



**UNIVERSIDAD  
DE ATACAMA**

FACULTAD DE HUMANIDADES  
Y EDUCACIÓN

**Departamento de Idiomas**

**ADDRESSING AGGRESSION AND VIOLENCE IN SELECTED SCHOOLS:  
IMPLICATIONS FOR LEARNING AND STRATEGIES FOR PREVENTION**

**TRABAJO DE GRADO PARA OPTAR AL GRADO DE  
LICENCIADO EN EDUCACIÓN Y TÍTULO DE PROFESOR DE INGLÉS**

**PROFESORA PATROCINANTE:  
MG. KATTERINE PAVEZ BRAVO**

**ESTUDIANTES:  
IGNACIA FIGUEROA LABARCA  
DANIEL JORQUERA MONTES**

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## **RESUMEN**

Este estudio profundiza en por qué los entornos educativos se perciben como inseguros y cómo esta cuestión está directamente relacionada con el aprendizaje de los estudiantes y los factores sociales dentro de la región de Atacama. Empleando un enfoque de métodos mixtos, la investigación combina el análisis cuantitativo de los resultados de la encuesta CENVI-27 y el análisis cualitativo de las entrevistas a profesores para explorar las perspectivas tanto de los educadores como de los estudiantes. El objetivo principal es abordar la agresión y la violencia en determinados centros escolares analizando las implicaciones para el aprendizaje y las estrategias de prevención. Los resultados indican que, si bien los protocolos escolares se aplican adecuadamente y son ampliamente comprendidos por la comunidad educativa, la violencia suele abordarse sólo cuando se producen altercados físicos. Los estudiantes informan que estos incidentes se originan con frecuencia en las plataformas de medios sociales, lo que se deriva de una falta de comunicación y confianza entre los estudiantes, los padres y las autoridades escolares. Además, se revela que las escuelas a menudo no intervienen en estas situaciones en su inicio.

**Palabras clave:** Violencia Escolar – Agresión – Efectos en el Aprendizaje – Estrategias de Prevención.

## **ABSTRACT**

This study delves into why educational environments are perceived as unsafe and how this issue is directly linked to student learning and social factors within the Atacama region. Employing a mixed-methods approach, the research combines quantitative analysis of the CENVI-27 survey results and qualitative analysis of teacher interviews to explore the perspectives of both educators and students. The main objective is to address aggression and violence in selected schools analysing the implications for learning and strategies for prevention. Findings indicate that while school protocols are implemented appropriately and are widely understood within the educational community, violence is often addressed only when physical altercations occur. Students report that these incidents frequently originate on social media platforms, stemming from a lack of communication and trust between students, parents, and school authorities. Moreover, it is revealed that schools often fail to intervene in these situations at their onset.

**Keywords:** School Violence – Aggression – Effects on Learning – Prevention Strategies.

## CHAPTER I INTRODUCTION

Education is the field that focuses on the methods of teaching and learning in structured environments like schools, distinguishing it from informal or non-formal ways of socialisation (Chambliss et al., 2024). When discussing education, it is often mistaken with the concept of schooling. Many associate the term with institutions like schools or colleges and roles such as teachers or tutors. However, while these aim to facilitate learning, the methods used in many schools and by some teachers may not genuinely represent education. Instead, they may engage in "schooling"—a process focused on imposing learning based on plans typically designed by others. For famous authors like Paulo Freire (2000), this method is described as "banking", education simply depositing knowledge into students. Such an approach treats learners as passive objects to be worked on, rather than as individuals to engage with and relate to.

When professionals talk about education in a formal context, the concept is not related to any particular process but rather a term that encapsulates criteria to which any one of a family of processes must conform (Peters, 2010). For example, teachers teach English as a foreign language; they don't "educate" in English. Processes such as teaching, assessing, and reforming give education its meaning.

In the case of Chile, formal education is defined in Law N° 20.370 (2010) as a sequenced process, structured and delivered systematically. It comprises various levels and modes that ensure a unified educational process and support continuity throughout a person's life. In Chile, this process is organised into four levels: Early Childhood, Elementary, High School, and Higher Education, along with educational modalities designed to meet the needs of specific populations (Law 20.370, 2010). This social system

has the purpose of providing students with the tools required to function in society as a citizen.

Every social system contains factors that distinguish its components, actions, and attitudes. Violence is a form of behaviour that can be found in nearly any context. Henry (2000) defines school violence as actions within the school environment that impose control over others, undermining their identity or potential. This control may be exerted by individuals, institutions, or social systems, denying students their autonomy and humanity. Importantly, school violence extends beyond physical aggression to include more subtle forms of control that can profoundly impact students' well-being and development. Aggression appears as a behaviour distinguished from anger because aggression aims at harming others physically or psychologically. It can be distinguished from anger because anger is oriented toward hateful acts towards others but not necessarily through harm or destruction (*APA Dictionary of Psychology*, 2019). This broad understanding has been explored by various authors through Bronfenbrenner's Ecological Systems Theory (EST), which provides a framework for examining the factors contributing to school violence and how violence works in this system. (Hong & Espelage, 2012). Within this structured framework of formal education, addressing violence as a multifaceted phenomenon requires analysing its various manifestations and its impact on students' holistic development. According to the analysis made by Hillis et al. (2016), globally, a significant number of students are affected by different forms of violence, including physical, psychological, and verbal abuse which directly impact their well-being and learning processes. As an example, according to a study by Ellis (2018), aggression

in childhood threatens safety, instils fear, contributes to higher staff turnover, and hinders healthy development.

In the Chilean context, violence is addressed in recent policies. For example, law N° 20.536 (2011) about School Violence, specifies how The General Education Law now includes a mandate to promote positive school relationships and to prevent all forms of physical or psychological violence, aggression, or harassment within the Institutional Educational Project (IEP). Schools are not legally required to establish this mandate but they must create a Human Relationships Committee or a similar entity to fulfil the outlined promotion and prevention functions. All educational institutions must also appoint an Assistant Head of School for Culture, Community and Belonging responsible for implementing measures set by the Institutional Educational Project or the Human Relationships Committee, as applicable, which should be documented in a management plan. Another important policy worth mentioning is Law N° 21.128 (2018), also known as the safe classroom law or safe classroom procedure. In this law, any severe actions by school community members—such as physical or psychological harm, assault, weapon possession, or damage to essential school infrastructure—are considered serious threats to school coexistence. In such cases, the school principal must initiate disciplinary proceedings and may impose a temporary suspension on those involved. Suspension details are to be communicated in writing, and following the corresponding procedures and the presumption of innocence, must be respected. A review can be requested within five days, extending the suspension until resolved. Importantly, precautionary suspensions are not considered penalties if harsher disciplinary measures, like expulsion, are later applied. It is important to mention that along with state policies and programs, the

Framework for Good Teaching (FGT), a guide for organising the teaching process, was also updated. The Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (2021) specifies standards for teaching and in its domain B where FGT explains that teachers should demonstrate and promote respectful social relationships, based on the recognition and valuing of diversity. (Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas, 2021).

Despite the efforts, violence and aggression in schools is on the rise. The return to face-to-face modality in March 2022 after the COVID-19 pandemic, came along with various episodes of violence. As Benavides-Moreno et al. (2024) reported, these episodes highlighted critical aspects of the issue at hand. First, despite prior indications, Chilean educational authorities did not fully grasp its complexity in time. Consequently, as the school year began, significant incidents of violence emerged in schools across many cities, some at large scale while others were not as widespread, but still highly violent. The increment in violent episodes is reflected in the report delivered by Bustos et al. (2024) from the Ministry of Education. The report provides important data about how during the first semester of years 2022 and 2023, there was an increase in the number of allegations across all themes related to the area of the Human Relationships Committee (Bustos et al. 2024).

In light of these concerning statistics, investigating the implementation and effectiveness of anti-bullying programs becomes imperative. The observed odds ratios from a meta-analysis made by Gaffney et al. (2019) indicate that such programs significantly reduce the odds of students engaging in bullying behaviour, with a 32.4% decrease in perpetration rates and a 24.8% decrease in victimisation rates. These findings

suggest that effective anti-bullying interventions not only target the individuals who bully but also provide essential support for victims, thereby contributing to a safer school environment. With estimated reductions of approximately 19–20% in perpetration and 15–16% in victimisation, these programs hold the potential to substantially enhance student well-being and foster a culture of respect and safety within educational settings.

Guiding Questions:

- How does violence in schools affect learning?
- What are the effects of school violence on the mental well-being of members of the educational community?
- How effective are violence and aggression prevention programmes in schools?

### **1.1 General Objective**

- To address aggression and violence in selected schools analysing the implications for learning and strategies for prevention.

### **1.2 Specific Objectives**

- To measure the impact of school violence in students' learning process within Atacama schools.
- To evaluate the effectiveness of preventive strategies in reducing violence and aggression in Atacama school environments.
- To assess the correlation between incidents of aggression and violence in Atacama schools and students' academic performance.

### **1.3 Problem Statement**

The challenge of effectively addressing aggression and violence in the educational context poses a significant barrier to fostering a positive learning environment in Atacama schools. According to a report presented in 2023 by the Superintendent of Education, in Chile, 12,530 complaints were registered for 2023, representing an increase of 14.8% over the same period in 2022. Atacama has 158 complaints, with an increase of 1.8% compared to 2022. (Unidad de Estadísticas y Estudios & Departamento de Gestión Institucional Superintendencia de Educación, 2023). According to (Perkins & Graham-Bermann, 2011) these factors could carry substantial consequences, children exposed to violence are at increased risk of developing school-related problems, including mental health problems, learning difficulties, language disorders and other neurocognitive diseases.

## CHAPTER II THEORETICAL FRAMEWORK

### 2.1 School Violence

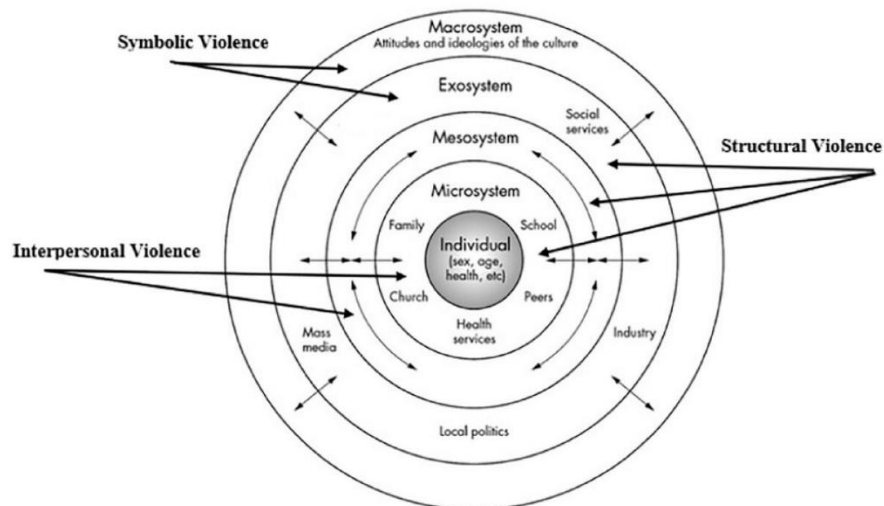
In any social system, some factors differentiate the components, actions, and attitudes that take place within. Violence is a behaviour present in almost any context. In the school context, according to Henry (2000), School Violence can be defined as the action of exerting control over others within a school environment in ways that diminish their identity or potential. This can occur through individuals, institutions, or social systems that either undermine who people are or restrict who they could become, effectively denying their autonomy and humanity. It is important to recognise that school violence encompasses more than physical aggression; it includes subtle forms of control that can deeply affect students' well-being and development. Within this framework, various authors have explained school violence and its factors from Bronfrenbrenner's Ecological Systems Theory (EST) (Analisah & Indartono, 2019; Flynn & Mathias, 2023; Hong & Espelage, 2012; Ručman, Klun, & Frangež, 2023). According to the EST, school violence is understood as the result of interactions between multiple environmental factors at different levels, rather than just individual or school-level factors alone (Sibisi, 2021).

### 2.1.1. Bronfenbrenner's Ecological Systems Theory

The Ecological Systems Theory (EST) presented by Bronfenbrenner (1979) holds that we encounter different environments throughout our lifespan that may influence our behaviour in varying degrees. These systems include the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem, and are usually depicted by nesting spheres of influence. Knowing this paradigm and the interpretations that have been developed of violence in these social spheres, Flynn & Mathias (2023) adapted this theory to the educational context, explaining its implications for development and learning.

**Figure 1**

*Revised Bronfenbrenner's ecological system theory.*



*Note: Revision made by Flynn & Mathias (2023)*

According to Bronfenbrenner's ecological systems theory, symbolic violence refers to the often unnoticed, subtle forms of harm embedded in social structures, cultural norms, and institutional practices that uphold power dynamics and social hierarchies without physical force (Bronfenbrenner, 1979). At the macrosystem level, societal norms, policies, and cultural beliefs reinforce power hierarchies, creating biases that privilege certain groups while marginalising others. This is manifested through institutional practices and media portrayals that depict certain communities negatively, reinforcing stereotypes that influence public perceptions and policy-making. At the exosystem level, symbolic violence is seen in the unequal distribution of community resources, such as schools and recreational facilities, which limits access and quality of support for marginalised groups. These macros and exosystem influences can lead individuals to internalise feelings of low self-worth, further entrenching social inequalities. (Flynn & Mathias, 2023).

Structural violence refers to harm or disadvantage caused by social structures embedded in policies, institutions, and norms, affecting individuals across the exosystem, mesosystem, and microsystem (Bronfenbrenner, 1979). In the exosystem, broader social systems influence individuals indirectly; policy decisions often allocate resources unequally, limiting education, healthcare, and infrastructure in marginalised communities (Flynn & Mathias, 2023). Beyond the immediate structures surrounding an individual, including local communities, the exosystem encompasses broader aspects of the community. This includes exposure to community violence and environmental conditions in the area, which may not directly involve young people but can still impact them (Sibisi, 2021). In the mesosystem, structural violence impacts interactions among different environments, such as family and school; biased school policies and economic instability can strain family dynamics and hinder students' academic and social development (Flynn & Mathias, 2023). At the microsystem level, direct environments like family, school, and peer groups reflect structural violence through discriminatory practices, resource barriers, and social hierarchies, affecting individuals' well-being and success; for instance, according to Espelage (2014) children who are victims of bullying more often come from families with histories of abuse or inconsistent parenting. Addressing structural violence across these systems is essential to promote equitable opportunities and outcomes for all (Flynn & Mathias, 2023).

Interpersonal violence involves direct, often physical, acts of harm between individuals, including physical assault, emotional abuse, sexual violence, and harassment (Bronfenbrenner, 1979). At this level, family violence such as domestic abuse, child maltreatment, and intimate partner violence directly impacts individuals, causing immediate physical and emotional harm; as a result, according to Espelage (2014) bullying and peer victimisation typically occur in group settings rather than in isolated one-on-one interactions. Youth are more likely to bully if their friends engage in similar behaviours, including homophobic slurs. Peers can play a role in either supporting bullying by joining in or accepting it passively, or they can act as defenders by intervening to protect the victim. Peer violence also occurs within the microsystem, where bullying, physical fights, and harassment in school or neighbourhood settings can significantly affect mental health and social development. In the mesosystem, which connects different microsystems, interpersonal violence appears through interactions like family-school dynamics, where a child experiencing violence at home may display aggression at school, influencing peer and teacher relationships. Additionally, broader community conditions, like high crime rates, can affect interpersonal interactions within these close environments, shaping the prevalence and nature of violence. (Flynn & Mathias, 2023).

This adapted Ecological Systems Theory demonstrates how violence arises within the interconnected layers of systems that influence young students. Instead of examining violence as isolated instances, the adapted EST model highlights the interactions among these systems.

## **2.2 School Aggression**

Aggression is a behaviour to cause harm to others (Anderson & Bushman, 2002). According to Benavides-Moreno et al. (2024) the difficulties that aggression causes are present in both victims and perpetrators. However, building on these premises, Buhs & Ladd (2001) found that students who faced negative peer treatment, including victimisation and exclusion, were more likely to experience marginalisation in the classroom, resulting in reduced participation and lower educational performance compared to their peers who were not mistreated. A study by Thomas and Bierman (2006) showed that those children who are placed in highly aggressive classrooms adapt aggressive responses in the school environment and consequently develop a socialisation trajectory in which they are likely to maintain their aggressive peer affiliations and aggressive behaviours in later school years and their adult life.

In a more recent study, Konishi et al. (2010) examined the social climate in Canadian schools and found that a violent environment negatively affected the reading and maths achievement of 15-year-old students. This is why the socio-emotional functioning of pupils and identifying those at risk of long-term negative outcomes are priority targets for many researchers and prevention interventionists. (Koth et al., 2009).

## 2.3 School Coexistence

Since 2000, the term "school climate" has been widely used in public policy and research. However, in Latin America, the term has been replaced by the concept of "school coexistence" (López et al., 2019). In Chile, the conceptual approach to school coexistence in public policy is based on two paradigms: one that emphasises control and sanctions, and another that focuses on creating conditions for establishing democratic coexistence, which respects the rights of every member of the educational community (Magendzko et al., 2013). This approach seeks to ensure healthy coexistence through laws and regulations. For example, Article 2 of the General Education Law (LGE) focuses on comprehensive education, which extends beyond learning curricular content to include coexistence with the environment, as outlined in Law N° 20.370 (2009). Article 10 addresses the rights and duties of the educational community, emphasising dignity, respect, tolerance, and non-discrimination; meanwhile, Article 15 focuses on the participation of community members, emphasising their involvement through the various sectors that make up the educational community.

## **2.4 School Aggression and Violence Assessment**

School aggression can be categorised and assessed by the Teacher Observation Classroom Adaptation-Revised Checklist (TOCA-R; Werthamer-Larsson, Kellam & Wheeler, 1991). The TOCA, first introduced by Kellam et al. (1975), was created by the Woodlawn Research Center in Chicago to evaluate social adaptation in students. Its focus was not on diagnosing clinical behavioural symptoms but rather on examining socially adaptive behaviours in first-grade classrooms, as interpreted by teachers. Assessments were carried out by trained personnel through a structured interview process. Later, the Johns Hopkins Center for Prevention and Early Intervention significantly updated the instrument for a large-scale intervention study in Baltimore, Maryland. This revised version, known as TOCA-R (Werthamer-Larsson, Kellam, & Wheeler, 1991), featured ratings of individual classroom behaviours on a 6-point scale, ranging from "almost never" to "almost always".

In the Chilean context, the measurement and categorisation of violence and aggression are commonly carried out employing the school coexistence questionnaire for non-violence (CENVI; Troncoso et al., 2017). This tool was designed to evaluate various dimensions of school coexistence, focusing on the prevalence, types, and intensity of violent behaviours among students. By providing a structured framework, the CENVI enables educators and administrators to identify patterns of aggression, monitor changes over time, and implement targeted interventions to promote a more harmonious school environment. Its application is particularly significant in addressing the social and emotional well-being of students, as well as informing the development of strategies to foster safer and more inclusive educational spaces. Additionally, the CENVI's reliability and validity have made it a valuable instrument for both research and practical applications, contributing to a deeper understanding of the dynamics of school violence in Chile.

The updated version of CENVI, known as the CENVI-27 (Muñoz-Troncoso et al., 2023), addresses the limitations of the original test by significantly improving its structure and efficiency. One of the main challenges of the original version was its length, consisting of 74 questions, which made it time-consuming and potentially burdensome for respondents. The revised version streamlines this by reducing the number of questions to just 27, ensuring a more user-friendly experience while maintaining the test's core strengths. Importantly, this reduction did not compromise its scientific rigor; the CENVI-27 retains its validity, reliability, and fairness, making it an effective tool for measuring and addressing the intended constructs. This update reflects a balance between practicality and precision, enhancing its applicability in educational and research contexts.

## **2.5 Violence and Aggression Prevention Strategies**

To understand the paradigm of the study, it is necessary to acknowledge the definition of prevention strategies in the context of school bullying and how they approach the issue at hand. According to the World Health Organization (WHO, 2019), these strategies are those that focus on fostering children's social and emotional development, encouraging empathy and emotional regulation to build positive interactions. These strategies challenge conventional attitudes towards bullying by promoting awareness and accountability, especially among bystanders, who are encouraged to intervene constructively. Additionally, prevention efforts aim to enhance children's understanding of bullying, its effects, and ways to protect themselves, equipping them with both knowledge and practical tools (WHO, 2019). Overall, such strategies create a supportive, informed environment where violence and aggression are addressed openly and proactively. It is from this perspective that violence prevention strategies are identified as strategies that are aimed not only at reducing immediate incidents of aggression but also at creating a culture where respect and positive communication are emphasised. Such strategies may include implementing anti-bullying curricula, promoting restorative practices, and providing training for teachers and staff to identify and address early signs of conflict. For Katic et al. (2020) the best practices for school violence prevention include strategies that address individual, relationship, community, and societal factors.

According to Cornell (2020), in educational settings, a multidisciplinary threat assessment team examines reported threats and formulates responses adapted to both the seriousness of the threat and the student's educational requirements. This strategy is highly effective because it focuses on early identification and intervention, addressing potential risks before they escalate into serious incidents. By taking a collaborative approach, these teams can comprehensively evaluate threats and implement solutions that prioritise both safety and the student's developmental needs. This research indicates that these teams have effectively managed numerous student threats without resulting in significant incidents of violence, allowing most students to continue their education. Additionally, this approach avoids overly punitive measures like suspensions, which can disrupt learning and worsen behavioural issues. Instead, promotes rehabilitation and reintegration. Controlled studies reveal that schools adopting this method can reduce reliance on suspensions and improve perceptions of the school climate among both students and teachers, fostering a safer and more supportive educational environment.

A meta-analysis made by Hendriks et al. (2018) measured the effectiveness of the different types of prevention programs across universal prevention, selective prevention, indicated prevention, and intervention. Based on this meta-analysis conducted by Hendriks et al. (2018), indicated prevention emerged as the most effective preventive strategy. This strategy was linked to the majority of the reported effect sizes (61%), with the effects being primarily small to medium. This suggests that indicated prevention that targets individuals who are already at risk

tends to produce better outcomes compared to universal or selective prevention approaches.

