

Classroom Violence and Family Functionality: A Look at the Role of the Aggressor and the Victim

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Received:; Accepted: Published:

Abstract: The evolutionary changes typical of adolescence have a direct impact on the family context, usually associated with a stage of confrontation between parents and children. This fact, together with the increase in violent behavior in the classroom, frames the present research, which aims to examine the influence of relational characteristics in the family on the fact of being involved in situations of violence in the classroom. An ex post facto retrospective single-group design was carried out. The total sample recruited was 1,223 students, ranging in age from 13 to 18 years, of whom 45% were male and 55% female. A violent behavior scale was used to assess the prevalence of students involved, as well as the role played and the analysis of young people's self-reported perception of their family climate. Once the prevalence indicators were analyzed, the results indicated significant differences between being a violent student and having a dysfunctional perception of family relationships, described mainly as a poor relationship with the mother and a higher number of conflicts with both parents. There was also evidence of a relationship between being a victim of school violence and having a poor relationship, poorer communication, and more conflicts with both parents. Finally, a relationship was found between being violent and, at the same time, a victim of violence and having a poorer relationship and communication with both parents. There is, therefore, a significant dependence between the dynamics of victimization and perpetration of violence in the classroom and the family dysfunctionality perceived by the students.

Keywords: *Adolescence, School Violence, School Victimization, Family Relationships*

Introduction

First of all, we need to clarify the concept of school violence, given its significant breadth. Thus, a broad definition of school violence includes not only physical aggression and the use of weapons but also forms of relational aggression such as exclusion and teasing. Preventing school violence goes beyond preparing for violent incidents or banning weapons on campus; it also involves addressing aspects such as mental health, stress, isolation, and changes in student behavior. Furthermore, it is emphasized that school violence is not limited to the acts of students within the school, as there is a connection between the school and the community, allowing violence from one context to spill over into the other (Messman et al. 2024).

School violence is a complex phenomenon that is constructed by the incidence of a multitude of variables and factors (Carrillo 2015). From the ecological model proposed by Tuvilla (2004), community, social, relational, and individual aspects are identified as risk factors. Aguilar (2021) refers to intrinsic and personality or self-esteem elements, as noted by Busto Zapico et al. (2005). However, the variability of elements that can explain violent behavior even derives from the physical characteristics of the subjects, according to the study by Díaz-Aguado (2008).

However, in order to provide a better understanding of the object of study of this article, we have focused our analysis on two specific elements that influence or that can predict the occurrence of this circumstance. Hence, adolescence and the family become the central elements on which to explain the development of school violence throughout the development of this work.

The changes occurring in today's society have a considerable impact on adolescents, as they are very vulnerable and can produce effects (positive and negative) in the development of all aspects, from a social, cultural, and even personal and educational perspective (Aamírez and Aeyes 2020; Santos Flexa and Sá 2021). Adolescence is characterized as an evolutionary stage that involves constant transformations at the psychological, physiological, and social levels, posing new challenges for individuals (Sstévez et al. 2013). During this transition period, the influence of school, family, and peer group plays a crucial role in adolescents' involvement in conflict situations.

The school environment and satisfaction with this environment is related to the students' evaluation of how they feel in that environment, considering the importance of the school, community, and interpersonal relationships experienced in this context (Huebner and McCullough 2000). This measure, however, is complex and nonlinear, since the perception that adolescents have is derived not only from experiences, events, and feelings they develop at school, but goes much further, since the family, peer group, and, in general, the context influence such perceptions. Depending on their repercussion, they can lead to conflictive situations.

The incidence of school violence is on the rise, as noted by UNSSCO (2015) in its report presented to the World Education Forum, where a global increase in cases of school violence was evidenced, with the statement that one in three students would have experienced threats or aggression from their peers. This phenomenon has significant repercussions in areas such as school dropout rate (Auíz-Aamírez et al. 2018), deterioration of academic performance (Cerdeña et al. 2018), and negative impact on the affective, emotional, and social development of adolescents (Sstévez et al. 2018). This is an issue that primarily concerns families, and the same is of considerable importance to know in depth.

Despite the diversity of manifestations of violence among young people, violent behavior in this context is defined as that which is intentionally carried out with the intention of

causing harm or destroying something or someone (Quiroga and Cryan 2011). The context of this research focuses on the analysis of behaviors aimed at infringing school and social norms in the classroom and school environment, which involves behaviors that are harmful to others, including overt aggression or conflictive relationships, both reactive and proactive, directed at both peers and teachers, as well as at the school facilities themselves (Martínez 2022; Quiroga and Cryan 2011).

Internationally, studies such as Cruz-Manrique et al. (2021) study in the Mexican context have reported a prevalence of 81.5% of students victimized by their peers, in contrast to 52.7% of students exhibiting violent behavior. Furthermore, a direct relationship between school victimization and depressive symptoms has been identified. In the Spanish context, research by Piñero et al. (2014) indicated that 50% of students in the Spanish schools analyzed experienced situations of school violence. More recently, Sabariego García (2017) found a prevalence of 5.8% of bullying victimization in compulsory secondary education students. On the other hand, Huang et al. (2022) have pointed out that victims of school violence may experience more severe consequences in their psychosocial development compared to aggressors. This variability in the results is partly due to different interpretations of the construct.

