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Scientific articles

Factores asociados a la violencia escolar de los estudiantes del nivel educativo secundaria

Factors associated with School Violence among secondary school

Fatores associados à violência escolar entre estudantes do ensino secundário

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Resumen

La violencia entre estudiantes de nivel secundaria ha alcanzado tal magnitud que las agresiones tienden a ser normalizadas o incluso justificadas por quienes las ejercen; las presencian o las sufren. Esta tendencia no es exclusiva del contexto local, sino que se refleja también a nivel nacional e internacional, como lo demuestra el incremento constante en los reportes de casos en instituciones escolares. El objetivo del estudio fue analizar los factores sociales y culturales que se relacionan con la violencia escolar entre estudiantes de primer grado de la Escuela Secundaria Técnica Industrial No. 97, en el municipio de Xalapa, Veracruz, México. La metodología utilizada fue cuantitativa de tipo correlacional transeccional, con un diseño transeccional. La muestra estuvo integrada por 54 estudiantes,



la técnica de recolección de información fue la encuesta y el instrumento de medición fue un cuestionario. Los principales resultados evidencian la existencia de la violencia escolar por la necesidad de encajar con sus iguales; los factores culturales entre ellos la crianza, las creencias y las costumbres se asocian de manera significativa en la violencia escolar manifestándose de manera física y verbal. El factor social Grupo de Iguales se relaciona significativamente con la violencia escolar entre los estudiantes. El artículo pone de manifiesto la importancia de atender al grupo etario adolescente, a fin de reorientar sus patrones de comportamientos desde los actores educativos para lograr un desarrollo integral que los lleve a una sana convivencia.

Palabras clave: Violencia escolar, factores sociales, factores culturales, contexto escolar.

Abstract

Violence among secondary school students has reached such a magnitude that aggressive behaviors tend to be normalized or even justified by those who perpetrate, witness, or experience them. This trend is not exclusive to the local context but is also reflected at the national and international levels, as evidenced by the steady increase in reported cases within educational institutions. The objective of this study was to analyze the social and cultural factors that relate to school violence among first-grade students at Escuela Secundaria Técnica Industrial No. 97, located in the municipality of Xalapa, Veracruz, Mexico. A quantitative, correlational methodology was employed, utilizing a cross-sectional design for data collection. The sample comprised 54 students; the data collection technique was the survey, and the measurement instrument was a questionnaire. The main findings reveal the presence of school violence driven by the need to fit in with peers. Cultural factors, including upbringing, beliefs, and customs, are significantly associated in school violence, which manifests in both physical and verbal forms. The social factor of the peer group is significantly related in school violence among students. This article highlights the importance of addressing the adolescent age group in order to redirect their behavioral patterns through the involvement of educational stakeholders, thereby fostering holistic development conducive to healthy coexistence.

Keywords: School violence, social factors, cultural factors, school context.

Resumo

A violência entre estudantes do ensino médio atingiu tal magnitude que a agressão tende a ser normalizada ou mesmo justificada por aqueles que a perpetraram, testemunham ou sofrem. Essa tendência não se restringe ao contexto local, mas também se reflete nos níveis nacional e internacional, como demonstra o constante aumento de casos relatados em escolas. O objetivo deste estudo foi analisar os fatores socioculturais relacionados à violência escolar entre alunos do primeiro ano do Ensino Médio Técnico Industrial nº 97, no município de Xalapa, Veracruz, México. A metodologia utilizada foi quantitativa, especificamente correlacional e transversal, com delineamento transversal. A amostra foi composta por 54 alunos, a técnica de coleta de dados foi um levantamento e o instrumento de mensuração foi um questionário. Os principais resultados demonstram a existência de violência escolar devido à necessidade de se encaixar no grupo de pares; fatores culturais, incluindo educação, crenças e costumes, estão significativamente associados à violência escolar, manifestando-se tanto física quanto verbalmente. O fator social Grupo de Pares está significativamente relacionado à violência escolar entre os alunos. Este artigo destaca a importância de atender às necessidades dos adolescentes para reorientar seus padrões de comportamento, com o apoio dos atores educacionais, visando alcançar o desenvolvimento integral e a convivência saudável.

Palavras-chave: Violência escolar, fatores sociais, fatores culturais, contexto escolar.

