

Influence of exogenous factors on violent behavior in school stage students under CAHV-28

Melva Iparraguire-Meza¹, Jenny Mendoza-Vilcahuaman², Mildred Condor-Privat³, Denjiro Del Carmen-Iparraguire⁴, Diego Cajachagua-Guerreros⁵, Sario Angel Chamorro Quijano⁶

¹*Department of Health Sciences, Universidad Peruana los Andes, Huancayo, Perú.
miparraguirrem@gmail.com*

<https://orcid.org/0000-0003-0686-9615>

²*Department of Health Sciences, Universidad Nacional de Huancavelica, Huancavelica, Perú.
jenny.mendoza@unh.edu.pe*

<https://orcid.org/0000-0002-1903-1355>

³*Department of Health Sciences, Universidad Peruana los Andes, Huancayo, Perú.
d.mcondor@upla.edu.pe*

<https://orcid.org/0000-0002-8240-365X>

⁴*Department of Law and Political Science, Universidad Nacional de Huancavelica, Huancavelica, Perú.
denjiro.delcarmen@unh.edu.pe*

<https://orcid.org/0000-0001-7545-7724>

⁵*Department of Research, Universidad Continental, Huancayo, Perú.
74686647@continental.edu.pe*

<https://orcid.org/0000-0001-7157-1132>

⁶*Department of Research, Universidad Continental, Huancayo, Perú.
schamorro@continental.edu.pe*

<https://orcid.org/0000-0002-4389-0205>

Abstract

School violence is a social problem, and its causes are diverse; therefore, the present investigation studies the factors that influence violent behavior in the classroom of students from the Questionnaire of Attitudes towards Violence (CAHV-28) in high school students. A final sample of 2192 students was taken, made up of 3rd, 4th and 5th grade students from state educational institutions in the Junín region of Peru. The surveys were taken from these students, each 7 questions belonged to a group, and since there were 28 questions, they were divided into 4 groups. The most significant results showed that the group of "Violence perceived as legitimate" where students who live with mom and dad, only mom and only dad show a tendency to normalize violence as legitimate and those students who live without mom and dad show a tendency to normalize violence as legitimate. tendency to "strongly disagree", another significant result is that male students show attitudes towards violence in the 4 groups indicated. In future research it is expected that the sample will be expanded and that the study in private schools will be added as well as the addition of more exogenous factors that influence behavior and school learning.

Keywords: School violence, Education, Methodology, Student improvement.

1. Introduction

Worldwide, school violence is a fact that affects many children and young people, both inside and outside their educational centers (Bianchini, 2019); this problem has been generating on the

one hand physical fights, which threaten public health, generating traumas and injuries, and on the other hand, from a psychological point of view, it generates in some cases suicides on the part of the victims due to the trauma acquired by violence

(Shaikh et al., 2019) (Dema et al., 2019); the causes that are being generated are extremely important, but a large percentage of the victims prefer to remain silent, due to the great fear of the attacker, since our culture imposes a system of "the strongest oppressing the weakest" (Gilligan, 2018).

Among the traits possessed by these people with violent characteristics, we find Machiavellianism, narcissism and psychopathy, which have a central determinant that comes from the upbringing of parents in their homes (Yendell et al., 2022), many of these adolescents develop a violent behavior from the violent family nucleus, which show a pathological form of dispositional reactions, anxiety and social adaptability (Grujic, 2021), but not all adolescents are prone to school violence, according to studies with a great interpersonal management, and presenting a better emotional management and understanding of reality, are less likely to experience bullying and therefore lead to aggression (León-Del-barco et al., 2020).

Noting that, in several schools, many teachers are not trained to know how to address school violence in their schools, due to ignorance of this problem or the magnitude of this, therefore, they do not have optimal resources to address these issues (Álvarez-García et al., 2010). But even so, the development of conflicts according to a student's point of view, is happening thanks to a discrepancy with respect to the teachers' perspective (Ceballos et al., 2012), for this reason, socio-school variables can also be part of the problem, in which intervention at the psychosocial and educational level can be provided (Rodríguez et al., 2020).

