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School coexistence in secondary educational institutions: A systematic review

Convivencia escolar en instituciones educativas de secundaria: una revisión sistemática

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Abstract

The objective of this research was to analyze recent scientific literature on school coexistence in secondary education, identifying the factors that influence its strengthening or deterioration, as well as the most effective educational strategies for conflict prevention. To this end, a systematic literature review was conducted following criteria of scientific rigor. The search was carried out in the Web of Science and Scopus databases, using Spanish and English descriptors combined with the Boolean operator AND (school coexistence AND education). Inclusion and exclusion criteria were established to select relevant empirical and theoretical studies, ensuring the relevance and currency of the analyzed sample. The reviewed studies demonstrate that the application of school mediation programs, emotional education, and the strengthening of socio-emotional skills has a positive impact on reducing conflicts and improving the institutional climate. Furthermore, the role of teacher training in conflict management and the implementation of clear institutional norms are highlighted as key factors in promoting respectful and inclusive relationships. In summary, school coexistence in secondary education requires a comprehensive approach that integrates pedagogical interventions, family involvement, and coherent institutional policies. These elements contribute to building safe, harmonious, and supportive learning environments for students' holistic development, making it a priority area for future research.

Keywords: school coexistence, educational conflict management, socio-emotional development.

Resumen

El objetivo de la investigación fue analizar la producción científica reciente sobre la convivencia escolar en la educación secundaria, identificando los factores que influyen en su fortalecimiento o deterioro, así como las estrategias educativas más efectivas para la prevención de conflictos. Para tal fin, se realizó una revisión sistemática de la literatura siguiendo criterios de rigor científico. La búsqueda se efectuó en las bases de datos Web of Science y Scopus, utilizando descriptores en español e inglés combinados mediante el operador booleano *AND* (convivencia escolar *AND* educación). Se establecieron criterios de inclusión y exclusión para seleccionar estudios empíricos y teóricos relevantes, garantizando la pertinencia y actualidad de la muestra analizada. Los estudios revisados evidencian que la aplicación de programas de mediación escolar, educación emocional y fortalecimiento de habilidades socioemocionales tiene un impacto positivo en la disminución de conflictos y en la mejora del clima institucional. Asimismo, se destaca el rol de la formación docente en manejo de conflictos y la implementación de normas institucionales claras como factores clave para promover relaciones respetuosas e inclusivas. En síntesis, la convivencia escolar en secundaria requiere un enfoque integral que articule intervenciones pedagógicas, compromiso familiar y políticas institucionales coherentes. Estos elementos contribuyen a la construcción de entornos educativos seguros, armónicos y favorables para el desarrollo integral del estudiantado, constituyéndose en un campo prioritario para futuras investigaciones.

Palabras clave: convivencia escolar, gestión del conflicto educativo, desarrollo socioemocional.

Introduction

School coexistence represents a central challenge within educational institutions. Despite ongoing efforts to implement conflict prevention programs and foster respectful environments, situations of violence, peer

harassment, discrimination, and frequent conflicts between students and teachers persist. These problems not only undermine the school climate but also hinder students' academic, social, and emotional development, with a direct negative impact on their learning and overall well-being. The co-occurrence of aggressive behaviors, the scarcity of effective conflict resolution strategies, and the limited participation of the educational community in decision-making processes underscore the urgency of strengthening policies and practices that promote positive coexistence. Additional factors, such as cultural diversity, the inclusion of students with special needs, and socioeconomic inequalities, further complicate the creation of a truly harmonious school environment.

Given this scenario, it becomes essential to critically analyze the existing body of research on school coexistence, identify key challenges and promising practices, and synthesize consolidated knowledge capable of guiding educational policies and effective pedagogical strategies. Systematic literature review thus emerges as a fundamental tool for unpacking the complexity of school coexistence and proposing solutions that reinforce students' comprehensive formation and institutional cohesion.

