Aggressiveness and school coexistence in students of the 6th grade of the educational institution Nº 20595 “José Gabriel Condorcanqui”, San Mateo 2021

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ABSTRACT
The main objective of this research was to determine the relationship between Aggression (A) and School Coexistence (CE). The research was conducted with a quantitative approach, basic type, correlational level, non-experimental design, cross-sectional and hypothetical deductive method. Non-probabilistic convenience sampling was applied considering a sample made up of 60 6th grade students from educational institution No. 20595 “José Gabriel Condorcanqui”, elementary level, from the San Mateo district. The validity of the expert judgment and the confirmation of reliability were met, through Cronbach’s Alpha (aggressiveness = -0.613 and school coexistence = -0.711). The survey technique was used and through two instruments (questionnaires) the data were collected via Google forms. The results obtained were (P = 0.000, Rho = -0.407), it is concluded that there is a significant negative and moderate inverse correlation between the study variables.

Keywords: Aggression; School Coexistence; Educational Institution; Students.

INTRODUCCIÓN
Worldwide according to (1), aggressiveness in students is increasing since many countries have had various problems of aggression in the educational field, it is therefore that they have not achieved an inclusive and
equitable quality education. Each student experiences physical, verbal, and psychological violence in an Educational Institution. In this line, it is intended to defend safe, non-violent, inclusive, and effective learning spaces. According to statistical data, every three students one has been bullied by their peers at school.

In Europe and North America. The data shows that 16.1% of children who were bullied were through hitting, kicking, pushing or have been locked up somewhere. The second most frequent case of bullying is sexual bullying in Europe. According to the study, 11.2% of children are harassed in educational institutions, through teasing, comments, or sexual gestures. This is one of the most common forms of bullying in places like Central America, the Middle East, and North Africa. The digital age today is unfortunately used to generate new forms of sexual violence, by sending messages or images with sexual content. This is reflected in the data, which shows that between 12% and 22% of children received messages with sexual content in the last year.

According to [2], he mentions that physical aggressiveness is a predominant violence that occurs in all National Educational Institutions, so they seek different strategies to reduce violence in Educational Institutions. In our country in 2019, there were 2,646 cases of physical, verbal, and psychological violence. Numerous cases of school violence in educational institutions were reported. It was also announced that the province with the highest cases of school abuse was Lima with 1,851 cases and with the least number of reported cases was Madre de Dios with 23. Finally, a comparison between public and private schools shows that, of the 4,931 cases of school abuse reported in the first semester of this year, 1,035 occurred in private schools, which represents 21% and 3,896 in public institutions, that is, 79%. These data show marked differences in each region on aggressiveness in students who were ever involved in a physical fight with another student, of these, 32.4% were physically assaulted at least once in the last year. It can be said that physical and sexual harassment are the two most frequent types of bullying, and that physical harassment is more common in all regions.

At the local level, in the Educational Institution No. 20595 “José Gabriel Condorcanqui”, which is in the district of San Mateo de Huanchor, in the department of Lima. It was observed that students present aggressive behaviors within the facilities of the institution such as: physical, verbal, and psychological aggressiveness among students, which affects school coexistence among peers. Each student comes from different realities, in them many come with that aggressiveness due to the influence in the home.

In this present study, the general problem is posed: "What is the relationship that exists between aggressiveness and school coexistence in students of the 6th grade of the educational institution N° 20595 José Gabriel Condorcanqui, San Mateo, 2021?” and as specific problems: "What is the relationship that exists between Aggressiveness in its physical dimension and school coexistence in students of the 6th grade of the educational institution N° 20595 José Gabriel Condorcanqui, San Mateo, 2021?” “What is the relationship that exists between Aggressiveness in its verbal dimension and school coexistence in students of the 6th grade of the educational institution N° 20595 José Gabriel Condorcanqui, San Mateo, 2021?” “What is the relationship that exists between Aggressiveness in its psychological dimension and school coexistence in students of the 6th grade of the educational institution N° 20595 José Gabriel Condorcanqui, San Mateo, 2021?”

In the present study, the research is theoretically justified as a response to a problem in relation to the coexistence and school aggressiveness of the students, which was detected in the school environment of the Educational Institution. It is considered that this research will have diverse information about aggressiveness and school coexistence. The research also includes the presentation of several fundamental ideas with the aim of reflecting, improving, and learning about certain issues related to aggressiveness and school coexistence. The theories set forth above can simply be validated in this study. In the same way, the methodological foundation is based on a valid and reliable instrument that will allow the collection of quantitative data oriented to the description and correlation of the study variables, thus helping subsequent research. Lastly, surveys are being examined for the practical element, and your questions will be implemented digitally using Google Drive forms in the future. The information collected will then be statistically examined and conclusions will be drawn according to reality and the current situation, if appropriate. In this way, students and parents will have a clearer picture at the time of decision-making, which is supported by the conclusions of this study.

Formulating the general objective: "To determine the relationship that exists between aggressiveness and school coexistence in students of the 6th grade of the educational institution No. 20595 José Gabriel Condorcanqui, San Mateo, 2021". Also, the specific objectives: "Determine the relationship that exists between aggressiveness in its physical dimension and school coexistence in students of the 6th grade of the educational institution No. 20595 José Gabriel Condorcanqui, San Mateo, 2021". "Determine the relationship that exists between aggressiveness in its verbal dimension and school coexistence in students of the 6th grade of the educational institution No. 20595 José Gabriel Condorcanqui, San Mateo, 2021". "Determine the relationship that exists between aggressiveness in its psychological dimension and school coexistence in students of the 6th grade of the educational institution No. 20595 José Gabriel Condorcanqui, San Mateo, 2021".

Similarly, the general hypothesis was proposed: "There is a relationship between aggressiveness and school coexistence in students of the 6th grade of educational institution No. 20595 José Gabriel Condorcanqui, San Mateo, 2021". Also, the specific hypotheses: "There is a relationship between aggressiveness in its physical
dimension and school coexistence in students of the 6th grade of the educational institution No. 20595 José Gabriel Condorcanqui, San Mateo, 2021". "There is a relationship between aggressiveness in its verbal dimension and school coexistence in students of the 6th grade of the educational institution No. 20595 José Gabriel Condorcanqui, San Mateo, 2021". "There is a relationship between aggressiveness in its psychological dimension and school coexistence in students of the 6th grade of the educational institution Nº 20595 José Gabriel Condorcanqui, San Mateo, 2021".

**RELATED WORKS**

Within the national background of the variables, the following authors were considered: (1) conducted a descriptive and correlational research entitled "Parenting styles and violent behavior in adolescents". The sample included 826 adolescents. The results of this study indicate that there is a significant correlation between both variables (sig.05). They found that there is a positive correlation between parenting approaches and adolescent aggression.

