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CHARACTERISTICS ASSOCIATED WITH POTENTIAL AGGRESSIVE IN STUDENTS OF HIGH ANDEAN BASIC EDUCATION (PERU)

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Yarlequé Chocas Luis Alberto, Javier Alva Leda, Núñez Llacuachaqui Edith Rocío, Flores Ledesma Katia Ninozca, Vera Calmet Velia Graciela, Fernández Mantilla Mirtha Mercedes Characteristics Associated With Potential Aggressive In Students Of High Andean Basic Education (Peru)-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(5), 187-201. ISSN 1567-214x

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ABSTRACT

Introduction. Peru is one of the South American countries that has been increasing its rates of violence in adolescents, especially those of school age. **Objective.** And value different characteristics (sex, educational level, types of games, face visualization, emotion, motives and lie) associated with levels of potential aggression in students of the initial, primary, and secondary level of the city of Huancayo, located in the central Andes of Peru. **Methodological Foundation.** A Gesell camera was used with a key simulator, where 703 (358 women and 345 males) participants were placed; each was given the possibility of triggering their potential aggression with an alleged victim. **Results.** Mostrated relationships of dependence with educational level, types of games, face visualization, motifs and lie ($p < 0.05$); on the other hand, no dependencies were recorded with sex and experienced emotions ($p > 0.05$). **Conclusion.** There is a potential for aggressiveness of the students evaluated, which can be managed with work of emotions, empathy, and emotional intelligence.

INTRODUCTION

Potential aggression is understood as a person's ability to harm himself, others, and property (Carrasco and Gonzales, 2006). It is followed by an emotional state of frustration (Dollard, Dood, Miller, Mowrer, and Sears, 1939) with feelings of hatred (Guerri, 2017; Bandura and Ribes, 1975; Anderson and Bushman, 2001).

This potentiality has an instinctive (biological) and a social component, which is mediated in its learning and control by education (Palomero and Fernandez, 2001). According to its manifestation, subjects with zero, controlled, low, medium, and high levels of aggression can be distinguished (Carrasco and Gonzales, 2006). The concept of potentiality in the study of human behavior was also employed by Vygotsky (1988) and has its philosophical foundations in the concepts of possibility and reality (Zometa, 2012).

Aggression is a capacity inherent to people, which from the perspective of the cognitive social model can be controlled (Bandura, 1974). It relies primarily on environmental factors (Bandura and Ribes, 1975), in fact, human beings are gregarious by nature and spend much of their time as a group, interacting with others (Contini, 2015). The interaction between children (apprentices) and their social environment, causes a tendency to imitate and even overcome the violence of their adult models (Bandura, 1974).

Linking and interacting with others is a source of personal well-being, which takes on greater importance in adolescence (Contini, 2015). Research on characteristics and factors related to aggression in adolescents has increased in recent years (Andreu, 2017). In Spain, socio-emotional competences, and aggressive behavior (Ruvalcaba, Murrieta and Arteaga, 2016) were studied, as well as the relationship of psychological control of parents and the appreciation of aggression in students (Cerezo, Casanova, García and Carpio, 2017). Also, in Costa Rica, aggressive behaviors were characterized in students (Cabezas y Monge, 2013). In Colombia, drug use and aggressive adolescent behaviors were analyzed (Castaño, Restrepo and Uribe, 2014; Redondo, Luzardo and Rangel, 2016). And in Ecuador, the effects of

television programs on school behavior were evaluated (Hidalgo, 2010). Similarly, there is a recent growth in studies where the relationship between play and aggression is evaluated (Arquiñigo, 2017) as well as with different social skills (Mestre, Samper, Tur, Richaard and Mesurado, 2012; **English**, Torregrosa, Garcia, Martinez, Estevez, Jesus and Jimenez, 2014; Richaard and Mesurado, 2016; Gallardo, Dominguez and Gonzales, 2019).

