

Scholastic violence: a view at the the state educational institution of San Juan de Lurigancho

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Abstract

School violence is an extract of social violence. It is impossible to describe school violence without referring to the social context, without establishing the causes in the family and the community. These are diverse, such as a dysfunctional home, the absence of parents, the lack of control of parents in the home, the authoritarianism of one of the parents. This complex problem requires an acute study in order to understand it and seek possible solutions. The objective was to describe the perception or experience of school violence that prevails in the classroom and prevents a welcoming environment for everyone: students, teachers, administrators and parents. Materials and methods. The instrument used was the questionnaire on school violence in adolescents (CUVE-R). A descriptive design was used. The sample consisted of 338 male and female students ranging in age from 12 to 17 years old from a state educational institution in San Juan de Lurigancho, Lima, Peru. The results obtained showed that 70.1% of the students perceive the level of "rarely" of school violence; followed by the level "sometimes" with 19.8%; 7.1% of adolescents present a level of "never" of school violence; and finally, 3% of "always". It is concluded that in the group studied there is no significant school violence since most of them are in "few times".

Keywords

School violence, direct violence, violence through social networks

1. Introduction

In 2022, in a public institution in San Juan de Lurigancho, Lima-Peru, a student was attacked by another student of the same age, from a nearby school. The violence lasted for weeks, with morbidity and publicity included in some media in Lima. The aggressor harassed the entire family in those days; he attacked them in the street and even went to the victim's house to attack them. In 2023, two first-year students got into a fight a few blocks from the educational institution, in the presence of their parents. At the end of 2023, a student stopped attending school because he was *bullied* in the classroom and had to talk to those involved: parents and teachers. A month earlier, a parent appealed to the school's management to accuse the teacher of a fall, during class time, that the restless student caused. At the end of the year, a mother, in order for her son to pass the grade, blackmailed the teacher by accusing them before the Local Management Unit (Ugel); on the other hand, the authorities of the institution harass and order the teacher to approve the student and, therefore, pass the grade.

According to UNESCO (June 22, 2023), school violence has spread in all countries, affecting a large number of children and adolescents. It qualifies all forms of violence that take place inside or outside the classroom, around schools, on the way to or from school, as well as online and other digital environments. School violence is mainly experienced by learners, and can be perpetrated by other learners, teachers or other people in the school community. The document indicates that every month, one in three students suffers bullying worldwide. More than 36% of learners are affected by a physical

fight with a classmate and almost one in three has been physically assaulted at least once a year. Cyberbullying is also a growing problem that affects one in ten children.

In the educational context, aggression and violence is conceived as a common and real practice. This is evident through apparently "innocent" acts that range from excluding a partner from the playgroup, to exceeding limits such as psychological and physical aggression, which translates into blows, insults, persecution, degrading nicknames, among other forms of aggression. For this reason, bullying and school violence is of great interest to the entire school population or, at least, to a high percentage of it; since, currently, access to education is much greater (Guzmán et al, 2023).

School violence is part of the daily reality of educational institutions, especially in marginal areas of Lima, such as San Juan de Lurigancho. It is a recurring theme, which, despite government laws, continues to develop frequently and, apart from the personal and social consequences, affects the educational progress of the educational community. It is a phenomenon whose complexity cannot be analyzed with a single perspective, methodology or approach. The causes are in the home, in the educational context, in the community, in individual idiosyncrasies, in the lack of culture of the city. Fields of health, psychology, sociology are involved in it, as a social fact that affects coexistence in the school environment and transcends the family, communal and social spaces; the law, as an antisocial behavior of minors, with little or no regulation, among others. Consequently, for its analysis, a collective reflection is required where the factors that influence it are visualized, but also those that can prevent it.

On the other hand, school violence is understood as a reflection of the decomposition of society, within the framework of a State that promotes violence both from the media and from those who govern, a socioeconomic structure incapable of satisfying the basic needs of the population and a rupture of the social fabric that triggers the struggle for alternative spaces of survival and socio-political reorganization (Tello, 2005). It is not possible to talk about school violence in isolation, without establishing links between the public and the private, between collective and individual behaviors, aspects of the family and community environment; without alluding to gender differences and the life stories of those who attack or are victims of aggression; and, of course, without considering culture, interpersonal relationships, etc.

The objective of this work is to determine some situations of school violence that prevails in the classroom and prevents a welcoming environment for everyone: students, teachers, administrators and parents of a public educational institution. The description of the level of violent climate in the state school institution will allow teachers and administrators to adopt alternatives to improve the work environment in the school institution and the academic progress of students; the latter, which is why the student is sent to school.

1.1. Schools and violence

For many students in Latin America and the Caribbean, the educational institution represents the space where they spend most of their daily lives. The central function of the educational institution is to educate, enrich and protect its students, in an environment of respect and exercise of the rights of all. However, educational institutions, too, have become a relatively dangerous place because the principles of the Convention on the Rights of the Child are violated. Government regulations prevent corporal punishment, this reinforces the scourge and creates new forms of violence between peers such as emotional abuse, harassment in cyberspace, economic abuse, among others.

