






## Pedagogical support and the need for parenting tools

### *Acompañamiento pedagógico y necesidad de herramientas parentales*

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#### Abstract

Educational support is understood as a comprehensive process that involves the active participation of families in their children's learning outside of school, incorporating the organization of learning environments, guidance with homework, educational mediation, and the socio-emotional dimension. This process is closely related to children's emotional development and the socio-emotional skills of mothers and fathers, which directly influence the quality of educational support provided at home. It is emphasized that teachers are also part of this process, as it is necessary to align families' needs with adequate parental training. The purpose of the study is to examine the relationship between the level of pedagogical accompaniment provided by parents and the need for parental tools, along with other relevant variables. Using a descriptive approach with quantitative analysis, interviews were conducted with 332 parents, and the data were processed through absolute and relative frequencies for qualitative variables, employing Spearman's correlation coefficient. The results include information on parents' emotions, their responsibilities, the educational environment, and their perception of those responsibilities, among other links between variables. The main finding highlights the importance of considering the emotions present during homework and of providing support resources to families.

**Keywords:** family involvement, early childhood, pedagogy, emotional development, education.

#### Resumen

El acompañamiento pedagógico se entiende como un proceso integral que implica la participación activa de las familias en el aprendizaje de sus hijos fuera del centro educativo, incorporando la organización de los ambientes de aprendizaje, la orientación en las tareas escolares, la mediación educativa y la dimensión socioemocional. Este proceso mantiene una estrecha relación con el desarrollo emocional infantil y con las competencias socioemocionales de madres y padres, las cuales influyen directamente en la calidad del apoyo educativo brindado en el hogar. Se subraya que el profesorado forma parte también de este proceso, ya que es necesario articular las demandas de las familias con una adecuada formación parental. El propósito del estudio es examinar la relación entre el nivel de acompañamiento pedagógico que ofrecen los progenitores y la necesidad de herramientas parentales, junto con otras variables de interés. A partir de un enfoque descriptivo con análisis cuantitativo, se aplicaron entrevistas a 332 padres y madres; y se procesaron los datos mediante frecuencias absolutas y relativas para las variables cualitativas, recurriendo al coeficiente de correlación de Spearman. Los resultados recogen información sobre las emociones de los padres, sus responsabilidades, el entorno educativo y la percepción sobre dichas responsabilidades, entre otros vínculos entre variables. Como principal hallazgo, se destaca la importancia de considerar las emociones presentes durante las tareas escolares y de proporcionar recursos de apoyo a las familias.

**Palabras clave:** implicación familiar, primera infancia, pedagogía, desarrollo emocional, educación.

## 1. Introduction

Since the COVID-19 pandemic, the various difficulties faced by parents in providing educational support at home have been apparent. Schools are no longer solely responsible for their students' academic development, and caregivers have taken on a more active role, following the guidelines provided by the institution to be applied in their homes. However, this scenario has highlighted various difficulties in providing educational support at home. Among these, parental overload in helping with schoolwork and a lack of clear guidance from educational institutions have been identified.

This study arose from the need to identify the main shortcomings of parents in providing educational support at home. To this end, a descriptive-correlational study was conducted with 332 parents in Mexico and the United States to identify their main shortcomings in providing educational support, the relevance of spaces and their structure during homework, and to highlight the importance of emotional control, parental responsibility, and the development of training and strengthening tools by educational institutions to promote adequate educational support. The objective of this study is to understand how these associations, together with other variables included in the study, influence the management of emotional and social skills in the family environment during educational support.

In this study, educational support is conceived as a comprehensive process through which families actively participate in their children's learning at home, beyond the mere supervision of schoolwork. This support includes the organization and structuring of learning environments, mediation and guidance during academic activities, the transmission of values, the establishment of educational routines, and constant communication with the school. It also integrates the socio-emotional dimension in a cross-cutting way, understood as the ability of parents to regulate their own emotions, act with empathy, promote self-awareness, and create a safe emotional climate that facilitates learning and child well-being. From this perspective, pedagogical support articulates educational, relational, and emotional components that are fundamental to the comprehensive development of children.

The results highlight the need to develop parental training tools that promote appropriate pedagogical support, helping parents to better manage emotions, fostering the development of self-awareness, empathy, and social skills, as well as the need to identify their children's learning difficulties. Within this framework, pedagogical support is the central focus of the study, integrating organizational, educational, and socio-emotional aspects that influence families' participation in their children's learning.

