BULLYING BEHAVIORS AND PRO-SOCIAL SKILLS IN PERUVIAN ADOLESCENTS AGED 12 TO 14

FERNANDO JOEL ROSARIO QUIROZ[1]*, BEATRIZ AMÉRICA MUNDACA MIÑAN[2], WILFREDO CARCAUSTO-CALLA[3], DENY CALVO-DE OLIVEIRA DIAZ[4], VÍCTOR MAZZI-HUAYCUCHO[5], JESSICA ELIZABETH ACEVEDO FLORES[6]

[1]*Universidad de Lima, Lima, Perú, frosario@ulima.edu.pe,*
https://orcid.org/0000-0001-5839-467X

[2]*Universidad César Vallejo, Lima, Perú, https://orcid.org/0000-0002-6620-6584*

[3]*Universidad César Vallejo, Lima, Perú, https://orcid.org/0000-0002-3218-871X*

[4]*Universidad César Vallejo, Lima, Perú, https://orcid.org/0000-0002-4496-1407*

[5]*Universidad Nacional de Educación Enrique Guzmán y Valle, Lima, Perú, https://orcid.org/0000-0002-2464-5634*

[6]*Universidad Privada San Juan Bautista, Lima, Perú, https://orcid.org/0000-0002-0050-7886*

ABSTRACT

Unesco (2018) indicates that one in three students are victims of bullying at school age, which is why the present research aimed to establish the link between pro-social ability and behaviors against bullying in Peruvian adolescents between 12 and 14 years old. The research was descriptive correlational type; the study sample consisted of 109 students calculated with the G * Power program version 3.1.9.4; the sampling used was non-probabilistic for convenience. The instruments used were piloted with a sample of 100 subjects, the scale of pro-social skills in adolescents (EHP-A) obtained a $\Omega = 0.943$; and the Multimodal School Interaction Questionnaire (CMIE-IV) obtained $\Omega = 0.850$. The results showed significant and inverse correlations with low effect sizes between pro-social skills and behaviors in the face of bullying, only direct and significant correlations were found between perspective taking, solidarity and response of help and altruism with active observer behavior in defense of the harassed. It is concluded that pro-social skills inversely explain behaviors in the face of bullying ($X2 / gl = 1.877$; GFI = .908; CFI = .915; IFI = .918; RMSEA = .090; SRMR = .0769).

Keywords:

I.   INTRODUCTION

At present, psychology has been producing changes with respect to its interventions and research, motivating to address the positive aspects of human beings, developing strengths to fight with the adversities, to have a better sense and quality of life (Seligman & Csikszentmihalyi, 2000).

Worldwide, the rates of violence among school children are increasingly worrying, affecting children and adolescents. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2018), revealed alarming figures, one in three students are victims of bullying more often in the countries of the Caribbean, Africa, Central and South America.

On the other hand, at the national level, the National Institute of Statistics and Information (INEI, 2016), showed that 75 out of 100 schoolchildren are victims of bullying by their peers; surveys conducted in order to reduce and combat cases of harassment.

It is important to mention some details of the presence of bullying at school. Some findings indicate that an attitude toward bullying and attachment to school mediated the tension-bullying relationship (Cui & To, 2020); at

the same time, it is reported that telling an adult at home about the bullying is more common (34.0%) than telling a teacher (20.6%) or another adult at school (12.7%) and this is related to the fact that they preferred to tell a female adult, in addition to the fact that it occurred in greater numbers in younger adolescents and when the bullying was chronic (Blomqvist, Saarento-Zaprudin&Salmivalli, 2019).

Parental and teacher attitudes and efforts were also found to be very important in managing bullying (Van Niejenhuis, Huitsing&Veenstra, 2020). Also Batool & Lewis (2020) indicate that positive parenting had a statistically significant indirect impact on the pro-social behavior of adolescents. Increased victimization among peers was associated with aggressive responses to shame in early adolescence (Nickerson, Shisler, Eiden, Ostrov, Schuetze, Godleski, &Delmerico, 2020); On the other hand, Moreno-Bataller, Segatore-Pittón&Tabullo-Tomas (2019) found that those who assaulted their peers scored low on emotional regulation and perspective taking; Postigo, González, Mateu& Montoya (2012) identified the level of maladjustment and social skills as a significant predictor of participation in bullying.

