NEUROCOMMUNICATION AS A TOOL TO TRANSFORM THE SCHOOL-FAMILY RELATIONSHIP IN CONCERTED AND PRIVATE CENTERS

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ABSTRACT

Introduction: In recent years, educational centers have intensified their efforts to optimize corporate communication and strengthen their relationship with various audiences, especially with families. The quality of this relationship influences not only the academic performance of the students, but also the external perception of the center, improving its attractiveness and the support of the community in general in a highly competitive context in the face of declining birth rates. **Methodology:** This study carries out a bibliographic review to determine what tools, resources and communication strategies are used in the interaction between families and schools. Based on a detailed analysis of current literature, patterns and best practices are identified to then explore the potential of neurocommunication and make a proposal to improve communication between both parties. **Results:** The findings indicate that the use of neurocommunication techniques can significantly strengthen the relationship between educational centers and families, favoring more effective collaboration, improving the institutional image and influencing the performance and well-being of students. **Discussion:** Given the great competition that exists between schools, integrating neurocommunication techniques can enrich family-school relationships and improve the reputation of educational centers. **Conclusions:** This study highlights the importance of educational centers investing in resources to develop communication strategies based on scientific evidence, carried out in a professional and planned manner, thus improving the school-family relationship.

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Keywords:

educational communication; neurocommunication; school-family relationship; educational reputation; neuroeducation.

1. INTRODUCTION

Despite Spanish and European legislation, itself favors and guarantees families' right to participate in their children's school life, on many occasions, communication, "a key element" (Macia Bordalba, 2019, p. 148), between both institutions is often unsatisfactory (Rivas Borrell & Ugarte Artal, 2014).

For this reason, educational centers have recently intensified their efforts to optimize corporate communication and strengthen their relationships with different audiences, especially families. This not only favors students' academic performance, but also improves the image and reputation of schools. It helps them differentiate themselves and attract more students and families.

This fact is especially important given the serious decline in the birth rate. According to the Ministerio de Educación, Formación Profesional y Deportes[2] (2024) report on the state of the education system in Spain, "3.7% of the population is between 0 and 4 years old" (p. 41). The population pyramid has inverted, and the decline is becoming more pronounced each year. This means that fewer children are enrolling in educational centers each year, i.e., the school-age population is decreasing.

The report also highlights an important fact: the number of school-age foreign students has increased by 27.7% in the last five years. This growth requires educational centers to focus their efforts on serving this population, which, according to Egido Gálvez (2020), often faces additional difficulties in school-family communication.

Another significant aspect to consider is the demographic projection for the coming decades. According to estimates carried out, the number of children under 16 years of age (the age range corresponding to basic and compulsory schooling) will decrease by around 570,000 people in 2037, which represents an 8.1% reduction compared to 2023 (Ministerio de Educación, Formación Profesional y Deportes, 2025, p. 44).

All of this data forces private and subsidized centers to compete with each other and, necessarily, to bet on planned and professionalized communication (de Julián-Latorre, 2024b), since families will take their children to the school where they feel most listened to, where they receive the most information, and where they receive the best care. Communication is not an option (Villamor & Prieto Egido, 2016).

Families who choose subsidized or private centers, which offer personalized education, close and aligned with certain values and ideals, are also looking for an institution that listens to them, guides them and understands them. They demand effective communication that enables them to participate actively in their children's education. Therefore, schools must adequately respond to this need.

However, times have changed, and with them, the dynamics of communication. The methods, channels, and strategies used a decade ago are no longer sufficient. Today's

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[2] Ministry of Education, Vocational Training and Sports

families have different characteristics and expectations, forcing schools to adapt so as to connect with them empathetically and effectively convey their messages, values, and principles.

In this context, neurocommunication is an innovative tool. Designing strategies based on how the human brain functions can facilitate a more effective connection with families (Gill & Singh, 2020). Therefore, this research aims to explore how neurocommunication tools can significantly improve relationships between families and schools, also achieving differentiation that will attract and retain new students.

2. OBJECTIVES

In order to address this object of study, this paper aims to analyze the communication strategies used by private schools and subsidized in their interactions with families and to investigate how neurocommunication can optimize this relationship by providing an easily applicable proposal.