Distance education, after the pandemic, the study between 2021 and 2022 by the International non-governmental organization (NGO) Bullying without Borders, reports that school violence has increased. For example, it was reported that 6 out of 10 young people suffered from bullying or cyberbullying, causing the death of 200 thousand children and adolescents each year worldwide (International NGO Bullying Without Borders, 2018).

The Pan American Health Organization (PAHO) (2023) provided important information that is mentioned below:

- Globally, 1 in 2 children between the ages of 2 and 17 experiences some form of violence each year. According to a global review, an estimated 58% of children in Latin America and 61% in North America suffered physical, sexual, or emotional abuse in the past year.

- According to a UNESCO analysis (PAHO, 2023), 38% of students in the Caribbean and 26% of students in Central America confirmed having been involved in physical fighting. The same analysis stated that 32% of students in North America and 30% of students in South America were bullied.

- Child sexual violence was confirmed by the Surveys on Violence against Children and Adolescents (EVCNNA) which indicate that 16% of girls and 10% of boys in Honduras, 15% of girls and 8% of boys in Colombia; and 14% of girls and 3% of El Salvador's children experienced sexual violence before the age of 18, as reported by young people aged 18 to 24. (PAHO, 2023, n.p.)

In Peru, from January to May 2023, 2,202 cases had been reported, according to the Ministry of Education (Minedu) SiseVe platform. In total, between 2013 and 2022, there are 43,612 complaints. The cruelty with which this act is carried out, at the national level, is also worrying. According to Purizaca (2023), in April, a 16-year-old student was attacked with a knife by his classmate as he left school. That same month, a second-grade high school student was beaten by a group of teenagers when she was in a park near her school. According to the versions, the minor was assaulted for having defended her partner.

More than half of those reported in 2023 are for physical violence. Of the total, 67.71% of the violence occurs among schoolchildren, while the remaining 32.28% was carried out by the staff of the educational center.

In Peru, there is Law No. 29719, enacted in 2011, and Supreme Decree No. 004-2018-Minedu that establishes guidelines for school coexistence, published in 2018. These provide that the design, implementation and evaluation of preventive actions against violence against schoolchildren are in charge of the person in charge of coexistence of the state educational institution, with the support of the tutoring coordinator, teachers who, in some institutions, due to the workload of their 30 hours in the classroom, can do little to fight against this scourge. In the case of schools in rural areas, this task may be extended to the educational network.

1.1. Educational institution and its function

The word "institution", according to the Dictionary of the Royal Academy (2023), among the other meanings, presents "An organization that performs a function of public interest, especially charitable or teaching". It is also called a "center" which, in turn, is defined as a place where a specific activity is intensely developed. To this meaning, "education" is added, which according to Bittencourt (1954), is a process in which the formation of the personality is determined individually and socially the conservation and renewal of culture. Therefore, educational institutions are establishments intended exclusively for the discernment of knowledge and the social development of individuals.

Under this premise, the educational institution seeks the individual and group training of more than 30 individuals; however, in the classrooms the circumstances are different. Each student comes with his or her own qualities, his or her own problems, his or her individual characters. These differences mean that the teacher cannot reflect his academic objectives; Rather, be more concerned with quelling or controlling the explosion of physical or verbal violence from your disciples. That is, depending on the age, each individual assaults or is assaulted as the class hours progress.

In this case, it is understood that the primary function of the educational institution is to educate, to instruct with more knowledge. And there are more than 30 students who attend with this objective; but the disruption or violence of some makes it be prioritized and the fundamental objective is set aside, because the best students, and this is how the family understands it, do not come to learn or verify what violence is or how it is solved, they come to learn.

1.2. The types of violence in school

For the Ministry of Education, school violence is any form of physical or psychological violence, injuries, abuse, abandonment, negligent treatment, mistreatment or exploitation that occurs between

schoolchildren, between adults and schoolchildren, and against property. This can occur both inside and outside school, including in the field of information and communication technologies (Minedu, 2014).

According to Sana convivencia (2023), the types of violence are physical, verbal, psychological, social, sexual and cybernetic exclusion.

Physical violence refers to pushing, hitting or injuring a student or group, in women, to cut their wrists so that they belong to the group.

Verbal violence constitutes insults, discrimination, contempt, use of vulgar language, shouts of intimidation, made by one student to another, publicly or privately.

Psychological violence occurs with persecution, intimidation, submission, blackmail, manipulation or threats, including gesticulations and obscenities through signs, looks, body expressions or icons on school furniture.

Sexual violence occurs when it manifests itself through comments of a sexual nature, either verbally or in writing, looks or signs that denote obscenity, touching, harassment, harassment or sexual abuse.

Social exclusion consists of when the victim student is notoriously excluded and isolated from school coexistence; In the case of first-year high school students, they were excluded because they were foreigners or because they were of Andean origin.

Cyber violence is related to the use of electronic media such as the Internet, websites, social networks, blogs, email, cell phone messages or video recordings that a student publishes to the detriment of another, or when they make the meme with the photo of the student, teacher or administrative staff.

