

Psychological Well-Being and Emotional Dependence in Female Adolescent Victims of Violence

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ABSTRACT

The present study's general objective was to determine the relationship between psychological well-being and emotional dependence in female adolescent victims and non-victims of family violence in state educational institutions in Peru. Using a non-experimental and correlational design, the sample was constituted by 250 female students between 15 and 17 years old. We identified a significant and inverse correlation between psychological well-being and emotional dependence ($r=-.409$). Similarly, a significant and inverse correlation between psychological well-being and emotional dependence in its fear of loneliness dimension was evidenced ($r=-.376$), as well as a significant and inverse correlation between emotional dependence and psychological well-being in its acceptance dimension ($r=-.391$).

Keywords

Psychological well-being; Dependency, Psychological, Domestic violence.

Introduction

The problem of family violence has recently become a matter of great interest (Patr6 and Limi6ana, 2005). For this reason, it is necessary to intervene at the institutional and social level, considering some reasons such as its high incidence and the seriousness of the consequences that emanate from this problem as a priority. Over the course of time, the number of registered cases of family violence has been increasing in different countries, which is why the rate of femicide victims has risen dramatically, due to the increasing number of these types of cases worldwide. The United Nations Organization (UN, 2018) stated that of the 87 000 women murdered all around the world in 2017, just over half (58%) were victims of murder by their partners and/or family members. That means that approximately 137 women are murdered every day by a family member. Based on these statistical sources, we can affirm that this social problem is a harmful agent that should be paid a lot of

attention, taking the corresponding measures to stop it, since day by day its percentage rates increase. In addition, the World Health Organization (WHO, 2017) stated that international estimates show that 35% of every three women around the world have been physically and sexually assaulted by their partners, and have even been victims of sexual violence by non-partners.

On the other hand, it is unfortunate that parents think that the best way to correct their children is through violence as they were punished using that method, but current studies show that this problem affects children emotionally, cognitively, socially, etc. in various areas of their lives. Furthermore, the United Nations Children's Fund (UNICEF, 2017), described: Globally, around 1.1 billion (slightly more than 1 in 4) caregivers say that physical punishment is necessary to properly raise or educate children.

Such violent actions have future repercussions, because victims can make fatal decisions in their lives, such as self-harm or even suicide. UNICEF

(2017) stated that in Latin America and the Caribbean, there has been an increase in homicide rates among adolescents between 10 and 19 years old since 2007. This was the result of living in a conflictive family environment where children imitated their parents' behavior and exercised violence against others.

Similarly, statistical studies on domestic violence and/or violence against women conducted in Peru mention that violence has been present through its different existing types, as stated by the Demographic and Family Health Survey, (Encuesta Demográfica y de Salud Familiar, ENDES, cited by INEI, 2018). The survey showed that 30.6 % of female victims of violence mentioned being abused. These abusive actions included a push, a shove or throwing objects to the victims (26.8%); also, slaps in the face and twisting arms (18.2%); moreover, punches (15.3%); and kicks (10.2%). In addition, the National Institute of Statistics and Information (INEI, 2018) indicated that 11.1% of women between 15 and 49 years old have experienced physical/verbal violence at some point in their lives. Many of these cases, according to INEI statistical analysis, refer to a higher percentage of violence in those aged 15 and over.

According to the Public Ministry (2011), there was a high incidence of family violence in the district of Comas, in Lima (Peru) with a total of 1,037 registered cases, which is equivalent to 5.3% of the population of Metropolitan Lima and Callao. This means that Comas is one of the ten districts with a higher percentage of family violence. Based on the figures mentioned above, the question would be why women do not separate from those who cause them so much pain and misery. Unfortunately, many of these women have developed a marked dependency as they are with their partners because of being not only dependent on them affectively, but also economically. That is, the victims feel vulnerable not having the resources with which they can support themselves, and despite all the pain that their aggressors produce, they give them what they need. For this reason, female adolescents follow this pattern that is reflected in their way of relating to others and even when they have their partners.