The specific objectives of the research are as follows:

- SO1: To conduct a systematic review of the scientific literature (between 2014 to 2024) to explore the theoretical framework of the main characteristics of school-family communication, as well as the foundations of neurocommunication.
- SO2: To determine the key points in which neurocommunication can significantly improve communication strategies with families in schools.
- SO3: To design a practical and easy to apply communication proposal for school staff who interacts directly with families (e.g., teachers, management team, administrative staff), that integrate existing good practices with strategies based on neurocommunication principles.

3. METHODOLOGY

This study employs a qualitative, exploratory, descriptive, and explanatory methodology. In order to establish the theoretical framework and identify the characteristics of school-family communication and the foundations of neurocommunication, a systematic literature review was conducted based on the importance and significance of the findings. Three phases were followed for this purpose: search, selection, and synthesis. The PRISMA model was used, which is widely recognized for its usefulness in social and educational research (Rodríguez Pech et al., 2023), despite its origin in medical studies.

The search covered the decade ranging from 2014 to 2024 and used the Google Scholar and Scielo databases. The units of analysis are original scientific articles published in books, journals, and academic papers that meet the established selection criteria. Keywords "school-family communication", "communication in educational centers", "neurocommunication and education" and "neuroeducation in schools" were used. Additionally, these terms were combined with specific concepts, such as "private", "concerted", and "corporate communication" using the Boolean operator "AND" to obtain more precise results.

The exclusion criteria considered are as follows: works that do not address communication between families and educational centers from a personal, corporate, or institutional perspective; publications in languages other than Spanish; documents

outside the defined time interval; studies without references to neurocommunication characteristics; and incomplete or inaccessible texts.

Initial results have revealed a broad scientific interest in school-family relationships over the past decade, with diverse perspectives being taken. This has prompted a more targeted approach of selecting only articles offering systematic reviews. In contrast, a notable scarcity of research directly related to neurocommunication in an educational setting was identified; only three relevant studies were found. Therefore, the present study has examined literature on neuroscience and general neurocommunication, extrapolating its principles to the educational context of private and charter schools.

From a total of 176 references identified (163 from Google Scholar and 13 from Scielo), a selection of relevant topics was made, including school-family communication, good practices, channels and strategies, and neurocommunication. After excluding duplicates and publications that did not meet the aforementioned criteria, 23 valid references were obtained (n = 23). These results have been qualitatively analyzed to explore how neurocommunication and school-family communication can complement each other, as detailed in the Results section.

4. THEORETICAL FRAMEWORK

4.1. School-family communication through the scientific literature

In recent years, numerous studies have been published analyzing the relationship between schools and students' families. These studies have highlighted that active parental involvement in school life significantly impacts students' academic performance and strengthens the values and habits instilled at home and school. These researches underscore the importance of a comprehensive approach that encourages family engagement in educational processes, thereby enhancing student behavior and outcomes.

Several systematic reviews and recent studies, such as those by Egido Gálvez (2020) and Garreta Bochaca (2015), have identified key reasons to strengthen these relationships. However, there is a notable lack of research focused on corporate or institutional communication as a fundamental axis of the school-family relationship. Although they recognize that communication is an essential component of these interactions, most studies address it peripherally, without delving into its strategic nature (Macia Bordalba, 2018).

De Julián-Latorre (2024a) argues that school communication is fundamental for the future survival of schools in the face of declining birth rates, and is crucial for their differentiation and reputation. According to the same author, well-planned and professional communication not only attracts new families and students, but also promotes a sense of belonging and active recommendation of the school by families (de Julián-Latorre, 2024b): "good communication always favors the school being recommended" (p. 173) by families, although there is still a long way to go in involving parents in school communication.

However, as Macia Bordalba (2018) points out, each center's uniqueness, defined by its educational community and context, requires personalized communication strategies that address its specific characteristics. "Each center is situated in a different and unique context, it is composed of a different and unique educational community, formed in turn

by different and unique people and, therefore, each school requires a different communication plan" (Macia Bordalba, 2018, p. 90).