(4), in a study entitled "School coexistence and hostile behaviors". It was a direct design with a quantitative approach and a correlational - non-experimental method. 68 students were included in the sample. The results were as follows: (Rho= -0,343). Both factors were found to have a substantial association.

In their study on “School coexistence and mental condition”, (5) it was non-experimental. The population was composed of sixth grade students, the sample was non-probabilistic, the procedure was a survey, and the data collection instrument was a questionnaire on school coexistence and emotional condition. The data were processed with the statistical tool SPSS version 22, which calculated Pearson’s contingency coefficient, which indicates the degree of association between two variables. It was established that there is a good association between school coexistence and emotional condition.

(6), who used a quantitative technique, of applied type, and a cross-sectional non-experimental correlational design in his study “Aggressiveness and school coexistence:”. With a sample of 96 students. According to the results, the variable aggressiveness presents an inverse and significant association (p=0,01) and a moderate degree of correlation (rho = -0,642). Finally, it was determined that the study variables exhibit a moderately significant association.

(7) published research entitled "Family Functioning and Violent Behavior." Sixth-grade children were included in the sample. It used a quantitative method, a non-experimental design, and a cross-sectional descriptive-correlational design. The data indicate a rho correlation coefficient of (-0,414) (p=0,002). It was determined that the research variables had a moderate, inverse, and significant association.

(8), in his research “Level of aggressiveness”. The study used a descriptive, non-experimental methodology with a sample size of 24 students. The results indicate that aggressiveness occurs at a low level, with 70,83 %, and is present at an elevated level, with 4,17 %. Aggressiveness is shown at a low level, it was decided.

(9), in his study on "school aggression and coexistence in the classroom", used a quantitative technique with a non-experimental design, of basic type, and a correlational descriptive level. 75 students were included in the sample. The observed results were consistent with Cramer’s Phi V (-0,0719) and p = (0,000). Both variables were found to exhibit a moderate inverse association.

(10), with his study on “aggressiveness and school coexistence”. It used a quantitative method, a non-experimental correlational design and was of a fundamental type. 97 students were included in the sample. Rho = 0,584, p = 0,000. Finally, it was determined that both variables have a meaningful relationship positive.

In his study, (11) "Aggression and coexistence in the classroom. It was a non-experimental-correlational-cross-sectional design of the fundamental type". 58 students were included in the sample. Rho values of 0,476 and 0,482 were determined. The researchers determined that there is a substantial association between aggression and coexistence in the classroom.

(12), with his research “aggression and its effect on coexistence in the classroom.” It was of the fundamental type, with a correlational design and a quantitative approach. 42 students were included in the sample. The results suggested that aggressive behavior is normal in 67 % of cases, and that coexistence in the classroom is normal in 95 % of cases. Both variables were determined to be correlated.

Within the international background of the variables, the following authors were considered: in their research "Emotional intelligence and aggression", (13), the sample size was 50 individuals, of whom 50 were men and 50 women. With regard to the variable aggressiveness, it was determined that 44 % of men exhibit a medium level of physical aggression and 50 % of women a very low level; 41 % of men exhibit a very high level of verbal aggression and 33 % of women a medium level of verbal aggression; 41 % of men exhibit a very high level of anger and 39 % of women a very low level of hostility; and 41 % of men exhibit a very high level of hostility on the hostility subscale. As for general aggressiveness, 44 % of men and 33 % of women show strong aggressiveness. The development of a psychological intervention proposal was completed with the aim of increasing the emotional intelligence of the applicants and reducing their hostility.

(14), in his work entitled "Aggression, instability and social-emotional education in an inclusive environment".

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The purpose of this research is to investigate the effect of a social-emotional education program on childhood aggression and emotional instability. The sample was divided into two groups: experimental (317 children; 57.2% of total population) and control (317 children; 57.2% of total population) (238 children; 42.8% of total). Pre- and post-test data for both groups were evaluated. During the pretest phase, significant differences emerge between the two groups: the experimental group presents significantly higher levels of aggressiveness and emotional instability than the control group. During the post-test period, aggression and emotional instability decreased in the experimental group, with a moderate effect size, while they increased in the control group. The consequences of the program on students are discussed.

Conducted a study titled “Initiative-taking student aggression, mental health concerns, and perception of classroom interaction.” The purpose of this research is to examine how student reports are reflected in typical classroom actions. A web-based questionnaire was completed by students in 85 classes across 10 schools in Norway. 1,571 children from 5th to 10th grade (from 10 to 15 years old) participated. The multilevel model found a negative correlation between initiative-taking aggression and mental health problems and teachers' emotional support, supervision, and pedagogical assistance.

Published a study entitled “Decrease in aggressiveness in primary school children”. The sample included students between 10 and 11 years old. It was a semblance of an experiment. The results indicated (Z=5.957 > 1.6706 and p=0.05) that the adoption of the “Getting Stronger” program had a substantial effect on reducing aggression in all its dimensions, including physical aggression, verbal aggression, anger, and hostility.

Conducted a study titled “Aggression and school rejection behavior in young people”. The objective of this research was twofold: to determine the incidence of aggressive behavior and to develop a prediction model that related aggression with school rejection. 501 Spanish students between 8 and 12 years old participated (M=10.08, SD=1.31). Aggression and school rejection behavior were determined to be related.

In their research Conceptualizing the School Quality of Life of Malaysian Primary School Chinese Students: A Mixed-Methods Study. Its objective was to establish the dimensions that explain the quality of school life of those Chinese primary school students in Malaysia. This study employed a convergent parallel mixed-methods design. Quantitative data were collected from 649 fifth-grade Malaysian Chinese primary school students, and six students were intentionally identified to participate in a focus group interview. Confirmatory Factor Analysis and Exploratory Factor Analysis were used to identify the factorial structures of the QSL scale. The qualitative findings provided information on the quantitative findings on the conceptualization of school quality of life and proposed to add new dimensions. The findings suggest the need to develop a locally relevant Chinese version of the school quality of life scale to be used in future studies.

In their research Quality of school life in Turkey, Finland and South Korea. Its objective focused on the dimensions of research on school quality of life in these three countries. This research is in the literature review model. Using the document analysis technique of the qualitative research method to collect data. Qualitative, quantitative, and mixed methods were used in research studies conducted in South Korea. Self-concept, bullying, implicit program, gender, socioeconomic status, peer, teacher, and family support, self-efficacy, music, living environment, self, and teacher-student relationship have been found to affect quality of school life. Research studies in Turkey identified levels of school quality of life, while research studies in South Korea focused on the importance of traditional Confucius values.