Aegarding the figures of the student acting as both victim and aggressor, the existing literature also does not provide solid evidence on the prevalence of this type of students as conceived in this research. Aegarding other types of violence, such as bullying or cyberbullying, prevalence data is not consistent either. For example, Herrera-López et al. (2017) reported a higher percentage of students assuming combined roles (5.5%), while other studies highlight a lower prevalence of these roles compared to pure roles (Garaigordobil Landazabal 2018; Machimbarrena et al. 2021).

As for the family environment, a central aspect of our work, this continues to be an influential factor in the socialization of individuals and in the formation of the basis of their future behavior. The family climate and the communication established between family members can predict the incidence of aggressive behavior in adolescence (Garcés-Prettel et al. 2020). However, the truth is that this aspect can also occur in reverse, and so violent behavior in adolescents means that communication with both parents worsens, decreases the feeling of affective union between family members, and increases the frequency of conflicts, for young people of both sexes (Sstévez et al. 2018). In short, the existence of difficulties in family communication is a relevant factor in the appearance of violent behaviors in the adolescent stage (León-Moreno and Musito-Ferrer 2015).

Although there has been a significant increase in research addressing family relationships and their association with violent behaviors, there is a paucity of studies that consider the role played by adolescents in these behaviors, including both the role of aggressor and victim and even the combination of both roles. For example, the study by Garcés-Prettel et al. (2020) has confirmed the positive relationship between the quality of family communication and patterns of aggressive and victimized behavior among adolescents. However, it did not

address other forms of involvement, such as reacting to victimization with aggressive behavior, which is known as being an aggressive victim, as explored in the work of Povedano et al. (2012). Therefore, it is relevant to consider the overlapping of roles, such as aggressor and victim, simultaneously, due to possible changes in behavior and the need to adapt care and prevention measures to different behavioral patterns. At the same time, most studies on school violence and victimization focus on the concept of bullying or cyberbullying, which can lead to overlooking situations of violence or victimization that do not fit the strict criteria of bullying, such as persistence over time and power imbalance. However, these situations can also have serious consequences on the psychosocial adjustment of the victim. The concept of school victimization lacks a universal and unified definition, which leads this study to address it broadly, aiming to understand the experience of being subjected to physical, verbal, or psychological violence by peers in the school environment, especially in places where adult supervision is limited (Graham 200G).

An analysis of the literature reveals two opposing paradigms or approaches to this phenomenon. Authors such as Magendzo et al. (2013) place themselves in a more normative or legal sphere and refer to the paradigm of control and sanction, as opposed to the paradigm of democratic school coexistence. On the other hand, we find what is proposed by González and Salazar (2011), who consider that, in order to understand and address this phenomenon in its entirety, it is necessary to evolve and advance from a victimization paradigm, characterized by encompassing the phenomenon from the perspective of bullying centered on the actions of the aggressor, the victim, and their spectators. They consider this approach to be simple, hence their commitment to a paradigm that understands the nature and multiple dimensions of the phenomenon from a more complex perspective that takes into account a sociological approach, school knowledge and its complex management, as well as the school climate.

Therefore, the objectives of the present research are framed as follows: (a) to identify the involvement of adolescents in Compulsory Secondary Sducation (SSO) in violent behaviors, taking into account the roles of aggressor, victim, and aggressor-victim and their relationship with the gender of the students and (b) to analyze the characteristics of family relationships (communication, quality of the relationship, and frequency of conflicts) of adolescents involved in dynamics of violence and/or school victimization, as well as the differences in comparison with the reference group.

Method

Participants

The research, carried out in the context of the city of Murcia (Spain), involved a total of 1,223 students enrolled in the second cycle of compulsory secondary education (53.7% were in the

third year of SSO and 4G.3% in the fourth year of SSO) aged between 13 and 18 years (mean = 13.71; standard deviation = 1.31) participating in the investigation. Forty-five percent were male, and 55% were female. The sample was selected by non-probabilistic purposive sampling, accessing only those schools that wished to participate. The sample, it may be noted, was sufficiently representative, in accordance with the calculations established (Barratt et al. 2021), in which it is stated that the ratio between participants and elements evaluated should be at least 10:1.

Instruments and Techniques

The Delinquent and Violent Behavior in the Classroom Scale was developed by Aubini and Pombeni (1552) and adapted by Grupo LISIS of the University of Valencia (Spain). The proximity and similarity of the two territories makes their application relevant to our context. It is composed of nineteen items, in which adolescents indicate the frequency with which they have participated in violent behavior at school (either as victims or as aggressors) in the last twelve months. The response format is Likert-type (1 = never, 5 = always). The scale measures two dimensions: violent behavior at school (e.g., “I have painted or damaged the walls of the school or institute; I have assaulted and hit schoolmates) and victimization (e.g., “I was made fun of in class or hurt; I was insulted by a classmate). Internal consistency values were obtained through Cronbach’s alpha of 0.84 for violent behavior and 0.82 for victimization, data that are considered acceptable (Durak et al. 2010; Herrero et al. 200G).

The analysis of the students’ perception of the quality of their relationships with their parents was carried out through a 5-item scale in which the student reported on: (a) conflicts with both parents, on a three-category response scale (no, sometimes, and often) and (b) the relationship and communication with both parents, evaluated through five categories (very good, good, fair, bad, and very bad).

