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# The Relationship Between Resilience and Exposure to School Violence Among Secondary School Students

*Relación entre resiliencia y exposición a situaciones de violencia escolar en adolescentes de secundaria*

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## Abstract

This quantitative study aims to investigate the relationship between resilience and exposure to school violence among 380 secondary school students aged 14 to 17. To measure the variables of resilience and school violence, the Resilience Scale was used, consisting of 25 items rated on a seven-point Likert scale, where 1 represents the lowest disagreement and 7 the highest agreement. Additionally, the CUVE3-ESO instrument was used to assess school violence in secondary school, which covers eight dimensions: verbal violence by students and educators, direct and indirect physical violence, social exclusion, technology-mediated violence, classroom disruption, and teacher violence toward students. This instrument consists of 44 items rated on a five-point Likert scale (never, rarely, sometimes, often, and always). The results indicated that personal satisfaction and self-confidence are associated with a lower incidence of violence. It was observed that female adolescents exhibited higher levels of emotional resilience than male adolescents. In conclusion, resilience acts as a fundamental protective factor against school violence, highlighting the importance of implementing educational interventions aimed at strengthening this capacity in young people.

**Keywords**: resilience, school violence, adolescents.

## Resumen

El presente estudio, de carácter cuantitativo, tiene como objetivo investigar la relación entre la resiliencia y la exposición a la violencia escolar en 380 estudiantes de una institución secundaria, con edades entre 14 y 17 años. Para medir las variables de resiliencia y violencia escolar, se utilizó la Escala de Resiliencia, compuesta por 25 ítems que se evaluaron en una escala Likert de siete puntos, donde 1 representa la mínima divergencia y 7 el máximo acuerdo. Asimismo, se empleó el instrumento CUVE3-ESO para evaluar la violencia escolar en secundaria, el cual abarca ocho dimensiones: violencia verbal por parte de los estudiantes y los educadores,

violencia física directa e indirecta, exclusión social, violencia a través de las tecnologías, disrupción en el aula y violencia de los docentes hacia los estudiantes. Este instrumento consta de 44 ítems evaluados en una escala Likert de cinco puntos (nunca, pocas veces, algunas veces, muchas veces y siempre). Los resultados indicaron que la satisfacción personal y la autoconfianza se relacionan con una menor incidencia de violencia. Se observó que las adolescentes femeninas mostraban niveles más altos de fortaleza emocional que los adolescentes varones. En conclusión, la resiliencia actúa como un factor protector fundamental contra la violencia escolar, destacando la importancia de implementar intervenciones educativas dirigidas a fortalecer esta capacidad en los jóvenes.

**Palabras clave:** resiliencia, violencia escolar, adolescentes.

## Introduction

In recent years, school violence has emerged as one of the most pressing challenges in education, with detrimental effects on children's and adolescents' overall development. This phenomenon manifests in multiple forms, including physical, verbal, and psychological aggression, and more recently, cyberbullying. Sustained exposure to such conditions not only undermines academic performance but also has profound repercussions on mental health and emotional well-being, contributing to stress, anxiety, low self-esteem, and even depression.

In this context, resilience has gained recognition as a construct of considerable importance. Defined as the innate ability of individuals to cope with and overcome adverse circumstances through positive adaptation, resilience is not an inborn trait but rather a capacity that can be cultivated and reinforced over the course of one's life. It is considered an essential protective factor that enables individuals to manage stress and traumatic experiences, transforming them into opportunities for personal growth. Within school settings, resilience may play a particularly important role in attenuating the harmful effects of violence on young people, allowing them not only to survive but to thrive despite adversity.

The present study sought to explore the correlation between personal resilience and exposure to school violence among secondary school students in Lima. Specifically, the investigation aimed to determine whether higher levels of resilience are associated with lower rates of violent experiences, or whether more resilient students are better equipped to cope with and recover from such incidents. A nuanced understanding of this relationship is critical for designing educational and intervention programs that strengthen students' capacity to cope, thereby contributing to safer and healthier school environments.