### 1.1 Related works

#### 1.1.1 *The family and the school, both influential institutions in children's development, share the responsibility of educating students academically, emotionally, and socially.*

Various studies show that when families actively participate in their children's education, with teacher support, better results are achieved in cognitive and socio-emotional development (Cosso et al., 2022). To achieve quality education, it is necessary for the institutions involved to collaborate and participate jointly; it is essential to recognize both the needs and strengths of each family to strengthen learning processes. In this regard, the variables analyzed in the research, such as parents' emotional management, the organization of spaces for learning, and the way in which parental responsibility is assumed in the development of school habits within the home, are particularly relevant. The active presence of the family in the educational and support process is associated with comprehensive social, emotional, cognitive, and creative development in children (Fan et al., 2024). In this sense, the adults responsible for their care play a crucial role in strengthening emotional bonds through secure attachment and providing support characterized by security, empathy, and emotional regulation (Morris et al., 2007). Being active participants in their children's educational processes, it is therefore vitally important that schools provide training spaces for families that promote continuous learning at home, the development of healthy school habits, and the management of emotional skills, while also establishing a two-way relationship by providing resources and opportunities for families to actively participate in the educational process (Kaspar and Massey, 2023).

*1.1.2 The impact of the pandemic on home education: since the COVID-19 pandemic, a significant change has been observed, highlighting the shortcomings and needs that parents may have experienced during educational support. Families carried out support, following, to a greater or lesser extent, the guidelines provided by educational centers during the process.*

However, it was the parents who actually carried out the educational activities at home (Soto et al., 2020). This did not necessarily mean that they directly performed the educational tasks, but rather that they assumed a role of supervising their children's behavior during virtual classes and attending to their needs while they did their homework (Wilder, 2013). It is essential that they have the support of teachers (Padilla and Madueño, 2022; Morris et al., 2007), since, for this process to be viable, teachers must accompany families and offer them the necessary support, not only through materials, but also by providing emotional support. It is essential and necessary for parents to maintain emotional control for the educational development and growth of children, which also affects their emotional well-being. This control will provide them with security and support, especially when they are involved as educational companions. With the help of teachers or tutors, parents can be better prepared to support their children by implementing interventions at home through routines and guided activities. Children who receive educational support at home, especially when guided by teachers, tend to perform better academically in remote learning contexts (González et al., 2020).

*1.1.3 Educational support and emotional well-being: in this study, the emotional dimension is approached from the perspective of parental social-emotional competencies, understood as the set of skills that enable parents to recognize, regulate, and adequately express their emotions, as well as understand and respond empathetically to their children's emotions.*

These competencies are fundamental to developing a coherent and conscious educational intervention at home, as they guide the type of interac-

tions that take place during pedagogical support. Thus, emotional control and regulation are not conceived as isolated processes, but as central elements that directly affect the quality of support and the emotional well-being of children (Lunkenheimer et al., 2023). This has an impact on the emotional management of parents, as well as that of their children, as the latter learn by observing their parents' behavior, as shown by the results of this research. In this regard, more fluid communication and closer support at home are strengthened when adults receive guidance and support from teachers, which has a positive impact on the quality of their educational participation (Dettmers et al., 2019). Families need the support, guidance, and instructions of teachers or tutors to provide effective educational support to their children. It is essential that teachers get involved and offer resources and activities to work on at home, ensuring that they have a defined methodology and objectives. Teachers must provide clear guidelines on how to carry out these activities at home in order to promote children's learning and avoid limiting them to a purely instructional practice. It is also essential to promote programs that strengthen social skills, emotional management, and the adaptation of domestic spaces. Likewise, coordination and joint work between families and schools is key to carrying out this support at home and articulating common efforts (Alonso-García et al., 2019). This shows how families are integrated into the educational system and, with the support of teachers, the educational process is promoted. In this way, the bond between families and teachers is strengthened (Dettmers et al., 2019), as reflected in the results of this study, which highlights parents' demand for tools for this purpose.

