# MENDIVE
## REVISTA DE EDUCACIÓN

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**Artículo original**

# Affectivity as a strategy against school violence

## Afectividad como estrategia ante la violencia escolar

## Afetividade como estratégia contra a violência escolar

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## ABSTRACT

The study focused on the importance of affectivity in the socio-emotional development of students and the formation of social characteristics at home to connect with the educational community, where emotional capacities are put into practice in various conflict situations. The objective is to identify the factors that influence school violence, through a bibliographic review and placing the family nucleus as the main indicator of the socio-emotional development of boys and girls, to propose strategies that generate an atmosphere of affection in the classroom. The research approach was qualitative, based on a bibliographic review, with a comparative analysis of studies, methods, results and conclusions from bibliographic sources of different scientific journals. Finally, the central ideas of several authors were synthesized and divided into three important aspects such as: affectivity as a solution to school conflicts, the influence of the family nucleus on violent behavior in the classroom and strategies to generate an environment of affectivity in the classroom, which helps to reduce aggressive behavior in students in the school context. It was concluded by affirming the importance of affectivity in the development of social and emotional skills in education; certain family factors that trigger violent behavior in the classroom were established and evaluative indicators were proposed to recognize environments of coexistence and a culture of peace in educational institutions.

**Keywords:** affectivity; family environment; interpersonal relationships.

## RESUMEN

El estudio se centró en la importancia de la afectividad en el desarrollo socioemocional de los estudiantes y la formación de las características sociales desde el hogar para vincularse con la comunidad educativa, donde se ponen en práctica las capacidades emocionales ante diversas situaciones de conflicto. Se plantea como objetivo identificar los factores que influyen en la violencia escolar, mediante una revisión bibliográfica y colocando al núcleo familiar como indicador principal del desarrollo socioemocional de los niños y niñas, para proponer estrategias que generen un ambiente de afectividad en el aula. El enfoque de la investigación fue cualitativo, basado en la revisión bibliográfica, con análisis comparativo de estudios, métodos, resultados y conclusiones de fuentes bibliográficas de diferentes revistas científicas; finalmente, se sintetizan las

ideas centrales de varios autores y se dividieron en tres aspectos importantes como: la afectividad como solución ante los conflictos escolares, la influencia del núcleo familiar en los comportamientos violentos en el aula y las estrategias para generar un ambiente de afectividad en el aula, que ayude a la disminución de las conductas agresivas de los estudiantes en el contexto escolar. Se concluyó afirmando la importancia de la afectividad en el desarrollo de habilidades sociales y emocionales en educación; se establecieron ciertos factores familiares que desencadenan comportamientos violentos en el aula y se propusieron indicadores evaluativos para reconocer ambientes de convivencia y una cultura de paz en las instituciones educativas.

**Palabras clave:** afectividad; entorno familiar; relaciones interpersonales.

## RESUMO

O estudo focou na importância da afetividade no desenvolvimento socioemocional dos alunos e na formação de características sociais desde o lar até o vínculo com a comunidade educacional, onde as capacidades emocionais são postas em prática em diversas situações de conflito. O objetivo é identificar os fatores que influenciam a violência escolar, por meio de uma revisão bibliográfica e colocando o núcleo familiar como principal indicador do desenvolvimento socioemocional de meninos e meninas, para propor estratégias que gerem um ambiente emocional na sala de aula. A abordagem da pesquisa foi qualitativa, baseada em revisão bibliográfica, com análise comparativa de estudos, métodos, resultados e conclusões a partir de fontes bibliográficas de diferentes revistas científicas; Por fim, as ideias centrais de diversos autores são sintetizadas e divididas em três aspectos importantes como: a afetividade como solução para os conflitos escolares, a influência do núcleo familiar nos comportamentos violentos em sala de aula e estratégias para gerar um ambiente de afetividade na sala de aula , o que ajuda a reduzir o comportamento agressivo entre os alunos no contexto escolar. Concluiu-se afirmando a importância da afetividade no desenvolvimento de competências socioemocionais na educação; Foram estabelecidos alguns fatores familiares que desencadeiam comportamentos violentos em sala de aula e foram propostos indicadores avaliativos para reconhecer ambientes de convivência e uma cultura de paz nas instituições de ensino.

