Socioemotional Education to Decrease Attitudes of School Violence

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Abstract

The research was carried out with the purpose of demonstrating that the implementation of the Socio-emotional Education Program contributes to reducing attitudes of School Violence in Superior Basic students at an Educational Institution in Ecuador during the year 2023. To achieve this objective, an applied methodology was adopted with a quantitative approach and a quasi-experimental design. The sample consisted of 76 students, evenly divided into a control group and an experimental group, to whom a pretest and a posttest of the school violence questionnaire were administered. The pretest results revealed that 27.6% (16 participants) of the control group and 40.8% (31 participants) of the experimental group had a high attitude towards school violence. In the posttest, the control group recorded a 25% high attitude, while the experimental group, after the implementation of the socio-emotional education program, evidenced that 42.1% showed a low attitude towards school violence. The analysis of significant differences yielded a p-value of 0.00, less than 0.05. These numerical results support the importance of the specific interventions of the implemented program, as they generate significant changes in student attitudes, promoting positive school coexistence.

Keywords: *Socioemotional education, school violence, self-regulation, self-esteem.*

INTRODUCTION

In the contemporary educational environment, attention to the socio-emotional dimensions of students has become essential, opening up a crucial field of research and pedagogical action. One of the most pressing challenges is to address attitudes of school violence, a phenomenon that affects the coexistence and integral development of individuals in educational environments. School violence, understood as manifestations of physical, verbal or psychological aggression between members of the educational

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community, constitutes a significant obstacle to students' learning and emotional well-being.

In this context, social-emotional education emerges as a comprehensive approach that seeks to strengthen students' emotional and social skills, promoting empathy, peaceful conflict resolution, and building healthy relationships. That is why the 2030 Agenda advocates for sustainable development, highlighting Goal 4 (SDG) focused on the promotion of inclusive, equitable and high-quality education, which seeks to ensure that all children have equal opportunities to acquire the essential knowledge and skills for both their personal development and their future working lives.

As established by UNESCO (2021), achieving this purpose involves fostering effective and empathetic interaction and communication, thus establishing a meaningful connection with the educational environment. For this reason, UNICEF promotes the creation of educational environments that provide children and adolescents with the necessary tools to face various situations and challenges in their personal development. These tools focus on the development of psychosocial and interpersonal skills, which will enhance decision-making skills, problem-solving, as well as critical and creative thinking. (UNESCO, 2021)

UNICEF points out that, in recent years, the behavior of adolescents has been observed, who may engage in risky behaviors that are manifested through negative attitudes and skills, impacting various aspects of society. While the use of the internet provides children with both educational and recreational opportunities, it also exposes them to harmful information, thus increasing their vulnerability to potential assault, rape or abuse. In this context, the Committee on the Rights of the Child highlights the importance of safe development for children, emphasizing the need for adequate education in the responsible use of the internet, with special attention to the protection of privacy, as a preventive measure against possible harm, threats and harassment (Walsh et al., 2022).

Likewise, in a study carried out in Chile, there is evidence of a high percentage of 40.7% of physical conflicts among adolescents. This research indicates that this type of violence has a negative impact on the social sphere, being related to various influences that affect behaviors and attitudes in the training process in Chilean schools. These aggressive behaviors can be attributed to factors such as sedentary lifestyle, lack of cognitive activities, poor diet, age, inequality, and extreme poverty affecting 11% of the population (Abio et al., 2020).

On the other hand, in Ecuador there are frequent cases of children and adolescents experiencing traumatic situations both inside and outside the school environment, including episodes of physical and virtual violence. A study carried out by ERCE in 2019 examined 6,758 students from 245 schools, with a representative sample of seventh-graders in 4,000 schools. This study revealed that certain social-emotional skills are related to positive interactions in their social and educational environment. (UNESCO, 2022)

The Ecuadorian education system registered more than 10,000 complaints approximately in 2020 and all related to various types of violence, of which 1,336 corresponded to cases of students who experienced verbal or psychological aggression, either in person or through digital platforms. These acts included mistreatment, insults and insults, with 24% of students stating that they had suffered hostility, physical harassment or cyberbullying. In addition, violent acts perpetrated by groups of adolescents in schools saw an alarming increase of 65% (International, 2021).

Currently, school violence in Ecuador is a worrying problem in schools, demanding immediate and effective actions to prevent it from reaching more serious levels, which could leave negative consequences on the socio-emotional aspect of adolescents.