At the international level, Morales Andrade et al. (2025) in Ecuador found that school coexistence is predominantly perceived at a medium level (64.5%), suggesting relatively adequate interpersonal relationships, albeit with occasional conflicts and difficulties in their peaceful resolution. In Colombia, Luis Ayala (2023) revealed that 51.54% of secondary school students exhibit a regular level of coexistence, marked by behaviors that disrupt harmony in classrooms and during recess, evidencing persistent problems in interpersonal relations and norm compliance. In Peru, García Vásquez and Zamora (2025) reported that 44.4% of students achieve a medium level of coexistence, moderately favorable, yet still presenting challenges in interactions and inclusive practices.

Nationally, the SíseVe (2024) portal report registered over 49,000 cases of student violence, reflecting serious coexistence problems in numerous schools. The majority are concentrated in Metropolitan Lima (17,700 cases), followed by Piura (3,369), Arequipa (2,277), and Cusco (1,659), thereby delineating critical territorial hotspots and highlighting the need to intensify prevention strategies and the promotion of peaceful coexistence.

At a secondary institution within the Veintiséis de Octubre jurisdiction of Piura, students face difficulties that compromise school coexistence, related to conflict management, institutional climate, and socio-emotional competencies. Some students struggle to resolve disputes constructively, while others find it difficult to integrate into groups and sustain harmonious relationships. Additionally, deficiencies in emotional self-regulation and aggressive attitudes toward peers have been observed, eroding interactions and the educational environment. These dynamics generate tensions, demotivation, and a sense of insecurity, exacerbated by a lack of empathy, cooperation, and self-regulation, which affects both peer coexistence and academic performance.

The relevance of this problem lies in the fact that optimal school coexistence is key to students' integral development. Fostering an environment where conflicts are resolved peacefully, the climate is safe and motivating, and socio-emotional competencies are strengthened, prepares young people to face social, emotional, and academic challenges effectively.

Consequently, this study is guided by the research question: What is the level of school coexistence among secondary school students, considering school conflicts, school climate, and socio-emotional competencies?

The research is grounded in a theoretical justification based on Albert Bandura's Social Learning Theory and Lev Vygotsky's Social Constructivism Theory. From a practical standpoint, it enables the design of pedagogical and psychoeducational strategies for peaceful conflict resolution, the development of socio-emotional competencies, and the improvement of school climate, creating more inclusive, respectful, and collaborative environments that reduce violence and enhance meaningful learning. Methodologically, the literature review offers an updated overview of approaches, theories, and effective practices, identifying evidence-based strategies to strengthen interactions and school cohesion. Socially, it directly benefits students through healthy relationships, mutual respect, and peaceful conflict resolution, and indirectly benefits teachers, families, and administrative staff by cultivating a culture of positive coexistence and emotional balance.

Within this framework, the objective is to analyze recent scientific production on school coexistence in secondary education, identifying factors that strengthen or weaken it, and effective educational strategies for preventing conflicts.

International and national background

The literature review incorporates key international background studies. In Chile, Sahueza-Lopez et al. (2025) explored socio-emotional skills linked to school coexistence, finding generally positive perceptions, although women surpassed men in interpersonal management and norm compliance. This emphasizes the need for protective and collaborative environments that promote both coexistence and academic progress.

In Ecuador, Medranda et al. (2024) analyzed school conflicts, detecting a high frequency among peers and a negative relationship with academic performance and school climate. They recommended strengthening socio-emotional skills, conflict management, and a positive institutional climate.

In Spain, Fernández-Martín et al. (2024) evaluated the Itinerario program, finding significant improvements in socio-emotional competencies in the experimental group, validating it as an evidence-based intervention for at-risk populations. Avivar-Cáceres et al. (2022) demonstrated that the Training in Communication and Emotional Skills program reduces violence and improves school climate through advances in communication and socio-emotional competencies. Martínez-Fernández et al. (2021) studied school climate in 187 secondary schools with over 16,000 students, associating greater teacher indiscipline with weaker climates and highlighting interpersonal and normative dimensions in disruptive behavior.

