Teacher training: Pillar for the identification and bullying management

Capacitación docente: Pilar para la identificación y gestión de la violencia escolar

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Abstract

This paper is focused on explaining the improving of the process of identification and management of school violence by teachers of primary education in the "Nicolás Gómez Tobar" school in Santo Domingo city during the period of 2016-2017. The applied proposal consisted of a training module which describes different types of school violence as well as models of pacific conflict management among students, which can be applied in the educational context of the institution, ever since strengthen the pacific violence management is a real teacher's need. The methodology of this study was based on an explanatory research and quasi experimental design. With the application of a pretest, intervention and a posttest to a sample made up of twenty-two teachers, who teach from the initial to tenth grade. The applied research techniques were the survey and the statistical analysis. The results obtained through the research effectively show that training improves school violence cases identification and also the possibility of applying one or several pacific conflict resolution models. The importance of teacher training on the violence identification and conflict management as part of the improvement of the teaching career is explained in the conclusions, as well as the benefits of making teachers aware of this habitual issue in the school context.

Keywords: Bullying, training, education, teacher, organization, violence.

Resumen

El presente trabajo se enfoca en explicar la mejora del proceso de identificación y gestión de la violencia escolar en los docentes de Educación General Básica de la Unidad Educativa "Nicolás Gómez Tobar", de la ciudad de Santo Domingo, período académico 2016-2017. La propuesta aplicada fue un módulo de capacitación que describe tipos de violencia escolar y modelos de gestión pacífica de conflictos entre estudiantes, que se pueden aplicar en el contexto educativo de la institución, ya que es necesario fortalecer la formación docente en gestión pacífica de casos de violencia escolar. La metodología del estudio se basó en la investigación explicativa y en un diseño cuasiexperimental, con la aplicación de un pretest, una intervención y un postest a una muestra de 22 docentes que imparten clases desde

inicial hasta décimo grado en la institución. Las técnicas de investigación utilizadas fueron la encuesta y el análisis estadístico. Los resultados obtenidos con el estudio muestran que la capacitación mejora la identificación de casos de violencia escolar, de la misma manera, se plantea la posibilidad de aplicar uno o varios modelos de resolución pacífica de conflictos. En las conclusiones, se explica la importancia de la capacitación como parte del perfeccionamiento de la carrera docente en identificación y gestión de la violencia escolar, además se sintetizan los beneficios de concientizar a los docentes sobre este problema habitual en el contexto escolar.

Descriptores: Acoso escolar, capacitación, educación, docente, institución, violencia.

1. Introduction

School violence is a daily problem within classrooms, as it occurs in different ways and with a series of different victims and aggressors. The United Nations (UN) considers school violence as any act of physical or psychological aggression, injury, exploitation, negligence, omission of complaint that occurs between students, teachers and students, authorities and students and against property. These acts can occur both inside and outside the school, in the community or neighborhood that is surrounding the institution, by social networks or any information and communication technology (Ministry of Education of Peru, 2014). During and outside of classes, students experience a series of conflicts, because the educational institution is a social space in which hundreds of individuals coexist with differences of all kinds. It is inevitable to consider school violence as a daily problem of educational institutions, since according to López (2014) violence is a way to resolve conflicts among students, thus becoming part of the daily life and coexistence of the educational community.

Violence and aggression among students are presented in various ways in educational institutions, they form part of the daily life of the classrooms, therefore, it must be considered that violence will be evident at some time or situation; during classes, breaks or school activities. With respect to the aforementioned, the World Health Organization (WHO) states that violence is the deliberate use of force by means of aggression or domination, whether in the form of a threat or fait accompli, against oneself, other persons, a group or a community. This deliberate use of force by means of aggressions can cause death, injury, psychological disorders or developmental maturation (Piñero et al., 2014).

The problem of school violence is embodied in each instance of educational institutions, therefore it is unavoidable that conflicts are not generated in a space in which there are a diversity of students with cultural and social differences. In this way, Piñero et al. (2014) in agreement with the World Health Organization (WHO), considers that at present the problem of violence is recognized as a social and health problem that has a harmful impact on the living conditions and emotional stability of the people, since violence can become a factor that generates diseases in the short, medium or long term, even causing chronic diseases.

The first focus of attention and scientific studies related to school violence emerged in the 70s, but from the 1980s onward, research began to determine the percentages of violence that existed in educational institutions and how it affected the students. In the first investigations on school violence focused attention on the individual, i.e. the student and the negative effects that their contact with some type of violence.

