

Reduction Of Violence In Students Through A School Coexistence Program

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Summary

In this study, the level of violence was verified, proposing a reduction of violence in students through a school coexistence program, based on four theoretical foundations. Research worked with the quantitative approach and propositional descriptive design, in a sample of 155 students through a digital questionnaire validated by 5 experts with the degree of doctor, which obtained a McDonald's Omega reliability $\omega = 0.871$ calculated using the Jomovi program. The results showed the prevalence of the low level with 84.52% of school violence. Likewise, the low level predominated in its four dimensions: physical aggression, verbal aggression, hostility and anger with 84.52%, 87.74%, 83.87%, 74.84% respectively, designing a school coexistence program organized in 15 didactic sessions to reduce violence in secondary school students.

Key words: violence, aggression, hostility, anger, coexistence.

INTRODUCTION

UNICEF reported that millions of children around the world feel insecure at school, as violence in the classroom can cause physical, mental and fatal harm (Ombudsman's Office, 2019). A UNESCO report indicated that more than 36 per cent of learners have argued with a peer at least once and almost a third (32 per cent) have been physically attacked by fellow students (United Nations Educational, Scientific and Cultural Organization, 2021). School violence in Latin America has social, economic and political roots such as marginalization, poverty and segregation; therefore, violence has increased intensely in the last decade, involving increasingly younger actors; despite the fact that 17 countries have implemented laws or initiatives to address this problem (Rivas-Castillo, 2020; Zubieta Córdoba, 2018).

The Ministry of Education of Peru (2019) Through the SíseVe system, it reported 36558 cases of student violence between 2013 and 2019. Of which 18958 cases were of physical violence, 12114 of psychological violence and 5486 of sexual violence. There were also 17,253 reported cases of worker violence against children and 19,305 incidents of student-

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on-student violence. Of the complaints, 19911 (54 per cent) came from secondary school students, 13303 (36 per cent) primary school students and 3203 (9 per cent) from preschool students. In 2022, 2500 reports of physical injuries were reported. The UGEL of Lima Cercado, Ate, Comas, San Borja, Rímac, San Juan de Lurigancho and San Juan de Miraflores reported 900 to 1500 cases, registering 140 physical aggressions in primary school, 123 in secondary school and 39 in early education.

At the local level in the Tumbes region, an increase in school violence has been observed in the various educational institutions; the number of incidents of physical violence recorded by SíseVe jumped from 18 in 2017 to 57 during 2019; In addition, in the same interval, an increase of 46.2% was reported in psychological violence (from 39 to 57) and an increase of 1200% (from 2 to 26) in school sexual violence; the Ministry of Education revealed that 130 incidents of physical aggression occurred in schools in Tumbes during 2021; There were 23 complaints of physical violence in secondary school and 15 in primary school (Ministry of Women and Vulnerable Populations, 2022).

Confronting School Violence Zubieta Córdoba (2018) He proposed as a solution to implement coexistence programs from an early age to create healthy conditions within schools and help reduce this problem. In this work, the following general problem was proposed: How to reduce violence in students through a school coexistence program?

The work was theoretically justified by contributions from the Frustration-Aggression Theory of Dollard, Doob, Miller, Mowrer and Sears; Berkowitz and Rawling's Social Contagion Model; Zych's Dynamic Model of School Coexistence; and in Carbajal and Fierro's Model of Coexistence to Understand, Prevent and Eradicate School Violence. In practice, it is justified because it proposed to reduce violence in secondary school children. From a methodological point of view, a school coexistence program was designed divided into 15 sequential sessions to reduce school violence. From a social perspective, it benefits secondary school students, who will receive the didactic sessions sequentially.

The general objective was: To propose the reduction of violence in students through a school coexistence program.