It is also relevant to note that the INNFA (National Institute for Children and the Family) refers to a study in which it is indicated that 32% of children and adolescents in Ecuador are victims of violence in the classroom, experiencing mistreatment, pushing, insults and mockery "on certain occasions" by their peers. This phenomenon affects 22 per cent of children aged 6 to 11 and 20.1 per cent of those aged 15 to 17. These data reveal that school violence, in its various manifestations, is present in a significant percentage from the early stages of education, negatively impacting the socio-emotional well-being of adolescents (Guerrero, 2020).

For this reason, the Ministry of Education of Ecuador has issued a document that establishes the guidelines and protocols to address the aggressions detected in the education sector. This document, which has been validated by several entities in the country, including the National System for the Comprehensive Protection of Children and Adolescents, aims to guide schools in the implementation of appropriate processes. It is important to emphasize that it is the responsibility of the entire educational community to create a safe and harmonious environment that guarantees children's rights. In addition, with the advancement of technology that has facilitated social interaction through the quick and easy sending of audios, photos and videos, violence has taken on a new dimension. This medium is used by some people to establish emotional bonds. (MINEDUC, 2020b)

Currently, the impact on emotions has become a pressure within the social and educational system that affects adolescents, positioning them as victims. According to the WHO, all types of bullying start from childhood, and victims can experience varying degrees of aggression, making them physically and emotionally vulnerable. In addition, UNICEF notes that bullying is one of the most common and dangerous forms of violence against children globally, and in some cases, these incidents go unreported and unreported (Del Campo and Fávero, 2019). Therefore, it is essential to include social-emotional learning as a major component in education (Armitage, 2021).

That is why it is essential for parents to pay attention and teach their children to regulate their emotions, considering that proper emotional management is crucial at all stages of development. Currently, many children and adolescents experience depression at certain stages of their development, which can lead to negative outcomes. According to various research, every year millions of children and adolescents suffer various types of school violence, including physical, psychological, sexual violence and bullying, worldwide. The causes of this violence can be social or gender norms, structural factors, economic, emotional, exclusion, discrimination, and social discrepancies (UNESCO, 2021).

Therefore, emotional skills are a constant in the life process, with culture and education being fundamental elements for people. It is important to note that these life experiences must be formed from early education, where various emotions are experienced in a multidimensional way, creating a warm and safe environment that integrates all skills, attitudes, and behaviors (Sobral & Caetano, 2022).

Teaching and learning must be done interacting at all times to strengthen education. This will lead to increased awareness of emotion regulation, both interpersonal and intrapersonal, and promote the development of emotional intelligence (Costa et al., 2021).

In the internal context of the institution, the presence of socio-emotional skills in students is constantly manifested through interaction and communication. However, weaknesses are identified in the emotional realm, which makes it difficult to be autonomous and manage emotions. The lack of emotional regulation leads to the emergence of conflicts, which can manifest themselves in various situations, including episodes of violence in which those involved act as aggressors or victims.

For this reason, it is crucial to implement a social-emotional education program that involves the triad of educational actors: students, representatives, and teachers. The

purpose of this program is to foster and strengthen the solid foundations of attitudes and emotional intelligences in students in educational institutions. According to Álvarez (2020), emotions are characteristic manifestations of the soul, such as joys, sorrows, and pain, which are expressed in interactions and guide us towards good or, wrongly, towards evil, so they must be handled with caution.

Faced with this current problem, it is imperative to consolidate socio-emotional education in children. Through this approach, various processes are triggered aimed at fostering values, attitudes, and skills that allow them to understand and manage emotions safely in various situations in their environment. The application of socio-emotional education must encompass all dimensions, thus promoting a comprehensive study that is part of the analysis, evaluation and understanding of skills, emotional characteristics and attitudes.

It is essential for children and adolescents to examine their own emotions in advance, since this process of learning to be and do helps young people to become responsible, autonomous, strategic, understanding, humanistic and adaptable to the rules, norms and laws that govern various areas. This translates into security and the ability to relate in a progressively improved way. Social-emotional education emerges as the key for all members of society to collaborate in the progress towards a sustainable society, where the skills of students enable continuous development throughout different holistic processes. These processes, evidenced in appropriate behaviors at various stages of academic and social training, translate into responsible interaction with the environment (Hammer & Lewis, 2023).

Social-emotional education takes place through structured activities and educational games, providing students with the necessary tools to manage their emotions. With the focus on achieving predefined purposes, goals, or objectives, this approach seeks to minimize frustrations that are not reflected in the emotional realm of students. This set of emotions becomes an intrinsic element in daily and continuous training, highlighting the importance of the Sustainable Development Goals (SDGs). It is internationally recognized that emotional education, especially in the early stages of life, is a priority requirement that must be implemented in the educational process (Stevens et al., 2023).

