



Research Article

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Educational Intervention "No More Violence" Based on the Reflexive Dialogic Method in the Knowledge about Normativity in Domestic Violence in Peruvian Adolescent Students

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Abstract

The normalization of family violence has serious consequences for children, causing emotional disorders, distorting concepts such as respect and obedience, fear, frustrations and complexes. In this sense, this educational intervention was proposed as a mechanism to confront violence and provide Peruvian adolescent students with criteria on legal regulations on family violence to identify and defend themselves in situations of vulnerability and risks of violent abuse. Determine to what extent the educational intervention "No more violence" based on the reflexive dialogic method improves knowledge about normativity in domestic violence in Peruvian adolescent students, 2023. The study was applied and quantitative and worked under a pre-experimental design. The population consisted of adolescent students in the fourth grade of high school in a public school in Arequipa. The instrument used was a knowledge test, which underwent the corresponding validation and reliability processes. The results showed that the level of knowledge about regulations on domestic violence improved after the "no more violence" intervention, finding significant differences that favored the experimental group. The reflexive dialogic method helps to develop conceptual knowledge and skills for the analysis of situations and the application of regulations.

Keywords: Domestic violence, reflexive dialogic method, normalization of domestic violence, family violence rights, vulnerable children

1. Introduction

According to the Pan American Health Organization (PAHO, 2022), 58% of children and adolescents in Latin America and 61% in North America suffer physical, sexual or emotional abuse each year. Likewise, physical, psychological and sexual domestic violence cause a severe problem in the integrity

and development of Ecuadorian adolescents, the consequences of violence are presented in two types: behavioral and cognitive, a worrying situation for the authorities, which are addressed, prevented and eradicated initially, as they will have a negative influence on the development of future citizens (Llanga et al, 2022). Likewise, Ecuadorian legal regulations on family violence severely punish infractions or crimes related to violence against children and adolescents; however, cases continue to be reported, with extremely harmful consequences and hindering the comprehensive development of minors (Segura et al., 2022).

Statistics reported on family violence in Peru show alarming data: from January to April 2022, 17,247 cases were reported to the Women's Emergency Center, of which 28.9% were physical violence; 38.1% psychological; 32.5% sexual and 0.6% economic (Collective of Peru, 2022). Likewise, the data reported on children and adolescents on sexual violence are shocking: at least thirty-three children and adolescents are subjected to sexual violence on a daily basis. Physical abuse, lack of family protection and mental health in children and adolescents are considered family violence. The integral maturation of children is affected by this scourge. This problem begins in the family and vulnerability harms children and adolescents as they live in these violent ecosystems and with diverse cultures (Millán et al., 2022). Likewise, the acceptance of violence in the family as part of a normal coexistence brings serious consequences in children causing emotional disorders, children who reside in violent homes distorting concepts such as respect and obedience, presenting emotional sequelae of complexes, fears and frustrations (Camacho et al, 2020; Febles al, 2020). The State's center of attention in cases of denunciation or defense of violence against children and adolescents is the Demuna, in Peru there are one thousand eight hundred and ninety people living in Demuna; However, for various reasons, only three hundred and eighty are enabled and operational for their care. In remote or rural areas, this service does not exist, nullifying the possibilities of reporting and defending Peruvian children who are victims of family violence (Collective of Peru, 2022).

The Peruvian legal framework with respect to domestic violence has established laws and regulations such as Law No. 30364 and its regulations, Supreme Decree No. 009-2016-MINP, the Political Constitution of Peru and the Children and Adolescents Code. The latter document mentions the principle of the best interests of the child, which states that in the event of conflict, the rights of children and adolescents are the most important. While it is true that the Peruvian state has a legal regulation for the protection of children and adolescents with high penalties for sex offenders, these are not implemented as they should be, even prescribed, the importance of the growth of children and adolescents must be at the center of the political agenda, not only as a way to help a vulnerable population, but also as a smart form of social investment (Ministry of Women and Vulnerable Populations, 2012).