In estimating the extent of violence among young people, efforts to identify risk factors, i.e. characteristics that, when present, increase the likelihood that a young person will subsequently commit violent acts, are noteworthy. (Miller & Kraus, 2008).

## **2.6 State of the Art**

School violence and aggression are a worldwide and national concern due to their long-term implications for both individuals and society. Various studies have explored the role of school-based interventions in addressing this issue, highlighting their potential to improve social and emotional competencies that reduce aggressive behaviours. Recent systematic reviews and research have provided valuable insights into the effectiveness of these interventions globally.

In a meta-analysis made by Pina López et al. (2021) titled *Association Between Attitudes Toward Violence and Violent Behavior in the School Context: A Systematic Review and Correlational Meta-Analysis*, a total of 23 studies were analysed from an initial pool of 12,293 articles. The findings reveal a significant positive correlation ( $r = .368, p < .001$ ) between attitudes supporting violence and the occurrence of school violence among children and adolescents. The results are focused on the importance of addressing specific attitudes in designing interventions to improve school climates.

Worldwide, numerous researchers have explored school violence and aggression through the lens of Bronfenbrenner's Ecological Systems Theory (EST) (Analisah & Indartono, 2019; Flynn & Mathias, 2023; Hong & Espelage, 2012; Ručman, Klun, & Frangež, 2023). Hong and Espelage (2012), in their study *A Review of Research on Bullying and Peer Victimization in School: An Ecological System Analysis*, address bullying and peer victimisation as significant issues affecting students, parents, teachers, and school officials globally. This article reviews various risk factors related to bullying and peer victimisation within the framework of Bronfenbrenner's ecological model. It integrates empirical research on risk factors at multiple levels: micro-system (such as parent-child relationships, inter-parental violence, peer relations, school connectedness, and the school environment), meso-system (teacher involvement), exo-system (exposure to media violence, neighbourhood environment), macro-system (cultural norms, religious beliefs), and chrono-system (changes in family structure). The study also includes theories explaining the relationships between these risk factors and bullying behaviours, evaluates the effectiveness of current bullying prevention and intervention programs, and outlines directions for future research.

Buhs & Ladd (2001), in the study titled *Peer Rejection as an Antecedent of Young Children's School Adjustment: An Examination of Mediating Processes*, found that students who faced negative peer treatment, including victimisation and exclusion, were more likely to experience marginalisation in the classroom, resulting in reduced participation and lower educational performance compared to their peers who were not mistreated.

Healy et al. (2020), in their study “*Worldwide school-based psychosocial interventions and their effect on aggression among elementary school children: A systematic review 2010–2019*”, conducted a systematic review of studies published between 2010 and 2019 to examine the impact of school-based psychosocial interventions on childhood aggression worldwide. The authors analysed 15 studies that met the inclusion criteria and concluded that 14 of them reported positive effects in reducing aggression through the development of social and emotional competencies. Additionally, they found that these interventions were particularly effective among children with low self-regulation or high levels of behavioural problems at baseline. Despite the heterogeneity of the programmes reviewed, the findings emphasise the importance of implementing evidence-based school interventions to address childhood aggression and mitigate its long-term consequences.

In Mexico, Fernández et al. (2022), in their study titled “*Bullying and school violence, two different concepts of the same phenomenon: violence*,” emphasise that abuse and violence among school children, commonly referred to as bullying, are prevalent in most schools. This phenomenon is often confused

with school violence, as the terms are frequently used interchangeably. The authors aim to conceptually define bullying, outline its characteristics, and differentiate it from school violence through a theoretical and explanatory analysis. This distinction is essential for developing targeted intervention programmes to address each issue effectively. Despite their differences, both problems share the common element of violence, posing significant challenges to the school environment and disrupting the school community. Clearly distinguishing these concepts is critical for formulating effective educational policies to prevent and address both bullying and school violence, emphasising the importance of this topic in educational research and practice.

In Chile, the measurement and classification of violence and aggression are typically done using the School Coexistence Questionnaire for Non-Violence (Troncoso et al., 2017). Developed in the study titled *“Development and psychometric validation of the Questionnaire of school life for Non-violence (CENVI)”*, this instrument was designed to assess multiple aspects of school coexistence, with a particular emphasis on the prevalence, types, and severity of violence behaviours among students. In the study titled *“Validation of an Abbreviated Scale of the CENVI Questionnaire to Evaluate the Perception of School Violence and Coexistence Management of Chilean Students: Differences between Pandemic and Post-Pandemic”* by Muñoz-Troncoso et al. (2023), the School Coexistence Questionnaire for Non-Violence (CENVI) was abbreviated to streamline the assessment process. This abbreviated version of the CENVI named CENVI-27 was designed to maintain its core functions of evaluating the

perception of school violence and the management of coexistence among Chilean students while simplifying the questionnaire for more efficient application. The study aimed to assess differences in students' perceptions of school violence and coexistence management during the pandemic and post-pandemic periods, offering insights into how these factors have evolved and how they are perceived by students in a rapidly changing educational environment.

In Chile, Muñoz-Troncoso (2022) analysed data to establish reference scores for interpreting the School Coexistence Questionnaire for Non-Violence (CENVI) in the study titled “*Violence and Management of Coexistence in School in Temuco-Chile: Results of the CENVI Questionnaire*”. The findings showed that only one type of violence had a high prevalence, while others were perceived as low. The school displayed early-stage development in managing coexistence, with limited student and family involvement in creating norms. The low violence rates were not attributed to school policies but rather to the students' characteristics and their independent behaviour within the school. However, in 2023 in a study titled “*Academic Performance according to School Coexistence Indices in Students from Public Schools in the South of Chile*” by Diaz-Vargas et al. (2023), 40.9% of students observed violence from stronger to weaker peers and 41.3% noted violence among boys. The restrooms (20.4%), playgrounds (10%), and gym/fields (9.5%) were identified as the most unsafe areas. Students who perceived poor relationships and higher violence within the school exhibited lower academic performance in maths, language, physical education, and overall Grade Point

Averages (GPA). The findings delve into a link between perceived school violence, unsafe environments, and reduced academic achievement.

In the Atacama region, the study by Campos-Urrutia and Tapia-Gómez (2020), titled "*School Violence in General Elementary Education Schools in the Copiapó Commune: Teacher Perception and Interaction in Relation to Conflict Situations*" aimed to frame, analyse, and characterise the phenomenon of school violence in primary schools in Copiapó, Chile. The research focused on teachers' perceptions of school violence, identified the most frequent types of violence, and assessed its impact on the school community. Additionally, the study examined whether teachers felt prepared to handle violent situations concerning public policy.

## CHAPTER III METHODOLOGICAL FRAMEWORK

### 3.1 Methodology, Type of Study, and Design

This exploratory study uses a mixed-methods approach with an Action-Research plan. Action research is a deliberate, collaborative, and systematic process focused on solving everyday problems and improving specific practices, where investigation and intervention happen simultaneously (Fernández & Johnson, 2015; Hernández et al., 2010). The process drives change, which must be integrated into the research itself, as investigation and intervention happen concurrently (Hernández et al., 2014). This iterative process, as Kurt Lewin famously stated, resembles 'learning by doing,' where reflecting on practice shapes future actions. This type of research seeks to open the way to discoveries, so it must be explored internally to gather the corresponding information. In addition, a possible solution must be proposed by providing either tools or data that contribute to the problem. Its purpose is to identify the types of violence present in educational establishments and to analyse the levels of school coexistence to understand the specific needs to implement effective interventions. The students' data is collected through the CENVI-27 questionnaire. For teachers' data, a survey is designed to obtain a comprehensive view of the phenomenon, addressing the perception of those involved.

### 3.2 Planning

**Table 1**

*Action-Research Plan.*

Phase	Objective	Actions
Phase 1: Data Collection and Analysis	To collect and analyse data on school violence and aggression.	<ul style="list-style-type: none"><li>● To apply the CENVI-27 questionnaires to assess students' experiences and perceptions of violence.</li><li>● To use Google Forms surveys to gather teachers' insights.</li><li>● To categorise teacher responses and identify trends and gaps.</li></ul>
Phase 2: Development of Intervention Materials	To create materials and resources for addressing violence and promoting a positive school environment.	<ul style="list-style-type: none"><li>● To design trifold materials for students focusing on conflict resolution.</li><li>● To produce posters and infographics to raise awareness and encourage positive behaviour.</li></ul>

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Phase 3:  
Implementation

To implement the developed materials.

- To distribute resource packs in printed and digital formats.
- To provide participating educational establishments with their statistics and results.

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*Note: Own Elaboration*

### **3.3 Participants and Sampling**

The present study employs a non-probabilistic sampling by convenience due to the need to select participants who are accessible and willing to collaborate, considering the logistical and time limitations of the researchers (Otzen & Manterola, 2017). This strategy enables the inclusion of individuals who have direct contact with the issues of aggression and violence within the educational context, ensuring their availability to respond to the instruments designed for the study (Hernández et al., 2014). Accessibility and proximity of the participants were key criteria for their selection. For instance, among the school communities considered, those located in the Atacama region and willing to participate in the study were chosen. This approach ensures the feasibility of data collection within the constraints of available resources and facilitates a deeper understanding of the specific dynamics within the schools analysed.

In addition, the convenience approach facilitates the implementation of the designed instruments, such as the CENVI-27 questionnaire developed by Muñoz-Troncoso et al. (2023) and the adaptation for teachers validated by three

professionals of the University of Atacama, in settings with homogeneous characteristics related to the conditions of the local educational context. This method is appropriate for the objectives of the study, as it seeks to identify relevant patterns in the factors that influence school violence, and the preventive strategies implemented.

The participants in this research were selected according to the necessary information, geographical location and ages. Regarding participants of this study, the sample is comprised of teachers at the selected schools from Chile specifically in the Atacama region, and students from 7th to 10th grade. Participants were chosen as these are the stages at which students demonstrate the most psychosocial changes. Students' ages range approximately from 12 to 16 years old. The schools that participated in the research process were El Palomar High School from Copiapó, with 3 teachers and 53 students, Federico Varela High School from Chañaral with 98 students, and Diego Portales Palazuelos School from Chañaral, where 5 teachers and 34 students answered the surveys. The sample was focused on collecting information of experiences based on the students' perspective and how teachers are aware of different situations that involve the Human Relationships Committee, based on three criteria: demographic data, school coexistence and coexistence management.

### **3.4 Data Collection Procedure**

The data collection process involved selecting several educational establishments in the Atacama Region to administer surveys to students and teachers. The schools were initially contacted via email, where the purpose of the research was explained. Consent forms were provided and needed to be signed and returned, mainly by students and teachers who would participate in the surveys. These consent forms were essential to maintain a record of the number of participants and to ensure proper management of the collected data.

Coordination for the distribution and collection of consents was supported by specific staff members at each establishment: Rosa Cordero at Liceo El Palomar, Copiapó; Jocelyn Robledo and Yilenni Pastén at Liceo Federico Varela, Chañaral; and Ruth Carrizo at Escuela Básica Diego Portales Palazuelos.

Upon completion of coordination, the surveys were administered in person at the respective educational institutions. This involved visiting the participating classrooms, explaining the purpose of the research, and providing instructions for completing the surveys. Both students and teachers were allowed to ask questions if any part of the process was unclear.

The research team tabulated the survey responses following data collection to prepare for subsequent qualitative and quantitative analyses.

### **3.5 Instruments Description**

The CENVI-27 questionnaire (Muñoz-Troncoso et al., 2023) consists of a Likert-type self-report scale, where students indicate how often the situations described in the items occur. The items for Factor 1 are phrased inversely, while those for Factor 2 are phrased directly. The scoring system is as follows: Never = 4, Seldom = 3, Frequently = 2, and Always = 1. Consequently, for the Factor 1 dimension, a lower score indicates a higher perception of violence. In contrast, for the Factor 2 dimension, a lower score reflects a stronger perception of positive actions promoting a positive School Coexistence. The revised model includes two second-order factors, categorised as "Types of Violence" and "Management of Coexistence." (Muñoz-Troncoso et al., 2023). The distribution of items by factors is shown in Table 1. Primarily, the "Reflection" (RE) factor from the CENVI-27 questionnaire is incorporated into the broader "Education" factor.

**Table 2.***Actions related to the scale factors.*

<b>Factors of Second Order</b>	<b>Factors of First Order</b>	<b>Abbreviation</b>	<b>Definition</b>
	Verbal Violence	VV	Aggression using words, such as insults, threats, and offensive nicknames.
	Physical Violence	PV	Pushing and shoving, hair pulling, pinching, punching, kicking or hitting with objects. It is indirect physical violence when it is perpetrated on the victim's belongings or work materials.
School Violence	Social Exclusion	SE	Acts of discrimination or rejection based on academic performance, nationality, cultural or ethnic differences, physical characteristics or personal appearance.
	Digital Violence	DV	Aggression via cell phones or other internet communication devices, by means of photos, videos or text messages.
	Teacher Violence	TV	Aggression by the teacher towards the student, either verbal, physical or discriminatory.

Coexistence Management	Education	ED	Practices for reflection and education based on dialogue, respect and legitimate acceptance of the other, in order to reduce the risk of violent situations.
	Assurance	AS	Construction and enforcement of coexistence rules to prevent, control and sanction violence.
	Participation	PA	Actions aimed at integrating members of the educational community to contribute to the construction of safe spaces free of abuse.

*Note: Designed by Muñoz-Troncoso et al. (2023)*

Based on the purpose of the research, a Google Form survey was applied to the teachers' sample, according to the type of information needed for this research. A Google form instrument has been designed to allow us to know the experiences of the teachers who work in different educational establishments that have been selected to relate some of the problems they have experienced. This survey consists of closed-ended question sections where participants must select the answer that most closely resembles their reality. Afterwards, the survey contains four sections. The first is related to the demographic data with four questions. The second section refers to the school experience, this section contains

ten open questions where participants can detail their experiences. Finally, the third section is related to the head of the Human Relationships Committee and it has eight questions. This instrument was chosen because it allows a qualitative evaluation of a selected group (González-Veja et al., 2022). Additionally, it can provide a wide cosmovision of a selected group of people being considered as an intentional probability sample. According to Hernández et al. (2010), it is correct to say that qualitative studies have a more experimental approach that lacks probabilities due to the social character of the questions that are asked by the researchers to the sample. The CENVI questionnaire was applied to the students, which explores students' perceptions of school violence and coexistence management (Muñoz, F., Becerra, S., & Riquelme, E.,2017). This questionnaire was adapted with the necessary questions to collect the information needed for the study being carried out. This questionnaire consists of questions to be answered using a Likert scale. Participants are reminded that the questionnaire is confidential and that the information collected will not be filtered so that the students feel confident to answer with total sincerity.

### **3.6 Data Analysis Procedure**

The data collected from teacher and student surveys conducted in various educational institutions were tabulated and categorised using R Software (Version 4.4.2; R Core Team, 2024) and Microsoft Excel, enabling in-depth analysis of responses to each survey item. Regarding the categories, these were organized as follows: in Factor 1: “Types of Violence” considering five categories: Verbal Violence (VV), Physical violence (PV), Social exclusion (SE), Digital Violence

(DV) and Teacher Violence (TV). On the other hand, factor 2 is related to “School Coexistence” which considers three categories: Education (ED), Assurance (AS), and Participation (PA) (Muñoz-Troncoso et al., 2023). Prior knowledge of these factors is essential for conducting a quantitative study, enabling in-depth data analysis and meaningful interpretation of the research problem. On the other hand, the teachers’ questionnaire is categorised into 3 main sections.

**Table 3.**

*Actions related to the scale factors.*

	Demographic data	DD	The educational establishment, age, years of service, and academic level where teachers currently teach
Teachers’ Questionnaire Sections	. School Violence	SV	Any act of physical, psychological, or verbal aggression that occurs within the school environment. This includes bullying, fighting, harassment, discrimination, intimidation, and other harmful behaviours that affect the well-being of students, teachers, and staff.

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School Coexistence  
Management

SM

Actions aimed at integrating members of the educational community to contribute to the construction of safe spaces free of abuse.

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*Note: Own Elaboration*

The data collected in both instruments were analysed quantitatively and qualitatively through the interpretation of graphs and analysis of results.

Data were tabulated and organised from Microsoft Excel into a format compatible with R software (Version 4.4.2; R Core Team, 2024) for subsequent analysis so that the R software could read them with the readxl package (Wickham, Hadley & Bryan, 2023) and subsequently interpret them. The data for each school was tabulated separately to understand the individual realities of each school.

To find the correlation that might exist between the types of violence and the contexts of each student surveyed, a correlational analysis was done with the corrplot package developed by Wei, T., & Simko, V. (2023).

### **3.8 Ethical Considerations**

Scientific research plays a vital role in advancing society and expanding its knowledge base. However, this knowledge must be generated in a manner that respects the values, morals, and principles of humanity, as well as the dignity of individuals who serve as subjects of study. Adhering to ethical principles that

uphold responsibility and integrity is crucial in the pursuit of scientific understanding (Viorato & Reyes, 2019).

Under the ethical guidelines established by the British Educational Research Association (BERA, 2018), ethical considerations must be paramount throughout the research process, particularly when selecting and applying research instruments to the study sample. Participating schools provided consent, and informed consent forms were obtained from both students' parents and teachers involved in the research. This informed and signed consent mainly informs that the study was confidential and anonymous where the safety and integrity of the participants who voluntarily decided to participate will be protected. This consent stated the specific purpose of the research which is to access information related to the topic 'Aggression and violence in selected schools: implications for learning and strategies for prevention', establishing that the information obtained will be used to seek strategies to address the problem effectively and to benefit the Human Relationships Committee system.

Before using the data collection instruments, participants were given an informed consent form to comply with the relevant ethical guidelines of Law N° 19.628 (1999) about Personal Data Protection. This document recognises the participant's voluntariness and therefore their autonomy during the process, i.e. this consent includes their capacity to understand, discern and decide to participate in the research process. The purpose of the informed consent is to provide a framework for the interview, informing the participants of the objectives of the interview and their rights, and ensuring total confidentiality.

## CHAPTER IV RESULTS

The analysis of the data obtained in this mixed-methods study is presented below. First, the quantitative results from the CENVI-27 questionnaire responses are outlined. This is followed by an analysis of the quantitative data regarding teacher demographics. Finally, a qualitative analysis of the teachers' responses is conducted, addressing the key dimensions identified in the study

### 4.1 CENVI-27 Results

The following is an analysis of the responses collected from the CENVI-27 survey applied to students, these results are separated into first-order factors, differentiated by two second-order factors, School Violence and the school's head of school coexistence. The first-order factors identified in this study represent distinct forms of violence observed at educational establishments. These factors are categorised as follows:

1. **Verbal Violence (VV):** The use of aggressive or harmful language with the intent to demean, belittle, or intimidate others.
2. **Physical Violence (PV):** The perpetration of physical actions or behaviours aimed at inflicting harm or injury on others.
3. **Social Exclusion (SE):** The intentional exclusion or marginalisation of individuals from social interactions, groups, or activities.
4. **Digital Violence (DV):** The use of digital platforms or technologies to harass, bully, or intimidate others.

5. **Teacher Violence (TV):** Harmful actions or behaviours directed by educators towards students, contributing to a hostile or abusive environment.

The second-order factors identified in this study fall under the broader category of Coexistence Management. These factors are crucial for promoting a positive and harmonious school environment, and are categorised as follows:

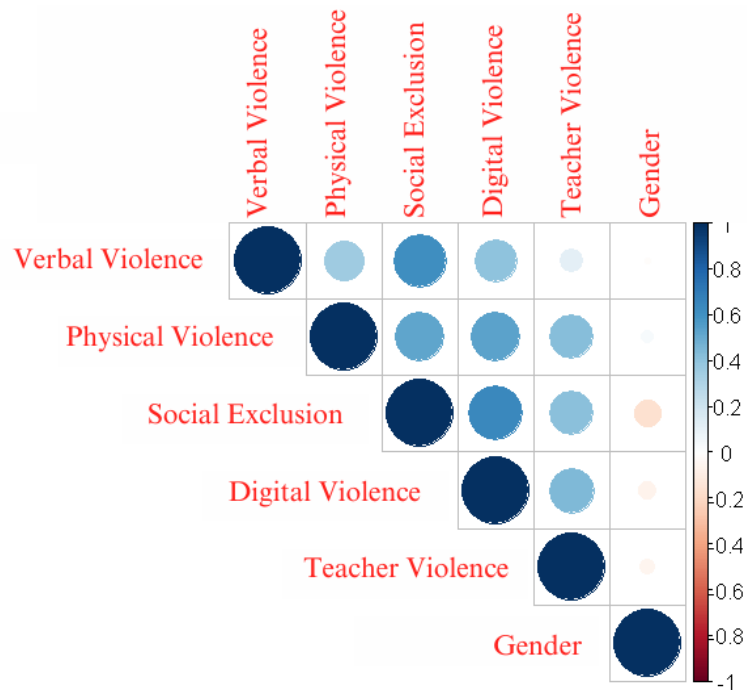
1. **Education (ED):** The provision of comprehensive educational programmes aimed at fostering awareness, empathy, and understanding regarding the impact of violence, as well as promoting positive behaviours and attitudes.
2. **Assurance (AS):** The implementation of measures that ensure the safety, well-being, and protection of all individuals within the school, including the establishment of clear protocols for addressing incidents of violence.
3. **Participation (PA):** The encouragement and facilitation of active involvement from students, teachers, and the wider school community in initiatives and decision-making processes aimed at improving the school climate and reducing violence.

#### 4.1.1. Federico Varela High School Factors of First Order

At Federico Varela High School, the survey was conducted across six first-year high school classes.