In their research the relationship between school quality of life and school burnout. School burnout has been a topic of research for the past few years and is a broad case among students that is associated with many factors. The group consisted of 364 high school students, 181 girls and 183 boys, ranging in age from 10 to 15, attending various secondary schools. It was determined by the maximum diversity sampling method. In the analysis of the data, the analysis of the correlation model and structural equation was administered. It was concluded that there is a negative relationship between school quality of life and school burnout, and that school quality of life is a negative predictor of school burnout. The results were discussed through literature review and suggestions were made for researchers and practitioners.

In their study “School coexistence, a perspective of the family.” The purpose of this study is to describe the perceptions of students’ families about school coexistence. The sample is non-probabilistic; It was built with the collaboration of 58 parents. The results indicate that teachers and students have a good opinion of each other. Meanwhile, the situation is quite different among students, where there is a high rate of conflicts, nicknames, and insults.

In his work entitled “Family environment and aggression”. It was descriptive - correlational and not experimental. A total of 246 students were chosen as a sample. The results indicated that physical aggression was related to the family climate variable (p=0.040) and the variable number of siblings (p=0.016); In addition, physical aggression was related to the variable family climate and total aggressiveness (p=0.000); In addition, physical aggression was related to the variable family climate and total aggressiveness (p=0.000); and additionally, physical aggression was related to the variable family climate and total aggressiveness (p=0.000).
study variables were related. (23), in his work entitled "School coexistence in students at a special fundamental education school, Guayaquil". A population of 42 students was obtained using a deliberate non-probabilistic sampling technique. The study is quantitative, descriptive, and cross-sectional. The design is direct and informative, rather than experimental. A survey approach was designed, and the instrument used was an 18-item questionnaire with ordinal scale responses; Its reliability level is 0.926 and its content validity was established by three expert approval judgments. The descriptive results of table 3 indicate that 83.3 % of students perceive a normal level of school coexistence, thus confirming the null hypothesis of the research. According to the results of the study, most students see school life as normal.

(24) published their study "Service learning, a strategy to promote participation and improve school coexistence" as "Service learning, a strategy to boost participation and improve school coexistence". The sample was made up of 117 students from public institutions in Querétaro, Mexico, to promote a Service Learning (PHC) initiative. The purpose of this study was to determine the effect of this practice on school coexistence. The initiatives took place over a period of six months, and data were collected through a participation questionnaire and a coexistence scale. This article analyzes the results of this intervention experience, among which are the improvement of the school climate, the reform of some teaching techniques and the placement of students as protagonists of the project. It can be said that the improvement of coexistence does not need the approval of norms or the addition of topics on the subject, but the promotion of techniques that modify educational practices and management policies.

(25) published a paper entitled "School coexistence and conflict resolution as a pedagogical method." It was inquisitive and descriptive. 180 students were chosen as a sample. The results showed that training programs for peacekeepers can be designed using research as a pedagogical approach.

(26) published a study entitled "Impact of school coexistence on academic performance: Perceptions of normally developing children and students with special educational needs." It was written in a descriptive style. 620 students were chosen as a sample. The author validated the scale using a factorial solution composed of eight dimensions that explain 63 % of the total variability and had a Cronbach's alpha of 0.75. Each component was significant to varying degrees: positive interpersonal management (29 %), victimization (8 %), disruption (7 %), peer social network (6 %), aggression (3 %), normative adjustment (2 %), indiscipline (2 %), and teacher disinterest (2 %). The score assigned to each element indicates the student's opinion of their behavior and how it is reflected in their school. As a dependent variable, academic performance was used, operationalized as the student's academic grade on a scale of 1 to 7. This is considered the result of the learning process initiated by the didactic activity of the teacher and engendered in the student. (27) The independent factors were the dimensions of the scale of school coexistence, the type of growth of learning and the sex of the student.

(28) in their research Exploring student participation in diverse types of school life. This article reports the qualitative findings of a large-scale mixed-method study that sought to explore how participation is perceived and practiced in schools. The qualitative phase involved students aged Year 7 to 10 (n = 177) and staff (n = 32) from 10 government and Catholic secondary schools in New South Wales (NSW), Australia. The data shows that considerable efforts are being made in New South Wales schools to expand opportunities through which students can 'engage', and that they are explored in three key areas of school life: the classroom; curricular activities, including formal participatory structures; and informal relational spaces. The classroom emerged as a positive scenario today, and in which relationships between children and adults are beginning to reconfigure.

(29), in their research Forms of aggressiveness of adolescents in mono- and polyethnic classes and their relationship with types of interpersonal relationships. The purpose is to reveal how various forms of aggression affect the types of interpersonal relationships among adolescents learning in a mono- and multi-ethnic environment. Made up of 236 young people from 13.5 to 15 years old. Correlation analysis revealed differences in the relationship between forms of aggression such as aggressive aggression, indirect aggression, guilt, and types of interpersonal relationships. It was found that the multi-ethnic composition of the micro-society reduces the manifestation of many forms of aggression among adolescents, increases the feeling of guilt and does not affect any type of interpersonal relationships. guilt and types of interpersonal relationships.

(30), in their research Perception of instructor argumentation, verbal aggressiveness and communication climate in the classroom in relation to student state motivation and mathematical anxiety. The sample consisted of 96 men and 120 women. The results supported four of the seven research hypotheses and partially support another research hypothesis, indicating that the perception of instructor argumentation and verbal aggressiveness directly affect perceptions of the communication climate in the classroom; These three perceptions directly influence the motivation of the student's state; And the motivation of the student's state has a direct impact on math anxiety.

**Variable definition 1: Aggressiveness**

Aggressiveness is a social problem that is experienced daily, as the years go by aggressiveness has been
taken by several fields in the social, family, school environment and even more so in the classrooms where children live more manifesting acts of violence either physically or verbally that triggers problems in the social environment.

According to (31), aggressiveness refers to intentional acts which cause damage to other people or objects. The damage can be verbal, psychological, or physical. Behavioral acts such as hitting, offending them, mocking others, throwing tantrums, or using inappropriate words are considered aggressive behaviors.

According to (32) they allude that aggressiveness is a type of invariable and imminent reaction that characterizes a subject; and is presented for the purpose of causing harm to another. For these authors, aggressiveness can be externalized physically and verbally; and always hand in hand with emotions such as hostility and anger.

In the dictionary of Psychology aggressiveness is understood as the tendency to physically or psychologically attack a living being, which is evidenced through hostile, destructive and offensive behavior. These actions can take different forms, from physical blow to irony, they can also be disguised or overt, passive, or active, gestural, or verbal.

In his book: Aggression, coexistence and school education, states that aggression is any action that leads to some damage with intention. Some people use aggression to an end. For others, aggression is a natural, acceptable, and necessary expression, such as one who seeks to assert their rights in a rude and bravado manner.

