

Understanding School Violence: Readings from a Complex Community

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Abstract

This article shows the results of the research Manifestations of school violence in the Liceo altos del Líbano de Montelíbano Córdoba, carried out with the aim of identifying the perceptions that the students of this institution have about this phenomenon in their school. To this end, a quantitative methodological approach, not experimental cross-sectional, was used, with a sample of 212 students out of a total of 379 that make up the universe of the population. From a statistical analysis carried out with the SPSS Software it was possible to demonstrate that 36.3% of the student population feels insecure to some degree in their school, the greatest perception of insecurity occurs in women, in this regard, within the classroom, 42% of students manifest feeling insecure; in the face of school violence related to teachers, highlights that 28% of students suffered verbal violence; Finally, in terms of school violence generated by the same classmates, 49.1% of students have suffered physical violence and 42% verbal.

Keywords: Psychological Violence, Verbal Violence, Physical Violence, Psychological Violence.

I. INTRODUCTION

The research problem of this study is the lack of knowledge about the types of violence that affect the school climate at the Liceo Altos del Líbano de Montelíbano Córdoba. Situation that demands its study since children and young people (NJ) face situations of violence in all scenarios where they live (community, family and school), (Cerdá-Pérez, & Alvarado-Pérez, 2010; Estevez, 2016).

The school environment is of special interest considering that situations of permanent conflict are generated there (Varela et al., 2013). In these conflicts, physical, verbal or psychological aggressions may occur (Crespo-Ramos et al., 2017), which may end in major problems if they

are not intervened in time; In this regard, Miglino (2018) points out that in Colombia between 2017 and 2018 there were 2,981 cases of bullying, placing the country as one of the states with the highest cases of this scourge worldwide.

For this reason, the Congress of the Republic of Colombia enacted Law 1620 (2013), to provide guidance on the effective management of this problem. However, most analyses are constructed from the eyes of adults. This is how it is proposed to identify the perceptions of students about these forms of violence in their school, in the line of Moreno et al. (2010), in order to generate information to build intervention programs for the full guarantee of their rights. (Villareal-González et al., 2010).

In this context, this research aimed to identify the perceptions that students of the Liceo Altos del Líbano de Montelíbano Córdoba have about the manifestations of violence in their school environment, for which it was necessary to investigate school violence in the current literature, apply the techniques of collecting information to students of the Liceo Altos del Líbano de Montelíbano about their perception in relation to school violence and determine the perceptions that the students of the Liceo Altos del Líbano of Montelíbano Córdoba have about the manifestations of the school violence that occurs in school environment

On this field of research at the international level, the study by De Felipe and Rodríguez (1995) stands out, which raises a perspective of solidarity in this field since it recognizes the need to defend the most needy. In the same way, Tuvilla (2002), concludes that the construction of peace is a process of permanent consolidation, in which all the actors that contribute to the formation of the subjects must work harmoniously; and Fernández et al. (2013), demonstrates that the lack of self-concept and self-love, added to the shame for the lack of courage, evident in everyday interaction, it is a factor that could generate violence at school, an approach similar to Paulin (2015).

In the national context, the phenomenon of school violence has also been investigated, however the research of Erazo-Santander (2010) highlights that this field of research has more than 20 years in the country; studies such as those of Paredes et al. (2008) show that about 30% of the population studied have suffered situations of intimidation, violence or aggression.

In the local context, Pacheco and Angulo (2018) propose an approach to promoting values for the improvement of problems of violence in school, and, Figueroa et al. (2013), conclude on the importance of the influence of one subject to another, so a visual communication scenario is built that prevents the victimization of actors. Therefore, it is concluded that at the regional level, the perspective of the intervention from the training prevails, from the identification of the relevant cases of school coexistence. An approach that distances itself from other sociocultural and

psychosocial models more common in Latin America.

With this panorama of research, the concept of School Violence, the main variable of this research, is understood, as the violence that occurs between the different relationships of the members of the educational community, since they are actions that have a direct harmful intention against some member of the school community.

It is important to study this problem, from the sense of Cuenca (2007) who highlights the value of addressing this phenomenon for the construction of a culture of peace, since the social context constitutes a powerful set of forces that influence education, such as considerations of ethics, social justice, worldview, freedoms, authorities, power etc. Influential situations in school coexistence.

Within the problem of school violence, a typology is deployed, which starts from the physical, psychological and verbal. For this we define the concept of psychological violence, such as teasing, insults, jokes in bad taste and, in extreme cases, continuous harassment of a group (aggressors) against the same student (victim), which is known as psychological bullying or social bullying. It is a type of violence that usually occurs between peers, although there are also cases where a teacher becomes the victim. Its psychological consequences can be serious, so it is a very harmful type of behavior that must be detected and tackled in time.

