VIDEO IN NON-VIOLENT EDUCATION AND DEVELOPMENT OF HEALTHY LIFESTYLES IN SCHOOLCHILDREN

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KEYWORDS
Domestic violence
Healthy lifestyles
Schoolchildren
Communities

ABSTRACT

The objective of the study was to evaluate the effects of the "Educate without violence" program to reduce family violence and the development of healthy lifestyles in schoolchildren in rural areas of Huánuco, with an explanatory type, quasi-experimental design with before and after measurement. The sample was made up of 230 schoolchildren from Educational Institutions in six locations. The instruments were validated by experts with a reliability of 0.88; obtaining the following results. In the schoolchildren in the pre-test, the average of 34.57 increased to 35.94 in the post-test, demonstrating that there are significant differences through the t of 1.51, with an intermediate effect size according to Cohen’s d of 0.63 with 95% CI (0.31 - 0.95). Likewise with families, the pre-test mean of 74.12 increased to 93.6, after applying the program in terms of information and change of attitudes about violence prevention and family roles.

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1. Introduction

Today, family violence is a worrying situation for society, and in several countries it has already been identified as a major psychosocial problem that urgently requires prevention and intervention. The World Health Organization (WHO, 2002) defines family violence as physical, psychological, sexual or other types of abuse or aggression inflicted by family members and generally directed at the most vulnerable members of the family (children, the elderly and women).

Muñoz (2009) defines that: Family violence is not only that which causes physical harm and can sometimes even take the life of a person. In the present study, intrafamily violence or domestic violence is understood as the relational complex where all family members are involved in a pattern of violence that is exercised in different hierarchical modes and with multiple manifestations, ranging from insults to severe disqualifications and physical aggression (Brino & Souza, 2016).

However, for cultural reasons, in our country this type of violence, until recently, was considered something natural and was justified as a disciplinary and corrective means, parents beat and humiliated their children and in turn it was thought that a man was within his rights if he beat his wife, (Winnicot, 1981), being a characteristic in rural areas, since families consider punishment not as violence but as a form of discipline. Often children coming from violent homes present low school achievement and behavioral problems, (Reyes, 2017), Alcántara (1993) points out that violence in the totality of its dimensions is increasingly worrying for professionals in psychological health and the citizen in general, preventive intervention towards the community will be as a protective factor. We know, that the family is the institution par excellence where the early socialization of individuals takes place, so that the exercise of violence would result in a barrier to the cycle of intergenerational transmission of human values associated with the psychoemotional well-being of its members and would cause multiple. (Mayor & Salazar, 2019).

It is important in family relationships to live in harmony regardless of sex or age, harmony that is not easy to achieve and maintain, due to the fact that although it is based on satisfying affective needs (love, understanding, solidarity,...), as well as economic (food, housing, transportation,...), and social (education, health,...); these are the ones that inexcusably have different motives (Alvarez & Hartog, 2016), in that sense they have the obligation and ethical faculty, to form the personality of their children. The moral quality of parents in educating and forming their children is decisive for them to relate peacefully, as well as to achieve living in harmony in their future homes, as pointed out by (Saldaña & Gorjón, 2022). However, there is a diversity of situations in relation to the types of homes and parenting styles that vary according to social, cultural and geographic contexts.

The results of the Demographic and Family Health Survey (Endes) 2021 at the national level, reported that in our country 54.9% of women between 15 and 49 years of age were victims of family violence at some time in their lives by their husband or partner. According to the type of violence perpetrated by the husband or partner at some time in their lives, 26.7% of the victims suffered physical violence, 50.8% psychological or verbal violence and 5.9% sexual violence. Meanwhile, the proportion of women who were victims of domestic violence by their husband or partner in the last twelve months before the interview reached 33.6%. According to type of violence, 32.5% suffered psychological and/or verbal violence, 6.9% physical violence and 1.8% sexual violence. These data show the need for interdisciplinary intervention actions, not only for violence prevention work, but also for comprehensive education for families, especially in rural areas and vulnerable populations, so that they can improve their lifestyles.

According to the World Health Organization (1989), lifestyle is a frequent way of existing, established in the interaction between life circumstances in a broad sense and individual behavioral standards determined by sociocultural factors and personal characteristics. In such sense it includes individual and collective behavior patterns and maintain certain coherence over time and can be conditioning factors of people’s health, (Foy, et al., 2022). Healthy habits and lifestyles describes how body weight, physical activity, good personal hygiene and a clean environment influence our health. It explains how protecting ourselves from disease-causing agents is important to maintain a good state of health and well-being (Ramon, 2005).