**Figure 2**

*Correlation Between Violence Types with Gender at Federico Varela High School.*

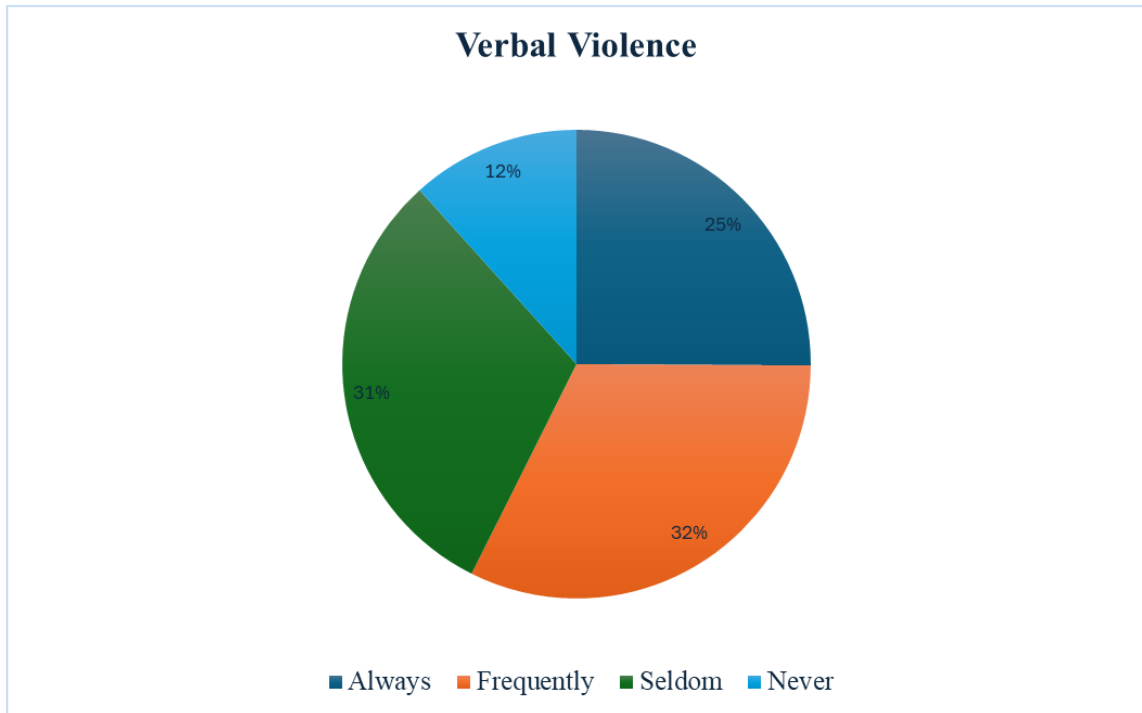


*Note: The analysis was performed using R (Version 4.4.2; R Core Team, 2024) and the package corrplot (Wei, T., & Simko, V., 2023) for data visualisation.*

Based on the results from the CENVI-27 (Muñoz-Troncoso et al., 2023) using Spearman's correlation index (Ortega et al., 2009), Figure 2 demonstrates zero correlation, indicating no relationship between Violence and Gender. Social Exclusion presents a negative correlation with Gender.

Figure 3

*Graph of Perception and Experience of Verbal Violence at Federico Varela High School.*

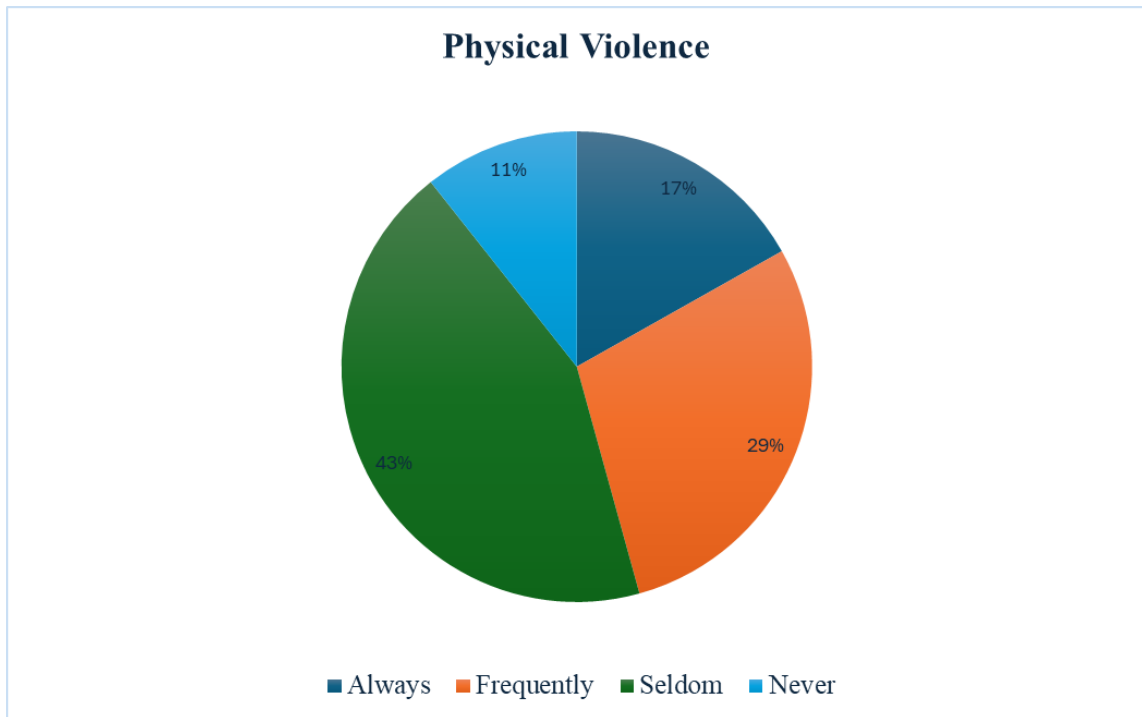


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 3 shows trends in the perception and experience of verbal violence among six first-year high school classes at Federico Varela High School. In general, the group shows similar tendencies in witnessing and experiencing verbal violence. The survey revealed similar trends in witnessing and experiencing verbal violence. 12% Never experienced Verbal Violence, while 25% of the group reported encountering verbal violence at the highest level ("Always"), a larger proportion of individuals experienced it at intermediate levels, with 32% indicating "Frequently" and 31% reporting "Seldom."

**Figure 4**

*Graph of Perception and Experience of Physical Violence at Federico Varela High School.*

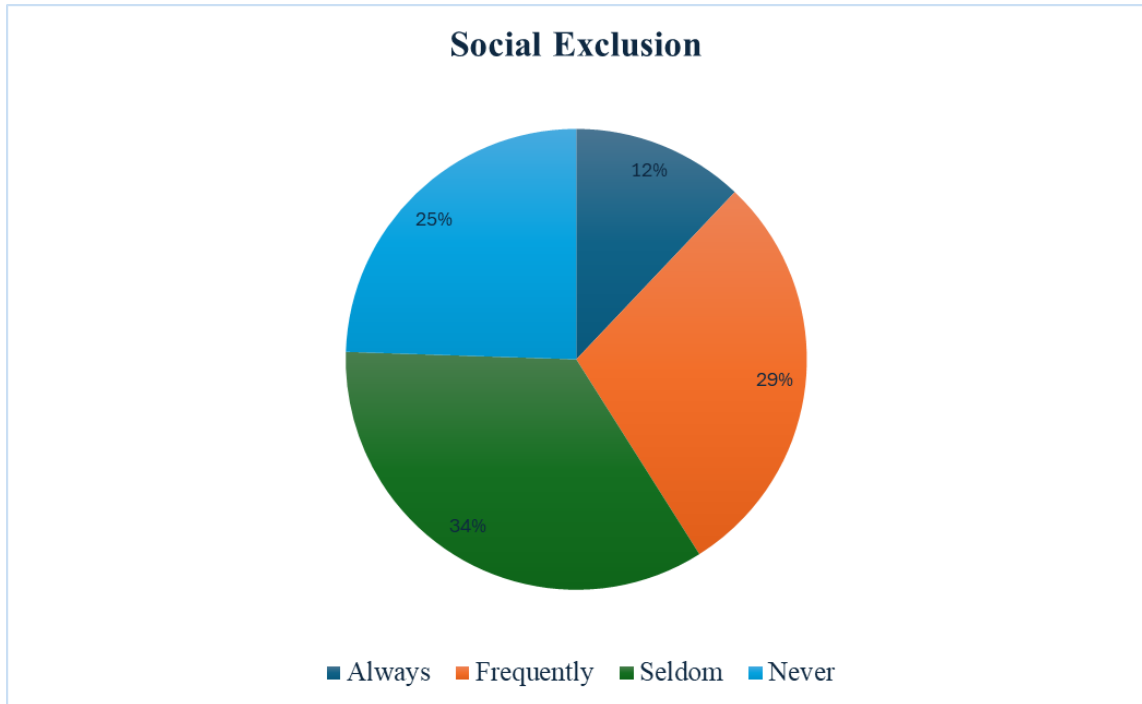


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 4 shows trends in the perception and experience of Physical Violence (PV) among Federico Varela High School students. In general, the group shows similar tendencies in witnessing and experiencing PV. The survey revealed a high trend in witnessing and experiencing Physical Violence. 11% Never experienced PV, while 43% of the group reported encountering PV at the "Seldom" level, a large proportion of individuals experienced it at intermediate and high levels, with 29% indicating "Frequently" and 17% reporting "Always."

**Figure 5**

*Graph of Perception and Experience of Social Exclusion at Federico Varela High School.*

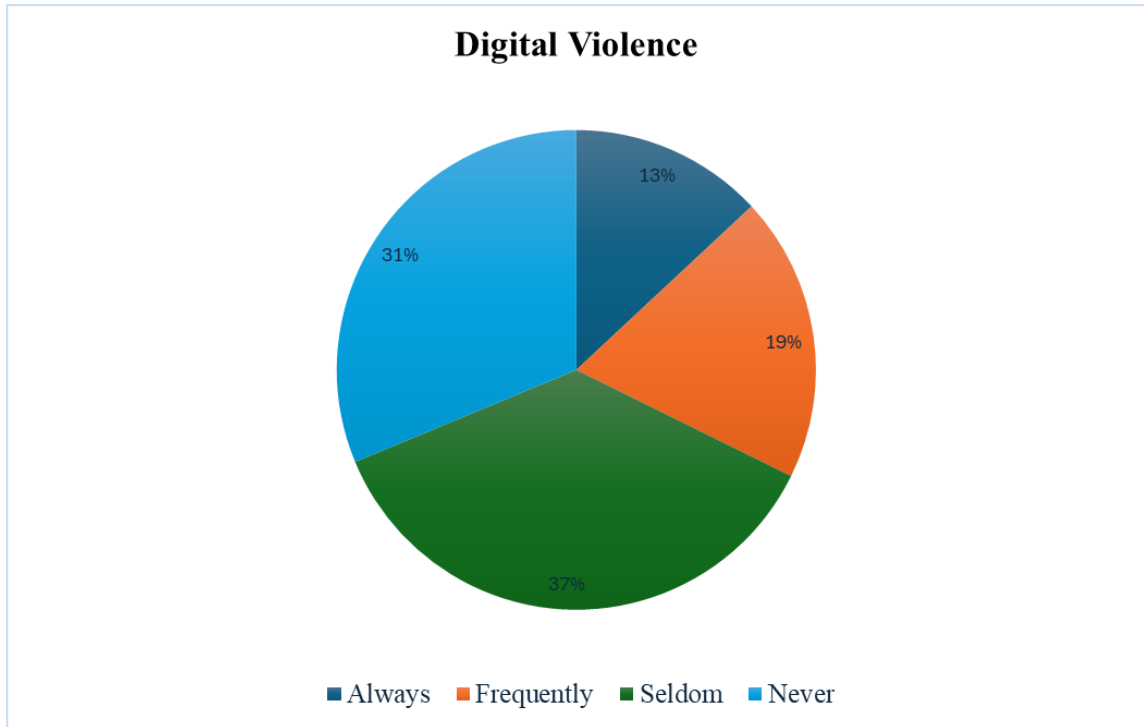


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 5 illustrates trends in the perception and experience of Social Exclusion (SE) among students at Federico Varela High School. Overall, there is no clear tendency in how students perceive or experience SE. The survey revealed that 25% never experienced or witnessed SE, while 37% of students reported experiencing SE "Seldom". 29% Indicated experiencing it "Frequently" and only a small proportion, 12%, reported encountering SE at the highest level, "Always".

**Figure 6**

*Graph of Perception and Experience of Digital Violence at Federico Varela High School.*

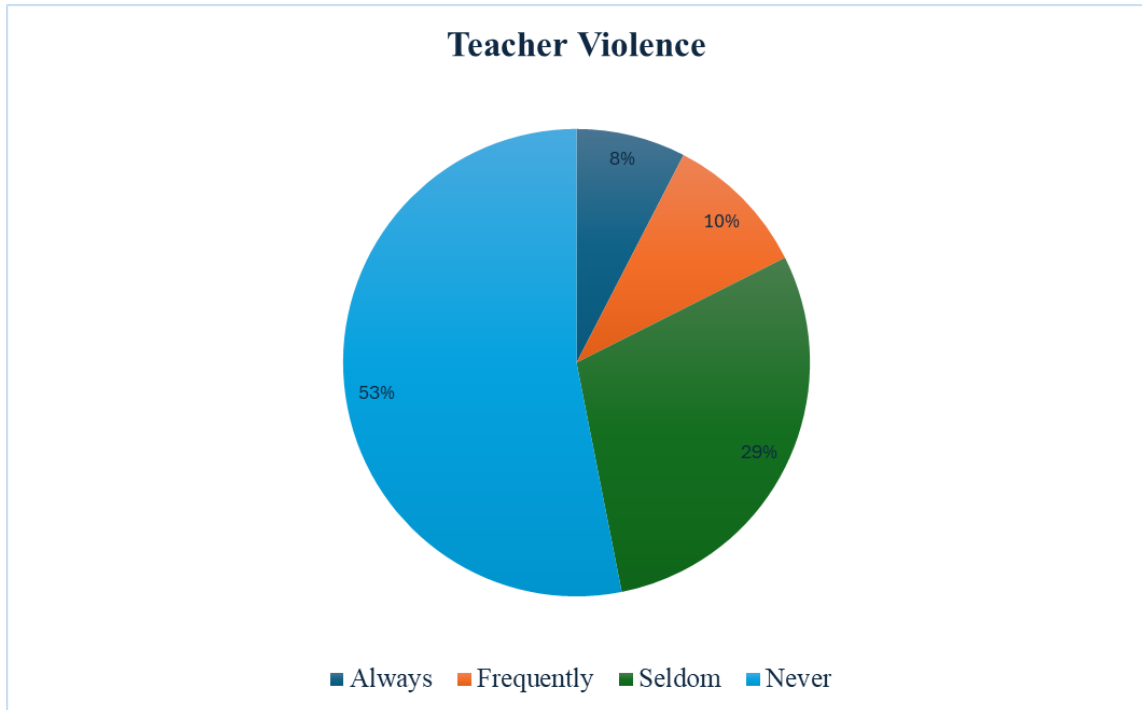


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 6 presents trends in the perception and experience of Digital Violence (DV) among students at Federico Varela High School. Overall, no clear tendency is explained in how students perceive or experience DV. According to the survey, 31% of students reported "Never" experiencing DV, while 37% indicated experiencing it "Seldom." Additionally, 19% reported encountering DV "Frequently," and 13% perceived or experienced it at the highest level, "Always."

**Figure 7**

*Graph of Perception and Experience of Teacher Violence at Federico Varela High School.*



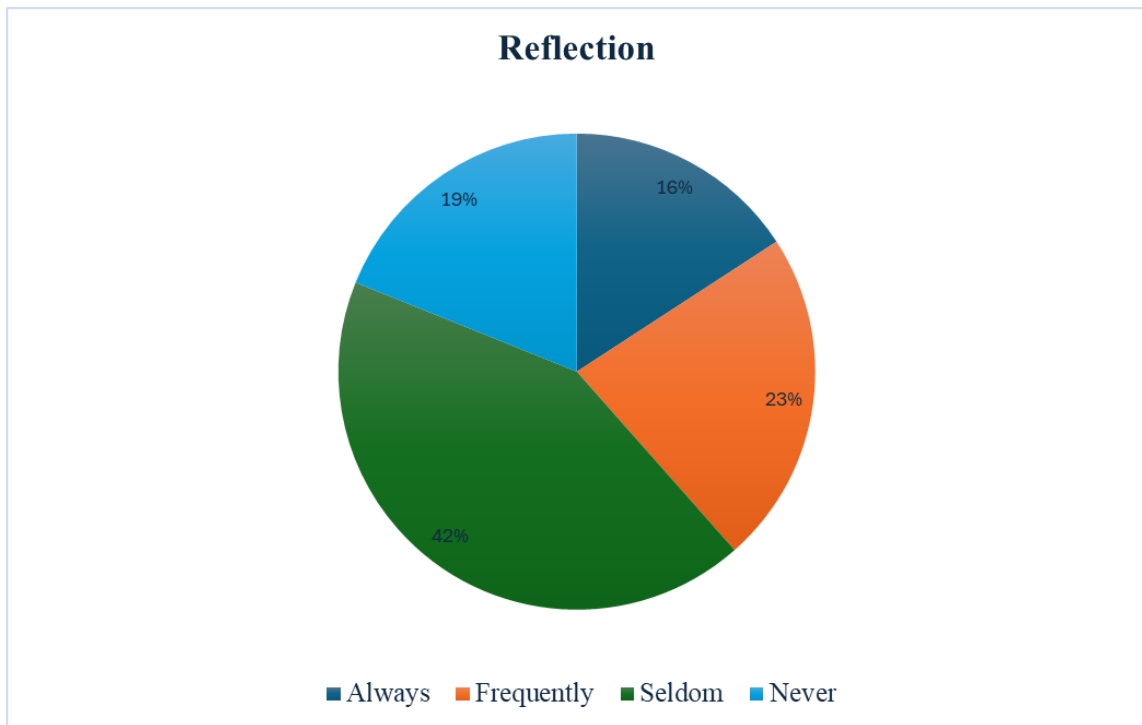
*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 7 presents trends in the perception and experience of Teacher Violence (TV) among students at Federico Varela High School. In general, the group shows low tendencies in witnessing and experiencing TV. According to the survey, 53% of students reported "Never" experiencing TV, while 29% indicated experiencing it "Seldom." Additionally, 10% reported encountering TV "Frequently," and 8% perceived or experienced it at the highest level, "Always."

#### 4.1.2. Federico Varela High School Factors of Second Order

**Figure 8**

*Graph of Perception and Experience of Instances of Reflection at Federico Varela High School.*

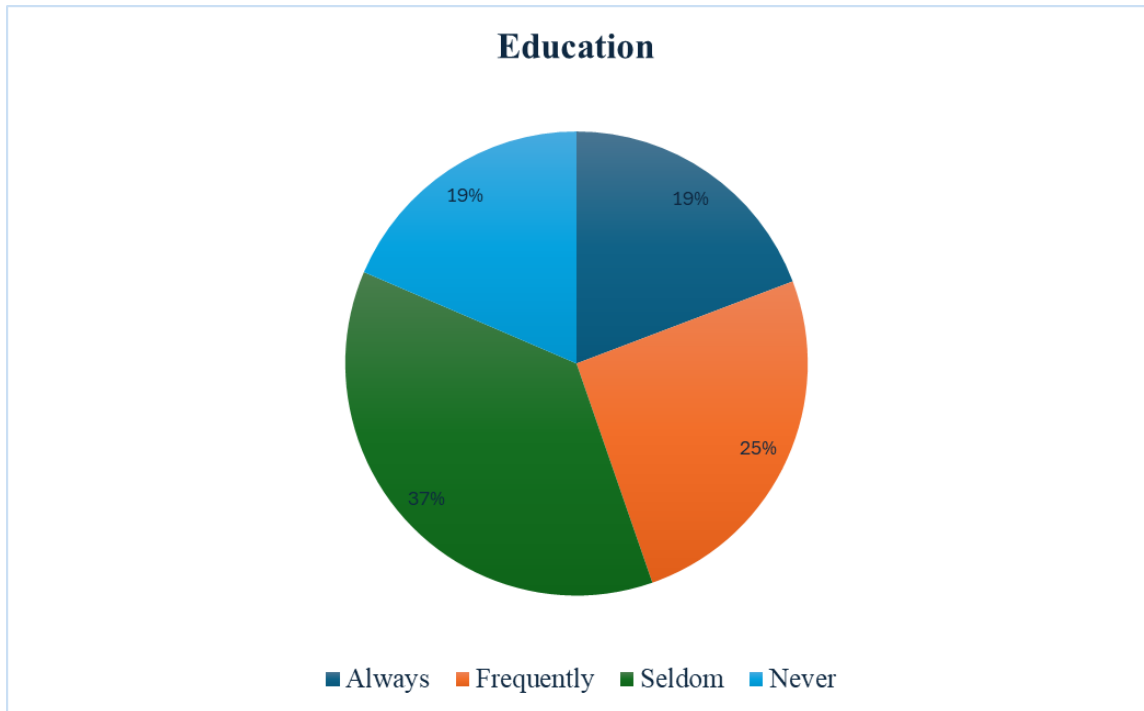


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 8 shows trends in the perception and experience of Instances of Reflection (RE) among Federico Varela High School students. Overall, no clear tendency exists in how students perceive or experience RE. According to the survey, 19% of students reported "Never" experiencing RE, while 42% indicated experiencing it "Seldom." Additionally, 23% reported encountering RE "Frequently," and 16% participated or perceived it at the highest level, "Always."

