

Folleto formativo para la disminución de la violencia escolar

Educational Brochure on Reducing School Violence

María Zulema Monteverde Murrieta**Graciela Orozco Sosa****Susana Angélica Pastrana Corral**

Universidad de Sonora. México

ORCID: <https://orcid.org/0009-0007-9916-7669><https://orcid.org/0009-0002-3101-4061><https://orcid.org/0009-0002-3919-8080>**Correo electrónico(s):**

zulema.monteverde@unison.mx

graciela.orozco@unison.mx

susana.pastrana@unison.mx

Recibido: 18 de agosto de 2025

Revisado: 12 de septiembre de 2025

Aceptado: 20 de noviembre 2025

RESUMEN: En el contexto educativo la presencia de la violencia constituye un problema complejo y variado que afecta la calidad del proceso formativo; son preocupantes las maneras en las que este problema adopta, desde acoso, intimidación física o verbal, manipulación, exclusión, entre otros. Por lo tanto, el objetivo de este trabajo es evaluar los beneficios de la aplicación de un folleto formativo para la disminución de la violencia escolar. La metodología en función de conocer el alcance y mejora respecto a la problemática, se implementó una entrevista a 24 estudiantes y a la maestra encargada. Resultados: el folleto formativo ha sido beneficiosa con impacto positivo en la percepción y afrontamiento de la violencia.

Palabras clave: Folleto formativo; Prevención; Relaciones Interpersonales; Violencia escolar

ABSTRACT: In the educational context, the presence of violence is a complex and varied problem that affects the quality of the educational process. The ways in which this problem manifests itself, including harassment, physical or verbal intimidation, manipulation, and exclusion, among others, are cause for concern. Therefore, the objective of this study is to evaluate the benefits of an educational strategy for reducing school violence. The methodology, aimed at understanding the scope and improvement of the problem, involved interviewing 24 students and the teacher in charge. Results: The strategy has been beneficial, with a positive impact on the perception and coping with violence.

Keywords: Training brochurefor; Prevention; Interpersonal relationships; School violence

Introduction

Violence today is a common feature of society, manifesting itself in various everyday settings—social, economic, cultural, family, and school environments. Schools are places where people interact most frequently, which is why the conflicts and pressures of our society sometimes spill over into these settings.

Consequently, a troubling echo of collective violence has emerged in educational institutions. Furthermore, it has been identified globally as a problem with serious educational and social

repercussions, constituting a priority public health concern (World Health Organization, 2002; Sarabia, 2018; UNESCO, 2020).

In the Mexican national context, according to agencies such as the National Institute of Statistics and Geography (INEGI, 1998; INEGI, 2021) and studies such as those by Gómez and Zurita (2013), its prevalence and adverse effects on students' holistic development have been documented.

This phenomenon, characterized by the presence of aggressors (Pérez & Gardey, 2017) and dynamics that undermine safety and the learning environment (Presidencia EPN, 2014), demands a systematic response that goes beyond mere punitive discipline.

Therefore, this study focuses on the implementation of an educational booklet, which is specifically designed to reduce school violence, based on the idea that within the educational sphere it is a “fundamental factor for preventing” (Pardo, 2008) and transforming school culture (Martínez-Vilchis et al., 2015).

This resource is grounded in the need to foster an inclusive and democratic coexistence (Fierro, 2013) and to go further in implementing concrete preventive actions, with the intentional development of communication—understood as the process of sharing ideas and feelings to foster mutual understanding—serving as a fundamental pillar.

Since violence is indeed present in this institution, in any of the forms encompassed by school violence (psychological, verbal, etc.), as shown in the graph, 100% of respondents say that school violence is sometimes present within the institution, which tells us that it does occur on occasion.

Therefore, this educational booklet is a useful resource, as it must place greater emphasis on how students interact within the school; for this reason, we must remain vigilant regarding any situation involving violence and seek ways to address it before it escalates and leads to greater risks.

This issue is relevant from both a social and educational perspective, as it aims to help ensure that educational settings have a pleasant atmosphere that supports the learning process rather than acting as a barrier to knowledge—especially since we are shaping future generations.