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Introduction

The violence observed in schools and its causes has become a topic of great interest to experts over the past decade, not only because of its consequences but also because of its implications for the social and personal development of children and adolescents. To understand aggressive behavior in this context, it is essential to examine the various social dynamics within educational institutions, as well as the family relationships that influence personality development, since both factors can be significant in the school environment.

Currently, violence in schools has become an issue that has been progressively normalized, as evidenced by frequent media reports of aggression between students, a situation that hinders the social function of the school.

Reports of school violence continue to rise, both nationally and internationally. According to data from the Human Rights Commission of the State of Mexico, 93 complaints of school violence were registered during January and February 2023, an average of 1.24 cases per day. This figure is higher than that recorded during the same period the previous year (Jasso, 2023).

Regarding the state of Veracruz, in the first half of 2022—where this study was conducted—114 reports of bullying, child abuse, and sexual acts were documented. These incidents occurred in public schools across 32 municipalities (González, 2022). Similarly, the municipalities of Coatzacoalcos and Xalapa, both within the state, were identified as having the highest number of reported cases of school violence, which are mostly related to violent behavior among elementary and middle school children and adolescents. The severity of these situations has reached such a level that, in some cases, both victims and perpetrators fail to recognize their involvement in acts of violence. Consequently, the state of Veracruz ranks fourth nationally in cases of violence and bullying within the school environment (Morales, 2023). Examples of this include physical assaults, including pushing and hitting, as well as shouting and insults, which have been reported.

In this same context, violence among students has become normalized for those who experience or witness it. This has led to observations of how some groups of young people interact in their daily lives, exhibiting violent behaviors; regardless of their form, these behaviors are completely normalized. Furthermore, expressions such as threats, insults, and verbal aggression circulate among them, which are also seen as part of common interaction. These behaviors are generally internalized as a form of entertainment or social interaction among peers (Pacheco-Salazar, 2018).

The above is reinforced by detecting a variety of elements that impact the emergence and management of violent behavior within the school environment, which has led to discourses that justify such behaviors, simplifying them under the idea that they are natural behaviors of childhood or that they have always existed, as if they were a natural part of the adolescent development process and, on occasion, are considered necessary to shape the character of the young individual.

Therefore, it is important to highlight that in recent years, research on school violence and studies that aim to understand the factors associated with the emergence of violent behaviors in youth contexts have focused on a quantitative perspective, especially with cross-sectional surveys, longitudinal studies, and systematic reviews; among them,

those focused on identifying risk factors at the individual or school level stand out, such as: substance use, low self-regulation, mental health problems, and negative school climates (Qian et al., 2020; Zych et al., 2021; Xue et al., 2022).

In contrast, other studies have addressed social and cultural factors in a more limited way and, in many cases, as something isolated; some reviews point to the influence of socioeconomic inequality, family socialization styles, cultural norms, and the community context (Ahmed et al., 2022; Ballena et al., 2025; Turanovic and Siennick, 2022); others agree that certain emotional, familial, and social elements, such as dynamics characterized by poor, conflictive, or unsupportive communication, are associated with higher levels of victimization and peer aggression (Cruz, 2021; Garcés et al., 2020; Miranda et al., 2021). al., 2019).

Qualitative studies focused on conducting integrative systematic reviews agree that violent behavior in the school context stems from a multifactorial configuration. These behaviors involve the interaction of individual, family, school, and sociocultural dimensions, where dysfunctional family dynamics are identified, as well as individual factors linked to emotional regulation, mental health, or prior psycho-affective experiences. Regarding the school and social aspects, the influence of non-inclusive educational climates, unequal power relations, institutional practices that normalize violence, and the growing impact of cyberbullying, exacerbated by the intensive use of digital technologies, are highlighted (Analuisa-Analuiza et al., 2024; Ballena et al., 2025).

Given this scenario, violence in basic education schools, specifically at the secondary level, is a reality that affects the entire educational community in various ways, including authorities, teachers, students, and parents, generating collective violence in formal educational spaces. Therefore, Bonilla et al. (2020) point out that at the secondary education level there is a higher incidence of various forms of violence, especially among students aged 11 to 14. From age 15 onward, violent manifestations tend to take more subtle forms, with psychological violence predominating, and it is important to note that this violence does not necessarily occur between students but rather within the school community as a whole.