Different studies point out how schools usually measure the quality of relationships with their families through the opinion of the parents themselves and the teaching staff (Egido Gálvez, 2020). Beneyto et al. (2019) argue that good communication between schools and families impacts teacher satisfaction, improves the school's coexistence climate, and enhances its image and reputation. Additionally, other authors claim that good communication with families increases student motivation and can have an impact on improved academic performance while decreasing disruptive attitudes, particularly in the adolescent stage (Rodrigo-López et al., 2018).

After analyzing different works, Egido Gálvez (2020) explains why school-family relationships are sometimes unsatisfactory. A thorough review of the relevant documents has led to the conclusion that a communication problem underlies the majority of them.

One aspect highlighted in recent studies is the need to attend to communication with immigrant families, who face additional barriers such as "unfamiliarity with the language, lack of familiarity with the Spanish educational system, as well as greater cultural differences with the school institution" (Egido Gálvez, 2020, p. 76). These families often have high expectations of the school as a means to facilitate integration and improve their children's opportunities. This underscores the importance of establishing inclusive and empathetic communicative strategies.

Despite the evident lack of specific research that analyzes the school-family relationship from the perspective of corporate communication, the goal is to establish the foundations that, according to various authors, define an effective and constructive relationship between schools and families. There are numerous factors that hinder communication between schools and families (Guzón-Nestar & González-Alonso, 2019). On the one hand, the change in the family model has caused many of them to delegate their functions to the school; the lack of conciliation, bad schedules, moonlighting, which make it difficult for parents to visit the educational center or to have a more fluid relationship with it; the reluctance of many teachers to be closer or get involved in the life of their families for fear of losing authority or for lack of training; the thinking of many educational centers that see the involvement of parents in the life of the center with a desire for control or supervision.

From the families' perspective, there are also significant obstacles. Some parents are unaware of how the educational system works, making it difficult for them to understand teachers' expectations and messages. Others are disinterested unless they see significant problems with their children's performance or behavior, while some lack alignment with the values or ideology of the center, which affects their level of commitment. From the point of view of the educational centers, there is sometimes too much rigidity, lack of understanding of different family situations. There is also a lack of empathy toward parents and students, a lack of commitment on the part of teachers, little administrative support, and poor information management. Although these problems are general, they can manifest differently in each institution and should be identified and addressed to improve communication and the relationship between schools and families (Guzón-Nestar & González-Alonso, 2019).

Despite this abovementioned statement, the current trend in schools is to increase and improve family involvement. This cannot be achieved without effective and careful communication because it forms the basis of the relationship (Egido Gálvez & Bertrán Tarrés, 2017). In this sense, Guzón-Nestar and González-Alonso (2019, pp. 45-48) offer 5 communication strategies that can be taken into account to achieve this objective: Clarity and transparency: avoid ambiguities and promote trust, as well as a sincere, direct and constructive dialogue on the part of both the center and the families.

1. Active listening: aimed at empathizing and understanding and not just providing an answer.
2. Ask questions to understand: raise questions that facilitate mutual understanding.
3. Acknowledge mistakes: should these actions have been committed, an attitude of humility, an expression of regret, and the eschewal of defensive postures are requisite.
4. Positive approach to communication: use communication to highlight achievements and good practices, reserving a critical tone for unavoidable situations, but always from a constructive perspective.

4.2. Communication channels and tools most commonly used by schools to communicate with families

In order to materialize, all communication must be carried out through different channels with the appropriate tools for each occasion. Additionally, communication can be formal or informal. Each typology has its own channels (Llevot & Bernad, 2015). In summary, these channels can be unidirectional, bidirectional, or omnidirectional. According to Andrés Cabello and Giró Miranda (2020) regarding communication between schools and families: "for full participation, two-way, open, and effective communication channels are essential, as their absence would mean setting limits and barriers to it" (p. 81).

The diversity of channels has grown considerably and evolved significantly with the advent of information and communication technologies (ICT), especially after the COVID-19 pandemic, serving as a complement to traditional media (de Julián-Latorre, 2024a). In this regard, Andrés Cabello and Giró Miranda (2020) assert that "communication channels between the educational community are a fundamental indicator for understanding how the relationships between the different agents that compose it function" (p. 92).

