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Journal of Transdisciplinary Migratory Studies

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The works must be unpublished and refer to topics of history, anthropology, sociology, psychology science, policy public, policy laws, demographics and economics, gender studies and other topics related to Social Sciences.

Presentation of the Content

As first article we present, *Permissive mothers as a parenting style and its impact on human development*, by RAMOS-JAUBERT, Rocío Isabel, CEPEDA-GONZÁLEZ, María Cristina, SÁNCHEZ-RIVERA, Lilia and RAMÍREZ-CHÁVEZ, Jorge, with affiliation at the Instituto Mexicano del Seguro Social, Universidad Autónoma de Coahuila, as second article we present, *Feeding high school students in Nextipac, Zapopan, Jalisco*, by LANDÍN-ALCÁNTAR, Herlinda, MARÍN-OROZCO, Emmanuel Rodrigo, SOTO-KARASS, José Guadalupe and MAGAÑA-VIRGEN, Miguel Enrique, as third article we present, *Vulnerability and resilience in the suburbs of Arvento, Cajititlan, in the face of global climate change effects*, by CARO-BECERRA, Juan Luis, MAYORAL-RUIZ, Pedro Alonso, ROBLES-CASOLCO, Said and LUEVANOS-JACOBO, Jonathan Eduardo, with secondment at Universidad Politécnica de la Zona Metropolitana de Guadalajara, Centro Universitario de Tlajomulco de la Universidad de Guadalajara, Universidad Politécnica Metropolitana de Puebla, as last article we present, *Do college students really know and use graphic organizers for learning?*, by ZÁRATE-DEPRAECT, Nikell Esmeralda, GARCÍA-JAU, Rosa Alicia, MORENO-TERRAZAS Efigenia and LEVET-VELASCO, Hortensia, with secondment at Universidad Autónoma de Sinaloa.

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Permissive mothers as a parenting style and its impact on human development**Madres permisivas como estilo de crianza y su impacto en el desarrollo humano**

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Abstract

Much has been said in recent years about parenting style, becoming an interesting topic essentially referring to the education of children at home. This research is important for parents and scholars of child rearing. The methodology is research with a quantitative approach, the type is transversal and synchronous and includes the development of an instrument to detect the parenting styles of the population under study. The inclusion criteria are people over 18 years of age, who know how to read and write and who wish to participate in the survey. Preliminary results show how permissive and authoritarian parenting reveal children who are not happy. It is proposed to continue deepening parenting styles that provide effective guidelines in raising children.

Inclusion, Permissive, Authoritarian, Proposed, Approach

Resumen

Mucho se ha hablado en los últimos años sobre el estilo de crianza, tornándose un tema interesante refiriéndose esencialmente a la educación de los hijos en el hogar, esta investigación es importante para los padres de familia y estudiosos sobre la crianza de los niños. La metodología es una investigación con enfoque cuantitativo, el tipo es transversal y sincrónico y cuenta con el desarrollo de un instrumento para detectar los estilos de crianza de la población objeto de estudio. Los criterios de inclusión son personas mayores de 18 años, que sepan leer y escribir y deseen participar en la encuesta. Los resultados preliminares muestran como la crianza permisiva y autoritaria revelan niños que no son felices. Se propone continuar profundizando los estilos de crianza que brinden pautas efectivas en la crianza de los niños.

Inclusión, Permisivo, Autoritario

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Introduction

Nowadays it is common to hear that people have not attended any school to learn how to be parents, the truth is that they have attended and it has to do with the upbringing they have received from their parents at home. In the best of cases there are parents who have chosen to update their parenting skills and attend parenting school at their children's schools or attend counselling to improve their parenting skills.

Five parenting styles are known: authoritarian, authoritative or democratic parenting, also known as balanced, permissive, neglectful and ambivalent parenting.

Between the innate characteristics of the human being in childhood and parenting reflected by external influences and the way they interact in the budding human being;

Aim: To find out the ways in which mothers' and fathers' permissive parenting styles impact on human development.

Background

Parenting styles have been studied and developed over several decades through research in psychology and child development. Some of the historical and theoretical background of parenting styles is presented below (Camposano Cerrón & León Galarza, Pérez Montenegro, 2019; Rafael García & Castañeda Bermejo, 2021):

Kurt Lewin (1930s): Psychologist Kurt Lewin developed the Field Theory, which focused on the interaction between the individual and his or her environment. While he did not focus directly on parenting styles, his focus on how the environment influences behaviour and perception has influenced the understanding of how parenting and family environment affect children (Ibidem).

Also, B.F. Skinner (1950s): Psychologist known for his work on operant conditioning and human behaviour. Although he did not focus specifically on parenting styles, his research on reinforcement and punishment has had implications for understanding how parenting strategies can influence child behaviour. (Ibidem).

On the other hand, John Bowlby's Attachment Theory (1950s): John Bowlby pioneered Attachment Theory, which emphasises the importance of early and secure relationships with caregivers in children's development. His work highlights how parenting interactions can influence the formation of secure or insecure emotional attachments. (Ibidem).

Importantly, the work of Erik Erikson (1950s and 1960s) contributed to the understanding of child development and the importance of the parent-child relationship in his theory of psychosocial development. While he did not focus specifically on parenting styles, his work emphasised the importance of loving and supportive parenting for the development of a strong identity in children (Ibidem).

Similarly, Donald Winnicott (1950s-1960s): a paediatrician and psychoanalyst made important contributions to the understanding of child development and the role of parents in parenting. He introduced the concept of the "good enough mother" to emphasise the importance of adequate and supportive parenting in children's development (Ibidem).

Also Mary Ainsworth (1960s): psychologist famous for her research on infant attachment. Her work on Attachment Theory examined how the quality of the parent-child relationship can influence the development of secure or insecure attachment in children. Her research has been influential in understanding how parenting affects children's emotional security (Ibidem).

Similarly, Diana Baumrind (1960s): psychologist known for her influential research on parenting styles in the 1960s. In her work, she identified three main parenting styles that are still widely used today: authoritarian, permissive and authoritative. His research was based on observations and interviews with parents and children, and his work provided a solid foundation for the study and understanding of parenting styles. (Ibidem).

Indistinctly, Information Processing Theory (1970s): This theory focuses on how children process and use the information they receive from their environment. While it does not focus exclusively on parenting styles, it has helped to understand how parental communication and support can influence children's cognitive development. (Ibidem).

These are just some of the antecedents that have contributed to the understanding of parenting styles. Over the years, research and theories in the field of child development have refined and expanded our understanding of how parenting styles affect children and their emotional, social and cognitive development. Parenting styles are an important part of parenting and continue to be an active area of study in psychology and education, impacting on children's self-esteem (Aishwarya, 2022; Chauhan & Nancy, 2023).

Parenting styles

Parenting styles refer to the ways in which parents or caregivers interact with their children and guide them in their development. These styles can have a significant impact on children's emotional, social and psychological development (Gavilánez, Allauca, Palacios & Acencio, 2021; Martínez, Romo, Ortiz & Espino, 2021; Olmos Acevedo & Vilca Magallanes, 2020; Pérez Montenegro, 2019; Rafael García & Castañeda Bermejo, 2021). The five common parenting styles and their main characteristics are described below:

Authoritarian parenting style: authoritarian parenting style is characterised by a combination of specific features that make it a distinctive approach to parenting. Authoritarian parents are firm and set clear rules, but tend to be demanding and inflexible. They expect their children to meet their expectations without question. They can be critical and controlling. Although they mean well, they can sometimes create an environment in which children feel pressured or fearful of making mistakes (Ibidem).

These characteristics include:

Firmness and control: Authoritarian parents are firm and set clear rules and expectations for their children. They expect compliance with these rules and standards, and have little tolerance for non-compliance.

Demanding: Authoritarian parents tend to be demanding and expect high levels of performance and obedience from their children. They may set high standards and pressure their children to achieve them.

Consistent discipline: Discipline in this parenting style tends to be consistent and may include the use of punishments when rules are broken. Punishments may be severe in some cases.

One-way communication: Communication in this parenting style is often one-way, where parents give orders and expectations, but listen less to their children's opinions or wishes. Decision-making often rests with parents.

Little encouragement of independence: Authoritarian parents may find it difficult to encourage autonomy and independence in their children, as they tend to make decisions for them and control their activities.

Emphasis on respect for authority: Authoritarian parents value respect for authority and expect their children to show respect for them and other authority figures.

Low expression of affection: Although they may love their children, authoritarian parents often show fewer expressions of affection and affection compared to other parenting styles.