In this regard, the executive report on "*Violence Among Students in Basic and Upper Secondary Education in Mexico*" reveals that aggression or bullying in basic education schools is on the rise, and highlights the presence of groups and contexts with a higher risk of experiencing violence among students. This underscores the importance of generating

meaningful information to inform decisions aimed at preventing and addressing this phenomenon (National Commission for Continuous Improvement of Education, 2022).

The foregoing served as a preamble to the present article, which stems from the thesis entitled "Individual, Social, and Cultural Factors Influencing School Violence Among First-Year Students at Industrial Technical Secondary School No. 97, Xalapa, Veracruz." While that study considered individual, social, and cultural factors, this article focuses on the relationship between social and cultural factors and school violence among first-year students at the aforementioned secondary school. This does not imply that other factors are unimportant; rather, the study focuses on social and cultural factors due to the specific context of the area under investigation.

Furthermore, this is a critical stage in the educational transition and in the reorganization of peer dynamics (Wood, Putwain, and Freitas, 2025); it also supports highlighting the methodology used and achieving the objectives set forth in the overall research. Therefore, the literature review did not identify empirical studies that systematically examine the influence of these factors. This allows for a broader understanding of the phenomenon from a social and cultural perspective and provides relevant input for future research and contextualized educational actions.

Theoretical approach

In the study of violence, various disciplines have contributed definitions that allow us to understand its complexity. From a humanistic and social perspective, UNESCO (2025) Violence is defined as the use of force—explicit or covert—exerted against an individual or group to obtain something against their will. Complementarily, Corsi (1995), from a psychological perspective, conceives of it as an act of abuse in which force is used to achieve ends that violate the victim's autonomy. Both authors agree that violence involves the imposition of power over others, thus eliminating their freedom to consent.

This understanding allows us to broaden the notion of violence beyond the physical, encompassing subtle, symbolic or difficult-to-identify forms that, although they do not always have an explicit intention, equally imply the denial of consent.

Among the theories explaining the origin and perpetuation of violence, Bandura and Walters' (1973) social learning perspective stands out. They argue that violent behaviors are learned and maintained through observation and imitation, highlighting the impact of the

environment on the development of aggressive behaviors. In contrast, Bronfenbrenner's ecological systems theory (as cited in Sadownik, 2023) posits that individual behavior is shaped through continuous interaction with various levels of the environment. This leads to a focus on immediate contexts (first level) where the individual is in constant interaction, such as family and school, and extends to a second level, such as the sociocultural environment or the community.

However, when referring to the concept of school violence, it is important to note that it has evolved significantly according to the social and historical contexts in which it has become visible. Consequently, its current definition allows for a clearer delineation of the practices and behaviors that comprise it within educational institutions.

From sociological perspectives such as Hurrelmann's (1990) or psychological approaches such as Olweus's (1998), a pioneer in the study of bullying, school violence is defined as the set of activities, actions, or behaviors through which an actor seeks to cause pain or some type of injury to others within the educational context. This phenomenon can manifest itself in different areas of the institution, and the roles involved encompass both students and teachers.

Therefore, school violence is understood as any behavior involving physical, psychological, verbal, or threatening aggression within the educational environment. This behavior can occur both on school premises and during extracurricular activities, while traveling to or from school, and even through digital media and social networks.

Furthermore, it is essential to consider the roles assumed by the participants involved in these dynamics. These are the three: the victim, who is the one who receives the negative actions or aggressions of a peer; the bully or aggressor, who seeks to exert dominance over others through hostile behaviors; and the observer, who witnesses violent acts and acts indirectly (Olweus, 2024; Estévez et al., 2008).

Finally, like roles, the manifestations of school violence take different forms, among which physical, verbal, and nonverbal violence stand out. The first refers to manifestations that encompass aggressions where body parts or objects are used to hit, push, or injure through weapons or substances; the second is related to all verbal acts such as shouting, insults, sarcastic comments, or mockery; and, finally, nonverbal acts involve the use of signs, gestures, expressions, postures, among others, all with the purpose of causing harm to the recipient (Burgoon, Manusov & Guerrero, 2021; Rodríguez et al., 2015; Sánchez, 2016).