It is also shown that female victims of bullying and violence have a four times higher probability of developing personality disorders than male victims, while no associations with subsequent personality disorders are found (Antila et al., 2017). But it also shows that men are more prone to physical violence, compared to women who are more prone to verbal violence, seeing that the gender variable may be an important aspect (Domínguez-Alonso et al., 2019), as it predisposes the actions of the aggressor (Zeladita-Huaman et al., 2020). Due to all of the above, these violent adolescents do not have emotional

support from their peers, teachers, or parents; due to the violent behaviors they exhibit (Barboza et al., 2009).

In many countries worldwide, the rate of exposure to harassment and violence varies for girls from 4.8% to 35.8% and for boys from 8.6% to 45.2%, with respect to each country (Craig et al., 2009), these in turn seek to evaluate and mitigate these values of violence, either in first world countries with stable economies such as the United States, which seeks to use security strategies in schools due to rates of violence and maladaptive behavior of students (Cuellar & Theriot, 2017), since violence for both boys and girls ranges from 13% to 23% for boys and 4% to 11% for girls (Nansel et al., 2003), for Canada, the values of violence in young people are growing, where there is a high risk that they become dangerous for the country itself, for which they are evaluating cases where violence is shown either in person or online (Rousseau et al., 2017); and in terms of countries with poverty at a very critical point, Tanzania shows us that school violence is at very critical levels, due to the deplorable educational environment they have, by its national education system, where it was identified that 80% of students have a picture of school violence, and is seeking immediate intervention with Tanzanian schools (Fabbri et al., 2022), On the other hand, for Uganda, violence is being imparted by teachers, for which this country wants to mitigate violence, through school interventions by the state, school and parents (Ssenyonga et al., 2022).

In Peru, the rates of aggression and school violence are high, indicating figures where 48% of students reported that they were part of an act of aggression during the school year, which is something very disturbing in the school-age population (Valle, 2022). In the Peruvian jungle regions, the prevalence of violence/bullying is 185.8 and 62.6 per 100,000 inhabitants (Arhuis-Inca et al., 2021). But even with very high rates of violence, students' knowledge of the entities for reporting school aggression is low, since only 24.1% know about SiSeve and 64.73% know about DEMUNA (Municipal Ombudsman's Office for Children and Adolescents) (Chapoñan et al., 2022). However, these young people, as in many countries, have an index of probability that

a school child has a violent behavior due to physical or psychological parental abuse, therefore the relationship between parents and children in Peru also determines to a great extent

For which this study analyzed the multiple influences of violent behavior, which occurs at different social levels, identifying mainly the characteristics of the aggressors (Olsson et al., 2017). In addition, this study focuses on young people, since school violence is less common among children in kindergarten and early elementary school (Albaladejo-Blázquez et al., 2013).

2. Methods

The sample is made up of 2,400 children between 14 and 17 years of age, from 15 state schools in the Junín Region, in the 3rd, 4th, and 5th grades of secondary education, randomly selected by the

the interaction with their classmates (Benavides Abanto et al., 2021) (Arias-Gallegos & Rivera, 2019).

institutions participating in the research.

After data analysis, due to the control of social desirability, 208 results were eliminated, giving a final sample of 2192 students, of which 1152 were boys (52.6%) and 1040 were girls (47.4%).

Regarding the grade of the secondary level, of the 3 levels surveyed, the grade with the highest participation was 5th grade of secondary education at 35.8%, in terms of sociodemographic variables (See Table 1), where the most common grade range is "10 - 14" (56.9%) considered as a "remarkable" grade, as for family structure, most students live with their parents (52.6%) and the parents' level of education is "basic education" (59.9%) and technical studies (26.3%).

Table 1. Overview of Sociodemographic and Socioeducational Variables

		Frequency	Valid Percentage %	Accumulated Percentage %
Sex	Male	1152	52,6	52,6
	Female	1040	47,4	100,0
Academic cycle	3°	704	32,1	32,1
	4°	704	32,1	64,2
	5°	784	35,8	100,0
Average grades	0-4	64	2,9	2,9
	5-9	176	8,0	10,9
	10-14	1248	56,9	67,9
	15-20	704	32,1	100,0
Father's educational level	Without studies	96	4,4	4,4
	Basic studies	1312	59,9	64,2
	Technical studies	576	26,3	90,5
	University studies	208	9,5	100,0

	Without studies	160	7,3	7,3
Mother's educational level	Basic studies	1440	65,7	73,0
	Technical studies	352	16,1	89,1
	University studies	240	10,9	100,0
	Mom and Dad	1152	52,6	52,6
Family coexistence	Dad	176	8,0	60,6
	Mom	688	31,4	92,0
	They live without their parents.	176	8,0	100,0

3. Procedure

We found questions containing a total of 60 items that included exogenous and sociodemographic factors (gender, grade point average, father's degree of education, family cohabitation). A sincerity question was included to avoid the tendency of students to give an answer far from reality where the question was measured between levels of "mark sincerely" and "mark lying". In addition, in the first 14 items it gave a Cronbach's coefficient of 0.912.