Faced with this problem, the Pan American Health Organization (PAHO, 2022) in the report on prevention to end violence against children in the Americas proposes seven strategies to address this problem, one of them considering education as a mechanism to confront violence and provide children with the necessary skills to Criteria for identifying and defending oneself in situations of risk of violent abuse. The United Nations Children's Fund (UNICEF, 2021) proposes initiatives for temporary solutions for children and adolescents in the Americas and the Caribbean through programs of various kinds, one of these proposals includes education with pedagogical programs to reduce child violence in its various types and empower children and adolescents in protection and prevention. Although significant progress has been made in the implementation of regulations in policies and programs aimed at serving vulnerable groups of domestic violence, the contribution has been insufficient and costly, since the lack of knowledge does not lead to an optimization in the process of reducing violence. Coinciding with the UNICEF proposal, in Mexico it is evident that more than 70% of children have been victims of both physical and psychological abuse, and they report that there is an evasion of legal norms, not only punitive measures are needed to reduce violence, but they also propose that specialized academic programs are needed to promote respect and dignity for children and adolescents. Because violence is a risk factor for the democratic development of citizens, the vision of education policy must be improved to demonstrate the connection between the

reduction of violence and a democratic, knowledgeable and participatory education in their rights. Emphasis must be placed on the teaching of rights, so that children can understand and internalize them and be able to defend themselves, students must be empowered for the proper exercise of their citizenship (Millán et al., 2022; Rodríguez, 2018).

In Peru, violence against children and adolescents increased during and after the COVID-19 health emergency. In 2021, statistics on physical abuse show percentages at high levels, 60.3% of children aged 6 to 11, 44.4% of children aged 1.5 to 5 years, and 59.3% of adolescents were physically abused. Lack of family protection is considered violence, in 2021 22,109 cases were reported and in 2020, 17,608 cases (The Report of the UPR Collective of Peru). Domestic violence is an obvious problem that can generate conflicts throughout the lives of children or adolescents. The search for a healthy and well-rounded environment can be hindered by the habit of seeing domestic violence as a means of correction and control (Morillo et al, 2021). There are problems in the vulnerable and ignorant Peruvian adolescent community regarding domestic violence, it is our responsibility to provide tools that reduce the intensity of this violence (Quezada, 2020). Likewise, it is necessary to implement public policies on family violence, since those that govern are insufficient, bureaucratic and limiting to counteract this problem (Condori et al., 2022). The Peruvian state has implemented different mechanisms in favor of children and adolescents, according to the National Plan of Action for Children and Adolescents 2012-2021 (PNAIA, 2021), the state links policies with strategic axes in favor of children and adolescents, guaranteeing the integral development of children not only recognizing their identity but considering them as active agents capable of interacting with respect and being makers of their lives. However, the latest statistical figures in recent years suggest that there is much to be done and supported for the protection and defense of Peruvian children who are victims of violence.

Schools are the spaces where students come to receive comprehensive training; they must provide guarantees for school coexistence within the institution. The regulatory framework of the Peruvian state promulgated law No. 31902 on anti-bullying coexistence in educational institutions, which prescribes that teachers must detect and report to the respective educational authority any case where violence between students is evident. Likewise, the Teacher Reform Law No. 29944 in art. 44 protects students from any type of violence by the teacher. On the other hand, the Ministry of Women and Vulnerable Populations promulgated Law 30403 that prohibits physical punishment of children and adolescents in an area that not only involves educational institutions but also protects the peaceful coexistence of children and adolescents in the community, school, work, shelters and the home, article 9 refers to the protection of the child or adolescent from abuse in the home and gives powers so that any public or private entity or person who becomes aware of violence in the family must communicate or demand the fact before the Ombudsman for children and adolescents. Although the Peruvian legal framework regulates the protection of children and adolescents, the reality evidenced by Peruvian researchers still reveals alarming figures on this topic. Orozco et al. (2020) report that 44% of 45 students have basically been violated; and 33% of the participants stated that they had suffered psychological violence within the family. It coincides with the findings found by Domínguez (2021) who investigated students from Sayán to identify the level of family violence, finding that 45.6% of students have a medium level of family violence. 75% stated that they had suffered from psychological violence and 80% reported having suffered a medium level of sexual violence. These alarming figures were confirmed by the Ministry of Women and Vulnerable Populations of Peru (2023), which reported that more than sixty thousand children were treated for psychological and sexual violence, making it clear that family violence in children and adolescents is a social problem. Peruvian and more alarming in vulnerable areas. One of the initiatives of the Ministry of Women for communicative contact with the population was the creation of telephone helplines for anyone to report acts of violence or abuse of children.