Risk factors

The study focused on so-called risk factors, which are those characteristics or situations that can increase the possibility that a teenager will be a victim of violence or be a violent person.

From a social perspective, several authors (Hartup, 1996; Loscertales & Núñez, 2001; Palacios, 2023; Mora & Ortega, 2007; Fregoso, et al., 2021; Dhabhai, 2025) have pointed to the influence of mass media, peer groups, and the community environment. They mention exposure to television programs, films, video games, music, and social networks, as well as interaction with gangs or specific local contexts.

In the cultural sphere, violence is linked to upbringing, beliefs, and customs, where aspects such as religion, ways of thinking, membership in communities or minorities, and parenting styles play a central role (Palomero & Fernández, 2001; Izzedin & Pachajoa, 2009). In this sense, family values, beliefs, and norms are factors closely linked to the development of violent behaviors.

Along the same lines, the Parental Model of Martínez and Díaz (2013) shows that parenting styles can become determining risk factors, since young people often reproduce behaviors learned from their parents; that is, unstructured contexts or those with a history of violence encourage the appearance of aggressive behaviors, while an excessively protective environment or one with weak attachment and communication bonds can increase the vulnerability of those who assume the role of victims.

Materials and methods

To achieve the research objective, a quantitative methodological approach was used, employing a correlational study with a cross-sectional design that allowed for the collection of information at a single point in time regarding the variables: school violence (physical and verbal) and risk factors (social and cultural). The population consisted of students enrolled in first-grade groups, distributed into groups “A” through “F”; each group has 40 students, for a total of 240 (see Table 1), aged between 12 and 14 years.

Table 1. First Grade Groups of Industrial Technical High School No. 97

Groups	TO		B		C		D		AND		F	
	M	F	M	F	M	F	M	F	M	F	M	F
Ages 12-14 years	22	18	20	20	21	19	21	19	19	21	23	17
Subtotal	40		40		40		40		40		40	
Total	240											

Note: Original work.

The sampling used was of a probabilistic type called proportional stratified; to determine the optimal sample size the SurveyMonkey tool was used, which takes the formula for finite populations proposed by Cochran (1977) and simplified by Yamane (1967) taking into account aspects such as: population, confidence level and margin of error, giving the formula shown in Figure 1:

Figure 1 Formula for calculating the sample

$$\frac{\frac{z^2 \times p (1 - p)}{e^2}}{1 + \left(\frac{z^2 \times p (1 - p)}{e^2 N}\right)}$$

Note. Cochran (1977) and Yamane (1967)

Based on the population size (N) and a margin of error (e) expressed with decimals and the score (z) referring to the number of standard deviations that a given proportion deviates from the mean; thus, with a population of 240 students, a margin of error of 10% and a confidence level of 95%, the optimal sample was obtained: 54 students, randomly chosen 9 from each group or stratum.

The technique used to gather information was the survey, and the instrument used was a questionnaire structured with sections for general data: sex, group, and age, followed by 18 items for the research variables: Items 1 through 9, which explore the approach to school violence and social factors; and Items 9 through 18, which consider issues related to school violence and cultural factors. The items were designed using an ordinal scale from 1 to 3, where 1 meant “Never,” 2 “Sometimes,” and 3 “Always.”

The instrument validation process was carried out in two stages: first, through *expert judgment*, which allowed us to identify whether the items were well-formulated, meaning they measured what was intended in the objective, clearly and precisely measured the variables of interest related to social and cultural factors, and whether the results obtained

could be used to apply inferential analysis techniques. Second, through reliability analysis using *Cronbach's alpha statistical test* , the result of which was 0.78, indicating high reliability (Infante, 2012), meaning there is a relationship between each item and consistency among them.

Information analysis plan

The process of analyzing the information gathered through the instrument was carried out in two stages. The first stage involved a descriptive analysis of the informants' sociodemographic characteristics. For this analysis, a data table was constructed (see Table 2), which displays the short names used for the variables, thus enabling the reader to understand the results obtained.

Table 2. Short variable names and types

Variable	Classification
Social Factor (SF)	<i>Media (Mc)</i> <i>Peer Groups (Gi)</i> <i>Environment (In)</i>
Cultural Factor (CF)	<i>Breeding (Crnz)</i> <i>Beliefs (Beliefs)</i> <i>Customs (Cos)</i>

Note: Original work.