Recent studies have defined the main channels used by educational centers to transmit information to families and receive feedback from them. Among the most commonly used are: circulars and emails, bulletin boards, posters, newsletters, school magazines, websites, blogs, social media, individual and group interviews, school agendas, informal contacts, phone calls, digital educational platforms, WhatsApp dissemination groups, training activities for parents, school parties, family volunteering, school councils, and associations of students' mothers and fathers (hereinafter, AMPA, for its acronym in Spanish) (Galián Nicolás et al., 2018; Macia Bordalba, 2019; Rodríguez-Ruiz et al., 2019; Andrés Cabello & Giró Miranda, 2020).

Regarding the level of collaboration and involvement of families, open days, collective course meetings, family schools, AMPAS, school councils, etc. usually have low participation. However, individual tutorials between teachers and families are the most requested and the best valued by parents (Andrés Cabello & Giró Miranda, 2016; Macia Bordalba, 2019). Another of the communicative channels most valued by families are the informal conversations that take place at check-in and check-out times and occasional phone calls and mails (Macia Bordalba, 2019).

Although these channels offer multiple benefits, they also have from several limitations that negatively impact their effectiveness. Different authors (Andrés Cabello & Giró Miranda, 2020; De Julián-Latorre, 2024b; Garreta, 2015; Llevod & Bernad, 2015; Macia Bordalba, 2019; Palomares, 2015) have highlighted the following weaknesses related to communication:

- Poorly worded, excessively long, or confusing emails and messages.
- Sending messages at inappropriate times, either too early or too late.
- Content lacking the educational center's ideology or values.
- Excessive dependence on the digital environment that excludes families with limited digital literacy or restricted access to technology. In this sense, channels involving ICTs are not being used correctly, as they are often considered an end in themselves rather than a means. They can also generate inequalities between families due to the digital divide.
- Imbalance in the amount of communication, either due to excess or insufficiency.
- Poor care in informal interactions, showing a lack of empathy or attention from teaching and administrative staff.
- Predominance of negative comments in communicative interaction.
- Difficulties for families handling tools such as school agendas or educational platforms.
- Excessively informative and unidirectional messages with little opportunity for interaction.
- Insufficient omnidirectional channels that facilitate a dynamic communication flow.
- Inappropriate use of ICT, which are sometimes considered a mere tool and not a means, further widening the digital divide among families.
- Difficulty for families to use the agenda and different educational platforms.
- Messages are too informative and unidirectional.
- Little listening and lack of omnidirectional channels.

These challenges can be mitigated by implementing communication training programs for teachers and school staff, in addition to encourage families to actively participate in institutional communication (Andrés Cabello & Giró Miranda, 2020; de Julián-Latorre, 2024a).

4.3. The principles and characteristics of neurocommunication

Communication is an inherent human need and an essential element in the functioning of educational centers. This process has specific rules, components, models, limitations, and barriers. Its fundamental objective is "to ensure that the recipient's response corresponds to the sender's intention" (Barrientos-Báez, 2024, p. 7).

For this reason, the scientific community has focused its efforts on optimizing communicative processes in different contexts and overcoming the barriers that hinder them. Within this framework, the discipline of neurocommunication has emerged. It is defined as a discipline that "seeks to understand in depth the brain processes underlying communication, with the purpose of achieving a more effective understanding and optimal development of communication" (Olivar Urbina, 2023, p. 215). Essentially, neurocommunication applies advances in neuroscience to identify more effective strategies in human communication. Other authors describe it as "an interdisciplinary field that studies and measures emotions, reactions, and attention to various stimuli" (Barrientos-Báez et al., 2024, p. 67).

Although it is an emerging field with little scientific literature, the studies conducted thus far have made significant contributions. Among these studies, Olivar Urbina's (2023) work stands out. Urbina synthesizes previous research and identifies five key elements of neurocommunication: physiological, behavioral, cognitive, personal, and contextual.

