

Gender Violence And Academic Performance: In An Educational Institution Of The Secondary Level

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ABSTRACT

In this research work, a theoretical bibliography review has been carried out, the main theme was gender violence and the academic performance of adolescents, thus giving rise to diverse results from different points of view. We respond in this way by providing information regarding the objectives of: analyzing bibliographic documents on gender violence and the academic performance of Adolescent Students; As specific objectives we have: Analyze the documentation of sociocultural gender violence and the academic performance of Adolescent Students; Analyze documentation of intrafamily gender violence and the academic performance of Adolescent Students and c) Analyze documentation of intimate partner violence and the academic performance of Students. A review of 50 scientific research articles from the last five years acquired from different databases has been made. These data that have been obtained affirm that poor academic performance depends largely on gender-based violence.

Keywords: Gender Violence, intrafamily violence, teenage couple violence, sociocultural violence, academic performance

I. INTRODUCTION

The **Gender Violence** It is currently a public health issue (Berbegal et al., 2022), the author points out that 35% of women have been victims of violence worldwide. VDG is currently a social problem that afflicts many countries (Brysk, 2017). This type of **violence** has deep cultural roots between men and women (Rivas et al., 2021) and can occur in various spheres, such as family, work, social relations, and even the State (by action or permission). Bouquets (2021) states that the issue of **GENDER-BASED VIOLENCE** It turns out not to be exclusive to the female sex, but is also a non-egalitarian social problem for women and men; Of course the **violence** Towards the female sex continues to be a socially and politically difficult issue at a high level internationally and nationally. Another important topic is to talk about **GENDER-BASED VIOLENCE** in adolescent students of Secondary Education, however as mentioned (Ramos, 2021), internationally there is a lot of research work and information, but locally and nationally there are few interests regarding high school students. In the relationship of a young couple the type of violence has a different characteristic than that of adults, they cannot necessarily be economic; since they still depend on their parents, but the victims are still the female sex (Peña et al., 2019). Likewise, Tapia & Villaescusa (2021) points out that with students two types of **violence**: the one that is reflected in situ, within the school environments and those that is carried out anonymously using the ITC. These transformations are reflected in educational institutions, one of the most important spaces in socialization. (Dominguez et al., 2019), of course has an impact on academic performance. Sáinz et al. (2020) She affirms in her academic work that in the relationship of academic performance with the gender issue there are findings with greater prospects of having greater academic achievements on the family and teacher side to men than to women. (Orozco et al., 2021) It points out that one of the causes that affect the academic performance of adolescents is family violence. (Morillo et al., 2021) Another aspect that affects the academic, occupational and personal educational development of family members is domestic violence. As justification for the analysis of this work, the following will be taken into account: In theoretical justification it is important Because it will generate constructs and theoretical foundations as scientists that allow us to identify and know the concepts raised in the research; As an important action we will generate an analysis and a critical reflection regarding the existing knowledge of **Gender Violence** and the **Academic performance** in secondary school students, questioning results as well as contrasting them. As a practical justification, The information obtained will allow the analysis of the findings and apply it in the education sector and prevent serious consequences for the health of our educational community, our economy and the development of Peruvian society. As a social justification We must affirm that the information obtained will help improve the quality of life of students; There is no doubt that socially behaviors as a social characteristic

affects agreements with peers and peers. (Sanchez, 2021); That is why we must give primary importance to meet the urgent needs of quality of life with excellent management from the education sector, leaving aside personal requirements that do nothing good to our community. As a methodological justification, we propose techniques and instruments that we will use in the development of our work, both in the laboratory, field and the analysis of the information itself. This is the most indispensable and important part of the project; whenever it forces us to establish connections between what we want to achieve and how to do it (Tamayo and Tamayo, 1980). Its general objective is to analyze bibliographic documents of the **Gender-based violence** and the **Academic performance** Adolescent Students; As specific objectives we have: a) Analyze the documentation of **Gender-based violence** sociocultural and the **Academic performance** Adolescent Students; b) Analyze documentation of **Domestic Gender Violence** and the **Academic performance** of Adolescent Students and c) Analyze documentation of **Gender-based violence** of couple and the **Academic performance** of Adolescent Students.

II. METHODOLOGY

For this research, diverse bibliography information has been collected and analyzed, making use of 50 scientific articles from the last five years, journal articles from different countries; Whenever the subject is treated from different points of view and with different facts or results. **In order to nourish the content of the research work we have used various databases of indexed journals**, among them: The Google Scholar, the Point Q, Scopus and Dialnet, in all these mega search engines of bibliography has been taken into account to make use of ranges within the last five years, this will allow us to have updated information. Likewise, we point out that for the search for more accurate information, keywords such as: GENDER VIOLENCE, violence, domestic violence and **Academic performance**. It highlights documented information focused on research and the respective analysis of data regarding the **GENDER-BASED VIOLENCE** and the **Academic performance** Adolescent Students; **in the second instance this collected information has been worked with the Mendeley Bibliography Manager** for greater ease in making the appointments that correspond to you. Another of the activities of great importance carried out as suggested (Torrubia, 2021) is the inclusion criterion, for this it has been taken into account; a) research papers, where the main themes are academic performance, a criterion that helped us to reduce the age-oriented ranges of information searches; b) research works, where the main themes are GENDER VIOLENCE, collecting information regarding the consequences it generates in the performance of students in knowledge, procedure and attitudes.