**Figure 9**

*Graph of Perception and Experience of Education for Nonviolence at Federico Varela High School.*

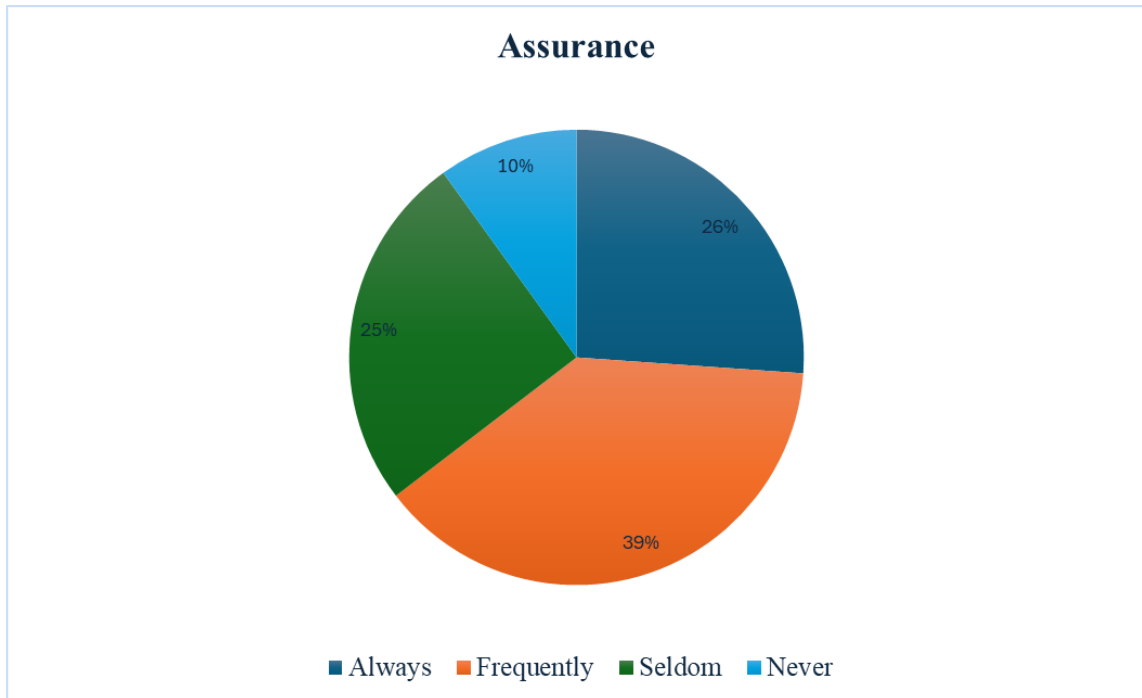


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 9 shows trends in the perception and experience of Education for non-violence (ED) among Federico Varela High School students. In general, the group shows similar tendencies in witnessing and experiencing ED. According to the survey, 19% of students reported "Never" experiencing ED, while 37% indicated experiencing it "Seldom." Additionally, 25% reported encountering ED "Frequently," and 19% participated or perceived it at the highest level, "Always."

**Figure 10**

*Graph of Perception and Experience of Assurance at Federico Varela High School.*

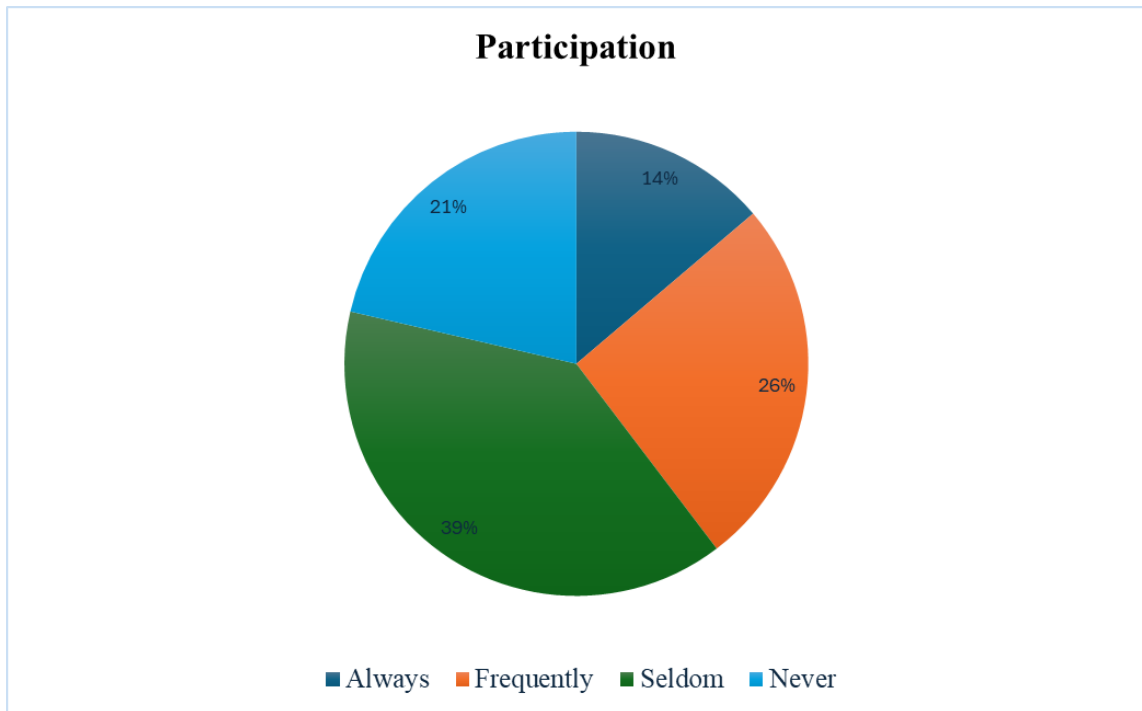


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 10 shows trends in the perception and experience of Assurance (AS) among Federico Varela High School students. Overall, no clear tendency exists in how students perceive or experience AS. According to the survey, 10% of students reported "Never" experiencing AS, while 39% indicated participating or perceived it as "Seldom." Additionally, 26% reported encountering AS. "Frequently," and 10% participated or perceived it at the highest level, "Always."

**Figure 11**

*Graph of Participation in Activities for Nonviolence at Federico Varela High School.*



*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

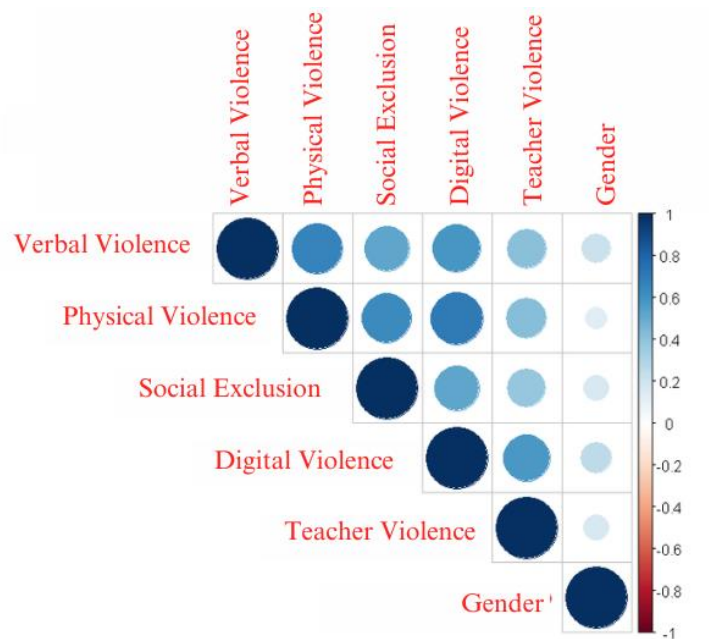
Figure 11 shows trends in the perception and experience of Participation (PA) among Federico Varela High School students. Overall, there is no clear tendency in how students perceive or experience PA. According to the survey, 21% of students reported "Never" experiencing PA, while 39% indicated participating or perceived it as "Seldom." Additionally, 26% reported encountering PA "Frequently," and 14% experienced it at the highest level, "Always."

### 4.1.3. Diego Portales Palazuelos School Factors of First Order

In Diego Portales Palazuelos School the survey was applied to a single lesson.

**Figure 12**

*Correlation Between Violence Types with Gender at Diego Portales Palazuelos School.*

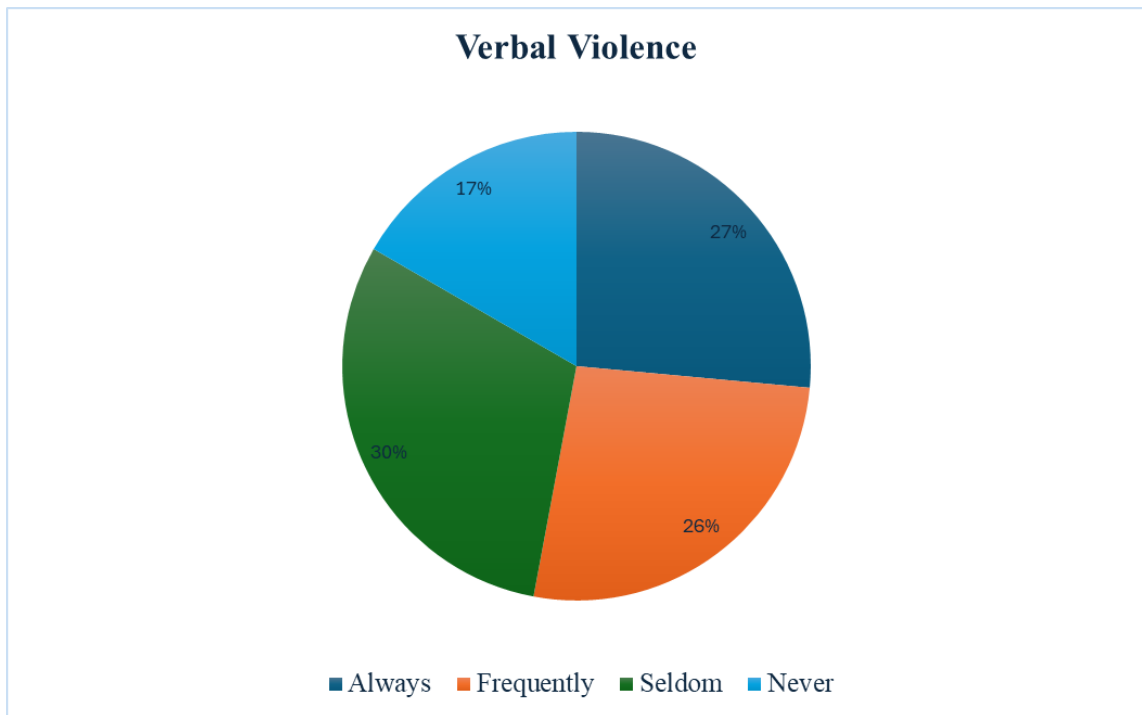


*Note: The analysis was performed using R (Version 4.4.2; R Core Team, 2024) and the package corrplot (Wei, T., & Simko, V., 2023) for data visualisation.*

Based on the results from the CENVI-27 (Muñoz-Troncoso et al., 2023) using Spearman's correlation index (Ortega et al., 2009), Figure 12 demonstrates zero correlation, indicating no relationship between Violence and Gender.

**Figure 13**

*Graph of Perception and Experience of Verbal Violence at Diego Portales School Palazuelos.*

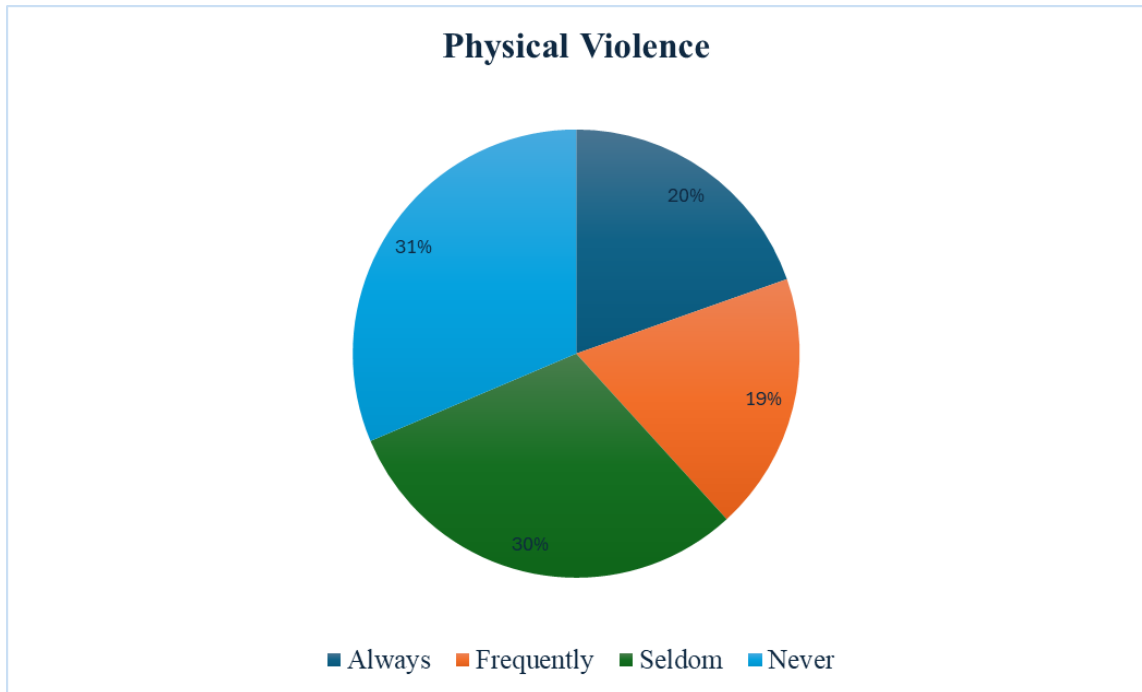


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 13 shows trends in the perception and experience of verbal violence among the students of a lesson at Diego Portales Palazuelos School. In general, the group shows an even distribution in the answers of witnessing and experiencing Verbal Violence (VV). The survey revealed that 17% of students never experienced VV. While 30% of the group reported encountering VV "Seldom". The remaining 27% of individuals experienced it at higher levels, with 26% indicating "Frequently" and 26% reporting "Always."

**Figure 14**

*Graph of Perception and Experience of Physical Violence at Diego Portales Palazuelos School.*

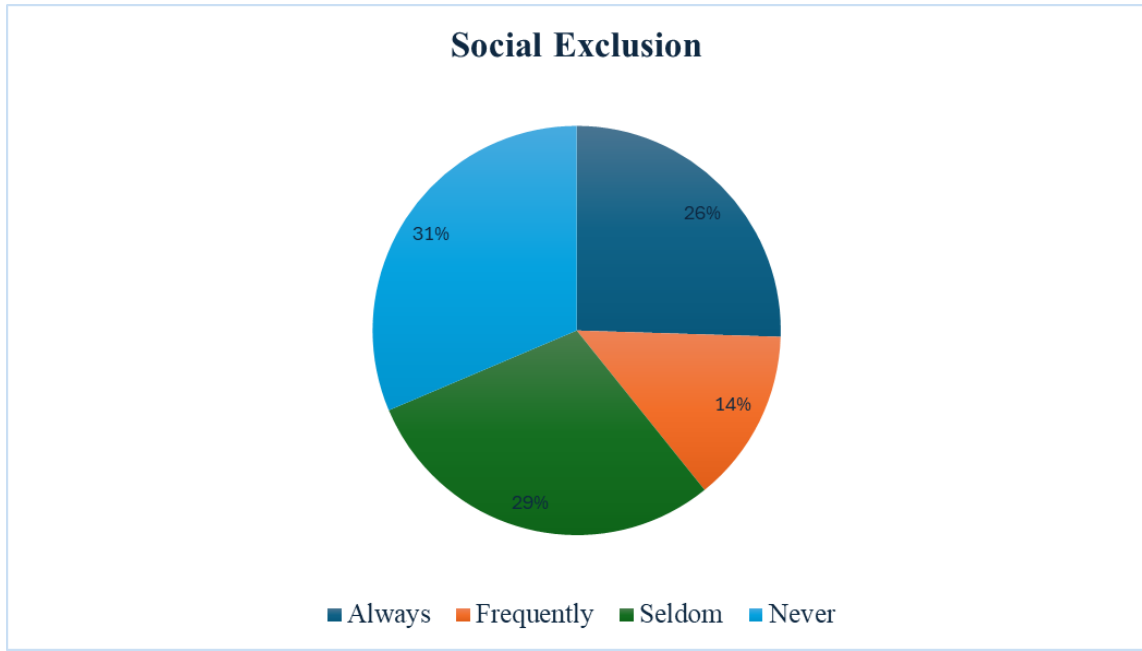


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 14 shows trends in the perception and experience of Physical Violence (PV) among Diego Portales Palazuelos School students. In general, the group shows no clear tendencies in witnessing and experiencing PV. While 31% of the group reported encountering PV at the “Never” level, a large proportion of individuals experienced it at intermediate and high levels, with 30% indicating "Seldom", 19% reporting "Frequently", and 20% experiencing or witnessed PV “Always”.

**Figure 15**

*Graph of Perception and Experience of Social Exclusion at Diego Portales Palazuelos School*

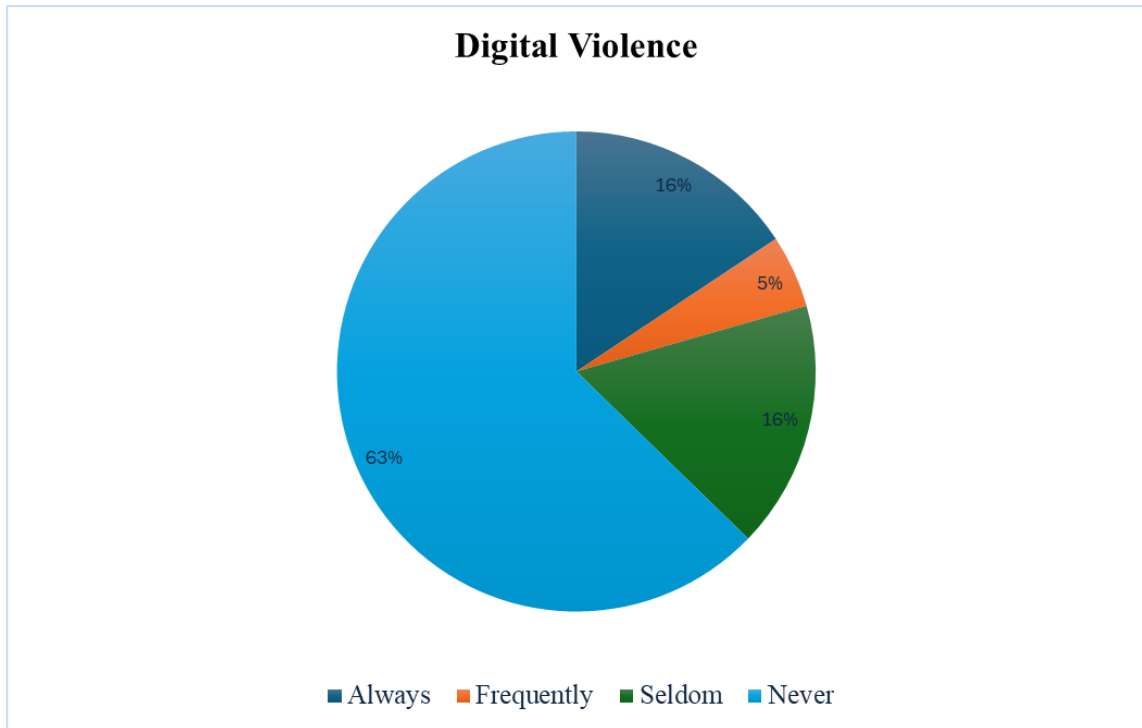


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 15 illustrates trends in the perception and experience of Social Exclusion (SE) among students at Diego Portales Palazuelos School. Overall, no clear tendency exists in how students perceive or experience SE. The survey revealed that 31% of students reported “Never” experiencing SE, while 29% indicated experiencing or perceiving it "Seldom", 14% perceived or experienced it “Frequently”, and 26%, reported encountering SE at the highest level, "Always."

**Figure 16**

*Graph of Perception and Experience of Digital Violence at Diego Portales Palazuelos School.*

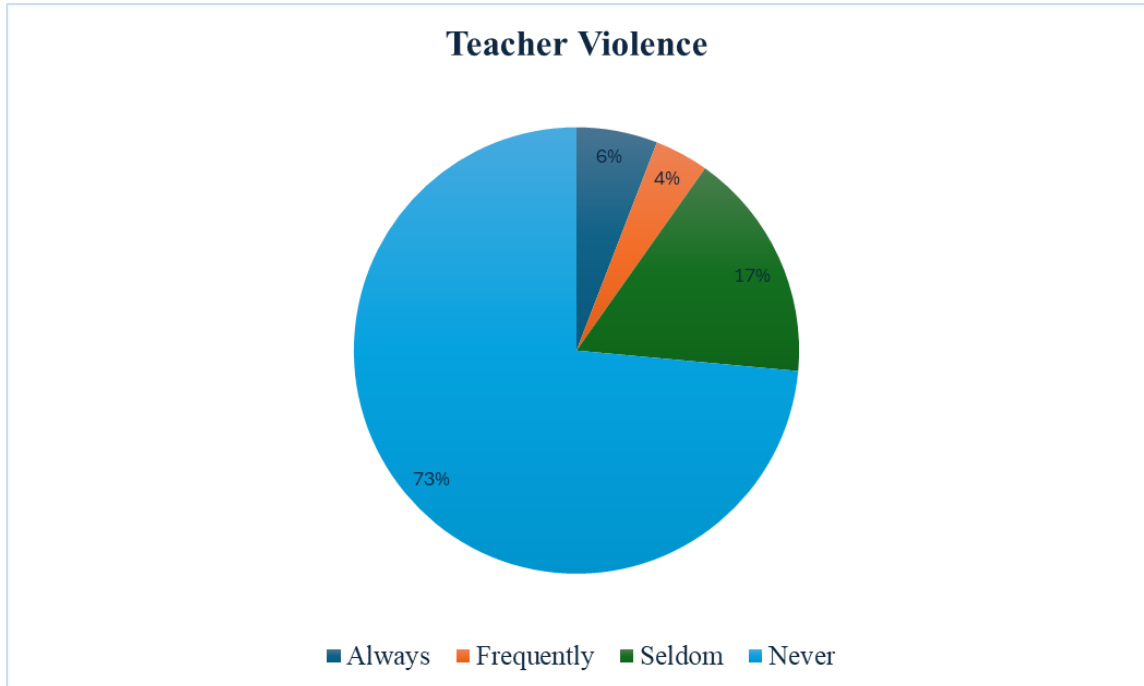


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 16 presents trends in the perception and experience of Digital Violence (DV) among students at Diego Portales Palazuelos School. In general, the group shows similar tendencies in witnessing and experiencing DV. According to the survey, 63% of students reported "Never" experiencing or perceiving DV, while 16% indicated experiencing or experiencing it "Seldom." Additionally, 5% reported encountering DV "Frequently," and 16% perceived or experienced it at the highest level, "Always."