According to Olivar Urbina (2023), these factors are profoundly influenced by individual characteristics, such as personal experiences, social context, prior knowledge, emotional management, and lifestyle, among others. While each of these elements could be examined more deeply, that is beyond the scope of this research. Nevertheless, scientists have been able to determine general behavioral patterns of the human brain and have managed to analyze its functioning to optimize the effectiveness of messages sent through emotional neurointelligence (Vargas Delgado, 2019; Gill & Singh, 2020).

In the context of communication between schools and families, De Julián-Latorre (2024c) asserts that the neurocommunicative approach must be applied strategically and consciously. This involves designing messages and stimuli that align with the recipients' brain processes, thus optimising their impact and effectiveness. According to the author, "the key is to understand how the brain processes information and adapt messages according to these mechanisms" (De Julián-Latorre, 2024c, p. 330).

This can be done in a more active way, but elements of neurocommunication can also be applied passively. For example, consider the spaces, decorations, smells, lighting, temperature, and many other aspects of the places where the meetings with the families are going to take place. This will have a positive influence and improve relations between the school and families, generating a competitive advantage and a better reputation for the educational centre (De Julián-Latorre, 2024c).

5. DISCUSSION

A strong relationship between schools and families is fundamental to educational success, and its effectiveness hinges, to a large extent, on clear, close and meaningful communication (Macia Bordalba, 2018). In practice, however, this relationship faces multiple challenges that hinder its strengthening (Guzón-Nestar & González-Alonso, 2019). Neurocommunication emerges here as a key tool to address these issues, optimize interaction, and make messages more effective and persuasive (De Julián-Latorre, 2024c).

According to Andrés Cabello and Giró Miranda (2020), schools tend to focus their efforts on formal communication, such as circulars and official messages, while families value individual tutorials and personal interaction more. This disconnect evidences the need to redirect efforts to the aspects that really matter to parents. Appropriate

neurocommunication training for staff teaching and administrative staff could be the key to reducing this inconsistency and significantly improving the communicative experience for families.

As previously mentioned, individual tutorials are one of the most valued communication spaces for families (Macia Bordalba, 2019), as these meetings allow specific issues regarding the student's academic and personal development to be discussed, and also reinforce trust and a sense of collaboration between parents and the school, offering real personalized attention. To improve the quality of these interactions, applying strategies based on knowledge of how the brain functions, such as using empathetic language and modulating voice tone, as well as paying attention to gestures and facial expressions, can positively influence parents' perception and facilitate more effective and closer communication (Ledesma Ayora & Fenger-Fenger, 2015).

Informal interactions, such as conversations at the school entrance and exit, phone calls and emails, play a key role in building strong relationships with families (Macia Bordalba, 2019). However, these channels are often neglected, demonstrating, in many schools, means and efforts are not being given to those channels that parents value the most (Table 1). In this context, it is important to remember that a school's values and ideology are conveyed in every conversation. Neurocommunication can provide practical tools to improve these interactions, such as paying attention to body language, using positive messaging, and designing physical and emotional environments that encourage receptivity and dialogue (Mayer, 2020).

Table 1. *Gap in school-family communication preferences.*

School actions	Preferences of families
Prioritizing formal and structured communication.	Preferring informal communication, such as phone calls and face-to-face conversations at school entrance and exit.
Emphasizing the dissemination of official messages through notices, e-mails and institutional web pages.	Preferring informal communication, such as phone calls and face-to-face conversations at the entrance and exit of the school.
Promoting family participation in school life.	Participation is limited due to lack of time, lack of knowledge of the educational system and other barriers.
Presenting a lack of training in effective communication strategies.	Demanding clear, direct and accessible messages.

Source: Elaborated by the author.

A particular challenge is the integration of immigrant families (Egido Gálvez, 2020). These families often face language and cultural barriers that hinder their active participation in school life and whose number has increased by 27.7% in the last five years (Ministerio de Educación, Formación Profesional y Deportes, 2024). Neuroscience offers practical solutions to overcome these barriers, such as the use of visual or graphic materials, the cultural adaptation of messages and the creation of inclusive spaces that foster trust. Additionally, employing neurocommunication techniques can help establish emotional

connection points and improve nonverbal communication, making it easier for these families to feel valued and heard (Vargas Delgado & Sacaluga Rodríguez, 2021).