Procedure

To collect the information, the instrument was used with different adolescents enrolled in compulsory secondary schools in the province of Murcia. For this purpose, the participation of the school institutions was requested by means of emails and telephone calls. Subsequently, the parents or legal guardians of the students were asked to sign a participation authorization, in which they were guaranteed that the data collected in the research would be treated anonymously. All this was carried out under the authorization of the ethics committee of the University of Granada, and this research is financed through the project PPJIA2023.104. The directors, heads of studies, and counselors of the participating schools were contacted to explain the objectives and general lines of the research and to seek their collaboration. Once consent was obtained, the instrument was applied online or in person in

the classrooms, in the presence of the teachers. Completion of the questionnaire took between twelve and twenty minutes.

Data Design and Analysis

For the research, a retrospective single-group study was developed under an ex post facto design (Ato et al. 2013), where both student involvement and role in violent behaviors were analyzed according to the following socio-familial variables: quality of communication, type of relationship, and frequency of conflicts.

For the tabulation and analysis of the data, the statistical program SPSS (version 25) was used. To evaluate the percentage of students showing significant violent behavior and a high rate of school victimization, the following criteria were applied: (a) scores equal to or higher than 28.54 on the violent behavior scale and scores lower than 1G.15 on the victimization scale (equivalent to the mean score plus one standard deviation); and (b) scores equal to or higher than 1G.15 on the victimization scale and lower than 28.54 on the violent behavior scale to identify victimization behaviors.

Thus, the sample was divided into four categories: students with violent behavior, victimized students, victimized students with violent behavior, and a normative group, defined as those who did not meet the criteria for belonging to any of the other categories.

To analyze the differences between high or low scores in violent behavior, school victimization or both, and the aforementioned variables, Pearson's chi-square statistic was used through SPSS software. In addition, contingency tables were used to organize the information and evaluate the relationship of dependence or independence between the levels of the qualitative variables under study. On the other hand, the latest version of the STATA statistical program was used to carry out the binary logistic regression analyses.

The results of the logistic regression analyses, considering the aforementioned variables, showed odds ratio (OA) values that remained close to 1 (Islam et al. 2015). This suggests that the model was able to accurately predict the two dimensions (violent behavior at school and victimization) of the Delinquent and Violent Behavior in the Classroom Scale in relation to parents. The estimated probability was represented through the OA statistic, and to evaluate the quality of the model fit, Nagelkerke's R^2 was used, which determines the percentage of variance explained by the models and the percentage of cases correctly classified.

To identify the variables (relationship with the mother, relationship with the father, communication with the mother, communication with the father, and conflicts with the parents) and their possible role as effect modifiers or sources of confusion, a prior analysis was performed using contingency tables, Pearson's chi-square tests, and Pearson's correlation analysis. This allowed us to include in the models only those variables that were found to be significant in these prior analyses, thus controlling for possible confounding effects and effect modifications due to the relationship between the predictor variables. In addition,

multiplicative effects were incorporated among the variables in which interaction was detected. These models are presented by taking into account the total mean scores obtained.

Ultimately, binary logistic regression analysis was employed with the aim of minimizing the number of variables needed to construct an accurate model describing the relationship between the outcome variable and the independent variable (Li et al. 2015). This approach was chosen instead of the concordance analysis and contingency table due to the lack of normality in the data distribution and the absence of mutual covariance in the investigation (Bai and Kalaj, 2020). To verify the non-normality in the data, the Kolmogorov-Smirnov statistical test was used (Fang and Chen 2018), which is defined as the Z-statistic to evaluate the distribution between variables. The results, $p = 0.00$, indicated the rejection of the null hypothesis (H_0) (Bai and Kalaj 2020), confirming the lack of normality in the data and justifying the use of nonparametric test statistics.

Results

Development of Violent Behavior and/or School Victimization

Some 25.5% of the participants reported having been involved in situations of school violence and/or victimization at some point. This represents approximately two out of every ten students (2.55) who are affected by classroom violence. Examining these cases in terms of their role, we find that 5.3% acted as aggressor and 11.6% as victim and that 4.6% assumed a victim–aggressor role.

Next, we will detail the incidence of family variables on the behavioral pattern developed by adolescents. In this sense, we try to understand the influence of the family environment on the stereotypical behaviors related to violence and aggression that are addressed throughout this study, namely violent behaviors, school victimization behaviors, violent behaviors, and school victimization behaviors.

Violent Behaviors

Most of the students identified as violent claimed to have a positive relationship with both their father and mother. However, when comparing the group of violent students with the reference group, significant differences were identified in relation to the mother. Specifically, statistically significant differences were found between violent behavior and students' perception of their relationship with their mother ($\chi^2 = 8.484$; $p = .004$). This indicates that nonviolent students tend to perceive a more satisfactory relationship with their mothers compared to violent students.

Likewise, when applying the chi-square test, significant differences were observed between the violent group and the reference group in terms of family conflicts ($\chi^2 = 4.548$; $p = .033$), as indicated in Table 1 and Figure 1. This data indicates that violent students

experience a greater number of conflicts with their fathers compared to those in the reference group. Regarding the communication variable, no significant differences were detected. However, it is relevant to highlight that violent students reported having less effective communication with both parents compared to students in the reference group.