To characterize this issue, a preliminary awareness-raising session was conducted, aimed at providing feedback on the current state of the school, particularly by presenting data on the educational reality.

An educational brochure was also utilized, which outlines the core of the issue, key concepts, data, analysis, solutions, and other relevant aspects.

Therefore, based on the above, the objective is to evaluate the benefits of the educational brochure in reducing school violence, seeking an answer to the question: What was the impact of the educational brochure on reducing school violence at the school?

Development

School violence is a widespread problem with serious consequences that affect not only the school community but society as a whole. As a result, students who are victims of repeated violence tend to feel marginalized, want to drop out of school, and experience a significant decline in their academic performance.

This issue can also have health consequences, as it can affect the mind (thoughts), impacting children's well-being. Consequently, negative emotions and feelings such as isolation and suicidal thoughts may arise, and students may turn to substance use—such as tobacco and alcohol—since these provide momentary relief from their struggles and how they feel, or they may even resort to self-harm or physical injury.

The key to combating violence in schools lies in prioritizing prevention from childhood, as intervening before the problem becomes entrenched and the consequences become even more severe creates opportunities for positive change.

One of the fundamental pillars for eliminating it is fostering the development of emotional intelligence.

According to Gómez and Zurita (2013), aggressive actions are often perceived as normal or even invisible. However, media coverage of incidents sparks public discussions on the topic, which drives systematic research into the phenomenon.

To advance prevention and intervention strategies against violence in schools, Fierro et al. (2013) emphasize the initial need to clarify the local understanding of the concept of violence: identifying its forms of expression in the educational setting in order to then plan viable actions.

Likewise, this author discusses the self-assessment tool for school coexistence, highlighting the importance of a model based on inclusion, democracy, and peace—pillars that provide a solid framework for mitigating violence in schools.

- **Many authors both nationally and internationally have addressed this issue, particularly what families can do to determine whether their children are being bullied at school.**
- **Suggestions for actions parents can take to determine whether their children are being bullied at school**
- Practice active listening, providing emotional support and fostering an environment of trust.
- Contact the school administration to report the situation and inquire about corrective measures.
- Guide your children through these circumstances so they feel supported; parents must therefore remain attentive.
- Research and take ownership of this educational issue of violence.
- Learn to communicate with your children.

Thus, communication serves as a mechanism for sharing information, perspectives, and ideas, forging social bonds with the surrounding environment. It constitutes an active and structured process that facilitates mutual understanding and the formation of individual perspectives based on context, thereby underscoring the importance of the communicative process.

According to Thompson (2008, cited in Rodríguez, 2016), communication emerges as the mechanism through which the sender and receiver establish a connection within a specific spatiotemporal context, with the aim of mutually transferring, exchanging, or conveying concepts, information, or meanings.

Consequently, conversation allows for the establishment of bonds and relationships to foster mutual understanding among people; thus, mastering the art of conversation involves evolving from trivial exchanges toward productive dialogues, guided by a defined objective that drives the achievement of specific goals.

Consequently, meaningful conversation, as Vygotsky explains, is shaped primarily through contact with the environment, consolidating itself in the bond between the individual and their context, integrating communicative and representational dimensions through the surrounding

world, where it emerges from initial forms of nonverbal interaction, not limited to the cognitive level.

Given the above, there are practical measures that can be implemented to reduce violence in the school setting.

Training Brochure

A brochure is a printed publication designed to disseminate or promote specific content, depending on its purpose; in essence, it is an ideal educational tool for conveying specific information.

According to John (1994), a brochure is an unbound publication generally used to convey advertising information; according to another definition, a brochure is simply an informational publication where the simplicity and presentation of the message are clear and precise regarding a specific topic.

A qualitative approach was employed, based on the need to gain an in-depth understanding of school dynamics and participants' perceptions.

The methodological design was framed within action research (A-R), given the primary objective of assessing and mitigating school violence and generating immediate changes in the educational environment. It was descriptive in scope, focusing on the collection of narratives and opinions to document the effectiveness and perceived impact of the implemented educational brochure.