In Peru, youth violence has grown to such an extent that many of the sicarios are minors, a modality that has been taking advantage of the rules of protection of minors and the gaps and legal arguments to the Peruvian Penal Code (Rodriguez, 2015). The unusual growth of violence between children and young people led to the Peruvian National Police (PNP) operating in schools, seized firearms on children and adolescents (Villegas, 2019).

This has generated studies with the aim of understanding the causes and origins of the problem; among them we can mention that of Yarlequé, Javier, Nuñez, Navarro and Matalinares (2013) and Matalinares, Arenas, Diaz, and Dioses (2014) who investigated the relationship between internet addiction and aggressiveness in high school students; also, Martínez, Tovar and Ochoa (2016) evaluated the levels of direct and indirect aggression and their prosociality. The influence of family relationships (Castle, 2017) and role of overprotective mothers (Tito, 2017) was also evaluated. On the other hand, several comparative studies of aggression between males and women have been done at their levels, as well as in various factors (Cardenas, Cosiatao and Livia, 2011, Castro and Chávez, 2012; Gutierrez, 2018; Tello, Piñan and Trujillo, 2018; Soto, 2018). Despite this, there are few studies published in the central region of Peru.

The city of Huancayo, located in the central Andes of Peru about 3249 meters above sea level, with a population of approximately 545,615 inhabitants (INEI, 2018), is the main commercial capital of the Junín region. Its dynamics of trade have been causing population growth in its periphery with high migration rates from surrounding rural areas, as well as from nearby regions (Haller, 2017). According to the report of the Ministry of Women and Vulnerable Populations (2019), the region ranks fourth in violence against women, family, and sexual people throughout Peru with figures increasing year after year.

Given this context, there are no studies covering this problem in the city of Huancayo. For this reason, this research was developed with the aim of establishing whether sex, educational level, types of games, face visualization, emotion, motifs and lies play a distinctive role in the levels of potential aggression in students of basic education of the various educational centers of the city of Huancayo.

METHODOLOGY

The research was considered mixed (Hernández, Fernández and Baptista, 2014). Vygotsky's evolutionary experimental method (1988) was used, which is characterized by reproducing in the most real way possible the conditions

that allow the researcher to observe the psychological phenomenon in the most genuine way.

Participants

Study participants were 703 students of both sexes, 345 males (49.1%) and 358 women (50.9%) II to VII Basic Education cycle including 149 of the initial level (21.2%), 281 primary school (40%) 273 high school (38.8%) of medium and low socioeconomic status, all Hispanic speakers of the initial level: 4- and 5-years primary level:6 to 12 years and secondary: 12 to 18 years. The provenance was from 8 state and private educational institutions in 3 districts: Huancayo, Tambo and Chilca, comprising the urban and rural areas of the city of Huancayo.

The number of participants was taken in a non-probabilistic way, considering accessibility and informed consent.

Simulator

A Gesell camera was used, equipped with two video cameras and a microphone. In the interior environment was installed a simulator, consisting of a chair with cables and an outlet that gives the appearance that once plugged in can produce electric current to which you are sitting in it. In front of the chair, on a large table, a small screen was placed that allows the person in the chair to visualize which key the experimental subject presses, making it easier for him to simulate pain.

On the other side of the table was a panel with four colored keys: white, blue, red and black. The white key when pressed turns on a light bulb located at an angle of the table, the others produce a sound like the sizzling of an electric shock, which is heard in the chamber through a loudspeaker system; the intensity of the sound increases depending on the color of the key pressed, with the blue key, which produces the lowest sound and the black sound producing the highest sound.

The simulator has a program that makes it possible to record the keys that the individual presses and how long he remains doing so, from milliseconds. The camera outside was controlled on 2 computers with a communication equipment.

Instruments

For the research, a pre-experimental interview guide, developed by the researchers, was used to collect information about the sex, level of instruction and types of games they practice. The types of games were classified into three categories: symbolic (Piaget, 1961), free (Salazar, 2017) and directed (Palacios, 2016) on a scale of aggression from 1 to 5 where five was the high level of aggression.

