

# Impact of the Protection Factor on the Family Economy on the Sustainability of Private Educational Companies

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## Abstract

*A systematic review of the academic production on Family Economics and Educational Enterprises was carried out, according to the PRISMA model (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The purpose of this analysis was to analyze the main characteristics of the publications indexed in the databases of the science indexing networks Scopus and WoS, in addition to their scope in the treatment of the proposals of the variables. In turn, we started with a list of 35 publications, which were refined with the use of the following keywords in the search engines of the two indexing networks mentioned, FAMILY ECONOMY AND EDUCATIONAL ENTERPRISES. Once the duplication documents were eliminated, using inclusion-exclusion criteria, a total of 12 studies were selected for final analysis. The findings show that families with financial stability are a determining factor in ensuring that private educational companies sustain themselves. Securing their sources of financing, through their diversification, together with implementing sustainable business models, are of special attention to ensure their continuity in the face of economic fluctuations.*

**Keywords:** *Family Economy, Educational Companies, Business Sustainability*

## Introduction

In the global panorama of the private education sector, the balance between the protection of the family economy and the sustainability of educational institutions is a recurring challenge. This balance becomes especially complex in contexts where regulations designed to protect consumers may conflict with the freedom to conduct a business, affecting the operational and financial capacity of educational organizations. This problem is not exclusive to one country or region, but is present in different educational systems around the world, particularly in those where private institutions play an essential role in the provision of educational services. During the COVID-19 pandemic, this tension became more evident, as many institutions faced extraordinary regulations to reduce costs or make payments more flexible, putting their viability at risk (Gómez, 2020; Guevara, 2021).

The right to consumer protection, widely recognized in international regulatory frameworks, has as its fundamental objective to guarantee equity and security in economic transactions. This right, which extends to educational services, seeks to ensure that families can access quality education without facing abusive practices by providers. However, in many cases, the implementation of these regulations can lead to counterproductive effects for private educational institutions, which operate under economic and contractual restrictions. This generates a constant debate on the limits and scope of consumer protection in relation to freedom of enterprise (Ortiz, 2017; Villa, 2000).

In this context, private educational companies face specific challenges, such as information asymmetry in educational contracts and the need to comply with quality standards while adjusting to protective regulations. This situation is particularly critical in education systems in countries with emerging economies, where investment in private education is a response to the constraints of the public sector. However, tensions between consumer rights and business sustainability have also been documented in developed countries, highlighting the universal nature of this problem (Malpartida, 2003; Pacheco, 2021).

To address this issue, a systematic review is essential to identify the dynamics between the economic protection of families and the operations of private educational companies. The PRISMA review, applied

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to the scientific literature indexed in Scopus and Web of Science during the period 2020-2024, is presented as an appropriate methodology to systematize existing knowledge, identifying theoretical gaps and opportunities for practical intervention. This approach not only allows for an understanding of the interactions between regulations and business sustainability, but also facilitates the design of measurement tools that capture the real impact of consumer protection policies in this sector.

In this paper, special attention is paid to the terminology used in scientific studies related to the topic, considering that a clear and precise definition of the key concepts is essential for a rigorous analysis. Terms such as "protection of the family economy", "educational contracts" and "freedom of enterprise" must be carefully defined and contextualized, as their interpretations can vary significantly between regions and disciplines (Ortiz, 2017; Guevara, 2021). This terminology review is a crucial step in ensuring consistency and applicability of the results in different contexts.

As part of this effort, the design of a measurement tool, specifically a structured survey, is proposed to accurately assess the impact of economic protection policies on the financial and operational dynamics of private educational institutions. This tool will not only seek to measure the relationship between consumers and suppliers, but also offer a basis for the formulation of public policies that balance the protection of families with the sustainability of institutions.

Ultimately, this article seeks to contribute to the academic and practical debate on the relationships between consumer protection and freedom of enterprise in the private education sector. By systematizing existing knowledge and proposing new analysis tools, it is intended to contribute to the development of policies and practices that promote a fair and sustainable balance, both locally and globally, in a fundamental sector for the development of contemporary societies.

