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Scientific articles

Implicaciones de los castigos y sanciones en los estudiantes de secundaria

Implications of punishments and sanctions in secondary students

Implicações de punições e sanções para estudantes do ensino médio

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Resumen

El objetivo de este estudio fue analizar las condiciones de los estudiantes reprobados y no reprobados en relación con las medidas disciplinarias y sanciones implementadas en escuelas secundarias de la ciudad de Chihuahua. Para ello, se examinaron los datos de 479 estudiantes, incluyendo 109 que en ese momento tenían al menos una materia reprobada. El instrumento utilizado fue una encuesta con escala tipo Likert enfocada en la percepción de situaciones de violencia en el entorno escolar. La encuesta se dividió en tres secciones: desempeño y ambiente escolar, comportamiento y *bullying*. Los resultados más destacados señalan que los castigos y sanciones están más relacionadas con situaciones en el entorno escolar que se vuelven monótonas, así como con la presencia de comportamientos agresivos por parte de los docentes y la aplicación de distintos tipos de sanciones. Estas circunstancias conducen a dificultades en el proceso de aprendizaje por parte de los estudiantes y, como resultado, a tasas más altas de reprobación escolar.

Palabras clave: castigos, sanciones, reprobación escolar, violencia.

Abstract

The aim of this study was to analyze the conditions of both failing and non-failing students in relation to the disciplinary measures and sanctions implemented in secondary schools in the city of Chihuahua. Data from 479 students were examined, including 109 who currently had at least one failing subject. The instrument used was a Likert-scale survey focused on the perception of violence-related situations in the school environment. The survey was divided into three sections: Performance and school environment; Behavior and Bullying. The most notable results indicate that punishments and sanctions are more closely related to situations within the school environment that become monotonous, as well as the presence of aggressive behaviors from teachers and the application of various types of sanctions. These circumstances lead to learning difficulties for the students and, consequently, higher rates of school failure.

Keywords: Punishments; sanctions; school failure; violence.

Resumo

O objetivo deste estudo foi analisar as condições dos alunos reprovados e não reprovados em relação às medidas disciplinares e sanções implementadas nas escolas secundárias da cidade de Chihuahua. Para isso, foram examinados dados de 479 alunos, incluindo 109 que naquele momento tinham pelo menos uma disciplina reprovada. O instrumento utilizado foi uma pesquisa com escala tipo Likert focada na percepção de situações violentas no ambiente escolar. A pesquisa foi dividida em três seções: desempenho escolar e ambiente, comportamento e bullying. Os resultados mais notáveis indicam que as punições e sanções estão mais relacionadas com situações do ambiente escolar que se tornam monótonas, bem como com a presença de comportamentos agressivos por parte dos professores e a aplicação de diferentes tipos de sanções. Estas circunstâncias acarretam dificuldades no processo de aprendizagem dos alunos e, conseqüentemente, maiores índices de fracasso escolar.

Palavras-chave: punições, sanções, fracasso escolar, violência.

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Introduction

The connection between school and sanctions, especially in secondary education, is a constant. In fact, traditionally, school has been seen as the place to correct students' behavior, and teachers have used sanctions to maintain discipline, for which they have had the authorization of parents to punish their children in case of inappropriate behavior in class (Asensi, 2003). In this way, an analogy arises between schools and prisons since punishments and sanctions are constitutive elements of schools. In this context, students are considered potentially suspicious, teachers assume the role of watchdogs, and teaching and pedagogy become the means of disciplinary correction (Saldarriaga Vélez, 2020).

Therefore, it is important to examine how punishment has evolved in schools, which has ranged from physical punishments that affect the body, verbal punishments that leave psychological traces, to competitive punishments that sanction and reward people's achievements, methods that They are still in force in educational systems, although different nuances are currently observed regarding them, which are presented under normative conditions based on the rights of girls, boys and adolescents -NNA- (National Human Rights Commission [CNDH] , 2023).

For example, in the context of Colombia, Díaz Adarme and Leguizamón Rincón (2019) point out the following: “Punishment in the Colombian educational system, in its essence, has not changed, it has not disappeared; On the contrary, it has been rearranged, at certain times, according to political, social and cultural circumstances” (p. 250).

In Mexico, punishments continue to be a common practice both in the family environment and in schools, which is why various studies have been carried out on violence in school environments to detect key situations that contribute to addressing this problem.