Similarly, a post-experimental interview guide was used to collect information about the emotions experienced in experimentation, the reasons why they pressed the keys, and whether he accepted what he did on camera (lie).

For aggressiveness levels, a scale was used, based on simulator key colors. Students who pressed the white key, which only turned on a light, were classified into the category of controlled aggression; those who pressed the blue key were classified in the low aggressiveness category; those who pressed the red key were classified with medium aggression; those who pressed the black key with high aggressiveness, and students who decided not to press any keys were classified into no sign of aggression.

Procedures

The experiment ran in three stages: the first, after obtaining informed consent, the interview was conducted with the pre-experimental interview guide. The second was performed in Gesell's chamber, one by one, the experimental subjects were placed in the chair and in front of the panel with four keys; in front, the alleged victim was placed, trained to simulate pain, depending on the key pressed by the experimental subject. The experimenter after setting the rapport mentioned to them: "You see the buttons that are on the table if you press the white button, only that light bulb will light up. If you press the blue button, the lady's going to get a little electric current. If you press the red one, it is going to pass a little more current. If you press the black lady will receive much more current, when I go out-you can press the one you want or you cannot press any. Now I am going to put the plug in the outlet," and it's done so that the experimental subject can see it clearly.

The experiment, in the chamber, was conducted under two conditions, in the first one the face of the alleged victim was covered with a hood, indicating to the experimental subject that if he decides to press any button the victim will not be able to see him. The second condition was performed without covering the face of the alleged victim. On the other side of the camera were recorded the images, sounds and verbalizations emitted by the experimental subject and his alleged victim. In each of the conditions described, the maximum time the experimental subject remained pressing the keys was 40 seconds.

In the third phase, at the exit of the camera, the second interview with the post-experimental guide was applied.

DATA ANALYSIS

From the interviews conducted were obtained the data of sex, level of instruction, types of games, face visualization, emotion, motifs, and lie, which was contrasted with what was observed in the camera through the visualization teams. Potential aggressiveness levels were obtained from the action in the Gesell camera simulator.

The results were processed in the SPSS version 23 statistical software, frequency tables were developed based on the levels of aggressiveness observed when the alleged victim had her face covered. For the contrast of

independence between the variables, the chi-square (X^2) test with a confidence level of 95% ($\alpha=0.05$) was used.

RESULTS AND DISCUSSION

Table 1 shows the levels of aggressiveness of gender-avoiding participants when the potential victim has a face covered. Contrary to findings in other research (Yarlequé et al., 2013; Redondo et al., 2016; Martínez et al., 2016; Gallardo et al., 2019), males recorded higher frequency (15%) students without aggression; however, women showed greater controlled aggression (17%). At low, medium, and high aggressiveness levels, no significant differences were recorded between sex ($x^2 \times 1.32$, gl-4, p-0.52), indicating that aggressiveness is gender-independent. In fact, women and boys do not differ in social media addiction (Castro and Chavez, 2012) and creativity (Gutierrez,2018); although, women have more anger and hostility (Matalinares et al., 2013).

Table 1. Levels of Aggression in Huancayo Basic Education Students Based on Sex When the Potential Victim Has A Covered Face.

| Levels of aggression | Sex | | | |
|---------------------------|--------|-----|------|-----|
| | Female | % | Male | % |
| No aggression | 78 | 11% | 102 | 15% |
| Controlled aggressiveness | 123 | 17% | 90 | 13% |
| Low aggressiveness | 47 | 7% | 57 | 8% |
| Average aggressiveness | 30 | 4% | 22 | 3% |
| High aggression | 80 | 11% | 74 | 11% |
| Total | 358 | 51% | 345 | 49% |

Source. Authors

The results in Table 2 according to the degree of instruction show that elementary school students have the highest frequency at the high aggressiveness level (13%). A dependency on instruction levels was recorded with aggressiveness ($x^2 \times 92.81$, gl-8, p<0.001). This fact could be revealing a characteristic of development, according to which the smaller ones like the older ones would not trigger their maximum aggression. Although it is to be assumed that not for the same reasons, in fact, Redondo et al. (2016) have reported, in adolescents, 16% high aggressiveness, however, high school students have a higher frequency in the level of controlled aggressiveness (36%). There is the fact that high school students are much more aware of the experiment compared to those in the early and primary, their greater experience could be regulating their aggressiveness.

