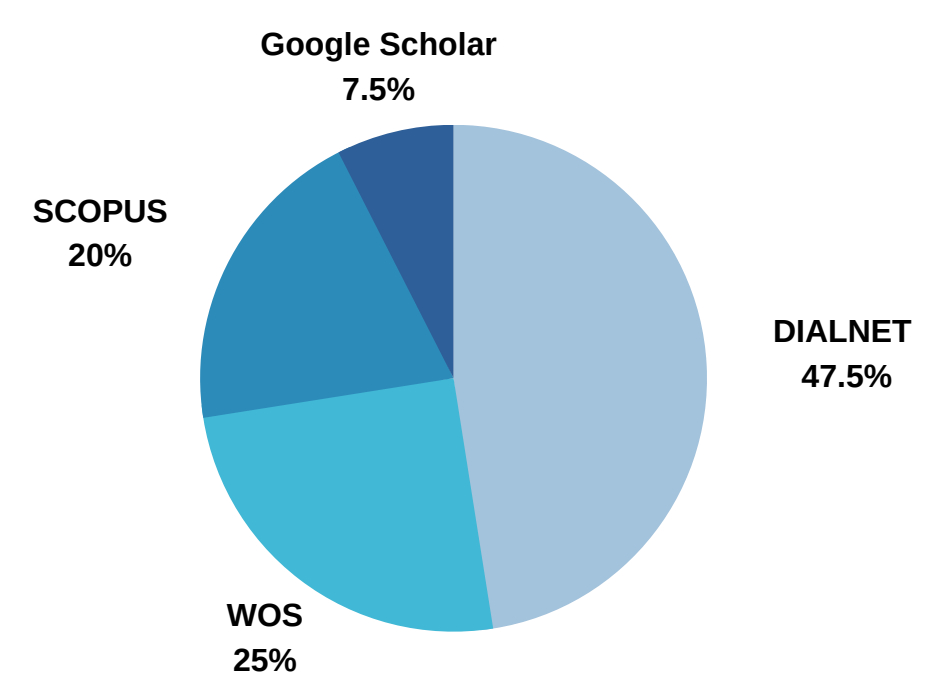


Figure 2: Publications found per Database

DISCUSSION AND CONCLUSIONS

Due to changes in families such as new non-conventional couple configurations, or changes in the patriarchal model (Delucca et al., 2010), it was necessary to know what possible "barriers" the new family models faced in order to the children's well-being (López Sánchez, 2008).

Rodríguez-Pascual et al. (2016) pointed to the complexity of the concept of "family" as a possible barrier. Delucca et al. (2010) and Magaña et al. (2011) highlighted the existence of strongly rooted ideas which hindered the acceptance of new family models. Comas d'Argemir (2018) also pointed to the almost non-existent public sensitivity to the well-being of non-traditional families. These "patriarchal biases" did not attend to aspects such as gender equality or sexual diversity (Moreno-Parra et al., 2021).

In the study carried out by Reed (2018), same-sex parent families showed some discontent when talking about the "invisibilization of LGTBIQ+ families" in communication media.

In the school context, one of the barriers in schools was the lack of teacher's preparation to deal with the issue, since it was usually treated from the perspective of a traditional family (Aguado 2010). Rodríguez-Mena & Moreno-Sánchez (2017) attributed this difficulty to teachers' preconceived ideas. According to Román-Sánchez (2009), these ideas could be related to the question of whether or not non-conventional families were capable of addressing children's needs.

Another difficulty detected, according to López-Sánchez

(2008), was that family diversity was an aspect that had been overlooked in the classroom. For example, family diversity is excluded in activities (Vaz & Neves 2019) and books (Rodríguez-Mena et al, 2018).

In conclusion, to eliminate these differences, the solution is to accept social changes. Knowing and accepting these changes could open a door to dialogue, to re-think and to make diversity more visible (Irueste, 2018). The acceptance of this situation through the creation of inclusive learning communities for all types of families (Torío, 2001; Goldberg and Smith 2014), would have a direct impact on the development of inclusive schools.