THEORIES ABOUT AGGRESSIVENESS

There are theories regarding aggressiveness, for example, for Winnicott, aggressiveness constitutes an innate force that every child possesses at birth and that over time and in certain conditions of the environment can express themselves, holding it properly. On occasions when this situation arises, the child will react with problems to protect himself or showing aggressive behavior that can be harmful to others. The Canadian psychologist Albert Bandura indicates that the learning of the person's behavior is inclined to the observation of people, images among others, which belong to their social environment. (11)

Numerous experts and specialists in the field of human behavior propose the following theories, based on their study and findings, and are exposed in the following order: Ballestero, who makes a brief review of the different hypotheses, believes that These theories argue that aggression is an intrinsic and active behavior in the human being that occurs as a reaction to a stimulus triggered by a certain social group in which the individual Participates. These theories are:

Active theories: aggressiveness is triggered by certain principles, which manifest as internal impulses. Hostility is intrinsic, since it is present in the person from birth, and is a trait of the human species. These theories are called biological theories, and Freud's psychoanalytic ideas fall into this category. (35)

Theories of instincts: both the psychoanalytic approach of Sigmund Freud and the etiological perspective of Konrad Lorenz served as the basis for these views. They were the first to be able to offer a comprehensive explanation of the numerous phenomena associated with human aggression. (35)

Ethological theory: the ethological view of aggressiveness considers that aggression is an impulsive reaction that occurs at an unconscious, physiological level, in which there is no pleasure related to it. (39)

Genetic theory: the aim of this theory is to illustrate that aggressive behavior is the result of a series of biological events that began inside the body. On a level where it is claimed that aggression hormones play a basic role in this process.

Impulse theory: a frustrating scenario, according to (27), would provoke the activation of an aggressive impulse, which would then manifest itself with aggressive action.

Learning Theory: violent actions can be learned by imitation or simulation of aggressive behaviors, according to Bandura's social theory, which highlights characteristics such as learning through aggressive reinforcement, observation, and generalization of aggression. When a young person displays violent behavior because of being involved in a dispute because of this conflict, children and adults may have difficulties in their relationships. E.g., adults may have difficulty when they refuse to comply with instructions imposed on them. Also, in situations where children have been disciplined for unruly behavior, or in situations where another child has hurt them. (36)

Factors that favor aggressive behavior

The perspective of (37) to assess the degree of influence that agents involved in violence or aggression in the classroom have on children in school, it is necessary to consider the agents involved in these behaviors. The following is a list of aspects:

Family factor: it is the initial model of socialization in which the child forms his first affective bonds, either with siblings, with the mother, with the father or with other members of the household. Being a crucial aspect of your emotional development and the environment in which you will learn to be aggressive or loving, distrustful or confident, bad, or good, angry, or calm. In addition, this will be reflected in their schoolwork and
everyday interactions. If someone has grown up in a home where there are ongoing disputes, fights, and anger toward other family members, they are likely to continue to exhibit this pattern of behavior throughout their lifetime.

Substance use, violent history, hyperactivity, temperament, and average physical appearance are factors that must be taken into account when evaluating an individual's performance. In addition, there is the family element, in which violence against the child or between family members themselves prevails. To this is added the lack of love shown by the guardians of the children. School can influence, as in the case of antisocial peers, poor academic performance, low dedication to the educational institution, social withdrawal, gang membership, production, or rejection of fear.

Genetic factor: in this component, the degree and age of hormonal activation influence that men are more likely than women to be affected by prostate cancer. In addition, it is necessary to consider the personal characteristics associated with the dimensions of personality that are associated with the tendency to violence.

Cognition factor: these are experiences of social separation that have been had, which may have occurred at an early age. In other words, there is a link between violent action and emotional responses.

Dimensions of the variables

According to the three dimensions provided by this thesis, the dimensions of the variable “aggressiveness” will be the following:

Physical aggressiveness according to (38), is defined as that which a person directly inflicts on another when he resorts to an element or a portion of his body to harm it. This manifests itself in acts such as kicking, scratching, and pushing that cause bodily harm.

The use of insults teasing and rudeness to attack their victims is defined by verbal aggressive behavior on the part of the aggressor. Children are often exposed to this type of violence.

For example, psychological aggression can manifest as anxieties or threats, according to (39) because of their hostility, young people are accused of inventing reasons to avoid interacting and looking for reasons not to attend school.

(40) mentions that “There are three dimensions of aggressiveness”:

- Psychological aggressiveness: actions aimed at consuming the victim's self-esteem and stoking their sense of apprehension and insecurity. In all types of abuse is the psychological factor.
- Verbal aggressiveness: highlight physical defects, contempt in public, nicknames, insults, among others. It is the most common mode of harassment in institutions.
- Physical aggressiveness: aggression with objects, punches, kicks, pushes, among others. Giving more at the primary level."

Variable definition 2: School coexistence

Because it implies not only the acquisition of information, but also civic and ethical development, school coexistence is a critically vital component in any educational process. Civil, family, and personal responsibilities that promote values based on principles of coexistence must be fulfilled as part of the educational process. To be able to grow and develop in a healthy and friendly environment, both outside and inside the school environment.

In other words, school coexistence, according to (2), is the “set of human connections that occur within a school and develop together” (s / p). It is characterized by being the social and contradictory nature of the school, since it incorporates a unique approach to learning that emphasizes two opposing points of view on the same topic. (41) When cohabitation is considered sufficient, it is the case Regardless of their responsibilities and duties, it can be understood as the interrelation with others recognizing and appreciating their unique qualities and distinctions.

It is the objective of school coexistence to monitor and respond to circumstances that endanger integrity, avoid, and promote situations that do so. Management strategies for an adequate school coexistence are understood, therefore, as a set of practices that, combined with specific activities, result in the improvement of the conditions of the school environment based on respect for human rights and the development of interpersonal relationships. (42)

Characteristics of school coexistence

School coexistence, in the words of (43), is characterized by the following characteristics: norms, structure and organization, in which a series of factors interact:

Teacher leadership is exercised in a top-down hierarchical institution, where students are encouraged to obey their instructors.

Students are required to attend school, as education is compulsory in the USA. It is an institution that contains rules and regulations of a negative and punitive nature, hindering communication and mutual commitment.
In it there are many distinct aspects, traditions, and interests, so there are many different opinions and disputes.

As a result, arguments and conflicts occur among participants. Among the objectives of the school is the development of appropriate cultural patterns and the formation of members committed to the struggle for a higher quality of life. Students will feel welcomed, respected, and loved in a school that has these traits, and they will feel understood by the administrators of the institution. As a result, children will feel more attached to their activities, as well as to the school itself.