*1.1.4 Parental training as an educational prevention strategy: the involvement of families should not be limited to specific actions but should be framed as a program of continuous training strategies that strengthen their communication, emotional, and pedagogical skills and competencies.*

Parental training is a key tool for preventing emotional risk factors and possible general difficulties in students' acquisition of academic skills, improving family life, promoting children's emotio-

nal well-being, and enhancing their academic success (Madrid et al., 2019; Lara and Saracostti, 2019). Working with families in the school context is a task that requires evaluation, dedication, sensitivity, and interpersonal skills on the part of the teaching team and specialists at the center to identify their needs, concerns, and realities (Hernández, 2018). In this sense, the school takes on a fundamental role as a space for guidance and support for families, providing resources and methodologies that allow the school's learning processes to be applied and extended to the family environment, without neglecting fundamental aspects when carrying out this task, such as emotional control, the organization of content and spaces, and active participation based on understanding and empathy for the learning processes of children. Various studies have substantiated and demonstrated that when parents receive relevant training in emotional skills, pedagogical support strategies, and educational practices consistent with the needs and realities of their children, they create favorable conditions for the academic and personal development of children (Ansar et al., 2024; Roy and Giraldo-García, 2018). This preventive dimension of parental training not only responds to individual needs, but also strengthens the family-school relationship, increasing family involvement and creating a shared educational culture, favoring preventive practices that strengthen the family-school bond and the parenting skills necessary to support learning at home (Smith et al., 2022).

## **2. Methodology**

### **2.1 Methodological design**

This study adopted a descriptive-correlational design, with a complementary quantitative and qualitative approach, aimed at examining the relationships between the level of educational support provided by parents and the need for parenting tools. It also sought to analyze how these relationships influence the management of their children's emotional and social skills during school support at home. The descriptive component addressed the characterization of pedagogical support, parental emotions, and the perception of educational responsibilities, while the correlational component allowed

us to determine the strength and direction of the relationships between the variables.

### **2.2 Participants**

The sample consisted of 332 mothers and fathers, selected through intentional, non-probabilistic, and convenience sampling. Of the total, 292 were women (88%) and 40 were men (12%), aged between 25 and 55 years. Most of the participants live in Mexico (97.6%), while 2.4% live in the United States. The inclusion criteria considered parents with children enrolled in basic education who had actively participated in educational support processes at home during the academic cycle corresponding to the study. Cases with incomplete information or those who had not given their informed consent were excluded.

### **2.3 Techniques and instruments**

Data were collected through a questionnaire, supplemented by semi-structured interviews, developed specifically for the purpose of this research. Both instruments allowed us to explore educational support at home, the emotions experienced by parents, their perceptions of their educational responsibilities, and the need for parenting tools to improve their work. The questionnaire included open-ended and closed-ended Likert-type questions to obtain both quantitative and qualitative data that reflected the experiences and attitudes of the participants.

### **2.4 Procedure**

The fieldwork was carried out over a period of three months. Participants were contacted through educational centers and virtual parenting networks. Once informed consent was obtained, the instruments were administered through face-to-face interviews and self-administered questionnaires in digital format. Subsequently, the data were coded, classifying the open-ended responses based on thematic categories. Quantitative analyses were performed using Microsoft Excel and SPSS version 26, applying descriptive statistics and Spearman's correlation tests.

**Table 1.** Frequency distribution and percentages of variables (n=332)

Variables	Categories	n	%
Family composition	Nuclear	93	28
	Extended	239	72
Number of children	1 to 3	281	84,6
	4 to 6	49	14,8
	More than 7	2	0,6
Educational support	Little or none	40	12
	Partial	53	16
Doing chores	Full	239	72
	Not daily	44	13,3
Home learning environment	Daily	288	86,7
	No structure	75	22,6
	Semi-structured	142	42,8
Perception of parental responsibility	Structured	115	34,6
	Not very committed	66	19,9
	Moderate	16	4,8
Acceptance of emotions	Compromised	250	75,3
	Does not accept	27	8,1
Perception of emotional education quality	Accepts	305	91,9
	Absent	13	3,9
Detection of possible learning difficulties	Present	319	96,1
	No difficulties	264	79,5
Emotion management	With difficulties	68	20,5
	No tools required	26	7,8
Empathy	Requires tools	306	92,2
	No tools required	278	83,7
Self-awareness	Requires tools	54	16,3
	No tools required	242	72,9
Social skills	Requires tools	90	27,1
	No tools required	248	74,7
	Requires tools	84	25,3

The data in Table 1 show that most participants belong to extended families (72%), while the rest belong to nuclear families (28%). In terms of the number of children, 84.6% of families have between 1 and 3 children, 14.8% have between 4 and 6 children, and only 0.6% have more than 7 children. Regarding educational support, 72% report full support, 16% report partial support, and 12% report little or no support. Regarding the frequency of homework, 86.7% indicate that it is done daily, while 13.3% indicate that it is not done daily.