Finally, physical violence refers to any non-accidental action that generates physical harm or illness in the affected person. This behavior is identified through the instituted gaze of the pedagogical device, which identifies it as violence.

2. METHODS

2.1 Design

This research employs the quantitative approach. From the perspective of Hernández et al. (2014), who proposes that this type of study is characterized by objectively measuring the variables associated with a phenomenon by

establishing control of these variables. Similarly, for Hurtado (2000) and Vanegas, Gamboa and Gómez (2022) quantitative research uses statistical techniques for the analysis of data, so it is interesting in this case to establish the relationships between the variables associated with school violence at the Liceo Altos del Líbano de Montelíbano - Córdoba, from the survey technique that will give us quantitative data on how students of this institution perceive violence in their school environment.

This research, of non-experimental and cross-sectional type, is developed from the descriptive approach, according to Hernández et al. (2014), non-experimental studies are a type of quantitative research where there is no predesigned intervention to evaluate the effects of this experiment in a defined population. For the analysis of the data, the technique of descriptive

statistical analysis will be used, which does not imply causal relationships between the variables but the interpretation of the current state of each one independently.

2.2 Population and sample

The Institution has three hundred and seventy-nine (379) students, of which one hundred and sixty-seven (167) are female and two hundred and twelve (212) male: from this population a sample of 212 students of various levels was selected, as shown in Figure 1, representing 56% of the total sample. Sample size was calculated, with a margin of error of 5% and a 95% confidence level to ensure a high level of representativeness of reliability of the results, giving a value of 191 participants, however, a larger amount was taken to ensure these levels.

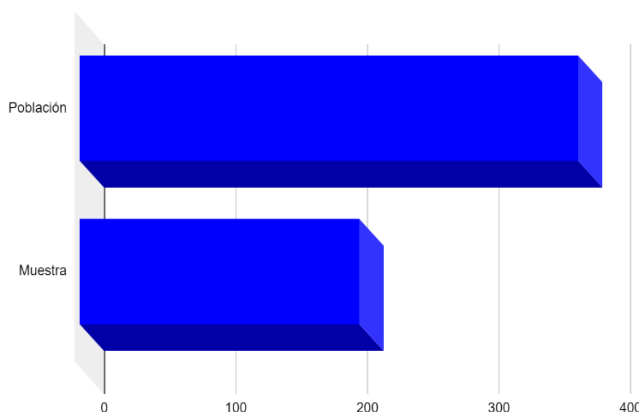


Figure 1. Relationship Sample vs study population.

2.3 Information collection techniques

The research uses the survey technique with a 27-item scale to assess students' perceptions of violence at school. The first component of the instrument is composed of 4 items that evaluate the independent variables School Level, Gender, Age and Family Composition, while the second component evaluates the variable School violence, evaluated in five dimensions, which integrate 23 items.

2.4 Ethical considerations

For the application of the instruments, an informed consent will be signed with the participants, in the terms described below, in accordance with Resolution 8430 (1993), which establishes in its fifth article the obligation to guarantee the dignity of the participants and their protection of rights.

2.5 Data analysis

For the analysis of the data, a descriptive model will be used, using the statistical software SPSS, after the filtering and organization of the data generated in the application of the survey.

3. RESULTS

The results of the study are synthesized according to each of the phases of the research as presented below.

3.1 Perceptions of safety at school

In the analysis of the Dimension feeling safe in school, as evidenced in Figure 2, 36.3% of the student population feels insecure to some degree in their school, where for 18.9% many times they are safe and 16.5% only sometimes feel safe, while 0.9% never feel safe in their school.

¿Te sientes seguro en el colegio?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Nunca	2	.9	.9	.9
	Algunas veces	35	16.5	16.5	17.5
	Muchas veces	40	18.9	18.9	36.3
	Todo el tiempo	135	63.7	63.7	100.0
	Total	212	100.0	100.0	

Figure 2. Feeling safe at school

In this context, there is a greater perception of insecurity in women than in men, which is more focused on the average level. Thus, among the participants who never feel safe in school, they are women in primary and middle school. On the other hand, the population that only sometimes feels safe in school are mostly average students, 22 in total, of whom 13 are women and 9 are men. In primary school there are 5 men and 3 women

and in basic secondary 2 men and 3 women. Finally, within the population that feels safe many times, which indicates a lower degree of feeling of insecurity, 8 of them are from primary school, 13 from basic secondary and 18 on average, as shown in Figure 3.

Tabla cruzada Nivel Escolar*Género*¿Te sientes seguro en el colegio?