The CAHV-28 (Violence Attitudes Questionnaire) is part of a protocol that assesses attitudes towards school violence and this is a revised version of the CAHV-25 (Ruiz-Hernández et al., 2020). It was applied to a sample of 15 schools and a total of 92 classrooms (31 3rd secondary, 31 4th secondary and 30 5th secondary classrooms) in the Junín region (Central Region of Peru) in 2021/2022. The selection of the educational centers was made by the researchers of the institutions represented, the grades among the schools are from 0 to 20, with a grade of 0 being the lowest grade and a grade of 20 being the highest.

The selected institutions were asked for the corresponding permission, providing consent to conduct the surveys within the institutions, and the students were informed and provided with an informed consent form. The teachers, assistants

and assistants were then briefed on general aspects of the research and the questionnaire, all this emphasizing sincerity and confidentiality, during the sessions inside the classroom it was controlled that students do not interact with peers inside the classroom when filling out the questionnaires.

The data collection was carried out between April and September 2022 during the hours provided by the educational institutions, during which time the researchers and classroom teachers were present in each classroom, in order to avoid a tendency to respond randomly, as well as the distortion of each response, criteria such as self-declared truthfulness and control questions were used in each classroom by each researcher.

For the development of this study, the codes of ethics of the researchers' universities and ethical considerations provided by international organizations have been taken into account.

For the determination of the degree of violence was divided into 4 groups, from question No. 1 to question No. 7 is about whether the student perceives "Violence as a form of entertainment", from question N°8 to question N°14 deals with whether the student perceives "Violence as a way to increase self-esteem", from question N°15 to question N°21 deals with "Violence as a way to relate and solve problems" and from question N°22 to question N°28 deals with "Violence perceived as legitimate".

The group of "Violence in the form of entertainment" (See Table 2), where it is analyzed

4. Results

if there is a difference between male and female students, in male students show a final mean of 1.91 with a tendency to "disagree" where 2.78 % of these students consider they "strongly agree" and in female students show a final mean of 1.34 with a tendency to "strongly disagree" in addition

0.86 % of female students considered that they "strongly agree" with respect to this group, showing a difference in perception of violence as a form of entertainment where male students present an acceptance of this behavior.

Table 2. Values of the first group that includes from question No. 1 to question No. 7 of the questionnaire in comparison with the variable "Gender of the respondent" belonging to the theme "Violence as a form of entertainment".

Gender of the respondent		Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7
Male	Mean	1,76	1,81	2,06	2,32	1,56	1,82	2,07
	N	1152	1152	1152	1152	1152	1152	1152
	SD	1,112	,908	1,154	1,311	,848	1,032	1,123
	K	1,915	,879	,636	-,626	3,436	1,938	,769
	PM	1,53	1,68	1,83	2,03	1,44	1,63	1,88
	A	1,629	1,063	1,142	,730	1,810	1,506	1,103
Female	Mean	1,29	1,45	1,35	1,51	1,18	1,26	1,34
	N	1040	1040	1040	1040	1040	1040	1040
	SD	,673	,785	,753	,747	,523	,563	,639
	K	12,744	6,058	3,567	2,001	12,860	3,091	4,046
	PM	1,23	1,35	1,24	1,42	1,14	1,21	1,28
	A	3,211	2,280	2,128	1,528	3,417	2,054	2,037
Total	Mean	1,54	1,64	1,72	1,93	1,38	1,55	1,72
	N	2192	2192	2192	2192	2192	2192	2192
	SD	,959	,870	1,045	1,154	,736	,887	,995
	K	4,493	2,297	1,764	,583	5,977	3,881	2,229
	PM	1,38	1,51	1,52	1,69	1,29	1,42	1,55
	A	2,171	1,510	1,534	1,212	2,342	1,936	1,557

Note: N=number of respondents; SD= Standard deviation; K= Kurtosis; PM= Pooled median; A=Asymmetry

The results show that the mean of students living without their parents is 1.4 (See Table 3), with a tendency to "strongly disagree" with the group of

"Violence in the form of entertainment" unlike the students who live with their parents, whose mean was 1.63, showing a tendency to "disagree", in

both cases they show a rejection of violence as a form of entertainment; in situations where they live only with their mother and father, the mean

was 1.68 for living only with their mother and 1.72 for living only with their father.