While the general hypothesis was: The reduction of violence in students will be significant through a school coexistence program

In the international environment, various precedents were preferred, such as the one carried out in Italy, De Córdoba et al. (2019) A study was carried out on 475 trainers, and the findings showed that teachers with greater satisfaction observed low levels of violence from learners and their parents. In Brazil Gomes et al. (2019) They reviewed 56 publications, choosing the 13 universities with the highest scores, concluding that the community does not make students violent. In the United States, Longobardi et al. (2019) Meta-analyses were carried out in 5337 articles considering 24 articles Finally, the results indicated a preponderance of 75% of victimization by student violence, concluding that high violence towards teachers was found.

In Croatia, Pavičić Vukičević et al. (2020) A study was carried out on 451 schoolchildren and 102 trainers, the results showed that learners and trainers noticed that schoolchildren respected teachers more, perceiving fewer forms of violence towards trainers. In Colombia, Herrera-López et al. (2022) A study was carried out in 490 schoolchildren, the results proved significant differences in school violence by gender, with women being more victimized than boys, concluding that democratic parenting should be prioritized to reduce school violence.

In Chile Diaz-Vargas et al. (2023) They studied 730 students, the results proved that 40.9% of the most robust students showed violence towards the most defenseless, and 20.5% warned that the most unsafe school spaces were the toilets. In the United Kingdom, Holt & Birchall (2023) They carried out research on 16 assistant teachers who experienced student

violence, concluding that violence against teaching assistants is ignored and undervalued in schools because they belong to the female gender. In Tanzania, Masath et al. (2023) They studied 914 students and 893 caregivers, the results showed that 93.7% of students felt violence from other students. In the U.S., another job was done by Afkinich & Klumpner (2018) In 2724 directors, the results indicated that the prevention program and community groups were associated with the increase in violent events, concluding that interventions for generalized prevention are suggested as well as selective.

Another research was conducted in Brazil by Leite Cruz & Ataíde Maciel (2018) In 203 students, the results were physical violence such as discrimination, prejudiced expressions, insults, and beatings. In Brazil, another work was carried out by Mizutani Gomes et al. (2019) In 743 schoolchildren, 67.97% witnessed fights at least once among other classmates, 40.78% were teased by one or more classmates, 39.49% were cursed by a classmate at least once, 30.91% were robbed of at least one object at school; concluding that the creation of a school environment without violence can lessen the effects of violence on the neighborhood and the community. In another investigation was carried out in Brazil by Tavares dos Santos & Mazon Machado (2019) in 1575 schools in which 6479 incidences were registered, representing 24% of physical violence divided into suicides and suicide attempts, self-mutilation, physical aggression against management or teachers, physical violence between schoolchildren.

Another study was done in Brazil, by Barros da Silva et al. (2021) In 57906 texts, the results showed that verbal violence was the most frequent, with boys showing the highest scores expressing school violence. In Spain, a study was carried out by González-Sodis et al. (2021) In the case of 220 schoolchildren in Málaga, the results indicated the existence of verbal violence between students, with fewer schoolchildren towards teachers.

In the national context, precedents such as the one developed in Lambayeque, for example, were chosen. Muñoz Pérez (2018) A quasi-experimental study was carried out on 61 students, 32 of whom were from the experimental group, obtaining a high range with 87.50% violence in the pretest, and 100% of low level during the posttest, verifying a significant difference in favor of the experimental group, concluding that the coexistence program reduced violence in the students. A doctoral study of descriptive-propositional design was carried out in Chiclayo, by Heredia Segura (2019), to 265 schoolchildren, in which 36.6% showed medium to very high levels of bullying, increasing school violence, proposing a model of coexistence to confront violence.