The material resource being evaluated is the educational booklet, which is a fundamental and eye-catching tool, as it summarizes concrete information on this educational phenomenon, providing concise information on the definition and manifestations of school violence. Furthermore, it suggests how students can address it, but above all, it features motivational phrases, letting them know that they are not alone in this process.

This technique is a feasible and efficient tool; therefore, we plan to visit the school to distribute the brochures to the group and then administer a series of questions to determine whether there has been an improvement.

The interview, consisting of six questions designed to assess the scope and improvement regarding the issue of school violence, was administered to 24 students and the teacher in charge of the group.

Analysis of Results

Table 1.

Overview of the brochure

Answer	Category
I really liked it (Interviewee 1)	Liking
Muy interesante (entrevistado 2)	Interest
The information is very important, and it's also very attractive and really catches the children's attention (Interviewee 3)	Importance

Source: Compiled by the author

The feedback received regarding the brochure was very positive, as both the children and the teacher in charge highlighted the importance of its content; they also noted that it was a beautiful, eye-catching, and interesting resource for everyone.

Table 2.

Purpose of the brochure

Answer	Category
Yes, very much so, because of the information it contains (Interviewee 1)	If it was helpful

Source: Compiled by the author

The brochure proved to be a very useful resource for everyone, as they indicated in Question 2, which asked whether it had been helpful; everyone answered in the affirmative.

Table 3.

Confronting Violence

Answer	Category
Bringing someone along to help me. (Interviewee 1)	Request Help
First of all, trying to resolve the problem by talking with the children and finding the best solution proved to be a very	Guidance

useful approach for everyone, as they mentioned in response to question 2, which asked if it had been helpful—all of this is to prevent it from happening again. (Interviewee 3)

Source: Compiled by the author

Addressing the issue of school violence from the perspective of the school community reveals that, first and foremost, children seek help—whether from teachers or their parents—as a way to cope with it. From the teacher’s perspective, it shows that solutions can be found by guiding the children and talking with them.

Table 4.

Experience of violence

Answer	Category
Yes (Interviewee 1)	If they have suffered
No (Interviewee 2)	They have not suffered

Source: Compiled by the author

The fourth question asked of them reads, “Have you ever been bullied?” Approximately three children reported having experienced this problem, while the rest have not been victims of bullying.

Table 5.

Understanding of how people feel about this material resource

Answer	Category
I feel safe (Interviewee 2)	Safety
It gives me peace of mind because, with the information in the brochure, the children already know how to handle it if the situation arises. (Interviewee 3)	Peace of mind

Source: Compiled by the author

The interviewees expressed how helpful they found the informational brochure, as it gave them greater confidence and peace of mind knowing they could find clear information in one place about this issue and how to deal with it.

Table 6.

Reduction in violence

Answer	Category
Yes, because it's a way to prevent violence by understanding what it entails. (Interviewee 3)	If it works
More or less (Interviewee 4)	It has decreased a little

Source: Compiled by the author

According to the responses received, there has indeed been a decrease in violence within the school; in some cases, positive changes have occurred. This is primarily reflected in a reduction in the incidence of violent behavior and bullying incidents, suggesting that the educational materials implemented—such as the distribution of the informational brochure—have helped create a safer school environment.

Furthermore, this decrease may be linked not only to the knowledge students have acquired about how to identify and address violence, but also to the strengthening of communication channels with teachers and family members, who play an active role in guidance and support.

Although the problem has not completely disappeared, the testimonials reflect significant progress in the prevention and management of these conflicts, which drives the continuity and improvement of these educational interventions. Thus, the results obtained through the implementation underscore the effectiveness and positive reception of the educational booklet.

Conclusions

The information gathered proved to be highly significant and satisfactory, as it shed light on the new reality that emerged thanks to this educational booklet. Both the teacher in charge of the group and the students expressed great satisfaction with the results, but above all, they were struck by how such a simple tool could yield such valuable outcomes.