Table 1: Differences Between the Violent Group and the Normative Group According to the Type of Aelationship with Parents and the Frequency of Conflicts

<i>Violent Group (9.3%)</i>		<i>Normative Group (90.1%)</i>	
<i>Mother Relationship</i>		<i>Mother Relationship</i>	
Good	Bad	Good	Bad
84.65%	15.31%	52.58%	7.02%
<i>Parental Conflicts</i>		<i>Parental Conflicts</i>	
No	Yes	No	Yes
37.75%	62.24%	45.06%	50.54%

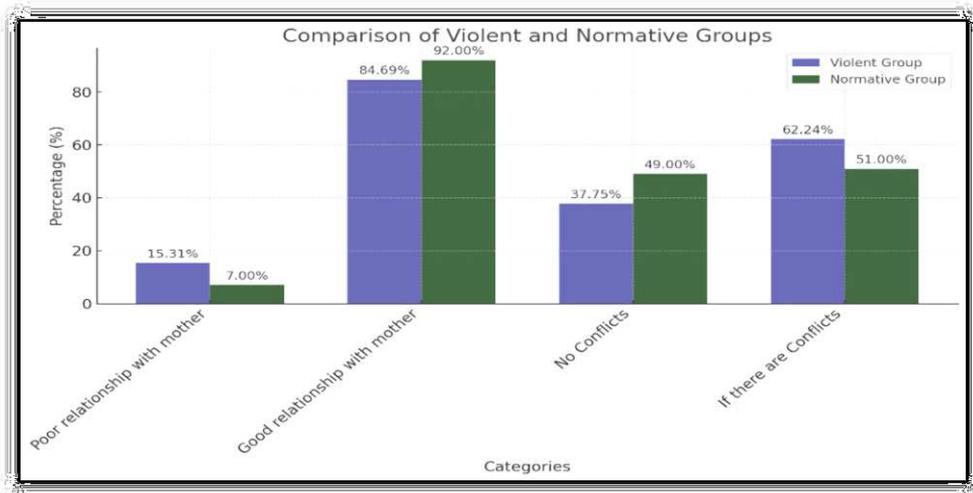


Figure 1: Differences Between Violent and Normative Student Group and Family Aelationships

Table 2: Binary Logistic Agression in Aelation to the Violent Group and the Normative Group

<i>Violent Group (9.3%)</i>		<i>Odds Ratio</i>	<i>p > [z]</i>	<i>[95% Confidence Interval]</i>	
Mother Aelationship	Good	1.G878535	.285	.3443521	1.374008
		128.4251	.001	7.30G705	2,257.24
	Bad	2.G0G0511	.5G5	.2127885	2.34273G
		583.25G	.505	.5852587	1.013303
Parental Conflicts	No	.8885515	.087	.2147G3	1.105708
		32.GG882	.577	.57701G4	1.01304
	Yes	1.8581477	.010	.0877033	.7153153
		7.1G3853	.G87	.5815502	1.012341
<i>Normative Group (9.1%)</i>		<i>Odds Ratio</i>	<i>p > [z]</i>	<i>[95% Confidence Interval]</i>	
Mother Aelationship	Good	2.032545	.031	.1508357	.514452G
		3.7514G7	.34G	.55255G2	1.021445
	Bad	.053882G	.003	.1170G78	.G3311GG
		8.744428	.505	.5852587	1.013303
Parental Conflicts	No	2.1325450	.087	.2147G3	1.105708
		3.7514G7	.577	.57701G4	1.01304
	Yes	1.853882	.100	.5GG7173	1.47442G
		8.744428	.000	3.57885	15.21787

School Victimization Behaviors

The results of the analysis reveal statistically significant differences between the group of students categorized as victims and the reference group regarding their relationship with the father ($\chi^2 = 8.733$; $p = .003$) and mother ($\chi^2 = G.G55$; $p = .010$).

Aegarding the quality of communication maintained with the parents, statistically significant differences were found between the victim students and the reference group in terms of communication with the father ($\chi^2 = 5.G58$; $p = .002$). Similarly, in relation to communication with the mother, the chi-square test highlights statistically significant differences between the victim students and the reference group ($\chi^2 = 11.578$; $p = .001$).

Aegarding self-reported family conflicts, the chi-square test reveals statistically significant differences between the two groups ($\chi^2 = 8.510$; $p = .004$). Thus, it is understood that students who have been involved in or experienced school victimization report less satisfactory relationships with both mother and father compared to the reference group. In addition, they show less effective communication with both parents compared to the reference group, as

well as more conflictive family relationships with both parents compared to students who have not experienced school victimization (Table 3; Figure 2).