In Peru, Arhuis-Inca et al. (2021) A study was carried out on 23641 incidents of school violence in educational entities, the results showed a predominance of 185.8 and 62.6 per 100000 residents of psychological violence/bullying, women registered 32.2% of sexual violence of other students, the regions of Piura and Tacna had the lowest and highest rates of psychological/verbal violence; concluding that the high level of psychological/verbal violence prevailed in the students. Another study of descriptive propositional design was carried out in Lambayeque by Rijalba Murguía (2022) The results showed a high level of violence, designing an artistic-sports program to reduce violence in schoolchildren. In Chiclayo, another descriptive purposeful research was carried out by Pérez Montalván (2023) In 25 students, the results showed a high rank with 60% of violence between peers, designing a methodological strategy to reduce school violence.

School violence is a phenomenon founded by the abuse of power such as inequality that increases in schools caused by psychological and cultural factors, social injustice, intolerance, narcissism; includes domination, imposition, or manipulation by third parties (Al-Shudaifat, 2019; Mastandrea et al., 2022; Morales et al., 2022; Muñoz Muñoz et al., 2022; Pacheco-Salazar, 2018).

The dimensions of school violence mentioned by Aguilar Chacón (2022) There are four: physical aggression, verbal aggression, hostility, anger. Physical aggression includes

violent physical actions, corporal punishment, and the use of force. It includes behaviors that cause physical harm to others such as hitting, biting, and kicking (Bonamigo et al., 2022; Dewi & Kyranides, 2022). Verbal aggression, on the other hand, is mentally harming another person by using nasty words. Includes insults, through name-calling, mockery, or ridicule (Katigbak et al., 2023; Velásquez Mayorga, 2023). Hostility, on the other hand, is distrusting the intentions of others by commenting on offensive and impartial stimuli. It's the visible aggressive behavior (Lozano Ramírez et al., 2018; Van Teffelen et al., 2020). In addition, anger is a bitterness provoked by grievances, arbitrariness, or variations of particular goals perceived as unjust. Reveals aggressive behaviors (Silva, 2021; Zamora Deza, 2021).

The variable school violence has been based first on the Frustration-Aggression Theory enunciated by Dollard, Doob, Miller, Mowrer and Sear (1939) in which they proposed that all aggressive behavior is the effect of a previous frustration, generating aggression at the same time; They postulated the existence of direct causality between the frustration caused by the aggressive obstruction of a goal (Ramos Corpas, 2007). Secondly, it was based on the Social Contagion Model proposed by Berkowitz and Rawling (1963) who proposed that aggressive behavior is a consequence of imitation learning supported by aggressive affective patterns; Several learners identified as aggressors in the school context have been educated in aggressive homes (López-Hernández, 2015).

The school coexistence variable is an interactive process of dialogue, listening, sharing of work, fulfillment of purposes, participation and agreements by consensus of common benefit among the educational actors; contributes to the creation of an appropriate working environment for trainers and apprentices; establishes ways of learning; Its main function is formative and seeks the comprehensive education of students through participation, the promotion of knowledge, the practice of values and social skills (Monge-López & Gómez-Hernández, 2021; Obregón Mendoza, 2018; Sánchez Márquez et al., 2023; Torrego Seijo et al., 2022).

The dimensions of school coexistence according to Obregón Mendoza (2018) There are four: respect, participation, solidarity, dialogue. Respect is recognizing the virtues, merits, circumstances and values of other people despite opposing ideas with the same individuals. It is a correspondence between people who recognize each other as individuals who value reason and seek justification (Hernández Romero, 2020; Wong, 2020). Participation is a process characterized by open, cooperative, informed, and voluntary dialogue. It is a scenario of coexistence, encounter and learning through shared experiences among educational actors (Heid et al., 2023; Llanos Chuquipa, 2023). Solidarity is the most complete and global moral value in the integral education of people. It is the individual commitment to help others like them in relevant aspects. It is an autonomous virtue to be used in the best way (Campos Perales, 2023; Hollestelle et al., 2023; Monteza Vásquez, 2021). Dialogue is a participatory mode of communication for the presentation of alternatives and ideas, in person or from outside the classroom mediated by technologies. It is a reciprocal written or spoken conversation between two or more individuals, employing literary or theatrical modes. It comprises an assertive, respectful, verbal or written conversation; essential in schools to create harmonious and healthy relationships (Amar, 2023; Burgin & Cárdenas-García, 2020; Miranda Obregón, 2023).