Table 3. Values of the first group that includes from question No. 1 to question No. 7 of the questionnaire compared with the variable "Family member or tutor where the student lives" belonging to the theme "Violence as a form of entertainment".

Relative or guardian where the student lives		Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7
Mom and Dad	Mean	1,57	1,58	1,76	1,92	1,33	1,54	1,68
	N	1152	1152	1152	1152	1152	1152	1152
	SD	1,012	,894	1,048	1,115	,667	,912	,926
	K	3,759	2,294	1,783	,619	5,466	4,607	2,413
	A	2,068	1,619	1,500	1,188	2,316	2,132	1,517
	PM	1,38	1,44	1,57	1,69	1,26	1,40	1,54
Dad	Mean	1,64	1,73	1,82	1,91	1,64	1,36	2,00
	N	176	176	176	176	176	176	176
	SD	,645	,752	,718	,999	,774	,482	,855
	K	-,661	-1,077	-1,021	-,640	-,951	-1,692	-1,637
	A	,514	,496	,285	,741	,733	,572	,000
	PM	1,60	1,67	1,78	1,75	1,56	1,36	2,00
Mom	Mean	1,47	1,77	1,72	2,12	1,44	1,63	1,67
	N	688	688	688	688	688	688	688
	SD	,924	,912	1,169	1,317	,871	,941	1,136
	K	7,280	2,179	1,148	-,206	5,823	2,460	2,737
	A	2,674	1,401	1,522	1,013	2,403	1,643	1,905
	PM	1,33	1,64	1,44	1,77	1,31	1,47	1,43
None and/or	Mean	1,55	1,36	1,36	1,36	1,18	1,55	1,91
	N	176	176	176	176	176	176	176
	SD	,990	,482	,645	,482	,387	,784	,903
	K	1,032	-1,692	1,132	-1,692	,778	-,637	,265

	A	1,586	,572	1,558	,572	1,664	,998	,936
	PM	1,33	1,36	1,30	1,36	1,18	1,44	1,78
Total	Mean	1,54	1,64	1,72	1,93	1,38	1,55	1,72
	N	2192	2192	2192	2192	2192	2192	2192
	SD	,959	,870	1,045	1,154	,736	,887	,995
	K	4,493	2,297	1,764	,583	5,977	3,881	2,229
	A	2,171	1,510	1,534	1,212	2,342	1,936	1,557
	PM	1,38	1,51	1,52	1,69	1,29	1,42	1,55

Note: N=number of respondents; SD= Standard deviation; K= Kurtosis; PM= Pooled median; A=Asymmetry

There is a significant difference in the comparison between students who have a mean score of 0 to 4 and students who have a score of 15 to 20 (See Table 4), where students who score between 0 to 4 consider that they "neither disagree nor agree" that is to say, they show indifference in the group

with the topic "Violence as a way to increase self-esteem" representing 2.92% of the total students surveyed and while the students who score between 15 to 20 show a tendency to "strongly disagree" representing 32.12% of all students surveyed.

Table 4. Values of the second group that includes from question No. 8 to question No. 14 of the questionnaire in comparison with the variable "Average scores of the respondents" belonging to the topic "Violence as a way to increase self-esteem".

Average ratings of respondents	Question 8	Question 9	Question 10	Question 11	Question 12	Question 13	Question 14	
Mean	2,00	2,25	2,50	3,00	2,75	2,00	1,75	
N	64	64	64	64	64	64	64	
0-4	SD	1,234	1,309	1,512	1,594	1,309	1,008	,836
	K	-,983	-1,763	-2,066	-1,676	-1,763	-2,066	-1,385
	A	,836	,219	,000	,000	-,219	,000	,505
	Mean	1,36	1,36	1,45	1,36	1,64	1,82	1,27
	N	176	176	176	176	176	176	176
5-sep	SD	,884	,645	,893	,645	,982	1,270	,618
	K	4,486	1,132	3,264	1,132	,597	,934	2,923
	A	2,430	1,558	2,085	1,558	1,371	1,431	2,095
oct-14	Mean	1,54	1,59	1,82	1,47	1,42	1,46	1,45

