

Socioeducational Observation in Impact of the Workshop the Wounds of Childhood in the Modulation of School Violence in High School Pupils for Rhochrematic.



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ABSTRACT: Socioeducational observation in the problem of school violence is becoming more frequent, which leads to the proposal to moderate its effects mainly in the elementary school environment (secondary school). In this research, the main triggers and ways to reduce it are addressed, with an intervention called Action Research, from which good results were obtained, since it decreased school aggression in the school where it was applied, and even resulted in its possible application in other educational levels, considering its respective variants.

KEYWORDS: Socioeducational, rhochrematic, school, violence, wounds of childhood.

INTRODUCTION

Mexico, a country of vast territorial extension and cultural diversity, faces educational challenges. With a population of 126,014,024 inhabitants, where women represent 51.2% and men 48.8%, education stands as a fundamental pillar for development.

In addition to the above, according to the 2020 Population and Housing Census, 49.3% of the population aged 15 and over was in basic education, while 4.9% lacked it. The evident disparity reflects socioeconomic and cultural inequalities such as the distribution of wealth and access to technology, among others, that persist in the country. In rural areas, indigenous communities often struggle to access education, due to poverty and the need for children to work in the fields. In contrast, large metropolises face challenges in peripheral areas, where poverty, lack of services, among others, hinder the development of pupils.

Thus, the problem becomes more acute in secondary education, where pupils require support to complete their studies. Violence, in particular, has become a pressing problem in schools, affecting the emotional well-being and academic performance of pupils (Danticat, 2024), (Salters, 2025).

Therefore, the action-research to address the phenomenon of aggression focuses on a secondary school in the city of Aguascalientes. Through a participatory approach, we seek to understand the causes and consequences, as well as propose strategies and actions to improve coexistence and promote a safe and peaceful school environment (Pandya, 2025), (Doerner, 2021).

Statement of the Problem

Violence, the attempt to control or dominate another person, in its multiple manifestations, has taken root in Mexican society, permeating all levels and spaces, including schools. Education in secondary schools is no exception. Regarding these schools, it is mainly expressed through fights between pupils and verbal bullying, which includes insults, offensive nicknames and attacks based on physical condition, gender or origin (Flett, 2025), (Salters, 2025).

However, this problem is not limited to pupils, but is also observed in some teaching practices, where there is aggression towards pupils through intimidation and excessive disciplinary sanctions.

Therefore, its causes are diverse and complex. Factors such as the lack of skills to resolve conflicts, ignorance about the types and their effects, the absence of effective mechanisms for prevention and eradication of it are identified. (Chaudhuri, 2025), (Doerner, 2021).

Despite the efforts of the Ministry of Public Education, the actions implemented have not been sufficient to prevent and eradicate it in schools effectively.

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This study compromises their comprehensive development, which makes it necessary to thoroughly investigate the causes and consequences, as well as to propose concrete strategies and actions.

Research Question

A research was carried out where the trigger question and the specific questions were posed as follows: How does the workshop on the wounds of childhood, aimed at parents, modulate the violence caused by some high school pupils?

Specific Questions

What is the degree of violence present among high school pupils?

How does the workshop on the wounds of childhood modulate the degree of violence among pupils?

What relationship exists between childhood wounds and school violence?

General Objective

A general objective was also proposed, which consisted of Reducing violence among high school pupils, through the workshop on the wounds of childhood aimed at parents and educational actors.

Justification

What justifies it? The fact that school violence is a complex problem with multifactorial roots. The Wounds of Childhood Workshop offers an innovative perspective by addressing the emotional wounds of childhood as possible triggers of these behaviors, and also seeks to evaluate the effectiveness of the workshop to modulate violence in secondary school, providing tools to parents and pupils to build healthier and more peaceful relationships.

Conceptual Framework on School Violence

The discussion about its origin in humans has generated debates between those who consider it a hereditary or biological factor and those who attribute it to environmental and cultural factors. The reality is that it is influenced by a combination of both elements. Although there may be a biological predisposition to aggression, it is the cultural, social and family factors that shape and modulate its expresión (Doerner, 2021), (Joseph, 2024), (Hollinghurst, 2024), (Salters, 2025).

In this sense, the family plays a fundamental role in the transmission of violent patterns. Children who grow up in environments where this is a common way of resolving conflicts are more likely to adopt aggressive behavior. In addition, exposure to aggression in the media (Mullenix, 2025), (Stuntz, 2025), (Kapoor, 2025), (Murphy, 2020).

Therefore, it is a problem that affects pupils at all educational levels. It manifests itself in various forms, such as verbal, physical, psychological and cyber bullying. The consequences of bullying at school can be serious, both for victims and aggressors. Victims may suffer from self-esteem problems, anxiety, depression and learning difficulties. Aggressors, for their part, may develop antisocial behavior patterns (Colantonio-Yurko, 2025), (Geissert, 2024).