That is why, in practice, a socio-emotional education program is presented as a basis or guide for developing strategies in school, addressing the threats of various forms of school violence that currently affect educational institutions. In this context, students exhibit violent attitudes towards their classmates, either directly or indirectly, generating changes in behaviors and aptitudes that emotionally impact both the aggressor and the affected person.

This research highlights its social relevance in the educational field, underlining the importance of the socio-emotional dimension for proper development and control of emotions. It seeks to establish a harmonious environment between students and teachers, proposing the application of good practices such as meditation and mindfulness. These practices are identified as supporting social learning, allowing students to work not only on personal aspects of emotions, but also on emotional competencies (Sobral & Caetano, 2022).

In addition, it is aimed at strengthening the Sustainable Development Goals, especially numbers 4 and 5, which refer to quality education, gender equality and warmth. For this reason, the objective of this research is to demonstrate that the Socio-Emotional Education Program decreases attitudes of School Violence in students of Higher Basic in Educational Institution, Ecuador 2023, since schools and colleges play a crucial role as the main responsible for comprehensive training with social responsibility to guide new citizens. All this must be carried out with the absolute commitment of parents, framed in values of tolerance, respect and commitment.

METHODS

The applied research is justified by addressing a real and practical problem, specifically school violence in elementary school students in an educational institution in Ecuador. This research focuses its efforts towards providing concrete and practical solutions to effectively address this problem. The direction of applied research is aligned with the prevailing need to translate research into clear actions and tangible benefits for the student community, thus contributing to the improvement of the school environment (CONCYTEC, 2018).

The quantitative approach is selected, following the recommendations of Arias (2020), as it allows the collection and analysis of numerical data. This choice is essential for assessing and measuring attitudes of violence in a large group of students. The quantitative methodology enables the precise quantification of attitudes and behaviors, which facilitates the obtaining of statistically significant results and the identification of patterns that contribute to understanding the prevalence of school violence in the student population.

This work was carried out through a quasi-experimental design, which involves the manipulation of the independent variable of school violence in order to observe its effects on the dependent variable of socio-emotional education (Hernández R., 2018). The implementation included both a pre-test and a post-test carried out with the same group of students, with the purpose of evaluating the impact of the Social-Emotional Education Program.

This approach fits with the statement that "quasi-experimental designs also require before-and-after measurements in a population group" (Bernal, 2010). As Hernandez (2018) points out, "experimental and quasi-experimental designs are deliberately used to examine at least one cause and analyze its effects or consequences." This approach will provide a more detailed view of the aspects implemented in the research project (Hernández, 2018).

To carry out this study, a sample was selected consisting of 38 students from the ninth parallel D, considered as the experimental group, and 38 students from parallel E, considered as the control group, belonging to the morning section of the Higher Basic School of the Educational Institution.

For this reason, we chose to use non-probability convenience sampling in this study. According to Hernandez (2018), non-probability samples, also known as selection samples, are chosen based on the specific characteristics of the research rather than following a statistical criterion. In this case, it is a convenience sampling, as detailed by Bernal (2010), which implies that the selection of the elements of the sample is carried out in a practical and convenient way, considering the accessibility and availability of the participants. This choice facilitates efficient and timely data collection, linking directly to the need to obtain information effectively in the specific context of the study.

In this research, the technique of data collection through surveys will be used, one of the most frequently used, although doubts are sometimes raised about its credibility due to possible biases in the respondents' responses. This methodology is based on the application of a questionnaire or set of questions designed to obtain information from participants (Cabezas, 2018). For the collection of data related to the variable of School Violence, the instrument developed by Ruíz et al. (2020), known as the Questionnaire of Attitudes Towards School Violence, was used, which consists of a total of 28 items distributed in the 4 dimensions that make up the questionnaire.

The validity and reliability of the measurement instrument used in this study were evaluated to ensure the quality of the results. Validity refers to the instrument's ability to accurately measure the desired variable, and an Aiken V validation test was used, based on the judgment of three experts in the area of school violence measurement. On the other

hand, reliability is related to the consistency and stability of the instrument in different situations, and to be considered acceptable, the value obtained must be close to 1 and greater than 0.7, according to the recommendations of Hernández (2018). These validation and reliability processes ensure the robustness and consistency of the measurements made during the research.