Therefore, psychological well-being is presented as a protective factor that helps people to feel good about themselves, putting a stop to

aggressions because it provides them with strategies to stop this problem. Through this factor, people can recognize their capacities, abilities and the resources they have, but the best thing is that people have an adequate psychological well-being, they will not allow any more abuse against them and will cut off the roots of violence.

Different research was also conducted internationally on the study's variables. Latorre, Merlyn and Dousdebés (2017) undertook research whose objective was to determine the relationship between psychological well-being and co-dependence in couples who were in the youth stage. That study established a non-experimental and correlational design, in which 549 people participated. Regarding evaluation, the Psychological Well-being Scale (Escala de Bienestar Psicológico, EBP) elaborated by Sánchez-Cánovas and the Codependency Instrument (Instrumento de Codependencia, ICOD) were used. The results showed that there was an inverse correlation between the variables of the study ($r=-.367$). Similarly, Reyes (2018) whose research's objective was to know the level of emotional dependence and intolerance to loneliness of couples who attend a church, conducted a descriptive study with a sample which included 52 people. That research had a unique ad hoc instrument that was elaborated by the researcher herself, this was the Emotional Dependence Inventory psychometric test (Inventario de Dependencia Emocional, IDE). Finally, it was shown that 38.4% of women had a high level of dependence, and 40.4% of the total sample stated that they had levels of intolerance to loneliness, since they thought that they should have a partner so that they can feel complete. In addition, Tulcanaza (2019) undertook a study with the participation of 120 women, which aimed to determine the relationship between emotional dependence and its influence on psychological well-being of women in a church. To do this, she used the Emotional Dependency Inventory (ICOD) and the Ryff's Psychological Well-Being test. The results showed a low correlation between the variables ($r=-.063$), that is, the greater the emotional dependence, the less the psychological well-being.

Additionally, national studies were also considered a fundamental piece of this research.

Romero (2016) whose research's objective was to establish the relationship between psychological well-being and cognitive and affective empathy in female victims of violence. That research had a non-experimental correlational design and the sample was constituted by 456 women. To evaluate the variables, the researcher used measurement instruments such as the Scale of Psychological Well-being (Escala de Bienestar Psicológico, BIEPS-A) elaborated by María Casullo in 2002 and the Test of Cognitive and Affective Empathy (Test de Empatía Cognitiva y Afectiva, TECA) elaborated by Belén López, Irene Fernández and Francisco Abad in 2008. The results showed a significant and direct correlation ($r = .47$) between the variables of the study. Similarly, Fernandez (2018) proposed to determine the relationship between psychological well-being and resilience in secondary school students who are victims of violence in his exploratory study. To do so, she carried out a correlational research and worked with 276 school children of both genders, aged from 14 to 17. Regarding the measurement of her variables, she used the Scale of Psychological Well-being (BIEPS-A) elaborated by María Casullo and the Scale of Resilience (Escala de Resiliencia, ER) elaborated by Wagnild and Young, adapted in Peru by Novella. Finally, the results showed that the relationship between psychological well-being and resilience obtained a low positive correlation $r = .275$. Following the same research pattern, Alarcón (2019) aimed at proving the relationship between emotional dependence on the partner and psychological well-being in female adolescent victims of violence and non-violence. That research was non-experimental, correlational and involved 280 female students. The author used instruments such as the Scale of Emotional Dependence (ACCA) developed by Anicama, Caballero, Cirilo and Aguirre in 2013 and the Scale of Psychological Well-Being (BIEPS-J) developed by Maria Casullo, adapted in Peru by Martinez and Morote in 2012. The effects of the research showed that there is an inverse correlation coefficient between the variables ($Rho = -.405$), so that if the students show higher levels of emotional dependence, they will generate lower levels of psychological well-being. Finally, Pasiche (2019) whose exploratory study's objective was to establish the relationship between

emotional dependence and violence against women, used a correlational design with the participation of 135 women. To measure the variables of the study, instruments such as the Inventory of Emotional Dependence (IDE) created by Jesus Ayquipa and the Inventory of Types of Violence against Women created by James Tintaya in 2017 were used. The results showed a correlation coefficient of $r = .750$ between the research variables, which evidenced a direct and strong significance.