In this sense, the educational institutions that host students in a Peruvian province reflect the aforementioned problem, such as the underlying violation of their rights such as equal opportunities, personal integrity, education, freedom of expression and thought, comprehensive health care and life

in a healthy environment. In response to this problem, it is important that basic education teaches human rights from an early age, which will allow students to be empowered and enriched in their defense. If pedagogical proposals are not implemented in this regard, there is a risk that children will continue to develop in hostile and violent environments, continuing to be ignorant of the applicability of their constitutional rights as Peruvian citizens and ignoring the regulations on family violence and without making use of the law for their protection and the improvement of their quality of life.

In view of the above, the guiding questions of the research are expressed as follows: To what extent does the educational intervention "No more violence" based on the reflective dialogic method improve knowledge about normativity in domestic violence in Peruvian adolescent students? To what extent does an educational intervention "No more violence" on normativity in family violence through the reflective dialogic method improve knowledge for the prevention of domestic violence in the physical, psychological and sexual dimensions in Peruvian students?

The relevance of the study in articulation with the framework of proposals for solutions by global and national organizations that seek to reduce domestic violence, this research is articulated through the axis of education, considering it as a powerful instrument of approach to the problem and resolution through academic programs, it should also be emphasized that there are few academic research proposals on family violence in basic education. The applicability of research knowledge contributes to the revaluation of the student as opposed to the knowledge of legal regulations, being the learning offered in school classrooms as respect for their dignity and as subjects of rights and not as objects, being able to fully exercise their rights, and participating in the formation of a more democratic society. The justification of the educational intervention through a normativity program for the improvement of students' knowledge of domestic violence, based on a dialogic and critical analysis of the regulations, is to empower students to defend and exercise their rights in the face of domestic violence, with the sole purpose of providing students with elements of judgment to identify and deal with situations of risk of violence.

The general objective of the research: to determine to what extent the educational intervention "No more violence" based on the reflective dialogic method improves knowledge about normativity in domestic violence in Peruvian adolescent students. The specific objectives: to determine the levels of knowledge about family violence and each of its components before and after the intervention, to determine to what extent the educational intervention "No more violence" based on the reflective dialogic method improves knowledge about normativity in domestic violence in the physical, psychological and sexual dimensions in Peruvian students.

The general hypothesis of the study: the educational intervention "No more violence" based on the reflexive dialogic method will improve the knowledge about normativity in domestic violence in Peruvian adolescent students. The specific hypotheses: the educational intervention "No more violence" based on the reflexive dialogic method through the reflexive dialogic method will improve the knowledge about normativity in domestic violence in the physical, psychological and sexual dimensions in Peruvian students.

2. Theoretical Background

2.1 Educational Theories

From the perspective of the human rights education approach as a practice that builds social inclusion, it is recognized that in order to achieve optimal development in society, it is necessary for children and adolescents to be able to lead a dignified, free life based on respect and protection of their rights. There are two essential elements to this proposal. First, by demonstrating the intrinsic connection between basic education and the rights of children and adolescents, considering the latter as a means to form citizen leaders. Inclusion and social equity will be the second point, which will be achieved by recognizing the deep connection between education and rights. In this way, a practice

that builds equity and inclusion will be generated (Rodríguez, 2018).

Violence is a recurrent problem in Peruvian families, causing serious effects such as psychological disorders and consequently affecting academic performance. To speak of a focus on human rights and educational policies will mean the integral development of strategies formulated based on unsatisfied needs, thus this focus on human rights aims to incorporate knowledge, capacities, and attitudes in the national curriculum, eradicating stereotypes and prejudices that aim to promote and normalize violence as a corrective mechanism (Santos, 2023).