This investigative perspective on the individual has its origin in the great influence of the research carried out by Nordic authors that focused on factors or causes at the psychological or family level, focusing on purely social and cultural aspects (Colombo, 2011). From this, some theories that explained the negative effects of violence on people were raised. The theory of development for example, explained that infants who grow up in violent environments, adapt to these and develop aggressive behaviors that affect

their emotional, social and psychological development (Rosser, Martínez & Villegas, 2015).

Another approach was the theory of trauma that emphasized physiological changes, stress and brain development as a result of the violence experienced by the individual and how this greatly affected language, memory and concentration. The two aforementioned theories focused on social contexts outside the home, for that reason, the theory of family systems that consider school violence as a result of the lack of support that parents had regarding infants or adolescents was raised. They were aggressive within educational institutions.

The results on school violence in all countries have relatively similar percentages, in this sense Cabezas & Monge (2013) consider that aggressive behavior in classrooms are valued at around 15%, however this percentage is variable according to to the studies that have been carried out in different school contexts. In other words, violence within classrooms is a present reality in educational institutions, although it is not evident or is concealed, for this reason, in Latin America and the In the Caribbean it is estimated that between 50% and 70% of students have witnessed or been victims of some type of violence, corroborating what was stated by the Ministry of Education of Ecuador (2014), which states that violence between students increases every time more in the region.

In 2004, a national scientific research on school violence in Ecuador was carried out through the INNFA (National Institute for Children and the Family) in collaboration with the DNI (International Defense of Boys and Girls). With a sample of children and adolescents the following data was revealed: 32% of children and adolescents in Ecuador are beaten or insulted "sometimes" by classmates, of these, 22.6% are boys and girls between the ages of 6 to 11 and, 20.1% are adolescents between 15 and 17 years of age (McBride, 2012).

Another report with data similar to the previous one was made in 2010 by the Observatory of Childhood and Adolescence,

revealing that 63% of students in Ecuador bother others because they are different; 74% insult or make fun of a classmate; and 53% suffer robberies inside and outside the institution (El Universo, 2014, p.1). These results show a tendency towards the progressive increase of violence in the classrooms, despite all the proposals or projects that have been made, and which are still ongoing. Given the mass of violence and aggression in the school context, the Ministry of Education of Ecuador has requested that students, teachers, authorities, parents and the community immediately report any case of school harassment (El Universo, 2014).

There are several explanations that have been given to understand violence and aggression between individuals, but the fact that maltreatment between equals has a great impact in the school context is disregarded, this involves aggressions and systematic abuses within the interpersonal relationships that are established among students (Haro & Garcia, 2014), for this reason, violence and aggression within classrooms occur indiscriminately within educational institutions, in itself, it is a problem that concerns the entire educational community, lawmakers and citizens in general. This work approaches the problem from the approach of Blásco & Orgilés (2014), who affirm that aggressiveness is a behavior that is learned through the observation of aggressive behaviors that others generate, this being the stimulus to act in a similar way or with greater violence.

As has been mentioned, violence within classrooms is an everyday part of school coexistence. According to several researches, students and teachers establish interpersonal relationships that may at times become conflictive, therefore, it seems to be clear that teacher training is important to manage problems that may occur during classes, and for a greater reason, if it is about conflicts and aggressions between students. According to Martínez et al. (2007), the teachers are aware of the emotional, social, family and economic problems of

the students, and by feeling helpless or nt having the necessary training to solve precarious situations of their students, emotional states of anguish, sadness or frustration are generated, causing them to question their teaching performance, even reaching skepticism about new initiatives or proposals against violence in the school context.

Training is part of the professional development of teachers, for the reason that allows improving the teaching and learning process. According to Torrego, Monge, Pedrajas & Martínez (2015) teacher training should be understood as a professional development that improves and stimulates learning processes, which are constantly changing, therefore, professional practices should be developed in the same way as these processes. The perspective of these authors values the training as a means of professional development for teachers, which in a positive sense, allows to establish better processes of problem management observed in the classrooms.