On the other hand, from the theoretical perspective Bandura (1977), mentions the theory of social learning, holding that people learn through what is observed around us and that these behaviors will be imitated. If the behaviors are negative, they can prevail if they obtain some type of reward or benefit; or if the individual receives a punishment, this will diminish. Within the theories that support pro-social skills we have Bronfenbrenner (1987), in his ecological theory that refers to the fact that individuals develop in different environments in which they socialize, directly influencing personal, moral, cognitive and social development in people. Establishing four systems: a) Microsystem: closer relationships, b) Mesosystem: connections between the closest groups, c) Exosystem: groups that have no direct connection but still influence, d) Macrosystem: cultural aspects, lifestyle, type of upbringing. With respect to this, Moñivas (1996), maintains that pro-social behavior is behavior and/or voluntary actions of help, support, cooperation and solidarity that allow to benefit other people; at the same time it can be influenced by motivations or in a disinterested way

On the other hand, Suero (2019), in his descriptive-correlational research, of bullying, aggressiveness, pro-social behavior and emotional factors. With a sample of 531 students from first to sixth grade (depending on the country), I collect data with a sociodemographic card, the Cisneros self-test, the pro-social behavior questionnaire, and the physical and verbal aggression scale. As for the results, we found a significant negative relationship between physical harassment and pro-social behavior ($r = -.253$), concluding that the victims show pro-social behaviors, oriented to the help and benefits of others.

On the other hand, Tajfel (1984), through the social identity theory, states that people tend to shape their image according to the coexistence between groups and persons with whom they relate; he also mentions that individuals have a better social identity depending on the value and emotional meaning given to them by the individuals in their social context. Therefore, (Olweus, 1998) describes school bullying as a form of violent behavior, produced by one or more students, intentionally mistreating and intimidating; harming and affecting the integrity of students. This research seeks to explain the link between bullying behaviors and pro-social skills in Peruvian adolescents aged 12 to 14 years

II. METHOD

DESIGN

This research was descriptive and correlational, since it seeks to establish the level and relationship between the variables at a given time, whether positive or negative (Ato and Vallejo, 2015; Kerlinger and Lee, 2002; Sánchez and Reyes, 2006; Bernal, 2010, p.82).

PARTICIPANTS

The sampling used was non-probabilistic for convenience; we obtained the participation of students from the city of Ferreñafe department of Lambayeque, Peru. Where 109 high school students participated in the study, of both sexes with ages between 12 and 14 years, the statistical program G*Power was used which uses the concepts of statistical power and effect sizes added to the traditional level of significance.

INSTRUMENTS

EHP-A Adolescent Pro-social Skill Scale: This is a 20 item instrument. Created by (Morales & Daniela Suarez, 2011). Scoring, from 1 to 4 where 1=does not describe me; 2=describes me little, 3=describes me average and 4=describes me very well. A psychometric analysis was performed with a pilot sample of 100 subjects, finding evidence of content validity V Aiken >0.80 meeting Escurra's (1988) criteria; at the same time, general reliability indexes were obtained Ω=0. 943, for the dimensions perspective taking (Ω=0.888), solidarity and aid response (Ω=0.879), altruism (Ω=0.905) and assistance (Ω=0.896), finally the corrected homogeneity index of all items exceeded 0.20 (Kline, 1999).

Multimodal questionnaire of school interaction: it has 36 items, created by (Caballo, Salazar, Irurtia, Arias y Calderero, 2012), in Spain. Scores are obtained for each subscale by scoring from 1 to 4 where 1=never 2=poor, 3=fair and 4=very good. A psychometric analysis was also carried out with a pilot sample of 100 subjects, finding evidence of validity of content V Aiken >0.80 (Escurra,1988); at the same time, general reliability indexes were obtained Ω=0.850, for the dimensions of bullying behavior from the perspective of the bully (Ω=0. 903), Victimization received by the bully (Ω=0.850), Active observer in defense of the bully (Ω=0.870), External harassment/Cyber-bullying(Ω=0.650) and Passive observer (Ω=0.837). In addition, the corrected homogeneity indices were calculated for all items, which were greater than 0.20 (Kline, 1999).