Paulo Freire's theory of critical education refers to the fact that education must go beyond the simple transmission of knowledge and become a liberating process that fosters critical reflection, based on this premise this education implies that students understand social reality and become active actors in change. It also suggests that the way to explore new knowledge is through dialogue and reflective interaction between educators and students, where dominant narratives are questioned and new forms of knowledge are explored (Freire and Macedo, 2005). Critical education theory promotes equity, social justice, and empowerment by encouraging reflection on power structures and social inequalities. It focuses on the development of students' critical and participatory consciousness (Kincheloe and Weil, 2018; Hooks, 1994). The present research study carried out on educational intervention in knowledge about domestic violence regulations in Peruvian students takes as one of its foundations the theory of critical education, which becomes the didactic axis to ensure that students through reflective action or critical understanding of reality learn to challenge or confront injustice and become active promoters of social change.

This study had as a priority in the academic microprogramming of learning the selection of the dialogic-reflexive method, which is based on various educational theories that emphasize the importance of critical dialogue and reflection for meaningful learning and the personal and social development of students. In this sense, critical literacy is essential to empower students as agents capable of intervening in the world and transforming it. Thus, teaching critical thinking involves forming students who are well-informed, civically aware, self-reflective about public affairs, and participatory in problem-solving (Giroux, 2021; Obispo and Alanya, 2021).

It is worth mentioning that some of the most important elements that make up Freire's dialogic-reflexive method are: reflexivity where the teacher must permanently problematize; the collective construction of knowledge, in which the rupture of unalterable truths and prescriptions is promoted, respecting the knowledge of the learner and popular knowledge; the educational process based on practice, considering the experiences and interests of students in such a way that problems such as marginalization, violence, among others, can be addressed, as well as the horizontal dialogue that implies equality, respect, and that does not admit stereotypes or prejudices (Mirabal, 2008; Ortega, 2009).

Vygotsky's sociocultural learning was based on the theoretical foundation, which maintains that knowledge is constructed in an active and social way through the interaction between people and their environment. Peer-to-peer dialogue and joint reflection are fundamental for cognitive development because they allow for the internalization of knowledge and the construction of shared meanings. This theory emphasizes teamwork and the co-construction of knowledge among students, using reflective dialogue to promote problem solving, negotiation of meanings, and the creation of innovative solutions in a context of collaboration and cooperation (Johnson et al, 1994; Azorin, 2018; Revelo et al, 2018).

Likewise, it is worth mentioning that the basis of the sociocultural theory by Vygotsky which literally refers that: the problem of knowledge between the subject and the object needs to be solved throughout the Marxist dialectic, transforming the object and themselves (Chaves, 2001). The educational intervention developed over the issue of domestic violence linking the reality with the knowledge about the laws, allows us to create tools of protection for students that are teenagers, avoiding ignorance and allowing them to act with the right to aspire to a better life quality, accomplishing the basis previously mentioned by Vigotsky, where the goal was to change the subject and make social shifting.

2.2 Family violence

Paradoxically, the family, which should be a healthy space of harmony and respect, is the place where violence can be generated among its members, victims do not have ways to escape from their blood aggressors, they are controlled through physical, psychological, emotional, economic, or sexual violence (Echauri et al., 2005). Family violence is understood as any omission, aggression or abuse that occurs between the members of a family group with the aim of imposing power and control over the most vulnerable members in physical, psychological and sexual violence, the most common forms of this type of violence being (Berrospi et al., 2020). Among the factors that affect physical and psychological family violence are: low wages, alcoholism, jealousy, age; Consequently, these not only affect the direct victims but also have an impact on the observers who are in the family nucleus (Callata, 2022). One of the most common forms of violence suffered by children is the application of violent disciplinary measures at home, which can be physical punishment and psychological abuse (PAHO, 2022).