Recuento			Género		Total
¿Te sientes seguro en el colegio?			Hombre	Mujer	
Nunca	Nivel Escolar	Primaria		1	1
		Grado de 10° u 11°		1	1
	Total			2	2
Algunas veces	Nivel Escolar	Primaria	5	3	8
		Grado de 10° u 11°	9	13	22
		Secundaria de 6° a 9°	2	3	5
	Total		16	19	35
Muchas veces	Nivel Escolar	Primaria	3	5	8
		Grado de 10° u 11°	10	9	19
		Secundaria de 6° a 9°	7	6	13
	Total		20	20	40
Todo el tiempo	Nivel Escolar	Primaria	24	16	40
		Grado de 10° u 11°	35	31	66
		Secundaria de 6° a 9°	20	9	29
	Total		79	56	135
Total	Nivel Escolar	Primaria	32	25	57
		Grado de 10° u 11°	54	54	108
		Secundaria de 6° a 9°	29	18	47
	Total		115	97	212

Figure 3. Perceptions of school safety in relation to School Level and Gender.

On the other hand, with regard to the feeling of security in the classroom, as illustrated in Figure 4, 48% say they feel safe all the time in this space, while 42% manifest some degree of insecurity, expressed as follows: 25.9% feel safe many times,

15.6% only sometimes, while 0.5% never feels safe in the classroom.

¿Te sientes seguro en el salón de clases?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Nunca	1	.5	.5	.5
	Algunas veces	33	15.6	15.6	16.0
	Muchas veces	55	25.9	25.9	42.0
	Todo el tiempo	123	58.0	58.0	100.0
	Total	212	100.0	100.0	

Figure 4. Perceptions of safety in the classroom.

3.2 School violence associated with teachers

As described in Figure 5, only 1.9% of students report having received any of the forms of physical abuse investigated, however it is a value

that deserves attention given the implication that this has on students' confidence and learning.

¿Tus profesores te han golpeado, pellizcado o empujado alguna vez?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Nunca	208	98.1	98.1	98.1
	Algunas veces	3	1.4	1.4	99.5
	Muchas veces	1	.5	.5	100.0
	Total	212	100.0	100.0	

Figure 5. Perceptions of physical violence associated with teachers.

With regard to psychological violence, the percentage of manifestation increases with respect to physical violence, since 4.7% of students say they have been the victim of threats from their

teachers, which implies a type of violence of this type, as expressed in Figure 6.

¿Tus profesores te han amenazado alguna vez?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Nunca	202	95.3	95.3	95.3
	Algunas veces	8	3.8	3.8	99.1
	Muchas veces	2	.9	.9	100.0
	Total	212	100.0	100.0	

Figure 6. Perceptions of psychological violence associated with teachers.

On the other hand, it was found to appreciate that 9.9% of the students manifest having been victims of verbal violence on the part of their teachers, through the use of rude words to refer to them, where 9.4% have been sporadically while 0.5% have been many times.

authority was investigated, where it is evident that 2-8% of the students participating in the study claim to have lived this experience, as can be seen in Figure 7. In detail, 23.6% of these cases have been sporadically, 1.9% many times and 0.5% state that this practice is consistent.

Within these same manifestations of verbal violence, the use of shouting by teachers to impose

¿Tus profesores te han gritado?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Nunca	157	74.1	74.1	74.1
	Algunas veces	50	23.6	23.6	97.6
	Muchas veces	4	1.9	1.9	99.5
	Todo el tiempo	1	.5	.5	100.0
	Total	212	100.0	100.0	

Figure 7. Perceptions of verbal violence associated with teachers (Shouting)

3.3 Manifestations of peer-associated school violence

One of the most visible manifestations of school violence at school is physical, which occurs to a greater extent among peers. In this sense, when inquiring about the experience of hitting, pushing and abuse, it was found that 49.1% of the

students said they had been victims of this type of violence. In this sense, in Figure 8, it is detailed that 39.2% have experienced this form of violence sometimes, 9.4% of students experience it recurrently and 0.5% suffer this treatment from other classmates all the time.

¿Tus compañeros te han golpeado, pellizcado o empujado alguna vez?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Nunca	108	50.9	50.9	50.9
	Algunas veces	83	39.2	39.2	90.1
	Muchas veces	20	9.4	9.4	99.5
	Todo el tiempo	1	.5	.5	100.0
	Total	212	100.0	100.0	

Figure 8. Perceptions of physical violence associated with peers

In this same type of school violence, it is evident that 4.4% of students, apart from being victims of belonging, suffer from theft of belongings through the use of force by their own classmates in the educational institution.

On the other hand, the cases of dosage violence that result in this study are percentages higher than

physical violence. Thus, 42% of students report having been teased with nicknames or teasing in the educational institution, of which 36.8% occur sometimes, 4.75% many times and 0.5% all the time, as shown in Figure 9.