RESULTS

Attitudes of school violence in high school students in an Educational Institution, Ecuador 2023: before implementing the Socio-Emotional Education Program

Table 1. Attitudes of School Violence in High School Students in Educational Institution, Ecuador 2023 before implementing the Program

			School Violence Variable			
			Low attitude	Medium Attitude	High Attitude	Total
GROUPS	Control Group	Recount	1	16	21	38
		% of total	1,3%	21,1%	27,6%	50,0%
	Experimental group	Recount	1	6	31	38
		% of total	1,3%	7,9%	40,8%	50,0%
Total		Recount	2	22	52	76
		% of total	2,6%	28,9%	68,4%	100,0%

In the control group, only 1.3% (1 participant) showed a low attitude towards school violence; In this regard, 21.1% had a medium attitude and 27.6% had a high attitude. In the experimental group, 1.3% also exhibited a low attitude, while 7.9% had a medium attitude and 40.8% had a high attitude.

Regarding the forms of violence that occur, there are:

Table 2. Pre-test results of the dimension of violence as a form of entertainment

			Violence as a form of entertainment		Total
			Medium Attitude	High Attitude	
GROUPS	Control Group	Recount	15	23	38
		% of total	19,7%	30,3%	50,0%
	Experimental group	Recount	7	31	38
		% of total	9,2%	40,8%	50,0%
Total		Recount	22	54	76
		% of total	28,9%	71,1%	100,0%

In the control group, out of a total of 38 participants, 19.7% (15 of the participants) had a Medium attitude, while 30.3% (23 of the participants) had a High attitude towards violence as a form of entertainment. In the experimental group, similarly, with a total of 38 participants, 9.2% (7 of the participants) have a Medium attitude, and 40.8% (31 of the participants) show a High attitude towards violence as a form of entertainment.

In the total analysis of the data, it is observed that a total of 76 participants between both groups, 28.9% (22 of the participants) have a Medium attitude, while 71.1% (54 of the participants) have a High attitude towards violence as a form of entertainment. These results highlight the prevalence of Alta attitudes towards violence as a form of entertainment in both groups, especially in the experimental group, where more than 40% of the participants show this attitude. This finding indicates the importance of addressing this attitude and promoting a safer and more respectful environment in the school context.

Table 3. Pre-test results of the dimension of violence as a way to boost self-esteem

| | | | Violence as a way to boost self-esteem | | | Total |
			Low attitude	Medium Attitude	High Attitude	
GROUPS	Control Group	Recount	2	14	22	38
		% of total	2,6%	18,4%	28,9%	50,0%
	Experimental group	Recount	2	9	27	38
		% of total	2,6%	11,8%	35,5%	50,0%
Total		Recount	4	23	49	76
		% of total	5,3%	30,3%	64,5%	100,0%

In the control group, out of a total of 38 participants, 2.6% (2 participants) showed a low attitude towards violence as a way to boost self-esteem, 18.4% (14 participants) had a medium attitude, and 28.9% (22 participants) had a high attitude. On the other hand, in the experimental group, also composed of 38 participants, 2.6% (2 participants) exhibited a Low attitude, 11.8% (9 participants) showed a Medium attitude, and 35.5% (27 participants) presented a High attitude towards violence as a way to enhance self-esteem.

When we analyze the total number of participants in both groups (76 in total), 5.3% (4 participants) have a Low attitude, 30.3% (23 participants) show a Medium attitude, and 64.5% (49 participants) have a High attitude towards violence as a way to boost self-esteem. These results indicate that, in both samples, a considerable percentage of the participants show a high attitude towards violence as a way to boost self-esteem. This attitude is more prevalent in the experimental group, where 35.5% of the students possess it, compared to the control group, which has 28.9%. It is important to highlight that this is an attitude that needs to be addressed and worked on in both groups, as it is a significant factor in the promotion of violence and can have negative implications on the development of students.

Table 4. Pre-test results of the dimension of violence as a way of relating and solving problems

| | | | Violence as a way of relating and solving problems | | | Total |
			Low attitude	Medium Attitude	High Attitude	
GROUPS	Control Group	Recount	4	13	21	38
		% of total	5,3%	17,1%	27,6%	50,0%
	Experimental group	Recount	2	8	28	38
		% of total	2,6%	10,5%	36,8%	50,0%
Total		Recount	6	21	49	76

	% of total	7,9%	27,6%	64,5%	100,0%

In the control group, out of a total of 38 participants, 5.3% (4 participants) showed a low attitude towards violence as a way of relating and solving problems, 17.1% (13 participants) had a medium attitude, and 27.6% (21 participants) had a high attitude. In the experimental group, also composed of 38 participants, 2.6% (2 participants) exhibited a Low attitude, 10.5% (8 participants) showed a Medium attitude, and 36.8% (28 participants) presented a High attitude towards violence as a way of relating and solving problems. When we analyzed the total number of participants in both groups (76 in total), 7.9% (6 participants) had a Low attitude, 27.6% (21 participants) showed a Medium attitude, and 64.5% (49 participants) had a High attitude towards violence as a way of relating and solving problems.