Psychological violence refers to actions or omissions that aim to humiliate or control actions, beliefs, decisions through threat, intimidation, or intimidation. These acts can affect the feelings and emotions of the victim and can manifest themselves through criticism, disqualification, isolation, punishment, humiliation, limitations, and other acts that alter the victim's psyche. Sexual violence is manifested as the imposition of ideas, sexual acts, non-consensual and unwanted touching, pressuring the victim to view pornographic photographs or videos, forcing the victim to be touched, having unwanted sexual relations, sexual harassment, among other acts that limit the sexual freedom of the person subject to harm.

2.3 Educational Interventions

The proposal for educational intervention on domestic violence for Cuban families with children will raise the level of family information, which leads to a decrease in domestic violence (Estévez et al., 2023). Ramirez and Vidal (2017), in their research study on the level of knowledge about family violence, conducted a survey of one hundred and thirty-two parents of Peruvian families with children in their homes, evidencing a level of knowledge about family violence: 23% were at a low level; 52% at the medium level and 25% at the high level. The results of a Colombian study on the level of domestic violence in 3,226 students were as follows: 28.4% of respondents have been mistreated in contexts of violence and 35% of students live in homes with high levels of violence. Seventh and eighth graders have a high percentage of physical violence. Students also have communication difficulties at home (Cepeda et al., 2007). The study carried out in San Juan, Puerto Rico, on knowledge of family violence among 23 students identified with problems, had an application design in two phases, the first on knowledge and the second motivational phase to achieve attitude change. The results showed that 52% were women of average age. The average age was 14. It was shown that 56.53% were aware of violence at a high level and that 47.05% had a positive attitude towards it. The intervention achieved a change in knowledge ($U=-2.178$, $p= 0.03$), but there was no significant difference in attitude towards violence ($U=-1.124$, $p= 0.26$) (Zayas et al., 2016). The results of the Irish multimedia educational programme called Up2talk for children affected by family violence conclude that children and young people need to be empowered, supported through on-site research and offered the help of specialized professionals in educational and community services. Its recommendations stress that domestic violence must be addressed from schools (Sweetman, 2021).

In regards to interventions related to the reflexive dialogic method, Muñoz and Ruiz (2022) designed a reading program based on the development of the critical dialogic method in order to strengthen the capacities of students of higher order such as critical thinking. Its philosophical, axiological, epistemological, foundations and a pedagogical framework. Their findings indicate that half the students surveyed need to reorient the development of higher-order thinking skills that allow them to strengthen their cognitive abilities. Beltrán et al. (2022) in their Chilean qualitative research

on how practices based on the dialogue and collaboration method can articulate knowledge with mapuche knowledge. Its main findings denote that the interactions between students and teachers are fundamental, which allowed cultural and pedagogical exchange through learning communities, emphasizing the important role of the teacher as a professional mediator of reflection.

3. Methods

The research was carried out under a quantitative approach, it is of an applied type and pre-experimental design, through the practical and systematic implementation of an educational program that had as its purpose the increase of knowledge about domestic violence in students. The objectives of the research allowed us to respond to research with a rationalist and interventionist perspective, since it sought to address a specific population, seeking the development of the dependent variable "knowledge about normativity in domestic violence" through the independent variable educational intervention "No more violence" based on the reflexive dialogic method. The study was conducted during the second semester of 2023, in a group of 24 fourth-year high school students from a public institution in the city of Arequipa, Peru. This classroom was selected from others of the same educational level because cases of possible abuse within the family were detected in the tutoring subject, so it is a purposive sampling. The intervention was carried out for two months, in the Tutoring course that is provided at the secondary level in Peruvian public schools, with a frequency of twice a week and a total of 12 sessions. The topics addressed were: human rights and respect for dignity, Peruvian regulations that protect the rights of children and adolescents in Peru, domestic violence, the right to live free from physical, psychological and sexual violence, the right to access justice in cases of violence, procedures for filing complaints according to Law 30364 that seeks to prevent, punish and eradicate violence against women and family members, government institutions that protect the rights of Peruvian children and adolescents.