Resilience, understood as the capacity to adapt and overcome challenges, emerges as a crucial pillar of both mental and physiological well-being (Canet et al., 2020). This view is supported by Vargas et al. (2024), who observed that approximately only one-third of the global population can be characterized as resilient in their daily lives. Their research was grounded in the premise that school bullying is a complex, multifactorial phenomenon that exerts negative effects on students' mental health and long-term development. Nevertheless, they acknowledge that despite prevention efforts, bullying remains prevalent in certain educational institutions. The core problem lies in the persistently high rates of bullying, a global issue with serious consequences for victims, coupled with the lack of comprehensive preventive approaches that focus on strengthening students' internal life skills. The authors propose resilience as a protective factor, suggesting that fostering resilience could serve as a viable strategy for mitigating the negative effects of bullying and promoting recovery.

This conceptualization highlights how individuals can adapt to and overcome misfortune, transforming negative experiences into opportunities for growth. Resilience is not an innate aptitude but rather a set of skills that can be strengthened. In the context of violent schools, it acts as a protective shield for young people, enabling them to manage stress, maintain self-esteem, and effectively navigate difficult circumstances. Dimensions such as personal satisfaction and self-confidence are fundamental components of resilience, empowering students to confront aggressive situations with composure and without lasting damage to their emotional well-being.

The literature positions resilience as a crucial factor in mitigating the effects of bullying. Researchers argue that one of the primary determinants of a young person's ability to cope with violent situations is their level of psychological and social resilience. In this vein, studies have examined school violence among secondary school adolescents to establish the relationship between personal resilience and victimization, supporting the hypothesis of an inverse association between resilience scores and bullying victimization. School violence, a global and multifaceted phenomenon, manifests in diverse forms (physical, verbal, psychological, or virtual), all of which seriously affect adolescents' quality of life. At the national level, Sosa and Salas (2020) report alarming rates of bullying specifically within Peruvian populations. Beyond academic consequences, students' mental health is jeopardized; hostile environments can lead to long-term issues such as anxiety, depression, and low self-esteem, underscoring the urgent need to identify protective factors that help young people navigate such experiences.

However, the Specialized System for Reporting Cases of School Violence (SISEVE, 2023) indicates that a lack of resilience can lead to adverse outcomes. Between September 15, 2013, and September 30, 2023, Peru reported 66,334 cases of school violence. Physical violence accounted for the majority of cases (30,880), followed by psychological violence (24,040) and sexual violence (11,414). In response to this reality, strategies to improve education have been proposed, with Puma and Cárdenas (2023) emphasizing both the need to foster resilience in students and the decisive role that teachers play in preventing and managing unfavorable situations (Liz et al., 2023).

In the Cercado de Lima district, a densely populated area with complex social dynamics, school aggression may be exacerbated by socioeconomic factors, cultural diversity, and urban challenges that influence the functioning of educational systems. Despite the importance of this issue, few studies have focused specifically on this region, highlighting the need for localized research. Such analyses would help identify the most prevalent forms of violence (verbal, physical, or digital) in this context and examine how resilience manifests among this specific adolescent demographic.

Recent investigations support the premise that resilience plays a crucial protective role against school bullying. Studies by Vargas et al. (2024) demonstrated a negative correlation between resilience and bullying rates, indicating that higher resilience is associated with lower likelihood of victimization. Similarly, research by Bruggo Apaza and Vargas Torres (2021) and Toribio (2025) has highlighted how resilience mediates between victimization and mental health disorders such as anxiety, underscoring its importance for adolescent well-being.

## Methodology

This study employed a quantitative approach, focusing on the statistical analysis of collected data to measure the correlation between variables. The research design was non-experimental, as variables were not manipulated but rather observed and analyzed as they occurred in their natural setting.

A cross-sectional-correlational design was adopted, given the objective of examining the connection between resilience and exposure to school violence at a specific point in time. This methodological approach aligns with quantitative research principles described by Blasco et al. (2024).

The sample comprised 380 young students from the Cercado de Lima, including both males and females. Participants included both resilient and non-resilient individuals, as well as victims and/or perpetrators of school violence. Selection was conducted through non-probabilistic convenience sampling (Kerlinger & Lee, 2002), based on the availability of population elements. Participants were recruited in accordance with the ethical guidelines of the Peruvian College of Psychologists, specifically Articles 60 to 65, which ensure the protection of participants' rights. All information was collected through informed consent, guaranteeing anonymity and compliance with established norms in educational institutions.