These results indicate that, in both samples, a substantial percentage of the participants show a high attitude towards violence as a way of relating and solving problems. This attitude is more prevalent in the experimental group, where 36.8% of students possess it, compared to the control group, which has 27.6%. Importantly, this is a troubling attitude that requires attention and focus, as promoting violence as a way to solve problems can have negative consequences on the quality of personal interactions and relationships.

Table 5. Pre-test results of the dimension of violence perceived as legitimate

			Violence perceived as legitimate			Total
			Low attitude	Medium Attitude	High Attitude	
GROUPS	Control Group	Recount	7	11	20	38
		% of total	9,2%	14,5%	26,3%	50,0%
	Experimental group	Recount	5	4	29	38
		% of total	6,6%	5,3%	38,2%	50,0%
Total		Recount	12	15	49	76
		% of total	15,8%	19,7%	64,5%	100,0%

In the control group, out of a total of 38 participants, 9.2% (7 participants) showed a low attitude towards violence perceived as legitimate, 14.5% (11 participants) had a medium attitude, and 26.3% (20 participants) had a high attitude. In the experimental group, also composed of 38 participants, 6.6% (5 participants) exhibited a Low attitude, 5.3% (4 participants) showed a Medium attitude, and 38.2% (29 participants) had a High attitude towards violence perceived as legitimate. When we analyzed the total number of participants in both groups (76 in total), 15.8% (12 participants) had a Low attitude, 19.7% (15 participants) showed a Medium attitude, and 64.5% (49 participants) had a High attitude towards violence perceived as legitimate.

These results indicate that, in both samples, a significant proportion of the participants show a high attitude towards violence perceived as legitimate, being more pronounced in the experimental group, where 38.2% of the students possess it, compared to the control group, which has 26.3%. This is an attitude that raises significant concerns, as the perception of violence as legitimate can encourage violent behavior and conflict in the school environment. Therefore, it is essential to address and work on reducing this attitude in both groups.

Table 6. Results of the post-test Variable of school violence

| | | | School Violence Variable | | | |
			Low attitude	Medium Attitude	High Attitude	Total
GROUPS	Control Group	Recount	0	19	19	38
		% of total	0,0%	25,0%	25,0%	50,0%
	Experimental group	Recount	32	5	1	38
		% of total	42,1%	6,6%	1,3%	50,0%
Total		Recount	32	24	20	76
		% of total	42,1%	31,6%	26,3%	100,0%

In the Control Group, it was observed that 0% of the individuals showed a low attitude towards school violence. This means that no student in this group reported having a low attitude toward school violence. On the other hand, 25% of individuals had a medium attitude towards school violence, while another 25% had a high attitude towards school violence.

In the Experimental Group, the results are markedly different. 42.1% of the individuals showed a low attitude towards school violence, which is significantly higher than in the control group. Only 6.6% of individuals had a medium attitude toward school violence, and only 1.3% had a high attitude toward school violence.

The explanation for these results lies in the intervention or treatment to which the individuals in the experimental group were subjected.

It is possible that this intervention has had a positive effect in reducing attitudes towards school violence in this group. As a result, the experimental group showed a lower propensity to have medium and high intensity attitudes towards school violence compared to the control group, where a more balanced distribution of attitudes towards school violence was maintained.

Table 11. Post-test results of the dimension of violence as a form of entertainment

| | | | Violence as a form of entertainment | | | |
			Low attitude	Medium Attitude	High Attitude	Total
GROUPS	Control Group	Recount	1	12	25	38
		% of total	1,3%	15,8%	32,9%	50,0%
	Experimental group	Recount	32	6	0	38
		% of total	42,1%	7,9%	0,0%	50,0%
Total		Recount	33	18	25	76
		% of total	43,4%	23,7%	32,9%	100,0%

In the Control Group, it is observed that only 1.3% of the individuals showed a low attitude towards violence as a form of entertainment, indicating that a very small minority of students in this group had a negative attitude towards this form of recreational violence. On the other hand, 15.8% of individuals had a medium attitude towards violence as a form of entertainment, and 32.9% had a high attitude.