In Peru, Aparicio-Arteaga et al. (2025) examined educational coaching, confirming its effectiveness in improving coexistence and comprehensive formation in academic, emotional, social, and ethical domains. Sarmiento (2025) found regular levels in socio-emotional skills and coexistence, with conflicts affecting well-being and performance, though without a significant association between variables. Otiniano (2023) identified a low-magnitude relationship between psychological well-being and coexistence. Morales (2023) validated the strategy "The art of living in peace" for its improvements in secondary coexistence. Hernández (2022) reported a moderate positive correlation (r = 0.533) between emotional intelligence and coexistence. Villanueva Ospinal et al. (2022) significantly linked school violence, coexistence, and decision-making, advocating for comprehensive interventions.

Theoretical framework

The variable of school coexistence is anchored in two main theories. First, the Social Learning Theory of Albert Bandura (1977), which explains how individuals acquire behaviors and relationships through observation and imitation. In educational settings, students and teachers model coexistence habits such as respect, collaboration, and peaceful resolution, reinforcing positive behaviors when the school offers consistent examples (Rodríguez-Alfonso & Torres-Barrero, 2023).

Second, the Social Constructivism Theory of Lev Vygotsky (1978), which views learning and development as products of social interactions. Coexistence is strengthened through collaborative activities, dialogue, and the shared construction of meanings, with language, peer support, and teacher guidance serving as pillars for respectful, cooperative, and inclusive relationships (Concha, 2023).

School coexistence encompasses the interactions among members of the educational community — students, teachers, and staff— that shape relationships and social life (Delgado-Galindo et al., 2025). It is a complex socio-educational phenomenon, affected by violence and in need of comprehensive management for respectful environments (Ortega Cabrejos & Medina Carbajal, 2025). It is defined as interactions that generate harmonious climates for teaching, learning, and participation (Rojas-Andrade, 2024), or as peaceful and democratic coexistence with shared responsibility (Sainz et al., 2023), guided by negotiated norms (Carmona Pérez, 2023).

School conflicts are multidimensional, involving interpersonal, structural, and cultural aspects with dynamics of power, rules, and diversity (Rojas-Andrade, 2024). They represent relational tensions that reflect failures in norms, equity, and safety (Cohen et al., 2022), or tense interactions due to deficient communication and limited skills (Espelage et al., 2021). They are inevitable processes that require constructive management to prevent escalation (Johnson & Johnson, 2021), or disagreements arising from incompatibilities that alter relationships (Valente et al., 2020).

School climate refers to the psychosocial environment characterized by shared perceptions of relationships, discipline, support, and safety, influencing belonging and participation (Huang et al., 2024). It acts as a key factor for socio-emotional development through support and inclusion (Castro & Oriol, 2023), configures engagement via pedagogical practices (Maxwell et al., 2022), and determines quality of life through norms, values, and structures (Cohen et al., 2021), or patterns of respect and justice (Thapa et al., 2020).

Socio-emotional competencies are transformative capacities for empathy, self-efficacy, collaborative resolution, and ethical decision-making (Smith & Lee, 2025), dynamic processes of reflection, regulation, and collaboration (Martínez & Perales, 2024), predictors of well-being and resilience (D'Imperio et al., 2023), intra- and interpersonal strengths for positive behavior (Zins et al., 2022), or skills for processing emotions and constructive interactions (Durlak et al., 2021).

Methodology

The present research was developed through a systematic literature review, which facilitated the analysis of prior studies on school coexistence and its key dimensions: school conflicts, school climate, and socio-emotional competencies. A qualitative and systematic approach was employed, ensuring rigor and validity of the results obtained at each stage of the process. The design consisted of a systematic bibliographic review, oriented toward identifying, analyzing, and synthesizing essential information from studies published within the last five years, with the purpose of extracting relevant patterns and contributions.

To achieve this, recognized and high-impact academic databases were consulted, including Scopus, Web of Science, Google Scholar, and SciELO, complemented by books, doctoral theses, and institutional documents from relevant organizations directly linked to the study variable. The search strategy incorporated specific keywords, combined using Boolean operators to maximize both precision and comprehensiveness of the results. Examples of search terms included "convivencia escolar," "school coexistence," "conflict resolution," "school climate," and "emotional self-regulation," adapted according to the particularities of each database.