Data collection employed self-administered questionnaires (measurement instruments or scales) that allowed for the evaluation of resilience and school violence variables.

The resilience scale of Wagnild and Young (1993) is a U.S.-developed questionnaire comprising five dimensions: personal satisfaction, equanimity, existential aloneness/authenticity, self-reliance, and persistence. It consists of 25 items rated on a seven-point Likert scale (1 = strongly disagree, 7 = strongly agree). Total scores range from 25 to 130 (low), 131 to 145 (moderate), and 146 to 175 (high). The original version demonstrated high reliability (0.91), with correlations ranging from 0.37 to 0.75 ($p < 0.001$). In the Peruvian adaptation, Novella (2002) reported good reliability (0.83).

The CUVE3-ESO questionnaire (Álvarez et al., 2013), developed in Spain, assesses school violence across eight dimensions: verbal violence by students and teachers, direct and indirect physical violence, social exclusion, technology-mediated violence, classroom disruption, and teacher-to-student violence. It consists of 44 items rated on a five-point Likert scale (never, rarely, sometimes, often, and always). Total scores range from 44 to 103 (low), 104 to 161 (moderate), and 162 to 220 (high). The instrument demonstrates high internal consistency ($\alpha = 0.939$) and content validity ranging from 0.714 to 0.872. Factor analysis results (KMO = 0.955; Bartlett's test: $\chi^2 = 45836.70$; df = 946; $p = 0.000$) confirm the questionnaire's validity and consistency.

Both instruments were adapted to the Peruvian context, ensuring content validity through evaluation by ten expert judges according to relevance, appropriateness, and clarity criteria (see Table 1). Creswell and Creswell (2023) note that an item is considered valid when it achieves an Aiken's V value of .80 or higher.

**Table 1**

*Content validity of instruments using Aiken's V*

| Instruments | Relevance criteria |
|---|---|

| | Judges | Relevance | Appropriateness | Clarity | Validity |
|---|---|---|---|---|---|
| Resilience Scale (Wagnild & Young, 1993) | 10 | 0.99 | 0.97 | 0.98 | ,981 |
| CUVE3-ESO Questionnaire (Álvarez et al., 2013) | 10 | 1.00 | 1.00 | 0.97 | ,99 |

**Source:** Authors' own elaboration

**Procedure**

Authorization was obtained from the school principal to administer the instruments. Informed consent forms were then sent to parents, and once consent was secured, the Resilience Scale (Wagnild & Young, 1993) and the CUVE3-ESO (Álvarez et al., 2013) were administered in secondary school classrooms. Prior to implementation, teachers who assisted with instrument administration received training, and students received a brief orientation on how to complete the questionnaires. Following data collection, protocols were reviewed and refined. This process strictly followed inclusion and exclusion criteria, as well as identification of missing responses. Once data were refined, information processing commenced. The purpose of this phase was to evaluate resilience levels and their relationship with school violence.

**Data processing**

Data processing was performed using Excel spreadsheets and SPSS version 25. Instrument reliability was assessed through internal consistency using Cronbach's alpha coefficient (see Table 2).

**Table 2**

*Instrument reliability via Cronbach's Alpha*

| Instruments | Items | Reliability | | | |
|---|---|---|---|---|---|
| | | | Year | df | Alpha |
| Resilience Scale (Wagnild & Young, 1993) | 25 | Original | 993 | 10 | .851 |
| | | Pilot | 2024 | 14 | .909 |
| CUVE3-ESO Questionnaire (Álvarez et al., 2013) | 44 | Original | 2013 | 597 | .939 |
| | | Pilot | 2024 | 214 | .956 |

*Note:* Creswell and Creswell (2023) state that values above 0.75 are sufficient to guarantee instrument reliability.

Parametric tests were subsequently used to analyze results for normal distribution. Given the sample size, the Kolmogorov-Smirnov test was applied (n > 50). A p-value below 0.05 indicated that the data did not meet normality assumptions; accordingly, non-parametric tests were used in subsequent analytical stages (see Table 3).