Subsequently, in accordance with the study's objective, inferential analysis was performed using Statistica software, version 7, to obtain Spearman's rank correlation coefficient for the study's hypotheses. This procedure measured the association between the variables: Social Factor (SF): *Peer Groups* , and Cultural Factor (CF): *Upbringing* . with school violence. The model considered school violence as the dependent variable and the social and cultural factor as the composite independent variable.

The hypotheses of the study to be tested were:

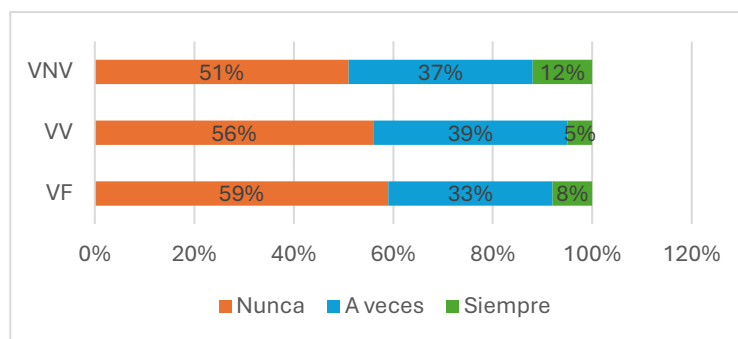
- H₁ The social factor of *peer groups* is significantly correlated with school violence among students of the Industrial Technical Secondary School No. 97, Xalapa, Ver., under a 95% confidence level.
- H₂ The cultural factor of *upbringing* is significantly correlated with school violence

among students of the Industrial Technical Secondary School No. 97, Xalapa, Ver., under a 95% confidence level.

Results

Among the 58 students in the sample, females predominated at 54% (n=29), compared to 46% (n=25) who were male. Regarding age, 67% were 12 years old and 33% were 13 years old.

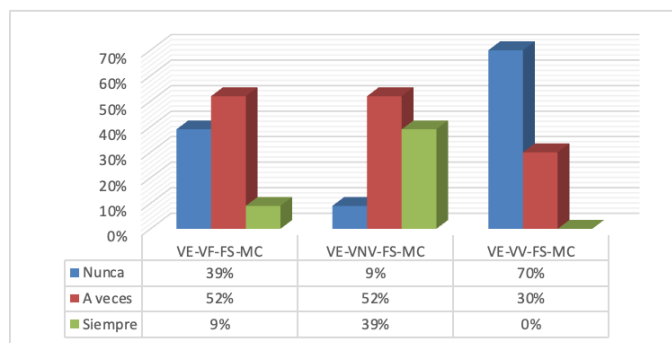
Figure 2. Types of school violence among students



Note: Original work.

Regarding the types of violence reported by the students, Figure 2 shows no significant differences in the percentages for responses indicating they have *never* observed physical (VF), verbal (VV), or nonverbal (VNV) violence; these percentages range from 59%, 56%, and 51%, respectively. Similarly, for the response " *Sometimes*," there are no substantial differences in the types of violence, with percentages ranging from 33%, 39%, and 37%, respectively. However, the percentage of " *Always*" associated with VNV stands out at 12% compared to the other types of violence.

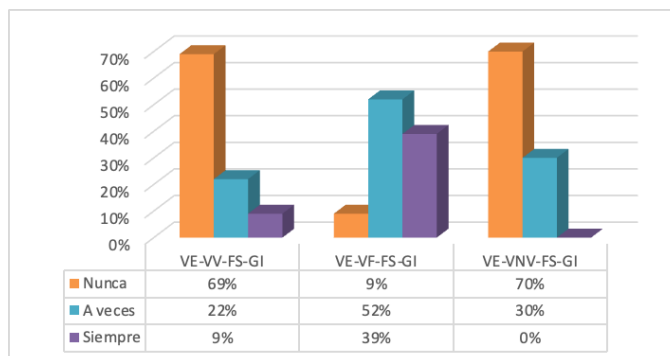
Figure 3. School violence and the social factor (Media)



Note : Original work.