There are specific research works that propose teacher training as a means to manage violence within classrooms, despite being an action that is not of recent approach, but rather, are part of the improvement of teaching processes and learning, besides strengthening school coexistence away from conflicts, violence and other social problems. Based on the aforementioned, Gibbons & Rossí (2015) consider that teachers should promote meaningful and relevant experiences for students who are at risk (violence, exclusion, drugs, vandalism, prostitution, etc.), in reason that, educational institutions that do not devote the necessary attention to promote peaceful coexistence, leadership, fellowship, collaboration, cooperation and empowerment; can increase violence, exclusion, abuse and conflicts inside and outside the classroom.

Improving the management of violence and conflicts within the classroom is part of the professional profile required by teachers. As some studies have argued, training on

school violence allows teachers to provide better support to students who are experiencing problems. According to this, Gibbons & Rossí (2015) argue that students with the necessary support, can have a change of attitude that allows them to analyze everyday situations in a different way, promoting the change of beliefs, and in this way, dismiss violence as a functional part of coexistence in the institution.

The training of teachers on school violence aims to prevent and avoid violent acts among students, but it is also a way of proposing better solutions to conflicts. Gibbons & Rossí (2015) consider that the objectives of the training programs on school violence should not only focus on preventing violence and conflicts among students, but also on teaching peaceful practices of conflict resolution and participatory decision making that allow strengthening the positive climate of the classroom and the harmonious coexistence of all the agents of the educational community.

The investigations that have been carried out regarding the training of teachers on school violence, focus not only on the prevention of violence, but also on better ways of managing the classroom, so that aggressive conflicts between students are not generated. On the basis of this, Gibbons & Rossí (2015) state that teacher training in leadership and mediation is part of individual and group decisions to prevent violence. The approach of these authors is related to the role of leader that the teacher must take while facing conflicts and violence between students, so that when decisions are made, they have a positive impact at the individual level (teacher or student) as a group (teachers and students, parents of family, authorities), and thus solve the addressed problem.

Different studies that focus on teacher training in school violence issues, suggest that it is possible to identify the types of violence that are observed in the classroom as a measure to propose prevention strategies

and peaceful resolution of these problems. Martínez et al. (2007) argue that the identification of the factors that generate or inhibit aggression, could provide the procedures and actions to design prevention and intervention strategies to guide public policies that reduce the impact of school violence, which is manifested early in the boys and girls.

According to the described perspectives, violence occurs frequently in classrooms, for this reason, projects have been proposed that help address this problem, which is a matter of interest for teachers, students, parents. and the community (Marchant, 2009). On the basis of the identified problem, a training module was designed to improve the process of identification and management of school violence in teachers of Basic General Education of the Educational Unit "Nicolás Gómez Tobar", in the city of Santo Domingo, academic period 2016-2017. The structure of the module considers antecedents of school violence at the international and national levels to place it as a latent problem in the institution. The first unit of the module is related to the generalities of violence; describing its typology as it is: physical violence, psychological violence, sexual violence, economic violence and patrimonial violence. In the same way, the modalities in which violence is presented are explained, such as: interfamilial, institutional, labor and violence against nature.

The second unit addresses school violence, on which cases of exclusion, harassment, coercion, intimidation and bullying (verbal, physical, gestural, cybernetic) are detailed and analyzed. In the same way, the abstention of the complaint and the agents that promote violence within the educational institutions are described. The third unit of the training module is related to the methods of peaceful resolution of school violence. In this thematic section, the assertive technique model, the Pikas method, the circle of friends, the mediation dynamics and the integrated relational model are analyzed and described. In this sense, the presented work contemplates the importance of improving the process of identification and management of school violence, which is a priority need in the training of teachers, because in certain cases, they do not have the theoretical or methodological knowledge to manage conflicts or aggressions within the classroom (Vijayan, Chakravarthi, Philips, 2016).

2. Materials and methods

The methodological process applied in the research is uncommon, since works with themes similar to the one proposed in this manuscript, focus on case studies and other non-experimental methodological designs. From this perspective, the research proposal took a quasi-experimental design that considers results before, during and after the intervention to determine the scope and limitations of the research. Based on the methodology applied and based on the mixed approach (qualitative and quantitative), the scope of the research covered more broadly the problem of school violence in the institution, even allowing a greater generalization of the results.

As mentioned in the previous paragraph, the methodological process of the study was based on a mixed approach, because the qualitative approach was used to analyze the teaching experience with respect to training. In the same way, the quantitative approach was applied to the statistical analysis of the improvement in the identification and management of school violence, once the training was completed. The quasi-experimental design, according to Hernández, Fernández & Baptista (2010) is useful for the measurement of social variables, considering mainly that previously formed groups are chosen, that is to say, no type of random selection is used. In educational research, this type of design allows achieving results for general trends, because the study variables can be compared before, during and after, in a given time.