**Palavras chave:** afetividade; ambiente familiar; relacionamentos interpessoais.

## INTRODUCTION

Affectivity in the classroom is a topic that is present, although indirectly, in educational processes; however, it is necessary to review the way in which it can contribute to the comprehensive training of students, so that interest in the content to be covered and stipulated in a curriculum is not a priority (Aldana et al., 2021). There is a need to reinforce the methodologies that involve the relationships that are formed between teachers and students, which in traditional education were perceived as authoritarianism, fear and hostility (Godoy and Campoverde, 2016). In a certain way, through affectivity, it is possible to understand the individual's own knowledge, by perceiving their exterior, their emotions, empathy and various situations, as Piaget indicates (2005); as a strategy, it is necessary to consider it due to the existing problem of an increase in emotional conditions in adolescents after the pandemic, modifying stress levels and the management of affection among peers (Zumba and Moreta, 2022).

According to the results obtained in the research of Godoy and Campoverde (2016), it can be stated that spaces that generate school violence can be one of the causes of poor academic performance in students, since the lack of affection generates a relationship of hostility and prevents establishing a healthy coexistence

in educational institutions. Also, the research of Zambrano and Almeida (2017). It is mentioned that violent behaviors of students are caused by a variable family climate and the disintegration or lack of stability in interpersonal relationships; this causes a negative atmosphere in the classroom as well as verbal and physical aggression between peers. As can be seen, all these problems surround the family environment that lacks positive emotional relationships and, subsequently, this is reflected in school life, with their classmates and teachers.

There is a slight satisfaction when the factors that influence this issue are already known and it only remains to present possible solutions, but the reality that is presented in certain educational institutions is different. According to the studies carried out by Godoy and Campoverde(2016)In three South American countries: Argentina, Colombia and Ecuador, it was indicated that few Ecuadorian educational researchers consider affectivity as the main axis in learning and in the relationships that are established in the classroom in a positive and motivating way, as well as the lack of projects with innovative strategies that promote healthy environments that result in a closer and harmonious coexistence between teachers and students.

For this reason, the following objective is proposed: to identify the factors that influence school violence, through a bibliographic review and placing the family nucleus as the main indicator of the socio-emotional development of boys and girls, in order to propose strategies that generate an atmosphere of affection in the classroom.

## MATERIALS AND METHODS

In this study, qualitative methodology was used, which generated the necessary information to make a description, using the people's own words, as well as observable behaviors. Qualitative research was used to communicate the feelings of those being investigated. It was also characterized by being inductive, since it was adaptable and flexible to the context and the real situation of the protagonists from their past and present; in addition, it sought to understand people, trying to identify with those investigated, to know their reality and thus the perspectives of everyone in a detailed way.

Qualitative research provided a guide in this article to focus on the characteristics and descriptions of the children's environment, the factors that influence the violent behavior of students, and how we can propose affectivity as a strategy to address this problem, which, according to studies, is viable and feasible.

The method applied was the bibliographic review, to make a detailed explanation of the topic to be investigated; the information collection was done by analyzing all the possible documents that provided the most relevant information for the study. In this data collection process, a manual search was carried out, only for academic articles with Google Scholar, obtaining studies from repositories such as: Redalyc, Dialnet and Scielo. 25 bibliographic references were selected and, in the search, keywords were used that are rescued from each article and that are related to the central theme, such as: affectivity, school violence, socio-emotional skills, family nucleus and emotional intelligence. After performing an analysis of the relevance of the information, 11 academic articles were excluded and only 14 were considered for writing the article.

The method provided the possibility of carrying out a comparative analysis of the studies, methods, results and conclusions of the bibliographic sources, the relevance of the topic in different journals and the need for updated research on the topic, in order to finally offer contributions to future research that allow for further investigation and to propose other possible solutions.

After reviewing the bibliographical sources, 14 academic articles were considered and validated by the authors thanks to the information they provided in the study; then, three relevant aspects were categorized: Affection as a solution to school conflicts, the influence of the family nucleus in the school environment and strategies to generate an atmosphere of affection in the classroom.