Díaz Adarme and Leguizamón Rincón (2019) examine four historical models that illustrate how punishments have been used and how they probably continue to be used in schools:

- Lancastrian model: It involved physical punishments such as beatings, pinches, rulers and even confinements, leaving marks on the students as a warning. Their goal was to instill fear to control behavior and encourage learning.
- Catholic model: Seeks to reject physical punishment, although not completely, classifying it into three moments: the warning (remonstrance), the threat (as an announcement of an upcoming punishment) and the punishment itself (as an example for others to refrain from committing the crimes). same faults).

- Pedagogical model of the new school: It was proposed to abolish physical punishments, but when faults were found in older students, the only option was to materialize the punishment directly on their bodies. For minors, moderate punishments and rewards were allowed. Currently, it focuses more on pedagogical sanctions that must be related to the severity of the offense and the individual characteristics of each student.
- Technology model for educational management: Eliminates physical punishment but uses administrative sanctions to address situations of inappropriate behavior in students. Educational technology, as in the Catholic and pedagogical models, is based on observing, analyzing, and expressing, but it transforms it into planning or projecting, managing and evaluating. This model allows teachers and students to assess their attitude or behavior through self-assessment, with the possibility of applying administrative sanctions in accordance with established rules and regulations.

Now, violence has diverse nuances, and the attitude towards this problem is usually influenced by their family and/or social environment (Orozco Vargas and Mercado Monjardín, 2019), a situation that can also be conditioned by school performance, which includes the condition of disapproval.

At the secondary level, students go through a process of psychosocial transformation during the transition to adolescence, a stage considered difficult (Torres, 2018), since they are in full development and transformation, where they face school, family and social conflicts.

Furthermore, the application of sanctions and punishments is also related to the indiscipline shown by students, a concept that acquires various connotations depending on the educational figures that define it. The National Commission for the Continuous Improvement of Education (Miranda and Mendieta, 2021) published a research notebook on violence in basic and higher education students, where indiscipline is defined as follows:

According to Ortega (1998), discipline “refers to the system of rules that an organization provides for itself and whether or not each member of the social group is required to comply with established conventions.” This definition coincides with teachers' perception of school discipline; According to Furlán (1998), they refer to it as “the set of actions carried out under formal or informal

regulation (order) of an institution. In common sense, discipline is a personal conduct where the individual adapts to social and legal norms, among others.” From this, they understand indiscipline as “conduct contrary to established rules that involves actions that violate order” due to “an attitude of rebellion or rejection” of said rules (p. 18).

From the above, it is inferred that conduct contrary to a rule is classified as indiscipline. However, in many schools, the rules are internal regulations created by teachers and administrators, based on conditions that they consider appropriate to maintain discipline. The sanctions, therefore, result in temporary suspensions and, in some cases, permanent expulsions of students who violate these rules. In this sense, schools have historically established school regulations with the purpose of improving the behavior and conduct of students. These regulations include punishments and sanctions to address misdemeanors that may occur. Some regulations are created considering the norms that dictate the rights of children and adolescents (CNDH, 2023), for which they implement rules of coexistence that qualify and soften punishments and sanctions to maintain administrative order. Other regulations are based on traditional positions that see school reports as means of sanction, and punishments are determined according to the seriousness of the offenses.

Although the school report is a tool that teachers use to discipline their students, its abuse limits its effectiveness and becomes an administrative aspect that does not solve the problems, but rather aggravates them. This was evidenced in a previous study carried out in a secondary school in the State of Chihuahua (López and Parra, 2019), where more than a thousand school reports were analyzed during a certain period. The study concluded that 60% of these problems could be solved in the classroom, such as missing homework, being late, or “bothering classmates.” Furthermore, it was shown that school failure is directly related to the excessive use of school reports.

Previous research on violence at school has found that it is related to students' academic performance, linked to the school environment and learning achievement. In a study carried out by Vergara -Lope *et al.* (2023), the relationship between violence and basic reading and arithmetic learning in basic education students was identified, so the authors concluded that violence interferes with the learning process; Furthermore, children and adolescents who experience or perpetuate violence present a greater educational gap.

As can be inferred, the school environment is extremely complex due to the diversity of factors that influence it, hence the importance of the way in which teachers act is

recognized. In this sense, a dynamic class, well planned and organized in an environment of trust and empathy is considered conducive to learning. In contrast, a boring, disorganized class lacking context will likely be perceived as unfavorable. In other words, the perception of boredom in a class depends largely on the attitude with which students participate in it.

According to a study carried out by Ochoa and Salinas (2015) in the city of Querétaro, the teacher's actions impact the students' attitudes; If these are negative, they can affect the classroom climate and turn it into a boring or demotivating experience. That is, the quality of the classes affects the academic conditions of the students and the effective achievement of learning. In accordance with this idea, in a case study carried out in Tijuana (Mexico), Arcos and Valencia Ponce (2019) concluded that one of the factors that significantly affects the failure of secondary school students is the lack of attention in class. In addition, they pointed out that mood also influences the use and learning of subjects.