The learning environment at home varies, with 42.8% reporting a semi-structured environment, 34.6% a structured environment, and 22.6% an unstructured environment. Perceptions of parental responsibility and commitment show that 75.3% of parents consider themselves committed, 4.8% moderately committed, and 19.9% not very committed. Regarding the acceptance of emotions, 91.9% say they accept them, while 8.1% do not. The perception of the quality of emotional education in the sample is high, with 96.1% considering it to be present and only 3.9% perceiving it to be absent. The detection of

possible learning difficulties indicates that 79.5% do not identify them in their children, while 20.5% do perceive them.

The data reveal that 92.2% recognize the need for tools for managing emotions, while only 7.8% consider that they do not need them. In contrast, 83.7% do not require tools to develop empathy in their children, compared to 16.3% who do consider them necessary. Similarly, 72.9% do not require tools

to promote self-awareness, compared to 27.1% who do. In terms of social skills, 74.7% indicate that they do not require tools, while 25.3% do.

Table 2 below shows the correlations found between the variables in the study. Given the nature of the variables, we chose to use Spearman's correlation coefficient, whose non-parametric approach was the most appropriate.

**Table 2.** Spearman's correlation matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Gender	1													
2. Family composition	-,016	1												
3. Number of children	-,018	,052	1											
4. Educational support	-,003	-,010	,004	1										
5. Doing homework	-,019	,033	-,042	,135*	1									
6. Learning environment	,000	-,012	-,033	,151**	,134*	1								
7. Perception of parental responsibility	,015	,194**	-,112*	,121*	-,034	,041	1							
8. Acceptance of emotions	-,059	-,038	,086	,007	-,051	,087	,011	1						
9. Quality of emotional education	-,021	-,022	,007	,094	,013	,057	-,049	-,033	1					
10. Emotion management	,039	-,007	-,057	-,050	-,048	-,085	,011	,118*	,115*	1				
11. Empathy	,113*	,057	,127*	-,011	-,044	,002	,078	,071	,047	,128*	1			
12. Self-awareness	-,059	-,057	-,011	-,124*	-,041	-,082	-,014	,057	,018	,178**	-,104	1		
13. Social skills	,104	,070	,089	-,011	,064	-,069	,038	,046	,010	,170**	,551**	-,043	1	
14. Learning difficulties	-,073	-,066	,009	-,118*	-,088	-,111*	-,041	-,040	-,013	,092	-,001	,093	-,021	1

\* The correlation is significant at the .05 level

\*\* Correlation is significant at the .01 level

In analyzing the correlations observed in Table 2, several significant relationships between variables were identified. First, there is an association between gender and empathy ( $\rho = .113^*$ ), where being a woman is related to a greater need for these tools. It was also observed that a more comprehensive per-

ception of parental responsibility is associated with extended family composition ( $\rho = .194^{**}$ ) and with families that have fewer children ( $\rho = -.112^*$ ). On the other hand, doing homework on a daily basis is related to a more structured learning environment ( $\rho = .134^*$ ).

In addition, more comprehensive educational support is associated with daily homework completion ( $\rho = .135^*$ ), a more structured learning environment ( $\rho = .151^{**}$ ), and a more committed perception of parental responsibility ( $\rho = .121^*$ ). Likewise, greater pedagogical support is also associated with a lower requirement for self-awareness tools ( $\rho = -.124^*$ ) and less detection of learning difficulties in children ( $\rho = .111^*$ ).

On the other hand, it is observed that recognizing the need for tools for emotion management is associated with greater acceptance of these tools ( $\rho = .118^*$ ) and a greater perception of the quality of emotional education at home ( $\rho = .115^*$ ). Likewise, the need for tools for emotion management is related to the need for self-awareness management ( $\rho = .178^*$ ), and the development of empathy ( $\rho = .128^*$ ) and social skills ( $\rho = .170^*$ ).