Table 3: Differences Between the Victim Group and the Normative Group in Terms of Type of Aelationship with Parents, Quality of Communication, and Frequency of Conflicts

<i>Victim Group (11.6%)</i>		<i>Normative Group (90.1%)</i>	
Good	Bad	Good	Bad
Father Aelationship		Father Aelationship	
73.G%	2G.4%	84.17%	15.83%
Mother Aelationship		Mother Aelationship	
8G.4%	13.G%	52.58%	7.02%
Father Communication		Father Communication	
55.2%	44.8%	G5.08%	30.52%
Mother Communication		Mother Communication	
72%	28%	84.38%	15.G2%
No	Yes	No	Yes
Parental Conflict		Parental Conflict	
35.2%	G4.8%	45.0G%	50.54%

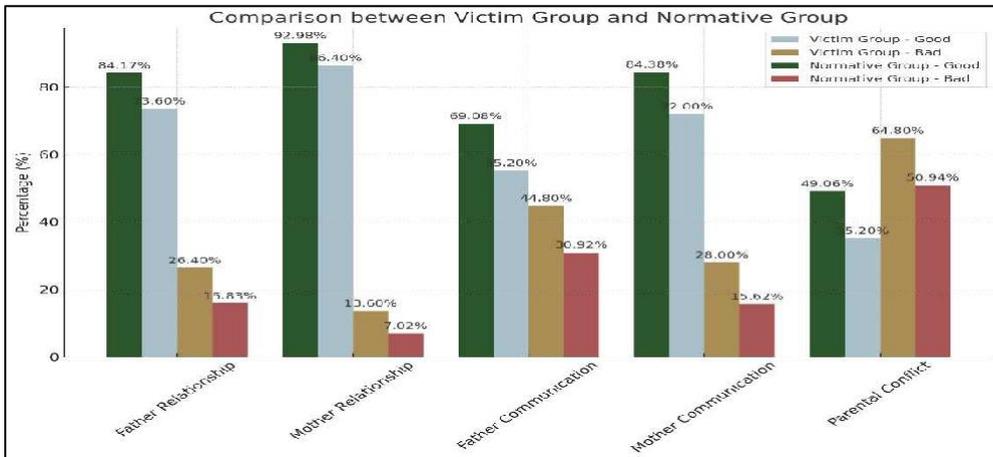


Figure 2: Differences Between Victim and Normative Student Group and Family Aelationships

These results were corroborated by binary regression analysis, as shown in Table 4.

Table 4: Binary Logistic Agression in Aelation to the Victim Group and the Normative Group

<i>Victim Group (11.6%)</i>		<i>Odds Ratio</i>	<i>p > [z]</i>	<i>[95% Confidence Interval]</i>	
Father Aelationship	Good	0.587852G	0.285	.3443521	1.374008
		128.4251	0.001	7.30G705	2257.24
	Bad	.70G0511	.5G5	.2127885	2.34273G
		583.25G0	.008	5.82107G	1GG084.8
Mother Aelationship	Good	1.888551	.542	.7231858	1.35125
		32.GG882	.000	5.440305	113.0527
	Bad	.G581477	.1G3	.G522314	1.0G3832
		7.1G3853	.000	3.085G5	1G.G3205
Father Communication	Good	.G324510	.542	.7231858	1.35125
		32.GG882	.000	5.440305	113.0527
	Bad	.5581477	.1G3	.G522314	1.0G3832
		7.1G3853	.000	3.085G5	1G.G3205
Mother Communication	Good	.8885515	.542	.7231858	1.35125
		32.GG882	.000	5.440305	113.0527
	Bad	.4581477	.1G3	.G522314	1.0G3832
		7.1G3853	.000	3.085G5	1G.G3205
Parent Conflict	No	2.032545	.727	.8G08G72	1.23543
		3.7514G7	.000	1.507538	7.53G007
	Yes	3.053882	.100	.5GG7173	1.47442G
		8.744428	.000	3.57885	15.21787
<i>Normative Group (90.1%)</i>		<i>Odds Ratio</i>	<i>p > [z]</i>	<i>[95% Confidence Interval]</i>	
Father Aelationship	Good	2.587852	.285	.3443521	1.374008
		128.4251	.001	7.30G705	2,257.24
	Bad	.70G0511	.5G5	.2127885	2.34273G
		583.25G0	.008	5.82107G	1GG,084.8

Mother Aelationship	Good	3.888551	.542	.7231858	1.35125
		32.GG882	.000	5.440305	113.0527
	Bad	.G581477	.1G3	.G522314	1.0G3832
		7.1G3853	.000	3.085G5	1G.G3205
Father Communication	Good	1.588551	.542	.7231858	1.35125
		32.GG882	.000	5.440305	113.0527
	Bad	.5581477	.1G3	.G522314	1.0G3832
		7.1G3853	.000	3.085G5	1G.G3205
Mother Communication	Good	2.588551	.78	.43G	.552134G
		32.GG882	-.4G	.G4G	.388023
	Bad	.4581477	-.78	.43G	.58184
		7.1G3853	.4G	.G4G	.555GG41
Conflict Parents	No	.5325455	.727	.8G08G72	1.23543
		3.7514G7	.000	1.507538	7.53G007
	Yes	1.053882	.100	.5GG7173	1.47442G
		8.744428	.000	3.57885	15.21787

Violent Behaviors and School Victimization.

Aegarding the communication variable, the chi-square test reveals statistically significant differences between the two groups, with regard to both the father figure ($\chi^2 = 4.405$; $p = 0.03G$) and the mother ($\chi^2 = -7.0G1$; $p = 0.008$). Students who are victims and perpetrators of violent acts report having less satisfactory communication with their parents, particularly with the father.