Seligman and Csikszentmihalyi (cited by Gonzales, 2004) stated that positive psychology focuses on positive aspects such as well-being, happiness, satisfaction, optimism, hope, etc. In addition, it aims at knowing the strengths and virtues of the subjects and how they influence their relationships and society. On the other hand, Vera (cited by Gonzales, 2004) indicated that several authors propose to reconceptualize the traumatic experience from a healthy approach based on positive processes of prevention which considers the natural abilities of the people to face, to cope and even to learn and to develop in the most hostile contexts that they can experience along their existence. Thus, psychological well-being will help adolescent girls who are emotionally dependent and victims of family violence to develop their capacities to feel good about themselves and to be autonomous in the decisions they may make in their lives. Likewise, positive psychology focuses on enabling people to develop their strengths and positive qualities that contribute to optimal functioning and a dignified life. Moreover, Vera (cited by Gonzales, 2004) mentioned that people are capable of adapting, finding meaning and personal growth in the face of the traumatic experiences they have lived.

Cánovas (2017) mentioned that Hedonism comes from the philosophical doctrine of the Cyrenaic and Epicurean school, which talks about the search for pleasure and self-improvement. Castro (2009) stated that the pioneering studies by Bradburn in 1969 indicated that satisfaction is composed of positive and negative affection, and that people made a judgment in reference to their satisfaction about the balance of these affections.

Páramo, Straniero, García, Torrecilla and Escalante (2011) mentioned that Ryff elaborated the Multidimensional Model of Psychological Well-being. This theoretical model talks about the

potentialities each individual has, and how they are associated with variables such as gender, age, culture, among others. In addition, it is currently qualified as a precursor model of positive psychology and can also be applied along with other approaches of applied psychology such as Gestalt, Rational Emotive Behavior Therapy, among others.

Ryff and Keyes (cited by Gaxiola and Palomar, 2016) stated that individuals who have an adequate psychological well-being are good with themselves and know the restrictions they have. Therefore, people who have this factor will know how to maintain adequate interpersonal relationships with those around them, develop their own selves and manage and control their environment to the delight of their needs, have goals that are accompanied by their perseverance and produce learning for the development of their personal skills.

From lines above, we can highlight that people will present sufficient resources that will help them to develop in an optimal way in the different areas of their lives. Based on that, we focus on those female adolescents who are exposed to family violence, meaning that if they are taught to acquire psychological well-being and to strengthen this protective factor every day, it is very probable that they will develop capacities that will help them to reduce the levels of emotional dependence.

On the other hand, Paramo et al. (2011) mentioned the dimensions proposed by Ryff in her model regarding psychological well-being are the following: positive relations with others, autonomy, self-acceptance, environmental mastery, purpose in life and personal growth.

Casullo and Castro (2000) consider psychological well-being to be an essentially evaluative feature that is related to the appreciation of the results achieved on the basis of a way of having lived.

From what the authors have mentioned, we can say that psychological well-being is the value that each human being gives to himself or herself. It goes beyond feeling good personally, it is the way in which people move forward in spite of the multiple difficulties that arise throughout their lives.

Similarly, Casullo and Castro (2000), grouped four dimensions as follows: control of situations, which is the capacity to manage the closest

context in an effective manner, it is also related to an adequate control of impulses; psychosocial bonds, described as the capacity to establish positive relationships among individuals so that bonds of trust are generated; life project, related to the goals and objectives that individuals have in their life journey and the acceptance of oneself, this is, to accept ourselves as we are, the way of being of each individual.

Izquierdo and Gómez (2013) highlighted that Plato proposed the possessive love to talk about harmful love in which people pursued others as if they were an object they could devour.

On the other hand, Anicama's Cognitive Behavioral Theory groups five levels of response that are related to the environment, these are: motor, social, emotional, cognitive and autonomic. Similarly, there are nine components of emotional dependence that are grouped together with the response levels already mentioned.