1.3. Schools and violence

Violence is intimately linked to the history of education in educational institutions. It is understood as any type of use of force, power, intimidation that is generated within educational centers. This can be addressed to the student, the teacher or properties of one of them. These events take place in school facilities (playground, bathrooms, classrooms, ...), during school activities and even in the surroundings of the educational center. The term harassment is also used to refer to a repetitive behavior of harassment and intimidation that produces social exclusion and isolation from peers in the victim (Castro-Morales, 2011). This conflictive context produces more psychological and behavioral disorders in the aggressors and victims, including in the members of the classroom (Andonegui & Libano, 2005). It is corroborated that violence in schools has generated great concern, these are reflected in the literature and it is considered a social problem that generates a high negative impact on both mental and physical health in the long term in the victims of bullying (Quinn & Stewart, 2018).

1.4. Models of school violence

For the present study, the proposal of Álvarez et al (2012) is assumed, which is subdivided into eight factors to explain the interaction between the aggressor and the attacked.

1.4.1 Violence by the teacher towards the student

In the study by Cervantes et al (2013), in 5 Faculties of the Autonomous University of Nuevo León, regarding the perception of students of the different types of violence exercised by teachers towards students from the situation of victim and witness, it is concluded that students perceive more violence from their teachers and, On the other hand, the institution, as an intermediate training space between the family and society, reinforces and reproduces the violence that is experienced in the society to which it belongs. It is part of the tradition, the attitude and the aggressive language of the teacher towards the student since an asymmetrical relationship is established between the teacher and the student and, therefore, a relationship of power. "Power" is understood as the ability of a person to impose his or her will on another. The student denounced that he is ignored, belittled as a student, discriminated against and excluded. This excessive use of power leads to the harassment of teachers towards students. However, in the case of public schools in Peru, the government promotes education with rights, where students cannot be touched for any reason or verbally abused. If this is the case, the

teacher must be denounced and even removed from his or her professional career. Some of those in charge of the Directorate lend themselves to this act and artifice to intimidate teachers and take away their capacity as inspectors of the administration.

1.4.2 Indirect physical violence by the student

This problem can manifest itself in various ways in San Juan de Lurigancho, Peru. Some examples include: bullying, cyberbullying (use of technology, such as social media or text messages, to intimidate or harass another student), vandalism (intentional destruction or damage to public or private property), threats or intimidation, coercion to belong to the group, etc.

The consequences of indirect physical violence are that they have a negative impact on the mental and emotional health of the victim, such as anxiety, depression, low self-esteem, fear, and social isolation.

1.4.3 Direct physical violence between students

According to Gómez (2009), physical violence can be classified as direct (fights, pushes, blows, beatings...); This type of abuse occurs very frequently at the primary and secondary levels or in indirect ones such as the destruction of belongings, hiding or stealing the victim's belongings.

This type of violence is configured as fights between students that brings consequences such as serious injuries and even death. For example, in 2023, a third-year high school student is stabbed by another fourth-year student during a fight at a high school school 0136 Santa Rosa Milagrosa, belonging to Ugel 05, in the district of San Juan de Lurigancho (SJL) (*Panorama*, August 23, 2023).

"I'm here because I can't find a solution and I'm afraid that something will happen to my son. He has made me understand that there is no sanction for the child, that is why I am also uncomfortable, annoyed, because how does a child attack in that way," lamented the victim's mother.

This confirms that the laws do not punish juvenile aggressors and violence is multiplying. Another case is the 15-year-old minor, who died after being stabbed by his classmate at the exit of his Proyecto El Triunfo school, in the Mariscal Tito urbanization, in Piura (Cutivalú, August 2, 2023). In an educational center in Callao, a student was stabbed inside her classroom by one of her own classmates. The assaulted minor suffered multiple cuts and is hospitalized (Infobae, September 5, 2023).

Factors that contribute to direct physical violence among students are lack of supervision, socioeconomic problems, mental health problems, a culture of violence and, above all, the lack of laws that punish minors for their acts.

1.4.4 Verbal violence by the student towards the classmate

Verbal violence directly affects self-esteem and involves humiliation in many cases in front of an audience, so that social capacity is minimized and self-confidence is affected. This type of violence includes degrading comments, insults, humiliating remarks about one's physique, inferiority or incompetence, shouting, insults, accusations, mockery and humiliating gestures. The seriousness of these aggressions depends on the duration and/or frequency to which the victim is exposed, forming a situation of risk in cases where verbal harassment is very prolonged. Verbal violence is practically imperceptible, but highly harmful (Nieto et al., 2018).

Verbal violence consists of the damage caused through an oral or written message, that is, insults, nicknames, rumors or speaking badly of someone, whether a student or teacher (Álvarez García et al., 2017). It should be specified that this violence can be differentiated, in turn, when the action is carried out in the presence of the victim, direct verbal violence by means of insult; or behind the back of the classmate or the teacher, when it is carried out in the absence of the victim (Nieto et al., 2018).

The consequences of verbal violence can be divided into two:

- For the victim: anxiety, depression, low self-esteem, fear, social isolation, poor academic performance
- For the school climate: hostile and unsafe environment, decreased academic performance, increased school dropout, low motivation for academic activity.