PROCEDURE

First, he requested the corresponding permission from the educational institutions through letters of introduction addressed to the authorities of the institutions. After obtaining the permit, the students' assent and informed consent was applied to the parents. In addition, the students were told of the anonymous and voluntary nature of their participation in the research, and that all information collected was confidential and for research purposes only. Then, through virtual study groups, the link of the form was sent to them, so that they could answer a general data sheet and the two instruments of the research. For the execution of this research, articles 23 through 28 of Title IV, which regulates the research work of the Code of Professional Ethics of the Peruvian Psychologist, were applied. At the same time, the criteria established by the World Medical Association (1964) in the Declaration of Helsinki with respect to confidentiality and the administration of informed consent were used.

DATA ANALYSIS

In this research we worked with the spreadsheet (Microsoft Excel), and the IBM SPSS version 26, Jamovi 1.1.3 and JASP 0.13.1 which allowed us to collect the data obtained and the analysis of the research. By means of a pilot study with 100 participants, the reliability analysis was carried out calculating the omega coefficient Ω which is more robust than the other traditional indexes (Dunn, Baguley &Brunsden,2014), the item analysis was also carried out and Kline's criterion (1999) was applied. With the final sample, Shapiro Wilk's test was performed to evaluate the normality of the data due to its statistical power regardless of sample size, which provides better results than the traditional Kolmogorov-Smirnov (Shapiro and Wilk, 1965; Seir, 2002; Thode, 2002; Méndes and Pala, 2003; Gonzales, 2007; Razali and Wah, 2011; Mohd and Bee, 2011; Pedrosa et al., 2015).

To analyze if one variable explained another, a structural equation was proposed which was evaluated with the standard adjustment indexes, x2/gl<3; IFC, GFI, IFI <0.90 (Hu &Bentler, 1998). The Rho Spearman coefficient was used for the correlations. On the other hand, in order to develop the comparative analysis, it was worked with the Mann - Whitney U test which is used to compare two groups. Finally, the test of Kruskal - Wallis was used, to obtain a comparative analysis according to the ages. Likewise, the statistical program G*Power was used, to be able to determine the adjustable sample size for the investigation, counting with a minimum statistical power of 0.8 and with an error level of 0.05 (Hunt (n.d.); Faul, Erdferder, Lang & Buchner, 2007; Quezada, 2007; Cárdenas &Arancibia, 2014).

III.   RESULTS

Variables	n	S-W	p
			.
Pro-social skills			
Perspective taking	109	.835	000
Solidarity and aid response	109	.902	.000

Altruism	109	.900	.000
Assistance	109	.890	.000
Bullying behavior			
Intimidatingbehavior	109	.924	.000
Victimization received	109	.905	.000
Active observer in defense of harassed	109	.980	.101
External harassment	109	.690	.000
Passive observer	109	.858	.000

Note: n: Sample; S-W: Shapiro Will; p: Significance.

Table 1: Shapiro - Wilk Fit Normality Test

Table 1 presents the values of the Shapiro-Wilk test since this test to evaluate normality presents more statistical power regardless of sample size, presenting a better performance than the Kolmogorov Smirnov (Mohd and Bee, 2011). It is evident from the above that the variables do not fit into a normal distribution (p<0.05) with the exception of active observer behavior in defense of the stalker (p>0.05), so non-parametric statistics were used.