Factors that favor school coexistence

The theory of (44) as for school coexistence, 3 factors must be taken into account:

- For community members, clear rules and regulations are essential. They must be seen as fair and cohesive. Instead of acting based on authoritarianism, they must act based on justice.
- Helpful and positive relationships with adults: Students’ subjective and social well-being improves when they receive support. This will help students develop confidence and dedication to their institution.
- Participation: the active commitment of students in decision-making, as well as the construction of problem-solving techniques and tools. As a result, an environment of dedication and cooperation focused on solving the problem will be established. It is important to stress that these components are necessary for the development of a constructive coexistence in which reciprocal cooperation and mutual respect are the norm rather than the exception.

Dimensions of school coexistence

Coexistence in the classroom: the auditory and emotional styles of children are different, according to (45). In this approach, we want to gain a better understanding of their socialization and thinking styles by fostering a safe, caring, respectful and values-based environment in which they can experience a sense of belonging. Many of the children have difficulties at home, and the goal is to make the classroom a haven where they can find peaceful coexistence with each other.

Coexistence at recess: according to (27), in this environment, the child can interact with his classmates, which helps him to better combine school and extracurricular activities. The facilitation of pleasant interactions that take place during recess allows students to establish a meaningful educational environment, which favors the development of values and social competences. Thus, they will be more integrated into the educational environment, which will help them socialize with their peers.

METHODS

Type and design of research

This work had a quantitative method, data were collected to evaluate the hypothesis, and statistical analysis was used to show the ideas of this research. Because the sample is not controlled, the study is fundamental, cross-sectional, and non-experimental. It is called correlational descriptive research because it seeks to identify the association between two variables. (46)

Variables and operationalization

Variable 1: according to (43), aggressiveness is any deliberate action which harms one or more students in a prolonged time, where a series of attacks arise, these can be physical, oral, harassment which occur through blows, threats, among others. Operationally, it is intended to determine the degree of that variable using the instrument; The variable has 3 dimensions of aggressiveness: psychological, verbal, and physical.

Variable 2: for (2), school coexistence occurs through school harmony that is optimal in human relationships given in the school, they are built over time and part of a commitment of all school agents. Operationally, it is intended to determine the degree of that variable using the instrument; The variable has 2 dimensions: "Coexistence at recess" and "Coexistence in the classroom".

Population, sample and sampling

Population

It is defined, according to (46), as the collection of all instances that have a set of common characteristics. These must be in proximity to the attributes of their subject, location, and time.

The participants of this study were 78 6th grade students at the primary school "I.E. No 20595 José Gabriel Condorcanqui" of San Mateo.

Inclusion criteria: Active students are considered in the distance LEARNING AT HOME program.

Exclusion criteria: Not all I.E., students will be considered at the discretion of the researcher.

Sample

In this study, the sample consisted of 60 sixth-grade children from the "I.E. No 20595 José Gabriel Condorcanqui"
of San Mateo of sections A, B and C, respectively. Consequently, each student was given access to the application of the instruments via the internet so that they can complete the application of the survey. In other words, managing based on factors that were seen convenient. Finally, it was possible to obtain information from the participants in these conditions. During the research process, a sample of the population to be studied is chosen; It is a subset of the total population that is considered for research and is referred to as a “sample”.

Data collection techniques and instruments

Technique

The many types or methods of information collection are called data collection. The survey will be used, whose objective is to collect information that will be provided by the sample, which in our case will be the 78 students.

Instrument

According to with a series of questions asked to the sample, a questionnaire will be used, which served to obtain information regarding our study variables. A 21-item questionnaire was used to assess the first variable, “aggressiveness,” which had three aspects: psychological, verbal, and physical. The questionnaire covered all three dimensions. To evaluate the variable “school coexistence”, a 14-item questionnaire was used that had two dimensions: coexistence at recess and coexistence in the classroom. It was decided to answer the questions using a Likert scale. explains that the Likert scale assigns a numerical value to each response, so that each respondent receives an overall score that is determined by their answers to the questionnaire. A score of “one” indicates that the option was never considered, “two” indicates that it was considered sometimes, and “three” means that it was consistently considered.

Validity

A panel of three professionals evaluated each instrument and gave their opinion on each of them. It was determined whether items, indicators, dimensions, variables, and response alternatives were congruent using a matrix. As a means of determining whether a particular instrument is appropriate in the light of its intended purpose. The validity of an instrument can be defined as the extent to which it accurately measures variables.

Reliability

According to when a questionnaire can be used in many places and produces comparable results, the instrument is considered credible. A pilot test was conducted with 20 students from the I.E. Great Britain of Huaycán, UGEL 06, to establish the reliability of the instruments. The results showed that the instruments were dependable and valid. Using Cronbach’s alpha statistic from SPSS version 26 software, the degree of reliability of the data could be determined. Regarding aggressiveness, the data show that the correlation coefficient is -0.613, indicating that there is an unfavorable association between the two variables. It has a correlation of -0.711 in relation to the second instrument of the variable “School Coexistence”, which indicates that there is a moderate negative association between the two. Therefore, as the results of the reliability tests obtained with this research population show, both instruments are dependable in their application to this sample.

Procedure

The research is based on a local analysis, the existence of the problems related to the variables in the institution was identified, initiating the research. Thus, the search for the background and the theoretical foundation began, with this the general problem, the objectives, and the hypotheses were defined. The methodology to proceed with obtaining the results and processing them with Excel and SPSS 26 was detailed. In the last part, the discussion, recommendations, and conclusions were made.

Data analysis methods

As soon as the reliability and validity of the instruments were established, they were administered to the group of participants. Management was approved for the presence of the subjects. The results were statistically examined using the statistical software packages SPSS, EXCEL, and Spearman. Statistical tables and graphs were used to display the information collected.

Ethical aspects

Throughout the research and development process, the following ethical considerations were considered. The intellectual property right, considering the authorship of the materials. Veracity in the collection of the data, since real data was collected from the students who made up the sample.
Anonymity reserves the data of the participants who were participants in the survey. Confidentiality, since the results obtained have only statistical value, which serves the purposes of this research. It may not be used for other purposes that affect the participants or the institution. Beneficence, since it will contribute as a background to future research and professionals for a better understanding of the problem and to be able to look for workable solutions.

The authorization of the father and mother was obtained, so that the students are participants in the surveys (since they are minors) through informed consents.