The responses regarding the social factor related to the *media* and its relationship with the types of school violence, as shown in Figure 3, indicate that 52% responded " *Sometimes*" . while a 9% *Always*. In relation to Regarding having observed forms of physical violence among their peers based on what they see on television, the internet, video games, etc., 39% answered " *Never* ." Regarding non-verbal violence, 52% mentioned that they *sometimes* imitate and replicate negative behaviors derived from what they see in the media, followed by 39% who responded " *Always* ," and 9% who said " *Never* ." For verbal violence, 30% specified that they had *sometimes* observed verbal violence based on what they see in the media, followed by 70% who specified " *Never* ." Finally, it is worth noting that non-verbal violence is observed to have a higher percentage of presence *compared* to verbal and physical violence.

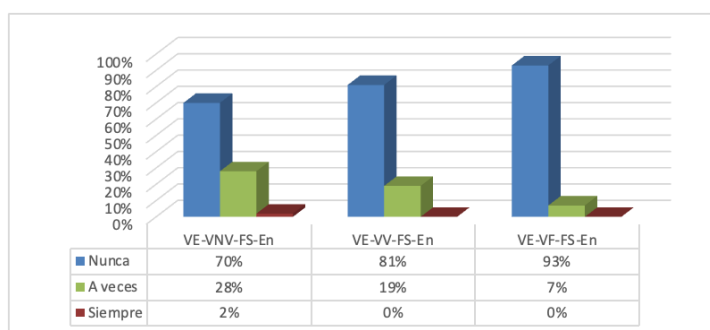
Figure 4. School violence and the social factor (Peer groups)



Note : Original work.

Regarding the social factor of *peer groups* and school violence, Figure 4 shows that 69% responded that they had *never* witnessed a situation involving verbal aggression due to belonging to a specific group; in contrast, 22% stated that they had *sometimes* witnessed acts of verbal violence from classmates. Regarding physical violence, 39% responded " *Always* ," compared to 52% who indicated that they had *sometimes* witnessed physical violence. Finally, 30% said they had *sometimes* observed nonverbal violence due to the influence of a peer group, compared to 70% who responded "*Never* ."

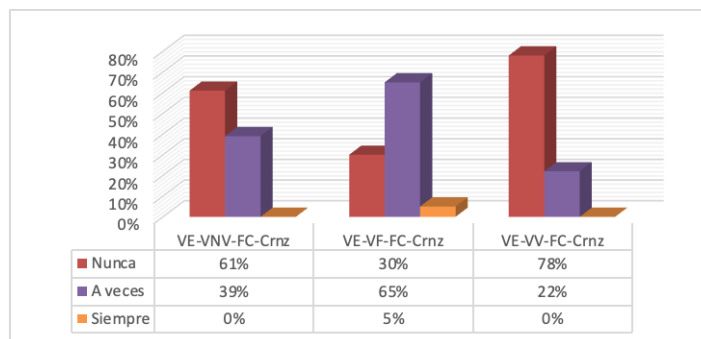
Figure 5. School violence and the social factor (Environment)



Note: Original work.

Figure 5 shows that, regarding the social factor associated with the *environment* , 28% responded that they had *sometimes* witnessed nonverbal violence, compared to 70% who said they had *never* . Regarding physical violence towards other students, 19% responded that *they had sometimes* , compared to 81% who said they *had never*. Finally, for physical violence related to having hit, pushed, kicked, or shoved a classmate, 93% said they *had never*.

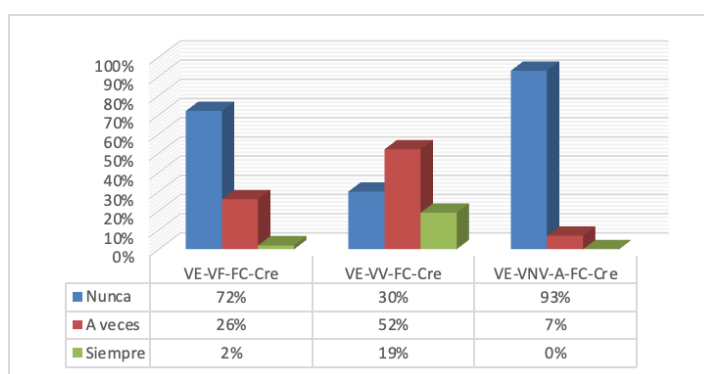
Figure 6. School violence and the cultural factor (Upbringing)



Note : Original work.