Anicama (cited by Gutiérrez, 2018) described that emotional dependence encompasses gradually learned responses. Thus, it begins at a first level with a specific unconditioned response that later becomes a habit; at the second level, the relationship among different habits that occur in the same context becomes a trait. Then, at the third and fourth levels, the nine traits group together emotional dependence/emotional independence in which a hierarchical model is followed in reference to emotional dependence.

This theory states that emotional dependence will be learned over time through interactions between intervening variables and the environment. Relating the assumption made in a family where there is evidence of family violence and the mother presents emotional dependence on her aggressor, it is very likely that this pattern will be repeated in the children, especially in women when they follow the model established in their home and project it later into a possible relationship. Likewise, Castelló (quoted by Aiquipa, 2012) state that the theoretical model of emotional bonding supports emotional dependence as the model implies the union that human beings have with others, feeling the need to maintain continuous ties and presenting certain degrees in the bond they establish.

Castelló (2014) mentions that emotional dependence is a repeated pattern of a group of

unmet emotional needs that need to be covered with other individuals. Therefore, a dependent person presents different emotional deficiencies and looks for them in other people to whom they cling on and do not want to lose them for anything in the world. Such dependency can be relevant in people by assuming aggressive dependent or passive dependent roles.

Castelló (2014) stated that emotionally dependent people maintain unstable romantic relationships where they contribute more than their partners; therefore, dependent people live in a lasting lack of reciprocation. Similarly, they tend to prioritize their love life and/or relationship, leaving aside the commitments that involve other aspects of their lives. Most of the time their mood will be directly related to the type of relationship they have and will spend most of their time with the partner, neglecting even personal aspects since their thoughts are focused on acceptance or rejection by the other.

People who have indicators of emotional dependence become completely blind to the mistreatment they may receive from their partners, trying to safeguard the best of their relationship even though there is more negative evidence against them. In reference to the characteristics of emotional dependence, Bisquerra (2008) mentioned the following: Defenselessness is one of the peculiarities of emotional dependence as a result of the fact that people were overprotected and this has repercussions on their lack of ability to make their own decisions.

The role of parents is fundamental in teaching autonomy to children since if the parents are too overprotective, the child will not develop his or her autonomy adequately and will always depend on them or someone else to make decisions, as he or she will feel that his or her decisions need to be approved.

Lemos and Londoño (2006) proposed six dimensions of emotional dependence: modification of plans, separation anxiety, fear of loneliness, affective expression to the couple, limit expression and attention seeking.

Therefore, our research aims to determine the relationship between psychological well-being and emotional dependence female adolescent victims and non-victims of family violence in a district of Lima, Peru. Hence, we seek to contribute to the knowledge of psychological

well-being as a protective element against emotional dependence in female adolescent victims of domestic violence. If a person has adequate psychological well-being, she or he will know how to handle positively conflictive situations she or he may experience, even if they demand physical, mental and social efforts.

On the other hand, having an optimal level of psychological well-being will provide the person with essential skills to develop in the various areas of their lives.

Experimental, Materials and Methods

Type and design. Non-experimental and cross-sectional design, since the research was conducted without manipulating the variables and was carried out at a specific point in time (Hernández and Mendoza, 2018). On the other hand, the developed approach was quantitative because it focused on collecting, processing and examining the data (Sarduy, 2007).

Participants. The study population was composed of 4th and 5th grade high school students from three state educational institutions located in the district of Comas. Thus, the total population was 708 students, of which 250 students belonged to the sample, this was done through probability sampling (Aguilar, 2005; Otzen and Mantareola, 2017).

Instruments. The Scale of Psychological Well-being by María Casullo and Alejandro Castro (BIEPS-J) was used. This instrument, 13 items and 4 dimensions, was pilot tested and the reliability coefficient was equal to .650, which implies a good reliability according to Altman (cited by Torres and Perera, 2009). On the other hand, evidence of validity was identified through Aiken's V where values between .88 and 1 were obtained. We also worked with the Emotional Dependence Questionnaire (EDQ) by Mariantonia Lemos and Nora Londoño, this instrument has 23 items and 6 dimensions. A pilot test was administered, where we obtained a reliability coefficient of .889 through Cronbach's Alfa, which showed a very good reliability according to Altman (quoted by Torres and Perera, 2009). Similarly, evidence of validity was identified through Aiken's V by means of eight expert judges and values between .88 and 1.