RESULTS
Descriptive Analysis

Table 1. Distribution of the levels of the aggressiveness and its dimensions

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>V1: Aggressiveness</th>
<th>D1: Physical</th>
<th>D2: Verbal</th>
<th>D3: Psychological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>f: 3, %: 0,0</td>
<td>f: 4, %: 6,7</td>
<td>f: 5, %: 8,3</td>
<td>f: 10, %: 16,7</td>
</tr>
<tr>
<td>Middle</td>
<td>f: 33, %: 60,0</td>
<td>f: 39, %: 65,0</td>
<td>f: 21, %: 35,0</td>
<td>f: 26, %: 43,3</td>
</tr>
<tr>
<td>High</td>
<td>f: 24, %: 40,0</td>
<td>f: 17, %: 28,3</td>
<td>f: 34, %: 56,7</td>
<td>f: 24, %: 40,0</td>
</tr>
<tr>
<td>Total</td>
<td>f: 60, %: 100</td>
<td>f: 60, %: 100</td>
<td>f: 60, %: 100</td>
<td>f: 60, %: 100</td>
</tr>
</tbody>
</table>

Figure 1 shows that the variable aggressiveness is perceived by the students of the sixth grade of the "I. E N° 20595 José Gabriel Condorcanqui", San Mateo, as in medium level 60,0 % is shown, in a "high level" 40,0 % and in the "low level" 0,0 %. Also. We see that the physical aggressiveness dimension is at the "medium level" of 65,0 %, at the "high level" 28,3 % and at the "low level" 6,7 %. In turn, the verbal aggressiveness dimension is observed at a "high level" of 56,7 %, in the "medium level" 35,0 % and in the "low level" 8,3 %. Finally, the psychological aggressiveness dimension is at "medium level" with 43,3 %, at a "high level" 40,0 % and at "low level" 16,7 %.

Table 2. Distribution of the levels of the variable school coexistence and its dimension

<table>
<thead>
<tr>
<th>Categories</th>
<th>V2: School Coexistence</th>
<th>D1: Living together in the classroom</th>
<th>D2: Coexistence at recess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>f: 7, %: 11,6 %</td>
<td>f: 6, %: 10,0 %</td>
<td>f: 18, %: 30,0 %</td>
</tr>
<tr>
<td>Middle</td>
<td>f: 46, %: 76,7 %</td>
<td>f: 44, %: 73,3 %</td>
<td>f: 30, %: 50,0 %</td>
</tr>
<tr>
<td>High</td>
<td>f: 7, %: 11,7 %</td>
<td>f: 10, %: 16,7 %</td>
<td>f: 12, %: 20,0 %</td>
</tr>
<tr>
<td>Total</td>
<td>f: 60, %: 100</td>
<td>f: 60, %: 100</td>
<td>f: 60, %: 100</td>
</tr>
</tbody>
</table>

https://doi.org/10.56294/dm2023169
Figure 2. Distribution of the levels of the variable School Coexistence and its dimension

Figure 2 shows that the variable school coexistence is seen by those students of the sixth grade of the “I. E N° 20595 José Gabriel Condorcanqui”, San Mateo, as in the middle level 76.7 % is shown, in the “high level” 11.7 % and in the “low level” 11.6 %. Likewise, it is perceived that the coexistence dimension in the classroom is in the “medium level” of 73.3 %, in the “high level” 16.7 % and in the “low level” 10.0 %. Finally, in recess the coexistence dimension is presented in the medium level of 50.0 %, in a “low level” 30.0 % and in the “high level” 20.0 %.

Inferential results

When checking the general and assumptions, a significance level of 0.05 was used to determine importance. In addition, the decision rule function includes the following elements: If the p-value is greater than 0 = 0.05, the Ho is accepted; if the p-value is less than 0, the Ho is rejected. The argument that Ho is rejected while Hi is accepted is raised in:

Testing the general hypothesis

Ho: “There is no relationship between aggressiveness and school coexistence in students of the 6th grade of the educational institution N° 20595 José Gabriel Condorcanqui, San Mateo, 2021”.

Hi: “There is a relationship between aggressiveness and school coexistence in students of the 6th grade of the educational institution N° 20595 José Gabriel Condorcanqui, San Mateo, 2021”

Sign of the correlation coefficient: The signs indicate the direction of the correlation, that is, the level of measurement of the positive or negative variables can be ratio / interval for interpretation Pearson's r-coefficient can change from –1.00 to +1.00, according to (46) is as follows:

<table>
<thead>
<tr>
<th>Sign</th>
<th>correlation</th>
<th>Direct correlation (A greater X, greater Y)</th>
<th>Inverse correlation (A greater X, minor Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+)</td>
<td>positive</td>
<td>Direct correlation</td>
<td>Inverse correlation</td>
</tr>
<tr>
<td>(-)</td>
<td>refusal</td>
<td>Inverse correlation</td>
<td>Direct correlation</td>
</tr>
</tbody>
</table>

Degree of correlation: The degree of correlation of the variables can be perfect negative or perfect positive and should be considered according to (46) the following:

In table 3 the inverse correlation coefficient was -0.407 with respect to the general hypothesis, and the p-value was 0.000, indicating that the general hypothesis was correct. A considerable negative relationship was found in the research variables Aggressiveness and School Coexistence, which indicates that there is a statistically significant relationship between both variables. This means that the null hypothesis was rejected, and the alternative hypothesis was accepted.

Testing of the specific hypothesis

Specific hypothesis 1

Ho: “There is no relationship between physical aggressiveness and school coexistence in students of the 6th grade of educational institution No. 20595 José Gabriel Condorcanqui, San Mateo, 2021”.

https://doi.org/10.56294/dm2023169
Hi: “There is a relationship between physical aggressiveness and school coexistence in students of the 6th grade of the educational institution N° 20595 José Gabriel Condorcanqui, San Mateo, 2021”.

<table>
<thead>
<tr>
<th>Coefficient value</th>
<th>Correlation(meaning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 1,00</td>
<td>Perfect negative</td>
</tr>
<tr>
<td>- 0,90</td>
<td>Very strong negative</td>
</tr>
<tr>
<td>- 0,75</td>
<td>Considerable refusal</td>
</tr>
<tr>
<td>- 0,50</td>
<td>Medium negative</td>
</tr>
<tr>
<td>- 0,25</td>
<td>Weak negative</td>
</tr>
<tr>
<td>- 0,10</td>
<td>Very weak negative</td>
</tr>
<tr>
<td>0,00</td>
<td>There is no correlation between the variables</td>
</tr>
<tr>
<td>+ 0,10</td>
<td>Very weak positive</td>
</tr>
<tr>
<td>+ 0,25</td>
<td>Weak positive</td>
</tr>
<tr>
<td>+ 0,50</td>
<td>Average positive</td>
</tr>
<tr>
<td>+ 0,75</td>
<td>Considerable positive</td>
</tr>
<tr>
<td>+ 0,90</td>
<td>Very strong positive</td>
</tr>
<tr>
<td>+ 1,00</td>
<td>Perfect positive</td>
</tr>
</tbody>
</table>

Table 3. Sperman rho correlation between variable a and ec

<table>
<thead>
<tr>
<th>Spearman's Rho</th>
<th>V1: aggression</th>
<th>V2: school coexistence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correlation coefficient</td>
<td>1 000</td>
</tr>
<tr>
<td></td>
<td>Sig. (bilateral)</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

The correlation is significant at level 0.01

<table>
<thead>
<tr>
<th>Spearman's rho</th>
<th>D1: physical aggression</th>
<th>V2: school coexistence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correlation coefficient</td>
<td>1 000</td>
</tr>
<tr>
<td></td>
<td>Sig. (bilateral)</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

The correlation is significant at level 0.01

In table 4 the inverse correlation coefficient for the first hypothesis was -0.495, and the probability of significance was 0.000. A negative relationship was found, which indicates that there is a substantial relationship between the research variables Physical aggression and School coexistence, according to the results. This means that the null hypothesis was rejected, and the alternative hypothesis was accepted.