Focus on academic achievement and success: They may focus on their children's academic performance and future success, often with the expectation that they will achieve specific academic and career goals.

It is important to note that the authoritarian parenting style has its advantages and disadvantages. It can help set clear boundaries and responsibilities, but it can also lead to a more strained parent-child relationship and less emotional communication.

Balance is key, and some parents can adapt their approach to be more flexible and encourage open communication with their children without giving up necessary structure and boundaries. (Ibidem).

Permissive parenting style: Permissive parents are lenient and tend to be undemanding. They are prone to indulge their children and allow them to make decisions without many restrictions. While this can lead to a close relationship, it can also lead to a lack of boundaries and responsibility (Ibidem).

The permissive parenting style is characterised by a number of features that distinguish it from other parenting styles. In this style, parents tend to be lenient and have a relaxed attitude towards imposing limits and rules for their children. Some of the main characteristics of the permissive parenting style include:

Lack of clear boundaries: Permissive parents often do not set clear boundaries and rules for their children. They may allow their children to do whatever they want and have little structure in their daily lives.

High tolerance for independence: They encourage their children's independence and allow them to make decisions for themselves, even in important matters. They may let children make decisions that other parents might consider inappropriate for their age.

Open and caring communication: Despite their permissive approach, permissive parents often maintain open and caring communication with their children. They listen to their opinions and concerns and can be very affectionate.

Lack of clear consequences: Instead of applying consistent consequences for inappropriate behaviour, permissive parents are often reluctant to discipline their children or may give in to children's wishes to avoid conflict.

Focus on satisfying immediate desires: Permissive parents may be more concerned with satisfying their children's immediate desires than teaching them the importance of self-regulation and delaying gratification.

Encouragement of self-expression: They value their children's self-expression and individuality, which can be positive in terms of promoting self-esteem and creativity, but can sometimes lead to a lack of responsibility.

Risk of lack of boundaries and structure: One of the risks of this parenting style is that children may lack clear boundaries and structure in their lives, which can negatively affect their development and behaviour.

Possible difficulty in establishing authority: It can be difficult for permissive parents to establish authority over their children when necessary, which can lead to discipline problems.

It is important to note that the permissive parenting style can have advantages and disadvantages. It can create an environment where children feel loved and respected, but it can also result in a lack of boundaries and structure that children need to learn responsibility and self-regulation. As with any parenting style, it is critical to find a balance that promotes the well-being and healthy development of children (Gavilánez, Allauca, Palacios & Acencio, 2021; Martínez, Romo, Ortiz & Espino, 2021; Olmos Acevedo & Vilca Magallanes, 2020; Pérez Montenegro, 2019; Rafael García & Castañeda Bermejo, 2021).

Neglectful or disinterested parenting style: Neglectful parents show little interest or involvement in their children's lives. They may be neglectful of their children's attention and care, which can have negative effects on children's development. Children raised in this style may feel abandoned and neglected (Ibidem).

The neglectful parenting style is characterised by a lack of adequate attention and care for children by parents or caregivers. This parenting style is considered to be one of the least effective and can have detrimental effects on children's development. The following are some of the main characteristics of the neglectful parenting style:

Lack of supervision: Neglectful parents tend to fail to supervise and pay adequate attention to their children's activities and needs. They may be physically or emotionally absent from their children's lives.

Disinterest and lack of involvement: Neglectful parents may show little interest in their children's lives and may be unwilling to participate in family activities or parental responsibilities.

Neglect of basic needs: They may consistently fail to provide for their children's basic needs, such as adequate food, clothing, medical care and a safe environment.

Lack of emotional support: Neglectful parents may not offer emotional support or affection to their children. Children may feel abandoned and emotionally neglected.

Lack of clear boundaries or rules: In some cases, neglectful parents may not set clear boundaries or rules for their children, which can lead to uncontrolled behaviour or insecurity in children.

Poor school follow-up: They may not be involved in their children's education and may not pay attention to children's academic needs.

Risk of physical neglect or abuse: In extreme situations, neglectful parenting can lead to situations of physical neglect or abuse, where children are not only neglected, but may also be exposed to physical and emotional danger or abuse.

Neglectful parenting can have serious effects on children's emotional, social and cognitive development, which can lead to mental health problems, risky behaviours and difficulties in adult life.

It is important to note that neglectful parenting is usually not a conscious approach on the part of parents, and can be the result of various factors, such as stress, mental health problems, addictions or personal difficulties. Children raised in a neglectful environment often face significant challenges and may require professional intervention to help overcome the after-effects of this parenting style. The protection and well-being of children is a primary concern in cases of neglectful parenting, and authorities may intervene if a child is suspected to be at risk (Gaviláñez, Allauca, Palacios & Acencio, 2021; Martínez, Romo, Ortiz & Espino, 2021; Olmos Acevedo & Vilca Magallanes, 2020; Pérez Montenegro, 2019; Rafael García & Castañeda Bermejo, 2021).

Democratic or authoritative parenting style: The authoritative parenting style, also known as the democratic or balanced style, is a parenting approach that combines the establishment of limits and rules with a high degree of emotional support and open communication. It is considered one of the most effective and beneficial parenting styles for the healthy development of children. Democratic parents set clear rules and limits, but also encourage open communication and mutual respect. They listen to their children's opinions and involve them in age-appropriate decision-making. This style fosters autonomy, responsibility and a healthy parent-child relationship (Gaviláñez, Allauca, Palacios & Acencio, 2021; Martínez, Romo, Ortiz & Espino, 2021; Olmos Acevedo & Vilca Magallanes, 2020; Pérez Montenegro, 2019; Rafael García & Castañeda Bermejo, 2021).

Some of the key characteristics of the authoritative parenting style are presented below:

Open and affectionate communication: Authoritative parents maintain open and affectionate communication with their children. They actively listen to their thoughts, feelings and concerns, and encourage emotional expression.

Clear and consistent boundaries: Despite their focus on communication and emotional support, authoritative parents set clear boundaries and rules for their children. These limits are explained in an understandable way and are consistently enforced.

Realistic expectations: They have realistic expectations for their children's development and behaviour, taking into account each child's age and individual abilities.

Empowering: Empowering parents encourage independence and age-appropriate decision-making. They enable them to take responsibility and learn from their mistakes.

Support and encouragement: They provide emotional support and encouragement to their children in their efforts and achievements. They celebrate successes and provide support when their children face challenges.

Flexibility: Although they set rules, authoritative parents are flexible and willing to negotiate in appropriate situations. They listen to their children's opinions and can make adjustments when necessary.

Teaching values and morals: They transmit values, ethics and responsibility to their children through example and communication. They encourage empathy and respect for others.

Involvement: Authoritative parents are actively involved in their children's lives, participating in activities, school projects and important events.

Tolerance of individual expression: They accept and value individual differences and respect their children's preferences and choices as long as they do not conflict with fundamental values or boundaries.

This parenting style is associated with positive developmental outcomes for children, such as higher self-esteem, well-developed social skills, strong academic performance and a lower likelihood of engaging in risky behaviours. Authoritative parents strike a balance between structure and emotional support, which promotes a strong and healthy parent-child relationship. (Ibidem).

Ambivalent parenting style, sometimes also known as anxious or preoccupied parenting style, is a term used to describe a parenting approach in which parents or caregivers display a combination of contradictory behaviours towards their children. In this style, parents may alternate between being overprotective and preoccupied with their children at one moment and, at another moment, being distant or critical (Ibidem).

Some common characteristics of the ambivalent parenting style include:

Emotional inconsistency: parents may have difficulty maintaining a consistent emotional response to their children. They may be loving and affectionate at one time and critical or distant at another.

Overprotectiveness: Parents may be overly concerned about their children's safety and well-being, which can lead to a high degree of control and limitations on children's independence.

Relationship insecurity: Children may feel that they cannot predict their parents' response and may become insecure in the relationship. This can lead to anxiety and confusion in children.

Lack of clear boundaries: Sometimes ambivalent parents may have difficulty setting clear and consistent boundaries for their children.

It is important to note that the ambivalent parenting style is not necessarily an intentional approach on the part of parents, but may be the result of their own insecurities or difficulties in parenting. This style can have negative effects on children's emotional and social development, as they may experience confusion, anxiety and difficulties in developing healthy self-esteem (Gavilánez, Allauca, Palacios & Acencio, 2021; Martínez, Romo, Ortiz & Espino, 2021; Olmos Acevedo & Vilca Magallanes, 2020; Pérez Montenegro, 2019; Rafael García & Castañeda Bermejo, 2021).