Procedure and data analysis. At the beginning of the study, the information about the variables was investigated. Then, the selection of the instruments was made and the authorization to use them was requested from their respective authors. After obtaining permission, a pilot study was carried out in which the psychometric properties of the instruments were determined. Subsequently, we requested the necessary access to the population to obtain a sample in order to establish

data collection. Finally, the most convenient statistical tests were used to obtain the results of the objectives set out in the study.

Results and Discussion

Table 1 shows a significant, inverse and medium intensity correlation between psychological well-being and emotional dependence ($r = -.409$; $p < .05$).

Table 1. Correlation between psychological well-being and emotional dependence

Variable	Statistics	Emotional dependence	r2
<i>Psychological well-being</i>	Rho P	-.409** .000	.167281

In table 2 we can verify inverse and medium intensity correlation between psychological well-

being and emotional dependence in its fear of loneliness dimension ($r = -.376$; $p < .05$).

Table 2. Correlation between psychological well-being and emotional dependence in its fear of loneliness dimension

Variable	Statistics	Fear of loneliness	r2
<i>Psychological well-being</i>	Rho p	-.376** .000	.141376

Table 3 shows a significant, inverse and medium intensity correlation between emotional

dependence and psychological well-being in its acceptance dimension ($r = -.391$; $p < .05$).

Table 3. Correlation between emotional dependence and psychological well-being in its acceptance dimension

Variable	Statistics	Acceptance	r2
<i>Emotional dependence</i>	Rho P	-.391** .000	.152881

In table 4, we can see that there are significant differences at the level of psychological well-being ($p < .05$), ($U = 6460.500$) showing a greater

frequency in adolescents who are not victims of family violence.

Table 4. Differences in psychological well-being according to victims and non-victims of violence

	Are you a currently victim of family violence?	n	ME	U	P
<i>Psychological well-being</i>	Yes	121	114,39	6460.500	.018
	No	1	135.92		
		29			

Total	2
	50

n: Sample; ME: Mean; U: Mann Whitney U; p: Significance

($p < .05$), ($U = 5874.500$) showing a greater frequency in those adolescent victims of family violence.

In table 5 we can see that there are significant differences at the level of emotional dependence

Table 5. Differences in emotional dependence according to victims and non-victims of violence

Are you a currently victim of family violence?		n	ME	U	P
<i>Emotional dependence</i>	Yes	121	141.45		
	No	1	110,54	5874.500	.001
	Total	2			
		50			

n: Sample; ME: Mean; U: Mann Whitney U; p: Significance

of separated parents, have a low level; 24.7% of students, who belong to a single parent family, and 28.9% of students belonging to an extended family have an average level; and 54% of students belonging to a nuclear family have a high level.

Table 6 shows that the levels of psychological well-being according to the type of family are represented in greater percentage in the following order: 22.7% of students, who belong to a family

Table 6. Levels of psychological well-being according to family type

Family type	Levels of Psychological well-being				Total
	L ow	Aver age	H igh		
Single parent	9	24	2		54
Fx	1		2		
%	3.6	24.7	4.1		21.6

Nuclear	Fx	2	37	4	110
	%	6	7		
Extended	Fx	3	28	5	55
	%	9.4	4		44
Separated parents	Fx	1	8	1	31
	%	4.2	2.6		22
Total	Fx	6	97	8	250
	%	6	7		
		1	100	1	100
		00	00		

Table 7 shows that the highest percentages of students with emotional dependence are from single-parent families (19.2%), nuclear families

(42.4%), extended families (27.2%), and separated families (11.2%).