	N	1248	1248	1248	1248	1248	1248	1248
	SD	,930	1,044	1,047	,843	,760	,763	,728
	K	3,772	3,810	1,401	6,420	6,114	2,731	1,233
	A	1,998	2,102	1,370	2,394	2,280	1,778	1,478
	Mean	1,61	1,41	1,59	1,45	1,50	1,34	1,43
15-20	N	704	704	704	704	704	704	704
	SD	,935	,615	,835	,722	,754	,601	,720
	K	5,216	4,620	1,078	2,164	1,365	1,352	2,422
	A	2,179	1,819	1,357	1,614	1,436	1,576	1,706
	Mean	1,56	1,53	1,74	1,50	1,50	1,47	1,44
Total	N	2192	2192	2192	2192	2192	2192	2192
	SD	,943	,921	1,006	,864	,830	,793	,724
	K	3,894	4,720	1,343	4,978	3,125	3,418	1,529
	A	2,019	2,178	1,406	2,164	1,832	1,867	1,548
	PM	1,40	1,39	1,55	1,38	1,39	1,36	1,35

Note: N=number of respondents; SD= Standard deviation; K= Kurtosis; PM= Pooled median; A=Asymmetry

A significant difference is shown among the students surveyed, with male students showing a mean of 1.70 with a tendency to "disagree" (See Table 5), and female students showing a mean of 1.24 with a tendency to "strongly disagree", question No. 17, which asked about "Some things

have to be solved by force", of all those surveyed, students who normalized violence as a way of relating to others and solving problems represented 10.9%, students who "agreed" with this group were 4.4% and those who "strongly agreed" were 4.4%.

Table 5. Values of the third group that includes from question No. 15 to question No. 21 of the questionnaire in comparison with the variable "Gender of respondent" belonging to the theme "Violence as a way of relating and solving problems"

Gender of the respondent	Question 15	Question 16	Question 17	Question 18	Question 19	Question 20	Question 21
Mean	1,56	1,50	2,11	1,67	1,61	1,65	1,81
N	1152	1152	1152	1151	1152	1152	1152
SD	,780	,800	1,162	,817	,951	,853	,981
K	3,636	1,999	,410	,714	3,095	2,089	1,138

Female	A	1,663	1,634	1,061	1,140	1,814	1,403	1,193
	PM	1,47	1,39	1,88	1,57	1,45	1,54	1,65
	Mean	1,17	1,17	1,42	1,29	1,11	1,14	1,42
	N	1040	1040	1040	1040	1040	1040	1040
	SD	,450	,414	,858	,575	,356	,460	,763
	K	6,772	5,186	5,060	2,266	12,359	21,290	2,639
	A	2,715	2,396	2,317	1,835	3,496	4,292	1,851
	PM	1,14	1,16	1,28	1,25	1,09	1,11	1,31
	Mean	1,37	1,34	1,78	1,49	1,37	1,41	1,62
	N	2192	2192	2192	2191	2192	2192	2192
Total	SD	,673	,667	1,086	,736	,774	,741	,905
	K	5,664	4,443	1,479	1,579	7,130	4,793	1,777
	A	2,127	2,141	1,470	1,466	2,560	2,097	1,470
	PM	1,31	1,27	1,56	1,41	1,27	1,32	1,48

Note: N=number of respondents; SD= Standard deviation; K= Kurtosis; PM= Pooled median; A=Asymmetry

There are significant values where students who live with mom and dad, only mom and only dad have an average of 2.23 (See Table 6) showing a tendency between "disagreement" and normalization of this group of "Violence perceived as legitimate" and students who do not

live with mom and dad show a mean of 1.47 i.e. they show a perception between "Strongly disagree" and "Disagree", 13.1% of all respondents indicate that they "agree" with helping their friend with strokes and 22.6% strongly agree to this same.

Table 6. Values of the fourth group that includes from question No. 22 to question No. 28 of the questionnaire in comparison with the variable "Family member or guardian where the student lives" belonging to the topic "Violence perceived as legitimate".