Effective parenting is generally based on consistency, emotional support and open and respectful communication with children. If parents feel that their parenting style is ambivalent and is causing problems in their relationship with their children, they can seek guidance and support from mental health professionals or family counsellors to improve their approach and strengthen their relationship with their children.

In summary, it is important to keep in mind that parenting can be a combination of these styles, and parents can adapt their approach according to their children's individual needs and circumstances. Furthermore, an effective parenting style may vary according to culture and family beliefs. What is most important is that parents are aware of their parenting style and seek a balance between setting limits and fostering their children's independence and self-esteem. (Ibidem).

Parenting styles and their impact on human development:

Parenting styles have a significant impact on human development, as they influence how children perceive the world, interact with others and develop socioemotional skills (Gavilánez, Allauca, Palacios & Acencio, 2021; Martínez, Romo, Ortiz & Espino, 2021; Pérez Montenegro, 2019; Rafael García & Castañeda Bermejo, 2021; Rodríguez-Villamizar & Amaya-Castellanos, 2019; Zavala & Lucia del Carmen, 2019). Here we describe how some common parenting styles can affect human development:

Authoritarian parenting style:

Impact: This style tends to encourage high compliance with rules and academic achievement, but can result in low self-esteem and a lack of social skills due to a lack of autonomy (Ibidem).

Permissive parenting style:

Impact: can result in children who are creative and expressive, but may also have difficulty following rules and limits, which can affect their ability to adapt to structured environments. (Ibidem).

Neglectful parenting style:

Impact: This parenting style can have profound negative effects on development. Children may experience a lack of security, affection and structure, which can contribute to mental health problems, poor academic performance and difficulties in establishing healthy relationships. (Ibidem).

Authoritative parenting style:

Impact: It is considered the most balanced and beneficial parenting style. Children raised in an authoritative manner tend to develop healthy self-esteem, strong social skills and good academic performance. They also learn to be responsible and make informed decisions.. (Ibidem).

Overprotective parenting style:

Impact: Children may feel secure and protected, but may also have difficulties in developing autonomy and independence. This can lead to anxiety and a lack of self-confidence in independent situations (Ibidem).

Indulgent parenting style:

Impact: Children may feel loved and respected, but may lack boundaries and structure, which can affect their ability to self-regulate and adapt to situations where authority or compliance with rules is required. (Ibidem).

It is important to note that the effects of parenting styles may vary according to the temperament and personality of the individual child, as well as other factors such as culture and family environment. In addition, parents are not necessarily limited to one parenting style and can adapt their approach according to the changing needs of their children over time. An effective parenting style tends to be balanced, providing structure and boundaries, but also emotional support and autonomy for the child. On the other hand, studies such as Chan, et al. (2023), emphasise how permissive parenting exhibits a reinforcing effect by presenting a buffering effect in relation to the perfectionism of the authoritarian style; or when parents must pay attention to the use of language in the context and situation at hand (Kurniawan, 2023). Including the influence of gender or genes due to parenting according to del Puerto- Golzarri, et al. (2023).

In this research we focus on the permissive parenting style because it is characterised by the lack of clear limits and leniency towards children, it can have several impacts on human development in today's society (Gavilánez, Allauca, Palacios & Acencio, 2021; Martínez, Romo, Ortiz & Espino, 2021; Olmos Acevedo & Vilca Magallanes, 2020; Pérez Montenegro, 2019; Rafael García & Castañeda Bermejo, 2021).

Methodology

A review, search and bibliographic consultation of primary and secondary sources in Spanish and foreign languages was carried out, preferably from the qualitative paradigm, associating the elements of the problematisation of the topic. From the prospective of parenting styles, methodological peculiarities were considered, which were verified in the bibliographic exploration.

According to Jacob (1987, cited in Buendía Eisman et al, 1998), the implicit methodological attributes of interest were the description of parenting styles, towards impact and behaviour; the intelligibility, the verification as observed scientific work, which exalted an authentic empirical science, its reality, the study of people in their natural environment, was visualised in the understanding of the process of evolution of perceptions and interpretations, in if the magnitude to distinguish how individuals learn the meanings in concrete instance of the interaction with the mother and the father especially of the permissive parenting style in mothers of family, In short, this approach at the level of the goal of going beyond was realised in micro-analytical designs (ontological level of intervention), so that it can be an additional incentive in the future focus group technique.

Results

The results of this research are shown below.

Lack of self-regulation: Children raised in a permissive environment may have difficulties in developing self-regulation and self-control skills. Unaccustomed to clear boundaries, they may have difficulty managing their impulses and emotions, which can affect their ability to function effectively in society.

Lack of responsibility: Permissive parenting often involves allowing children to make choices without clear consequences for inappropriate behaviour. This can lead to a lack of responsibility and a lack of understanding of the repercussions of their actions in society.

Low frustration tolerance: Children raised in a permissive manner may have a low tolerance for frustration, as they are used to getting what they want immediately. This can hinder their ability to cope with challenges and difficulties in adult life.

Difficulties at school and at work: Lack of structure and boundaries in permissive parenting can negatively affect academic and work performance in society. Children may have difficulty meeting deadlines, following rules and working in teams.

Problems in social relationships: Children raised in a permissive environment may have difficulty establishing healthy social relationships, as they may have difficulty understanding social norms and expectations in interactions with others.

Impact on self-esteem: While children raised in a permissive environment may feel loved and respected, they may also experience a lack of self-esteem and self-confidence, as they may not receive the support needed to face challenges and overcome obstacles in society.

Risk of risky behaviour: In the absence of clear boundaries, some children may engage in risky behaviour in society, such as drug use, alcoholism or involvement in criminal activities. **Consumerism and materialism:** Permissive parenting, which often involves immediate gratification of children's wants and whims, can foster attitudes of consumerism and materialism in children. They may grow up expecting instant gratification and focus on the acquisition of material goods as a source of happiness.

Difficulties in goal setting: Children raised in a permissive environment may have difficulty setting long-term goals and working towards them, as they may not be accustomed to self-regulation and persistence in achieving goals.

Lack of conflict resolution skills: The lack of clear boundaries in permissive parenting can lead to a lack of conflict resolution skills. Children may not have learned to negotiate, communicate effectively or deal with disagreements constructively.

Impact on mental health: The lack of structure and boundaries in permissive parenting can contribute to the development of anxiety and stress in children. They may also experience confusion and lack of security in a world where rules and expectations are not clearly defined.

Lack of adaptability: Children raised in a permissive environment may have difficulty adapting to situations where authority is required, such as at school or at work. They may have difficulty following rules and conforming to the expectations of others.

Possible lack of empathy: If children do not experience clear boundaries and are not taught to consider the needs and feelings of others, they may have difficulty developing empathy and understanding for others in society.

It is important to note that not all children raised in a permissive environment will experience all of these effects, and some may adapt better than others in society - the impact may vary according to individual and contextual factors. In addition, effects may be influenced by other factors, such as individual personality and social interactions, and some parents may combine elements of permissiveness with other parenting styles. Effective parenting generally involves finding a balance between emotional support, autonomy and authority, and helping children develop skills of self-regulation and responsibility as they grow up and can adapt their approach to promote their children's well-being and healthy development in today's society.

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Conclusions

The results show how permissive and authoritarian parenting reveal unhappy children. Permissive parenting style is characterised by a lack of clear limits and rules for children.

Permissive parents tend to be lenient and have a relaxed attitude towards the imposition of limits.

They may allow children to make decisions for themselves, even in important matters.

This style can result in creative and expressive children.

However, children raised in a permissive manner may have difficulty following rules and limits in structured situations.

They may also experience a lack of self-regulation and self-control.

Lack of clear limits can lead to low frustration tolerance in children.

It can foster consumerist and materialistic attitudes in children.

Permissive parents often show a lot of affection, but may have difficulty establishing authority when necessary.

Improving a permissive parenting style involves setting clear limits, maintaining consistency and teaching children self-regulation skills.

Suggestions for intervention

Aquí hay algunas propuestas y estrategias que can help improve a permissive parenting style:

Set clear limits: One of the first steps is to set clear limits and rules for children. These limits should be understandable and consistent. Parents can sit down with their children and discuss the house rules, explaining why they are important.

Maintain consistency: It is essential to maintain consistency in the application of rules and limits. This means that parents must apply consequences fairly and consistently when rules are broken. Lack of clear consequences is one of the most common characteristics of permissive parenting.

Encourage open communication: Parents should encourage their children to express their thoughts, feelings and concerns openly and respectfully. Actively listening to children can strengthen communication and the relationship.

Teach self-regulation skills: Parents can help their children develop self-regulation skills by teaching them strategies to manage their emotions and behaviours appropriately. This includes teaching conflict resolution and decision-making.