Table 7. Levels of emotional dependence according to family type

Levels of emotional dependence				
low	Average	high	Total	

<i>Family type</i>		Fx	1	24	17	54	
Single parent			3				
		%	2	19.2	28	21	
			0		.3	.6	
	Nuclear		Fx	3	53	21	11
				6			0
			%	5	42.4	35	44
Extended			5.4				
		Fx	1	34	11	55	
			0				
		%	1	27.2	18	22	
			5.4		.3		
	Separated parents		Fx	6	14	11	31
		%	9.	11.2	18	12	
			2		.3%	.4%	
Total			Fx	6	125	60	25
				5			0
		%	1	100	10	10	
			00		0	0	

In table 8 we can distinguish the levels of psychological well-being according to time of exposure to violence, occurring in a higher percentage as follows: 13.6% and 16.7% of students have a low level in reference to a time of exposure to violence greater than 3 years, and between 1 and 2 years respectively. Likewise, 11.3% and 20.6% of students have an average

level in reference to a time of exposure to violence between 1 and 2 years, and less than 5 months respectively. Finally, 11.5% of students with exposure to violence between 6 and 11 months have a high level.

Table 8. Levels of psychological well-being according to time of exposure to violence

		Levels of psychological well-being				
		Lo	Aver	Hi	To	
		w	age	gh	tal	
Time of exposure to violence	No exposure to violence	Fx	27	51	52	130
		%	.9	52.6	.8	52
	Less than 5 months	Fx	10	20	10	40
		%	.15	20.6	.5	16
	From 6 to 11 months	Fx	9	8	10	27
		%	.13	8.2	.5	.8
	From 1 to 2 years	Fx	11	11	10	32
		%	.16	11.3	.5	.8
	More than 3 years	Fx	9	7	5	21
		%	.13	7.2	.7	.4
	Total	Fx	66	97	87	250

10 10 10
 100
 % 0 0 0

Table 9 shows that the most prevalent levels of emotional dependence according to time of violence according to percentage are as follows: 16% of students exposed to violence for less than 5 months, 8.8% of students exposed to violence

for 6 and 11 months, 15.2% of students exposed to violence for 1-2 years, and 11.2% of students exposed to violence for more than 3 years have an average level of emotional dependence, respectively.

Table 9. Levels of emotional dependence according to time of exposed violence

		Lo	Medi	hig	To
		w	um	h	tal
Time of exposure to violence	No exposure to violence	Fx 46	61	23	130
		% 8	70.	38.	52
	Less than 5 months	Fx 9	20	11	40
		% 8	13.	16	3
	From 6 to 11 months	Fx 7	11	9	27
		% 8	10.	8.8	15.
	From 1 to 2 years	Fx 2	19	11	32
		% 8	3.1	15.2	18.
		Fx		3	8

	More than 3 years	1	14	6	21
	%	1.5	11.2	10	8.4
					25
Total	Fx	65	125	60	0
		10		10	10
			100		
	%	0		0	0

The results showed a significant and inverse correlation between psychological well-being and emotional dependence ($r=-.409$). This result is related to the research by Latorre, Merlyn and Dousdebés (2017) who determined an inverse correlation between psychological well-being and co-dependence ($r=-.367$). While in Pasiche's study (2019), a positive correlation was found between emotional dependence and violence against women aged 20 to 40 ($r=.750$). Romero, Brustad and Garcia (2007) mentioned that Ryff and Keyes associated psychological well-being with having a purpose in life, so that people who acquire meaning in their lives will set goals for themselves.

Regarding the relationship between psychological well-being and emotional dependence in its fear of loneliness dimension, there is a significant and inverse correlation ($r=-.376$). According to Palma (2017), there is an inverse correlation between family social climate and emotional dependence in the fear of loneliness dimension ($r=-.258$). In addition, Romero, Brustad and Garcia (2007) stated that psychological well-being has been centered on developing the individual's capabilities and personal growth. In this way we can argue that emotional dependence or other negative factors that try to cause certain havoc in people's lives would be curbed if human beings possessed good psychological well-being.