**Figure 17**

*Graph of Perception and Experience of Digital Violence at Diego Portales Palazuelos School.*



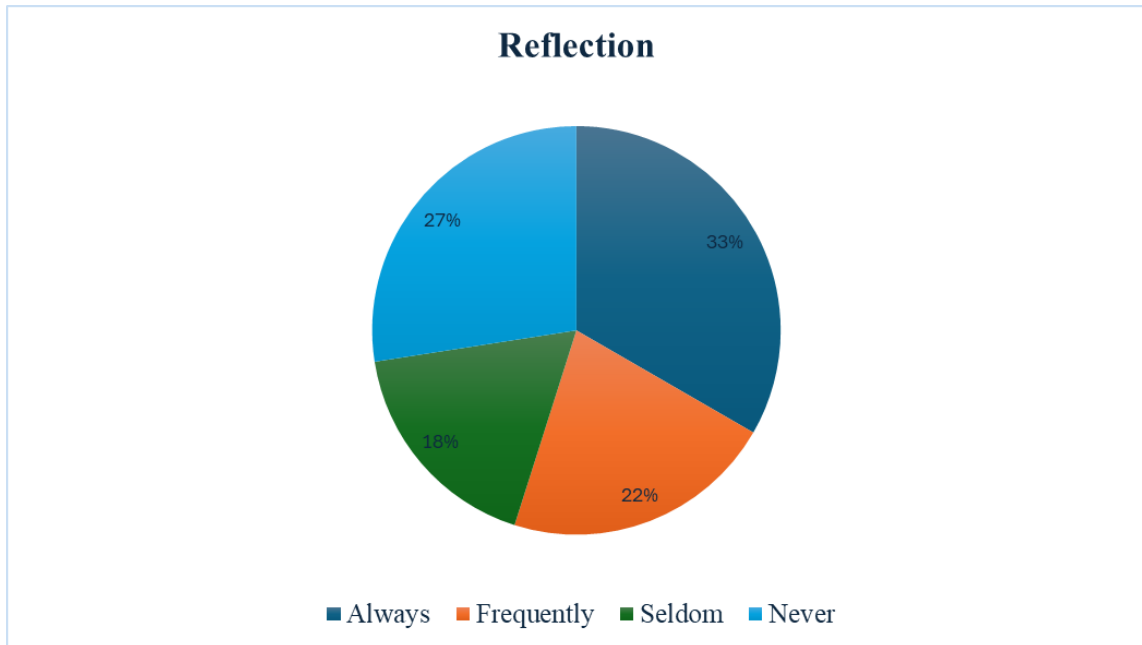
*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 17 presents trends in the perception and experience of Teacher Violence (TV) among students at Diego Portales Palazuelos School. In general, the group shows a clear tendency in not witnessing or experiencing TV. According to the survey, 73% of students reported "Never" experiencing or perceiving TV, while 17% indicated experiencing or experiencing it "Seldom". Additionally, 4% reported encountering TV "Frequently", and 6% perceived or experienced it at the highest level, "Always".

#### 4.1.4. Diego Portales Palazuelos School Factors of Second Order

**Figure 18**

*Graph of Perception and Experience of Reflection at Diego Portales Palazuelos School*

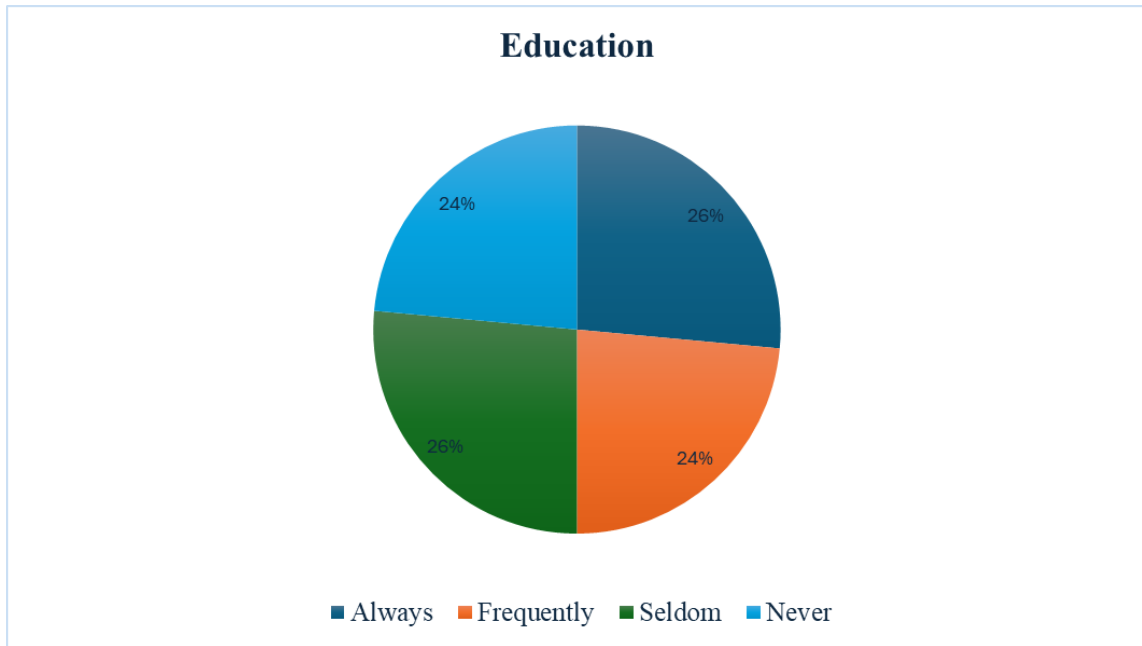


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 18 presents trends in the perception and experience of Reflection (RE) among students at Diego Portales Palazuelos School. In general, the group shows a heterogeneous trend in witnessing and experiencing RE. According to the survey, 27% of students reported "Never" experiencing or perceiving RE, while 18% indicated experiencing or perceiving it "Seldom." Additionally, 22% reported encountering RE "Frequently," and 33% perceived or experienced it at the highest level, "Always."

**Figure 19**

*Graph of Perception and Experience of Education for Nonviolence at Diego Portales Palazuelos School.*

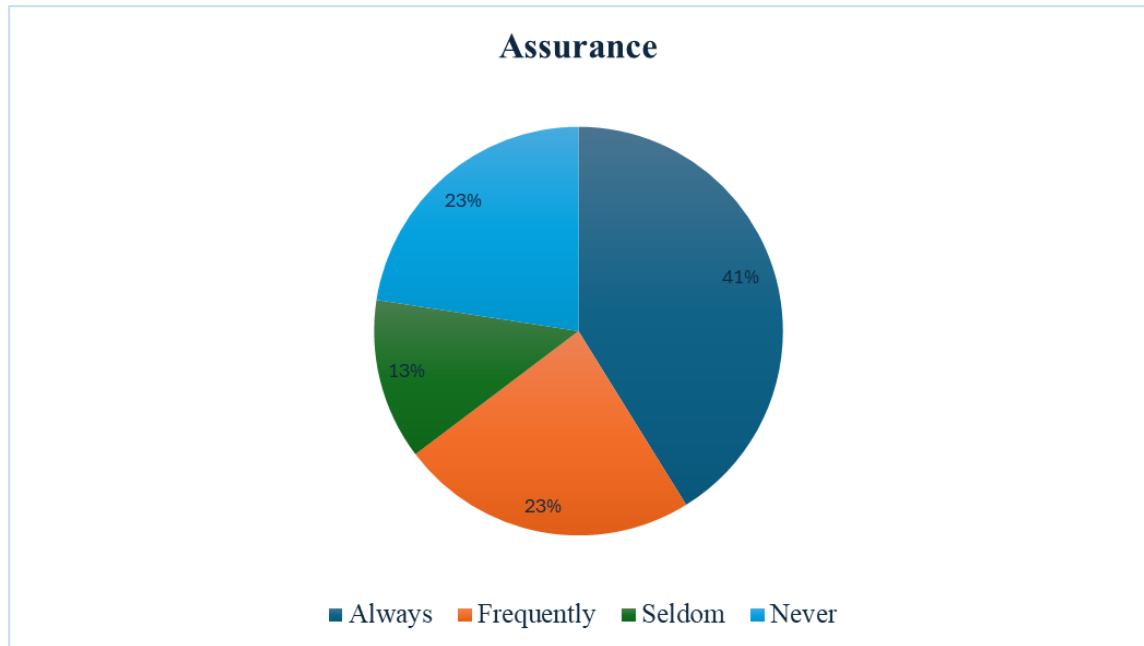


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 19 shows trends in the perception and experience of education for non-violence (ED) among students in a class at Diego Portales Palazuelos School. Overall, the responses show an even distribution between witnessing and participating in ED. According to the survey, 24% of students reported "Never" witnessing or participating in ED, while 26% indicated encountering it "Seldom." Similarly, 24% experienced or participated in ED "Frequently," and 26% reported "Always."

**Figure 20**

*Graph of Perception and Experience of Assurance at Diego Portales Palazuelos School.*

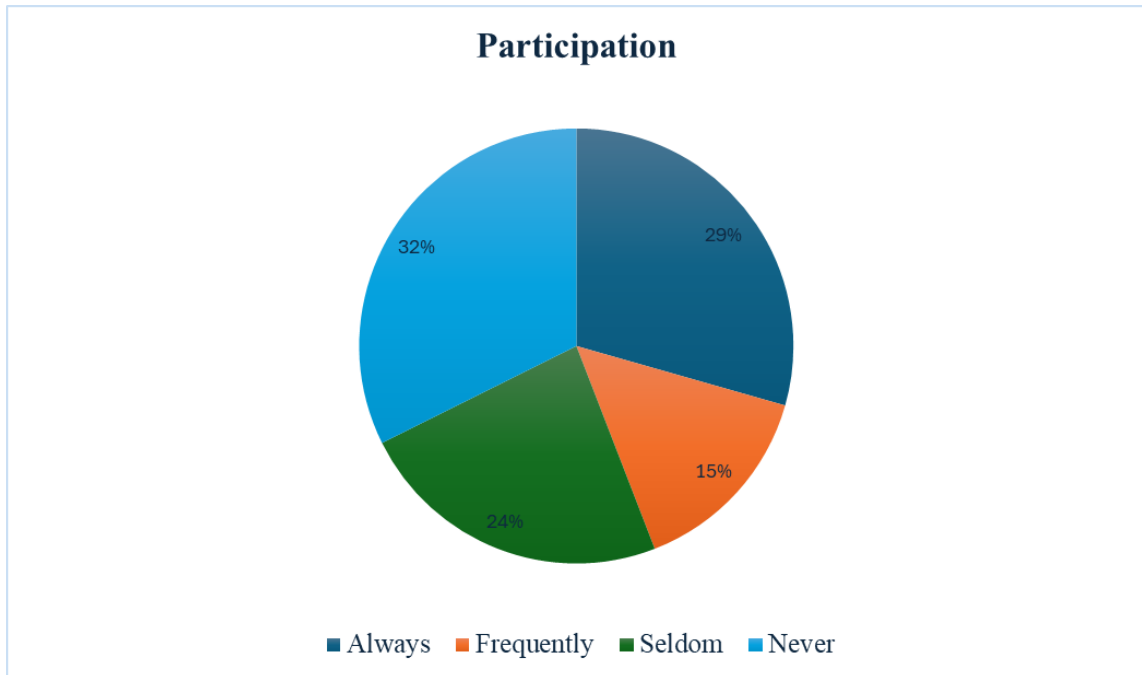


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 20 shows trends in the perception and experience of Assurance (AS) among Diego Portales Palazuelos School students. Overall, the data reveals a clear pattern in witnessing and experiencing AS. According to the survey, 23% of students reported "Never" experiencing AS, while 13% indicated experiencing or perceiving it "Seldom." Additionally, 24% reported encountering AS "Frequently," and a significant majority, 41%, experienced AS at the highest level, "Always."

**Figure 21**

*Graph of Participation in Activities for Nonviolence at Diego Portales Palazuelos School.*



*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

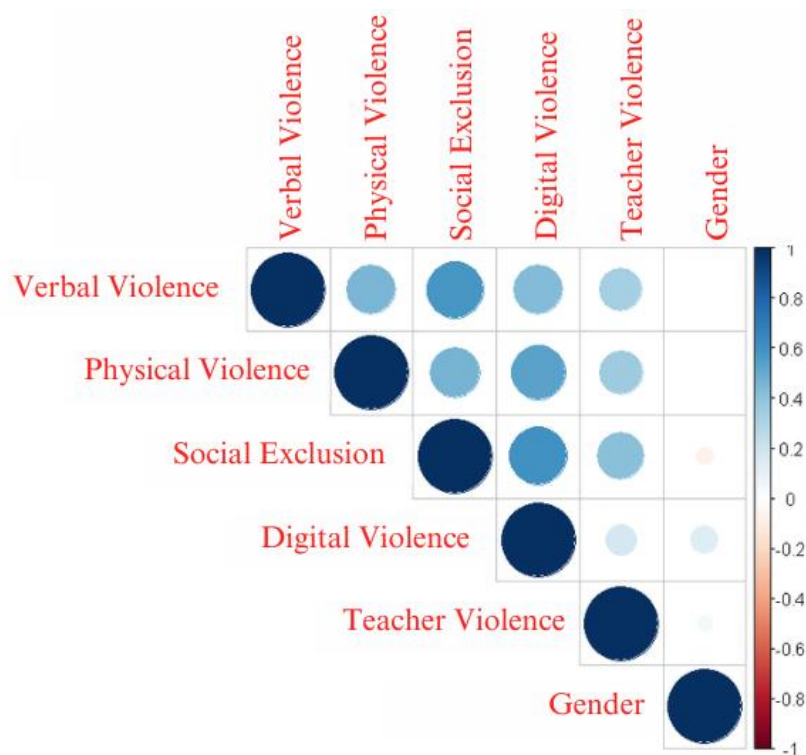
Figure 20 illustrates trends in the perception and experience of Participation Activities for non-violence (PA) among Diego Portales Palazuelos School students. Overall, the data shows no distinct pattern in PA. According to the survey, 32% of students reported "Never" participating in or witnessing PA, while 24% indicated experiencing it "Seldom." Additionally, 15% reported participating in or witnessing PA "Frequently," and 29% experienced it at the highest level, "Always."

#### 4.1.5. El Palomar High School Factors of First Order

At El Palomar High School, the survey was administered to four first-year high school classes.

**Figure 22**

*Correlation Between Violence Types with Gender at El Palomar High School.*

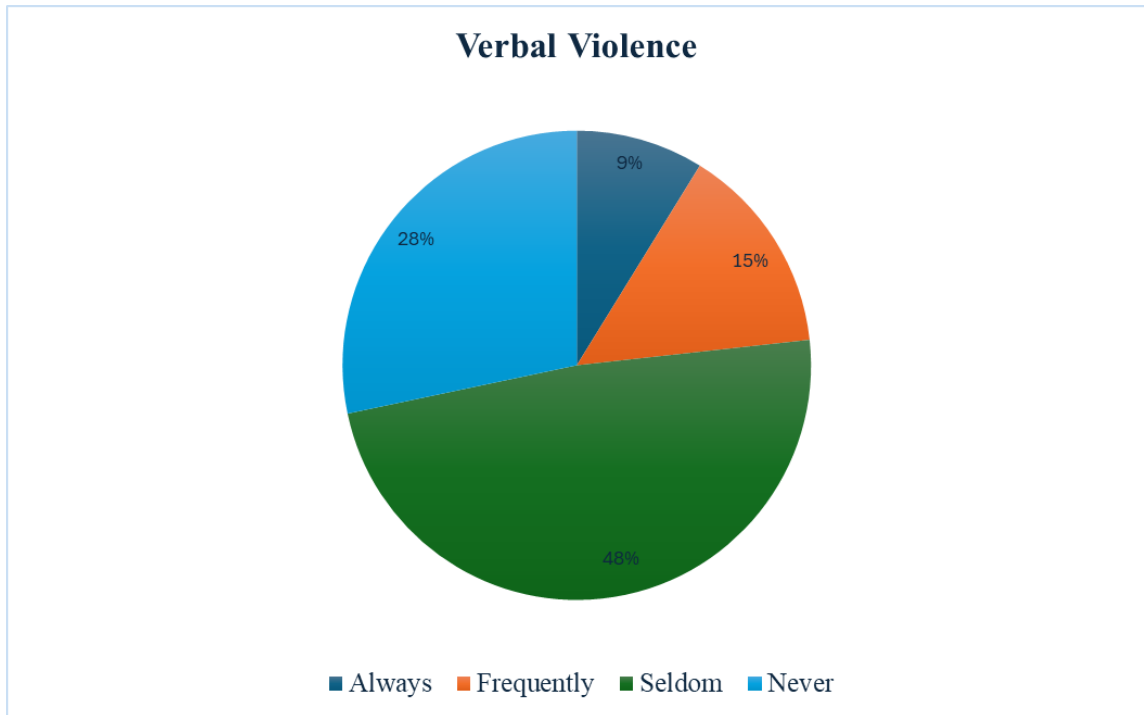


*Note: The analysis was performed using R (Version 4.4.2; R Core Team, 2024) and the package corrplot (Wei, T., & Simko, V., 2023) for data visualisation.*

Based on the results from the CENVI-27 (Muñoz-Troncoso et al., 2023) using Spearman's correlation index (Ortega et al., 2009), Figure 22 demonstrates zero correlation, indicating no relationship between Violence and Gender.

**Figure 23**

*Graph of Perception and Experience of Verbal Violence at El Palomar High School.*

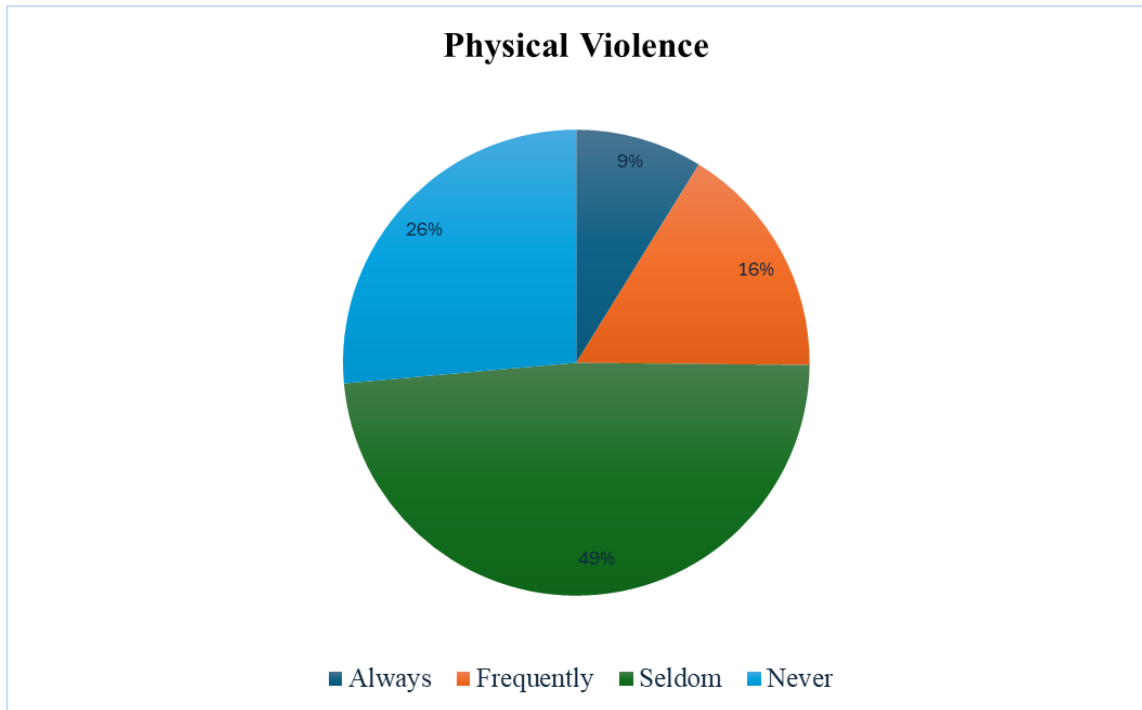


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 23 shows trends in the perception and experience of verbal violence among the students at El Palomar High School. In general, the group shows no clear trend in the answers of witnessing and experiencing Verbal Violence (VV). The survey revealed that 28% of students never experienced VV. While 48% of the group reported encountering VV "Seldom". At higher levels, 15% indicated having experienced or witnessed VV "Frequently" and 9% reported "Always."