Table 2. Levels of Aggression in Huancayo Basic Education Students Based on Level of Instruction When the Potential Victim Has A Covered Face.

| Levels of aggression | Instructional Levels | | | | | |
|---------------------------|----------------------|-----|-----------------|-----|-------------------|-----|
| | In iti al | % | Pri ma ry | % | Seco nda ry | % |
| No aggression | 67 | 10% | 33 | 5% | 83 | 12% |
| Controlled aggressiveness | 30 | 4% | 82 | 12% | 98 | 14% |
| Low aggressiveness | 19 | 3% | 44 | 6% | 42 | 6% |
| Average aggressiveness | 4 | 1% | 28 | 4% | 20 | 3% |
| High aggression | 29 | 4% | 94 | 13% | 30 | 4% |
| Total | 149 | 21% | 281 | 40% | 273 | 39% |

Source. Authors

The potential for high aggression in elementary school students should not be ignored. There is a need to track this subgroup. Limitations on student standards and control, as well as shortages of social models, can unleash aggressive behavior.

In the case of the relationship between types of games with aggressiveness levels (Table 3), the results show that students who more than 66% of the participants preferred the targeted games, of which 85 students (12%) they had high aggression. Potential aggressiveness levels showed a dependency on game types (χ^2 2.876, gl-8, p-0.007), indicating a relationship between them. Targeted games include video games, including online Internet games; a positive relationship between aggression and Internet addiction has been demonstrated (Matalinares et al., 2013). It is possible that the practice of games directed on the Internet, is influencing the aggressiveness of the subgroups indicated, where these imply the subjection to rules of control of the conduct (Palacios,2016). According to Vygotsky’s development theory (1988), external control of behaviors, by rules, would give way to internal control of it. In this regard, it is important to remember that it is possible to use targeted play to reduce aggressive behavior (Arquiñigo,2017).

Table 3 Levels of Aggression in Huancayo Basic Education Students Based on Game Types.

| Levels of aggression | Types of games | | | | | |
|----------------------|----------------|---|---|---|----|---|
| | Dir | % | F | % | Sy | % |

| | ected | | re | | mbolic | |
|---------------------------|-------|-----|------|-----|--------|-----|
| No aggression | 137 | 19% | 26% | 4% | 17 | 2% |
| Controlled aggressiveness | 135 | 19% | 41% | 6% | 37 | 5% |
| Low aggressiveness | 73 | 10% | 18% | 3% | 13 | 2% |
| Average aggressiveness | 35 | 5% | 6% | 1% | 11 | 2% |
| High aggression | 85 | 12% | 38% | 5% | 31 | 4% |
| Total | 465 | 66% | 129% | 18% | 109 | 16% |

Source. Authors

Table 4 shows the levels of aggression recorded in basic education students when the alleged victim is with a covered and uncovered face. For the case of a covered face, there was a higher frequency in the levels of controlled aggressiveness (30%), when looking into the motives, the most common responses were: "I didn't want to hurt him", "I wanted to check if the light is turned on", "I didn't want it to hurt", "I wanted to see what was going on". While it is true that there is curiosity in students, they are clear about the intention not to cause harm. The fact that this group of students tended to repeatedly press the white key could be interpreted as an aggressive energy discharge channel; in fact, many of these children had, in their educational institutions, a reputation for beating themselves off when they were assaulted, even being "respected" by their other peers for it. Cerezo et al. (2017) found that the exercise of psychological control of parents seems to be related to the way their children appreciate the various forms of aggression. In fact, some authors have highlighted the importance of empathy and values in reducing aggression (Mestre et al.,2012; Richard and Mesurado, 2016).