The school coexistence program was first epistemologically based on the Dynamic Model of School Coexistence devised by Zych, which proposed that all members of the school community have individual potential in an educational environment, constituting the propellant for citizens and preventing antisocial behavior; personal potential complements socio-emotional competencies such as morals, empathy and emotional intelligence; The school context, on the other hand, is based on factors such as school environment, curriculum, organization, policies and resources; while citizens must promote a culture of peace, practice democracy while respecting human rights; In addition, antisocial behaviors,

such as bullying, violence and indiscipline, must be prevented (Zych, 2022). The second foundation was the Model of coexistence to address, prevent and eradicate school violence postulated by Carbajal and Fierro (2020), which was schematized into three operational levels to move from ephemeral peace to lasting peace: containment, conflict resolution, transformation; proposing tasks to be carried out at each level: at the containment level, they proposed attention to crimes, minor and serious offenses, administering differentiated protocols and regulations, plus training mediations against disruptions and indiscipline as a quick response to situations that alter coexistence; To solve conflicts, they proposed training strategies aimed at the educational community to develop socio-emotional skills, pacifying circles to constructively manage conflicts, mediation of adults and peers; At the transformation level, they proposed transforming pedagogical and management practices by promoting equity, inclusion, and participation as elements of social justice required to create conditions that ensure lasting peace (Fierro-Evans & Carbajal-Padilla, 2021).

MATERIALS AND METHODS

The research was basic, developed through the quantitative approach, with a descriptive propositional design. Information was collected from a sample of 155 students who answered the digital questionnaire, from 20 sections from first to fifth grade of secondary school of the "Andrés Araujo Moran" school, located in the district of La Cruz, belonging to the Tumbes region. To measure the level of school violence, the Buss and Perry violence questionnaire was used, consisting of 29 items, disaggregated into 4 dimensions: physical aggression (items 1 to 9), verbal aggression (items 10 to 14), hostility (items 15 to 21), anger (items 22 to 29); rated with a Likert scale of 4 alternatives rated from 1 to 4 points. The instrument was validated by 5 experts with a PhD degree, which obtained a reliability of McDonald's $\omega = 0.871$ calculated using the Jomovi program. The data were downloaded into an Excel sheet, then transformed from letters to numbers, grouped by dimensions, from there they were processed in SPSS 26, thus obtaining the tables of school violence and its dimensions. Considering at all times the criteria and ethical principles established for research with human beings.

RESULTS

Figure 1. Level of the variable School violence.