Considering a social context of much change and uncertainty for the present and future of individuals and societies, where intolerance, injustice, poverty, discrimination, violence, environmental issues,
among others, are currently present situations, (Camacho & Rincón, 2022). It is understood that every educational act aims at education in values, not doing so loses all meaning, since "they constitute the essence of education; just as there is no human life without values, there is no education without values" (López & Saneleuerio, 2019, p. 47), therefore it is important to work with teachers and families in the formation of values to ensure sustainability. Values education seeks to help students to acquire those qualities in their personality that are considered desirable in the various areas of their human development (Latapi, 2001).

It includes education, prevention and health promotion actions, where the population acts in coordination in favor of policies, systems and healthy lifestyles, through advocacy, empowerment and construction of a social support system that allows them to live healthier. (Gonzales, 2001), points out, that the responsibility of society to assume healthy lifestyles depends largely on the environment that surrounds us. For changes in behavior to occur at the individual level, it is necessary an environment that promotes as an easier option to lead healthy lifestyles (Cecilia et al., 2018). On the other hand, Pérez (2022) refers that active methodologies centered on the students, with a strong involvement in and with the social aspect, are the ones that allow to approach to achieve these objectives, from a more horizontal teaching, dialogued and working in this case directly with the parents of the students.

The World Health Organization (WHO, 2010) has developed several projects to translate health promotion strategies into practical actions: healthy hospitals and health promoting workplaces. In a study, Abril & Rascón (2012) on "Promotion of healthy habits in schoolchildren in Hermosillo, Sonora, in the results the schoolchildren increased knowledge in the various thematic axes, improved their self-esteem and some practices related to food and their environment. In this sense, educational actions should be carried out comprehensively from basic education and seek to contextualize the social, cultural and economic components incorporating the participation of parents and teachers to ensure sustainability, relate lifestyle and nutritional status in schoolchildren, since a study by Vega et al. (2015) shows indications that the aspects related to the psychocorporal dimension and use of free time were the ones that yielded figures that place schoolchildren at medium and high risk.

Likewise, family violence continues to wreak havoc in rural areas, specifically caused by situations of alcoholism of the couple, where the children are also affected, so we consider it necessary to influence the family education of children and adolescents, in the same way it would also help to reduce all types of violence in rural areas of Huánuco, which influences the behavior of their children in aggressive responses, low motivation for study, failure to fulfill their schoolwork and absenteeism to their classes, as expressed by teachers.

It is against this background, the need to intervene in rural communities with educational strategies aimed at sensitizing, informing and training families in aspects related to strengthening parental skills to prevent family violence and at the same time work with their children in programs that promote healthy environments that optimize not only their school performance but also their overall development.

The objective is to determine the effects of the "Educate without violence" program on the reduction of family violence and the development of healthy lifestyles in schoolchildren in rural areas of Huánuco.

2. Development of the research

The present research was of the explanatory type; it implies finding the causes, the reason for situations or phenomena, Pazos and Gutiérrez (2011). The design was quasi-experimental with before and after group measurement.

The sample consisted of 180 primary school students (fourth, fifth and sixth grade) from the rural state educational institutions of Huánuco, in the towns of Churubamba, Choquecancha, Huanacapallac, Huanacachupa, Cayrán and Condormarca. We also worked with the parents of the students in the sample and the techniques used were observation, interview and survey.

The instruments used for data collection were as follows:

The Healthy Lifestyle Questionnaire for schoolchildren, which was developed according to the objectives, comprises the dimensions of personal development, social skills and risk prevention, with 28 questions that were validated by experts with 85% agreement and reliability using Crombach’s alpha of 0.88.
A questionnaire was also developed to evaluate the psychosocial characteristics of families with three dimensions: responsible parenting, parenting styles and violence, which were validated with 79% agreement among experts.

For the Workshops with Families and Schoolchildren, "Educating with Responsibility" programs were prepared, considering the variables and dimensions that were applied in eight sessions with families and eight sessions with schoolchildren in each of the localities considered, being evaluated through observation and follow-up forms, with the acceptance of informed consent for confidentiality and anonymity.

The IBM SPSS 24.0 program was used for data processing and descriptive tables were prepared. The "T" statistic was also used to establish the differences between the values before and after the program was applied and Cohen’s "d" technique was used to establish the effect size of the differences.

3. Results

After processing the results of the evaluations with the instruments before and after the application of the program, the data were processed according to the objectives and hypotheses proposed, and the following results are presented.