The methodology used during the sessions was mainly based on generating among the participants an environment of reflection based on their own experiences and casuistry prepared for this purpose, the dialogue for the analysis of the situations was carried out with the whole classroom and also by teams. A thoughtful discussion was mainly facilitated on the different perspectives presented and possible solutions to prevent domestic violence and how they can apply what they have learned in their daily lives and in their community. At the beginning and end of the intervention, a multiple-choice knowledge test was administered in the classroom for 30 minutes, consisting of 18 questions with a value of 2 points for a correct answer. Prior to its application, the corresponding content validity was carried out through the judgment of 5 specialists, in addition to the reliability under the internal consistency method, using the Kuder Richardson statistician 21 by having an exam composed of a series of items that are considered equivalent in difficulty and ability to measure the same skill or construct. resulting in a value of 0.84, proving to be reliable. Finally, in order to demonstrate the effects of the intervention and test the hypothesis proposed, the data obtained through the student's t-test for related samples were processed.

Table 1 shows the organization of the learning sessions based on the reflective dialogic method, specifying the topics, the skills to be developed, as well as the activities carried out, for their possible replication.

Table 1: Organization of the sessions that were part of the intervention

Nº of session	Theme	Capacities	Activities under the dialogic reflexive methodology
1	Human rights and the respect of personal dignity.	Know the origin and the protection of human rights throughout time.	Debate or round table to discuss the historical origin of human rights
2	The birth of human rights; who was intended for human rights; classification of human rights; what we said in the Political Constitution of Peru regarding human dignity	Understand the origin and protection of human rights throughout time.	Group work for the development of each of the different historical periods of human rights e.g. The Universal Declaration of Human Rights of 1948; the French Revolution, etc.) concluding with a presentation Thoughtful discussion of how these historical events have shaped the perception and protection of human rights today.
3	Family violence, types and context of intrafamilial violence	Analyze, the different forms of violence interfamilial physical, psychological and sexual	Interactive workshop with presentation of fictitious cases of domestic violence (role play). Creation of small groups for case analysis. Each group identified and discussed the different forms of physical, psychological, and sexual violence present in the assigned case (each group shared their findings with the rest of the class and a space for dialogue was opened to reflect on the implications and consequences of these forms of violence in the family and society).
4	National legislation that protects the rights of children and adolescents in Peru.	Interprets the legal regulations that protect them from physical, psychological and sexual family violence.	Presentation and dialogue about legal regulations related to protection against family violence (reading materials such as relevant laws, regulations and court cases were provided)
5	The right to live free from physical violence and the regulations that guarantee it.	It interprets the legal norms that protect them from physical, psychological and sexual family violence.	Guided discussion to analyze and interpret legislation, identifying the rights and responsibilities of people involved in cases of family violence. (Discussion on the challenges and limitations of law enforcement in protection against family violence was promoted).
6	The right to live free from psychological violence and the regulations that guarantee it.	It interprets the legal norms that protect them from physical, psychological and sexual family violence.	
7	The right to live free from sexual violence and the regulations that guarantee it.	It interprets the legal norms that protect them from physical, psychological and sexual family violence.	
8	Right to a life free of violence for children and adolescents.	It interprets the legal norms that protect them from physical, psychological and sexual family violence.	
9	Right to access justice in cases of violence against children and adolescents.	It interprets the legal norms that protect them from physical, psychological and sexual family violence.	Visit to relevant government institutions, such as women's police stations, centers for victims of violence, and prosecutors' offices specializing in domestic violence (during the visit, participants interacted with professionals and officials working in the prevention and care of domestic violence). Feedback session where the participants shared their experiences and learnings about the visit to the institutions.
10	Government institutions that protect the rights of children and adolescents in Peru.	It identifies the institutions of the State and the procedures that protect it from domestic violence.	
11	Procedure for filing complaints of domestic violence in accordance with Act No. 30364, the Act on the Prevention, Punishment and Eradication of Violence against Women and Family Members.	It identifies the institutions of the State and the procedures that protect it from domestic violence.	
12	Procedure for filing complaints of domestic violence in accordance with Act No. 30364, the Act on the Prevention, Punishment and Eradication of Violence against Women and Family Members.	It identifies the institutions of the State and the procedures that protect it from domestic violence.	Thoughtful discussion on the roles and responsibilities of these institutions in protecting against domestic violence, as well as the procedures available for reporting and addressing these cases.