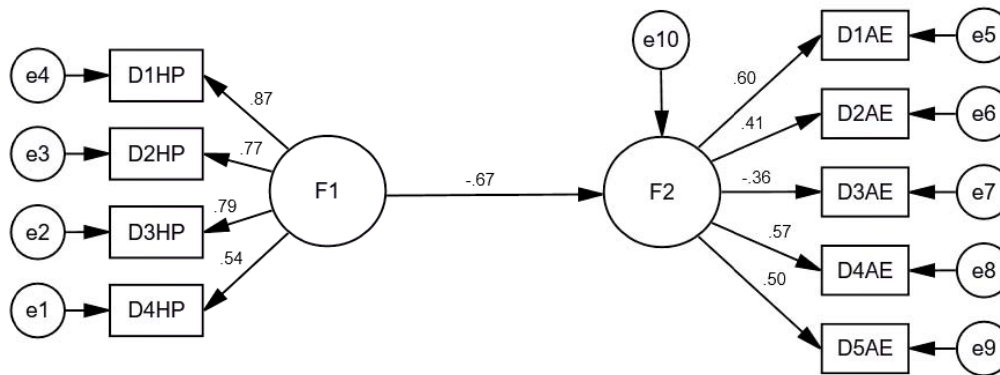*Figure 1: Explanatory model between pro-social skills and bullying behaviors*

X2/gl=1,877; GFI=.908; CFI=.915; IFI=.918; RMSEA=.090; SRMR=.0769
Note: F1: Pro-social Ability, F2= Attitude to Bullying, D1HP: Taking Perspective, D2HP: Solidarity and Response to Help, D3HP: Altruism, D4HP: Assistance, F2: Bullying Behaviors, D1AE: Bullying Behaviors from the Perspective of the Bully, D2AE: Victimization Received from the Bully, D3AE: Active Observer in Defense of the Bully, D4AE: External Harassment/Kidnapping; D5AE: Passive Observer

Figure 1 shows that the adjustment indexes X2/gl=1.877; GFI=.908; CFI=.915; IFI=.918; RMSEA=.090; SRMR=. 0769 indicate that pro-social skills inversely explain the presence of bullying behaviors, with the exception of active observer behavior in defense of the bullied that refers to actions that seek to care for a person who is considered to be bullied; the weighted least squares method (WLS) was used, and all of the model's adjustment indices meet established standards (Hu &Bentler, 1998).

			Bullying behaviors				
Dimensions			Intimidatingbehavior	Victimizationreceived	Active observer	External harassment	Passive observer
Perspectiv	Rho		-,391	-,235	,301	-,278	-,295

e taking	r2	0,15	0,05	0,90	0,08	0,09
	P	,000	,014	0,01	,003	,002
Solidarity and aid response	Rho	-,285	-0.171	,190	-,235	-,241
	r2	0,08	0,03	0,36	0,05	0,06
	P	,003	,075	,047	,014	,012
Altruism	Rho	-,381	-,252	,260	-,307	-,287
	r2	0,14	0,06	0,07	0,09	0,08
	P	,000	,008	,006	,001	,002
Assistance	Rho	-,381	-,226	0.085	-0.092	-0.077
	r2	0,14	0,05	0,72	0,84	0,00
	P	,000	,018	,380	,342	,423

Note: Spearman's Rho: correlation coefficient; r2: effect size; p: statistical significance

Table 2: *Correlation between pro-social skills and bullying behavior*

In table 2 it can be seen that there is a significant inverse correlation of average intensity (Mondragon, 2014) between the dimension of perspective taking, with intimidating behavior, received victimization, external harassment and the passive observer. On the other hand, solidarity and helpful response have a significant inverse correlation in the intimidating behavior, external harassment and passive observer dimensions. Similarly, there is an inverse correlation between altruism with the dimensions of bullying behavior, received victimization, external harassment, and passive observer.

Likewise, there is a significant and inverse correlation between assistance and the dimensions of bullying behavior and received victimization. On the other hand, there is a significant direct correlation between active observer in defense of the harassed and the dimensions of perspective and altruism. Cohen (1998) describes the size of the effect, when it is between 0.10 and 0.30, it is considered small; when it is between 0.30 and 0.50 it is medium; and it is large when it is greater than 0.50.