Finally, getting families to participate more in the school's life requires conscious strategies adapted to their needs (Macia Bordalba, 2018). Neurocommunication can guide these efforts by analyzing how emotions influence decision-making and engagement. For example, it is possible to design communication campaigns that arouse interest and curiosity, create customized messages, and establish bidirectional channels that encourage active interaction (De Julián-Latorre, 2024b). Moreover, it is imperative to identify the factors that limit participation, such as lack of time or lack of knowledge related to the educational system, in order to solve them through communication (Guzón-Nestar & González-Alonso, 2019).

6. PROPOSAL FOR FAMILY-SCHOOL COMMUNICATION BASED ON NEUROCOMMUNICATION

According to the studied literature and the development of the theoretical framework on school-family relationships and communication, as well as on the neurocommunication principles, and considering the five key elements of neurocommunication defined by Olivar Urbina (2023), the following general recommendations are proposed.

They have focused on the two situations most valued by families (individual tutoring and informal contacts) and on one of the situations that is currently hindering school-family communication the most (barriers encountered by immigrant families). However, any communication channel used by the school in its relationship with families can be enriched by using the knowledge of how the brain works.

1- How to apply neurocommunication to individual interviews (Figure 1):

**Figure 1**. *Summary on how to apply neurocommunication to individual interviews.*
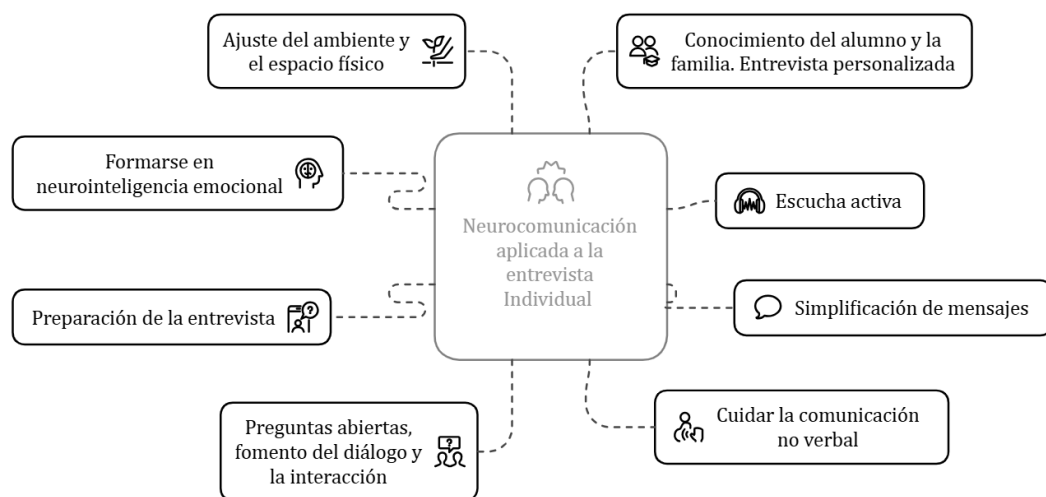
Source: Elaborated by the author.

- It is recommended to be trained in emotional neurointelligence so that teachers can better recognize and manage their own emotions and those of the families and thus generate an environment of trust.
- To improve active listening by trying to capture emotional and non-verbal nuances that may arise during tutoring, demonstrating empathy and genuine attention.
- Taking into account how the brain processes information, messages can be simplified to avoid cognitively overloading to families and transmitting too much information at once. Sentences are to be simple, short and direct, using comprehensible language that avoids any potential for ambiguity or misinterpretation.
- To prepare the interview well so that it has a beginning that generates an atmosphere of trust, a development in which it is said with respect, positivism and assertiveness what the student needs to improve, and that is focused on the search for common solutions, and an end that makes the families go home with a good feeling. It is important that they have felt listened to, understood and that they know that there is a way out and solutions to their problems.
- To design open-ended questions that allow families to express their concerns and perceptions, encouraging dialogue and collaboration. The interview cannot become an interrogation, nor a teacher's speech, but should be a dialogue in which each family feels free and confident to express and say what they feel. It is also good to create interactions with a certain emotional and positive charge.
- To take care of the non-verbal communication, the look, the silences, the gestures and body position, the distance at which the teacher sits from the families. Try to generate closeness and trust. From the greeting to the farewell. Do not show haste, or be with electronic devices or distractions when you are in the meeting.
- To take care of the environment: adjust lighting, temperature, sounds to create a space that favors attention and reduces stress. Aspects such as order, furniture arrangement and colors should also be taken into account. All this must be selected in such a way as to create a favorable environment for the family to feel welcome, to perceive peace, closeness and comfort. A cold environment will always alienate the family from the school and the teacher. To eliminate communication barriers. The choice of furniture should also invite dialogue and closeness.
- To know the student and the family well in order to adapt the message, the way of speaking and the content to the socio-cultural level, age, type of family, tastes and preferences. To prepare each meeting in a concrete way thinking about each case. In this way the interview will be truly personalized and fruitful.