Regarding the relationship between emotional dependence and psychological well-being in its acceptance dimension, there is a significant and inverse correlation ($r=-.391$). Similarly, Alarcón (2019) determined an inverse correlation when relating emotional dependence and psychological

well-being in the acceptance dimension ($r=-.291$). Anicama (2016) argued that emotional dependence is one of the difficulties that often occur during adolescence and youth, as well as the increase in cases of this problem.

On the other hand, there are significant differences in psychological well-being ($p < .05$), ($U = 6460.500$) where adolescents who are not victims of family violence present a greater frequency ($ME = 135.92$). Likewise, Castro (2009) showed that in situational theories, satisfaction is an effect of well-being perceived in the vital areas of human beings. This means that if a person is exposed to a greater number of moments in which he or she has experienced happiness, he or she will be more satisfied with his or her life.

In addition, there are significant differences in emotional dependence ($p < .05$), ($U = 5874.500$) where adolescent victims of family violence present a greater frequency ($ME = 141.45$). Alarcón (2019) found significant differences in emotional dependence where there was a greater frequency in women who had been raped. Moreover, Aiquipa (2015) found a greater frequency of emotional dependence in female victims of partner violence.

The levels of psychological well-being according to type of family represented by a greater percentage are shown in students from families of separated parents (22.7%), who have a low level; students from single-parent families (24.7%) and extended families (28.9%), who have an average level; and students from nuclear families (54%), who have a high level. Seligman and Csikszentmihalyi (2000) argued that positive psychology is conceptualized through positive

experiences, positive characteristics that the individual possesses, organizations that support his or her development, and the programs that focus on optimizing the quality of life of human beings. If adequate family relationships, communication, understanding, affective ties and trust exist in the family, it is very likely that children will develop an adequate capacity for self-acceptance and management of the environment, in order to succeed in any circumstance in which they may experience.

The levels of emotional dependence according to type of family are represented by the highest percentage of students, where 19.2% belong to a single-parent family, 42.4% to a nuclear family, 27.2% to an extended family, and 11.2% to a family of separated parents, with a medium level of emotional dependence. On the other hand, Medina, Moreno, Lillo and Guija (2014) indicated that the theory elaborated by Sanchez highlights that emotional dependence arises during childhood, where the infant generates a low self-esteem because of not being loved in a timely manner by the most significant people (parents, siblings, etc.). This pattern will develop more and more during the school stage and in the adolescence, unless they have good educators who can help and guide them.

The levels of psychological well-being that can be highlighted the most according to time of violence exposure show that 16.7% and 13.6% of students exposed to violence between 1 and 2 years and more than 3 years, respectively, have a low level. Similarly, 20.6% and 11.3% of students exposed to violence for fewer than 5 months and between 1 and 2 years have an average level. Also, 11.5% of students exposed to violence between 6 and 11 months have a high level. Tejada (2008) mentioned the theory of the ecological approach created by Bronfenbrenner (1987) in which she argues that in the environment where a person develops can occur certain situations that affect him or her. Thus, we can say that a family where risk factors such as violence is evident could produce low levels of psychological well-being of the individual, which can make a person show insecure, withdrawn, with few interpersonal relationships, among others.

The levels of emotional dependence that stand out the most based on the time of violence exposure are represented by the highest percentage of

students, where 16% (violence exposure fewer than 5 months), 8.8% (violence exposure between 6 and 11 months), 15.2% (violence exposure between 1 and 2 years) and 11.2% (violence exposure more than 3 years) have a medium level of emotional dependence. Torrico, Santín, Andrés, Menéndez and López (2002) stated that Bronfenbrenner established a principle in which natural environments are transcendental sources that influence human behavior. Similarly, the psychological functioning of human beings is related to the interaction they establish with their environment.

Conclusion

Having an optimal psychological well-being helps women feel good about themselves and those around them. Therefore, it is very likely that they will not develop certain characteristics of emotional dependence, since their psychological well-being will be strengthened. In addition, if a woman has a healthy psychological well-being, it is very probable that she does not present nor feel fear for not having a relationship or for not feeling loved, hence, her personal worth and esteem will not be affected.

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