In the Experimental Group, the results are markedly different. 42.1% of the individuals showed a low attitude towards violence as a form of entertainment, which is significantly

higher compared to the control group. Only 7.9% of the individuals had a medium attitude towards violence as a form of entertainment, a lower proportion compared to the control group. More notably, in the experimental group, there were no students with a high attitude toward violence as a form of entertainment (0%).

The explanation for these results lies in the intervention applied in the experimental group. The data suggest that this intervention has had a positive impact on reducing attitudes towards violence as a form of entertainment, which is reflected in a much higher proportion of students with low attitudes in this group compared to the control group.

Table 12. Post-test results of the dimension of violence as a way to boost self-esteem

			Violence as a way to boost self-esteem			Total
			Low attitude	Medium Attitude	High Attitude	
GROUPS	Control Group	Recount	2	19	17	38
		% of total	2,6%	25,0%	22,4%	50,0%
	Experimental group	Recount	30	7	1	38
		% of total	39,5%	9,2%	1,3%	50,0%
Total		Recount	32	26	18	76
		% of total	42,1%	34,2%	23,7%	100,0%

In the Control Group, we found that 2.6% of individuals had a low attitude towards violence as a way to boost self-esteem. This means that a very small minority of students in this group had a negative attitude towards the relationship between violence and self-esteem. On the other hand, 25% of individuals had a medium attitude, and 22.4% had a high attitude.

In the Experimental Group, the results are markedly different. 39.5% of the individuals showed a low attitude towards violence as a way to boost self-esteem, which is significantly higher compared to the control group. This indicates that a substantial portion of the students in the experimental group had a low attitude toward this relationship. Only 9.2% of individuals had a medium attitude, a lower proportion compared to the control group. More notably, in the experimental group, there were no students with a high attitude towards violence as a way to boost self-esteem (0%).

The explanation for these results lies in the intervention applied in the experimental group. The data suggest that this intervention has had a positive impact on reducing attitudes towards violence as a way to boost self-esteem, which is reflected in a much higher proportion of students with low attitudes in this group compared to the control group.

Table 13. Post-test results of the dimension of violence as a way of relating and solving problems

			Violence as a way of relating and solving problems			Total
			Low attitude	Medium Attitude	High Attitude	
GROUPS	Control Group	Recount	2	21	15	38
		% of total	2,6%	27,6%	19,7%	50,0%
	Experimental	Recount	30	6	2	38

	group	% of total	39,5%	7,9%	2,6%	50,0%
Total		Recount	32	27	17	76
		% of total	42,1%	35,5%	22,4%	100,0%

In the Control Group, we found that 2.6% of individuals had a low attitude toward violence as a way to relate and solve problems. This means that a very small minority of students in this group had a negative attitude towards this relationship between violence and conflict resolution. On the other hand, 27.6% of individuals had a medium attitude, and 19.7% had a high attitude.

39.5% of the individuals in the experimental group showed a low attitude towards violence as a way of relating and solving problems, which is significantly higher compared to the control group. This indicates that a substantial portion of the students in the experimental group had a low attitude toward this relationship. Only 7.9% of the individuals had a medium attitude, a smaller proportion compared to the control group. More remarkably, in the experimental group, only 2.6% of the individuals had a high attitude toward violence as a way of relating to and solving problems.

The explanation for these results lies in the intervention applied in the experimental group. The data suggest that this intervention has had a positive impact on reducing attitudes towards violence as a way of relating and problem-solving, which is reflected in a much higher proportion of students with low attitudes in this group compared to the control group.

Table 14. Post-test results of the dimension of violence perceived as legitimate

			Violence perceived as legitimate			
			Low attitude	Medium Attitude	High Attitude	Total
GROUPS	Control Group	Recount	2	22	14	38
		% of total	2,6%	28,9%	18,4%	50,0%
	Experimental group	Recount	30	4	4	38
		% of total	39,5%	5,3%	5,3%	50,0%
Total		Recount	32	26	18	76
		% of total	42,1%	34,2%	23,7%	100,0%

In the Control Group, it was observed that 2.6% of the individuals had a low attitude towards violence as legitimate. This indicates that only a very small minority of students in this group had a negative attitude toward the legitimacy of violence. On the other hand, 28.9% of individuals had a medium attitude toward violence as legitimate, and 18.4% had a high attitude.