Set realistic expectations: Parents should have realistic expectations for their children's development and behaviour, taking into account each child's age and individual abilities. Not all children can meet the same expectations.

Offer emotional support: It is important for parents to provide emotional support to their children. This includes showing affection, empathy and understanding. Children need to feel loved and valued by their parents.

Promote responsibility: Parents can encourage responsibility in their children by assigning them age-appropriate tasks and responsibilities. This teaches them the importance of contributing to the functioning of the family.

Seek guidance and support: If parents are having difficulty changing their parenting style, they can seek guidance from a mental health professional or family counsellor. Therapy can provide specific strategies and support to improve parenting.

Model desired behaviour: Parents can serve as role models for their children. If they want their children to develop skills such as self-regulation and empathy, it is important for parents to demonstrate these behaviours in their own lives.

Be patient and flexible: Changing a parenting style takes time and effort. Parents must be patient with themselves and their children as they work together to achieve a healthier balance in parenting.

It is proposed to continue to deepen the permissive parenting style that provides effective parenting guidelines.

Improving a permissive parenting style may take time and effort on the part of parents or caregivers, but a healthier balance in parenting is possible and can be beneficial to the well-being and development of children, as well as to the parent-child relationship. The key is to find a balance between emotional support and authority, and to adapt the approach according to individual children's needs and family circumstances.

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Feeding high school students in Nextipac, Zapopan, Jalisco**Alimentación de jóvenes de Secundaria en Nextipac, Zapopan, Jalisco**

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Abstract

Obesity in Mexico has reached worrying proportions, especially among young people aged 12 to 16 years. The impact of covid-19 has exacerbated this problem, as the confinement measures imposed during the pandemic have led to a sedentary lifestyle among adolescents. Prolonged time at home has led to an increase in unhealthy foods, rich in sugars, unhealthy fats and high in calories; this situation has contributed significantly to the increase in obesity rates. In order to better understand the situation in the educational environment, a survey was conducted at Ignacio L. Vallarta High School, covering students from the three academic grades. The sample included the students of the school, in order to obtain a comprehensive view of the problem at different educational levels. The results of this survey provided information to understand the reasons for the increase in obesity in adolescents, thus allowing the development of strategies to address this public health problem in a comprehensive manner, reverse this worrying trend and improve the health of future generations. The objective of the present study is to identify the type of diet of high school students in a rural area in order to promote an active lifestyle and a balanced diet in the school and family environment.

Obesity in young adolescents, Food in high school youth, Family, Foods with limited nutritional value

Resumen

La obesidad en México ha alcanzado proporciones preocupantes, especialmente entre jóvenes de 12 a 16 años. El impacto del covid-19 ha exacerbado esta problemática, ya que las medidas de confinamiento impuestas durante la pandemia han llevado a un estilo de vida sedentario entre los adolescentes. El tiempo prolongado en casa ha propiciado el aumento de alimentos poco saludable, ricos en azúcares, grasas no saludables y alto contenido calórico; esta situación ha contribuido significativamente al incremento de los índices de obesidad. Con el propósito de entender mejor la situación en el ámbito educativo, se llevó a cabo una encuesta en la Secundaria Ignacio L. Vallarta, abarcando a estudiantes de los tres grados académicos. La muestra incluyó a los alumnos del plantel, con el fin de obtener una visión integral de la problemática en distintos niveles educativos. Los resultados de esta encuesta proporcionaron información para comprender razones del aumento de obesidad en adolescentes, permitiendo así desarrollar estrategias para abordar este problema de salud pública de manera integral, revertir esta tendencia preocupante y mejorar la salud de las futuras generaciones. El objetivo del presente estudio es, identificar el tipo de alimentación de jóvenes de secundaria en una zona rural para promover un estilo de vida activo y una alimentación balanceada en el entorno escolar y familiar.

Obesidad en jóvenes adolescentes, Alimentación en jóvenes de secundaria, Familia, Alimentos con valor nutrimental limitado

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Introduction*Obesity in young adolescents*

The diet of young people between 13 and 17 years of age, who are generally studying at the secondary level, varies because in their homes they have the opportunity to consume a balanced diet, that is, they can consume products such as vegetables, meat, dairy products among others, this is because at that age, mothers are concerned about serving food at home as balanced as possible, according to their economic resources generated in the family. However, there may be food insecurity as mentioned by Ortiz, Rodriguez and Melgar (2012), who mention that it occurs when "an individual experiences limited or uncertain availability of nutritionally adequate food", which may be consumed outside the home, generating obesity risks. Several factors have had an impact on the alteration of young people's diet, among them food poverty. According to data from Coneval (2022), in rural areas, the extreme poverty line by income, i.e., the threshold to cover the food basket, stands at \$1,665 pesos per month in rural areas. This financial constraint significantly limits the ability to acquire nutritious food. Adding to this challenge is the presence of the COVID-19 contingency, which has exacerbated poverty, further affecting disposable income for food, especially in rural areas. This context underscores the need to address the food situation in these environments as a matter of priority.

Feeding in high school youth

During adolescence, eating habits are created and/or established, leading to food choice preferences; at this stage, the family, society and cultural aspects have a strong influence, thus generating some food problems such as malnutrition, overweight and obesity. Chavez (2018), mentions that food consumption is related to cultural values and beliefs, as well as the foods that are produced in the rural area where they come from.

In young people, eating disorders can be caused by moods, sedentary lifestyles and lifestyle; women tend to take a little more care of their diet, as there is a tendency to greater obesity than men Tinat (2022), generated by inadequate nutrition, academic and extra-academic activities, which can cause adolescents to sometimes skip breakfast or not to eat the most appropriate breakfast. Castañeda et al. (2008). Eating disorders (EDs) are the most common chronic diseases in young people with high mortality risk reflected in excessive weight control and distortion of physical complexion. Ortiz, L. et al (2017). Given that some adolescents experience the feeling of being perceived unfavorably by others, due to body standards and stereotypes imposed by the media, society, culture, among others, it is common for them to undertake efforts to conform to these ideals. This behavior can manifest itself in the alteration of specific parts of their body in order to achieve a slim figure, as noted by Guadarrama et al. (2014).

Food insecurity is defined as non-nutritional food limitations, food that is not safe for the consumer and/or the lack of ease of access to acceptable food. Consumption of energy-dense foods can increase the risk of obesity in young people, thus generating changes in metabolism and accumulating body fat. In general, these foods are very accessible and less expensive. Ortíz-Hernández, et al. (2012).

In the vicinity of several elementary schools, foods rich in fat and lacking in nutritional value are sold, which have a great attraction for young people of that age. Despite the fact that in October 2022, the Chamber of Deputies approved a law prohibiting the sale of junk food in the vicinity of schools, both public and private, modifying Article 50 of the General Education Law with the purpose of promoting a healthier lifestyle. However, in some schools these situations still persist.



Figure 1

Several studies indicate that the eating habits of young people are similar to those of adults, Márquez et al. (2008), as they tend to prefer foods with high levels of fat and calories. This behavior exposes them to the risk of developing various diseases, such as overweight that can evolve into obesity in adulthood, with associated consequences such as diabetes, hypertension and cancer. In the United States, a study reveals that adolescents are substituting healthy options for fast and nutrient-poor foods, thus compromising their proper nutrition.

Family

The family is an important factor in food in rural areas; the mother is the person who prepares food according to the crops and types of food that can be found in the region. However, Castro (2012) mentions that families can be affected by various factors such as economic and social changes Figueroa. et al (2022).

In rural areas, the consumption of vegetables grown in backyards and meat products, sometimes at lower cost, is a marked trend due to local incomes. Although the consumption of meats such as chicken and pork, which are produced in backyards for self-consumption, is observed, this practice occurs with women who are housewives and produce their food with the support of their husbands and children.



Figure 2

According to FAO 2019, in Latin America the problems of undernourishment and chronic child malnutrition have decreased, however, there is a greater problem of obesity and overweight in rural regions, with insufficient consumption of vitamins and minerals obtained from fruits and vegetables, as well as meats. Since 1980, several food programs have been implemented, such as the SAM (Mexican Food System), where one of its objectives is the development of new programs for the production of staple foods such as corn and beans (Spalding 1985), products that housewives can use for their own consumption.