As a procedure for searching for information, we specify that after collecting information from various databases and books by different

authors that deal with the subject, we have made a reading in a general way, a fact that has allowed us to discard bibliography that was not focused on the methodological processes of finding **GENDER VIOLENCE** and **the academic performance of adolescents**. , taking into account the keywords that guide our research. In order to better understand and have an adequate reading to each article that has been chosen has worked on a matrix, this has allowed us to make a more critical analysis of the objectives and therefore the conclusions of each of them. We try to respond with these theoretical analyses to our objectives specified above; of course, it also helps us to have and visualize a new idea regarding the relationship of GENDER VIOLENCE and the academic performance of adolescent students, we are even sure that the consequences of each of these variables will be highlighted. Another important fact is the codification of results, in this regard we can point out that relevant information has been collected from each reviewed article such as: Author, the year it was published, the method used, the sample on which the work is focused, the objective of the work, the evaluation instruments that have been used and the result obtained. As a result of this research, a total of 50 articles have been verified. Finally, we can state that the articles that have been analyzed have been selected taking into account the type of research, its objectives and results. In this way, diverse investigations have been selected, where as a common factor they have the influence of gender violence in academic performance analyzing it from three dimensions: Conceptual, procedural and attitudinal.

III. RESULTS AND DISCUSSION

After the analysis of the articles we have proceeded to select and group them by gender violence and another group by academic performance, those that did not meet the requirements for our interest in the theoretical review have been eliminated or in any case because the information is not very reliable, in some cases the article was eliminated because it was duplicated when it was in another database. Most of the articles aim to improve the quality of family life in order to reverse the negative results in academic performance, not only is to reinforce them academically but to treat the difficulties from different angles, among them, social, family and the side that most influences the adolescent.

These articles have been divided into four parts, according to the results obtained in the contents of the same, in order to give readers greater ease their understanding of the causes that affect the academic performance of adolescents. A first part includes the general objective and the next three parts to the specific objectives, we conclude this analysis of results with the solution regarding gender violence and academic performance.

3.1. Gender Violence and Academic Performance in Adolescents.

(ZAMBRANO et al., 2017) in his scientific article on **violence** Based on gender in the university considers that, any act that stimulates inferiority in the other person from various perspectives is considered as **violence** gender-based; It also concludes that teachers identify the definition of gender as a particular situation of the person that empowers him to be recognized and recognized by another; The author states that gender encompasses functions, behaviors and particularities considered relevant by society and culture for women and men. Concalvez et al. (2021) It specifies that there are four types of violence that affect girls: physical violence, sexual violence, psychological violence and neglect-abandonment, this type of violence is generally given by boys, generally emphasizing dominance and submission to female passivity.

On the other hand, Stasolla & Passaro (2020) It defines academic performance as the degree of achievement of the student has reached, or that a teacher has achieved or the proposed institutional objectives. The author points out that the measurement that facilitates quantifying the level is usually based on grades. Academic performance (Vivas et al., 2020) it is important for managers, teachers and different professionals in the education sector; since it allows their identification and understanding of the products achieved during their training; However, there are other causes that affect academic performance, among them is the context of the family, gender, in other cases the region where it comes from, the work of the teacher, among others. Usually (Herrera & Arancibia, 2022) There are three factors that affect academic performance, personal, institutional and socioeconomic factors.

Orozco et al. (2021) A study regarding academic performance analyzing sociodemographic characterizations and types of family violence found that most adolescents with low academic performance were between 14 years of age.

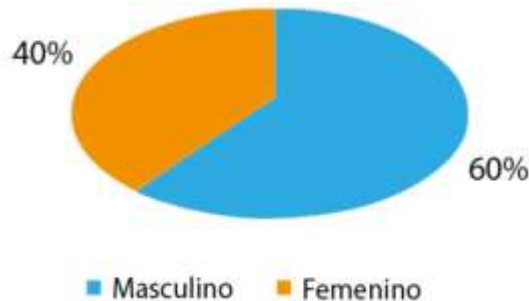
Figure 1. Age of Adolescent Students with Low Academic Achievement



SOURCE: Advances in Health Journal (Orozco et al., 2021)

Likewise, the author concludes that males predominate with low academic performance.