**Table 3**

*Normality test*

| Instruments | Kolmogorov-Smirnov | | |
|---|---|---|---|
| | Statistic | df | Sig. |
| Resilience Scale (Wagnild & Young, 1993) | .260 | 214 | .000 |
| CUVE3-ESO Questionnaire (Álvarez et al., 2013) | .487 | 214 | .000 |

**Source:** Authors' own elaboration

## Results

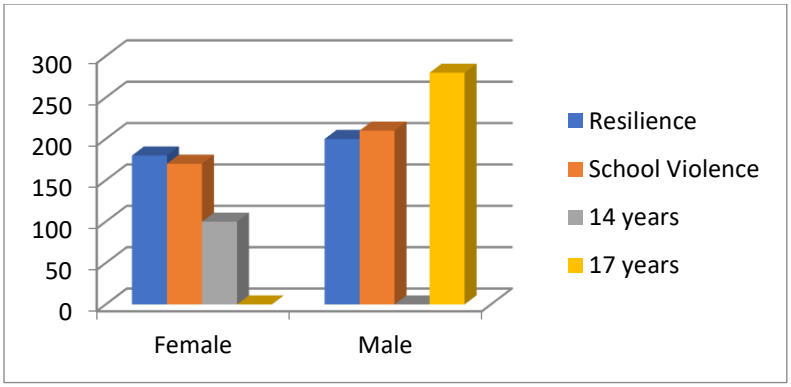
Correlation analysis revealed a statistically significant positive relationship between the Resilience Scale and school violence scores, with a coefficient of 0.214 (df = 380). This coefficient suggests a weak to moderate positive association, indicating that as students' personal resilience levels increase, so do their scores on the school violence variable. Importantly, the positive direction of this association suggests that the specific CUVE3-ESO dimension employed may be capturing an aspect related to aggressive behavior or assertiveness. Given the rising rates of school violence and resilience's proposed role as a protective factor, this finding is of considerable

interest. However, the more relevant question concerns how adolescents in secondary education approach resilience in relation to their experiences of violence, with the goal of understanding how resilience may equip students to face and overcome such situations, drawing on the contributions of Toribio (2025).

A significant positive correlation was found between students' resilience levels and lower exposure to school violence. The sample of 380 students aged 14 to 17, of both sexes, yielded reports indicating that 40% of students (predominantly male) experienced violence in their schools. Furthermore, higher resilience levels (60%) were observed among females. Given that the capacity to resist negative situations was key to avoiding problems, particularly among female students, this finding carries substantial weight. Details of this relationship are presented in Figure 1.

**Figure 1**

*Statistical relationship between resilience and school violence*




*Note:* The graph depicts the negative correlation between resilience and school violence, where higher resilience scores correspond to fewer incidents of school violence.

The results showed that most students exhibited moderate resilience levels according to the Wagnild and Young Resilience Scale, indicating they possessed the capacity to respond to challenging situations along with a degree of confidence, tolerance, and autonomy. Personal satisfaction and self-confidence emerged as the most prominent dimensions, whereas persistence was the least frequently reported (see Table 4).

Levels of School Violence and Dimensions Regarding school violence as assessed by the CUVE3-ESO, verbal violence among students and toward teachers was the most prevalent form, followed by direct and indirect physical violence, with technology-mediated violence being the least reported.

Differences by Sex and Age Notable differences emerged in resilience levels according to sex, with female students showing slightly higher resilience than males. Significant differences were also found in exposure to school violence based on students' age.

**Table 04**

*Variable and dimension levels*

| Variable | Dimensions | Level | Age | Gender |
|---|---|---|---|---|
| Resilience Scale | Personal satisfaction (Purpose) | High | 14–15 years | Female |
| | Equanimity | Moderate | | |
| | Existential aloneness/authenticity | Moderate | | |
| | Self-reliance | High | | |
| | Persistence/Constancy | Low | | |
| Variable | Dimensions | Level | Age | Gender |
| | Student-to-student verbal violence | High | | Male |

| | | | |
|---|---|---|---|
| School Violence – CUVE3-ESO | Student-to-teacher verbal violence | High | 16–17 years |
| | Direct physical violence and threats among students | High | |
| | Indirect physical violence by students | High | |
| | Social exclusion | Moderate | |
| | Technology-mediated violence | Low | |
| | Classroom disruption | Moderate | |
| | Teacher-to-student violence | Moderate | |

*Note:* The table presents variable and dimension levels (resilience and school violence) by gender and age range for both instruments used in the study.