**Figure 24**

*Graph of Perception and Experience of Physical Violence at El Palomar High School.*

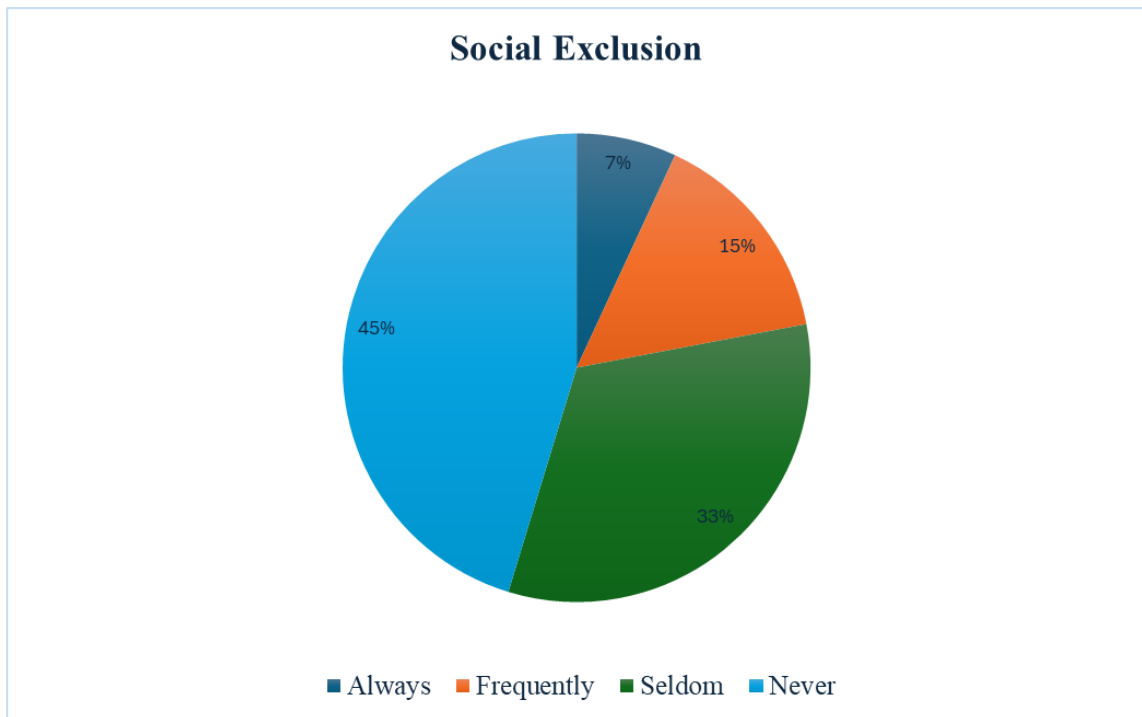


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 24 shows trends in the perception and experience of Physical Violence (PV) among El Palomar High School students. In general, the group shows no clear tendencies in witnessing and experiencing PV. While 26% of the group reported encountering PV at the “Never” level, a large proportion of individuals experienced it at intermediate and high levels, with 49% indicating "Seldom", 16% reporting "Frequently", and 9 % experiencing or witnessing PV “Always”.

**Figure 25**

*Graph of Perception and Experience of Social Exclusion at El Palomar High School.*

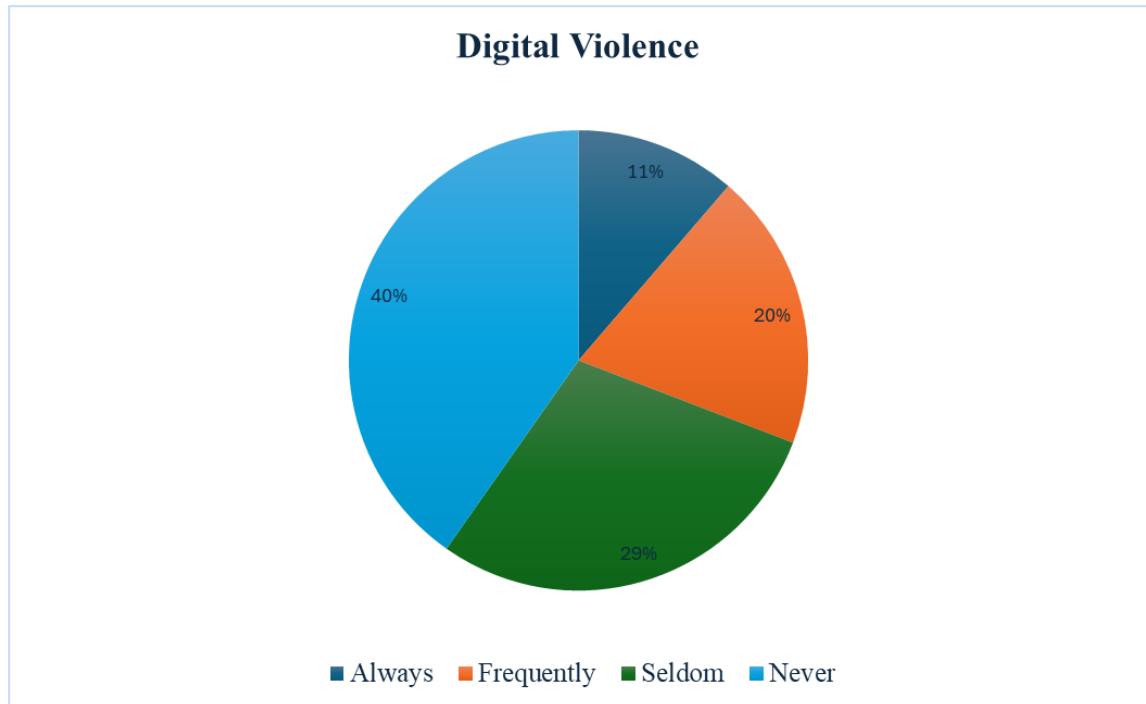


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 25 illustrates trends in the perception and experience of Social Exclusion (SE) among students at El Palomar School. Overall, there is a clear tendency in how students perceive or experience SE. The majority of answers revealed that 45% of students reported “Never” experiencing or witnessing SE, while 33% indicated experiencing or perceiving it “Seldom,” and 15% perceived or experienced it “Frequently.” Only a small proportion, 7%, reported encountering SE at the highest level, “Always.”

**Figure 26**

*Graph of Perception and Experience of Digital Violence at El Palomar High School.*

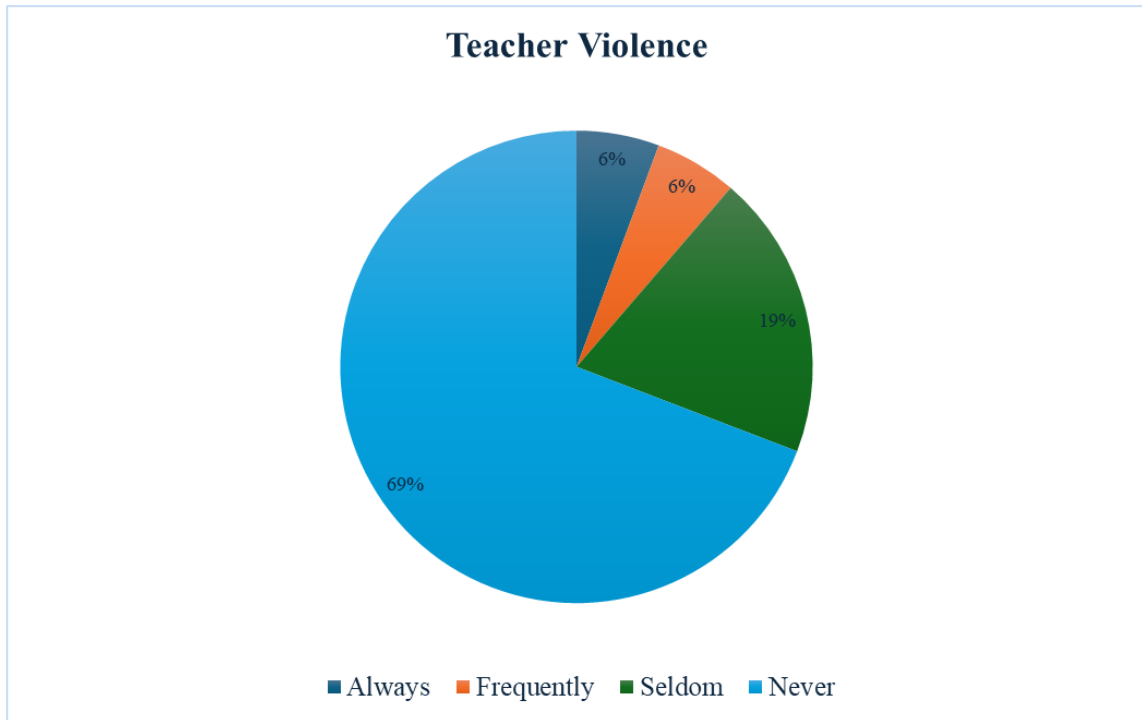


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 26 presents trends in the perception and experience of Digital Violence (DV) among students at El Palomar High School. Overall, there is a clear tendency in how students perceive or experience SE. According to the survey, 40% of students reported "Never" experiencing or perceiving DV, while 29% indicated experiencing or experiencing it "Seldom." Additionally, 20% reported encountering DV "Frequently," and 11% perceived or experienced it at the highest level, "Always."

**Figure 27**

*Graph of Perception and Experience of Teacher Violence at El Palomar High School.*



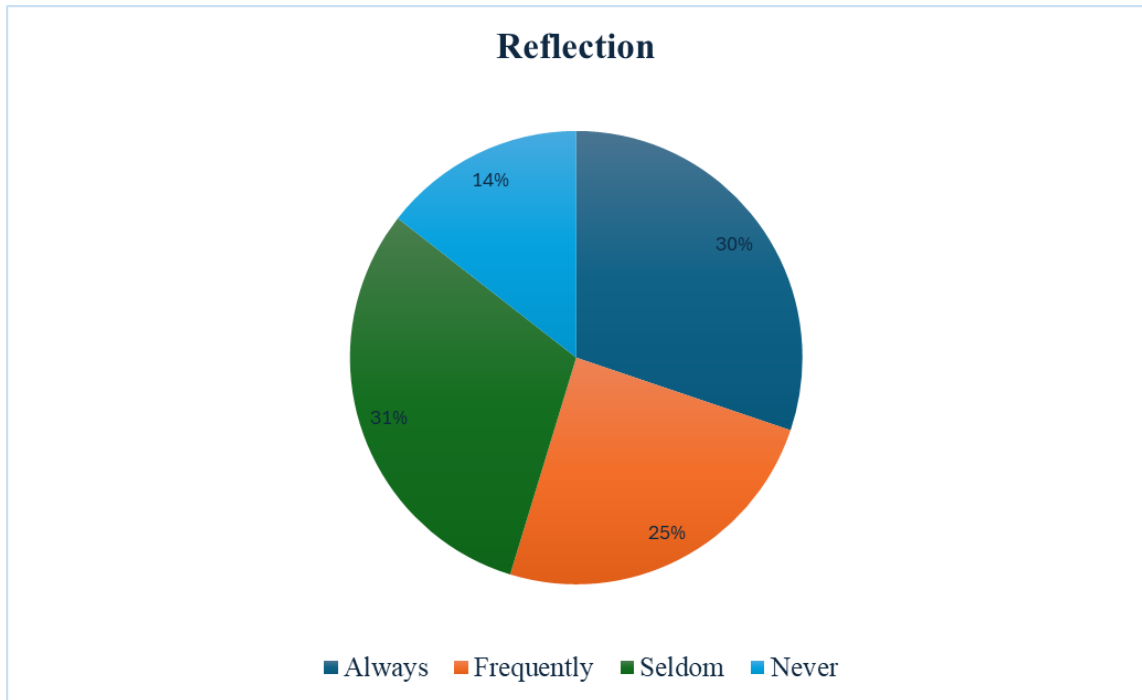
*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 17 presents trends in the perception and experience of Teacher Violence (TV) among El Palomar High School students. In general, the group shows a clear tendency to witness and experience TV. According to the survey, 74% of students reported "Never" experiencing or perceiving TV, while 17% indicated experiencing or experiencing it "Seldom". Additionally, 4% reported encountering TV "Frequently", and 6% perceived or experienced it at the highest level, "Always".

#### 4.1.6. El Palomar High School Factors of Second Order

**Figure 28**

*Graph of Perception and Participation of Reflection at El Palomar High School.*

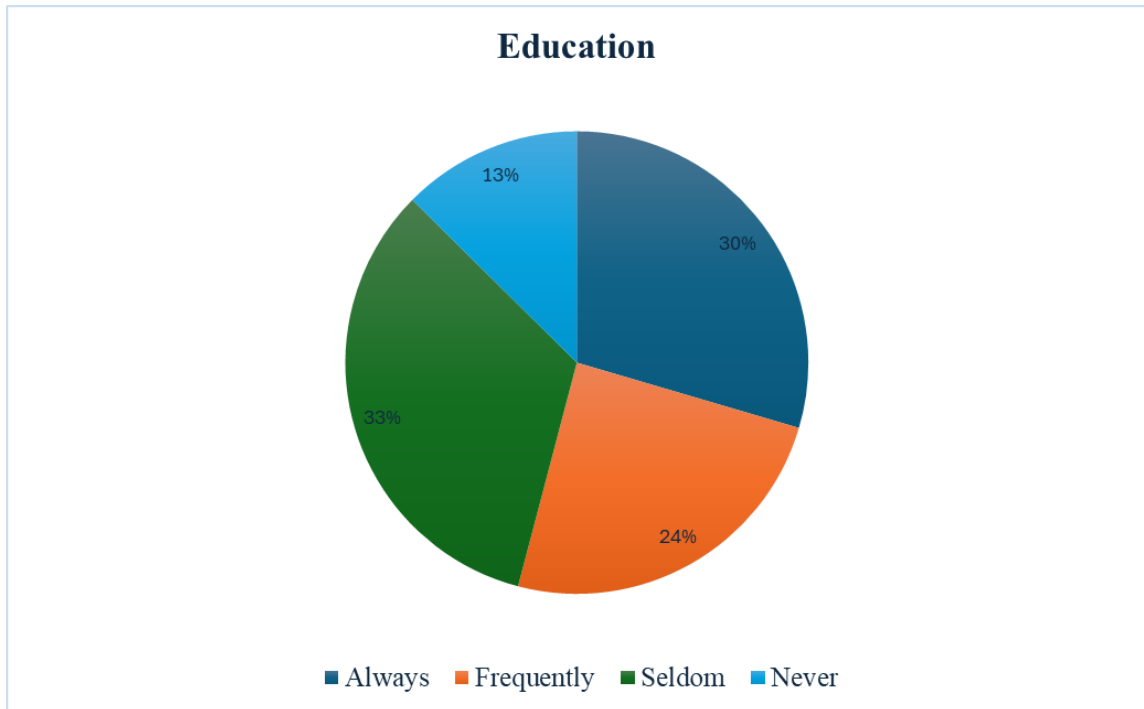


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 28 presents trends in the perception and experience of Reflection (RE) among students at El Palomar High School. In general, the group shows a heterogeneous trend in witnessing and participating in RE. According to the survey, 14% of students reported "Never" experiencing or perceiving RE, while 31% indicated experiencing or perceiving it "Seldom." Additionally, 25% reported encountering RE "Frequently," and 30% perceived or experienced it at the highest level, "Always."

**Figure 29**

*Graph of Perception and Experience of Education for Nonviolence at El Palomar High School.*

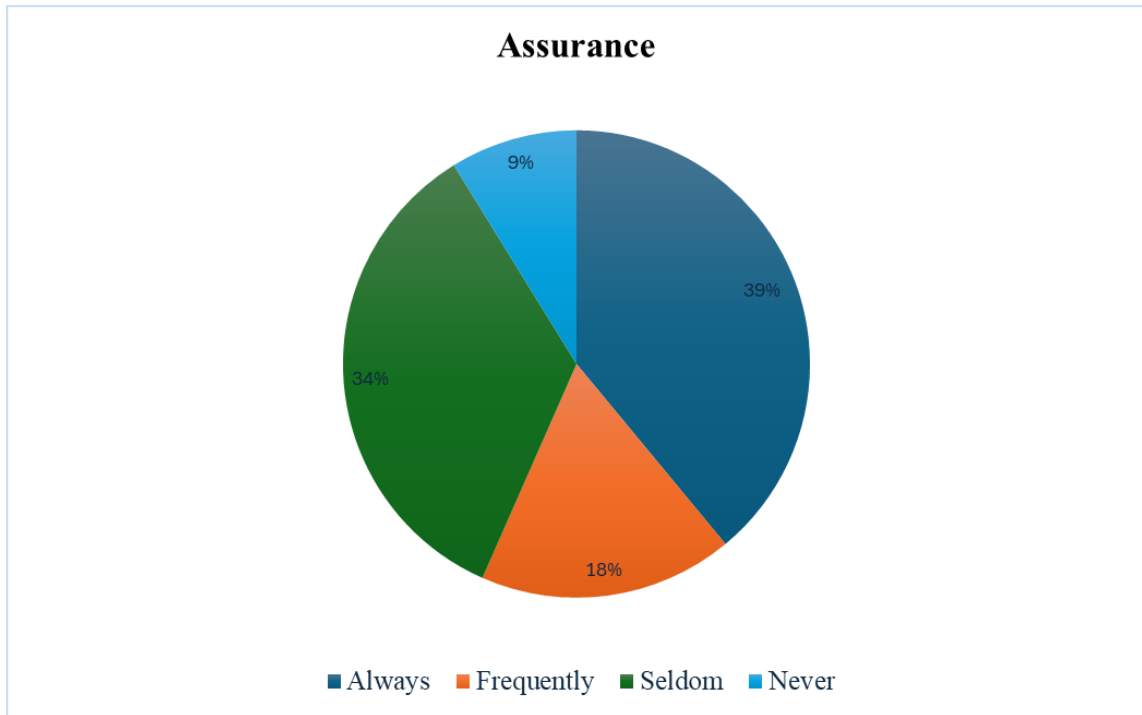


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 29 shows trends in the perception and experience of education for non-violence (ED) among students in a class at El Palomar High School. Overall, the responses show an even distribution between witnessing and participating in ED. According to the survey, 13% of students reported "Never" witnessing or participating in ED, while 33% indicated encountering it "Seldom." Similarly, 24% experienced or participated in ED "Frequently," and 30% reported "Always."

**Figure 30**

*Graph of Perception and Experience of Assurance at El Palomar High School.*

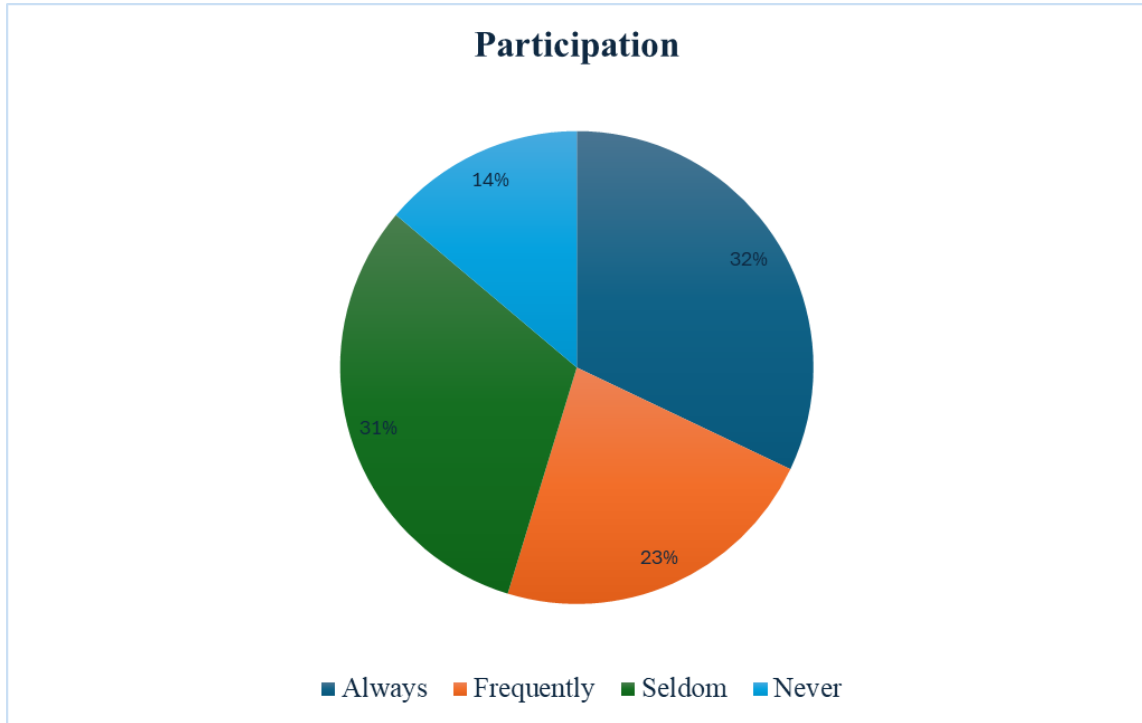


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 30 shows trends in the perception and experience of Assurance (AS) among El Palomar High School students. Overall, the data reveals a clear pattern in witnessing and experiencing AS. According to the survey, 9% of students reported "Never" experiencing AS, while 34% indicated experiencing or perceiving it "Seldom." Additionally, 18% reported encountering AS "Frequently," and a significant majority, 39%, experienced AS at the highest level, "Always."

**Figure 31**

*Graph of Participation in Activities for Nonviolence at El Palomar High School.*



*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

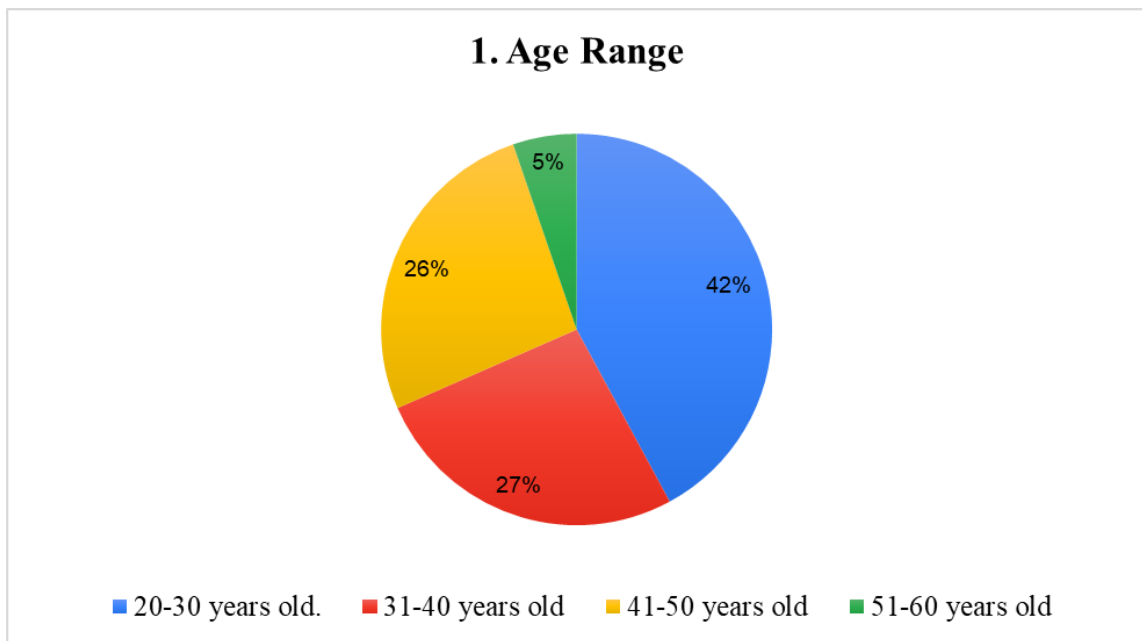
Figure 31 illustrates trends in the perception and experience of Participation Activities for non-violence (PA) among students at El Palomar School. Overall, the data shows a high trend in attendance or witness PA. According to the survey, 14% of students reported "Never" participating in or witnessing PA, while 31% indicated experiencing it "Seldom." Additionally, 23% reported participating in or witnessing PA "Frequently," and 32% experienced it at the highest level, "Always."