Figure 6 presents the relationship between school violence and the cultural factor of *upbringing*. 61% of students responded that they have *never* witnessed acts of nonverbal violence against a classmate at the behest of their family; in contrast, 39% responded " *Sometimes* ." Regarding physical violence associated with *upbringing* —that is, young people who have experienced violence within their families—65% responded " *Sometimes* ." Finally, 78% responded that they have *never* witnessed verbal aggression due to situations or problems occurring at home, compared to 22% who mentioned " *Sometimes* ."

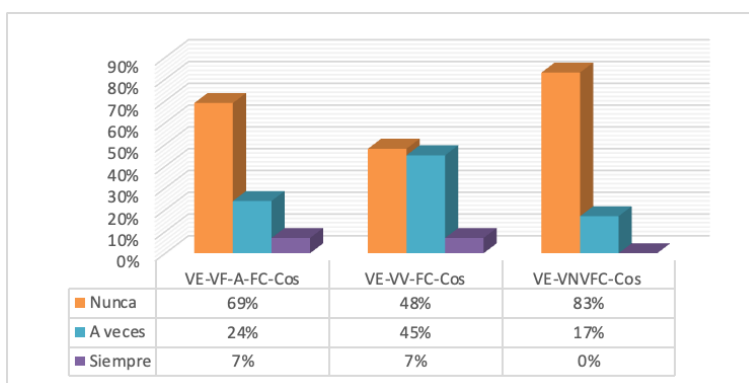
Figure 7. School violence and the cultural factor (Beliefs)



Note : Original work.

Regarding physical violence and its relationship with the cultural factor associated with the individual's *beliefs*, Figure 7 shows that 72% of young people responded that they have *never* witnessed physical violence for reasons of that nature. This is in comparison to the 26% who responded *Sometimes* and 2% who responded *Always*. Regarding verbal violence due to differing beliefs, 19% mentioned *Always*, followed by 52% who responded *Sometimes*, while 30% stated *Never*. Finally, 93% responded that they have *never* observed nonverbal violence due to differing beliefs among students.

Figure 8. School violence and the cultural factor (Customs)



Note : Original work

Finally, regarding the cultural factor of *customs* , associated with school violence and its types, Figure 8 shows that 69% of students reported that they have *never* observed acts of physical violence due to customs. However, for verbal violence, 48% stated that they have *always observed this type of violence* , and 7% that they have *sometimes* observed it associated with the cultural factor of customs, in contrast to the 48% who reported never having observed it. Lastly, for nonverbal violence, 83% reported that this type of violence has *never* been observed in relation to customs.

Inferential analysis

To establish strong or weak significance, the significance value was set greater than or equal to 0.05; for these similarity relationships, cross-tabulations of school violence variables with social factors (FS) and cultural factors (FC) were performed, resulting in the following (See Table 3):

Table 3. Variables and their significance relationship

Variable	Crossing
VE-FS-Mc	0.480211
VE-FS-Gi	0.503493
VE-FS-En	0.411261
VE-FC-Crnz	0.439507
VE-FC-Cre	0.730000
VE-FC-Cos	0.267081

Note: Prepared by the author based on cross-tabulation of variables and level of significance

Based on the cross-tabulation of variables, it is observed that the social factor related to the *peer group (GI)* yields a correlation coefficient of *0.50* with school violence, leading to the rejection of H_0 and accept H_1 , that is, the *GI* factor is strongly related to school violence among first-grade students at Industrial Technical Secondary School No. 97, Xalapa, Ver.

However, the results of the correlation analysis with the social factor of *mass media (FC-Mc)* are noteworthy, since, as shown in Table 3, the correlation coefficient obtained was .48, which allows us to infer that *mass media* significantly influences school violence. Although this finding was not an initial hypothesis of this study, it is important to mention it, as it invites further investigation.

Finally, regarding the cultural factor of beliefs (FC-Cre) and its strong association with school violence, a correlation coefficient of .73 was found. This indicates a strong relationship between these variables. While this association was not part of the research hypotheses, it is relevant to highlight for subsequent studies. This inferential analysis section presents indicators regarding the relationship between social factors— *media* —and the cultural factor— *beliefs*— associated with school violence among first-year students at Industrial Technical Secondary School No. 97 in Xalapa, Veracruz.