## 4. Discussion and conclusions

### 4.1 Emotion management and improvement in the students' learning environment

The results of this study show a significant correlation between the orderliness of the home learning environment and parents' emotional management. Families who reported having a structured study environment also demonstrated a greater ability to accept and manage emotions, which has a positive impact on educational support. This relationship suggests that the development of emotional skills in adults not only promotes their well-being but also creates conditions more conducive to their children's learning, strengthening the emotional bond and willingness to study, as mentioned by Pardo-Patiño et al. (2023), highlighting "the importance of including the family in the process of early childhood development, including aspects of communication and family relationships as the focus of intervention programs" (p.10). In this sense, emotional management becomes a key component of the educational climate at home, as pointed out by Zimmer-Gembeck et al. (2022), who demonstrate that parental emotional regulation directly influences the emotional environment at home and the child's willingness toward learning.

Although the home learning environment and the emotional environment are closely related, they should not be understood as equivalent concepts. The learning environment refers to the organization of spaces, routines, materials, and conditions that facilitate school activities, while the emotional environment refers to the affective climate generated by family interactions. The results of this study show that adequate parental emotional management favors the creation of more structured learning environments; however, it is the interaction between both factors that enhances more effective pedagogical support.

### 4.2 Potential to contribute to understanding how family structure and learning environment can influence perceptions of educational quality and the need for emotional tools

Analysis of sociodemographic variables reveals that family composition and number of children also influence how parental responsibilities are perceived and assumed. Extended families, for example, tend to have higher levels of parental involvement, which could be related to internal support networks and greater experience in educational support, as confirmed by the following studies (Jaeger, 2012; Bunijevac, 2017; Roldán Ramírez et al., 2016). Similarly, a structured learning environment and a positive perception of emotional education seem to be related to a lower need for additional tools, indicating that families with these strengths are more autonomous in the process (Li et al., 2023). Understanding these relationships allows for the design of differentiated interventions tailored to family realities.

This type of analysis encourages reflection not only on the aspect of family composition, but also on the parenting models associated with each context: in extended families, involvement can be distributed among several members, fostering a more emotionally stable environment with diverse shared strategies, which promotes both academic support and emotional regulation in children and adults (Pribesh et al., 2020). The existence of structured learning environments not only indicates effective domestic planning, but also higher levels of family resilience and parental self-efficacy (Weis and Trommsdorff, 2021). Such conditions tend to reduce the need for external resources, but do not eliminate the need for a school

to guide, orient, and strengthen these processes from a perspective of shared responsibility. Hence, training proposals need to take into account the structure of the family, considering not only procedural needs but also focusing on social-emotional skills, establishing guidelines for families with a more solid support network, and also for those more vulnerable families where support can make a substantial difference, not only in the processes carried out during homework preparation but also in reducing the psychosocial risks of the family (Rodrigo et al., 2009).

### 4.3 Why should we develop training tools for families?

One of the most consistent findings is the high proportion of families who recognize that they need tools to manage emotions (92.2%), which highlights a significant gap in parenting skills in this area. This same need is expressed in the following studies related to children's social skills and self-regulation processes (Cárdenas and Escobar, 2022; Montroy et al., 2016; Morris et al., 2007; Paley and Hajal, 2022). Although many families do not identify the need for training in empathy, self-awareness, or social skills, correlational analyses show that those who require emotional support could also benefit from these complementary skills. This reinforces the idea that parenting training should not be limited to offering practical advice on schoolwork but should also include the personal and emotional development of the adults who accompany children's learning. This assertion is also evidenced in the following studies: Ansar et al. (2024); Saracostti et al. (2019), which reinforce the need to recognize that parental involvement in supporting their children's schoolwork should not be limited to instrumental aspects such as homework support. Instead, they highlight the importance of addressing the personal and emotional development of the caregivers who accompany children in their educational process. Evidence shows that when families strengthen their social-emotional skills, not only does their well-being improve, but so does the overall development and academic performance of their children.

