

INFLUENCE OF FAMILY AND PEDAGOGICAL COMMUNICATION ON SCHOOL VIOLENCE

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INTRODUCTION



Violence,
increase in the cases of school violence worldwide, since one in three students have been threatened by peers



Family communication
enhances their knowledge, so that they can play a protective role in their children's behavior



Pedagogical practices
experts raise the need for affected schools to generate greater trust in the educational community

METHODOLOGY

Secondary and middle school education levels (Colombia) - 4.709.538 estudiantes
N=1.082 (14 - 18 years - M=15,61; SD= 0,90), (50% men y 50% women - Z= 1,96; VM= 0,25)

Questionnaire (3 scales)
1) School Violence Intensity Scale (VIS)
2) Parent-Adolescent Communication Scale (PACS)
3) Student-Teacher Communication Scale (ECD)

1º Obj: Identify the differences of gender in school violence among adolescents and in the interpersonal communication they have established with their parents and teachers
2º Obj: Determine the influence of family and pedagogical communication on aggressive adolescents and victims of school violence

RESULTS

70% of adolescents had suffered physical and verbal aggressions at school and admitted having assaulted their classmates

Men were, on average, more frequent victims of physical and verbal aggressions in school (M=1,89; SD= 0,74; p=0,00; Cohen's d=0,28) compared to women (M=1,69; SD=0.67).

Significant differences between the gender of adolescents and the levels of family and pedagogical communication: M (64,1%), H (35,1%).
Offensive communication between parents and children: M (57,6%), H (42,4%).

CONCLUSIONS



Family and pedagogical communication is deficient in this context affected by problems of school violence



Communication aimed at teaching students how to peacefully resolve their conflicts effectively contribute to the reduction of peer aggressions



Our findings related to gender match those of various studies that reveal how school violence is exercised differently amongst men and women

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