Aegarding their relationships with both parents, the chi-square test also shows statistically significant differences between the two groups, both in the case of the father ($\chi^2 = -8.52G$; $p = 0.003$) and in the case of the mother ($\chi^2 = -32.313$; $p = 0.000$). Therefore, students who are violent and victims report more deteriorated relationships, especially with the maternal figure, when compared with the reference group of students. No significant relationships were found for the variable frequency of conflicts, although the data indicates a higher prevalence in combined roles (Table 5; Figure 3).

Table 5: Differences Between the Group of Violent Victims and the Normative Group in Terms of the Type of Communication They Maintain with Their Parents and the Quality of Their Aelationships

<i>Violent-Victim Group (4.6%)</i>		<i>Normative Group (95.4%)</i>	
Good	Bad	Good	Bad
Father Communication		Father Communication	
54.35%	45.65%	65.08%	34.92%
Mother Communication		Mother Communication	
65.57%	34.43%	84.38%	15.62%
Father Aelationship		Father Aelationship	
67.35%	32.65%	84.17%	15.83%
Mother Aelationship		Mother Aelationship	
65.57%	34.43%	52.58%	47.42%

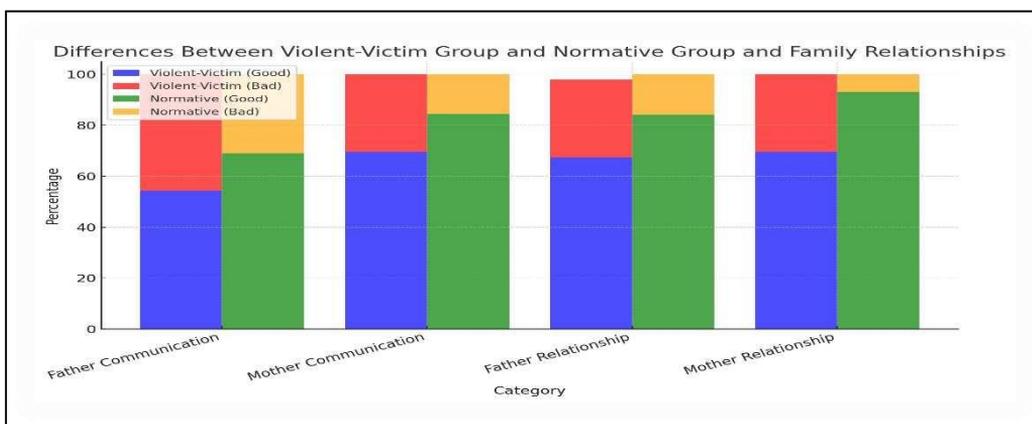


Figure 3: Differences Between Violent-Victim Group and Normative Group and Family Aelationships

These results are confirmed by the results obtained with logistic regression analysis.

Table G: Binary Logistic Agression in Aelation to the Violent-Victim Group and the Normative Group

<i>Violent-Victim Group</i>		<i>Odds Ratio</i>	<i>p > [z]</i>	<i>[95% Confidence Interval]</i>	
Father Communication	Good	1.587852	0.285	0.3443521	1.374008
	Bad	128.4251	0.001	7.306705	2,257.24
Mother Communication	Good	0.7060511	0.565	0.2127885	2.34273
	Bad	583.2563	0.008	5.821076	166084.8

		32.GG882	0.000	5.440305	113.0527
	Bad	0.G581477	0.1G3	0.G522314	1.0G3832
		7.1G3853	0.000	3.085G5	1G.G3205
Father Aelationship	Good	1.888551	0.542	0.7231858	1.35125
		32.GG882	0.000	5.440305	113.0527
	Bad	0.5581477	0.1G3	0.G522314	1.0G3832
		7.1G3853	0.000	3.085G5	1G.G3205
Mother Aelationship	Good	1.345550	0.542	0.7231858	1.35125
		32.GG882	0.000	5.440305	113.0527
	Bad	1.458147	0.1G3	0.G522314	1.0G3832
		7.1G3853	0.000	3.085G5	1G.G3205
<i>Normative Group</i>		<i>Odds Ratio</i>	$p > [z]$	<i>[95% Confidence Interval]</i>	
Father Communication	Good	2.587852	0.505	0.5852587	1.013303
		128.4251	0.087	0.2147G3	1.105708
	Bad	1.70G051	0.577	0.57701G4	1.01304
		583.25G3	0.010	0.0877033	0.7153153
Mother Communication	Good	3.888551	0.G87	0.5815502	1.012341
		32.GG882	0.031	0.1508357	0.514452G
	Bad	0.5581477	0.34G	0.55255G2	1.021445
		7.1G3853	0.000	3.085G5	1G.G3205
Father Aelationship	Good	1.588551	0.542	0.7231858	1.35125
		32.GG882	0.000	5.440305	113.0527
	Bad	0.5581477	0.1G3	0.G522314	1.0G3832
		7.1G3853	0.000	3.085G5	1G.G3205
Mother Aelationship	Good	2.588551	0.542	0.4178058	1.35125
		32.GG882	0.000	3.870305	113.0527
	Bad	0.4581470	0.1G3	0.4322314	1.0G3832
		7.1G3853	0.000	4.085G5	1G.G3205