## General Objective

To analyze, from a bibliometric and bibliographic perspective, the research on the variables Family Economics and Educational Companies, published in the high-impact journals indexed in the Wos and Scopus databases, during the period of the years 2020-2024.

## Methodology

The present research was qualitative in nature, according to Hernández, et al., (2015), the qualitative orientations correspond to the research that carries out the process of obtaining information to analyze back and examine the findings obtained in such studies; for this purpose, it compiled information in the Wos and Scopus databases with the words ICT, FAMILY ECONOMY AND EDUCATIONAL ENTERPRISES.

### *Research Design*

The research design used for this research was the Systematic Review, which has a set of guidelines to analyze the data collected, which are in a process that began with coding to reach the visualization of theories (Strauss & Corbin, 2016). On the other hand, it is mentioned that the text is a narrative description because it seeks to determine how the levels of the variable affect it; systematic because, once the academic material from scientific journals was compiled, knowledge management theories were analyzed and interpreted (Hernández, Baptista, & Fernández, 2015).

The results of this search are treated as shown in Figure 1, which expresses the PRISMA technique for the identification of documentary analysis material. It was considered, said publication was published during the period of the years 2020-2024, without distinction of country of origin of its publication, without distinction of area of knowledge, in addition to any type of publication, specifically: Journal Articles, Reviews, Book Chapters, Book, among others.