		Female		Male		12 yearsold		13 yearsold		14 yearsold	
		F	%	F	%	F	%	F	%	F	%
Perspective taking	Low	4	6.80%	7	14.00%	3	10.30%	7	15.60%	1	2.90%
	Medium low	12	20.30%	9	18.00%	7	24.10%	10	22.20%	4	11.40%
	Medium high	14	23.70%	18	36.00%	6	20.70%	14	31.10%	12	34.30%
	High	29	49.20%	16	32.00%	13	44.80%	14	31.10%	18	51.40%
Solidarityand aid response	Low	4	6.80%	5	10.00%	2	6.90%	7	15.60%	0	0.00%
	Medium Low	18	30.50%	13	26.00%	8	27.60%	12	26.70%	11	31.40%
	Medium High	12	20.30%	14	28.00%	9	31.00%	7	15.60%	10	28.60%
	High	25	42.40%	18	36.00%	10	34.50%	19	42.20%	14	40.00%
Altruism	Low	6	10.20%	5	10.00%	2	6.90%	6	13.30%	3	8.60%
	Medium Low	11	18.60%	5	10.00%	3	10.30%	9	20.00%	4	11.40%
	Medium High	12	20.30%	16	32.00%	6	20.70%	12	26.70%	10	28.60%
	High	30	50.80%	24	48.00%	18	62.10%	18	40.00%	18	51.40%
Assistance	Low	6	10.20%	10	20.00%	8	27.60%	4	8.90%	4	11.40%
	Medium low	10	16.90%	6	12.00%	2	6.90%	7	15.60%	7	20.00%
	Medium high	11	18.60%	10	20.00%	5	17.20%	9	20.00%	7	20.00%

	High	32	54.20%	24	48.00%	14	48.30%	25	55.60%	17	48.60%

Table 3: Levels of pro-social skills according to sex and age

In table 3 we show that the levels of the dimensions of Pro-social Ability according to sex are represented in a higher percentage in the majority of the female participants, in the dimension of Taking of perspective with 49.2%, in Solidarity and response of help 42.4%; Altruism with 50.8% and assistance with 54.2%, given that men have lower percentages in the different dimensions. In addition, it is found that the levels of the dimensions of Pro-social Ability according to the ages of 12, 13 and 14 are represented in greater percentage in the majority of the participants a high level of pro-sociality.

		Female		Male		12 yearsold		13 yearsold		14 yearsold	
		F	%	F	%	F	%	F	%	F	%
Bullying behaviors	Low	25	42.40%	18	36.00%	10	34.50%	18	40.00%	15	42.90%
	Medium Low	20	33.90%	11	22.00%	12	41.40%	14	31.10%	5	14.30%
	Medium High	11	18.60%	15	30.00%	3	10.30%	10	22.20%	13	37.10%
	High	3	5.10%	6	12.00%	4	13.80%	3	6.70%	2	5.70%
Victimizationreceived	Low	17	28.80%	13	26.00%	5	17.20%	12	26.70%	13	37.10%
	Medium Low	25	42.40%	23	46.00%	15	51.70%	21	46.70%	12	34.30%
	Medium High	12	20.30%	11	22.00%	6	20.70%	8	17.80%	9	25.70%
	High	5	8.50%	3	6.00%	3	10.30%	4	8.90%	1	2.90%
Active observer in defense of harassment	Low	6	10.20%	8	16.00%	2	6.90%	7	15.60%	5	14.30%
	Medium Low	17	28.80%	11	22.00%	5	17.20%	15	33.30%	8	22.90%
	Medium High	18	30.50%	17	34.00%	13	44.80%	14	31.10%	8	22.90%
	High	18	30.50%	14	28.00%	9	31.00%	9	20.00%	14	40.00%
Externalharassment	Low	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Medium Low	43	72.90%	41	82.00%	21	72.40%	35	77.80%	28	80.00%
	Medium High	8	13.60%	3	6.00%	1	3.40%	8	17.80%	2	5.70%
	High	8	13.60%	6	12.00%	7	24.10%	2	4.40%	5	14.30%
Passive observer	Low	59	100.00%	50	100.00%	29	100.00%	45	100.00%	35	100.00%
	Medium Low	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Medium High	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	High	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Table 4: Levels of bullying behavior by gender and age