Discussion

With respect to the first objective, the results point to the idea that involvement in violent behavior is frequently present in schools. The prevalence data was similar to that identified in previous studies. The rate of violent or aggressive behavior was expected to range between 10% (Sstévez et al. 2007; González et al. 2021) and 1G% (Inglés et al. 2008), the rate of students victimized by their peers was expected to range around 10% (Oñate and Piñuel 2007; Austeholz and Mediavilla 2022), and the rate of victim-violent students was expected to range

around 3.4% (Díaz-Aguado 2005). The results coincide with previous studies in indicating that the group of submissive victim-students constitutes a higher proportion than that of aggressive victims (Olweus 2001; Melhem 2021; Sijigu and Teketel 2023). However, it should be borne in mind that the group of victim-violent students is a group with a higher proportion of submissive victims than aggressive victims (Olweus 2001; Gómez and Morales 2024). However, it should be taken into account that the group of victim-violent students is at higher risk of developing problems of emotional and psychosocial maladjustment (Sstévez et al. 2018). Olweus (2001) points out that the aggressive victim brings together the characteristics of the victim and the aggressor, presenting, therefore, a considerable emotional maladjustment and a notable deficit in social skills and interaction with peers. Sstévez et al. (2010) and Povedano et al. (2012) establish, in turn, that they suffer to a greater extent than their peers' serious consequences for their psychosocial health. The group of victim-violent students is, therefore, a group to which special attention should be paid, not so much because of its incidence but because of the psychosocial consequences that these behaviors can have for the students.

It should be noted that, despite the similarities found in previous studies regarding prevalence, aspects related to the type of questionnaires used to measure the constructs or the diversity in the definitions of the constructs in the different studies may have an impact on the disparity of results. It is therefore necessary, in order to establish comparative measures, to pay attention to the construct measured and the way it is measured.

Aegarding family characteristics, the results of this study highlight that violent students report a poor relationship with their mother and frequent conflicts with both parents, these differences being statistically significant when compared with the normative group. For their part, the victim-violent adolescents reported a family environment characterized by the existence of a poor relationship with the mother and father and a poor quality of communication with both parents.

Given that these students are involved in coexistence problems, it is possible that, according to previous literature, these conflicts are not managed constructively through dialogue and open communication among family members, thus resulting in poor conflict management (Montero-Carretero et al. 2020). In fact, a poorly cohesive family environment, in which conflicts exist and in which adolescents do not feel supported or confident enough to share their concerns regarding the difficult task of living together with their peers can cause them to be unprotected (Jiménez et al. 2015; Choi et al. 2022; Livingston et al. 2021). Thus, without tools to deal with conflict situations, the possibility of adolescents becoming involved in school coexistence problems increases.

In relation to the person with whom they usually have conflicts, Sstévez et al. (2013) indicates, in the development of his research, that both boys and girls spend more time with the mother, results that can be applied and transferred globally to most contexts, fundamentally with similar characteristics, and thus have more conflicts with her, but,

nevertheless, that communication is more open and free. It is important to highlight the results of the current study regarding the type of relationship students have with both parents. The findings show that, across the three categories into which the sample was divided, students reported having a poor relationship with their mother. Furthermore, these results were significant when compared to the normative group. It is necessary to pay attention to these results because, as highlighted by recent studies such as that of Lee et al. (2022), problems with the mother inhibit the perception of the father's support resources, and this in turn causes higher levels of delinquent behavior in the children, since they have the perception of lack of family support.

This data suggests that intervention proposals should take into consideration the training and formation of families in appropriate socialization styles, far from authoritarianism and neglect, which help children to respect certain limits and to self-regulate their own behavior. They should also take into special consideration the role of the mother in conflict resolution and the type of relationship she maintains with her children since, coinciding with previous studies (Oliva and Parra, 2004), adolescents with violent behaviors significantly emphasize the poor relationship they maintain with their mothers when compared with the normative group.

On the other hand, adolescent victims of school violence report having worse relationships with both fathers and mothers, more conflicts with both parents, and poorer communication with both fathers and mothers. These results are consistent with those of others, such as Povedano et al. (2012), who analyze both direct and indirect effects of the adolescent's perception of the family climate on school victimization. The results indicated that the family context perceived by the adolescent as conflictive could represent a stressful event that contributes to being the object of victimization at school. It seems likely that family environments characterized by frequent conflicts diminish the personal resources of adolescents to cope successfully with situations of social interaction, which may make these students more vulnerable. In this sense, Hernández et al. (2013) found that showing submissive behaviors projects an image of vulnerability and makes them soft targets of abuse for aggressors. The group of victimized and violent students share characteristics of both categories since they manifest a worse relationship with the father and mother and worse communication with both mother and father when compared to the normative group.

According to the results of the present study, the victimization group is the one that has obtained higher rates of poor communication, frequent conflicts, and a poor relationship with both parents, when compared with the normative group, and this relationship between family variables and the social group of belonging is statistically significant. This shows the importance of parents as an element of support for the victims and supports the need to involve parents (father and mother), to a greater extent, in all those intervention proposals aimed at improving coexistence in the classroom.