On the other hand, in secondary schools in the city of Chihuahua, a persistently high failure rate has been observed, especially in those located in vulnerable sectors with low-income social conditions. This panorama raises the question about the relationship between acts of school violence, sanctions and punishments, and their impact on students who end up being failed.

Method

For this study, a database derived from an investigation on school violence applied to high school students in the federalized modality, located in sectors of high conflict impact in the city of Chihuahua, was used as a reference. Specifically, the present research adopted a cross-sectional quantitative approach with a correlational scope, which allowed us to examine the conditions of failed and non-failed students in relation to the punishments and sanctions implemented in the daily life of the school.

The procedure was carried out with the authorization of the educational authorities and the participation of the students, for which the authorization of the parents was also obtained because they are minors.

The instrument used was a survey composed of 65 items with answers established using a Likert-type scale, distributed in three categories: I) violence at school; II) violence in the family; and III) violence in the street. This document focuses on the first category, which addresses the specific situations of students at school and is divided into three subcategories: IA) performance and school environment; IB) school behavior; and IC) *bullying*, with a total

of 30 variables validated by experts using Kendall's W coefficient (.405) and univocality (.279). The reliability coefficient, measured through Cronbach's alpha statistic, reached a value of .779, considered reliable according to George and Mallery (2003).

The total population of the selected schools is 1753 students from the three school grades, and a representative sample of 471 students stratified in the three school grades was used, of which 109 (23%) are students with at least one failed subject in that moment.

The analysis began with a descriptive study to review the behavior of the variables through their relative frequencies. Subsequently, a comparison was carried out between the groups of students in a failing situation and those who were not, using the Mann-Whitney U statistic. Finally, a bivariate correlational analysis was developed, taking punishments and sanctions as the dependent variable and using Pearson's R correlation coefficient.

Results

In order to understand the situation of punishments and sanctions for students whether they fail or not, three levels of analysis were carried out. At first, each of the variables are described by their relative frequencies. Then, a review of the normality condition is carried out to determine whether parametric or non-parametric analyzes are chosen, in order to apply a comparative analysis between these variables in the groups of students in failure and non-failure conditions. Finally, it is concluded with a correlational analysis, which allows designing diagrams that define the conditions of failed students and their relationship with school situations, behavior and *bullying* at school.

The first analysis carried out focuses on the relative frequencies of each of the variables. In the category of *school situations* (table 1), which contains 14 questions, a tendency towards “never” is observed, which indicates that these situations do not occur regularly in students. However, it is highlighted that some variables present a low percentage in the “never” category, such as variable IA2, which reflects the extent to which students receive punishments and warnings at school. Only 27.6% state that they have never experienced this situation, which shows that around 70% of students have received punishments at school on a recurring basis. This same proportion is presented in variables IA4, which indicates the extent to which it is difficult for them to learn; IA6, which reflects obtaining low grades; and the variable IA8, which shows the extent to which classes are boring.

These learning and grade problems are linked to a lack of interest, often influenced by school practices, as pointed out by Torres (2018), who suggests that teachers must go from being mere transmitters of knowledge to being agents that promote interest and the self-esteem of adolescents to achieve better learning.

Table 1. School situations

	Never	Sometim es	Regularl y	Almos t alway s	Alway s
IA1. ...have you been suspended?	82.0	14.9	3.2		
IA2. ...do they punish you or call you attention?	27.6	41.6	29.1	1.3	.4
IA3. ...have you failed any subject?	65.0	24.0	10.6	.2	.2
IA4. ...is it difficult for you to learn?	28.0	36.1	32.5	23	1.1
IA5. ... have you changed schools?	72.4	14.9	10.6	2.1	0
IA6. ...you get low grades?	31.6	38.2	26.1	3.0	1.1
IA7. ...have you repeated any grade during your school life?	97.5	23	.2		
IA8. Do you find classes boring?	24.0	30.4	41.0	3.4	1.3
IA9. ...do your parents support you with your homework and school activities?	5.9	10.4	34.6	16.8	32.3
IA10. ...is your academic effort valued?	4.0	6.2	20.2	24.2	45.4
IA11. ...do your teachers or classmates label you?	39.3	21.0	28.5	5.5	5.7
IA12. ...have you ever used drugs?	97.9	1.3	.8		
IA13. ... do they give you reports at school?	55.6	30.6	13.0	.6	.2
IA14. ...are the teachers aggressive towards you?	85.8	10.8	3.2	.2	

Source: self made

The school report, as a sanction measure used in schools, is a resource that teachers use to record mainly negative actions of students. According to this study, it was found that a large part of the students (55.6%) has never had a report made to them. However, the rest state that they have received some report, and even some of them receive it regularly (13%). This resource has become widespread and has become a tool that teachers use to resolve conflicts or address negative attitudes perceived in their students. Instead of improving the

situation, this practice often results in a feeling of frustration and rejection by the student towards school activities (López and Parra, 2019).