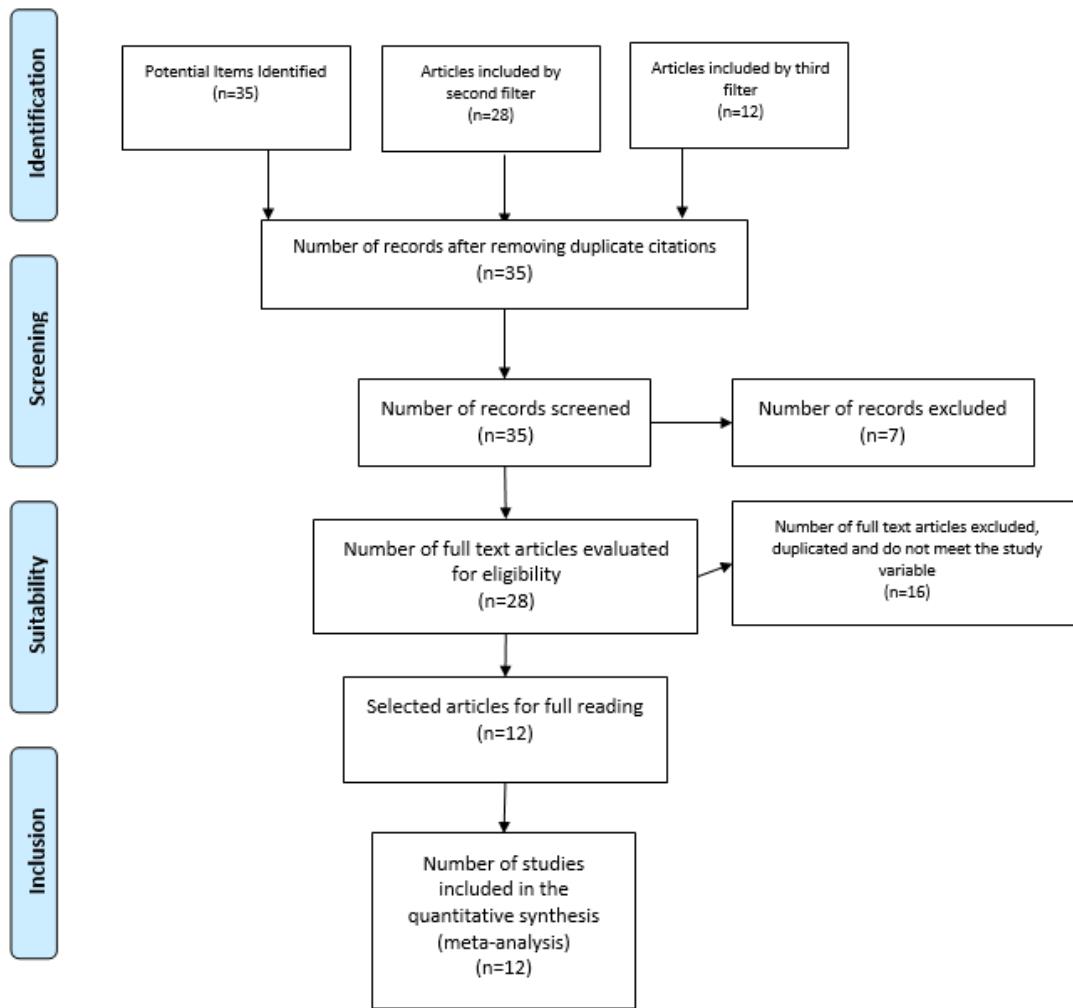


Figure 1. Flowchart of a Systematic Review Carried Out Under the PRISMA Technique (Moher, Liberati, Tetzlaff, Altman, & Group, 2009)

Source: Authors; Based on the proposal of the Prisma Group (Moher, Liberati, Tetzlaff, Altman, & Group, 2009)

## Results

Table 1 shows the results obtained after having carried out the respective filtering criteria within the framework of the methodology proposed for this research, once the relevance of each of the aforementioned productions has been determined.

N o.	RESEARCH TITLE	AUTHOR/YEAR	COUNTRY	TYPE OF STUDY	INDEXING
1	<i>Knowledge Transfer for Innovativeness in Family Businesses</i>	Letonja, M., Duh, M., & Ženko, Z. (2021).	SERBIA	QUALITATIVE	SCOPUS
2	<i>RUSSIAN EDUCATIONAL POLICY AND THE CONFLICTS OF INTERESTS IN THE FIELD OF INNOVATION</i>	Trofimova I.N. (2021).	RUSSIA	QUALITATIVE	SCOPUS

3	<i>Managing family businesses in light of methodological assumptions for higher education</i>	Dźwigol-Barosz, M., & Dźwigol, H. (2021)	POLAND	QUALITATIVE	SCOPUS
4	<i>Innovation and investment bases of management decisions in entrepreneurship; [INNOVATION AND INVESTMENT FOUNDATIONS OF MANAGERIAL DECISION-MAKING IN ENTREPRENEURS HIP]</i>	Khodakovsky, Y., Prysiazhniuk, O., Plotníková, M., & Buluy, O. (2020)	UKRAINE	QUALITATIVE	SCOPUS
5	<i>Communication of Sustainable Development Goals in Social Economy organizations</i>	de la Casa, JMH and Caballero, SG (2021)	FINLAND	QUANTITATIVE	SCOPUS
6	<i>Deployment of the succession process in a family transport company: challenges and contradictions</i>	de Almeida, ER and Melo, MCDL (2023)	BRAZIL	QUALITATIVE	WOS
7	<i>Chairperson gender, policy compliance and ESG performance of family firms</i>	Wang, H., & Wang, W. (2024).	CHINA	QUALITATIVE	WOS
8	<i>Establishing trust in the sharing economy: an analysis of organizational, systems and interpersonal level trust</i>	Calabro, A; Nisar, TM; (...); Tseng, HT (2023)	COSTA RICA	QUANTITATIVE/QUALITATIVE	WOS
9	<i>The Microeconomic Consequences of the Covid-19 Pandemic</i>	Altinay, M; Altinay, F; (...); Altinay, Z (2024)	CYPRUS	QUALITATIVE	WOS