## RESULTS

### Affection as a solution to school conflicts

Table 1 presents the contributions and values that were found regarding affectivity, which were considered essential in the formation of students in terms of their socio-emotional development (Table 1).

**Table 1-** Affectivity as a solution

| No. | Author | Context | Interpretation |
|---|---|---|---|
| 1 | Gordillo et al | Spain | Affection is considered essential in the development of children during their student life. |
| 2 | Garcia et al. | Spain | Relationships between teachers and students, when healthy, produce an environment of emotional security and can prevent different conflicts. |
| 3 | Godoy and Campoverde | Ecuador | Affectivity as a fundamental aspect of the educational process. The relationship between teacher and student is considered to be analyzed in order to determine the causes of aggression and hostility in the classroom. |

Relationships are presented as a very important point in the development of the child and, in general, of the person; in addition, a close relationship between socio-emotional aspects and academic development is revealed, making it convenient to analyze more closely the way in which the authors interpret the incidence between them, as well as specify characteristics that allow the evaluation of interpersonal relationships; even more so, between students and teachers.

### The influence of the family nucleus

In the various sources consulted, the authors' common ideas are contemplated, regarding the influence of the family nucleus on the socio-emotional development of their children. This has a positive or negative impact depending on the relationships that are first established in the home. Next, in Table 2, the criteria and the corresponding context of different authors are analyzed (Table 2).

**Table 2 -** The influence of the family nucleus in the school environment

| No. | Author | Context | Interpretation |
|---|---|---|---|
| 1 | Ramirez and Clay | Colombia | Study the influence of the educational community, where different problems with members of the educational community begin, in order to have a clearer idea of the actions of each one and how it affects the school environment. |
| 2 | Gutierrez et al. | Malaga-Spain | The variables that are shown to influence aggressive behavior are: emotional intelligence, cognitive control and the socioeconomic status of the parents. |
| 3 | Zambrano and Almeida | Ecuador | The causes of violent behavior among students are the family environment and the disintegration or lack of stability in interpersonal relationships. |
| 4 | Barrier et al. | Chia-Colombia | The causes of violent behavior in children are the family structure and the parents' low educational level; this is only evident in 50% of the causes that determine these behaviors. Another very important variable is their school environment, which is also a fundamental key in the relationship with the school community. |
| 5 | Iron and Carbajal | Antioch-Colombia | The family plays a key role in the formation of values, attitudes and affectivity that directly influence the development of children as a foundation for forming beings that show emotional, social and value stability. |
| 6 | Robledo and Nicasio | Spain | The social and individual relationship of beings is influenced by the determining role of the family, which is the main agent of socialization of their children. |
| 7 | Noroño et al | Cuba | The factors that influence aggressive behavior in students are poor housing conditions, low educational level of parents, lack of work, poor social integrity and impulsive and dysfunctional families. There is a direct relationship between the family unit and aggressive behavior in children. |

Among the most notable aspects, we can identify the influence of the student's environment on his or her education and attitudes, with the family being the main contributor to the child's development and behavior, strengthened by his or her social context such as: friends, neighbors, close and distant relatives, among others. Various studies have studied this influence, which is why this important point is highlighted, which is sometimes not taken into account in the family, in order to consider the important impact, it has on the individual.

**Strategies to generate an atmosphere of affection in the classroom**

Table 3 analyzes the possible solutions to generate an atmosphere of affection in the classroom and gradually reduce this problem. These solutions can be developed in the classroom to create environments of emotional security, practice of values and assertive communication, with teachers being the ones to carry out this arduous, but not impossible, task (Table 3).

**Table 3-** Strategies

| No. | Author | Context | Interpretation |
|---|---|---|---|
| 1 | Blackberry | Colombia | Teachers, without the need for concepts, rules or manuals, are able to include values and standards of behavior that guide the actions of students, through the values they have and know about themselves. |
| 2 | William | Peru | School is a fundamental space where emotional and affective security must prevail for proper development, and teachers are responsible for creating these spaces to facilitate healthy interpersonal relationships, through assertive techniques to achieve an adequate school climate for students. |
| 3 | Andean | Ecuador | Most teachers are not trained to deal with situations of school aggression between their students and it is proposed to promote a culture of prevention and procedures through training for teachers, to identify the types of violence and methods to counteract school violence. |

Below are some indicators that allow us to evaluate the following aspects that are considered fundamental to establish a healthy coexistence in the classroom.