1.4.5 Verbal violence by the student towards the teacher

This violence can have a negative impact on the school climate, the mental health of the teacher and the quality of education. Forms of verbal violence are insults, shouting (raising one's voice to intimidate or intimidate the teacher), threats (intimidating or intimidating the teacher), sarcasm (using a mocking or ironic tone of voice to ridicule the teacher), disrespect (not listening to the teacher, interrupting him or speaking to him in a disrespectful way).

The consequences of verbal violence can be identified according to those affected:

- For the teacher: stress, anxiety, depression, low self-esteem, lack of motivation to continue with the class, professional exhaustion. In this case, what is left for the teacher is to put out the fire and leave the class session.
- For the school climate, there is a hostile and unsafe environment, a decrease in academic performance and an increase in school dropout.

1.4.6 Violence by parents against teachers

This violence can manifest itself in a variety of ways, from insults and threats to physical aggression. In Peru, a study by Minedu (2022) reveals that 70% of teachers have been victims of some type of violence by parents. The most common forms of violence are insults (45%), threats (20%) and physical aggression (10%). The main causes of violence are disagreements with the teacher's decisions, the child's poor academic performance, and the child's behavioral problems.

In addition, in the world, a UNESCO study (2020) revealed that 40% of teachers have been victims of some type of violence. The most common forms of violence are insults (30%), threats (15%) and physical aggression (5%). The main causes are the same as those indicated in the previous paragraph.

Among the consequences, it generates fear, anxiety and stress in the teacher. It can lead to absenteeism from work and abandonment of the profession. It affects the quality of education since the teacher will not have enough motivation to carry out a normal class, much less an inspiring session.

The various studies and legislative or regulatory reforms on violence against teachers (Díaz & Rodríguez, 2010) attempt to provide an adequate response to the evident increase in physical or emotional violence in schools. The consequences of this violence, exercised by students and parents, leave in the teachers who actually experience it or who confusedly feel it, constitute determining factors of the subsequent pedagogical activity. The restoration of the teacher's authority involves the factual neutralization of a supposedly non-directive pedagogy that qualifies as symbolic violence the work that teachers would be exercising on students in the performance of their teaching tasks (Díaz Torres, 2008). It can be said that the lack of respect and recognition of the teacher's authority is found in the loss or fading of certain values in the family, such as effort, merit, patience and respect. To this must be added the scarce social recognition of the figure of the teacher, especially after Pedro Castillo was elected as president of Peru. Therefore, the discrediting of the authority of the teacher and the growing violence exercised on teachers, in a discriminatory and classist society, require the coordinated participation of parents and management teams, in order to be able to provide a satisfactory solution. In this regard, tutoring as a workspace and mediation as a methodological resource are essential aspects, but it lacks any form of sanction for violent perpetrators.

1.4.7 Social exclusion

The term social exclusion qualifies the existence of differences by which a person or a group of people is excluded. The term social exclusion is useful to express a pluriform set of situations of economic, relational, housing, administrative deprivation, etc. that are increasingly common in our societies.

This type of school violence occurs when there are significant differences between students and because of this fact they are denied the opportunity to integrate and belong to the social group, even their social ties can be affected, to the point of weakening or breaking. In other words, they are situations in which he is constantly and intentionally not allowed to belong to the group. Examples include denying another partner the opportunities to which he or she is entitled. On several occasions

the other is ignored, that is, if he proposes something, no one usually supports him; if he asks to play, no one takes him into account; it seems invisible, that it does not exist. Another case is isolating another colleague. Intentionally, on purpose, agreeing among several to ignore it. In this case, it can be, not inviting them to birthdays when the rest do, not taking them into account to make decisions in class, not including them in conversations... That is, excluding another partner is understood as rejecting, discarding or denying the possibility of knowing the other. They don't give them a chance to know what they're like and just leave them out.

The teacher also suffers exclusion because he or she is not accepted by the group of teachers or students or parents, or because the authority does not like him or her either because of opinion, supervision or another reason.

1.4.8 Disruption in the classroom

Disruption is the "behavior of the student or group that seeks to break the teaching-learning process, which implicitly or explicitly proposes that this process will not be established" (Álvarez et al, 2016). Uruñuela (2007) finds three disruptive behaviors, grouped into the dimension "educational centers" (in turn divided into two dimensions: learning centers and coexistence centers).

In the learning centers dimension, there are three types of disruptive behaviors: "lack of performance, disturbance in class, and absenteeism." In the lack of performance, passivity, disinterest, apathy (they do not carry work material and do not work), staying out of class, placement in an unauthorized place, boycott (exams and other activities) are recorded. Apathy is reinforced by government decrees that promote students without considering the learning criteria. The second type (disturbing in class) is manifested as follows: "talking repeatedly", getting up, moving, looking back, changing places, "not letting the teacher explain", boycotting the class, "impeding the normal development of the class". It happens, for example, in first-year students who, in the middle of their explanation, move from their seats to throw their waste in the trash can or run into the classroom without authorization.