In 1977, the DIF (Integral Family Development) implemented hot school breakfasts, seeking to offer safe and nutritious food to the school-age population (children and adolescents), offering milk and even popular kitchens to offer healthier and more nutritious food. DIF (2020). According to the National Health and Nutrition Survey in Jalisco 2018, mentions that a determining factor for the purchase of food is related to the budget allocated to the purchase of food, it is worth mentioning, that women in rural households do not have a high budget for the purchase of their food and their nutritional requirements where it can be compared, the purchase of food are high in fats and sugars against the purchase of fruits and vegetables, and it is mentioned that families try to buy healthy products but not an adequate diet (ENSANUT 2018). In the case of adolescents (high school youth), they generally decide what to eat, where and how much, in addition to being an influential stage in their lives (marketing, social networks and identifying with the customs and habits of their peers), Morales (2021).

At the adolescent age, new eating habits are produced as mentioned by Rufino et al (2007), which can cause a nutritional risk, due to the fact that when consuming food outside the home, mothers cannot have control of the food consumed. However, the Prospera program that was in force until 2018 delivered monthly economic support with scholarship holders in primary and secondary school directly to the family for food and education, in some way this was a small support that supported the family for the purchase of better food. Fiszbein et al (2009).

Foods with limited nutritional value

These types of foods considered empty calories provide little or no nutritional value, such as cereals, soft drinks, sweets, processed foods, industrial desserts, among others, generally contain asteroids, constantly provoking greater appetite. Sugar is one of the main sources of energy for the body and different organs, brain and muscles; the brain alone consumes 20% of the energy from glucose Partearollo et. al. (2013). Gutierrez (2022) observes that between 3 and 5 years of age, children begin to carry lunch boxes with foods that have a high sugar content. This generates, from an early age, a preference for the consumption of this type of products, which could contribute to the development of health problems such as tooth decay and diabetes, among other diseases. The consumption of ultra-processed products has a high calorie content and low nutritional value, which are highly appreciated by young people and cause obesity and serious health problems. According to FAO (1992), In industrialized countries with purchasing power, research on nutrition and food-related diseases is being developed, the high consumption of empty calories can cause diseases such as obesity in different degrees, arteriosclerosis, hypertension, dental caries, liver disease, among others. In the specific case of Mexico, the lack of culture regarding the consumption of foods with high nutritional value, added to poor eating habits and limited economic resources, is reflected in the preference of some people to opt for the consumption of soft drinks and snacks such as chips or industrialized bread rolls instead of choosing foods that provide healthier nutritional conditions.

Methodology

The type of research conducted was quantitative (Sampieri 2010) in the Ignacio L. Vallarta Tele-secondary School. A sample of 87 students was obtained from a total population of 112 students. It was carried out through a predetermined survey conducted randomly in the three grades of the high school, that is, 1st, 2nd and 3rd grade, with two groups of each grade; an exploratory talk was carried out where it was sought which foods were considered as junk products or products that do not benefit the health of consuming them, in addition to high in calories, in order to delve deeper with the data obtained from the surveys.

The following formula was used to determine the sample:

$$n = \frac{p * q * N}{N - 1 \left[\frac{E^2}{Z^2} \right] + p * q} \quad n = \frac{(.50)(.50)(112)}{111 \left[\frac{.05^2}{1.645^2} \right] + (.50)(.50)} = 86.95 \rightarrow 87$$

Z = Value of tables 90% = 1.645

P = Positive probability

q = Negative probability

N = Total data = 112

E = Error (95%)

n = Total sample

Results

The results obtained both from the surveys and from the conversations carried out with high school youth revealed relevant information. The first question asked during these interactions was whether they would like to know positive or negative aspects about junk food? 98% of the population was interested in knowing about healthy eating, 2% said they were not. Therefore, it was detected that there was interest in the topic. Subsequently, they were asked which foods were consumed most at home. There was variation according to the students' grade level. First graders mentioned that the main foods they consumed at home were beans, meat and vegetables, foods that were prepared and supervised by their mothers, and they generally sent a snack to school.

Secondary school 2nd graders also commented that they consumed beans at home and, to a lesser extent, meat, but that their diets offered by their mothers included spaghetti, rice, vegetable soup and, occasionally, hot dogs and hamburgers. In the case of the third grade, there was consumption of meat, vegetables, beans, hamburgers, hotdogs and included soft drinks and sometimes french fries; however, young people in the last grade consumed more frequently foods such as pizza, hamburgers, hot dogs, and fried foods that they could buy in grocery stores accompanied by soft drinks.

They were asked which foods they considered not very nutritious? What they mentioned in the same proportion were pizza, hot dogs, as well as candy and ice cream; with respect to hamburgers and french fries, they mentioned that, yes, it was probably a food that was not very nutritious, but "that it was very tasty along with the fries" and accompanied by a soft drink. Although soda contains a high calorie content, they did not mention it as an innutritious food.



Graphic 1

Source: Own elaboration with information from high school students

Finally, they were asked if they consumed vegetables, 90% of them said that they did consume vegetables, the most important of which were: potatoes, carrots, tomatoes, lettuce, cucumber and corn; it is worth mentioning that some of the vegetables mentioned above are grown by their mothers for their own consumption.

Conclusions

- High school students are able to recognize which foods offer low nutritional value and are interested in learning more about them.

- While the students eat at home, the mothers offer food that they can purchase locally, limiting themselves to household income.
- Young people eat properly as long as they consume the food inside their home.
- As they advance through high school, they consume foods with less nutritional value, preferring potatoes, hamburgers and pizza.
- It is necessary to promote from an early age the habit of consuming foods that contribute to healthy eating. This is achieved by raising awareness through talks and/or conferences on the possible health problems associated with the consumption of foods considered empty calories.
- It is suggested to encourage both physical activity and healthy eating from the early years of basic education, in order to promote healthy development in young people and cultivate the habit of a balanced diet.

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Vulnerability and resilience in the suburbs of Arvento, Cajititlan, in the face of global climate change effects**Vulnerabilidad y resiliencia en los suburbios de Arvento, Cajititlán, ante los efectos del cambio climático global**

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Abstract

In the Guadalajara Metropolitan Area (GMA), as in other parts of the world, the population lives in conditions of extreme poverty as a result of ineffective social and economic policies, which have led to a position of vulnerability to latent hazards: adverse weather events, natural or anthropogenic disasters, or a combination of these. On the other hand, resilience is relevant for local society, as it seeks to organize itself, provide services and response mechanisms in the territory in the face of hazards. The goal then, is to reduce the magnitude of the hydrographs by means of probabilistic and statistical models, which occur in the hydrographic basin. The results to be obtained were peak flow before and after urbanization, using the American Rational Formula. It is concluded that the construction of one or more hydraulic works will be necessary to solve the problem of possible floods.

Resumen

El Área Metropolitana de Guadalajara (AMG) como otras partes del mundo, la población vive en condiciones de pobreza extrema producto de políticas sociales y económicas ineficaces, han orillado a una posición de vulnerabilidad frente a los peligros latentes: eventos climatológicos adversos, desastres naturales, antrópicos o una combinación de estas. Por otro lado, la resiliencia es relevante para la sociedad local, pues busca como organizarse, dotarse de servicios y de mecanismos de respuesta en el territorio frente a los peligros. El objetivo entonces, es disminuir la magnitud de los hidrogramas mediante modelos probabilísticos y estadísticos, que se producen en la cuenca hidrográfica. Los resultados a obtener fueron gastos picos antes y después de la urbanización, utilizando la fórmula racional americana. Se concluye que la construcción de una o más obras hidráulicas será necesario para resolver la problemática ante posibles inundaciones

Natural disasters, Hydrographs, Urbanization**Desastres naturales, Hidrogramas, Urbanización**

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Introduction

The water crisis is directly related to the adverse effects of Global Climate Change (UN-Water, 2019). The increase in the variability of the hydrological cycle has caused catastrophic consequences: floods in urban areas, prolonged droughts in the north of the country, forest fires with substantial losses of large areas of forest, as a result, the challenges are increasing to ensure that all humanity has access to basic water supply and sanitation services and that communities are more resilient and sustainable, as mitigation strategies to the GCC (Taiba, 2020).

In Mexico, as in other parts of the developing world, a large part of the population lives in conditions of extreme poverty, without even the minimum basic services of drinking water, sewer system and sanitation. This structural problem tends to affect mostly this sector of the population, when facing a situation of vulnerability to certain latent hazards, such as: adverse weather events, natural disasters or a combination of both (Cardozo, 2019).

Global Warming is an anthropogenic phenomenon that impacts the conditions and productive capacities of the soil, the availability of natural resources and their ecosystems (UNDP, 2009). This means lower agricultural productivity, since the scenarios indicate large losses of basic crops, as a result of prolonged droughts, reduced rainfall, water shortages and, as a consequence, higher temperatures which if we exceed the 2 °C threshold of water resources loss of ecosystems, health risks, coastal flooding and extreme weather conditions (IPCC, 2007).