Figure 2. Gender of Adolescent Students with Low Academic Achievement



SOURCE: Advances in Health Journal (Orozco et al., 2021)

(M. F. Rivas & Zunino, 2019) in your magazine **Gender-based violence** against women in Latin America indicates that progress has been made in identifying and criminalizing the variety of forms of **Gender-based violence** that it is executed on the ladies together with their integral, very complex and multi-dimensional characteristic; The author concludes by indicating that it is to analyze the phenomenon of **Gender-based violence** Through the eyes of Latin American regional integration provides elements to problematize. Some possible routes of force actions against the **Gender-based violence** and as an activity of defense of women within the regional groups addressed and by recommendations of the UN, it is the execution of internal reflective procedures of long, short and medium term strategies.

3.2. Sociocultural and economic gender-based violence in academic performance

For (Urbina et al., 2018) School violence turns out to be a construction of a social nature, that is, it is a construction from their imagination in a collective way that is subsequently imposed by public opinions from a consensual set of rules and norms that separate acceptable behaviors from those that are not. Despite achievements in recent years (Gallardo & Gallardo, 2019) Regarding equality and how to prevent gender violence, sexist archetypes by tradition are still present in our cultural and social space manifested in people regardless of their social status, age or sex. People who assault says (Isorna & Rial, 2017) they are always physically stronger than the victims, usually more aggressive, much more impulsive; Those bullied or assaulted are usually weak, insecure, with poor social skills, and are little to friends. Violence (Rodriguez et al., 2017), not only gender invades more frequently school spaces but also the varied demands of teaching work, social problems and economic problems present great challenges with the contribution of schools. Taking into account the determinants of context (Herrera & Arancibia, 2022) points out that it is the social aspects that are interrelated

and significantly affect the academic abilities of young people. Aggressive social behavior in your school environment (Zafra, 2019) It is oriented towards his companions with the sole purpose of causing psychological, social, physical damage through insults, threats, among others. From the social environment, when talking about low academic performance we can affirm that one of the aspects that lead to worsening is fear as a product of gender violence; in that regard (Martinez & Lange, 2019) He explains that the increase in vulnerability that is motivated by the possibility of being attacked at school, in other cases being outside the protection of teachers promotes the increase of fear and how it limits their own growth and autonomous knowledge of students. On your side (Cerda et al., 2019) He states that in school the climate in a positive way provides to some extent protection to students who come from vulnerable families, becoming a moderating element on the probable negative effects of context factors and unfavorable families regarding academic performance.

3.3. Domestic gender-based violence and academic performance

Rebollo et al. (2022) He points out that the intimate and social circle of adolescents turns out to be a fundamental source as an aid in recovery, the family is the immediately important resource in the whole process of recovery from all types of violence. The support in their recovery is generally of a feminine nature, the cousin, the mother, the sister, grandmothers support in distancing the aggressor in moments of emotional deprivation and loneliness; Support usually consists of emotional accompaniment in which the victim feels accompanied at all times. On your side (Monreal, 2019) He points out that like mom and dad, teachers turn out to be significant characters and very close to adolescent students to some extent turn out to be role models in solving school difficulties. Garcés et al. (2020) He points out that communication turns out to be a very powerful resource to build alternative solutions to violence when it gets the student to learn to solve problems or conflicts peacefully and to express themselves appropriately by making use of their tension or discrepancy. Consequently, we affirm that interpersonal communication should be strengthened in students as an important and primary strategy to prevent violence.

3.4. Gender-based intimate partner violence and academic performance

Another important fact of this study is gender violence in adolescent couples, (Monreal, 2019) It defines it as violent behavior, whether physical, sexual, psychological or economic, repeatedly exercised by the man with respect to the woman with whom he has a love relationship in order to have control over her. For the author, the problem of young couples is generally invisible or in many cases adolescents do not consider it as acts of violence under the control of their partner. Monreal points out some factors that are associated with gender violence in adolescents: a) Individual factors.

Adolescents raise their identity (Ruiz et al., 2012) Usually from their own image received of themselves with people who are very significant in their own social environment, they are usually friends and schoolmates. An important fact to take into account in the relationship is jealousy, in this regard (Borges & Marcia, 2017) says that jealousy is an emotion experienced by a subject, the same one who has the feeling that his partner devotes attention to another person; However, just like spousal violence, dating violence has the potential to have a very influential impact on the victim: emotional damage, low self-esteem, anger, depression, failure in school, etc.

CONCLUSION

1. In this theoretical review work, she contributes to the analysis of gender violence in the academic performance of adolescent students. The findings allow us to conclude that gender violence is an issue that significantly influences the academic performance of students; Since, the fact of experiencing violence at home or in the educational institution leads to poor performance and even the abandonment of their studies at an early age.
2. Secondly, we conclude that social, cultural and economic aspects influence gender-based violence, some of them as perpetrators and others becoming victims.
3. Thirdly, we conclude that the communication of the family and within the pedagogical work affirmatively affects the processes of victimization and aggressive behavior of adolescents in educational institutions. Empirical evidence makes it easier for us to infer that offensive family communication is a risk of violence at school.
4. Finally, we can mention that the relationship of couple in adolescents violence acts as an emotional norm that forces them in some way to manifest them associating it as a sign of love, many times this form of violence affects the privacy of the assaulted and therefore in their academic performance.

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