For the present work, the quasi-experimental design was applied through a pretest, an

intervention and a post-test for an intentional sample of 22 teachers of Basic General Education who teach classes from initial to tenth grade in the institution. In the pretest, a survey of 20 questions related to cases of school violence and models of peaceful conflict management was applied. From the survey, the training module was proposed with three units that detail the types of school violence and models of peaceful conflict management that can be contextualized with the reality of the educational community. The training was conducted for fifteen days and two hours of daily participation. The methodological strategy was participatory; therefore, debates and working groups were held to analyze the thematic units and the group development

of the module workshops. The posttest consisted in re-applying the survey taken in the pretest, and in this way, statistically compare the results achieved to determine if there was an improvement in the process of identification and management of school violence.

3. Analysis and results

The results of the general and specific questions of the survey on school violence identification and management, applied to 22 teachers of Basic General Education of the Educational Unit "Nicolás Gómez Tobar" are described and analyzed below.

Chart 1. General aspects of the institution's teachers

Professional Training	Third level (86,36%)
	Fourth level (13,64%)
Pedagogical Training	100%
Training in peaceful resolution of school violence	86,36%
Training frequency	One month ago (4,55%)
	One year ago (22,73%)
	More tan two years ago (72,73%)
Availability for training	100%
Frequency of conflict observation	weekly (86,37%)
	Monthly (9,09%)
	None (4,55%)

Source: own elaboration, with data obtained from the survey on identification and management of school violence.

According to the results, the teachers of the institution have a third level professional training (86.36%) and fourth level (13.64%), in the same way, all have a pedagogical training; therefore, they are professionals trained to teach (see chart 1). In contrast to the results of professional training, 86, 36% of teachers indicate that they have been trained to peacefully resolve school violence; however, it seems that there is a scarce training process. For this reason, the highest percentage of teachers (72.73%) indicates that more than two years ago they received

training in peaceful resolution of school violence (see chart 1).

A pesar de que se evidencia una escasa frecuencia de capacitación a docente, todos los encuestados están dispuestos a capacitarse en temas relacionados a la gestión de la violencia escolar (ver tabla 1). En contraste con los resultados obtenidos, se muestra que el 86,37% de los docentes observa semanalmente conflictos o agresiones entre estudiantes, de la misma manera, el 9,09% indica que mensualmente observa actos violentos entre estudiantes. Unlike teach-

ers who observe violent acts among students, 4.55% of respondents indicate that they do not observe any aggression between students (see chart 1); Therefore, it seems that there is the possibility that there are teachers who do not have the capacity to identify types of school violence or, on the contrary, they are not aware of the problem observed by other teachers.

Chart 2. Identification of types of school violence

Type of school violence	Pretest (correct)	Posttest (correct)	Improvement
Coercions	9,09%	95,24%	86,15%
Intimidation	36,36%	95,24%	58,87%
Harassment	18,18%	95,24%	77,06%
Gesturing bullying	31,82%	100%	68,18%
Social block	54,55%	100%	45,45%
Verbal bullying	77,27%	100%	22,73%
Ciberbullying	72,73%	100%	27,27%
Average improvements			55,10%

Source: own elaboration, with data obtained from the survey on identification and management of school violence.

In accordance with the results of the pretest, it is shown that teachers identify less: coercions (9.09%), harassment (18.18%), gesturing bullying (31.82%) and bullying (36, 36%); On the contrary, the types of school violence that best identify are verbal bullying (77.27%), cyberbullying (72.73%) and social block (54.55%) (see chart 2).

After the application of training to teachers, the results of the posttest indicate that teachers improved the identification of coercion, intimidation and harassment by 94.24% respectively. In the same way, the results indicate 100% identification in gestural bullying, social block, verbal bullying and cyberbullying (see chart 2). When making a comparison of the percentages of identification of types of school violence in the pretest and the posttest, an average improvement of 55.10% is obtained (see chart 2), which indicates a substantial increase in the differentiation and classification of types of school violence.