As a consequence of the above, the melting of glaciers threatens water sources of urban populations, agriculture and hydroelectric production, as in other parts of the world it has caused mayor floods and reduction water flows in rives systems that are essential for food sovereignty.

On the other hand, vulnerability and resilience are conditioning factors to disasters, that is, they do not reach to analyze the causes of the hazard, but they are necessary to predict them (Cardozo, 2019).

The study of vulnerability and resilience should be analyzed from a holistic point of view, since the threat or hazard should not be separated from the causes that produce it. Both concepts are closely linked, since resilience is the capacity of the population to provide itself with services and response mechanism in the face of natural hazards and disasters, whether they are earthquakes, hurricanes or public health disasters such as the Sars-Cov-2 pandemic (*ibid*).

In the context we analyze vulnerability through its different variables, distribution and variability, presenting a case of study, the city of Tlajomulco of Zuñaiga and its neighborhoods that compose it taking as a starting point elements of resilience: public transportation and vulnerability risks, hazards and insecurity.

Then the goal of this work is to generate new cartographic information of socio-environmental vulnerability from the management, this with the purpose of rethinking the changes of land use to the territory, opening of new urban developments, drinking water supplies, in addition to a new cartography related to extreme hydrometeorological events, which is the main cause of urban disasters, accurately representing the location of the sectors most vulnerable to disasters.

Background

The city of Tlajomulco has experienced significant growth since 2010 and accelerated growth since 2020, which has led to a change in land use that has cause significant alterations in natural runoff, causing a considerable increase in vulnerable points to flooding, resulting in a decrease in water infiltration into the aquifers.

The vast majority of the neighborhoods and subdivisions are areas vulnerable to flooding and natural disasters, the main cause is still the agricultural practices called slash-burn, water scarcity, mainly due to urban sprawl, as it implies no Territorial and Ecological Planning.

Based on the censuses by the National Institute of Statistics and Geography (Inegi, 1990, 2000, 2010) the population density of Tlajomulco has been above the Guadalajara Metropolitan Area (GMA) with growth rates in the order 12.92%, while at the metropolitan level they oscillate between 2.12% respectively.

As we noted above Tlajomulco of Zuñiga, by 2015 had a population of 549,442 inhabitants (Inegi, 2015), which would be equivalent to 11.2% of the total inhabitants of the GMA, as shown in table 1 and 2.

Town size	1990 localities	1990 Population	2000 localities	2000 Population	2010 localities	2010 Population
1 - 99	166	1,661	203	3,362	221	8,651
100 - 999	16	7,649	8	2,624	8	5,201
1000 - 1999	7	9,672	11	16,820	16	28,732
2000 - 4499	4	23,773	3	18,851	7	24,721
5000 - 9999	3	23,773	3	18,851	9	66,780
10000 - 14999	1	11,567	3	42,958	5	60,492
15000 - 19999			1	16,177	5	135,114
20000 - 99999					1	86,935
totals					272	416,626

Table 1 Evolution of the growth of localities by population size in Tlajomulco of Zuñiga, Jalisco
Source: INEGI (1990, 2000, 2010)

Localities greater than 10,000 inhabitants	1990 location	1990 inhabitants	2000 location	2000 inhabitants	2010 location	2010 inhabitants
Hacienda Santa Fe					86,935	22,821
San Agustín			14,355	3046	30,424	7390
Tlajomulco	11,567	2,215	16,177	3099	30,273	7085
San Sebastian			13,908	2861	30,273	6263
Sta. Cruz del Valle				2799	26,866	5671
Lomas del Sur					19,413	5016
Real del Valle					13,949	3701
Lomas de San Agustín					11,836	2936
Villas de la Hacienda					11,078	2800
La Tijera					12,425	2796
Sta. Cruz de las Flores					11,204	2869
Totals	11,567	2215	59,135	11,795	282,541	69,148

Table 2 Evolution of growth in Tlajomulco of Zuñiga
Source: Hernández García, 2020

State of the art

According to Pesaresi *et al.*, (2017) on a global scale 2700 million people are vulnerable to earthquakes, about 1000 million to floods and 414 million are exposed to the eruption of volcanoes.

Latin America and the Caribbean, only in the last ten years, natural disasters have exceeded the number of 4500 people dead, 62 million people affected with total losses of their domestic and material goods, numbers only surpassed by Asia (UNDRR, 2015). These geographic, geological, geomorphological and meteorological conditions expose the American continent to natural hazards, coupled with an unsustainable increase urban poverty, social inequalities, environmental degradation, but above all the lack of implementation of Land and Ecological Planning with a focus on risks and disaster in the management or urban watersheds (Alcantara-Ayala, 2019).

On the other hand, the concept of resilience in the last 20 years has focused on Risk and Disaster Reduction (RDR), being even accepted by the United Nations Organization (ONU) (Bocco, 2019) and have even become the new paradigm of RDR management (Manyena, 2006).

Vulnerability and resilience

The risk-disaster process goes beyond concepts, meanings and emphases of vulnerability, adaption and resilience (Bocco, 2019), while RDR has been contextualized spatial terms, either: a) to quantify and damage of a physical system, b) fragility and damage of built environmental and c) losses of socioeconomic systems (Bobrowsky, 2013).

On the other hand, the beginning of the 21 st century resilience is the response and recovery from a disaster to material damage (Kendra, et al, 2018; Macias, 2015). While for the (UNISDR, 2015) resilience is conceived as the capabilities of a system exposed to a hazard of natural origin, in order to recover effectively, to achieve the restoration and improvement of structures.

However, (Norris *et al.*, 2008) encompass the concept of resilience under three aspects.

- Engineering sciences: it is the resistance capacity of a material to return to its original state, including the speed with which a body maintains its equilibrium after displacement.
- Sustainable development sciences: it is capacity to maintain an ecosystem without changing its original structure, in other words, it is the capacity to adapt to a complex system.
- Socio-ecological sciences: the capacity of individuals and communities to resist and recover in the context of adverse experiences.

Materials and methods

Case study: Arvento subdivision, one of the most inappropriate places in the Guadalajara Metropolitan Area (GMA) and susceptible to flooding.

Due to the fact that the morphology of the Arvento subdivisions is an irregular polygon, whose design obeys of natural elements, such as its relief, as well as the bodies of water that cross it, its subdivisions are practically buildings that have regular shapes with orthogonal tendencies, as show in figure 1 and 2.



Figure 1 Orthogonal construction in Arvento subdivision
Source: Muñoz, 2023

The Arvento subdivisión currently makes up the northern part of the town of Cajititlan, north of Chapala lake, its geographic coordinates are 20° 26' north latitude and 103° 18' west longitude. Its surface area is approximately 289 acres, based on the last census of 2020 and the National Institute of Statistic and Geography (Inegi, 2020) indicates that of the 5165 built homes, 3350 are only inhabited.



Figure 2 Public areas and urban equipment
Source: Muñoz, 2023

The public areas and the existing urban equipment are concentrated in the central part of the subdivisión, where the “Arvento-Cajititlan” truck terminal is located to the south is the Polytechnic University of the Metropolitan Zone of Guadalajara, the only education center in the subdivisión, as the shown in figure 3.



Figure 3 Façade of the Polytechnic University of the Zone Metropolitan Area of Guadalajara
Source: Caro, 2023

In methodological terms, this work articulates elements of information from Citizen Participation Action (CPA). For this purpose, interviews and questionnaires on housing development and type of housing connections of main roads in urban transportation, fundamental in the generation of information, were used.

The direct participatory of the research is of utmost importance, since the participation in community assemblies, participation in aid campaigns for the victims, to mention just a few, were of great relevance. Finally, to validate the cross information criteria, intra method triangulation was incorporated (Given, 2008) by using different qualitative data techniques, mainly institutional reports and written press.

The findings of information on the people interview regarding housing prices were the following: in the Arvento subdivision people were interview who paid \$390,000.00 for housing, in addition it was identified that a person given his work activities, allowed to identify a pattern of material values and income level of its residents according to their location within the subdivisions, which as noted Arvento has an elongated shape of 2.5 km long.

The interview detected that people perceived purchasing power living near the main access roads to the subdivision, as opposed to residents living in homes more than 3 km away from the main access roads, which implies a decrease in the rental value of housing, with respect to those located near the main roads.

It should be noted that the Arvento subdivisions was promoted by Geo Houses as an area close to the Cajititlan lake, where housing could be purchased at affordable prices.