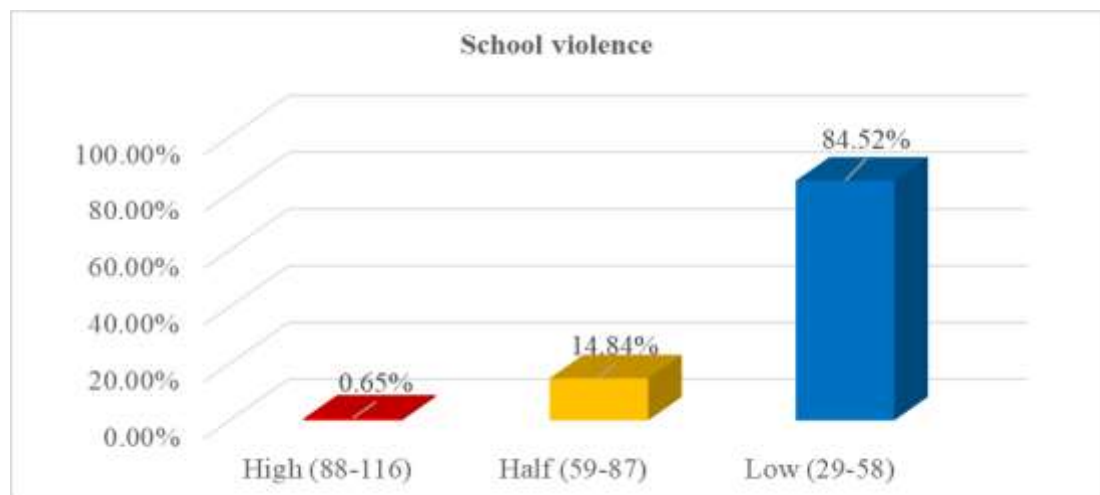


Figure 1 shows that the low level of school violence prevailed with 84.52%, followed by the medium range with 14.84% and the high range with 0.65%.

Figure 2. Level of the dimensions of the variable School Violence.

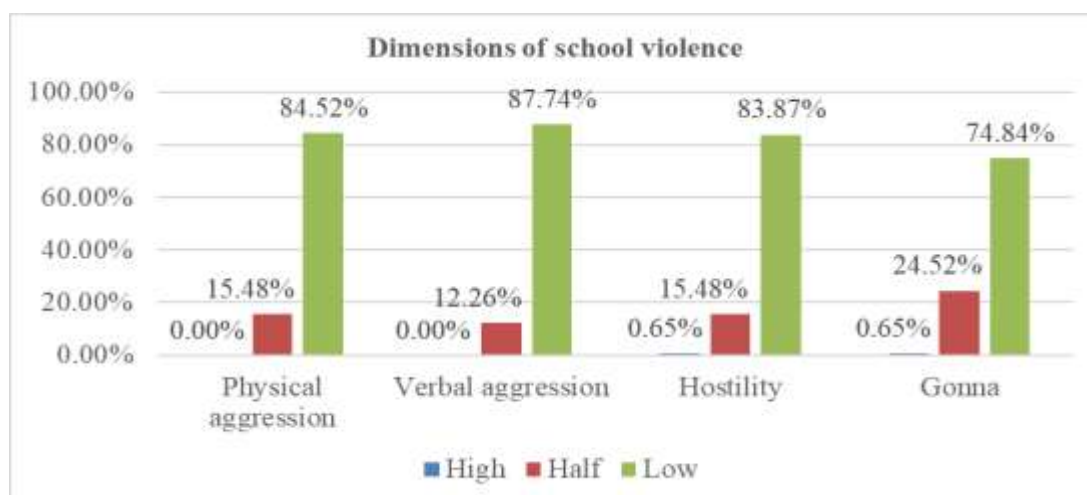


Figure 2 shows that in the dimensions of physical aggression, verbal aggression, hostility and anger, the low level prevailed with 84.52%, 87.74%, 83.87%, 74.84%, followed by the middle range with 15.48%, 12.26%, 15.48%, 24.52% and the high range with 0%, 0%, 0.65%, 0.65% respectively.

DISCUSSION

The results in Figure 1 showed that the low level prevailed with 84.52% in school violence. These results differ in the first place with what was found in the United States, by Longobardi et al. (2019) who pointed out a preponderance of 75% victimization by student violence, concluding that high violence towards teachers was found; secondly with what was achieved in Peru, by Arhuis-Inca et al. (2021) the results showed a predominance of 185.8 and 62.6 per 100000 residents of psychological violence/Bullying, women registered 32.2% of sexual violence from other students, the regions of Piura and Tacna had the lowest and highest rates of psychological/verbal violence; concluding that the high level of psychological/verbal violence prevailed in the learners; thirdly, with what was obtained in Colombia, by Herrera-López et al. (2022), the results showed significant differences in school violence by gender, with women being more victimized than boys, concluding that democratic parenting should be prioritized to reduce school violence; fourthly, with what was found in Lambayeque by Rijalba Murguía (2022), the results showed a high level of violence, designing an artistic-sports program to reduce violence in schoolchildren; in fifth place with what was found in Chile, by Diaz-Vargas et al. (2023) the results proved that 40.9% of the stockiest learners showed violence towards the most defenseless, and 20.5% warned that the most unsafe school spaces were toilets; in sixth place with what was obtained in the United Kingdom, by Holt & Birchall (2023) who experienced student violence, concluding that violence against teaching assistants is ignored and undervalued in schools because they belong to the female gender; in seventh place with what was achieved in Tanzania, by Masath et al. (2023) the results showed that 93.7% of learners felt violence from other schoolchildren; in eighth place with what was achieved in Chiclayo, by Pérez Montalván (2023) the results showed a high range with 60% of violence between classmates, designing a methodological strategy to reduce school violence.