4. Results

Figure 1 shows that in the dimension of knowledge about physical violence, an average score of 6.5 was obtained in the pretest compared to 11 points in the posttest; In the psychological violence dimension, an average of 5.8 points was obtained in the pretest compared to 11.1 in the posttest; in the dimension of sexual violence, it was 5.2 points in the pretest compared to 10.9 in the posttest; finally, in the total questionnaire, a cumulative score of 17.5 was obtained in the pretest and 33.1 in the posttest.

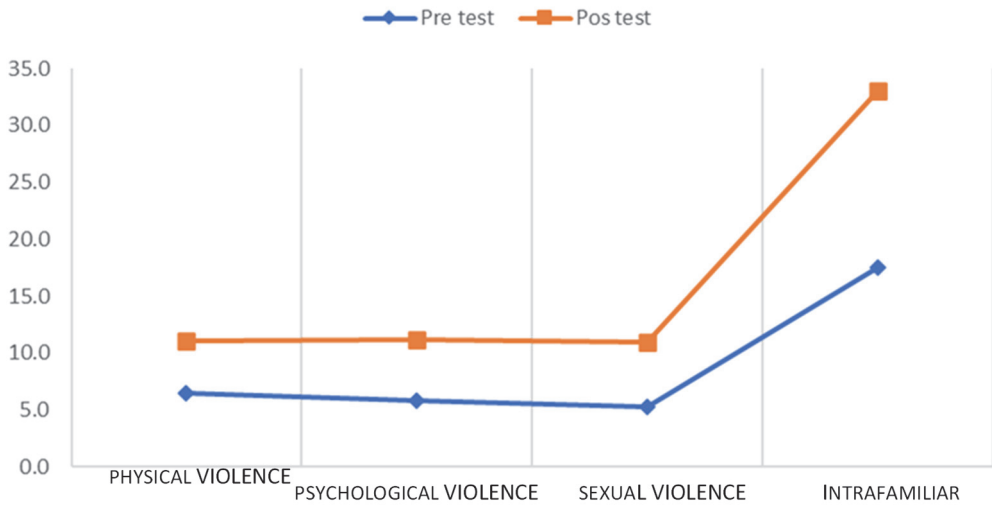


Figure 1: Pre and posttest averages by components and variable

In relation to the hypothesis proposed, Table 2 shows that significant differences were found in the scores obtained in the pre- and post-test, accepting that the application of the reflective dialogic method substantially improves the level of knowledge about the normativity in domestic violence, in its components: physical, psychological and sexual, as well as in the total variable. A difference was found in the means for the dimension knowledge about physical violence of -4.56 ± 3.17 , in the dimension knowledge about psychological violence of -5.32 ± 2.53 , in the dimension of knowledge about sexual violence of -5.68 ± 2.91 and in the total score of -15.56 ± 7.49 .

Table 2: Comparison of pre- and post-test by components and variables

Pair	Paired differences	Paired differences					t	df	Sig (bilateral)
		Medium	Deviation	Deviation-mean error	95% confidence interval of the difference				
					Lower	Upper			
1	Physical_Violence_Pretest - Physical_Violence_Postest	-4,56000	3,17648	,63530	-5,87118	-3,24882	-7,17824	,000	
2	Psychological_Violence_Pretest - Psychological_Violence_Postest	-5,32000	2,52850	,50570	-6,36372	-4,27628	-10,52024	,000	
3	Sexual_Violence_Pretest - Sexual_Violence_Postest	-5,68000	2,91147	,58229	-6,88180	-4,47820	-9,75524	,000	
4	Interfamilial_Violence_Pretest - Interfamilial_Violence_Postest	-15,56000	7,48933	1,49787	-18,65144	-12,46856	-10,38824	,000	

5. Discussion

The study was carried out on an exploratory basis to observe whether the proposed pedagogical intervention would require adaptations and/or adjustments, given that the subsequent purpose is to

replicate the experience in other classrooms at the secondary level. In the first instance, it was thought to apply a quasi-experimental methodology, however, Another limitation is that qualitative aspects of the students' perceptions were not considered in the study design, allowing their comments to improve the proposal; However, some aspects identified through observation in practice will allow for some improvements. Following this study, the findings will be considered, to carry out a next quasi-experimental work that allows testing with a control group the impact of the reflective dialogic method on the development of knowledge, as well as considering qualitative aspects.