Classroom behavior rules. These are rules that are established by everyone, both students and teachers, that allow for an adequate school climate. With these rules, positive interpersonal relationships and a healthy environment can be achieved in which to develop their skills and abilities, for example:

- Respect and value the interventions.
- Set up signals to keep quiet.
- Listen actively.
- Maintain the privacy of the group.
- Openness to change.
- Participate actively.
- Appreciate the differences.
- Build trust.
- Maintain unity and support.
- Create a family atmosphere.

Assertive techniques in the classroom, are the set of procedures that allow the development of appropriate skills to counteract conflict situations in the classroom and improve interpersonal relationships. These techniques can be:

- Allow the expression of feelings, opinions or needs with confidence, at the right time and using appropriate words.
- Do not force, belittle or mock the feelings expressed by others.
- Listen carefully to what others say.
- Value the contributions of others.
- Respond to students' needs in a timely manner.

Promote a culture of prevention and procedures,that allows us to identify conflict situations, through:

- Training for teachers on school violence and the paths to follow.
- Awareness meetings to recognize conflict situations.
- Unify and share conflict resolution strategies that have been applied and have yielded results.
- Reinforcement of values in the classroom.

**Central ideas according to the context**

Of the three tables analyzed above, it is considered important to add another one in which the contexts are analyzed, according to the central ideas pointed out by the authors, such as: affectivity as a strategy against school violence, family nucleus as an influence on the aggressive behavior of students in the classroom and possible solutions or strategies to generate an environment of affectivity in school (Table 4).

**Table 4 -** Aspects by contexts

| Authors | Affectivity | Family nucleus | Strategies |
|---|---|---|---|
| **Ecuador** | | | |
| Godoy and Campoverde | X | | |
| Zambrano and Almeida | | X | |
| Andean | | | X |
| **Colombia** | | | |
| Ramirez and Clay | | X | |
| Barrier et al. | | X | |
| Iron and Carbajal | | X | |
| Blackberry | | | X |
| **Peru** | | | |
| William | | | X |
| **Cuba** | | | |
| Noroño et al | | X | |
| **Europe** | | | |
| Gordillo et al | X | | |
| Gutierrez et al. | | X | |
| Garcia | X | | |
| Robledo and Nicasio | | X | |

It begins with Ecuador, where three authors contributed ideas on each aspect of this article and no coincidences were found. From Colombia, four authors provided relevant information, three of them on the family aspect and one on possible strategies, as well as Peru, which also contributes this aspect; however, no other studies have been found in this country or in other South American countries. On the other hand, from Central America, from Cuba, the family aspect was considered; finally, from the European continent, Spain and the United Kingdom, three authors considered affectivity and two the family nucleus.

It is briefly observed that there is a greater number of authors in the Latin American context, since there are nine who focus their studies on this issue, and fewer in the European continent, being five depending on the context; finally, it can be seen that of all the investigations, the majority provided central ideas in the family aspect.

## DISCUSSION

Gordillo et al. (2016) They placed affectivity as the main axis in the formative development of boys and girls from their childhood, since they mention that it is decisive in the school stage; similar to the criteria of Godoy and Campoverde (2016), which indicated that affectivity is fundamental in the educational process. It is important to know that in Ecuador few studies were found that relate affectivity with the educational process, because the research was more focused on learning than on the emotional education of students, which was demonstrated in Table 4, since only one Ecuadorian author contributed to this topic.

Conflicts generated in the classroom are also seen when school coexistence is negative; this criterion was supported by García et al. (2019). It was also found that conflict situations, such as bullying and school violence, can be avoided when there are positive relationships between teachers and students, which generate emotional security, spaces to be heard and emotional support for students. Finally, Godoy and Campoverde (2016). They agreed with this argument, since in their conclusions they state that the affection between Ecuadorian teachers and students can be favorable to stop aggression and hostility in the classroom.