In the second dimension, the center of coexistence, the behaviors are presented: "lack of respect", "conflict of power" and "violence". Disrespect includes: disobedience and "answering the teacher impertinently and continuously"; On the other hand, the "conflict of power" includes: "defiance of authority", "failure to comply with sanctions" or "non-acceptance of their consequences". These, in some cases, are endorsed by their proxies or condescending parents.

Rosário et al. (2012) have studied disruptive behaviors: distraction, aggression, transgression of rules. Disruptive behaviors are one of the most serious problems in schools, whose most frequent behaviors are: "lack of cooperation and bad manners, insolence, disobedience, provocation and aggression, hostility and abuse, impertinence, threats, etc." (Tattum, 1997, in Álvarez Hernández et al., 2016, p. 856).

1.4.9 Violence through social media

Online aggressions can be psychological, sexual, economic and symbolic. In other words, verbal harassment, different forms of control, humiliation, the spread of rumours and ill-treatment are also carried out through the networks; only the means by which they are produced changes. In recent years, a series of behaviors have been identified that are practiced in virtual media and that can be classified as "new forms of violence" to which students are exposed, and that affect their development.

According to the *Viral Violence* report (Save The Children, 2019), three out of four people surveyed have suffered violence through networks throughout their childhood, and almost half have been victims of more than one type. The most recurrent were exposure to content without consent, cyberbullying and online grooming.

Sexting is a type of exchange of messages and files of a sexual nature through social networks. This term arises from the union of the words sex and texting, sex and sending messages in English. The exchange of material per se is not a form of violence when it is carried out in the first person and in a consensual way. Young people practice it as a way to get to know themselves and their sexuality, they experiment with their partners from an age when they begin to form their personal identity. However,

a new type of violence called sexting without consent, or revenge pornography, has recently emerged, which occurs when the intimate images that a person receives are shared with a third party without the consent of the victim, as revenge. This can lead to cyberbullying and the dissemination of child pornography, which poses a high risk, as the images can even be published on paedophile networks.

2. Materials and methods

For the study, the School Violence Questionnaire - 3 (Álvarez-García et al, 2012) was used in the version for Compulsory Secondary Education. It analyzes students' perception of the frequency of occurrence of different types of school violence, carried out by students or teachers in classes at EI 132 Toribio de Luzuriaga y Mejía, Ugel 05, San Juan de Lurigancho, Lima, Peru. The research is quantitative and has a cross-sectional descriptive design.

3. Results

The study was carried out in a public educational institution in the district of San Juan de Lurigancho, Lima, Peru. The sample consisted of 338 secondary school students whose ages are in the range of 13 to 17 years. The institution, which is located in a marginal area, in 2023, was a focused center, according to the authorities.

The total sample was 338 students; It was divided as follows: 177 women and 161 men, as can be seen in Table 1. They are high school students. The sampling was chosen for convenience and of a non-probabilistic type, taking into account its distribution in the different educational grades.

Board 1

Male-female population

Sex	N	%
Female	177	52,4%
Male	161	47,6%

Source: Information obtained from the 388 schoolchildren evaluated.

As for school violence, in general, it can be seen that in this state educational institution it occurs sporadically in 70.1%, as can be seen in Table 2. This should be understood as witnessing or being victims of violent acts that occur between students or from students to teachers. In second place, it is sometimes at 19.8%. However, a small percentage can be dangerous if left unchecked.

Board 2

Level of school violence in the TLM state educational institution

School violence		Frequency	Percentage
Valid			
	Never	24	7,1
	Rarely	237	70,1
	Sometimes	67	19,8
	Often	10	3,0
	Total	338	100,0



Figure 1. School violence (n=388). In original language Spanish

Regarding school violence by gender, it can be seen in Table 3 that there is a minimum margin more school violence in women than in men, which in total is 40.5% in relation to 37.8%. Likewise, 3.9% of women are not violent at school compared to 2.3% of men.

Board 3

School violence by gender

		Female	Male	
School violence	Never	15	9	24
	Rarely	120	117	237
	Sometimes	37	30	67
	Often	5	5	10
Total		177	161	338

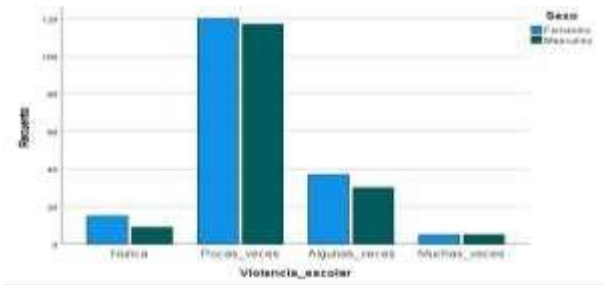


Figure 2: School violence by gender. In original language Spanish

If this information is analyzed by dimensions, that is, we appreciate the 8 tables that correspond to the eight dimensions, we have that, in dimension 1: the violence of teachers towards students, is between few times and never at 87%, as can be seen in table 4. In first place, the qualifier rarely stands out in 66.6%; Second, students appreciate that there is no violence from teachers towards students.