In the Experimental Group, the results are markedly different. 39.5% of individuals showed a low attitude towards violence as legitimate, which is significantly higher compared to the control group. This indicates that a substantial portion of the students in the experimental group had a low attitude toward the legitimacy of violence. Only 5.3% of individuals had a median attitude toward violence as legitimate, a smaller proportion compared to the control group. Similarly, in the experimental group, only 5.3% of the individuals had a high attitude towards violence as legitimate.

The explanation for these results lies in the intervention applied in the experimental group. The data suggest that this intervention has had a positive impact on reducing attitudes towards violence as legitimate, which is reflected in a much higher proportion of students with low attitudes in this group compared to the control group.

Inferential results

A data normality analysis was established, which is required to determine the type of test to be applied for the study of significant differences in the results. The Kolmogorov-Smirnov normality was established due to the fact that the total sample exceeds 50 participants, that is, we worked with a sample of 76 students who are divided into 38 referring to the experimental group and 38 from the control group, whose data are analyzed together.

Table 15. Data Normality Test

	Kolmogorov-Smirnova		
	Statistical	Gl	Gis.
School Violence Variable	,270	76	,000

to. Lilliefors Significance Correction

Around these results it can be evidenced that in the normality test a significance value or p-value of 0 was obtained, which is less than 0.05, this being the cut-off value to establish normality, therefore it is established that the analyzed data do not have a normal distribution, so the tests to be used for the analysis of significant differences must be related to non-parametric tests. considering the Wilcoxon test to be executed.

Hypothesis testing

The Socio-Emotional Education Program will reduce attitudes of school violence in high school students in an Educational Institution, Ecuador 2023

Hi, The Socio-Emotional Education Program Will Decrease Attitudes of School Violence, in High School Students in an Educational Institution, Ecuador 2023

Ho, The Socio-Emotional Education Program Will Not Decrease Attitudes of School Violence in High School Students in an Educational Institution, Ecuador 2023

Table 16. Checking for Significant Differences

Test-to-Test Statisticians

	PRE TEST – POST TEST
Z	-5,453B
Asymptotic sig. (bilateral)	,000

to. Wilcoxon Sign Range Test

b. It is based on negative ranges.

The data establish that there is a significant difference between the results of the pretest and the posttest for the experimental group. A bilateral significance of 0.000 < 0.05 was obtained, which indicates that the hypothesis proposed as null is rejected, accepting the premise presented as an alternative hypothesis, which expresses that the Socio-Emotional Education Program will reduce attitudes of school violence in high school students in an Educational Institution in Ecuador in 2023. These data are only the corroboration of what was obtained in the descriptive analysis, where there is a clear difference in the attitudes of the students who participated in the socio-emotional program, compared to the control group, whose results are similar in the pretest and in the posttest.

DISCUSSION

In the discussion phase, the first specific objective was analyzed, focusing on the results of the pretest, which revealed a worrying initial situation in both groups. A significant

percentage of students with a high predisposition towards school violence was identified, being 27.6% in the control group and even higher, reaching 40.8%, in the experimental group.

These results are consistent with Fonseca's (2019) research, which points to considerably high levels of violence in various dimensions in both groups. Despite the fact that the control group apparently had better baseline conditions in terms of physical, structural, and sexual violence, both cohorts of students showed troubling levels of psychological violence. The dimension of psychological violence was present in 34.5% in the control group and in 37% in the experimental group, classified as very high violence.

Comparison of the results of the pretest with the data from Fonseca (2019) highlights the importance of considering the context and initial conditions when interpreting the findings. Although the control group might have had seemingly better initial conditions, the similar presence of psychological violence in both groups indicates that neither cohort was without significant problems. These results underscore the need to intervene before the implementation of the Social-Emotional Education Program, since both the control and experimental groups showed attitudes and behaviors of school violence that required attention. The high prevalence of psychological violence in both cohorts highlights the importance of addressing not only physical, structural, or sexual violence, but also the psychological dimensions of violent behavior.

These data are also related to those presented by Chumpitaz (2020) and offer an intriguing perspective on the pre-existing dynamics in the experimental group prior to the intervention. The remarkable diversity in irritability levels, evidenced by 45.45% of participants who perceived an average level, sheds light on the complexity and variability in attitudes prior to the program. This nuance reveals a key dimension that could have contributed to the higher proportion of students who exhibited a high predisposition toward school violence in this group.

The heterogeneity in the perception of irritability suggests that, although the experimental group presented a wide range of predispositions prior to the intervention, this broader spectrum may have generated a context conducive to the manifestation of more extreme attitudes, such as those associated with a high predisposition towards school violence. This analysis highlights the need to consider initial group heterogeneity as an influencing factor in outcomes, underscoring the importance of addressing individual complexities when implementing social-emotional interventions.