In table 4 we show that the levels of the dimensions of school bullying according to sex, in the bullying behaviors, men present a high level with 12%, unlike women who have 5.1%. In terms of victimization received, women have higher levels with 8.5% and men with 6.0%; on the other hand, both women 30.5% and men 28.9% present high levels as active observers in defense of the harassed. Likewise, women present greater external harassment at 13.6% and men at 12%, as opposed to the passive observer who both men and women presented low levels. In addition, it is evident that the levels of the dimensions of school harassment according to ages 12, 13, and 14, with the majority presenting medium-low and low levels of school harassment; on the other hand, as for the active observer in defense of the harassed, those aged 12 present a medium-high level of 44.8%, those aged 13 a medium-low level of 33.3%, and those aged 14 a high level of 40.0%.

	Mann-Whitney		
	U	p	Cohen's d
Perspectiveshot	1234	0.127	0.2700
Solidarity and aid response	1361	0.481	0.1079
Altruism	1408	0.683	-0.0728
Assistance	1350	0.444	0.1886
IntimidatoryBehaviors	1238	0.147	-0.3272
Victimizationreceived	1424	0.755	0.0107
Active observer in defense of the harassed	1345	0.428	0.1737
Externalharassment	1453	0.884	0.0215
Passiveobserver	1274	0.208	0.3133

	Kruskal-Wallis	df	p	ε^2
Perspectivetaking	5.358	2	0.069	0.04961
Solidarityand aid response	0.238	2	0.888	0.0022
Altruism	5.028	2	0.081	0.04655
Assistance	0.279	2	0.870	0.00258
IntimidatoryBehaviors	0.268	2	0.875	0.00248
Victimizationreceived	1.560	2	0.458	0.01444
Active observer in defenseof the harassed	2.677	2	0.262	0.02479
Externalharassment	0.834	2	0.659	0.00772
Observerpassive	5.457	2	0.065	0.05053

Table 6: *Comparisonof pro-social skills and bullying behaviors by age*

Table 6 shows that there are no significant differences in any of the pro-social skills and bullying behaviors between the ages of 12, 13, and 14. In all cases the significance level is greater than 0.05 ($p>0.05$), and the effect sizes are below the so-called small standard for comparative studies with three groups (Dominguez, 2017).

IV.   DISCUSSION

The research aimed to establish the relationship between bullying behaviors and pro-social skills in Peruvian adolescents aged 12-14. A significant and inverse correlation was obtained between the dimensions of pro-social ability and bullying behaviors, received victimization, external passive observer bullying; taking into account the relationship obtained between pro-social ability perspective and bullying behaviors of bullying obtaining a significant inverse correlation ($r=-.392$), it is related to the study developed by Moreno, Segatore and Tabullo (2019), who also found an inverse correlation between pro-sociality and aggression ($r=-.169$).

Similarly, Suero (2019), who was able to evidence, according to his research, a negative correlation between pro-social behavior and aggression ($r=-.253$). Furthermore (Bellido et al., 2016), in their study as an objective was to determine the relationship between pro-social behavior and aggression, where they found a negative correlation ($r=-.218$). However, Garaigordobil, Martínez and Aliri (2013), did not find a significant correlation between empathy and victimization ($r=-.020$). While Montoya (2014) found a significant direct correlation between premeditated aggression and bullying ($r=.396$), equally a direct correlation between premeditated aggression and lack of social integration ($r=.482$).

Also, a significant direct correlation was found between active observation in defense of bullying and the dimensions of pro-social ability. Similarly, Gómez (2017), in his research work found a direct correlation between pro-social behavior and educational style ($r=418$). In addition, Gerenni and Fridman (2015), in their study, demonstrated a direct correlation between active observer in defense of the bully and kindness ($r=221$), in addition to finding in the same research an inverse correlation between supportive behavior to the bully and

active observer in defense of the bully (r=-.341). It should be noted that Seligman and Csikszentmihalyi (2000), develop an importance in psychology, motivating individuals to embrace their positive experiences, in such a way that they describe that positive emotions can be reflected in the future, present or past.