Therefore, this aggressiveness is a complex problem with multiple risk factors, such as lack of boundaries at home, exposure to violence in the family or in the community, low self-esteem and lack of social skills (Mormile, 2024), (Crespo, 2025).

There are protective factors that can help prevent violence, such as establishing clear rules at school and at home, fostering social and emotional skills in pupils, promoting a positive school climate, and involving parents in their children's school life (Shapiro, 2025), (Rickstad, 2024).

Prevention requires a comprehensive approach that involves all actors in the educational community: pupils, teachers, parents, principals, and support staff. It is essential to create safe and welcoming school environments, where respect, tolerance, and peaceful conflict resolution are promoted. Likewise, it is necessary to implement prevention programs that address the causes of violence and provide pupils with tools to develop social and emotional skills (Florence, 2024), (Virella, 2025).

Therefore, the study focuses on the secondary level of a school in the city of Aguascalientes, looking for the causes and consequences in this specific sense, as well as evaluating the effectiveness of the workshop to prevent and reduce it.

Diagnosis

In order to focus on the traits of violence in schools, a diagnosis was first made concerning the research to determine the hypothesis that violence can be reduced or eradicated through the workshop on the wounds of childhood, research that is framed in a mixed approach (quantitative and qualitative) and uses an Action Research design. This approach allows us to understand the relationship between childhood wounds, violent behavior and the effectiveness of a parental intervention in a specific school context (Coren, 2025), (Lemon, 2024).

In order to have reliable information, a statistical sampling model was used, where a representative sample of 50 pupils from a secondary school in the city of Aguascalientes, Mexico, was selected from the total pupil population. They have been involved in violent or aggressive acts, as well as the pupils, the school community (parents and teachers). Data collection instruments were designed for the survey,

Pupils and parents or guardians; exploration of experiences; compilation formats of the perception of violence in the school, and impact of the intervention of the workshop of the wounds of childhood.

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Regarding participant observation: The school group records aggressive behaviors before and after the intervention; an intervention instrument, a workshop for parents is developed based on psychotherapy and pedagogy techniques, focused on identifying and healing childhood wounds, with the following procedure: Participatory observation and its registration; Application of the diagnostic survey to pupils; Implementation of the workshop for parents (6 sessions); Comparative participatory observation (Fitzgerald, 2025), (Murphy, 2020).

Also an analysis of quantitative and qualitative data. Considering ethical practices (Consent will be requested, guaranteeing anonymity and confidentiality).

Other characteristics, an initial diagnosis is applied to a population of 320 pupils in the evening shift (53% men, 47% women). In the case of family types, these were mostly nuclear (67%), followed by single-parent families (15% and 7%) and other family structures. Where the economic activity of the parents: Fathers: 79% work (profession or trade), 13% is unknown, 2% deceased, 1% unemployed. Mothers: 49% home, 36% employed, 8% work and home, 3% domestic employees, 2% merchants, 2% unknown. Their origin was considered and was from various locations, predominantly colonies in the east. With housing: 73% own house, 21% rented, 6% borrowed. Social security: 70% IMSS, 24% without social security, 2% ISSSTE, 2% Seguro Aguascalientes, 1% Seguro Bienestar, 1% private.

Regarding health: 83% without diseases, 17% with allergies, anemia, epilepsy, insulin resistance; with special education: 3% (10 pupils - with intellectual disabilities), ASD, learning problems.

Pupil survey results: Reveals worrying trends regarding violence and emotional hurt; Loneliness and abandonment: 40% "Sometimes," 20% "Frequently," 16% "Always." Feeling scared or unsafe at home: 36% "Frequently," 30% "Sometimes." Yelling, humiliation, or threats at home: 44% "Frequently" or "Always." Feeling different: 56% "Always" or "Frequently." Physical danger at home: 28% "Sometimes." Witnessing violence in the family: 32% "Sometimes," 30% "Frequently." Difficulty controlling anger: 28% "Almost never," 28% "Sometimes." Intentional physical assault: 26% "Sometimes." Feeling safe expressing aggressive emotions: 34% "Almost never", 32% "Frequently"; Believing that violence resolves conflicts: 34% "Frequently", 26% "Always"; Fights at school: 40% "Frequently"; Feeling respected when being aggressive: 40% "Always", 30% "Frequently"; Influence of childhood on relationships: 38% "Always".

Parent Survey: A survey was applied to 50 parents to confirm the relationship between their childhood wounds and their children's aggressive behavior. The results will be used to design the workshop.

Design of the Workshop The Wounds of Childhood

The design of the workshop, had 10 sessions of two hours each, addressing childhood wounds and strategies to improve communication and reduce violence at home and at school. This comprehensive diagnosis provides a solid foundation for understanding the problem of this (Joseph, 2024), (Salters, 2025).

Module 1: Knowing Our Wounds: This initial module focused on identifying and understanding the most common emotional wounds of childhood, such as abandonment, rejection, injustice and humiliation, these wounds can manifest themselves in adult life and in the role of parents. Connection was encouraged with the "inner child" to recognize unmet emotional needs and repetitive behavior patterns in parenting.