Chart 3. Identification and use of school violence management models

Peaceful management of school violence	Pretest (correct)	Posttest (correct)	Improvement
Pikas Method	13,64%	85,71%	82,08%
Integrated relational model	22,73%	95,24%	72,51%
Circle of friends	13,64%	76,19%	62,55%
Mediation dynamics	54,55%	95,24%	40,69%
Assertive Technique Model	40,91%	76,19%	35,28%
Average improvements			58,62%

Source: own elaboration, with data obtained from the survey on identification and management of school violence.

Regarding the results of the pretest, it is shown that the Pikas method (13.64%), the circle of friends (13.64%) and the integrated relational model (22.73%) are the models that teachers identify or use to resolve conflicts or aggressions between students (see chart 3). On the other hand, the dynamics of mediation (54.55%) and the assertive technique model (40.91%) in the pretest are the models identified and used by teachers to manage school violence (see chart 3).

Once the training has been carried out, the results indicate that the teachers have a better capacity to identify and propose the use of the models proposed during training (greater than 76%, see chart 3). The comparison between the pretest and the posttest indicates an average improvement of 58.52% in the identification and use of the proposed models (see chart 3). On the basis of the comparison between pretest and posttest and improvements for each model, the integrated relational model (95.25%) is proposed as the alternative that most teachers would use to manage conflicts in the classroom (see chart 3).

4. Discussion

On the basis of the results, it is shown that teachers have third and fourth level training in pedagogical training, but their training in peaceful resolution of school violence is rare or non-existent, causing that teachers may unintentionally turn into accomplices of violence, as argued by Cabezas & Monge (2013). In the same way, teachers know and observe violent acts inside and outside the classroom; therefore, it seems that they feel the responsibility and need to do something to improve this problem, although they do not know how to do it. Based on the need for identified training and knowledge of the problem of school violence that teachers have, it seems to be necessary to improve the processes of teacher improvement in issues of school violence identification, since according to Gómez (2013), possibly teachers become passive spectators of conflicts between students, result-

ing in an increase in violence inside and outside the classroom.

Although there is evidence of little or no training in peaceful resolution of school violence, teachers seem to be feeling co-responsible for this problem, since according to Lorente, Ramos & Pérez (2016), teachers are aware of emotional, social, family and economic problems of the students. . From this perspective, Rodríguez (2014) raises the importance of training as a means to improve teaching competencies in peaceful resolution of school violence, taking into account that teachers are aware of the virtues, needs and problems of their students; therefore, training would be one of the tools for teachers to accept new proposals, but also to be able to generate proposals that fit the educational context and the conflict observed and evaluated in each classroom.

If teachers do not become aware of the violence that is generated in the school context, they can not make students aware of this problem, which according to Gairín, Armegol & Silva (2013) can increase apathy and lack of solidarity with respect to the suffering of the victims, increasing the risk that there will be new direct protagonists of violence in the future. Attending this approach, Castro & Regattieri (2012) consider it necessary to strengthen solidarity and reciprocal tolerance to balance the social life that occurs inside and outside the classroom, because violence affects not only the victim or the aggressor, but also to those who observe it and do not report it out of fear or indolence of the conflict that occurs.

The willingness and responsibility of teachers to be trained is part of the process of improving and solving school violence; because, Ruiz (2014) considers that teachers should promote significant experiences for students, in addition Gibbons & Rossí (2015) state that schools that do not devote attention to maintaining unity, leadership, renewal and collaboration, they can increase violence, exclusion and conflicts between students and teachers. According to the authors' explanation, it is important that each teacher be

a promoter of mechanisms to peacefully resolve conflicts and, based on proposals close to the reality of the school context, raise significant situations that are of benefit to students and a possible solution to the problem of school violence.

Another important aspect of the willingness and responsibility of teachers to improve educational processes is considered by Gibbons & Rossí (2015), which holds that if students have enough support, they can change their attitude, in addition to helping them to analyze in a different manner the daily situations they face, which in one way or another, could give way to a change of belief about violence. Based on the proposed perspective, it seems that the training module contributed to teachers' awareness of the school violence that exists in the institution, since there were improvements in the identification and proposal of solution to this problem; therefore, it is demonstrated that the knowledge of the types of school violence by the teachers of the Educational Unit "Nicolás Gómez Tobar" positively affects the identification and recognition of conflicts or violent acts in classrooms.