### 4.4 Practical implications for households

Based on these results, several practical recommendations can be derived. Educational ins-

titutions should design parenting training programs focused on emotional development, structuring the educational environment at home, and strategies for identifying educational needs. These programs could take flexible and accessible formats, such as virtual workshops, interactive guides, family tutoring, emotional regulation workshops, use of simple rubrics for tasks, and video capsules, always with the support of teachers and specialists as key figures who take into account the reality of the natural family environment and the skills of the primary caregivers. In addition, it is suggested that a school culture be fostered that values shared responsibility and ongoing dialogue between families and schools, promoting environments of mutual trust that enhance student learning and comprehensive development. As noted in the study by Gavilánez Villamarín et al. (2021), there is a close relationship between the need for family training and the process of pedagogical support, highlighting the importance of integrating the adults responsible for care into their children's learning processes. The study mentions that 70% of mothers took on the main responsibility for the care and education of their children during the COVID-19 pandemic, highlighting the importance of promoting greater participation by fathers and mothers in this task, encouraging shared responsibility for educational support.

For this reason, several successful parental training programs in the educational context are taken into consideration, among which the Triple P (Positive Parenting Program) stands out as one of the most internationally recognized. This program includes five levels of intervention, ranging from general actions to more personalized processes aimed at parents, as noted by its authors Sanders et al. (2002). The program has also been applied in various studies, such as those by Nowak and Heinrichs (2008), Prinz et al. (2009), Whittingham et al. (2009), and Sanders (2012), which show favorable results even in a variety of cultural and population contexts. These findings highlight the importance of implementing parenting programs that consider the specific needs of families and promote the development of social-emotional skills.

Another parenting program that strengthens caregivers' social-emotional skills is *The Incredible Years*, designed by clinical psychologist Dr. Carolyn Webster-Stratton. This program consists of address-

sing behavioral problems in infants with the involvement of parents, teachers, and children, developing social-emotional skills in the adults responsible for their care. Some authors who have applied these programs with positive results in improvements in parenting practices, reduction of parental stress, as well as the identification of active parental involvement, highlighting the importance of adapting the program to the individual needs of families, are Arruabarrena et al. (2022); Leijten et al. (2018); Gardner et al. (2010).

## 5. Conclusions

The results obtained in this research allow us to affirm that pedagogical support at home cannot be understood in isolation, but rather in close connection with emotional, structural, and relational factors in the family environment. The study confirms that adequate emotional management by parents is directly related to the creation of structured learning environments and greater involvement in schoolwork.

It was also found that although most families are committed to their children's education, they lack the tools to manage their emotions appropriately, which limits effective support in educational processes. This finding highlights the urgent need for intervention by educational institutions, not only to support students, but also to train the adults responsible for providing support at home. In this regard, parental training programs should focus not only on providing practical strategies for educational support, but also on developing social skills and emotional competencies, such as empathy, effective communication, and emotional self-regulation. It is also essential to promote the strengthening of family support networks and the equitable distribution of parental responsibilities between both primary caregivers. To this end, schools must take on an active role, not only through teaching staff, but also through a transdisciplinary approach that integrates the work of counselors, educational psychologists, and other professionals, enriching these programs with psychological support and the intervention of specialists who respond to the real needs of families.

Another significant finding was the relationship between the perception of quality emotional education and lower demand for tools, indicating that families with greater emotional awareness feel

more capable of supporting their children's learning. However, this self-perception of competence does not exclude them from the need for ongoing support from educational institutions, as new needs and challenges may arise in the process, taking into account that the reality of families can vary depending on the variations that may arise in the various systems of interaction. This reinforces the importance of incorporating emotional content into parental training, beyond academic aspects, and of maintaining follow-up that allows for the adjustment of support to each family's reality.

In summary, the findings of this research confirm that pedagogical support is a central axis in the educational processes developed at home, integrating academic, organizational, and socio-emotional dimensions. The need expressed by families for training tools highlights that pedagogical support cannot be limited to supervising tasks but requires the strengthening of parental socio-emotional skills and systematic guidance from educational institutions. This reinforces the shared responsibility between family and school as an essential condition for promoting the emotional well-being and meaningful learning of children.

## Authors' contributions

**Carmen Cecilia Roz-Faraco:** conceptualization, data curation, formal analysis, research, methodology, software, supervision, validation, visualization, writing—original draft, writing—revision and editing.

**Nazaret Martínez-Heredia:** conceptualization, data curation, formal analysis, research, methodology, software, supervision, validation, visualization, writing—original draft, writing—revision and editing.

**María Antonieta Elvira-Valdés:** conceptualization, methodology, software, writing—original draft, writing—revision and editing.

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