American Rational Formula

The American Rational Formula is one of the most widely used for estimating the maximum flow associated with a given design rainfall. It is normally used in the design of both urban and rural drainage works, and also has the advantage of not requiring hydrometric information for the determination of extraordinary peak flows (Breña-Puyol, 2006).

Most of the empirical methods have been derived from the American Rational Method, the first to apply it was Kuichling (1989). However, other authors cite that the basic principles of this method were developed by (Mulvany, 1951).

The American Rational Formula equation is as follows:

$$Q_p = 0.278 \text{ c i A} \quad (1)$$

Where:

C = runoff coefficient in natural terrain = 0.20

C = runoff coefficient in urbanized area = 0.85

i = rainfall intensity = 57.91 mm/hr

A = area of surface to be projected = 193.97 acres \approx 0.785 km².

Results and discussion

Tlajomulco of Zuñiga is one of the municipalities with the highest population growth in the country, with an explosive demographic expansion in recent decades, between 2005 and 2010 alone, the population increased by 293,007 inhabitants (Inegi, 2010).

A significant proportion of this population lives in the micro-watershed of the Arvento subdivision, 3349 homes are occupied, as noted above.

Growth and land use and change, a product of ineffective policies in the GMA has impacted the Arvento micro-watershed, decreasing soil permeability and altering the *precipitation-infiltration-runoff* relationship, causing a significant impact on hydrological functioning and therefore an increase in vulnerability due to flooding of human settlements (De Alba Martinez, 2019).

Tlajomulco of Zuñiga, the agricultural extractivist model has played a central role in the vulnerability of production, intensifying environmental risk due to the near disappearance of native corn species.

We understand extractivism as those productive activities of territorial dispossession that occupy large extensions of communal property, seriously affecting the original populations, in pursuit of progress (Alimonda, 2016).

Regarding susceptibility, understood as the measure of how much it is affected based on its demographic characteristics (Cutter, 2013), Arvento presents particular qualities of social vulnerability, since poverty in the region is above the average for the state of Jalisco with 23.8 % (IIEG, 2023), ranking fourth with the lowest working poverty in the country (ibid).

Exposure is understood as the degree of spacing in which a group of people could be affected by a hazard (Birkmann, 2013). Due to its geomorphological location, the municipality of Tlajomulco has experienced at least 102 points with increased risk of flooding, mainly in area near Primavera forest, due to erosion processes in the upper parts, subdivisions that were built on stream or land that functioned as regulating crystals, identified in the Risk Atlas of Tlajomulco as points with a high probability of flooding (Melendez, 2020).

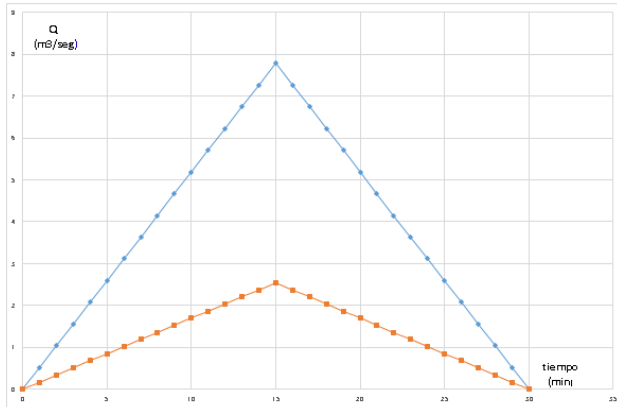
The results obtained were the peak flow discharges before and after urbanization, as well as their Triangular Unitary Hydrographic (TUH) graphs, both for peak flow and their retained volume.

For natural land:

$$Qp = 0.278 * 0.20 * 57.91 * 0.785 = 2.527 \text{ m}^3/\text{seg}$$

And for urbanized land:

$$Qp = 0.278 * 0.85 * 57.91 * 0.785 = 10.74 \text{ m}^3/\text{seg}$$



Graphic 1 Triangular Unitary Hydrographic, before and after urbanization

Source: Caro, 2023

Conclusions and recommendations

The population density of Tlajomulco of Zuñiga has grown at an accelerated rate, with growth rates of 12.9 % well above the average for GMA, since the population tripled in the last 10 years from 123,619 to 416,626 inhabitants.

This growth has marked two types of settlements, the first consist of urban localities with a high population with concentration and with access to the GMA, while the second are localities and settlements far from the urban sprawl, their current state presents irregular and discontinuous forms, as is the case of subdivision Arvento, thus identifying a relationship between spatial variables of dispersed urban sprawl.

It should be borne in mind that in areas where the stream overflows (plains and valleys), when the ordinary maximum flow peaks through the section of the river under study, it can overflow and invade a large area of surrounding land. In this case, the channel delimitation will be up to the margin of the channel marked by the ordinary floods without flooding and from this point on, the federal zone will be established.

The main problem continues to be, as we have already pointed out, bad management of rainwater during the rainy season, the separate drainage systems and infrastructure of regulating crystals and existing channels in the basin have been insufficient. This problem is caused by a inefficient integration policy, especially when changes in land use are authorized and large extensions of protected natural areas begin to be urbanized, as is happening in the valley zone of Tlajomulco of Zuñiga.

As recommendations, a clear awareness of the importance of water management should be acquired, since on the one hand they reduce the water shortage suffered by most of the population, and the other they prevent large volumes of water from being wasted.

In order to detain water, there are various types of works and practices such as: level trenches, staggered dams, absorption wells and others that allow the storage of a good part of the rainwater for later use.

It is essential that these actions for the storage of surface and subway water be carried out rationally and systematically throughout the sub-basin, and at the same time, that exhaustive reforestation be carried out.

With all of the above, it can be observed that, if we want to have more water, it is necessary to detain and harvest it with adequate works, so that most of the precipitation can be detained and infiltrated or conducted to the available storages.

In addition to the conduction of rainwater to available surface storages, such as lagoons, lakes and others, the recharge of aquifers is a recommendable practice since it solves several problems such as reducing evaporation, avoiding floods, reducing floods and the disasters they cause, reducing water erosion and avoiding the silting of dams, bodies of water, farmland and populations in vulnerable areas.

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Do college students really know and use graphic organizers for learning?

Los estudiantes universitarios ¿realmente conocen y emplean los organizadores gráficos para aprender?

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Abstract

Objective: To analyze the knowledge that new dental students have about graphic organizers.

Methodology: Non-experimental, qualitative, phenomenological, descriptive and transversal study. Apply the survey technique to 295 students new to the Dental Surgeon Degree from a public university, selected randomly. The survey consisted of 10 questions. The data was collected through Google forms and analyzed using frequency statistics.

Contribution: 98.3% of students report that they know what graphic organizers are and how to make them. 97.6% report knowing and using the Debate, 94.9% the Comparative Table, 90.8% the Timeline, 89.2% the Mental Map, 88.8% the Conceptual Map, 80.7% the Synoptic Table, 75.3% the Summary., 54.6% the Synthesis, and 46.8% the Reading Report and the Essay. However, when the teacher asks the students to prepare them (as a learning tool), it is observed that not all of them know them and they do not demonstrate how they should be done.

Students, Graphic organizers, University

Resumen

Objetivo: Analizar el conocimiento que tienen los estudiantes de odontología de nuevo ingreso, sobre los organizadores gráficos.

Metodología: Estudio no experimental, cualitativo, fenomenológico, descriptivo y transversal. Aplica la técnica de encuesta a 295 estudiantes de nuevo ingreso a la Licenciatura de Cirujano Dentista de Universidad pública, seleccionados aleatoriamente. La encuesta se conformó por 10 preguntas. Se recolectaron los datos a través de Google forms y se analizaron bajo estadística de frecuencia.

Contribución: El 98.3% de los estudiantes refieren que saben qué es y cómo se hacen los organizadores gráficos. El 97.6% refiere conocer y usar el Debate., 94.9% el Cuadro comparativo., 90.8% la Línea del tiempo., 89.2%., el Mapa mental., 88.8% el Mapa conceptual, 80.7% el Cuadro sinóptico, 75.3% el Resumen., 54.6% la Síntesis, y el 46.8% el Reporte de lectura y el Ensayo. Sin embargo, al momento de que el docente solicita a los estudiantes que los elaboren (como herramienta de aprendizaje), se observa que no todos los conocen y tampoco demuestran como deben hacerse.

Estudiantes, Organizadores gráficos, Universidad

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Introduction

It would be expected that students entering the university context have received approximately 12 years of study (6 years of primary, 3 years of secondary and 3 years of baccalaureate) and during that period have acquired competences related to the choice and implementation of graphic organisers that enable them to learn.