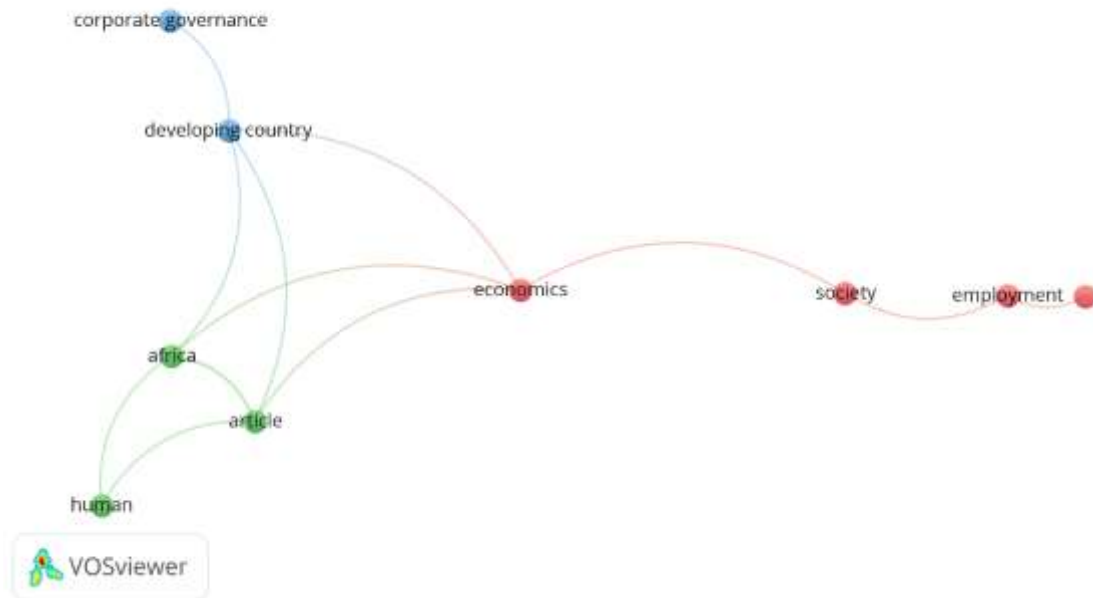
10	<i>Modes and Trajectories of Shadow Education in Denmark and China: Fieldwork Reflections by a Comparativist</i>	Zhang, Wei (2021)	CHINA	QUALITATIVE	WOS
11	<i>Quantity or quality of education? An analysis by Spanish Regions</i>	Calo-white A. ;] Villar A.		QUALITATIVE	WOS
12	<i>ICT, social media and COVID-19: evidence from informal home-based business community in Kuwait City</i>	Saleh, Y. (2021)	KUWAIT	QUALITATIVE	WOS

**Table 1.** List of Articles Analyzed

Source: Own elaboration

*Co-occurrence of Words*

Figure 2 shows the connections of the keywords used to search for the study material for the design of this systematic analysis for this research.



**Figure 2.** Co-Occurrence Of Keywords.

**Source:** Own elaboration

The figure represents a network of co-occurrence of terms in the analyzed literature. In this network, the nodes represent key terms, while the links indicate the relationship between them based on their frequency of joint appearance in the analyzed texts.

The central term on the web is Economics, which connects to several relevant concepts. The strongest relationship seems to be with Society and Employment, indicating a frequent association between economics studies and their impact on society and employment. This suggests that much research has addressed how economic dynamics influence social development and job opportunities.

On the other hand, the term Corporate Governance is linked to Developing Country, which implies that there is a significant relationship between corporate governance and the context of developing countries. This finding may be relevant to studies that analyze how business regulations and corporate governance practices impact economic stability in these regions.

In another group, Africa, Human, and Article are interconnected, suggesting that many academic publications have addressed issues related to economics, human development, and research in the African context. This connection highlights the importance of examining the impact of the economy on human well-being within this continent.

In methodological terms, visualization helps to identify key trends and thematic groupings in the reviewed literature. The use of different colors for links and nodes suggests the existence of different research communities that have approached these issues from varied perspectives.

In conclusion, the figure reflects how economic studies are closely related to the impact on society, employment and development in developing countries, with special emphasis on Africa and corporate governance. This can be useful to guide future research on sustainability and economic policies in the context of private business and education.