On the other hand, the results of school violence in this study agree in the first instance with what was worked on in Lambayeque, by Muñoz Pérez (2018) who obtained a high rank with 87.50% of violence in the pretest, and 100% of low level during the posttest, verifying a significant difference in favor of the experimentation group, concluding that the coexistence program reduced violence in the students; secondly, with the findings in Italy, by De Córdova et al. (2019), the findings showed that teachers with greater satisfaction observed low rates of violence from learners and their parents; thirdly, with what has been achieved in Brazil by (Gomes et al., 2019) who concluded that the community does not

make learners violent; fourthly, with what was found in Chiclayo, by Heredia Segura (2019), 36.6% showed medium to very high levels of bullying, increasing school violence, proposing a model of coexistence to confront violence; fifthly, with what was achieved in Croatia, by Pavičić Vukičević et al. (2020), the results showed that learners and trainers noticed that schoolchildren respect teachers more, perceiving fewer forms of violence towards trainers.

The results of Figure 2 showed that in the dimensions of physical aggression, verbal aggression, hostility and anger, the low level prevailed with 84.52%, 87.74%, 83.87%, 74.84% respectively. These results differ in the first place with what was found in Brazil, by Leite Cruz & Ataíde Maciel (2018) the results externalized physical violence such as discrimination, prejudiced expressions, insulting, hitting; secondly, with what was found in Brazil by Mizutani Gomes et al. (2019), 67.97% witnessed fights at least once between other classmates, 40.78% received taunts from one or more classmates, 39.49% received curses from a classmate at least once, 30.91% suffered theft of at least one object at school; concluding that the creation of a school environment free of violence can lessen the effects of violence on the neighbourhood and community; In third place with what was achieved in Brazil by Tavares dos Santos & Mazon Machado (2019), the results represented 24% of physical violence divided into suicides and suicide attempts, self-mutilation, physical aggression against management or teachers, physical violence among schoolchildren. On the other hand, the results of verbal aggression disagree in the first instance with what was found in Brazil, by Barros da Silva et al. (2021) the results showed that verbal violence was the most frequent, boys showed the highest scores expressing school violence; secondly, with what was achieved in Spain by González-Sodis et al. (2021), the results indicated the existence of verbal violence between students, with fewer schoolchildren towards teachers.

CONCLUSIONS

The prevalence of the low level was verified with 84.52% in the school violence variable, noting that 15.48% still need to be located at this level.

It was found that in the dimensions of physical aggression, verbal aggression, hostility and anger, the low level prevailed with 84.52%, 87.74%, 83.87%, 74.84% respectively.

A school coexistence program was designed divided into 15 didactic sessions to reduce violence in secondary school students, based on four theoretical foundations, the outline of which is presented below in Figure 3.

Figure 3.

Outline of the proposal. In original language: English



The program consists of 15 sequentially organized didactic sessions that consider learning and demonstration of: greetings and farewells, good manners, courtesy, kindness, tolerance, communication, teamwork, agreements and commitments, collaboration, empathy, collective benefit, expression of ideas, listening attentively, tone of voice, assertive communication.

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