## Discussion

This investigation confirms that resilience acts as a protective factor against school violence among adolescents in the Cercado district. Results showed that students with higher resilience levels reported lower incidence of violence in their schools. These findings align with those of independent researchers such as Liz et al. (2023), who also identified resilience as a decisive ability for withstanding adverse environmental pressures. The results demonstrated a positive correlation between resilience and student well-being. From the perspective of Canet (2020) on academic performance, the importance of strengthening resilience as a fundamental tool in school settings is underscored.

The findings of this study support the feasibility of strengthening resilience through educational interventions that employ motivational strategies. Notably, the most prominent resilience dimensions among students were personal satisfaction and self-confidence, indicating that these qualities are crucial for facing adverse circumstances. Nevertheless, the study also encountered methodological limitations consistent with prior research, such as those noted by Liz et al. (2023). The reliance on self-reported data and the inherent challenges regarding validity in such measurements are recognized obstacles in the literature. Similarly, the similarity of these results to those of other studies (García & Contreras, 2020) was observed. Despite these limitations, the consistency of the findings with broader evidence reinforces the robustness of the correlation observed.

Although the results are promising in establishing a meaningful relationship between resilience and school violence dynamics, it is crucial to acknowledge the methodological limitations. The use of non-probabilistic convenience sampling implies that the sample may not be fully representative of the entire secondary school population in Cercado de Lima, which limits the generalizability of the findings to other contexts. Additionally, the precision of the results may have been affected by missing or incomplete data arising from unfinished surveys or invalid responses. However, the application of instruments with high validity and reliability, such as the Wagnild and Young Resilience Scale and the CUVE3-ESO Questionnaire, provided solid psychometric rigor to the measurements. Thus, while generalizability is constrained, the conclusions regarding the relationship between variables within the studied sample are considered robust and reliable.

The findings, supported by perspectives such as those of Garzón (2001, 2025), suggest the importance of educational interventions oriented toward fostering students' resilience to reduce school violence. Future research would benefit significantly from studies with larger and more representative samples, as well as from improved data collection procedures. Additionally, investigating specific intervention programs based on the resilience dimensions identified in this study, such as self-reliance and self-confidence, would be valuable. This research thus reaffirms the importance of resilience as a critical factor in student well-being. While it is not a panacea, integrating strategies to foster resilience in schools could serve as an effective mechanism for protecting adolescents and improving the overall educational environment.

## Conclusions

The findings confirm a significant negative relationship between resilience levels and exposure to school violence among adolescents in Cercado de Lima. Specifically, students with greater resilience capacities experienced fewer aggressive incidents in their educational settings. Another important point emerges: resilience is not merely a personal quality but also an effective protective factor that helps young people overcome and

minimize the negative effects of violence in their school environment. A key implication is that when planning intervention and prevention strategies, strengthening students' internal capacities is as important as implementing external security measures.

From the perspective of López et al. (2022), personal satisfaction and self-esteem stand out as particularly salient factors among the young people studied. Compared to internal factors such as autonomy and personal efficacy, and external factors such as problem-solving ability or social skills, these elements are more relevant for enabling young people to face difficult situations. This finding underscores that programs should not only prevent violence but also directly promote respect and self-esteem among students.

Additionally, the study identified verbal and physical violence as the most common forms of aggression, while female students exhibited higher resilience levels than males. This points to the need for future interventions tailored to gender-specific needs. Despite methodological limitations, including convenience sampling and the use of self-report data, the results are consistent with the academic literature and demonstrate clear practical implications. The research once again illustrates the need for educational institutions to implement curricular and extracurricular programs oriented toward resilience-building. Strengthening this capacity in students could become an effective tool for improving their emotional and psychological state, reducing violence levels, and fostering safer, healthier school environments for all members of the school community.

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