¿Otros estudiantes te molestan con apodos o burlas?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Nunca	123	58.0	58.0	58.0
	Algunas veces	78	36.8	36.8	94.8
	Muchas veces	10	4.7	4.7	99.5
	Todo el tiempo	1	.5	.5	100.0
	Total	212	100.0	100.0	

Figure 9. Perceptions of psychological violence associated with peer-nicknames or teasing

In this same sense, in front of the perception of the students about the threats that are experienced in the school as a manifestation of psychological violence. In this case it was found that 5.7% of the students of the institution have been victims of this situation, 4.7% of them have been sometimes, while 0.5% have been many times and 0.5% live

it all the time.

Finally, with regard to the verbal violence suffered by students, it was found that 28.3% of students have been treated with rudeness or insults from their own classmates, as expressed in Figure 10, of which 25% of them experience it sometimes

(regularmente), while 2.8% suffer from this situation many times and 0.5% live it all the time.

¿Tus compañeros te hablan con groserías o insultos en el colegio?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Nunca	152	71.7	71.7	71.7
	Algunas veces	53	25.0	25.0	96.7
	Muchas veces	6	2.8	2.8	99.5
	Todo el tiempo	1	.5	.5	100.0
Total		212	100.0	100.0	

Figure 10. Perceptions of verbal violence associated with peers

3.4 Manifestations of school violence associated with other school officials

Regarding the analysis of physical violence that originates in the school from other adults, officials

of the educational institution, it is evident that 1.4% of students have lived this negative experience in contrast to 98.6% have never experienced it.

¿Has recibido golpes o maltratos físicos de otros adultos que trabajan en el colegio, como administrativos, secretarias, porteros, personal de aseo, etc.?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Nunca	209	98.6	98.6	98.6
	Algunas veces	2	.9	.9	99.5
	Todo el tiempo	1	.5	.5	100.0
	Total	212	100.0	100.0	

Figure 11. Perceptions of physical violence associated with other officials of the institution

Similarly, 1.4% of students report having experienced some form of psychological violence in school. Similarly, 2.4% of students report having experienced verbal violence, of which 1.9% have suffered it sometimes, while 0.5% suffer constantly.

4. DISCUSSION AND CONCLUSIONS

Faced with the perception of security in the school, it is striking that 36.3% of the student population feels some degree of insecurity in this environment, considering that the school environment is conceived as a protective space and guarantor of rights. In the same way, the evidence of insecurity conditions associated with

a gender problem is of great interest since women report living in this situation to a greater degree. As such, it is urgent to build intervention plans in the school to consolidate safe environments, for all students, including the elderly where the problem becomes more recurrent.

Complementary to this perception it can be concluded that the environment with the greatest perception of insecurity is the classroom itself, different from what is commonly presumed, this scenario usually presents recurrent manifestations of violence, especially from the classmates themselves and in some cases from the teachers. Thus, the models of coexistence, tolerance and good treatment must rethink the contexts of intervention focusing their actions on the closest

interactions in the school, which occur in the same classroom.

On the other hand, when analyzing the actors associated with school violence, and its various manifestations, there are also worrying results, as described below:

The first actor linked to violence in school is the teacher himself, which questions the idea of this phenomenon as a problem among peers, and puts it in the field of abuse of an elderly person and with endowment of power, in this regard, it is concluded that about 10% of students say they have been victims of verbal violence by their teacher, This being the most visible in this case, this type of violence manifests itself in shouting, rude words, nicknames or expressions to ridicule as a mechanism of exercising control and discipline in the classroom, but which is perceived as a form of violence by students. This allows us to conclude that this phenomenon does not only manifest itself among students, so that intervention programs must also integrate teachers.

Similarly, school violence between peers continues to be the type of relationship where this phenomenon is most visible in school, among these actors it was found that 49.1% of students said they had been victims of physical violence at school. 42% have suffered psychological violence from nicknames and systematic teasing in their school. While 28.3% say they have suffered verbal violence. With the above, it can be concluded that the institution lives an environment of complex violence that demands comprehensive attention from the school, since physical aggressions are part of the daily dynamics in the school, which could have consequences in the school, personal and family life of the children and in their own integral development.

Finally, when the phenomenon linked to other adults who work in the school, such as general services, administrative personnel, etc., is analyzed, a low perception of violence from these actors can be added, a situation that could be explained given the low interaction that occurs between them.

In this way the interaction, its constant coexistence are determining factors for the

occurrence of conflicts, however its inadequate management is the one that ends up manifesting itself in a form of violence, which as has been pointed out, is more evident among peers, but also occurs with teachers.

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