2- How to apply neurocommunication to improve interaction with immigrant families (Figure 2):

Figure 2. *Summary on how to apply neurocommunication to improve interaction with immigrant families.*
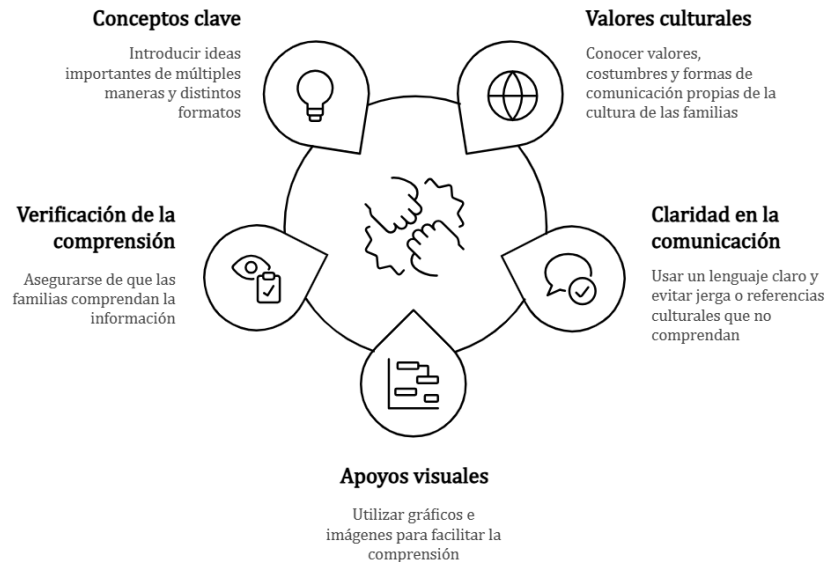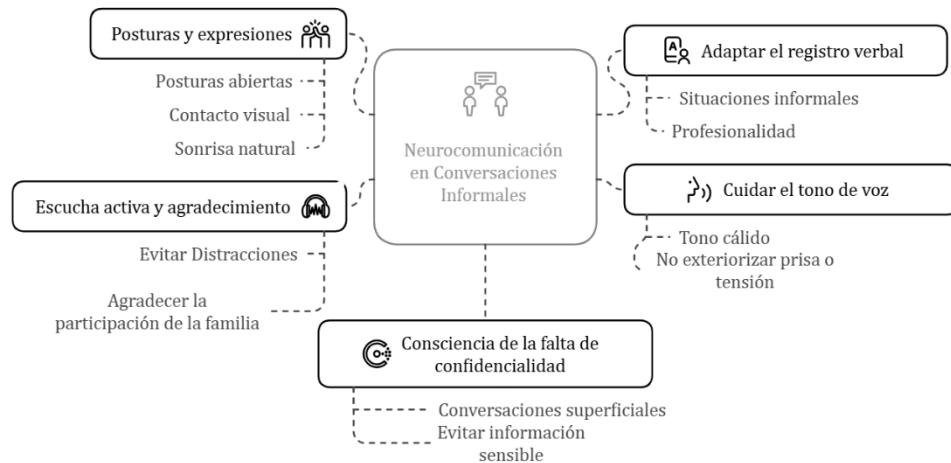

Source: Elaborated by the author.