Board 4

Dimension 1: Violence by teachers towards students

Violence by teachers against students

	N	%
Never	71	21,0%
Rarely	225	66,6%
Sometimes	37	10,9%
Often	3	0,9%
Always	2	0,6%

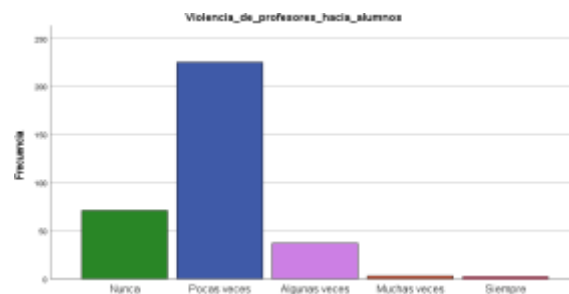


Figure 3: Violence by teachers towards students. In original language Spanish

Regarding dimension 2, indirect physical violence by students, table 5 shows that 93% are among the qualifiers rarely, sometimes and never. In other words, the majority of the sample first recognizes that there is rarely indirect physical violence. Second, with a difference of 1% from never, there is sometimes indirect physical violence.

Board 5

Dimension 2: indirect physical violence by students

Indirect physical violence by students

	N	%
Never	59	17,5%
Rarely	196	58,0%
Sometimes	61	18,0%
Often	19	5,6%
Always	3	0,9%

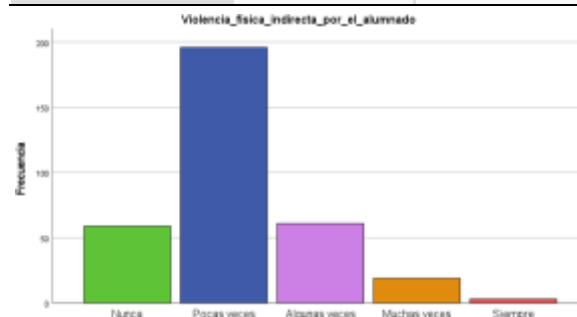


Figure 4: Indirect physical violence by students. In original language Spanish

Regarding dimension 3, direct physical violence between students, table 6 shows that 84% is among the qualifiers rarely, sometimes. In other words, the majority of the sample first recognizes that there is rarely direct physical violence between peers, in 53%. Secondly, there is that sometimes there is direct physical violence in 21.3%.

Board 6

Dimension 3: Direct physical violence between students

Direct physical violence between students

		Frecuenc y	Percenta ge
Valid	Never	58	17,2
	Rarely	179	53,0
	Sometimes	72	21,3
	Often	25	7,4
	Always	4	1,2
	Total	338	100,0

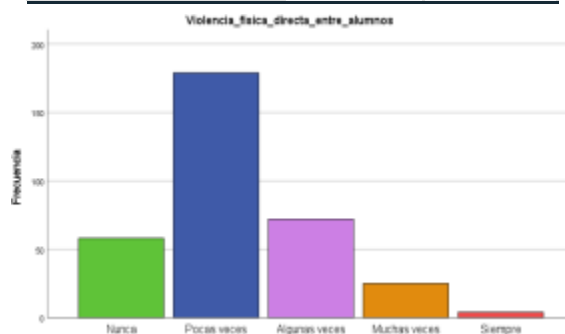


Figure 5: Direct physical violence by students. In original language Spanish

Regarding dimension 4, verbal violence between students, table 7 shows that 79% are among the qualifiers rarely and sometimes. In other words, the majority of the sample first recognizes that there is rarely verbal violence towards classmates. In first place, the qualifier is rarely found with 47%. In second place, there is sometimes verbal violence towards the partner with 32%.

Board 7

Dimension 4: Verbal violence by the student towards the classmate

Verbal violence by the student towards classmates

		Frequency	Percentage
Valid	Never	29	8,6
	Rarely	162	47,9
	Sometimes	108	32,0
	Often	33	9,8
	Always	6	1,8
	Total	338	100,0

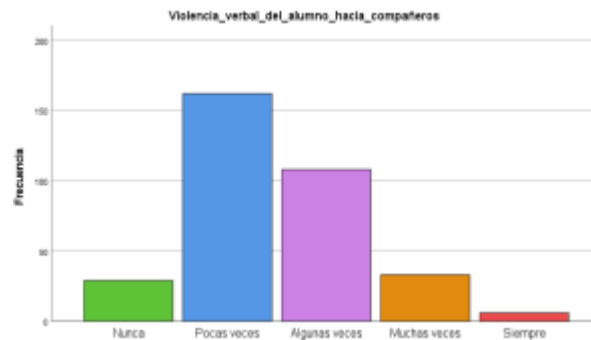


Figure 6: Verbal violence by the student towards his classmates. In original language Spanish

Regarding dimension 5, verbal violence by the student towards the teacher, table 8 shows that 90% are among the qualifiers never and rarely. In other words, the majority of the sample recognizes that there is little verbal violence from the student towards the teacher. In first place, there is the qualifier never with 63.3%. In second place, there is rarely verbal violence towards the teacher with 27.8%.