In regards to the knowledge in the domestic violence psychological aspect, the results show an impactful increase after the intervention, which suggests that the program "No more violence" helped the students to improve their skills to identify and understand the demonstrations of psychological violence in the family environment. This finding is consistent with the literature that has highlighted the importance of critical thought to understand all the complexities that psychological violence and its effects on mental health. (Zayas et al., 2016; Callata, 2022; Muñoz and Ruiz, 2022).

Regarding the physical part of domestic violence, a noticeable improvement in the students' knowledge was observed, which means that the intervention contributed to sensitize the students about the variety of ways in which domestic violence can make its appearance, including physical aggression. These results are consistent with previous research which remarked on the importance of human rights awareness to handle physical violence and to promote healthy family relationships. (Santos, 2023).

Finally, as to sexual aspect of domestic violence, the results show a significative increase in the students' knowledge after the program gets to apply, observing that the students had the ability to recognize and comprehend the different ways in which sexual violence can occur inside the family circle, including sexual abuse and sexual coercion. These findings are coherent with previous research that had highlighted the importance of comprehensive sexual education to prevent sexual violence and to promote healthy relationships. (OPS, 2022; Sweetman, 2021). Likewise, the general findings are consistent with the literature reviewed that shows the efficacy of the reflective dialogic approach in the development of meaningful learning and critical thinking in students. (Freire and Macedo, 2005; Miraval, 2008; Kincheloe and Weil, 2018; Hooks, 1994); as well as the importance of working on the issue of intra-family or domestic violence in schools (Sweetman, 2021).

It is important to mention that based on the statistics of domestic violence in the region and in Peru and the results obtained, a project will be presented to the management of the educational institution in order to include class sessions in secondary level classrooms. in the tutoring subject that allow the experience to be replicated, which also includes the formulation of indicators that not only evaluate the level of knowledge acquired on the subject, but also the intervention and evaluation of attitudes and behaviors regarding violence, as well as the incidence in the case mix. It is important to mention that by encouraging critical reflection and open dialogue about the psychological, physical and sexual aspects of domestic violence, it not only improves students' immediate knowledge, but also contributes to a deeper change in their perceptions and values. Over time, this cognitive change can translate into more empathetic and respectful behaviors, decreasing the likelihood that these young people will perpetuate or tolerate violent behavior in their future relationships. Furthermore, by strengthening critical consciousness and understanding of human rights, students are likely to become agents of change within their communities, promoting healthy family relationships and rejecting any form of violence. These sustained effects are consistent with the literature that highlights the effectiveness of educational interventions based on critical reflection to promote the development of active citizenship committed to equity and social justice (Freire & Macedo, 2005; Hooks, 2014; Kincheloe and Weil, 2018).

6. Conclusion

In summary, the results of this research suggest that the educational intervention "No more

violence”, based on the reflexive dialogic method, was effective in improving the knowledge that covers the normativity in domestic violence, in the psychological, physical and sexual aspects in Peruvian teenage students. These findings highlight the value of adding pedagogical approaches which should promote critical dialogue and constant reflections in the education to avoid violence and to propel healthy family relationships, also, they are consistent with previous literature which remarked the effectiveness of the reflective dialogic approach in the boost of significative learning and the development of a critic consciousness between the students.

7. Author Contributions

RS-S: contributed to the conceptualization of the research, drafting and original writing - proofreading and editing, design of the experiment and supervision; AS-S: contributed to the conceptualization of the research, proofreading and editing, methodology, validation, and project administration; DM-C: drafting and original writing, proofreading and editing, data curation, methodology and formal analysis; NN-S: conceptualization, drafting and original writing, proofreading and editing, DT-J: proofreading and editing, formal analysis and resources. All authors contributed to the article and approved the submitted version.

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