## Discussion

The studies reviewed reflect diverse perspectives on the relationship between the family economy and the sustainability of private educational enterprises. Letonja, Duh, and Ženko (2021) highlight the importance of knowledge transfer in family businesses, which can be a key factor in the management of private educational institutions with sustainable business models. Similarly, Trofimova (2021) highlights conflicts of interest in education policies, suggesting the need for regulations that protect the family economy. On the other hand, Dźwigol-Barosz and Dźwigol (2021) analyse the management methodology in family businesses in the education sector, which can influence the ability of institutions to adapt to economic fluctuations. In this sense, Khodakovsky et al. (2020) highlight the importance of investment decisions for the sustainability of educational businesses. From a quantitative approach, De la Casa and Caballero (2021) analyze the communication of the Sustainable Development Goals in social economy organizations, which can be a reference for private educational institutions when defining sustainable strategies. In a Latin American context, De Almeida and Melo (2023) study the succession process in family businesses, a determining factor for the long-term sustainability of private educational institutions. Wang and Wang (2024) explore the relationship between policy compliance and ESG performance in family businesses, which could be transferred to educational institutions to improve their financial and social sustainability. Likewise, Calabro et al. (2023) analyze trust in the collaborative economy, which could be applied to strengthening trust in the financing of private education. The impact of the pandemic is also analyzed in studies such as that of Altinay et al. (2024), who investigate the microeconomic consequences of COVID-19 and its impact on the stability of companies. Zhang (2021) examines education in China and Denmark, showing different trajectories in teaching systems. Finally, Calo-Blanco and Villar (2021) question the relationship between quantity and quality of education, which could impact on the valuation that families make of private education.

A crucial aspect identified in the review is the intersection between government policies and the economic viability of families to pay for private education. Saleh (2021) examines the impact of ICT and social networks on informal businesses, highlighting how the use of technologies can improve communication and financial management in the educational field, ensuring greater economic stability for families. Another determining factor is the influence of organizational trust and sustainable business models on the family economy. Calabro et al. (2023) suggest that strengthening trust in collaborative educational models could help improve accessibility to private education, reducing economic barriers.

In addition, the literature shows that the perception of private education as a consumer good is constantly evolving. Zhang (2021) compares education models in China and Denmark, underlining how regulation and access to educational subsidies directly influence the sustainability of private institutions. Similarly, Altinay et al. (2024) highlight that the effects of the pandemic have forced many institutions to rethink their financial models, resorting to hybrid teaching schemes and alternative financing strategies. Taken together, these studies show that the sustainability of private educational companies depends not only on the economic access of families, but also on regulatory, technological and organizational factors. To strengthen the sector, it is critical to continue exploring diversified financing strategies, as well as to strengthen trust in private education systems as a sustainable investment for families. Most studies are qualitative (75%), with only 25% of studies quantitative. This suggests that the phenomenon has been explored from a descriptive and explanatory perspective, but there is still room for studies with statistical methods that empirically validate the findings.



## Conclusions

The findings of this study underscore the importance of the protection factor for the family economy in the sustainability of private educational enterprises. The financial stability of families directly impacts the viability of these institutions, suggesting the need for strategic measures to mitigate the associated economic risks.

In this context, it is evident that the diversification of sources of financing, including subsidies and state support, can be a viable alternative to guarantee the continuity of private educational companies. Likewise, the implementation of sustainable business models based on innovation and digitalization emerges as a key option to strengthen the resilience of the sector.

Another relevant aspect is the need to promote government policies that guarantee equitable access to private education, ensuring that the economic factor is not a barrier to entry for families. In addition, the regulation and supervision of the financial models of these institutions would allow greater stability in the sector.

It is essential that private educational companies adopt strategies to adapt to economic crises, such as the development of flexible financing programs and the establishment of alliances with financial institutions and international organizations. These measures would reduce the vulnerability of the sector to economic fluctuations.

On the other hand, families' trust in private education must be strengthened through transparency in the management of resources and the quality of the educational service. Implementing appropriate governance models will contribute to greater sustainability and legitimacy of these institutions.

The impact of the pandemic has demonstrated the need to evolve towards hybrid teaching models that allow private education companies to offer accessible and flexible alternatives for families. The incorporation of technology and the training of teaching staff in digital methodologies will be decisive in this process.

Finally, future research should focus on the development of quantitative studies that accurately measure the impact of financial strategies on the sustainability of private education. Only with a comprehensive and evidence-based analysis will it be possible to formulate effective policies to strengthen this key sector in the academic training of society.

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