The analysis of these data reveals a worrisome initial situation in both groups, challenging superficial perceptions about the initial conditions. We highlight the importance of addressing violence in all its dimensions, including psychological aspects, and suggest that variability in levels of irritability may have influenced the prevalence of violent attitudes in the experimental group. This further analysis offers a deeper understanding of the results and points to the need for targeted and contextualized interventions.

In relation to the analysis of the second specific objective, the development of the Socio-Emotional Education Program to address attitudes of school violence in high school students in the Educational Institution of Ecuador was addressed. This program is based on the conceptualizations of Álvarez (2020), who define socio-emotional education as a comprehensive pedagogical approach focused on the emotional and social development of individuals, with the main purpose of promoting students' emotional well-being, interpersonal skills, and emotional intelligence.

The broad definition of social-emotional education supports the inclusion of various components in the program, transcending the mere acquisition of academic knowledge. For this author, the comprehensive approach focuses on the development of interpersonal skills, emotional awareness and empathy, positioning the program as a tool to train

individuals capable of facing challenges, contributing positively to society and maintaining healthy relationships.

Hammer and Lewis' (2023) perspective on social-emotional education as a key to societal progress and sustainability reinforces the importance of implementing this program. The notion of a "society for sustainability" highlights the need to cultivate skills that contribute to equitable and lasting progress. The participation of all members of society in this type of education is presented as essential to contribute to continuous development, underlining the relevance of the program in the context of the Educational Institution in Ecuador. In this sense, the design and development of the program stands as a strategic instrument not only to address attitudes of school violence, but also to foster a more equitable, resilient and sustainable educational community in the long term.

The implementation of strategies focused on the promotion of autonomy represented a crucial element in addressing the problem of school violence. By encouraging autonomy, students were encouraged to develop a deeper sense of independence and make informed decisions. This approach not only sought to reduce violent behaviors, but also to train individuals capable of effectively navigating various situations, constituting a long-term investment in their personal development.

The inclusion of activities designed to foster empathy played an essential role in the program, recognizing its critical importance in building healthy relationships. Empathy was promoted through practices that encouraged understanding and respect for the experiences of others. Not only did this contribute to the creation of a more compassionate school environment, but it also laid the foundation for an educational community that appreciates diversity of perspectives and experiences.

Collaboration, as the third pillar of the holistic approach, was strengthened through carefully designed group projects. These projects not only underscored the importance of working together, but also provided concrete opportunities for students to experience the value of collaboration in achieving shared goals. Not only did this approach boost group cohesion, but it also imparted essential teamwork skills, skills that have direct applications beyond the school setting.

This comprehensive approach was not limited solely to the reduction of attitudes of school violence, but had as its main objective to empower students with valuable socio-emotional skills for life. The practical applicability of these skills in everyday situations became a key indicator of the program's success. Observing a tangible change in the way students manage their emotions, interact with each other, and face daily challenges in the school setting became tangible evidence of the effectiveness of this approach.

In relation to the data of the third specific objective, the results reveal a highly significant impact of the Socio-Emotional Education Program in the reduction of attitudes of school violence in the experimental group, marking a clear disparity with respect to the control group. In the Control Group, no students showed a low attitude towards school violence, while 25% and 25% had medium and high attitudes, respectively.

In contrast, in the Experimental Group, a remarkable 42.1% of individuals demonstrated a low attitude, signaling a substantial improvement compared to the control group. In addition, only 6.6% of the students in the experimental group exhibited a medium attitude toward school violence, and only 1.3% showed a high attitude. These data unequivocally underline the positive impact of the program in reducing attitudes of violence, thus highlighting the effectiveness of the socio-emotional intervention.

The results obtained, supported by previous research, confirm the inverse relationship between socio-emotional skills and the incidence of school violence. The persistence of the disparity in attitudes between the experimental and control groups, evident in both the pretest and post-test, suggests lasting changes in perceptions of violence, reinforcing the

idea that socio-emotional interventions influence fundamental attitudes, contributing to a more positive and safe school environment.

Ultimately, the implementation of the Socio-Emotional Education Program in Ecuador stands out as a significant milestone in reducing attitudes of school violence. The results support the effectiveness of the program and emphasize the importance of integrating the socio-emotional component into educational training, recognizing the interconnection between academics and emotional well-being. The experience highlights the global need to rethink and expand educational methodologies, promoting a comprehensive model that cultivates interpersonal skills, emotional and ethical awareness, contributing to healthier and more harmonious educational communities.

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