From the studies carried out by Ramírez and Arcila (2013) and Barrera et al. (2006), the ideas that coincide were rescued; the educational community was also involved as an influential factor in the problems that arise in the school environment, they were related in some part to the link that is

established between the agents of the educational community, being also determinants in their school environment. Ramírez and Arcila (2006). They also stressed the importance of focusing the studies on the entire educational community, including students, parents and students, in order to identify actions in each one and thus understand the causes of school violence in greater depth.

Zambrano and Almeida (2017), for their part, mentioned two factors: the family climate and its disintegration. Noroño et al. (2002) They pointed out living conditions such as housing, lack of work, poor social integrity and impulsive and dysfunctional families as other influential factors. They all shared the same idea of the close relationship between the family unit and aggressive behavior in children. Barrera et al. (2006). They also shared this idea with Noroño et al.(2002), since they considered that the family structure and the socioeconomic status of the parents are the causes of the violent attitudes of children, according to the studies carried out.

Gutierrez et al. (2017), Zambrano and Almeida (2017) and Fierro and Carbajal (2018) indicated that another of the influential aspects in violent behavior is the lack of emotional intelligence in children, cognitive control, interpersonal relationships, the lack of values and affective attitudes that are established at home. These authors gave relevance to these issues, since they directly influence social development to form beings that show emotional stability and values; to this is added the idea of Robledo and García (2008), who pointed out that relationships, both social and individual, are influenced by the role that the family plays as the main socializing agent for their children.

There is a disagreement with Mora (2016) and Andean (2018). The first one formulated the capacity of teachers to include values and standards of behavior that guide the actions of students, without having the need to know the concepts, standards or manuals, by putting their own values into practice. This idea is in total

discordance with the second one, since it highlighted the lack of training of teachers when facing conflict situations in the classroom and proposes promoting a culture of prevention and procedures through training and methods to counteract school violence. Guillermo (2017), for its part, proposed assertive techniques that allow for better personal expressions, which generate healthy interpersonal relationships to have a warm and adequate environment for children; the responsibility of this strategy falls directly on teachers, since they are responsible for creating spaces where emotional and affective security reigns for the correct development of students.

It can be concluded that, indeed, affectivity is essential both in formative development and in the educational process, but even more so in the socio-emotional development of boys and girls. This process also takes place in the classroom, but is interrupted when there are no positive relationships between teacher and students, which also generate emotional security and spaces for students to have the freedom to express their emotions and also for them to be contained. Affectivity is considered important for future studies, since of the findings in the context of other countries, few researchers focused their studies on this topic and the lack of interest given to this situation in our country is worrying.

Another aspect to be determined was the influence of the family unit on the behavior of their children in school life. Problems that arise at home such as: family climate, disintegration, impulsive families, low level of education, lack of employment and others trigger these behaviors, there being an evident relationship between family relationships and aggressive attitudes. It is also important to mention that parents are socializing agents, but the participation of the educational community is not separated, being they also determinants in this aspect. As a limiting aspect, it is considered that, by focusing the studies on the entire educational community to thoroughly understand all the causes, the proposal is unattainable in reality, since it

is impossible to treat or provide a solution to all the factors that influence the violent behavior of students.

In conclusion, it is not enough to know the causes of the problem, rather we must propose strategies that allow us to create affective environments; for this, the value of training for teachers is highlighted, which allows them to handle conflict situations, creating spaces for assertive communication, reinforcement of values and promoting a culture of peace and prevention of school conflicts. To this end, some indicators are proposed to recognize if the aforementioned strategies are being applied in the classroom: standards of behavior in the classroom, which can be: respecting and valuing interventions, establishing signals for silence, actively listening, maintaining group intimacy, actively participating, valuing differences, generating trust, maintaining unity and support by creating a family atmosphere; assertive techniques in the classroom, such as: allowing the expression of feelings, opinions or needs with confidence, at the right time and using appropriate words, not forcing, belittling or mocking the feelings expressed by others, listening, valuing and responding to the needs of students in a timely manner; Promote a culture of prevention and procedures, which may include: training for teachers on school violence and the routes to follow, awareness-raising meetings to recognize conflict situations, unify and share conflict resolution strategies that have been applied and have yielded results, and reinforcement of values in the classroom.

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**Conflicts of interest:**

The authors declare that they have no conflicts of interest of any kind.

**Authors' contribution:**

The authors participated in the design and writing of the work, and analysis of the documents.