Relative or guardian where the student lives	Question 22	Question 23	Question 24	Question 25	Question 26	Question 27	Question 28
Mean	1,54	1,68	1,58	1,64	1,78	2,69	2,94
Mom and Dad	N	1152	1152	1152	1152	1152	1152
SD	,865	1,104	,894	,887	1,170	1,631	1,527
K	5,486	2,371	2,775	2,056	1,301	-1,527	-1,454

	A	2,192	1,774	1,736	1,490	1,535	,345	,141
	Mean	2,00	2,18	2,27	2,00	2,18	2,27	2,27
	N	176	176	176	176	176	176	176
Dad	SD	1,047	1,031	1,055	,956	1,270	1,605	1,487
	K	-1,166	-1,336	-1,466	-1,920	-,336	-1,120	-1,321
	A	,483	,134	-,094	,000	,737	,754	,534
	Mean	1,47	1,81	1,72	1,63	1,74	2,67	2,88
	N	688	688	688	688	688	688	688
Mom	SD	,727	1,085	,997	,966	1,144	1,537	1,589
	K	2,044	1,559	1,499	2,591	2,176	-1,500	-1,513
	A	1,580	1,473	1,431	1,735	1,730	,209	,087
	Mean	1,18	1,45	1,18	1,18	1,45	1,73	2,18
	N	176	176	176	176	176	176	176
None and/or	SD	,387	,990	,387	,387	,893	1,055	1,270
	K	,778	1,676	,778	,778	3,264	-,467	-1,488
	A	1,664	1,841	1,664	1,664	2,085	1,038	,466
	Mean	1,53	1,74	1,65	1,63	1,77	2,58	2,81
	N	2192	2192	2192	2192	2192	2192	2192
Total	SD	,829	1,095	,941	,904	1,159	1,584	1,545
	K	4,041	1,542	1,670	1,979	1,427	-1,430	-1,452
	A	1,918	1,522	1,486	1,513	1,546	,406	,188

Note: N=number of respondents; SD= Standard deviation; K= Kurtosis; PM= Pooled median; A=Asymmetry

5. Discussion

The development of the study allowed the application of the CAHV-28, which was modified from the CAHV-25 version (Torregrosa et al., 2011) this version is adapted to the youth population and easy to apply, unlike the CAHV-28 2 items were reformulated and 3 were added, the four dimensions proposed by this methodology were considered (Ruiz-Hernández et al., 2020), by increasing the amount of

information extracted, research where questionnaires were applied found differences in frequencies of violent behaviors according to sex, the same results have been found in attitudes towards violence, which reinforces the variables presented (Jiménez-Barbero et al., 2013). These results suggest various interventions at the psychological and legal levels, among others.

The paper presented shows a relationship between the groups already defined and

compared with factors such as "Living with a family member", "Range of grades obtained", "Gender of the student".

6. Conclusion

It is concluded that according to the data obtained, there is an influence of the parents on the behavior of the students, taking as a criterion the family coexistence and the degrees of instruction, this is reflected in the qualifications where the qualification scale is found. of 0. used. 20, with 20 being the best qualifying grade; students who score from 0 to 4 show more aggressive behavior compared to students who score from 16 to 20.

The male students showed a tendency to accept violence in the 4 divided groups compared to the female students, the factors that influence these results are diverse in the study presented, the coexistence with the parents that was evaluated was at a social level.

In future research, it is recommended to expand the research in both national and private schools, in addition to evaluating more exogenous factors such as psychological, demographic, etc.