Board 8

Dimension 5: Verbal violence by the student towards the teacher

Verbal violence by the student towards the teacher

		Frequency	Percentage
Valid	Never	214	63,3
	Rarely	94	27,8
	Sometimes	26	7,7
	Often	3	,9
	Always	1	,3
	Total	338	100,0

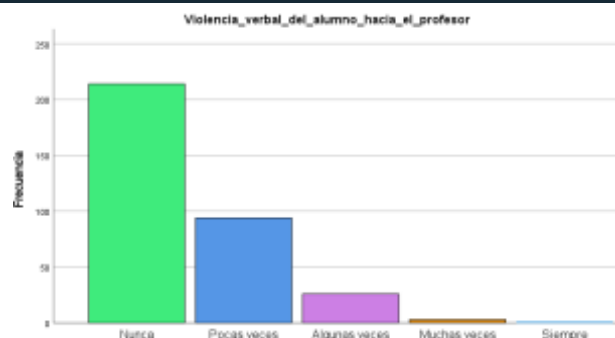


Figure 7: Verbal violence by the student towards the teacher. In original language Spanish

With regard to dimension 6, social exclusion, Table 9 shows that 78.1% are among the qualifiers never and rarely. In other words, the majority of the sample recognizes that there is little social exclusion towards the partner. In first place, the qualifier is rarely found with 51.5%. In second place, there is never social exclusion with 26.6%.

Board 9

Dimension 6: Social exclusion

Exclusión_social

		Frequency	Percentage
Valid	Never	90	26,6
	Rarely	174	51,5
	Sometimes	60	17,8
	Often	12	3,6
	Always	2	,6
	Total	338	100,0

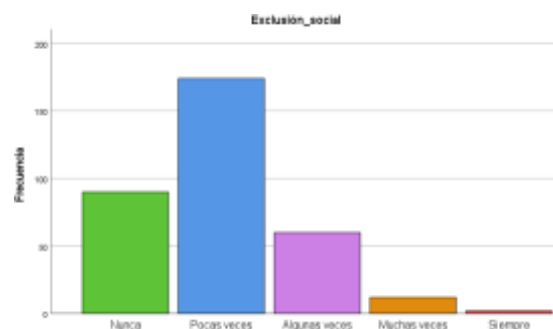


Figure 8: Social exclusion. In original language Spanish

Regarding dimension 7, disruption in the classroom, table 10 shows that 77.2% of the sample recognizes that there is disruption during class time and is among the qualifiers rarely and sometimes. In other words, the majority of the sample recognizes that there is disruption during class time. In first place, the qualifier is rarely found with 42.6%. In second place, there is sometimes disruption in the classroom with 34.6%.

Board 10

Dimension 7: Disruption in the classroom

Disruption in the classroom

		Frequency	Percentage
Valid	Never	38	11,2
	Rarely	144	42,6
	Sometimes	117	34,6
	Often	28	8,3
	Always	11	3,3
	Total	338	100,0

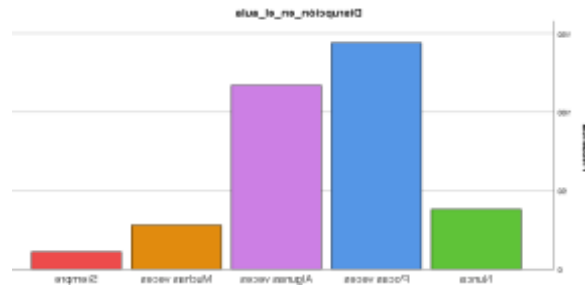


Figure 9: Disruption in the classroom during class time. In original language Spanish

Regarding dimension 8, violence through social networks, table 11 shows that 75% are among the qualifiers never and rarely. In other words, the sample, for the most part, recognizes that there is no violence through social networks. In first place, the qualifier is rarely found with 51.8%. In second place, there is never violence through social networks with 24%.

Board 11

Dimension 8: Violence through social networks.

Violence through social networks

		Frequency	Percentage
Valid	Never	81	24,0
	Rarely	175	51,8
	Sometimes	60	17,8
	Often	17	5,0
	Always	5	1,5
	Total	338	100,0

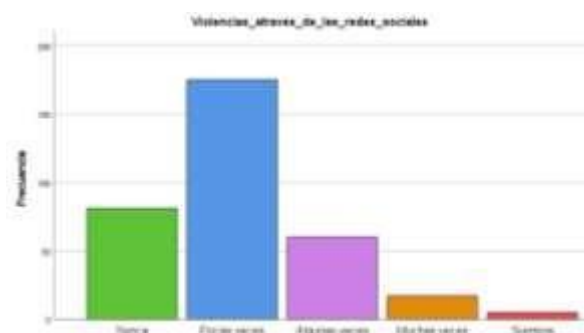


Figure 10: School violence through social networks. In original language Spanish

4. Discussion

In the present research, important findings have been found, generated from a great problem present in the district of San Juan de Lurigancho, qualified and valued in the different media, which is school violence. This situation has been irresponsibly publicized with the intention of discriminating against the district by the mass media since the results, in the sample studied, do not coincide with the adjectives expressed.