The awareness of school violence by teachers, arises from the knowledge and identification of their typology in the school context, because according to Gibbons & Rossi (2015) the training on school violence not only focuses on preventing this problem, but also on teaching better strategies for conflict resolution and decision making to improve communication and interpersonal relationships between students and teachers. Indeed, according to Martínez et al. (2007) the identification of the factors that generate violence, could provide the guidelines to improve, raise and develop intervention strategies and public policies that are oriented to fight against violence inside and outside the classrooms.

Since the results show a responsibility of teachers with respect to violence, there is also a unanimous acceptance of them for training in peaceful resolution of school violence. Therefore, it seems that the integrated relational model with respect to other methods of peaceful resolu-

tion of school violence has a greater possibility of application in the institution, since teachers and students are willing to participate in the improvement of the situation. Although the results show a greater possibility of application of the integrated relational model, it is necessary to emphasize that the Pikas method, the circle of friends, the assertive technique model and the mediation dynamics are methods that can be applied positively, according to the case of school violence that is identified.

In response to the predisposition of the teachers and the change of beliefs of the students, the integrated relational model is considered as an adequate method for the educational context of the institution, because it moves the peaceful resolution of school violence to all the actors in the educational community, this means that, from the initiative or encouraged by teachers and parents, students resolve conflicts and aggressions through peaceful dialogue and awareness of the impact of violence inside and outside the classroom. Thus, it seems that there is a latent possibility of carrying out this model of peaceful resolution of school violence in the institution, since teachers and students have expressed their interest in participating in the peaceful resolution of this problem that still seems to be a very radical for all the actors of the educational community, being on the other hand, accustomed in the educational context.

In short, teacher training on issues related to the identification and management of school violence allows changing the perspective of the problem; so, it gives the possibility of proposing strategies that contribute to the fight of school violence. Based on the training of teachers, the results show an improvement in the identification of types of school violence, but it also seems that there is the possibility of executing participatory models of peaceful management of school violence, as is the case with integrated relational model, which was mainly applied by teachers after having

completed the training. Based on this positive openness of teachers, it can be summarized that training is a tool that in addition to raising awareness among teachers about the problem of violence, allows them to take a leadership role with respect to proposals that help mitigate violence school in each classroom.

5. Conclusions

In general terms, the training of teachers with regard to the peaceful resolution of school violence is rare or non-existent, causing conflicts and aggression among students to be scarcely identified or controlled in the institution. This edge of the problem determined in the study is related to the need to improve the teaching career, since it is clear that teachers are willing to be trained in peaceful resolution of conflicts and aggressions between students; therefore, there is the possibility of applying integral models of participation of the educational community, such as the integrated relational model, the Pikas method, the assertive technique model, the circle of friends and the mediation dynamics. These possible solutions for the problem of school violence do not arise spontaneously, but are the result of a process of teacher awareness and training to expand and propose models that are contextualized with the school reality in which conflicts and aggressions arise between students.

With respect to the application of the training module, a change of attitude of the teachers was observed, since in the first place, there was a positive acceptance of the training, and secondly, the teachers identified specifically and with greater results the types of school violence that occurred in their classrooms, in addition, procedurally proposed the model of peaceful school violence management that would be better contextualized with the characteristics of the identified conflict. This change in teachers' beliefs and procedures is a reflection of the training in identifying

types of school violence and models of peaceful conflict management, which undoubtedly forms part of the process of improving the teaching career.

It is clear that the training on school violence is a necessary element to develop awareness among teachers about this daily problem among students. In accordance with the above, it is possible to promote a culture of conflict prevention and treatment by training teachers on issues related to the identification of types of school violence and the methods to manage it in a peaceful manner. En este sentido, existe la posibilidad de mejorar esta problemática, porque a partir de la capacitación los docentes poseen los conocimientos y procedimientos necesarios para gestionar la violencia escolar que observen dentro de sus aulas de clase.

In short, the opportunity that is established with respect to teacher training, allows, from any perspective, a positive aspect in improving the educational process that occurs in the educational institution. Teacher training is an unfinished process that requires progressive improvement through a training process that is adapted to the needs of the education professional and, according to the improvement results obtained with the study, training on identification and peaceful resolution of school violence is a transcendental element in the fight of habituation of violence, in a society increasingly unconscious of fundamental problems that limit coexistence, interculturality, change and peace. In short, the training module on the identification and management of school violence was effective in the school context of the institution and was adapted to the needs of teachers who work in each of the Basic General Education grades.

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