For this reason we can argue that bullying or other negative factors that alter or cause harm in people's lives, can generate that pro-social behaviors are equally diminished. In general terms, there is coherence with what has been found due to what was stated by (Pelyva, Kresák, Szovák, Tóth, 2020) who mentioned that there is a negative correlation between pro-social behavior and behavioral problems.

Levels of pro-social ability were also established in the different dimensions according to sex, represented by a greater percentage of female participants, in terms of perspective (49.2%) solidarity and aid response (42.4%) altruism (50.8%) and assistance (54.2%), while the percentage of men was the opposite, in terms of perspective (32.0%) solidarity and aid response (36.0%) altruism (48.0%) and assistance with (48.0%).

The results coincide with the study carried out by Redondo and Guevara (2012), who showed that girls have greater pro-social behavior with an average of (87.97) as opposed to men (77.27). Similarly Gomez and Narvaez (2019), showed that women have statistically positive averages (p < .05) higher than men in the development of pro-social behavior. For their part, Martinez, Tovar and Ochoa (2016), in their research, analyzed the proportions of aggressiveness and pro-sociality, while pro-sociality women present higher moderate levels (71.1%) and men (63.8%), and as for aggressiveness men present a higher level (23.9%) and women (14.5%).

In relation to the levels of pro-social ability in its different dimensions according to age, it could be evidenced that the participants of different ages present high levels of pro-social ability. Similarly, in research on pro-social behavior, it was determined that these skills increase progressively, becoming stable relatively in late childhood and early adolescence, and following the increase until late adolescence (Anué et al., 2014). Likewise, Sánchez-Queija, Oliva and Parra (2016), in their research with adolescents, register differences with respect to gender, on the one hand, women manage to gradually increase their pro-social skills, while men only show these behaviors when they want to gain approval, or obtain something in return.

The results obtained are justified by Kohlberg (1969), recognized by his socio-cognitive theory, individuals begin their moral development from the first stages of life, and it is necessary to learn to assume roles in order to develop the capacity to put themselves in the position of the other person. According to the evidence and theories it is inferred that sex and age, predominate in the pro-social ability, in this way women relate in a more empathic way, in a voluntary way, in the case of men they usually have these behaviors, when they look for some benefit or the approval of someone.

In general we agree with Memmott-Elison, Holmgren, Padilla-Walker &Hawkinsc (2020) who found a meta-analysis that pro-social behavior was related to the presence of minor symptoms of aggression, sexual risk behavior, use of psychoactive substances, depression among others; On the other hand, Ma, Zartet, Simpkins, Vandell, & Jiang (2019) found that skill deficits are at risk of presenting problems with peers, i.e. having pro-social behaviors can be a good predictor of absence of problems in school (Taylor, O'Driscoll, Dautel& McKeown, 2020)

With regard to the levels of school harassment according to sex and age, results were obtained which show low levels of school harassment in its different dimensions, in both sexes, and only in the dimension of active observation in defense of the harassed, high levels are shown, in women 30.5% and in men a percentage lower than 28.0%.

On the other hand, with regard to the levels of bullying according to age, it can be seen that 12-year-olds show a higher percentage of bullying behavior, with a high level (13.8%). Similarly, 12-year-olds show a higher level than others (10.3%) of received victimization. As for the levels of active observer in defense of the harassed, 14-year-olds presented a high level (40.0%), and in the external harassment dimension, 14-year-olds presented a higher percentage, with a low average level (80.0%).