References

- [1] Albaladejo-Blázquez, N., Ferrer-Cascales, R., Reig-Ferrer, A., & Fernández-Pascual, D. (2013). Does school violence Occur in preschool and primary education? An assessment and Management Proposal. *Anales de Psicología*, 29(3), 1060-1069. Scopus.<https://doi.org/10.6018/analesps.29.3.158431>.
- [2] Álvarez-García, D., Rodríguez, C., González-Castro, P., Núñez, J. C., & Álvarez, L. (2010). The training of pre-service teachers to deal with school violence. *Revista de Psicodidáctica*, 15(1), 35-56. Scopus.
- [3] Antila, H., Arola, R., Hakko, H., Riala, K., Riipinen, P., & Kantojärvi, L. (2017). Bullying involvement in relation to personality disorders: A prospective follow-up of 508 inpatient adolescents. *European Child and Adolescent Psychiatry*, 26(7), 779-789. Scopus.<https://doi.org/10.1007/s00787-017-0946-6>
- [4] Arhuis-Inca, W., Ipanaqué-Zapata, M., Bazalar-Palacios, J., Quevedo-Calderón, N., & Gaete, J. (2021). Violence at School and Bullying in School Environments in Peru: Analysis of a Virtual Platform. *Frontiers in Psychology*, 11. Scopus.<https://doi.org/10.3389/fpsyg.2020.543991>
- [5] Barboza, G. E., Schiamberg, L. B., Oehmke, J., Korzeniewski, S. J., Post, L. A., & Heraux, C. G. (2009). Individual characteristics and the multiple contexts of adolescent bullying: An ecological perspective. *Journal of Youth and Adolescence*, 38(1), 101-121. Scopus.<https://doi.org/10.1007/s10964-008-9271-1>
- [6] Benavides Abanto, C. M., Jara-Almonte, J. L., Stuart, J., & La Riva, D. (2021). Bullying Victimization Among Peruvian Children: The Predictive Role of Parental Maltreatment. *Journal of Interpersonal Violence*, 36(13-14), 6369-6390. Scopus.<https://doi.org/10.1177/0886260518817780>
- [7] Bianchini, E. (2019). Bullying, cyberbullying, and interventions in schools. *En Handbook of Research on Trends and Issues in Crime Prevention, Rehabilitation, and Victim Support* (pp. 265-282). Scopus.<https://doi.org/10.4018/978-1-7998-1286-9.ch015>
- [8] Ceballos, E. M., Rodríguez, N. T. C., Piñero, A. D. C., Hernández, J. A. R., Ruiz, B. R., & Navarro, A. V. (2012). The student perspective in school conflicts. *Revista de Educacion*, 359, 554-579. Scopus.<https://doi.org/10.4438/1988-592X-RE-2011-359-107>
- [9] Chapoñan, R. Z., Sancho, J. M. C., Parra, H. C., Paredes, G. I. M., & Huaman, J. A. Z. (2022). Knowledge about School Bullying Reporting Systems and the Type of Intervention of the Adolescent Witness. *Revista Cubana de Enfermeria*, 38(1). Scopus.
- [10] Craig, W., Harel-Fisch, Y., Fogel-Grinvald, H., Dostaler, S., Hetland, J., Simons-Morton, B., Molcho, M., de Matos, M. G., Overpeck, M., Due, P., Pickett, W., Mazur, J., Favresse, D., Leveque, A., Pickett, W.,