## 4.2 Teacher Demographics

To present an overview of the demographic characteristics of the teachers involved in the study. This includes key factors such as age, years of experience, educational context, and other relevant aspects that may influence perceptions of school violence and aggression.

**Figure 32**

*Graph of Teacher Age Range.*

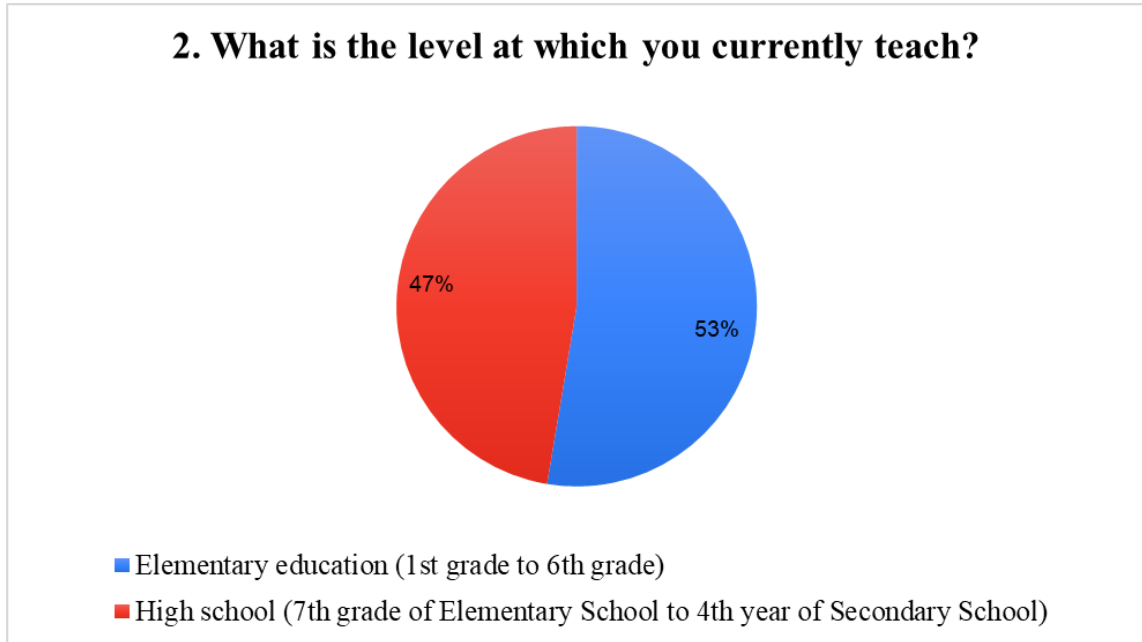


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 32 shows that the majority of participating teachers in the Atacama region are between 20 and 30 years old, indicating a predominance of young teachers with relatively limited professional experience. This group represents 42% of the sample.

**Figure 33**

*Graph of Teacher Distribution Across Educational Levels.*

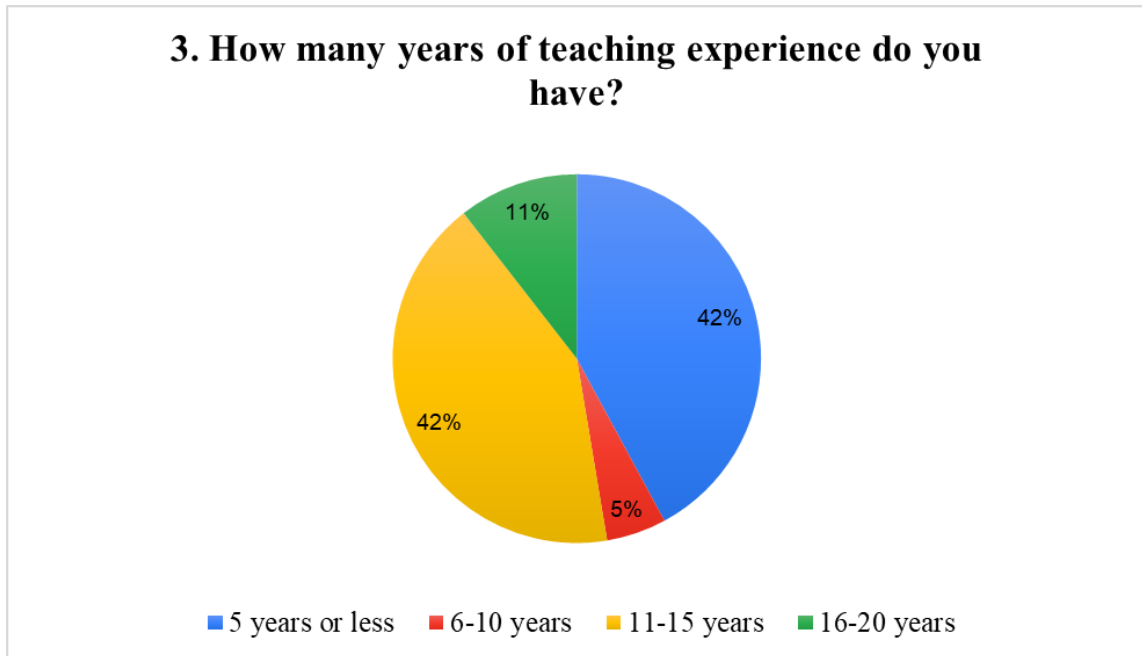


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 33 shows an almost even distribution of teachers across educational levels. 53% of the surveyed teachers work in elementary education, while 47% teach at the high school level.

**Figure 34**

*Graph of Teacher Distribution by Years of Teaching Experience Across Teachers Surveyed.*

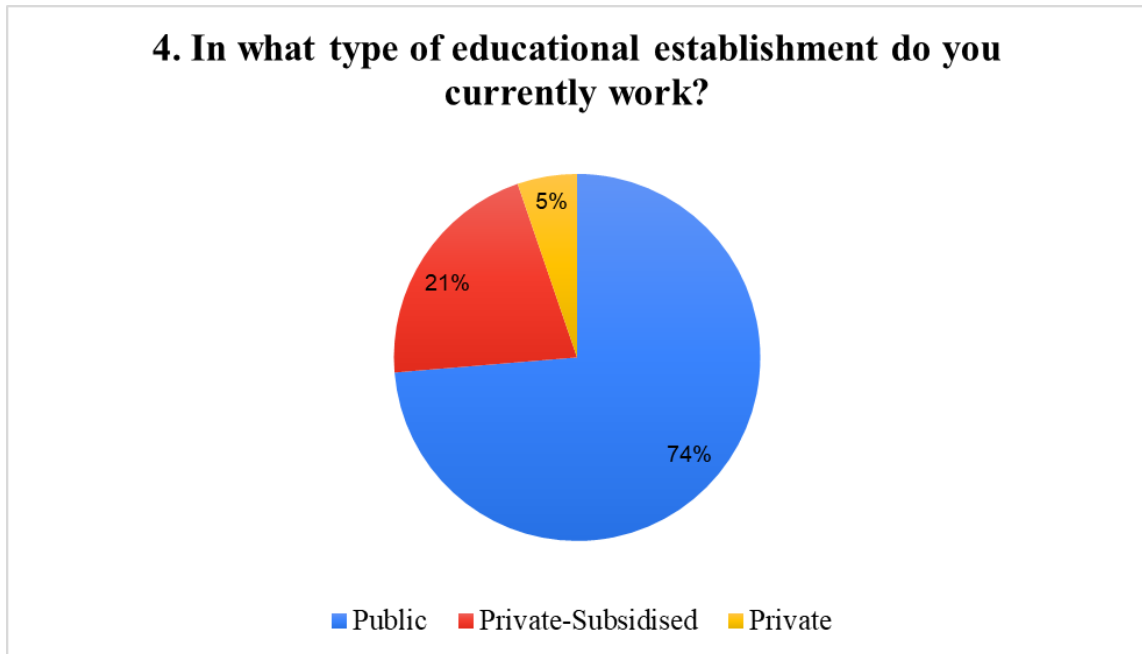


*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 34 shows the teaching experience of respondents. Most have 10 years or less of experience, with 42% having 5 years or less and another 42% having 6–10 years. A smaller group, 11%, has 16–20 years of experience, while only 5% have 11–15 years. This indicates that the majority of respondents are early to mid-career teachers.

**Figure 35**

*Graph of Teacher Distribution by Types of Educational Establishments Where Respondents Work.*



*Note: The analysis was performed using Microsoft Excel (Microsoft Corporation, 2018).*

Figure 35 illustrates the types of educational establishments where respondents work. The majority, 74%, are employed in public schools. A smaller portion, 21%, work in private-subsidised schools, and only 5% are in fully private schools.

### **4.3. Descriptive Analysis of Teacher Responses**

This section aims to examine the trends, patterns, and key terms emerging from the data collected through teacher surveys in Google Forms to provide a qualitative analysis of the responses given by teachers regarding their perceptions

of school violence and aggression and identify significant factors and insights that contribute to understanding how teachers perceive and respond to violence in the school environment.

The analysis is structured around seven key dimensions: Verbal Violence, Physical Violence, Social Exclusion, Digital Violence, Teacher Violence, Prevention, and the Implications for Learning.

### **Verbal Violence:**

Concerning the verbal violence dimension, based on the responses provided, it is evident that students have normalised a reality in which aggression and verbal violence are prevalent in schools across the Atacama region.

In the classrooms when I give a work in groups or pairs, but at random, they start the typical comments that I don't like this person for this and that. (I3A8)

The fact that such comments are made during random groupings indicates that verbal violence may be a regular and accepted part of student interactions. This reflects a broader cultural issue within the classroom where hostility is tolerated or overlooked. This reduces their ability to concentrate and participate, thus rejected students may be negatively affected in their academic performance.

After a situation of sentimental relationships between classmates of different levels (a boy in the sixth grade 'proposed' to a girl in the fifth grade), teasing,

rumours, slander and constant harassment by the classmates of the girl involved towards the student during recess began, to the point of having to intervene in the matter. (I1A2)

The continuous harassment can have a significant psychological impact on the student, affecting their mental health and sense of safety within the school. This emotional toll can result in decreased motivation and engagement in learning, as the student may feel unable to focus or participate fully in class. The occurrence of such harassment during recess suggests that the impact extends beyond academic time, affecting the overall school experience. When students feel unsafe or are subjected to harassment, it undermines the quality of their education, as they may become distracted, disengaged, or anxious about returning to school.

### **Physical Violence:**

Concerning the physical violence dimension, the responses indicate that students have come to accept physical aggression as a common occurrence, both within the school and in the surrounding areas of the schools of the Atacama region.

Outside the school, in the square near the school and inside the school, there are always records of physical violence by the students themselves. (I18A2)

Physical violence is a recurring issue both within the school and in the surrounding area, specifically in the square near the school. The fact that such

incidents are consistently reported suggests that this behaviour is widespread among the students, affecting not only the school environment but also the nearby community.

Blows to the head, blows with non-blunt objects,  
pushing, chokes... (I3A2)

Aggression and violence, various forms of physical violence, include blows to the head, strikes with non-blunt objects, pushing, and choking. These actions indicate severe aggression that poses significant risks to students' physical safety and emotional well-being. The inclusion of such harmful behaviours highlights a concerning trend of escalating violence within the school environment, which can negatively impact both individual students and the overall school climate.

### **Social Exclusion:**

Social exclusion is a significant issue within the school environment, where certain students may be deliberately isolated or marginalised by their peers. This exclusion can take many forms, from being left out of group activities to being targeted for bullying, and it often leads to negative emotional and psychological effects on the students involved. The impact of social exclusion can extend beyond the immediate social context, influencing students' academic performance and overall welfare.

A sixth grader who entered school this year, as a result of neurological disorders that hinder his learning and social relationships, has found it difficult to feel accepted by others. (I1A6)

Regarding social exclusion, it is noticeable that students with specific learning difficulties are facing segregation and peer aggression. Concerning the answers two teachers report exclusion to students with different conditions or disorders.

I have seen a few situations (about social exclusion) usually due to students with different abilities. (I4A6)

### **Digital Violence:**

Regarding digital violence, this dimension focuses on the use of digital platforms and devices to harm, intimidate, or isolate others. In today's interconnected world, such violence can manifest in various forms, including cyberbullying, online harassment, and the spread of harmful rumours or false information. Digital violence, much like other forms of aggression, has the potential to significantly impact students' emotional well-being, social interactions, and academic performance.

Guardians are asking to speak to head teachers as their children suffer from cyberbullying. (I11A8)

A student in my class threatened to hit another student on Instagram. (I9A8)

The WhatsApp groups for the classes have recently been used to mock or argue with classmates. (I12A8)

It happens a lot with confession pages on Instagram. (I17A8)

Regarding Digital Violence, there are four concerning responses suggesting that digital violence is not only prevalent but also increasingly localised within the school community. While cyberbullying, threats, and harassment are taking place on digital platforms like Instagram and WhatsApp, the behaviour appears to be confined to student groups rather than being widely spread or external. This suggests that digital violence often impacts peer relationships within the school, affecting students' emotional health and social dynamics in a more immediate and personal way. Additionally, the need arises to provide representatives with advice and information on how to address these issues, particularly considering that some may not be familiar or comfortable with technology.

### **Teacher Violence:**

Regarding teacher violence, this dimension focuses on situations where harmful actions or behaviours are directed by teachers towards students. Although such instances are not as widespread as other forms of violence.

A colleague tells children when they don't get at the first explanation, he tells them 'You are dumb'. (I7A10)

By calling students "dumb" when they struggle to understand a concept, the teacher contributes to an environment of verbal aggression. Even though this may seem like an isolated remark, such language can have lasting effects on students' confidence, motivation, and perception of their academic abilities.

**Prevention:**

Regarding prevention, this dimension encompasses reflection, education, assurance, and participation, while also measuring the impact of violence and prevention strategies on learning.

The specific actions or strategies implemented to address a problem or issue with the aim of improving a situation or outcome are the interventions. In the context of school violence and aggression, interventions are deliberate steps taken by educators, administrators, or the school community to prevent, manage, or resolve instances of violence, aggression, or other disruptive behaviours.

Firstly, a conversation is held with those involved regarding what happened. If they are not present, the situation is discussed with the class as a way of reflecting on the problem and this is referred to the school community, who follow up on the case or intervene depending on the situation. (I3A12)

Talks in orientation classes. Activities to express their opinion for their peers. (I4A12)

Separate, calm, talk, approach school coexistence, and meet with their guardians. (I6A12)

Regarding prevention, various intervention strategies are applied across different schools and situations to address and mitigate violence. In some cases, a conversation is held with the students involved to discuss what happened. If the individuals are not present, the situation is addressed with the class as a whole to encourage reflection on the issue. The matter is then referred to the school community, which follows up on the case or intervenes depending on the specific circumstances. In other instances, talks are organised during orientation classes, and activities are conducted to allow students to express their opinions for the benefit of their peers. Additionally, when necessary, students are separated, calmed, and engaged in discussions focused on improving school coexistence, with follow-up meetings involving their guardians.

To deal with these situations, educational establishments tend to have specific protocols in place.

Rules of procedure and a team of inspectors to deal with various situations. (I4A14)

The establishment currently has a rigorous anti-violence protocol that protects victims as well as provides

support and accompaniment to those who have been abused. (I12A14)

Despite the existence of these protocols, only two interviewees were able to provide specific details about them, suggesting a gap in awareness or communication among staff and students regarding the procedures in place.

### **Implications for Learning:**

To assess the implications on learning, it is essential to consider both the impact of violence and aggression, as well as the effectiveness of prevention strategies. Violence in the school environment—whether verbal, physical, or digital—can severely disrupt students' emotional well-being, social interactions, and academic performance.

It has negatively affected their social relations, their self-esteem and self-perception, as well as hindering their learning process. (I1A16)

In motivation to learn, they do not want to be inside the classroom or attend classes. (I4A16)

The main impact on students' learning is that they start missing classes when they are victims of violence and do not report the situation to the school or their parents or guardians. (12A16)

The main impact is on self-esteem and motivation to learn. (I18A16)

Regarding the implications for learning, there is a clear negative impact on students' self-esteem, abilities, and motivation to learn. Victims of violence often experience a decline in social relationships, self-esteem, and self-perception, which in turn hinders their learning process. Additionally, students may lose motivation to attend classes or engage in learning, preferring to avoid the classroom altogether. One of the primary consequences is that students who face violence may start skipping classes, often without reporting the situation to either the school or their parents or guardians.

## CHAPTER V DISCUSSION

The main objective of this research is to address aggression and violence in selected schools analysing the implications for learning and strategies for prevention. In other words, the research aims to explore the various forms of aggression and violence present in the school environment, examining how these issues affect students' academic performance and overall well-being. Additionally, it seeks to evaluate the effectiveness of existing prevention strategies and suggest potential improvements to create a safer, more supportive learning atmosphere.

Among the most significant findings is the verifiable effectiveness of preventive strategies in reducing violence and aggression in schools with higher levels of participation, education for non-violence, and the implementation of preventive strategies. This is particularly evident in certain schools within the research, where these strategies were more rigorously applied. This aligns with the study of Healy et al. (2020), which emphasises the positive impact of developing social and emotional competencies in reducing aggression. In schools with stronger interventions, the integration of emotional intelligence, empathy, and conflict-resolution skills into the school culture contributed to a marked decrease in violent behaviours.

Another significant finding, as reported by many teachers, is that students frequently engage in repeated aggressive behaviours towards their peers. This persistence can be explained by Pina López et al. (2021), who identify a correlation between attitudes supporting violence and the prevalence of school violence among children and adolescents. Furthermore, the documented behaviours in this research align with Flynn & Mathias's (2023) interpretation of Bronfenbrenner's Ecological Systems Theory (1979),

which is supported by global studies (Analisah & Indartono, 2019; Flynn & Mathias, 2023; Hong & Espelage, 2012; Ručman, Klun, & Frangež, 2023). According to Flynn & Mathias (2023), effective preventive strategies should involve key components of the mesosystem, such as family, peers, schools, and religious institutions, to create a more supportive environment for students. Teachers, in their responses to the questionnaire, suggested various strategies that align with this theoretical framework, pointing to the potential for comprehensive, multi-level interventions.

Concerning the impact of school violence on the learning process of students within Atacama schools, according to the teachers; the most noticeable pervasive effect on students is the poor school performance caused by feelings of insecurity, which can lead to lack of motivation, low self-esteem or even dropping out. This causes damage to the student's grade point average (GPA). This is in line with the study presented by Diaz-Vargas et al. (2023) where students who perceived or experienced higher violence within the school exhibited lower academic performance. According to teacher surveys, there is a correlation where the more violence is perceived or experienced, the more the learning process of certain students is diminished.

The results of CENVI-27 showed a warning sign, even if they do not coincide with those of the questionnaire application by Muñoz-Troncoso (2022) the context of that study was very different and in the case of this study, the levels of violence in some establishments, especially in physical violence, verbal violence and social exclusion were very high. Although students feel safe and participate in or perceive activities related to non-violence, these strategies do not seem to be working in all schools.

## 5.1 Development of Intervention Materials

Once the data was collected, it became clear that there was a need to provide students and parents with relevant information. As part of the study design, two main editable resources were created for each school based on the observations made. These resources can be modified by the research team and provided free of charge to the schools that participated in the study.

**Figure 36**

*Customizable Trifold Prototype Part 1*



*Note: Own Elaboration*


Figure 37

Customizable Trifold Prototype Part 2.

### ¿QUÉ ES LA VIOLENCIA ESCOLAR?

Se define como acciones dentro del entorno escolar que imponen control sobre los demás, socavando su identidad o potencial (Henry, 2000).

La violencia tiene diversas manifestaciones...




- 1) **Violencia verbal:** agresiones mediante insultos, amenazas o humillaciones que buscan controlar, provocar inseguridad o generar descontrol emocional.
- 2) **Violencia física:** incluye agresiones como empujones, golpes, tirones de pelo o uso de objetos. Puede ser directa, cuando afecta el cuerpo de la víctima, o indirecta, al dañar sus pertenencias o materiales.
- 3) **Exclusión social:** se refiere a actos de discriminación y de rechazo, por razones como el rendimiento académico, país o etnia de origen, diferencias culturales o raciales; o el aspecto físico.

### 4) Violencia por medios tecnológicos:

incluye comportamientos violentos principalmente por medio del teléfono móvil e Internet como fotos, grabaciones o mensajes dañinos.

### 5) Violencia de profesores a estudiantes:

se da cuando el profesor es quien agrede a uno o más estudiantes, ya sea verbalmente con la intención de ridiculizar; físicamente y/o discriminando por razones académicas, culturales o físicas. (Muñoz, 2014).




### ¿CÓMO PUEDO AYUDAR A MÍ PUPILO ?

[Protocolo para Padres y Apoderados]

### ¿Conoces las señales de alerta?

- Lesiones inexplicables.
- Pérdida de material escolar o pertenencias personales.
- Cambio en los hábitos alimentarios.
- Dificultad para conciliar el sueño o tener pesadillas.
- Disminución del rendimiento académico, pérdida de interés o rechazo a ir a la escuela.
- Pérdida repentina de amigos o deseo de evitar actividades con los compañeros.