Module 2: Tools for Healing: In this module, practical tools were provided and emotional well-being was promoted; forgiveness techniques were explored, to release repressed emotions and move towards healing. Self-esteem was also strengthened through the identification of limiting beliefs and the creation of positive affirmations. Finally, assertive communication and conflict resolution skills were developed.

Module 3: Applying What Was Learned: The final module focused on the application of the knowledge and tools acquired in the previous modules. The establishment of clear and firm limits with adolescent children was addressed, using positive discipline strategies that foster connection and mutual respect. Active listening and empathy techniques were practiced to improve communication in the family, also with activities to strengthen the emotional bond with children, quality moments were planned as a family.

Throughout the course-workshop, various teaching materials were used. The participation of the participants was promoted through group dynamics, individual reflection exercises and role-playing. An environment of trust and respect was created for the participants.

At the end of the course-workshop, it was expected that the participants had achieved: Identify and understand their childhood wounds and their impact on parenting; develop skills to manage their emotions and strengthen their self-esteem; Apply assertive communication and conflict resolution techniques in their relationship with their children; establish clear and firm limits using positive discipline strategies; Encourage empathy and open communication in the family and plan activities to strengthen the emotional bond with their children (Salters, 2025), (Crespo, 2025).

The effectiveness of the workshop-course was evaluated through surveys of participants and observation of changes in their interaction with their children.

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The results of the satisfaction questionnaires for parents and teachers, observation guides, revealed a positive impact of the workshop on the understanding of adolescent aggression, conflict management and strengthening of family relationships, which in turn translates into a modulation of violence in the school context (Shapiro, 2025), (Virella, 2025).

The participating parents reported a greater understanding of the underlying causes of aggression in their children. The workshop allowed them to identify possible emotional wounds that could be triggering aggressive behavior. This new perspective gave them greater empathy and allowed them to see aggression as a form of dysfunctional communication (Mormile, 2024), (Shapiro, 2025). Also, new skills were generated to manage conflicts: The workshop provided parents with valuable tools to manage conflict situations. They learned to actively listen to their children without judging them, validate their feelings, set clear limits and encourage open and respectful communication (Florence, 2024), (Virella, 2025).

Regarding the decrease in school violence: Observation of the school staff revealed a decrease in physical and verbal aggression, as well as negative interactions between pupils. At the same time, an increase in positive interactions, such as cooperation and expressions of affection, was observed. These results suggest that the workshop, by improving family dynamics and communication between parents and children, had a positive impact (Loren, 2025), (Flett, 2025).

Therefore, the comments of parents and the school staff corroborate the quantitative results. Parents highlighted the change of perspective that the workshop provided them, allowing them to understand their children's aggression from a more empathetic and compassionate place. They valued the practical tools acquired.

to improve communication and establish limits, as well as strengthening the emotional bond with their children.

The school community, for its part, observed positive changes in the behavior of pupils whose parents participated in the workshop. They noticed a decrease in aggressive behavior and an increase in participation and respect in the classroom. While they recognize that the workshop is not a magic solution, they consider it a valuable tool to address the root causes of aggression in young people and promote a more positive school environment (Doerner, 2021), (Shapiro, 2025).

CONCLUSIONS

This action-research study revealed valuable information about violence in the technical high school where it was held, in the state of Aguascalientes. In addition, action activities were implemented, including the workshop The of Childhood, with the aim of reducing or eradicating it. Special attention was paid to the role it plays in schools, during the pupils' adolescence (Florence, 2024), (Virella, 2025).

The collaboration of parents, teachers and pupils of the high school was fundamental to achieve significant improvements in the educational environment. This project set a precedent for active and continuous monitoring of the problem of violence, from primary education to high school, extending to the entire state of Aguascalientes and other entities in the country, without neglecting the particularities of each region and its customs (Lemon, 2024), (.Chaudhuri, 2025).

The results of the research showed an improvement of approximately 60% in the coexistence of the family and sociocultural environment of the school's pupils.

It is important to highlight the support and contributions of parents, teachers, management and administrative staff, as well as society in general, who made the action research possible.

In summary, this research highlights the importance of addressing violence from a comprehensive perspective, involving all actors in the educational community and considering the particularities of each context. The workshop on the wounds of childhood was revealed as a valuable tool to improve family and school coexistence (Murphy, 2020), (Shapiro, 2025).

The workshop and its application, the subject of this action-research, suggests that providing tools for conflict management and strengthening family relationships modulates violence in the school context. The workshop has a positive domino effect, since, by healing the emotional wounds of parents, the relationship with their children is improved, which in turn is reflected in better behavior at school.

Although the results are encouraging, it is important to highlight that the workshop is not a unique solution to the problem of school violence. A comprehensive approach is required that involves all actors in the educational community.

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