Specific hypothesis 2

Ho: “There is no relationship between verbal aggression and school coexistence in students of the 6th grade of educational institution No. 20595 José Gabriel Condorcanqui, San Mateo, 2021”.

Hi: “There is a relationship between verbal aggression and school coexistence in students of the 6th grade of the educational institution N° 20595 José Gabriel Condorcanqui, San Mateo, 2021”.

https://doi.org/10.56294/dm2023169
Table 5. Spearman’s Rho correlation between the AV dimension and CE

<table>
<thead>
<tr>
<th></th>
<th>D2: verbal aggression</th>
<th>V2: school coexistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman’s rho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>1 000</td>
<td>-533</td>
</tr>
<tr>
<td>coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.</td>
<td>000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 6. Spearman’s rho correlation between the aps dimension and CE

<table>
<thead>
<tr>
<th></th>
<th>D3: psychological aggression</th>
<th>V2: school coexistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman’s rho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>1 000</td>
<td>-440</td>
</tr>
<tr>
<td>coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.</td>
<td>000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

In table 5 the inverse correlation coefficient for the second specific hypothesis was -0.533, and the significance of the p-value for this hypothesis was 0.000. Data were collected that suggested a negative association, confirming that there is a statistically significant relationship between the research variables Verbal aggression and School coexistence. This means that the null hypothesis was rejected, and the alternative hypothesis was accepted.

Specific hypothesis 3

Ho: "There is no relationship between psychological aggressiveness and school coexistence in students of the 6th grade of the educational institution Nº 20595 José Gabriel Condorcanqui, San Mateo, 2021".

Hi: "There is a relationship between psychological aggressiveness and school coexistence in students of the 6th grade of the educational institution Nº 20595 José Gabriel Condorcanqui, San Mateo, 2021".

Table 7. Spearman’s rho correlation between the aps dimension and CE

<table>
<thead>
<tr>
<th></th>
<th>D3: psychological aggression</th>
<th>V2: school coexistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman’s rho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>1 000</td>
<td>-440</td>
</tr>
<tr>
<td>coefficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.</td>
<td>000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

In table 6 the negative correlation coefficient for the third hypothesis was -0.440, and the probability of significance was 0.000. Data were collected suggesting a moderate negative relationship, confirming that there is a statistically significant relationship between the research variables psychological aggressiveness and School coexistence. This means that the null hypothesis was rejected, and the alternative hypothesis was accepted.

DISCUSSION

Considering the comparison between the findings mentioned in the background with those of the present research, it is possible to identify points in common in the results obtained. In this regard, Because of the general hypothesis of this study, the descriptive data reveal that 60.0 % of the population presented a moderate aggressiveness and 76.7 % of the population presented a moderate school coexistence. This corresponds to the general hypothesis. The researchers also found that they had obtained a moderate, statistically significant negative correlation of p=0.000 and a Rho=-0.407. Thus, the connection between variable 1 and variable 2 is inversely negative, with the resulting value of Hi acceptable. According to (6), in his study of coexistence and school aggressiveness, which used an applied quantitative technique and a cross-sectional non-experimental correlational design, this finding is comparable to his thesis. Data analysis was performed on 96 students. A considerable degree of negative and significant correlation (p.01) was found between the variable aggressiveness and a moderate degree of rho = -0.642, according to the results. The researchers concluded that there is a moderately significant association between the study variables. The thesis of (7), in their research Family functioning and aggressiveness, was also comparable in this regard. Sixth-grade children...
were included in the study. This study used an empirical quantitative technique, a non-experimental design, and a cross-sectional descriptive-correlational design. A Rho correlation (-0.414) was found, indicating a significant relationship (p=0.002). We concluded that the research variables had a connection between moderate and inverse that is statistically significant. In addition, we discovered a parallel between the theory of (11) and our findings in his study on school coexistence and violent behaviors. In this study we used the basic type, quantitative technique, and correlational design - non-experimental. A total of 68 students were included in the sample. According to the results, (Rho = -0.343). Conclusion: There is a statistically significant association between the two variables examined.

According to (17), with the research aggressiveness and behavior of school rejection in children, this contrasts with the global research conducted by the same group. The purpose of this research was twofold: on the one hand, we sought to determine the prevalence of aggressive behavior; On the other hand, we sought to develop a predictive model between aggressiveness and school rejection. 150 Spanish students from eighth to twelfth grade participated (mean = 10.08, standard deviation = 1.31). The researchers concluded that there is a relationship between hostility and school refusal. In addition, (22) examined in his research the relationship between the family environment and aggressiveness. This study used a non-experimental, descriptive-correlational research. A total of 246 students were included in the sample. It was demonstrated that physical aggression is related to the family climate variable (p=0.040) and the variable number of siblings (p=0.016), with the dimension relationships and global aggressiveness (p=0.000) being the most significant. The researchers concluded that there is a relationship between the variables of the research study. Likewise, the theory contrasts with (34), aggression, coexistence and school education, states that aggression is any action that leads to some damage with intention. Some people use aggression to an end. For others, aggression is a natural, acceptable, and necessary expression, such as one who seeks to assert their rights in a rude and bravado manner.

In relation to the first hypothesis of this work, the descriptive results reveal that the variable School Coexistence and the dimension of physical aggression are associated. Physical aggression was valued at a medium level by 65.0 %, while school coexistence was valued at a medium level by 76.7 %. In addition, a moderate negative correlation was found with a p-value of 0.000 and a statistically significant Rho value of -0.495. In other words, there is a negative and inverse relationship between dimension 1 and variable 2, with Hi being the acceptable value for dimension 1. This finding is consistent with the thesis of (7), who investigated the relationship between family functioning and aggression. We can recognize a Rho (-0.633) and a significant difference (p=0.000) in its dimension of physical aggression. The researchers concluded that there is a negative, moderate, and statistically significant link between the physical dimension and variable 2. A similarity was observed in the thesis of (13), who conducted research on parenting styles and aggression. We can add that the correlation coefficient Rho=-0.326 between the physical aggression dimension and the variable level of realization is -0.633, with a p-value that is below the significance threshold (p=0.000005). It was determined that there is a negative, moderate, and statistically significant association between the dimension and variable 2. This contrasts with the findings of (11), who conducted a study on aggression and coexistence in the classroom. It was discovered that the alternative hypothesis should be accepted, and the null hypothesis should be rejected, based on the findings of the study, which revealed an inverse correlation coefficient of Rho=-0.547 with p=0.000 (p=0.05). Consequently, there is a statistically significant negative association between levels of physical aggression and coexistence in the classroom, which can be established.