- Aasvee, K., Varnai, D., Harel, Y., Korn, L., ... Nansel, T. (2009). A cross-national profile of bullying and victimization among adolescents in 40 countries. *International Journal of Public Health*, 54(SUPPL. 2), S216-S224. Scopus. <https://doi.org/10.1007/s00038-009-5413-9>
- [11] Dema, T., Tripathy, J. P., Thinley, S., Rani, M., Dhendup, T., Laxmeshwar, C., Tenzin, K., Gurung, M. S., Tshering, T., Subba, D. K., Penjore, T., & Lhazeen, K. (2019). Suicidal ideation and attempt among school going adolescents in bhutan- A secondary analysis of a global school-based student health survey in Bhutan 2016. *BMC Public Health*, 19(1). Scopus. <https://doi.org/10.1186/s12889-019-7791-0>
- [12] Domínguez-Alonso, J., López-Castedo, A., & Nieto-Campos, B. (2019). School violence: Gender differences in secondary students. *Revista Complutense de Educacion*, 30(4), 1031-1044. Scopus. <https://doi.org/10.5209/rced.59997>
- [13] Fabbri, C., Powell-Jackson, T., Leurent, B., Rodrigues, K., Shayo, E., Barongo, V., & Devries, K. M. (2022). School violence, depression symptoms, and school climate: A cross-sectional study of Congolese and Burundian refugee children. *Conflict and Health*, 16(1). Scopus. <https://doi.org/10.1186/s13031-022-00475-9>
- [14] Gilligan, C. (2018). Breaking the Silence, or Who Says Shut Up? *Contemporary Psychoanalysis*, 54(4), 735-746. Scopus. <https://doi.org/10.1080/00107530.2018.1530502>
- [15] Grujic, L. S. (2021). PSYCHOLOGICAL FUNCTIONING OF ADOLESCENTS FROM VIOLENT FAMILIES. *Serbian Journal of Experimental and Clinical Research*, 22(4), 289-299. Scopus. <https://doi.org/10.2478/sjecr-2019-0007>
- [16] Jiménez-Barbero, J. A., Ruiz-Hernández, J. A., Llor-Esteban, B., Llor-Zaragoza, L., & Pérez García, M. (2013). Efficacy of a brief intervention on attitudes to reduce school violence: A randomized clinical trial. *Children and Youth Services Review*, 35(9), 1313-1318. <https://doi.org/10.1016/j.childyouth.2013.05.010>
- [17] León-Del-barco, B., Lázaro, S. M., Polo-Del-río, M.-I., & López-Ramos, V.-M. (2020). Emotional intelligence as a protective factor against victimization in school bullying. *International Journal of Environmental Research and Public Health*, 17(24), 1-11. Scopus. <https://doi.org/10.3390/ijerph17249406>
- [18] Nansel, T. R., Ovevpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C. (2003). Relationships between bullying and violence among US youth. *Archives of Pediatrics and Adolescent Medicine*, 157(4), 348-353. Scopus. <https://doi.org/10.1001/archpedi.157.4.348>
- [19] Olsson, G., Låftman, S. B., & Modin, B. (2017). School collective efficacy and bullying behaviour: A multilevel study. *International Journal of Environmental Research and Public Health*, 14(12). Scopus. <https://doi.org/10.3390/ijerph14121607>
- [20] Rodríguez, V. D., Deaño, M. D., & González, F. T. (2020). Incidence of different types of school violence in primary and secondary education. *Aula Abierta*, 49(4), 373-383. Scopus. <https://doi.org/10.17811/RIFIE.49.4.2020.373-384>
- [21] Rousseau, C., Ellis, B. H., & Lantos, J. D. (2017). The dilemma of predicting violent radicalization. *Pediatrics*, 140(4). Scopus. <https://doi.org/10.1542/peds.2017-0685>
- [22] Ruiz-Hernández, J. A., Pina, D., Puente-López, E., Luna-Maldonado, A., & Llor-Esteban, B. (2020). Attitudes towards School Violence Questionnaire, Revised Version: CAHV-28. *European Journal of Psychology Applied to Legal Context*, 12(2), 61-68. Scopus. <https://doi.org/10.5093/EJPALC2020A8>
- [23] Shaikh, M. A., Abio, A., Celedonia, K. L., & Wilson, M. L. (2019). Physical fighting among school-attending adolescents in pakistan: Associated factors and contextual influences. *International Journal of Environmental Research and Public Health*, 16(24). Scopus. <https://doi.org/10.3390/ijerph16245039>
- [24] Ssenyonga, J., Katharin, H., Mattonet, K., Nkuba, M., & Hecker, T. (2022). Reducing

- teachers' use of violence toward students: A cluster-randomized controlled trial in secondary schools in Southwestern Uganda. *Children and Youth Services Review*, 138. Scopus.
<https://doi.org/10.1016/j.childyouth.2022.106521>
- [25] Torregrosa, M. S., Ingles, C. J., & Garcia-Fernandez, J. M. (2011). Aggressive Behavior as a Predictor of Self-Concept: A Study with a Sample of Spanish Compulsory Secondary Education Students. *Psychosocial Intervention*, 20(2), 201-212. <https://doi.org/10.5093/in2011v20n2a8>
- [26] Valle, R. (2022). Factors associated with peer aggression (Bullying): Results of a population study in Peru. *Revista del Cuerpo Medico Hospital Nacional Almanzor Aguinaga Asenjo*, 15(1), 19-26. Scopus. <https://doi.org/10.35434/rcmhnaaa.2022.151.1049>
- [27] Yendell, A., Clemens, V., Schuler, J., & Decker, O. (2022). What makes a violent mind? The interplay of parental rearing, dark triad personality traits and propensity for violence in a sample of German adolescents. *PLoS ONE*, 17(6 June). Scopus. <https://doi.org/10.1371/journal.pone.0268992>
- [28] Zeladita-Huaman, J. A., Montes-Iturrizaga, I., Moran-Paredes, G. I., Zegarra-Chapoñan, R., Cuba-Sancho, J. M., & Aparco, J. P. (2020). Factors associated with attitudes towards violence in schoolchildren from marginal urban areas of metropolitan Lima, 2019. *Revista Peruana de Medicina Experimental y Salud Publica*, 37(4), 627-635. Scopus. <https://doi.org/10.17843/rpmesp.2020.374.5154>