Although the problem still persists, it has been reduced, and little by little, violence can be minimized. Those involved in carrying out this activity expressed their satisfaction with it, as it gave them a great sense of peace of mind and security.

Based on the results of the evaluation of the educational booklet, its effectiveness is confirmed in terms of acceptance, perceived usefulness, and the creation of a safer and more peaceful environment within the school community.

It has had an emotional and cognitive impact, as students reported feeling more at ease, having tools to address the fear and uncertainty that can arise before such violent situations; however, thanks to this resource, they can play a proactive role in preventing and resolving them.

Furthermore, this process has fostered a more open and collaborative approach among different stakeholders, such as teachers, who can express themselves and seek joint solutions to violence. The educational booklet has encouraged dialogue and reflection, raising awareness about the importance of preventing and responding to these situations. This comprehensive approach not only contributes to reducing violence but also strengthens bonds of respect and mutual support, which are essential for building a healthy educational environment committed to the well-being of all its members.

Bibliographic references

- Fierro, C., Tapia, G., Fortoul, B., Martínez-Parente, Z., Macouzet, M. & Jiménez, M. (2013). Conversando sobre la convivencia en la escuela: una guía para el auto-diagnóstico de la convivencia escolar desde las perspectivas docentes. *Revista Iberoamericana de Evaluación Educativa*, 6(2),103-124
- Fierro, M. (2013). Convivencia inclusiva y democrática. Una perspectiva para gestionar la seguridad escolar. Sinéctica, *Revista Electrónica de Educación*, 40.
- Gómez, A., & Zurita, Ú. (2013). El estudio de la violencia escolar, orígenes y tendencias. En *Convivencia, disciplina y violencia en las escuelas, 2002-2011* (pp. 183-222). ANUIE
- Instituto Nacional de Estadística y Geografía (INEGI). (1998). *Violencia en el ámbito escolar* <https://www.inegi.org.mx/app/buscador/default.html?q=violencia+escolar>

- Instituto Nacional de Estadística y Geografía (INEGI). (2021). *Encuesta Nacional sobre la Dinámica de las Relaciones en los Hogares (ENDIREH) 2021*.
<https://www.inegi.org.mx/programas/endireh/2021/>
- John, L. (1994). *Cómo preparar diseños para la imprenta*. Editorial Gustavo Gili.
- Martínez-Vilchis, R., Pozas, J., Jiménez-Arriga, K., Morales, T., Miranda, D. A., Delgado, M. E., & Cuenca, V. (2015). Prevención de la violencia escolar cara a cara y virtual en bachillerato. *Psychology, Society, & Education*, 7(2), -212.
- Organización Mundial de la Salud. (2002). *Informe mundial sobre la violencia y la salud*.
<https://iris.paho.org/bitstream/handle/10665.2/725/9275315884.pdf>
- Pardo, M. S. (2008). *Subsecretaría de Educación Media Superior: Educación, factor elemental para prevenir la delincuencia*.
http://www.sems.gob.mx/en_mx/sems/281008_educacin_factor_elemental_para_prevenir_1
- Pérez, J., & Gardey, A. (2017). *Definición de agresor*. Definición. de.
<https://definicion.de/agresor/>
- Presidencia de la República EPN (2014, 23 de junio). *Características del acoso escolar*.
<https://www.gob.mx/epn/articulos/caracteristicas-del-acoso-escolar>
- Rodríguez, Á. Y. (2016). *La comunicación dentro de las organizaciones* (Tesis de pregrado, Universidad Militar Nueva Granada).
<https://repository.unimilitar.edu.co/bitstream/handle/10654/14976/RODRIGUEZ%20MORALES%20ANGELA%20YOJANA%202016.pdf?sequence=1>
- Sarabia, S. (2018). Violencia: una prioridad de la salud pública. *Revista de Neuro-Psiquiatría*, 81(1), 1-2. <https://doi.org/10.20453/rnp.v81i1.3267>
- UNESCO (2020). *¿Qué necesita saber acerca de la violencia y el acoso escolar?*
<https://es.unesco.org/news/que-necesita-saber-acerca-violencia-y-acoso-escolar>