Document selection followed a structured three-stage process. In the identification phase, the initial search was conducted across the databases using the established keywords, accompanied by a first screening to eliminate irrelevant or duplicate studies that did not contribute to the central focus. The screening phase involved a detailed evaluation of titles and abstracts, filtering those documents with greater thematic relevance. Finally, in the eligibility phase, a thorough review of the selected full texts was performed, verifying their precise alignment with the research objectives and excluding those that did not meet strict criteria for quality or relevance.

The extracted information was systematically organized in an analysis matrix, which included specific categories such as: author(s) and year of publication, study title, main objective, methodology applied, and principal results obtained. Subsequently, these data were thematically grouped according to emerging areas of knowledge, such as the theoretical conceptualization of school coexistence, factors associated with school conflicts, the impact of school climate on learning and socio-emotional development, and educational programs and interventions designed to improve school coexistence in real-world contexts.

It is openly acknowledged that this review may present certain inherent limitations, such as restricted availability of complete open-access studies, possible publication bias favoring positive results, and the prioritization of documents in Spanish and English, which could underrepresent other languages or regions. Nevertheless, strict respect for copyright was ensured throughout, citing all consulted information in accordance with APA format (7th edition), thereby ensuring transparency and traceability. This methodology provides a comprehensive and reliable analysis of school coexistence, generating solid theoretical knowledge and practical applications directly applicable in diverse educational and social contexts, while also guiding the design of innovative strategies to strengthen positive interaction among students, teachers, and the broader educational community.