**Table 1. Average Results of the Pre Test and Post Test applied to the Families of the Rural Localities of Huánuco.**

<table>
<thead>
<tr>
<th>Locations</th>
<th>Pre test Media</th>
<th>Post test Media</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huancapallac</td>
<td>96.20</td>
<td>99.08</td>
<td>2.88</td>
</tr>
<tr>
<td>Cayran</td>
<td>37.47</td>
<td>87.42</td>
<td>49.95</td>
</tr>
<tr>
<td>Huancachupa</td>
<td>88.20</td>
<td>94.64</td>
<td>6.44</td>
</tr>
<tr>
<td>Choquecancha</td>
<td>38.01</td>
<td>80.55</td>
<td>42.54</td>
</tr>
<tr>
<td>Churubamba</td>
<td>94.59</td>
<td>106.12</td>
<td>11.53</td>
</tr>
<tr>
<td>Condormarca</td>
<td>90.20</td>
<td>93.07</td>
<td>2.87</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>74.12</strong></td>
<td><strong>93.07</strong></td>
<td><strong>19.48</strong></td>
</tr>
</tbody>
</table>

Source: Own elaboration

Table 1 shows the results of the questionnaire applied to the families before the application of the program, where the mean in the pre-test was 74.12, which increased to 93.6 after the application of the program, with a difference of 19.48, which shows that the program has had an influence in terms of information and change of attitudes on aspects related to family roles and the prevention of family violence.

According to the localities, the differences in the results were greater in the families of the localities of Cayrán and Choquecancha and smaller in the localities of Condormarca, Huancapallac and Huancachupa.

**Table 2. Average results of the Pretest and Posttest in Schoolchildren of the Rural Educational Institutions of Huánuco, 2018.**

<table>
<thead>
<tr>
<th>Locations</th>
<th>Pre test Media</th>
<th>Post test Media</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huancapallac</td>
<td>16.28</td>
<td>17.26</td>
<td>0.98</td>
</tr>
<tr>
<td>Cayran</td>
<td>37.47</td>
<td>38.36</td>
<td>0.89</td>
</tr>
<tr>
<td>Huancachupa</td>
<td>38.66</td>
<td>38.87</td>
<td>0.21</td>
</tr>
<tr>
<td>Choquecancha</td>
<td>38.07</td>
<td>39.34</td>
<td>1.27</td>
</tr>
<tr>
<td>Churubamba</td>
<td>39.96</td>
<td>43.12</td>
<td>3.16</td>
</tr>
<tr>
<td>Condormarca</td>
<td>37.03</td>
<td>38.69</td>
<td>1.66</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>34.57</strong></td>
<td><strong>35.94</strong></td>
<td><strong>1.66</strong></td>
</tr>
</tbody>
</table>

Source: Own elaboration

According to Table 2, we can observe the average results where in the pre-test the average of the six localities was 34.57 and after applying the program the average in the post-test increased to 35.94, with greater differences in the localities of Churubamba, Condormarca and Choquecancha and lower in the localities of Huancachupa, Cayrán and Huancapallac. Likewise, in the town of Churubamba, the students presented greater differences in the average scores between the pre- and post-test than the students in the other towns.
According to Table 3, the results on the lifestyles of the schoolchildren before and after the application of the program are shown, of the total a "t" of 1.51 was obtained, lower than the p value of 2.00 demonstrating that there are significant differences between the values of the pre and post test, being the size of the intermediate effect according to Cohen's d.

In the Educational Institution of the town of Huancapallac, in the results when establishing the significant differences, a "t" of 1.92 was obtained, lower than the critical value of 1.99, which means that the differences are significant, being the size of the effect large, in the Educational Institution of Cayrán, the results regarding the differences show a "t" of 1.42 and the critical value of 2.03, demonstrating that the differences are significant with a small effect size.

In the Huancachupa Educational Institution in the Cayrán District, the results show a "t" of 0.339 and the critical value of 2.01, which shows that the differences are significant with an intermediate effect size.

In the Educational Institution of Choquecancha" in the District of Santa Maria del Valle, the results show a "t" of 1.47 and the critical value of 2.01, thus demonstrating that the differences are equally significant but with a small effect size.

In the Churubamba Educational Institution, the result of the "t" test is 1.75 and the critical value is 2.019, which shows that the differences are significant even with a small effect size.

According to the results, it has been shown that the "Educate with Responsibility" program has influenced the reduction of family violence and the development of healthy lifestyles among schoolchildren in rural areas of Huanuco; these results show that it is important to intervene in rural areas, since preventive programs are generally carried out in urban areas.