- Everything said in the previous section can be applied to this specific case.
- It is convenient to know the values, customs and forms of communication of the cultures represented among the immigrant families in order to be able to interact more effectively with them.
- To use clear expressions and terms, avoiding jargon or cultural references unknown to these families.
- To use visual aids, graphics, images or diagrams to facilitate understanding, especially if there are language barriers.
- To make sure in every conversation that the family has understood how the center works, the purpose of the tutorials, what is wanted to be transmitted, what is expected from the children, etc. Do not take anything for granted.
- To introduce key concepts in different ways and with different resources, following the brain's patterns for retaining information.

3- How to apply neurocommunication to informal conversations (Figure 3):

Figure 3. *Summary on how to apply neurocommunication to improve informal conversations with families.*

Source: Elaborated by the author.

- To adapt the verbal register to the informal situation, but without forgetting that teachers and other staff represent the school at all times and their behavior and way of speaking and acting must be aligned with the school's values and corporate culture, even in less formal situations. To maintain a friendly and approachable tone, without losing professionalism.
- To adopt open postures, maintain eye contact and smile naturally to convey confidence and closeness. Smile and humor are powerful tools, especially in tense or critical situations.
- To use a warm, calm tone of voice that avoids conveying tension or haste.
- It is important for the teacher to be aware of his or her emotional state to prevent fatigue or stress from affecting the interaction with the family.
- To listen actively, avoiding distractions such as looking at the clock or phone during the conversation.
- To show appreciation for the family's involvement in the student's school life, even if it is a brief comment.
- To avoid having overly in-depth conversations, or discussing family-sensitive information in places where there is a lack of confidentiality and little time. The content of informal contacts should be less transcendental, the messages shorter, clearer and, if there is something important, invite to discuss it in an individual tutorial.
- The teacher should be aware that such informal contacts are highly valued by parents and encourage or favor them. They can be used to offer quick comments on something positive about the student, which helps to build a favorable perception of the school and reinforces trust and the bond with the family.

7. CONCLUSIONS

After the systematic review carried out, the analysis of the scientific literature and the elaboration of the proposal, all the objectives set out for this research are considered to have been achieved. As a result of all that has been written, the following conclusions have been achieved:

- The school-age population is decreasing year after year due to a drop in the birth rate, which endangers the survival of private and subsidized schools. Only those who manage to differentiate themselves through a planned, professional and effective communication will attract new families and retain students, improving their reputation.
- Neurocommunication can be a good tool to improve the quality of relationships and communication between schools and families and overcome the barriers they face.
- Individual tutorials are the most valued channel for families to receive information and support about their children. Applying neurocommunication strategies, such as the use of empathetic language, active listening and the creation of well-designed, well-lit and organized spaces favor trust and openness in interactions with families.
- Informal interactions between teachers and families, although often underestimated by schools and teachers, are key opportunities to strengthen the relationship and they are also highly valued by families. Neurocommunication makes it possible to optimize these contacts by taking care of body language, modulating the tone of voice and paying attention to the emotional context of the family in each conversation.
- Neurocommunication offers practical solutions to improve the integration of immigrant families, such as the cultural adaptation of messages, the use of visual materials and the creation of inclusive spaces. These strategies help overcome language and cultural barriers, fostering participation and a sense of belonging. They also promote adaptation to the educational community for these families.
- There is an urgent need to redirect communication efforts toward the aspects most valued by families. Staff training in neurocommunication principles may be key to closing this gap. It is also important to train teachers in emotional neurointelligence and effective communication strategies to improve not only the families' perception of the school, but also the quality of the relationship and collaboration for the benefit of the student.

The study has had some limitations that are important to point out. It focused on only two databases, which means that relevant research published in other sources could have been excluded. Nevertheless, the databases used include the main research and the systematic reviews analyzed include a large number of qualitative and quantitative articles from the selected decade, which ensures varied, rich and extrapolable results.

This article is a first step towards the analysis of school-family communication from the prism of neurocommunication and opens the door to future work that can shed light on educational centers and help them in the important social and educational task they perform with students and families.

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