The descriptive results suggest that the variables School Coexistence and Verbal aggression are associated, which corresponds to the second hypothesis of this work. About verbal aggression, 56.7 % of pupils obtained a high level, while 76.7 % obtained a medium level about school cooperation. In addition, a moderate negative correlation was found with a p-value of 0.000 and a Rho value of -0.533, which is statistically significant. In other words, there is a negative and inverse relationship between dimension 2 and variable 2, and Hi is accepted. This finding is consistent with the thesis of (7), who investigated the relationship between family functioning and aggression. We can see that their verbal aggression has a Rho of -0.501 and is statistically significant (p=0.000). It was established that there is a negative, moderate, and statistically significant association between the verbal dimension and variable 2. The premise of (3), in their research Parenting and aggression styles, was also comparable to ours. The Rho correlation coefficient of this dimension turned out to be negative 0.249 %, with a p-value below the significance threshold (p=0.000005). It was established that there is a negative, moderate, and statistically significant association between the verbal dimension and variable 2. This contrasts with the studies of (20), in their research Perception of instructor argumentation, verbal aggressiveness and the climate of communication in the classroom in relation to the motivation of the student's state and mathematical anxiety. It had as a sample 96 men and 120 women. The result supported four of the seven research hypotheses and partially supports another research hypothesis, indicating that the perception of the instructor’s argumentation and verbal aggressiveness directly affect perceptions of the communication climate in the classroom; These three perceptions directly influence the motivation of the student's state; And the motivation of the student's state; And the motivation of the student's state.
state has a direct impact on math anxiety.

The descriptive findings suggest that the variable School Coexistence and the dimension of psychological aggression are associated, which agrees with the third hypothesis of this work. On a medium scale, 43.3% were found to be psychologically hostile while 76.7% were psychologically aggressive when it came to school coexistence. In addition, a moderate negative association was found with a p-value of 0.000 and a Rho value of -0.440, which was significant. Consequently, there is a negative and inverse relationship between dimension 3 and variable 2, and Hi is accepted as a result. According to (11), his study on aggression and coexistence in the classroom led to a conclusion comparable to this result. From the data, the acceptance of the alternative hypothesis and the rejection of the null hypothesis were determined, with an inverse correlation coefficient of r = -0.325 and a p = 0.000 (p 0.05). Therefore, it can be concluded that the degrees of psychological aggression and coexistence in the classroom have a statistically significant negative connection with each other. This contrasts with the study of (12), who investigated in his research aggressiveness and its impact on coexistence in the classroom, specifically in terms of the psychological aggressiveness component of the variable. Psychological aggressiveness is shown by 60% of students at a middle level, and 40% at a low level, as can be seen in the data. Therefore, in the classroom, visible actions such as isolating and ignoring them, as well as removing them from activities, are common. According to the hypothesis, compared to the book by (13), psychological aggression is shown through threats, anxieties, and other forms of emotional distress. Among students, this aggression is shown as a cause why children excuse themselves when socializing and as a reason, they excuse themselves when they do not attend their respective schools.

CONCLUSIONS

With respect to the "general objective", it obtained (Rho= -0.407), supporting a moderate negative and inverse link. In addition, the statistical significance (p = 0.000) reveals the existence of a statistically significant link between the research variables Aggressiveness and School Coexistence. Having as a conclusion, the greater School Coexistence, the less Aggressiveness.

With respect to "specific objective 1", it obtained (Rho= -0.495), supporting a moderate negative and inverse link. In addition, the statistical significance (p = 0.000) reveals the existence of a statistically significant link between the research variables Aggressiveness and School Coexistence. Having as a conclusion, the greater School Coexistence, the less physical aggressiveness.

With respect to "specific objective 2", it obtained (Rho= -0.533), supporting a moderate negative and inverse link. In addition, the statistical significance (p = 0.000) reveals the existence of a statistically significant link between the research variables Aggressiveness and School Coexistence. Having as a conclusion, the greater School Coexistence, the less Verbal Aggressiveness.

With respect to "specific objective 3", it obtained (Rho= -0.440), supporting a moderate negative and inverse link. In addition, the statistical significance (p = 0.000) reveals the existence of a statistically significant link between the research variables Aggressiveness and School Coexistence. Having as a conclusion, the greater School Coexistence, the less psychological aggressiveness.

RECOMMENDATIONS

It is recommended to the director, the implementation of the department "TOE" to improve the educational quality through talks and workshops to improve the results in aggressiveness and school coexistence.

It is recommended to the teaching staff to the development of popular games as an essential tool to correct habits that are not compatible with social coexistence with others. Traditional games are a type of alternative didactics that adapts to the modern educational environment. In schools, it is a good method to reduce and even eradicate exclusionary and aggressive, racist, and selfish behaviors. To improve results in physical aggressiveness.

It is recommended that the teaching staff establish the rules of coexistence, interactive videos, and didactic materials. This will also allow students to control their emotions. To improve results in verbal aggressiveness.

It is recommended to all the actors that make up the I.E., "José Gabriel Condorcanqui San Mateo", to implement a psychology department and request various workshops from public and private entities to achieve educational quality. So also, to be able to improve in the results of psychological aggressiveness.

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CONFLICT OF INTEREST
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Data curation: Nerio Enriquez-Gavilan, Brian Meneses-Claudio.
Formal analysis: Nerio Enriquez-Gavilan, Brian Meneses-Claudio.
Acquisition of funds: No funds.
Research: Nerio Enriquez-Gavilan, Brian Meneses-Claudio.
Methodology: Yolanda Yauri-Paquiyauri, Brian Meneses-Claudio.
Project management: Nerio Enriquez-Gavilan, Brian Meneses-Claudio.
Resources: Yolanda Yauri-Paquiyauri, Brian Meneses-Claudio.
Software: Brian Meneses-Claudio, Aydeé Lopez-Curasma, Julio Romero-Sandoval.
Supervision: Brian Meneses-Claudio, Aydeé Lopez-Curasma, Julio Romero-Sandoval.
Validation: Nerio Enriquez-Gavilan, Brian Meneses-Claudio.
Display: Nerio Enriquez-Gavilan, Brian Meneses-Claudio.
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Writing - proofreading and editing: Yolanda Yauri-Paquiyauri, Nerio Enriquez-Gavilan, Brian Meneses-Claudio, Aydeé Lopez-Curasma, Julio Romero-Sandoval.

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