Another common practice in schools is the labeling assigned to students for some specific condition, mainly of a negative nature. For example, a student who does not work is labeled “lazy.” Related to this, students were asked to what extent teachers and peers label them (IA11). Surprisingly, only 39.3% mention that they have never experienced this, while the rest claim to have received some label. Even 5.7% say that they are always labeled in their schools.

A second reviewed aspect focuses on the behavioral conditions of students at school. Although the variables are not exhaustive, they reflect some of the recurring characteristics in everyday behavior. Table 2 presents the results in frequencies of 11 questions related to this aspect. It stands out that around 3 out of 4 students express anger and loss of patience (IB15), a little more than half want to be alone (IB16), and 45% consider themselves violent (IB18). In this context, stress plays a relevant role, as it affects 95% of students (IB19). These negative attitudes are considered part of student development, and the emotional problems that affect most adolescents directly affect their academic process (Basantes Moscoso *et al.*, 2021).

Table 2. Student behavior

	Never	Sometimes	Regularly	Almost always	Always
IB15. ...do you lose your patience and get angry?	26.5	31.4	28.9	6.2	7.0
IB16. ...are you looking to be alone?	46.7	17.4	25.3	5.7	4.9
IB17. ...are you interested in your learning?	.4	.4	6.4	18.3	74.5
IB18. ... are you violent?	55.8	28.2	12.7	1.9	1.3
IB19. ...do you get stressed?	5.7	17.4	44.2	16.8	15.9
IB20. ...do you provoke situations of violence with your colleagues?	76.4	18.7	4.0	.8	
IB21. ...do you commit destructive behavior against other people's property?	92.4	6.8	.4	.4	
IB22. ...do you use violent games at school?	82.6	13.0	4.0	.4	
IB23. ...do you cause physical injuries to your colleagues?	93.2	5.9	.8		
IB24. ...do you cause fear in your colleagues?	89.0	7.6	3.0	.4	
IB25. ...do you follow the rules at school?	20.8	5.9	5.3	24.6	43.3

Source: self made

School rules, regularly set out in regulations and rules of coexistence, constitute the frame of reference for the application of sanctions or punishments. In this case, only 43.3% of students (IB25) always comply with these standards, while the rest report neglecting them with some frequency. It is striking that 1 in 5 students maintain that they never abide by these school rules.

The third category refers to 5 general variables that offer an overview of *bullying* at school. Four of these questions address actions of physical aggression (IC26), contempt (IC28), virtual harassment (IC29) and collaboration with other aggressors (IC30), with a range between 10% and 15% of cases in which it is practiced or has been done at school. However, verbal attacks towards classmates (IC27) are more recurrent, since more than a third of the students report having carried out this type of actions.

Table 3. *Bullying at school*

	Never	Sometimes	Regularly	Almost always	Always
IC26. ... have you provoked physical attacks on your colleagues?	88.5	9.3	1.7	.4	
IC27. ...have you provoked verbal attacks on your colleagues?	65.2	24.8	9.3	.2	.4
IC28. ... have you provoked attacks of contempt towards your colleagues?	86.6	12.3	1.1		
IC29. ...do you attack through cell phone messages?	89.4	8.3	2.1	.2	
IC30. ...have you supported bullies at school?	89.8	6.4	3.0	.2	.6

Source: self made

In order to compare students who are in failing condition and those who are regular, the Whitney Mann U test was used for two independent samples. The results are presented in Table 4, where it is observed that in 16 of the 30 variables there are significant differences between students with failed subjects and those who have not failed.

It is highlighted that questions related to negative aspects, such as suspensions (IA1), punishments (IA2), failure (IA3), learning difficulties (IA4), low academic results (IA6), school reports (IA13), aggression by teachers (IA14), loss of patience (IA15), seeking solitude (IA16), being violent (IA18), stress (IA19) and playing violent games at school (IA22), are mostly mentioned by students with failure. In other words, failed students are more affected by these school situations. This disparity in negative aspects, which manifest more intensely in students with low grades and poor school performance, shapes the general profile of cases of internal violence in schools.