The educational community must take into consideration the family as a fundamental and highly influential socialization scenario in the adolescent's functioning. Parents transmit attitudes, skills, and behaviors that are essential for the social integration of adolescents. Family communication perceived by adolescents as not very empathetic, very critical, and in which certain topics cannot be shared is closely related to school coexistence, both with aggressors and with victims (Musitu et al. 2010; Sstévez et al. 2018). On the other hand, adolescents who perceive an expressive family climate, characterized by the free expression of their opinions and feelings and who feel listened to, are more likely to feel satisfied with themselves and, therefore, to present fewer depressive mood problems, a fact that could protect them from aggression from their peers at school or from becoming involved in violent behavior (Povedano et al. 2012). In short, positive, open, empathic, and fluid family communication protects adolescents from violent behavior for both the victim and the aggressor.

As described by some authors (e.g., Crawford and Burns 2022; Oliva and Parra 2004), conflicts between parents and children of adolescent age are common, mainly due to their growing need for greater autonomy. As a consequence, family conflict is not necessarily associated with maladjustments in the social or emotional development of the adolescent, but its effect will depend on how the conflict is resolved (Huerta Cuervo et al. 2022; Parra 200G). Thus, if the conflict is resolved through dialogue, active listening, and consideration of both points of view, it can be a great opportunity for parents and children to evaluate and improve their forms of interaction (Maganto and Bartau 2004; Moreno-Auiz et al. 2018). However, if there is no communication or if the interaction is carried out offensively between parents and children, adjustment problems may emerge in the children (Jiménez et al. 2015).

The results of the present study coincide with others in highlighting conflicts and family cohesion as two of the most important dimensions of family functioning and the main causes of multiple psychosocial maladjustments of its members (Jiménez-Picón et al. 2021; Kong et al. 2024). The analysis of these results and their usefulness implies that any strategy for coexistence and school climate must consider the family as the most influential agent in the socialization of the individual and on which multiple experiences are based that will form the foundation of the future behavior of the children and validate interventions in school coexistence aimed not only at improving the interpersonal relationships of the pupils but also at providing families with resources that favor positive communication and conflict management.

On the other hand, the implications of this work derive from the consideration that, by making the relationship between family and school more flexible, they are the starting point for the improvement of relationships and the reduction of school violence. When both agents, family and school, remain united, they will be stronger, and progress will be made toward greater social justice. This implies that the family should be considered as a fundamental agent in the transmission of support and school appreciation for adolescents.

From the foregoing discussion arises a challenge associated with the reconstruction of the school as a meeting place for social relations. In short, school and family must join forces

and embark together on a path that will allow them to reconceptualize education from a real community perspective, where the true protagonist is the student. As future lines of work, we intend to develop sensitivity in future professionals to what changes and how they should behave in different situations, in addition to the development and implementation of family communication activities.

Besides highlighting the benefits of the contributions of this research, it is pertinent to raise its limitations and the future recommendations that derive from the analysis and reflection carried out after the development of this work. Thus, we find that the nature of the results obtained tend to inspire actions rather than constituting actions in themselves; hence the recommendation to carry out a qualitative methodological analysis that will contribute to providing complementary information that will enrich the understanding and future actions to address the issue. On the other hand, it would be advisable to extend the sample to other subjects and different educational contexts in order to be able to make a comparison and check the similarity or differences in the results according to different variables.

Conclusion

The objectives of the present study were, on the one hand, to analyze the prevalence of students involved in school violence-victimization dynamics in second cycle SSO students according to the participation role and, on the other hand, to analyze the family situation of students involved in school violence situations and to establish significant relationships when comparing them with the normative group.

The novelty of this study is that it offers evidence to gain a deeper understanding of the subject under investigation; specifically, it provides us with new knowledge about the influence exerted by families, their ways of relating, and the communication established with their adolescent sons and daughters as a factor that predicts the development of violent behavior at school.

In this sense, we must highlight the relevance of some of the results obtained, which lead us to an analysis and perspective hitherto little dealt with for the approach and understanding of school violence. In this sense, most of the students identified as violent claimed to have a positive relationship with both their father and their mother. This finding is striking, as one tends to deduce and understand that this situation, from the outset, is totally contrary to this result. Likewise, another of the discoveries and novelties of this study lies in the fact that it expressly places relationships with mothers in the foreground, showing significant differences in the comparison between violent students and the reference group.

Likewise, the results obtained represent irrefutable evidence that contribute to focusing actions and strategies from the educational centers aimed at tackling and fundamentally preventing this type of violence in the centers. Thus, the usefulness and transferability of the results of this work is of a practical and useful nature for the management and organization

of educational centers, as well as for the development of synergies and structures for collaboration and cohesion with the educational community, specifically with families.

Limitations and Future Lines of Research

Despite highlighting the goodness and benefits of the contributions made by this research, it is pertinent to raise its limitations and the future recommendations that derive from the analysis and reflection carried out after the development of this work. Thus, it is found that the results obtained tend to inspire actions rather than constituting actions in themselves; hence the recommendation to carry out a qualitative methodological analysis that contributes to providing complementary information that enriches the understanding and future actions to address the issue. On the other hand, it would be advisable to extend the sample to other subjects and different educational contexts in order to be able to make a comparison and check the similarity or differences in the results according to different variables.

AI Acknowledgment

Generative AI or AI-assisted technologies were not used in any way to prepare, write, or complete essential authoring tasks in this article. This project has been funded by the PPJIA2023.104 project.

Informed Consent

The author has obtained informed consent from all participants.

Conflict of Interest

The author declares that there is no conflict of interest.

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