In the sample, it is described that school violence occurs, in the first place, rarely, in 70.1%; secondly, it is sometimes found at 19.8%; in third place, it is never found with 7%. These results differ significantly from the research of López (2023) who, in Trujillo-Peru, with the same instrument School

Violence Questionnaire in Adolescents, finds that 56% of boys are among many times and always appreciate or experience school violence.

And Gonzales and Molero (2023) suggest the best strategy. This means that certain factors such as emotions, satisfaction with life, empathy, family support or the use of appropriate educational strategies reduce the use of violent behaviors in adolescents. According to the study by Gonzales and Molera (2023), adolescents who engage in prosocial behaviors have fewer situations of violence with their peers. This would be the appropriate alternative to counteract school violence.

As for violence against teachers, according to the survey, it does not occur in the institution of San Juan de Lurigancho. On the contrary, in the study by Nieto et al (2022) who studied the aggression or violence exercised and suffered by teachers in their interaction with students in a survey of 4467 students in Compulsory Secondary Education in Spain. The data indicated that students perceive the existence of violence by teachers towards students and vice versa, with slightly higher violence on the part of teachers. In addition, the violence exercised by teachers has focused on having mania or lowering grades, while students have sought to hinder their teaching work through disruption or continuously talking in class or behaving incorrectly. They conclude that older adolescents with worse grades obtained higher scores in violence by teachers, while violence exercised by students towards teachers is accentuated in older girls. And it is inferred that the violence exercised and suffered by teachers is still present in schools, making it a major obstacle to overcome for peaceful coexistence in schools.

As for the dimensions of school violence, some of them are found in the study by Romero (2023), who describes the various forms of violence that manifest themselves in the Autonomous Indigenous University of Mexico (UAIM), located in the State of Sinaloa, Mexico, in a total of 167 sixth-semester students and 4 professors from the Mochicahui Unit. It found that 76% of the students report that the main form of violence is verbal violence, considered as direct violence; On a lower average, forms of cultural violence were found due to discrimination and structural violence perceived by abuse of authority by teachers. While for Pinzón (2022), who established the levels of victimization and aggression due to school violence, in its various face-to-face and virtual demonstrations, to which high school students of the Gabriel García Márquez Educational Institution, located in commune 4, Altos de Cazucá, Soacha, are exposed. He concludes that physical violence among students is not an instrument for domination, but for settling conflicts. She also discovered that verbal violence is the most exercised by students in all dimensions, that is, in face-to-face and virtual schools and outside the institution. In the face of cyberviolence, he concluded that these have a low rate of occurrence, due to the material limitation of the population for access to digital devices and Internet service. In the case of our research, on the other hand, verbal violence is found in 79% in the qualifier of few times and some times. In other words, there is no alarming verbal violence in the sample studied.

For Muñoz (2022), who set out to design a school coexistence program to reduce school violence at the Nuestra Señora de las Mercedes Educational Institution in El Tablón de Gómez, Nariño department of Colombia. He stated that the institution does not have adequate infrastructure or pre-established standards; likewise, teachers give an inadequate handling to the problems of school coexistence; It confirms that there is a considerable percentage of school violence, both direct and indirect among the students themselves, and the cause of this is individual, family and school problems, presenting negative consequences.

Finally, Cala (2022), with an epistemological approach and relational systems, configures the social construction of school violence in Cuba. For their development, from a sociological perspective, they take as a sample the studies, resolutions and ministerial decrees of educational policy. From the results of the research, she pointed out how school violence has been structured with reductionist interpretations that tend to bias it to peer abuse, nuanced by power relations. Likewise, it confirms a linear causality approach in its theoretical conceptions favorable to ignoring the participation of various relational systems (cultural, school, political, normative, social, etc.) with reiterated discourse, and at times, distant from its socio-historical aspects of construction. In other words, the excess of publicity

in the local media given to school violence in San Juan de Lurigancho is also a form of structural violence.

5. Conclusions

Students at the state educational institution of San Juan de Lurigancho perceive school violence, in 70.1% as rarely before; and, in second place, with 19.8%, as sometimes. In this perception there is similarity between men and women.

Likewise, students of the state educational institution of San Juan de Lurigancho perceive violence from teachers towards students in 66.6% as rarely before; and, secondly, as never before by 21.0%.

As for direct and indirect physical violence, students at the state educational institution of San Juan de Lurigancho perceive an average of 55% as rarely before; and, secondly, sometimes at 19.0%.

In terms of verbal violence, students at the state educational institution of San Juan de Lurigancho perceive their classmates at an average of 47.9% as rarely and towards the teacher at an average of 63.3% as never before; and, secondly, to classmates, as sometimes in 32.0%, and to the teacher, as rarely in 27.8%.

And finally, the dimensions of social exclusion, disruption in the classroom and violence on the networks, for the students of the state educational institution of San Juan de Lurigancho is perceived as rarely in an average of 45%; and, in second place, in social exclusion and violence on social networks in 25%, while for disruption in the classroom the perception in second place is sometimes with an average of 34.6%.

Therefore, it can be stated that school violence in the district of San Juan de Lurigancho, in some institutions, is less than normal as in any other institution in any other district, department, country and at any other time. The derogatory qualifications are only based on irresponsible emotions of some media.

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