Referencia:  
Henry, S. (2000). What is school violence? The Annals Of The American Academy Of Political And Social Science, 567(1), 16-29

Note: Own Elaboration

Figure 38

Infographics Prototype for Schools.

**UNIVERSIDAD DE ATACAMA**  
VICERRECTORÍA GENERAL  
VICERRECTORÍA DE EDUCACIÓN  
Departamento de Historia

## Violencia y Agresión Escolar

**Y SI HOY NO VUELVO, LOS QUIERO MUCHO...**

Entre enero y septiembre de 2023, se registraron 12.530 denuncias en la Superintendencia de Educación, un 14,8% más que en el mismo periodo de 2022. De estas, el 71,1% (8.911 casos) estaban relacionadas con la convivencia, lo que representa un aumento del 10,9% respecto al año anterior.\*

### ¿Qué es la violencia y agresión escolar?

La violencia escolar puede definirse como la acción de ejercer control sobre los demás dentro de un entorno escolar de forma que disminuya su identidad o su potencial. La agresión por su parte es un comportamiento con intención de causar daño a los demás, ya sea a su integridad física, emocional o sus pertenencias.

**Los principales tipos de violencia escolar y sus consecuencias son:**

- Violencia Verbal**  
Causa efectos inmediatos emocionales como humillación, tristeza y ansiedad, afectando la autoestima y generando inseguridad. A largo plazo, puede provocar depresión, ansiedad y aislamiento social.
- Violencia Física**  
Genera lesiones y dolor inmediato, así como miedo e inseguridad. A largo plazo, puede llevar a trastornos de estrés postraumático, baja autoestima y dificultades para establecer relaciones saludables.
- Violencia Emocional**  
Produce sentimientos de exclusión, tristeza y dificultades de concentración. Con el tiempo, puede causar depresión, ansiedad y problemas de identidad.
- Violencia Digital**  
Provoca angustia y vergüenza inmediata, dañando la reputación de la víctima. A largo plazo, puede llevar a aislamiento, ansiedad, depresión y pensamientos suicidas, afectando la confianza en las interacciones digitales y sociales.

### Y si sufro u observo violencia, ¿Qué puedo hacer?

**Opción 1**

**Opción 2**

\* Unidad de Estadísticas y Estudios (UEE) (2023). Denuncias por Convivencia Escolar al 30 de septiembre de cada año, años 2018 a 2023. En [www.supereduc.cl](http://www.supereduc.cl). Superintendencia de Educación. <https://www.supereduc.cl/ep-corrientes/epcor/2023/INMU/TA-2313-Denuncias-Convivencia-Escolar-20230930.pdf>

Note: Own Elaboration

The primary limitation of this study is related to time constraints. Due to the limited timeframe available for conducting the research, the findings, results, and procedures emerging from the action research process will need to be explored further in future studies. It is anticipated that these results will enhance the understanding of the implications of violence and aggression within the educational context.

## CHAPTER VI CONCLUSION

This study seeks to examine the factors that relate to violence in schools and how learning in a violent environment with high levels of aggression affects students' learning, as well as to determine what are the main factors that contribute to the perception of safety within schools and how teachers similarly perceive these issues from another perspective. Based on the data analysis, the major findings were how students perceive social rejection by their classmates. This finding was complemented by the responses of teachers who demonstrated that they had witnessed this in the classroom when assigning group work. Violence is currently carried out behind mobile devices, and through various social networks available to young people without constant supervision by responsible adults. This discovery is fundamental to the research as it clarifies how the different fights are commonly evidenced in schools. "Social networks play a significant role by not only sparking conflicts that escalate into fights but also by negatively impacting students' self-esteem and self-perception, leading to further consequences. Learning in an unsafe environment directly affects students' learning. These factors have significant implications for students, teachers and members of the educational community, mainly students and teachers who are the main actors when talking about education. Therefore, different strategies need to be addressed to prevent violent events within schools by educating from a solid but respectful basis, including parents in this new teaching to generate closer ties that foster values and trust and ultimately significantly reduce potential fights that may occur in schools, so that teachers and students can function within a safe environment and can successfully teach and learn. Despite the limitations that were evident at the time of conducting the research, such as the seriousness that was given to the instruments applied to the sample, the results yielded significant data that could be used in new research that

focuses mainly on the search for learning strategies that have as a cross-cutting objective the reinforcement of values through the teaching of content. On the other hand, future research can broaden its demographic range, which could mean new data that could contribute to the search for a final product. The findings of this research indicate that all the objectives set at the outset were successfully achieved. The impact of school violence on students' learning processes within Atacama schools was measured, revealing significant challenges in academic performance and emotional stability due to various forms of aggression. Furthermore, the effectiveness of preventive strategies in reducing violence and aggression in Atacama schools was evaluated, demonstrating notable success in schools that implemented comprehensive measures, though some schools showed room for improvement. Finally, the correlation between incidents of aggression and violence and students' academic performance was assessed, establishing a clear negative relationship that brings out the importance of addressing these issues holistically.

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[9e7e-fa65af103535/files/s3n2040461](https://ora.ox.ac.uk/objects/uuid:55a458d3-97da-4cb4-9e7e-fa65af103535/files/s3n2040461)

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## ANNEXES

### CUESTIONARIO CONVIVENCIA ESCOLAR PARA NO VIOLENCIA (CENVI-27)

Este cuestionario fue elaborado y validado por la Red Latinoamericana de Convivencia Escolar en conjunto con la Universidad Católica de Temuco y Universidad la República.

Este cuestionario es anónimo, sin embargo, es necesario saber algunas de las características de los estudiantes que lo responden. A continuación, deberás marcar con una **X** sobre el cuadrado de la alternativa que corresponda a tu realidad o escribiendo la respuesta según sea el caso.

<b>1. Indica tu edad</b>			
<b>2. Indica tu Género</b>			
<input type="checkbox"/> Hombre	<input type="checkbox"/> Mujer	<input type="checkbox"/> Otro	
<b>3. Nacionalidad</b>			
<input type="checkbox"/> Chilena		<input type="checkbox"/> Extranjera	
<b>4. ¿Pertenece a algún pueblo originario?</b>			
<input type="checkbox"/> Mapuche	<input type="checkbox"/> Aimara	<input type="checkbox"/> Rapanui	<input type="checkbox"/> Quechua
<input type="checkbox"/> Atacameño	<input type="checkbox"/> Colla	<input type="checkbox"/> Kawésqar	<input type="checkbox"/> Yagan
<input type="checkbox"/> Diaguita	<input type="checkbox"/> Chango	<input type="checkbox"/> Selknam	<input type="checkbox"/> Otro
<input type="checkbox"/> No lo sé	<input type="checkbox"/> No pertenezco		
<b>5. ¿En qué curso te encuentras actualmente?</b>			
<input type="checkbox"/> 5to Básico	<input type="checkbox"/> 6to Básico	<input type="checkbox"/> 7mo Básico	<input type="checkbox"/> 8vo Básico
<input type="checkbox"/> 1ro Medio	<input type="checkbox"/> 2do Medio	<input type="checkbox"/> 3ro Medio	<input type="checkbox"/> 4to Medio
<b>6. ¿Cuál es la dependencia de tu establecimiento educacional?</b>			
<input type="checkbox"/> SLEP		<input type="checkbox"/> Subvencionado	<input type="checkbox"/> Privado
<b>7. ¿Cuál es el nombre de tu establecimiento educacional?</b>			

Te presentamos una serie de preguntas acerca de situaciones que ocurren a veces en las escuelas, liceos o colegios, para que tú respondas cómo ves la realidad de tu colegio. Puedes responder muy honestamente pues el cuestionario es anónimo (no va con tu nombre). Tus respuestas son muy importantes para que tu colegio progrese, si es que tiene algunos problemas.

Para contestar el cuestionario, deberás señalar qué tanto ocurre cada situación en tu colegio, **marcando una X en el cuadrado que corresponda**, siguiendo esta clave:

1 = Siempre    2 = Frecuentemente    3 = Pocas Veces    4 = Nunca

		1	2	3	4
X1	Algunos estudiantes ponen sobrenombres molestos a sus compañeros/as.				
X2	Hay estudiantes que se burlan o insultan verbalmente a compañeros/as.				
X3	Hay compañeros/as que avergüenzan a otros haciéndole burlas con la persona que le gusta.				
X4	Hay estudiantes que golpean a compañeros/as dentro del colegio.				
X5	Algunos estudiantes pelean en las cercanías del colegio.				
X6	Ciertos estudiantes amenazan con golpes a otros compañeros/as para causarles miedo u obligarles a hacer cosas.				
X7	Hay estudiantes que no dejan entrar en su grupo a otros compañeros/as haciéndoles sentir que son inferiores.				
X8	Hay estudiantes que son discriminados o excluidos por su físico, o porque son lentos o algo les cuesta más que los demás compañeros/as.				
X9	Hay compañeros/as que avergüenzan o ridiculizan a otros para dañar su imagen, excluirlos o dejarles fuera de los encuentros sociales del curso.				
X10	En mi colegio algunos estudiantes ofenden, insultan o amenazan a otros a través de mensajes instantáneos por WhatsApp, Instagram, Facebook, TikTok, correo electrónico u otros.				
X11	Algunos estudiantes crean cuentas o perfiles en redes sociales con nombres falsos para difundir comentarios que avergüenzan o intimidan a otros.				
X12	Hay estudiantes que se apropian de la cuenta de YouTube, Instagram, TikTok, Facebook, X (Antes Twitter) o Correo de otros compañeros, para ver contenido privado, burlarse, amenazar o agredir.				

X13	En el colegio ciertos profesores hacen comentarios que ofenden o intimidan a algunos estudiantes.				
X14	Hay profesores que intencionan malas notas hacia determinados estudiantes.				
X15	Hay profesores que con sus manos toman fuertemente a los estudiantes para llamarles la atención o sacarlos de la sala.				
X16	En este colegio, reflexionamos junto a los profesores sobre las consecuencias que tiene el maltrato, la violencia o el abuso.				
X17	Los estudiantes reflexionamos junto a los profesores sobre situaciones que nos pueden llevar a conductas violentas.				
X18	Los profesores nos han enseñado a controlar el enojo y evitar la violencia para resolver pacíficamente los conflictos.				
X19	Los estudiantes tenemos espacios para hablar sobre los conflictos que ocurren entre compañeros y logramos llegar a acuerdos para resolverlos.				
X20	En este colegio los estudiantes hemos realizado acciones que nos han ayudado a disminuir la violencia y mejorar la convivencia.				
X21	En este colegio se organizan eventos como campañas y talleres para prevenir situaciones de violencia y acoso entre estudiantes.				
X22	En este colegio se aplican con claridad las sanciones cuando hay violencia o abuso entre compañeros/as.				
X23	En este colegio se refuerzan las normas sobre no hacer bromas pesadas, porque causan daño a los compañeros/as.				
X24	En este colegio cuando un estudiante acosa o violenta a otro, los padres son citados por el inspector o profesor jefe.				
X25	Los estudiantes participamos en la elaboración del reglamento de convivencia escolar, sus normas y sanciones.				
X26	Analizamos en grupo sobre el porqué de las normas del colegio.				
X27	Los estudiantes ayudamos para que se cumplan las normas acordadas.				

# Instrumento para Docentes: Percepción y Estrategias Frente a la Violencia y la Agresión Escolar.

Esta encuesta, realizada por los profesores en formación de la carrera de Licenciatura en Educación y Pedagogía en Inglés de la Universidad de Atacama, Daniel Jorquera e Ignacia Figueroa, en colaboración con la docente Katterine Pávez Bravo, tiene como objetivo conocer la percepción de los docentes sobre la violencia escolar en las escuelas de la región de Atacama y su impacto en el aprendizaje. Se indagará también sobre la disponibilidad y eficacia de las capacitaciones, las estrategias de intervención ante situaciones de violencia, además de la existencia y aplicación de protocolos. Las respuestas serán confidenciales y anónimas. Los datos se utilizarán exclusivamente para nuestra investigación de nuestro trabajo de grado, con el fin de proponer un plan de acción para mejorar la convivencia escolar.

## Instrucciones:

Por favor, responda cada pregunta según su experiencia personal y perspectiva. No hay respuestas correctas o incorrectas, lo que nos interesa es su opinión y experiencia como docente.

## Duración:

Esta encuesta tiene una duración estimada de 15 a 20 minutos.

\* Indica que la pregunta es obligatoria

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1. Correo \*

\_\_\_\_\_

2. ¿En qué establecimiento educacional trabaja? \*

\_\_\_\_\_

*Salta a la pregunta 3*

## Datos demográficos del docente

Estas preguntas buscan comprender los antecedentes desde la perspectiva docente que pueden influir en su percepción de la violencia escolar. Por favor, seleccione una alternativa. Si su respuesta es "otra," especifique en el espacio proporcionado.

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3. **1. ¿Cuál es su rango de edad? \***

*Marca solo un óvalo.*

- 20-30 años.
- 31-40 años
- 41-50 años
- 51-60 años
- 61 años o más

4. **2. ¿Cuál es el nivel en el que enseña actualmente? \***

*Selecciona todos los que correspondan.*

- Educación básica. (1ro básico a 6to básico)
- Educación media. (7mo básico a 4to medio)

5. **3. ¿Cuántos años de experiencia tiene como docente? \***

*Marca solo un óvalo.*

- 5 años o menos
- 6-10 años
- 11-15 años
- 16-20 años
- 21 años o más

6. **4. ¿En qué tipo de establecimiento educacional se desempeña actualmente? \***

*Marca solo un óvalo.*

- Público
- Particular-Subvencionado
- Privado

## Violencia Escolar

Esta sección se centrará en medir el impacto de la violencia escolar, evaluando cómo estas situaciones afectan tanto el ambiente educativo como el bienestar de los estudiantes. La violencia escolar se refiere a cualquier acto de agresión física, verbal, psicológica o digital que ocurre en el contexto educativo y que afecta negativamente a estudiantes, docentes o personal de la escuela. Esta violencia puede manifestarse a través de peleas, amenazas, insultos, exclusión social, acoso en línea o daños a las pertenencias de otros.

7. **1. ¿Con qué frecuencia observa que los estudiantes emplean apodos molestos, se burlan o insultan verbalmente, o intentan avergonzar a otros compañeros/as haciendo comentarios sobre sus intereses y gustos?** \*

*Marca solo un óvalo.*

- Siempre
- Frecuentemente
- Pocas Veces
- Nunca

8. **2. Si ha presenciado alguna de las situaciones mencionadas, ¿podría describir algún caso específico?**

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9. **3. ¿Con qué frecuencia observa situaciones en las que estudiantes recurrentes a golpes, peleas o amenazas de violencia física hacia sus compañeros/as, tanto dentro del colegio como en sus cercanías?** \*

*Marca solo un óvalo.*

- Siempre  
 Frecuentemente  
 Pocas veces  
 Nunca

10. **4. Si ha presenciado alguna de las situaciones mencionadas, ¿podría describir algún caso específico?**

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11. **5. ¿Con qué frecuencia ha observado situaciones en las que estudiantes excluyen a sus compañeros/as o los hacen sentir inferiores, ya sea por su apariencia física, por tener un ritmo diferente de aprendizaje o mediante actos de ridiculización que afectan su integración social en el curso?** \*

*Marca solo un óvalo.*

- Siempre  
 Frecuentemente  
 Pocas veces  
 Nunca

12. **6. Si ha presenciado alguna de las situaciones mencionadas, ¿podría describir algún caso específico?**

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13. **7. En su experiencia, ¿con qué frecuencia ha observado que algunos estudiantes en su colegio utilizan redes sociales o medios digitales (como WhatsApp, Instagram, Facebook, TikTok, correo electrónico u otros) para ofender, insultar, amenazar, crear perfiles falsos con fines intimidatorios o acceder sin permiso a cuentas ajenas para ver contenido privado, burlarse o agredir a otros compañeros/as?** \*

*Marca solo un óvalo.*

- Siempre
- Frecuentemente
- Pocas veces
- Nunca

14. **8. Si ha presenciado alguna de las situaciones mencionadas, ¿podría describir algún caso específico?**

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15. **9. En su experiencia, ¿con qué frecuencia ha observado que ciertos profesores en su colegio hacen comentarios ofensivos o intimidatorios hacia algunos estudiantes, intencionan malas notas o utilizan contacto físico de manera brusca para llamar la atención o sacar a estudiantes de la sala?** \*

*Marca solo un óvalo.*

- Siempre
- Frecuentemente
- Pocas veces
- Nunca

16. **10. Si ha presenciado alguna de las situaciones mencionadas, ¿podría describir algún caso específico?**

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#### Gestión de Convivencia

Esta sección evalúa el conjunto de estrategias, prácticas y políticas implementadas su institución educativa para fomentar un ambiente escolar seguro, inclusivo, y respetuoso, donde se promuevan relaciones positivas entre todos los miembros de la comunidad educativa (estudiantes, docentes, y personal administrativo).

17. **1. ¿Ha intervenido alguna vez en situaciones de violencia o conflicto entre estudiantes?**

*Marca solo un óvalo.*

- Si
- No

### Consentimiento informado

Este documento es una invitación a participar en un estudio realizado por los estudiantes Ignacia Figueroa Labarca y Daniel Jorquera Montes, supervisados por la Mg. Katterine Pavez Bravo en la Universidad de Atacama. La investigación busca entender y abordar la agresión y la violencia en escuelas, enfocándose en las implicaciones para el aprendizaje y en posibles estrategias de prevención.

Si acepta participar, se le pide que complete una encuesta con preguntas cerradas y abiertas de carácter personal y confidencial de aproximadamente diez minutos sobre su experiencia con violencia en el ámbito docente. La participación es voluntaria y gratuita. Además, puede retirarse en cualquier momento sin necesidad de justificación. Se garantiza el anonimato y la confidencialidad, y los resultados podrían ser publicados en medios científicos sin revelar identidades.

Los datos recopilados se manejarán de forma segura y estarán disponibles solo para los investigadores y la profesora a cargo. Además, se le ofrecerá la posibilidad de conocer el análisis y los resultados obtenidos si lo desea, manteniendo en todo momento una comunicación abierta con los investigadores para resolver dudas y asegurar su bienestar emocional y físico.

Muchas gracias por su participación.

Si necesita información adicional sobre el proceso puede contactar a:

**Ignacia Figueroa Labarca**

Estudiante responsable de la investigación.

email: [ignacia.figueroa.21@alumnos.uda.cl](mailto:ignacia.figueroa.21@alumnos.uda.cl)

**Daniel Jorquera Montes**

Estudiante responsable de la investigación.

email: [daniel.jorquera.16@alumnos.uda.cl](mailto:daniel.jorquera.16@alumnos.uda.cl)

**Katterine Pavez Bravo**

Académica Mg., profesora patrocinante de la investigación.

email: [katterine.pavez@uda.cl](mailto:katterine.pavez@uda.cl)



UNIVERSIDAD  
DE ATACAMA  
FACULTAD DE HUMANIDADES  
Y EDUCACIÓN  
Departamento de Idiomas

### Declaración de participación

He sido invitado/a a participar de la investigación: "Addressing Aggression and Violence in selected schools: Implications for Learning and Strategies for Prevention". He leído atentamente el consentimiento informado, no tengo ninguna duda respecto a mi participación. Acepto de manera libre y voluntaria participar en la investigación. Estoy consciente de que tengo el derecho a terminar mi participación en cualquier momento. Recibo duplicado de este documento.

\_\_\_\_\_ Sí acepto

\_\_\_\_\_ No acepto

Firma del participante: \_\_\_\_\_

Muchas gracias por su participación.

Copiapó, \_\_\_\_\_ de \_\_\_\_\_ del 2024.

### Consentimiento informado

Este documento es una invitación a su pupilo/a a participar en un estudio realizado por los estudiantes Ignacia Figueroa Labarca y Daniel Jorquera Montes, supervisados por la Mg. Katterine Pavez Bravo de la Universidad de Atacama. La investigación busca entender y abordar la agresión y la violencia en escuelas, enfocándose en las implicaciones para el aprendizaje y en posibles estrategias de prevención.

Si acepta que su pupilo/a participe, se le pedirá que complete una encuesta personal y confidencial de aproximadamente quince minutos sobre su experiencia con violencia en el ámbito educativo. La participación es voluntaria y gratuita. Además, puede retirarse en cualquier momento sin necesidad de justificación. Se garantiza el anonimato y la confidencialidad y los resultados podrían ser publicados en medios científicos sin revelar identidades.

Los datos recopilados se manejarán de forma segura y estarán disponibles solo para los investigadores y la profesora a cargo. Además, se le ofrecerá la posibilidad de conocer el análisis y los resultados obtenidos si lo desea, manteniendo en todo momento una comunicación abierta con los investigadores para resolver dudas y asegurar su bienestar emocional y físico.

Muchas gracias por su participación.

Si necesita información adicional sobre el proceso puede contactar a:

**Ignacia Figueroa Labarca**

Estudiante responsable de la investigación.

email: [ignacia.figueroa.21@alumnos.uda.cl](mailto:ignacia.figueroa.21@alumnos.uda.cl)

**Daniel Jorquera Montes**

Estudiante responsable de la investigación.

email: [daniel.jorquera.16@alumnos.uda.cl](mailto:daniel.jorquera.16@alumnos.uda.cl)

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\_\_\_\_\_ Sí acepto

\_\_\_\_\_ No acepto

Firma del apoderado/a: \_\_\_\_\_

Muchas gracias por su participación.

Copiapó, \_\_\_\_\_ de \_\_\_\_\_ del 2024.

Este Trabajo de Grado Titulado:  
Addressing Aggression and Violence in Selected Schools: Implications for Learning and  
Strategies for Prevention

escrito por

Ignacia Figueroa Labarca y

Daniel Jorquera Montes

ha sido aprobado por el Departamento de Idiomas

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Profesora patrocinante: Katterine Pavez Bravo

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Profesora evaluadora: Rosana Seguel Cabezas

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Profesora evaluadora: Natalia Campos Martínez

Fecha: \_\_\_\_\_

La versión final de este Trabajo de Grado ha sido revisada por todos los firmantes quienes confirman que el contenido y la forma cumplen con los estándares de trabajo intelectual de la disciplina arriba mencionada.