Figure 1
PRISMA filtering process

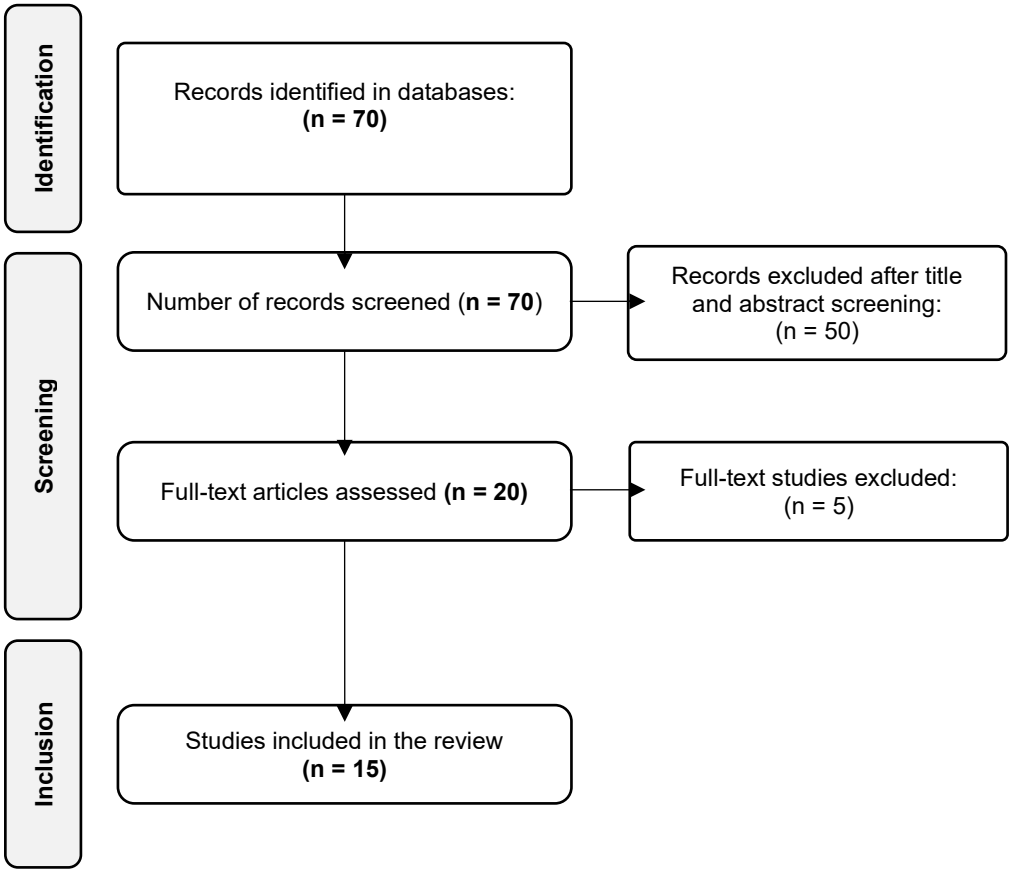


Table 1
Selected sample

N°	Article Reviewed	Year	Journal	Contribution
1	School climate and disruptive behaviors in secondary education	2025	Saga: Revista Científica Multidisciplinar	Analyzes the relationship between school climate and disruptive behaviors, evidencing that a negative institutional climate increases conflictive behaviors in secondary education.
2	Descriptive analysis of school coexistence in secondary school students in a Colombian municipality	2023	Latam: Revista Latinoamericana de Ciencias Sociales y Humanidades	Describes levels of school coexistence and frequent problems, providing empirical data on interpersonal relationships in municipal contexts.
3	School coexistence management: A systematic review	2025	Horizontes: Revista de Investigación en Ciencias de la Educación	Systematizes approaches and strategies for school coexistence management, highlighting preventive and comprehensive models.

4	Feasibility, acceptability, and appropriability of a national program to improve school coexistence	2024	Frontiers in Psychology	Evaluates the viability and acceptance of a national program, evidencing its positive impact on school coexistence.
5	Public discourse of the Chilean Ministry of Education on school coexistence	2025	Social Sciences	Analyzes institutional discourse on school coexistence and its coherence with educational policies.
6	Conflict resolution and peer mediation programs in schools	2021	Review of Educational Research	Demonstrates the effectiveness of school mediation programs and conflict resolution in reducing violence.
7	School conflict, aggression, and violence: Interrelated processes	2021	School Psychology Review	Explains the interrelationship between conflict, aggression, and violence, offering a comprehensive theoretical framework.
8	The role of socio-emotional competencies in students' psychological well-being: A longitudinal study	2023	Journal of Educational Psychology	Provides evidence that socio-emotional competencies positively influence student psychological well-being.
9	Strategies for problem-solving and conflict management in the classroom with students	2024	Ciencia y Reflexión	Proposes didactic strategies for conflict resolution and improvement of classroom coexistence.
10	School coexistence and socioemotionality during the COVID-19 pandemic: A systematic review	2023	Gaceta de Pedagogía	Analyzes the impact of the pandemic on school coexistence and socio-emotional development.
11	Rethinking effective bully and violence prevention efforts	2022	Educational Psychologist	Reconsiders approaches to bullying prevention from comprehensive and sustainable models.
12	School coexistence and conflict management in educational communities: A systemic perspective	2024	Frontiers in Psychology	Offers a systemic vision for conflict management and school coexistence.
13	What works in anti-bullying programs? Analysis of effective intervention components	2021	Journal of School Psychology	Identifies the components of anti-bullying programs most effective in reducing perpetration and victimization in school contexts.
14	Educational coaching to improve school coexistence	2025	Revista Electrónica de Ciencias de la Educación, Humanidades, Artes y Bellas Artes	Evidences the effectiveness of educational coaching as a strategy for improving school coexistence.
15	Challenges of school coexistence in Peru	2021	Revista Grupo Cieg	Analyzes the main challenges of school coexistence in the Peruvian context.