Discussion

Considering that the objective of this research *is to analyze the social and cultural factors associated with school violence among first-year students at Industrial Technical High School No. 97*, the results of this study demonstrate that social and cultural factors have a significant association with school violence. On a social level, the media and digital networks are positioned as spaces where adolescents construct distorted representations of reality, in some cases laden with stereotypes and aggressive models, which is consistent with the social learning theory proposed by Bandura and Walters (1973). Furthermore, the results obtained show that the contemporary context is characterized by media overexposure, which carries the risk of significantly replicating stereotypes and aggressive models.

Within peer groups, the results confirm the importance of socialization in adolescence. As Hartup (1996) pointed out, an individual's position within the group shapes their identity and relational dynamics, which explains the significant role peers play in normalizing physical violence, based on the descriptive analysis presented earlier. This suggests that school violence should not be interpreted solely as individual behavior (Martínez & Díaz, 2013) but rather as part of a relational phenomenon in adolescents that is legitimized and reproduced through collective interaction.

Regarding the cultural factor, the results highlight the strong influence of beliefs and parenting practices, revealing that school violence is permeated by family values, norms, and patterns that decisively influence coexistence. This is based on a correlation coefficient of .73 obtained from the cross-tabulation of variables. In particular, it was identified that environments with a history of violence favor the emergence of aggressive behaviors. Conversely, in overly protective environments or those with fragile communication bonds, the vulnerability of victims increases, consistent with the findings of Martínez and Díaz (2013).

A significant finding was the association between the variables of school violence and the cultural factor regarding beliefs (*FC-Cre*). These results are consistent with Sherer and Karnieli (2004), who argue that individualistic cultures tend to foster more violent behaviors, which broadens the understanding of the phenomenon by highlighting that not only immediate family dynamics, but also broader cultural values, are directly associated with the way adolescents act and make decisions.

Based on the results, it is suggested that studies be conducted on the motivations and reasons of the subjects who generate the types of violence in the school context, from the perspective of the aggressors, the victims and observers.

Conclusions

This study reveals that school violence is not an isolated incident, but rather the product of a complex interaction between social and cultural factors. That is, violent behaviors are shaped by multiple levels of interaction, ranging from factors such as exposure to violent media, peer pressure, and authoritarian or permissive parenting practices, to the transmission of cultural values and parenting practices that tolerate aggression .

Regarding the factors associated with school violence, the social factor (SF) has a significant association with the influence of the media (television programs, movies, video games, music or social networks), as well as peer relationships and membership in peer groups, elements significantly related in the construction of violent behaviors.

For its part, the cultural factor (CF) shows that parenting styles and beliefs play a relevant role in the relationship dynamics among adolescents at the institution, significantly influencing the manifestation of school violence (VV). In other words, parenting practices are related to the child's social behavior, development, and socialization, leading us to conclude from the results that the association between both variables is significant.

Regarding the influence of the family environment, it is not only consistent with what has been reported in the literature, but it is consolidated as a key factor that, in interaction with the media and peer groups, explains the complexity of the phenomenon of school violence.

Similarly, the importance of continuing to analyze the risk factors associated with school violence in Mexico is emphasized, as this constitutes an essential line of research for understanding the complexity of the phenomenon and generating appropriate interventions regardless of the educational level. Several studies have already documented a variety of variables, such as a negative school climate, exposure to conflictive family contexts, membership in historically marginalized groups, and the cultural normalization of violence; all factors closely linked to experiencing or perpetrating aggression in the

educational setting. However, the persistence and increase in reports of violence in Mexican schools demonstrate that these factors identified thus far require further investigation.

Future lines of research

Based on the results obtained, the study opens the possibility of developing lines of research that will lead to a larger sample size and allow for a more in-depth analysis of the behavior of the study variables. It also aims to further analyze the motivations of both *bystanders* and *aggressors*, in order to understand why some students remain uninvolved in violent situations among their peers.

It is important to highlight that, based on the nature of the object of study, which is determined by multiple factors and based on the results of the study -related to social and contextual variables-, there is an opportunity for lines of research with an educational orientation and community social psychology, as well as qualitative studies with longitudinal designs in which it is necessary not only to study the origin, evolution and understanding of violence, but also to propose novel intervention alternatives in the different social contexts that promote the integral development of the human being.

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