In addition, 180 students (26%) they did not present aggression, they recorded answers such as: "I don't want it to hurt", "I didn't want to pass electricity", "I think it's cruelty"; even a 9-year-old girl, having received the instructions, asked, "Can I give an opinion?" "why are we going to do that to a person who hasn't done anything to us, "besides that's going to hurt." There were others who after receiving the instructions said, "I'm not going to squeeze any." The empathy shown by students relates to emotional intelligence (Goleman, 1994) based on the education received and probably on their family models (Bandura,1974, Castillo,2017).

What catches the eye is 22% (154) of students with high aggressive potential, they mentioned, "sorry," "sorry," when they heard the alleged victim scream, but they kept doing it. Some people even as he left the camera told him, "I warn you that there's more out there and they're going to come in" and there was no need to hear their victim screaming, and who, when they left the camera, asked their victim hard, did it hurt? These results contrast with the potential for aggression in adolescents (Villavicencio, 2010). By sharing spaces with non-aggressive students, they could become, the latter, potential victims. Aggressive behavior is the result of risky conditions and few conditions of protection (Muñoz, 2000), as well as maternal rejection and overprotection (Tito, 2017).

Table 4 Levels of Aggression Based on Face Visibility, Covered, And Discovered in Huancayo Basic Education Students.

| Levels of aggression | Face visibility | | | |
|---------------------------|-----------------|-----|-----------|-----|
| | Covered | % | Uncovered | % |
| No aggression | 180 | 26% | 269 | 38% |
| Controlled aggressiveness | 213 | 30% | 247 | 35% |
| Low aggressiveness | 104 | 15% | 62 | 9% |
| Average aggressiveness | 52 | 7% | 28 | 4% |
| High aggression | 154 | 22% | 97 | 14% |

Source. Authors

On the other hand, changing the conditions of the victims, with visibility of the face, there was a 17% increase in levels of null aggression and controlled aggressiveness, low aggressiveness decreased by 6%, average aggressiveness by 4% and high aggressiveness by 18%. This indicates a dependency ratio of aggressiveness levels to face visibility ($\chi^2=581.16$, $gl=16$, $p<0.001$). There is a potential more triggering aggressor when the aggressor does not see his victim's face; although, we cannot say that when the victim is seeing him, they will stop aggressive behavior.

Assessing the responses of the emotions experienced when the victim was with her face covered (Table 5). Of the total participants, 58% (407) and 29% (203) of students reported having experienced unpleasant and neutral emotions, respectively.

The surprising thing about the results is that 37 students (5%) with low, medium, and high aggressiveness showed pleasurable emotions. This could mean that there are subgroups with great potential to trigger violent actions

against other people and enjoy it, as well as 77 students (11%) with low, medium, and high levels of aggression, do not experience emotions by showing aggression. There was no significant relationship between the emotions experienced and the levels of aggression ($\chi^2 \times 19.21$, gl-16, p-0.26), indicating that students do not define their emotions well. It has been reported that high levels of aggression correlate inversely with emotional intelligence (Goleman, 1994; English et al., 2014), the under control of emotions.

Table 5 Levels of Aggression in Huancayo Basic Education Students Based on Emotions Experienced.

| Levels of aggression | Experienced emotions | | | | |
|---------------------------|----------------------|--------------|----------------------|-------------------------|-------------|
| | Pleasure | Displeasure | Superlative pleasure | Superlative displeasure | Neutral |
| No aggression | 15 (2%) | 96 (14%) | 0 | 5 (1%) | 67 (10%) |
| Controlled aggressiveness | 24 (3%) | 119 (17%) | 1 (0.1%) | 7 (1%) | 59 (8%) |
| Low aggressiveness | 11 (2%) | 69 (10%) | 0 | 1 (0.1%) | 24 (3%) |
| Average aggressiveness | 3 (0,4%) | 34 (5%) | 0 | 0 | 15 (2%) |
| High aggression | 23 (3%) | 89 (13%) | 0 | 3 (0,4%) | 38 (5%) |
| Total | 76 (11%) | 407 (58%) | 1 (0.1%) | 16 (2%) | 20 (3%) |