Source. Author's own elaboration

Discussion

The international studies reviewed reveal contrasting patterns that enrich the understanding of school coexistence. In Chile, Sahueza-Lopez et al. (2025) highlight a generally positive perception of both coexistence and socio-emotional skills, with women surpassing men in interpersonal management and norm compliance. This optimistic picture contrasts sharply with the findings of Medranda et al. (2024) in Ecuador, where a high incidence of peer conflicts was negatively associated with academic performance and perceptions of school climate. In Spain, the evidence is particularly robust: Fernández-Martín et al. (2024), Avivar-Cáceres et al. (2022), and Martínez-Fernández et al. (2021) consistently demonstrate that specific interventions, such as integrated curricular programs and training in communication skills, generate significant improvements in socio-emotional competencies, reduce school violence, and strengthen institutional climate through both structural dimensions (clear norms) and interpersonal ones (quality relationships).

In the Peruvian context, results show greater heterogeneity and, frequently, more moderate effects. Aparicio-Arteaga et al. (2025) in Trujillo and Morales (2023) in the same city validate promising interventions: educational coaching and the strategy "The art of living in peace" achieve concrete improvements in coexistence, aligning with the programmatic effectiveness observed in Spain. However, other national studies present less conclusive findings: Sarmiento (2025) in Lima detected no significant associations between socio-emotional skills and coexistence; Otiniano (2023) in Chiclayo identified only a low-magnitude relationship between psychological well-being and coexistence; Hernández (2022) in Ica reported a moderate correlation ($r = 0.533$) between emotional intelligence and coexistence; while Villanueva Ospinal et al. (2022) in Ventanilla incorporated the combined influence of school violence and institutional decision-making.

This systematic comparison evidences clear patterns: international contexts present successful interventions with clear effects or defined perceptions (positive or problematic), whereas in Peru, weak or null correlations predominate, suggesting local structural challenges, such as chronic indiscipline or limited implementation of preventive programs, that dilute the impact of individual variables.

International findings consolidate that socio-emotional competencies function as effective buffers against conflicts, simultaneously improving school climate and academic performance, as demonstrated by post-intervention improvements in Spain and the inverse relationship between conflicts and performance in Ecuador. In contrast, Peruvian studies suggest that factors such as emotional intelligence or psychological well-being, while influential, manifest restricted impacts, possibly due to educational environments characterized by structural indiscipline or scarce institutionalization of preventive interventions, similar to what Martínez-Fernández et al. (2021) documented regarding the relationship between indiscipline and weak climate.

These differences imply the urgent need to design protective environments that integrate normative and relational dimensions, prioritizing evidence-based interventions for vulnerable populations. The gender gaps identified in Chile, absent in national studies, could partially explain why coexistence in Peru is frequently perceived as regular or low, pointing to the need for differentiated approaches that local research has not yet systematically explored.

Conclusions

School coexistence in secondary education is characterized by a generally regular level, where positive perceptions in certain contexts coexist with persistent challenges such as indiscipline, interpersonal conflicts, and school violence. In the Peruvian context, results show a moderately favorable coexistence that reaches its greatest potential when specific, contextualized, and sustained pedagogical interventions are applied.

School conflicts emerge as a recurrent problem with a direct negative impact on school climate, emotional well-being, and academic performance. In Peruvian secondary education, the capacity for conflict resolution remains at moderate to low levels, revealing limitations in the development of communicative, emotional, and social skills necessary for peaceful management of disagreements. This reality underscores the urgency of systematic interventions that prevent the escalation of tensions and strengthen interpersonal relationships.

School climate positions itself as a central dimension of coexistence, shaped by structural factors, such as clear norms and institutional organization, alongside relational elements based on the quality of community interactions. A climate perceived as regular or unfavorable correlates directly with greater conflictivity and limited coexistence, although it can be transformed through collaborative, preventive, and participatory approaches that foster mutual respect and a sense of belonging.

Socio-emotional competencies act as key protective factors against school conflicts, although in Peruvian secondary education they are mostly developed at regular levels. Despite not always evidencing a direct and robust

influence on coexistence, they function as buffers that promote emotional self-regulation, empathy, and positive interactions. Therefore, it is essential to integrate evidence-based educational programs into the curriculum to cultivate more harmonious and sustainable school coexistence in the long term.

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