During the development of the sessions, it was found that families have not had the opportunity to receive information on the prevention of family violence, since they consider punishment as a disciplinary measure not only with their children but also with their partners, and women feel subdued, justifying machismo. Thus, Alcántara (1993) points out that violence in all its dimensions is of increasing concern to psychological health professionals and citizens in general, and that preventive intervention in the community will be a protective factor. While it is true that the six communities where we have intervened are close to the city of Huanuco, however the social, economic, psychological characteristics, specifically in relation to parenting styles and commitment to the education of their children there are differences, so it is shown in the results that in some communities the achievements have been more significant than others, Vera (2008) points out that social factors are related to poverty, unemployment, low schooling, illiteracy, lack of services and psychological factors are related to lifestyles, personality, not taking into account their life project, gender authoritarianism among other idiosyncratic and cultural factors in each society.

According to the specific objectives, some differences have been found in the six rural localities that have been intervened due to social, educational and cultural factors. In relation to the application of the

### Table 3. Statisticians on the results on the Lifestyles of the students of the Rural Educational Institutions of Huánuco, 2018.

<table>
<thead>
<tr>
<th>Schoolchildren</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>t</th>
<th>p</th>
<th>d</th>
<th>95%CI</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural I.E.</td>
<td>N</td>
<td>Media</td>
<td>DS</td>
<td>Media</td>
<td>DS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huancapallac</td>
<td>25</td>
<td>36.2</td>
<td>2.24</td>
<td>39.2</td>
<td>2.07</td>
<td>1.92</td>
<td>1.99</td>
</tr>
<tr>
<td>Cayran</td>
<td>26</td>
<td>37.4</td>
<td>1.34</td>
<td>38.4</td>
<td>2.75</td>
<td>1.42</td>
<td>2.03</td>
</tr>
<tr>
<td>Huancachupa</td>
<td>24</td>
<td>36.6</td>
<td>1.73</td>
<td>38.9</td>
<td>2.45</td>
<td>0.33</td>
<td>2.01</td>
</tr>
<tr>
<td>Choquecancha</td>
<td>25</td>
<td>38.1</td>
<td>2.38</td>
<td>39.4</td>
<td>3.95</td>
<td>1.47</td>
<td>2.01</td>
</tr>
<tr>
<td>Churubamba</td>
<td>25</td>
<td>39.9</td>
<td>8.73</td>
<td>43.1</td>
<td>5.26</td>
<td>1.75</td>
<td>2.00</td>
</tr>
<tr>
<td>Condormarca</td>
<td>25</td>
<td>37.1</td>
<td>3.70</td>
<td>39.7</td>
<td>2.17</td>
<td>2.22</td>
<td>2.00</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>37.6</td>
<td>3.35</td>
<td>39.6</td>
<td>3.10</td>
<td>1.51</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Source: Own elaboration
program to parents, there have been difficulties in the participation in all the scheduled sessions, however, the parents who received all the sessions, have demonstrated to have a greater knowledge in the education of their children, and they committed themselves to educate without violence, they were trained in the topics of school abuse and how to support their child from home, they were also trained in the topics of the institutions that defend their rights and those of their children. However, in the interviews, mainly with mothers who were the ones who most attended the workshops, their attitudes are related to the "negationist myths" as pointed out by (Ferrer & Bosch, 2012) who not only deny the existence of gender violence but also consider that in reality we are facing an exaggeration created and used by certain women to harm men, especially in separation and/or divorce processes.

According to the teachers’ references, it is necessary to strengthen the personal development of students in elementary school, since at the secondary level there are students with risk behaviors that could influence their psychological development and also their academic performance, so the accompaniment of their parents should be timely, in most cases because of their work occupations they neglect their education. As Barg (2006) points out, the new bonding configurations account for different forms of relationships between family members and social relationships have also changed due to the socio-cultural transformations that have taken place in recent years, and on the other hand, reaching the community with preventive or promotional projects should be included and coordinated with different institutions and programs that have to carry out these activities, Since they do not have the culture of training to improve their conditions and lifestyles and often do not assume of their own free will and aware that they are necessary, prioritizing their occupational activities than learning to be better parents to ensure a healthy coexistence with their children.

4. Conclusions

The results demonstrated the effectiveness of the "educate without violence" program in families in rural areas of Huánuco to reduce family violence, where the mean in the pre-test was 74.1 and increased to 93.6 after the program was applied, in relation to information and change of attitudes on aspects related to the prevention of violence and assuming family roles responsibly. It was shown that there are significant differences between the results before and after the program was applied in the development of healthy lifestyles in schoolchildren with an intermediate effect size according to Cohen’s d of 0.63 with 95%CI (0.31-0.95). Finally, we can point out that in some locations the effects of the program have been statistically significant with large and intermediate effect sizes, while in three locations the effect size was small.
Video in non-violent education and development of healthy lifestyles in schoolchildren

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