Source. Authors

Regarding the reasons why they pressed the keys in the simulator, 242 (34%) showed empathy with the alleged victims. Of what they showed aggression, 23% (158) blamed the victim and 22% (151) admitted their intention to assault (Table 6). The attitude of openly accepting the intention to harm another and to do so even by shifting responsibility to the victim often leads to aggressive behavior and this is potentially harmful in an uncontrolled society.

The results showed a dependency between the motives and the levels of aggressiveness ($\chi^2 \times 696.28$, gl-16, p<0.001).

Table 6. Levels of Aggression in Huancayo Basic Education Students Based on Reasons Why He Pressed the Keys.

| Levels of aggression | Reasons | | | | |
|---------------------------|--------------------|-------------------|-----------|-----------|---------|
| | Blaming the victim | Intent to assault | Empathy | Neutral | Fear |
| No aggression | 2 (0,3%) | 3 (0,4%) | 87 (12%) | 84 (12%) | 7 (1%) |
| Controlled aggressiveness | 18 (3%) | 0 | 154 (22%) | 32 (5%) | 6 (1%) |
| Low aggressiveness | 51 (7%) | 53 (8%) | 1 (0,1%) | 0 | 0 |
| Average aggressiveness | 31 (4%) | 21 (3%) | 0 | 0 | 0 |
| High aggression | 76 (11%) | 77 (11%) | 0 | 0 | 0 |
| Total | 178 (25%) | 154 (22%) | 242 (34%) | 116 (17%) | 13 (2%) |

Source. Authors

Of the students who showed some level of aggression, 150 (21%) they responded with lies, indicating that they do not admit their actions (Table 7), being more notable in those of the high level of aggression (81 students). On the other hand, 160 (23%) told the truth of their behavior on camera, indicating that it is possible to establish trust with students. There was a dependence between lies and levels of aggression ($\chi^2=134.72$, $g1=2$, $p=0.001$).

Table 7. Levels of Aggression in Huancayo Basic Education Students as They Tell the Truth and Those Who Lie.

| Levels of aggression | Lie | | | |
|------------------------|--------------------|------|------|------|
| | Telling the truth. | % | Lies | % |
| Low aggressiveness | 68 | 43% | 36 | 24% |
| Average aggressiveness | 19 | 12% | 33 | 22% |
| High aggression | 73 | 46% | 81 | 54% |
| Total | 160 | 100% | 150 | 100% |

Source. Authors

The degree of lie of students, limitations the validity of the results obtained in the interviews, especially in the emotions and motives. The results of this study show a list of the majorities of evaluated characteristics that should not be taken as causalities.

What is evaluated leads to a great challenge on the part of parents, educators, education system and society in leading the potential aggression of students, towards more controlled and emotionally intelligent reactions. One of the things that should be influenced is the development of empathy and values

(English et al., 2014; Richaard and Mesurado, 2016 and Mestre et al., 2012), as well as in the knowledge and control of emotions (Gallardo et al., 2019). The preference of dynamic games can be an alternative in the handling of them (Becerra and Sánchez, 2017).

CONCLUSIONS

The work has established that more than 44% (310) of Huancayo basic education students have aggressive potential, which increases when it does not see the face of its victim.

There is some relationship of potential aggression levels to instruction levels, type of play, face visibility, motives and lies.

There were no relationships of dependence between levels of aggressiveness with sex and emotions, indicating that aggressiveness is independent of sex and a disrecognise of emotions by students.

Finally, it should be noted that this aggressive potential of students can be managed. The recorded findings should not be avoided, and you would have to start thinking about confronting the phenomenon.

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