The study of the origin of graphic representation as a form of representation, organisation and information processing describes graphic organisers as tools that can be used in the educational field to favour processes of acquisition, comprehension, interpretation and recall of information (Reodríguez & Roperó, 2018).

Hidalgo (2023) refers to graphic organisers as a teaching and learning strategy that helps university students to organise, analyse information and be creative in organising and remembering it.

Licta and Quimbita (2023) state that the implementation of graphic organisers contributes to the development of students' cognitive abilities and skills for the incorporation of problem-solving, decision-making and value-judging citizens.

Graphic organisers are best captured visually, they start with the prior knowledge and creativity of the person who makes them, allowing information to be retained. When developed collaboratively, they allow for negotiation among participants (Fuentes, 2006).

Graphic organisers (synoptic table, conceptual and mental map, essay, among others) do work for university students to learn significantly, they allow knowledge and information to be represented visually, favouring comprehension, critical and creative thinking (Gaete, (2021).

Finally, for this study, a graphic organiser is a visual or textual representation that captures relevant information about a concept to be learned.

In this sense, it would also be expected that university students make graphic organisers as a study habit, that is, as a natural strategy used to assimilate knowledge at their own pace, that they put it into practice with responsibility, commitment and discipline, as well as carrying it out with continuity, representing it in daily life behaviour. As a consequence, learning is reinforced and thinking skills such as: observation, comparison, relation, classification and description are activated.

From the context of basic education, graphic organisers are implemented as teaching and learning strategies that promote critical and reflective thinking, and it is important to mention that they continue to be used at the upper secondary level. Therefore, when entering the university context, the mastery of knowledge and employability of these strategies would be expected.

However, among new students entering the university context, it is frequently observed that few of them have a taste for reading and show little reading comprehension, and they also find it difficult to select the information that allows them to reflect on the important criteria to be learned (theory) in order to link it to the discipline (practice). Few students are concentrated in class and show creativity in their ideas. Also, it is often detected that they tend to memorise information in order to obtain a passing grade in assessments, without internalising that such memorisation is forgotten in the short or medium term.

If students entering university really used graphic organisers to learn, it would increase their ability to argue critically, in reading comprehension, in creativity, they would have time for recreation, rest and sleep because it would reduce the time of "memorisation" and would regulate the emotional states of trait anxiety and academic stress.

For all the above reasons, the general objective of this study is to analyse the knowledge of this study is to analyse the knowledge that incoming dental students have about graphic organisers.

Method

Non-experimental, qualitative, phenomenological, descriptive and cross-sectional study.

The survey technique was applied to 295 new students entering the Bachelor's Degree in Dental Surgery at a public university during the 2022-2023 school year.

Sample by convenience

Instrument: Self-constructed survey, consisting of 10 questions aimed at understanding the lived experience they have had during those 12 years of previous schooling, which allows us to visualise the meaning (knowledge and use) they give to graphic organisers.

Procedure: at the beginning of the school year, incoming students were asked to answer the survey using Google forms.

Data analysis: frequency statistics.

Results

98.3% of the students surveyed reported that they know what graphic organisers are.

Debate	97.6%
Comparative table	94.9%
Time line	90.8%
Mind map	89.2%
Concept map	88.8%
Synoptic table	80.7%
Summary	75.3%
Synthesis	54.6%
Reading report	46.8%
Essay	46.8%

Table 1 Use of Graphic Organisers
Source: Own elaboration, 2023

Table 1 visualises the frequency with which respondents report doing graphic organisers.

Discussion

With the above findings in this study, we agree with the arguments of the following authors:

Sanchez (2023) mentions three theoretical definitions of what graphic organisers are: 1) visual representations that communicate a logical structure that can be used both for teaching and learning, 2) they serve to present in a structured, hierarchical and classified way the information to be studied, where the main characteristics are: the order of the concepts and the logical sequence to facilitate thinking and understanding..., and 3) are visual representations of concepts or explanations of information used while executing a visual and semantic programming of concepts, is used to work with diverse ideas in order to present diverse information and teaches students to clarify their thinking; process, organise and prioritise new information.

Malasquez's (2023) results indicate that graphic organisers have a significant effect on the development of critical thinking in the area of communication.

Gavilanes et al. (2023) reiterate that mind maps are powerful study tools that favour the learning process and long-term memorisation, and prove that the daily use of this study tool greatly stimulates the cognitive part and study is harmonious.

It is important to highlight what is expressed by Hidalgo (2023), Palomino (2023), Díaz (2023), Malasquez (2023) and Sánchez-Bejerano, Fernández and Griffin (2023) who show that graphic organisers do work in university students in different areas of knowledge, for example, in the learning of financial and tax law, medical technology, language and literature, communication and reading comprehension, as we are convinced that the good use of organisers in dentistry can really provide significant learning.

Furthermore, the findings of this study indicate the importance of incorporating graphic organisers as a real study habit which, in turn, could make the learning process more proactive in the university context, since perhaps if students really used them consciously, it would help them to link theoretical disciplinary knowledge with practical knowledge.

It is necessary that students entering university realise that using graphic organisers activates thinking skills such as: codification of information, selection, abstraction, interpretation and integration of knowledge, which are indispensable at this educational level, and that with their frequent use it will be easier for them to link new dental knowledge (selected with awareness) with previous knowledge in order to make a second selection and give it a hierarchical order. In this way it will be easier for them to link theoretical knowledge with practice in dentistry.

It is important for university students to realise that the implementation of any graphic organiser also develops higher order knowledge in them, because by executing them, they process, organise and create new information, giving the guideline to the visualisation of relational patterns between concepts and theories that will allow them to be better dentists.

It is also important to highlight that university teachers assume that incoming students know and know how to make different graphic organisers that facilitate their learning and that is why they request them as reinforcement activities. However, many of the teachers do not follow up on this activity, some evaluate it half-heartedly or simply do not evaluate it at all, and even the student says *"Why ask me to do the concept map if he/she doesn't even tell me if I did it right or wrong, my teacher doesn't evaluate them"*, therefore, this teaching and learning activity can be seen by the student as a meaningless activity.

From what has been described above, Cruz (2015) reaffirms that the role of the teacher is key, as he/she is responsible for encouraging participation and providing the conceptual and procedural scaffolding necessary for students to develop their own organisers that ultimately reflect the textual structures, as the graphic organisers constructed by the students are more effective, providing them with the opportunity to process the reference material in a deeper way.

According to Reyes (2019) the synoptic table, concept map and mind map are the most used graphic organisers in the university context in Ecuador, which, compared to the results obtained in this study, are used around 80%.

Conclusions

It is concluded that graphic organisers are important resources in the application of study habits at university, as they facilitate learning. The most popular were: timeline, debate, comparative chart, mind map, concept map, synoptic chart, summary and synthesis. The least known were the essay and the reading report.

In view of the above, students entering the university context say that they do know and know how to make various graphic organisers.

It is considered necessary to carry out more studies to reveal the incongruence between "saying and doing" graphic organisers in order to truly learn. In addition to relating the study habits variable to the effectiveness of these organisers. It is also recommended that higher level university students be asked whether they know and know how to use these learning tools.

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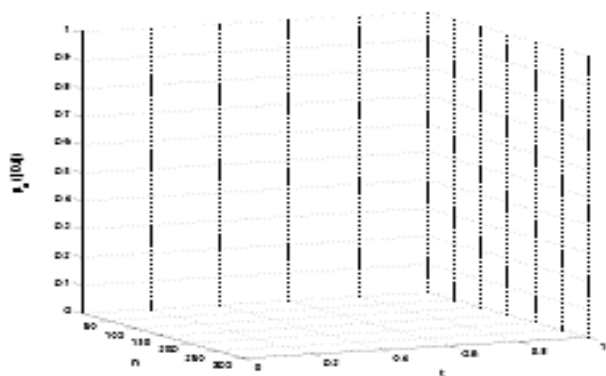
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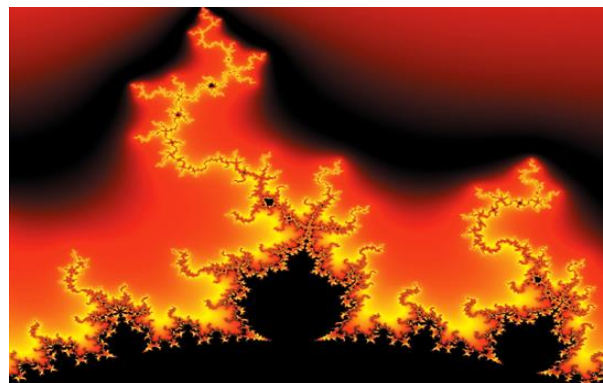


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