Finally, all participants of different ages averaged a low level of (100%) in the passive observer dimension. This result is related to Alvarado's study (2019), showing a high level in both sexes, in the active observer dimension

in defense of the harassed, in men with 44.3% and in women with 48. 7%, in addition the same research showed different results, given that the other dimensions have a predominance with an average level of school bullying in both sexes, it is important to mention that girls and younger students tend to report victimization more than boys and older students, because of stereotyping boys are expected to handle problems on their own and not express their vulnerabilities, which is why they react aggressively to bullying or blame themselves (Blomqvist, Saarento-Zaprudin&Salmivalli, 2019), on the other hand Nuñez-Fadda, Castro-Castañeda, Vargas-Jiménez, Musitu-Ochoa, Callejas-Jerónimo (2020) identified that psychological distress, offensive communication with the father and being a child increase the probability of high victimization, while a positive attitude towards authority, open communication with the mother and being a child decrease this probability of better handling this situation.

Similarly, according to UNESCO (2018), it states that men tend to be slightly more at risk of suffering some kind of school abuse, unlike women, indicating that 32% of boys suffered from school bullying, and in the case of women, 28%. In Tajfel's theory (1984), on the social identity, where the individuals identify themselves, they mold according to the coexistence that they have with people and groups, in this last one the school usually presents groups of adolescents who show behaviors of competing, having as consequences negative behaviors, devaluations and conflicts. Similarly, Lewin (1948), in his theory on social interaction, mentions that people's personalities develop progressively, with the environment and relationships that people have being extremely important, taking into account that interaction between adolescents can bring about conflicts between peers.

Bullying may affect both men and women, at any age and stage of schooling, inferring that if there are inappropriate relationships and a patriarchal system causes men mostly to have aggressive behaviors, which in many cases often play the role of bully in school conflicts. In addition, the levels of bullying according to age will depend on the positive or negative development in which they relate, it is also known that greater victimization was associated with aggressive responses to shame in early adolescence (Nickerson, Shisler, Eiden, Ostrov, Schuetze, Godleski, &Delmerico, 2020)

With respect to the altruistic dimension of pro-social ability, there were no significant differences between the participants according to sex, while Gomez and Narvaez (2019) found that women presented statistically significant averages (p < .05).

On the other hand, in the bullying behavior dimension, it could be observed that there are no significant differences among the participants according to age. This would be related to Kohlberg's (1969) proposal, in the social-cognitive aspect, which describes that the personal and social factors experienced by adolescents will influence the development of positive behaviors, making them aware of good and bad. So, if a person manages to become aware of the norms, rules, which are presented throughout life, may be able to develop altruistic capabilities, achieving development throughout life, with the constant learning and experiences that surround us, this is corroborated by the proposed by Spadafora, Frijters, Molnar & Volk (2020) who indicate that there is a relationship between the personality and bullying harassing was mediated by attitudes of rudeness; At the same time, Kobayashi & Farrington (2020) indicate that being oriented to an external locus of control is more related to pro-bullying attitudes.

With regard to the dimension of victimization received from bullying, it was evident that there are no significant differences between participants, according to sex, equally according to age, nor are there significant differences between participants in this dimension, this is related to what was mentioned by Bellido et al., 2016, he associated the victimization with the proximity they may have with subjects who do not respect the normal, being in most cases, those who abuse and harm the weaker individuals. Bandura (1977) describes social learning as the way in which individuals learn through observation and imitation, with behaviors prevailing or diminishing depending on the punishment or reward they receive, allowing them to improve their ability to deal with conflicts that may arise during the school stage.

Although it is true that the victims of school harassment are usually women, because they are considered the weaker sex, the difference in percentages is minimal, since now both men and women are exposed to being involved in situations of violence between equals.

The research will be helpful in future investigations on both variables studied. Likewise, this study can be used in different samples and contexts, in order to obtain more relevant information about these variables. In addition, the instruments used fulfilled the required evaluation roles, to obtain the most important and relevant data collection.

V. CONCLUSIONS

It became evident that the dimensions of pro-social skill correlate inversely and significantly with the negative dimensions of bullying, and there is a direct and significant correlation between the active observer dimension of bullying advocacy and the dimensions of pro-social skill. In other words, if people develop pro-social behaviors, it is very possible that, in situations of conflict, they can be mediators to intervene and stop violent situations. On the other hand, it is evident that there are no significant differences in the behaviors of Peruvian adolescents between 12 and 14 years old, according to their sex and age, in relation to school bullying and pro-social skills.

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