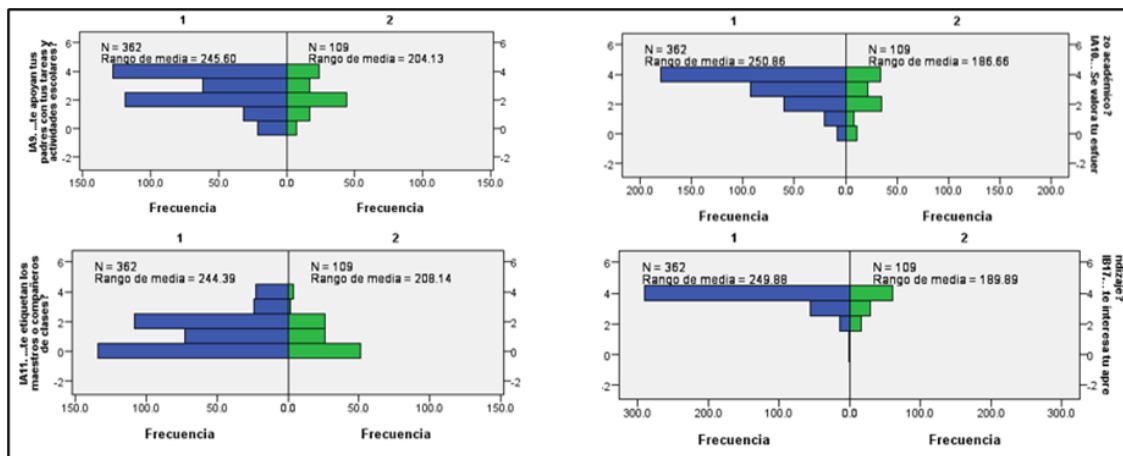
Table 4. Comparison between failed and regular students

	Mann-Whitney U	Asymptotic sig. (bilateral)
IA1. ...have you been suspended?	18051,000	.044
IA2. ...do they punish you or call you attention?	13055,000	,000
IA3. ...have you failed any subject?	6196,000	,000
IA4. ...is it difficult for you to learn?	12854,500	,000
IA6. ...you get low grades?	7823,500	,000
IA9. ...do your parents support you with your homework and school activities?	16255,500	.004
IA10. ...is your academic effort valued?	14350,500	,000
IA11. ...do your teachers or classmates label you?	16692,000	.010
IA13. ... do they give you reports at school?	13569,500	,000
IA14. ...the teachers are aggressive towards you?	17160,500	.001
IB15. ...do you lose your patience and get angry?	13762,000	,000
IB16. ...are you looking to be alone?	17235,000	.032
IB17. ...are you interested in your learning?	14703,000	,000
IB18. ... are you violent?	14273,500	,000
IB19. ...do you get stressed?	14006,500	,000
IB22. ...do you use violent games at school?	17037,500	.001

Source: self made

On the other hand, regular students who do not have failed subjects benefit mainly from positive actions, such as the support of their parents in school activities (IA9), the appreciation of academic effort (IA10) and the interest they show in their learning (IA17). However, labeling (IA11) occurs more frequently in these students, contrary to what was expected. Although regular students (not failed students) show greater interest in their learning, the “failed” students experience difficulties in learning, which could explain why all those frustrations and annoyances translate into violent and aggressive games.

Figure 1 . Mann-Whitney U test for independent samples



Source: self made

In the graphs presented in Figure 1, it is observed that the differences in the groups, due to their ranges of means, favor group 1, to which the students who do not have failed subjects belong.

On the other hand, the third analysis consisted of a correlational study, using Pearson's R statistic, with a significance of .01, which resulted in a significant correlation of those variables with $r \geq .25$. The procedure was carried out leaving *school punishments and sanctions as the dependent variable* (IA2), while the other variables were assigned the independent category.

Specifically, two analyzes were carried out: the first consisted of segmenting the group of students who did not have any failed subjects at that time, which resulted in a correlational matrix that allowed a diagram with the significant correlations to be designed. The second treatment involved students with failed subjects, which generated two correlational schemes that reveal the conditions of punishments and sanctions in school activities.

Figure 2 presents the correlational scheme from the perspective of students who do not have failed subjects with respect to the punishments they receive at school. In all cases the correlation is positive, which implies a direct relationship, that is, the greater the acts of violence that occur at school, the greater the punishments and sanctions.

From this perspective, regular students in their school performance are affected by learning difficulties and, therefore, low grades. The school environment links punishments to aggressive teachers, school reports, and boring classes. The school report is related to *bullying* derived from verbal attacks by students and this, in turn, translates into sanctions materialized in temporary suspensions.

Figure 2. List of punishments and sanctions in regular students



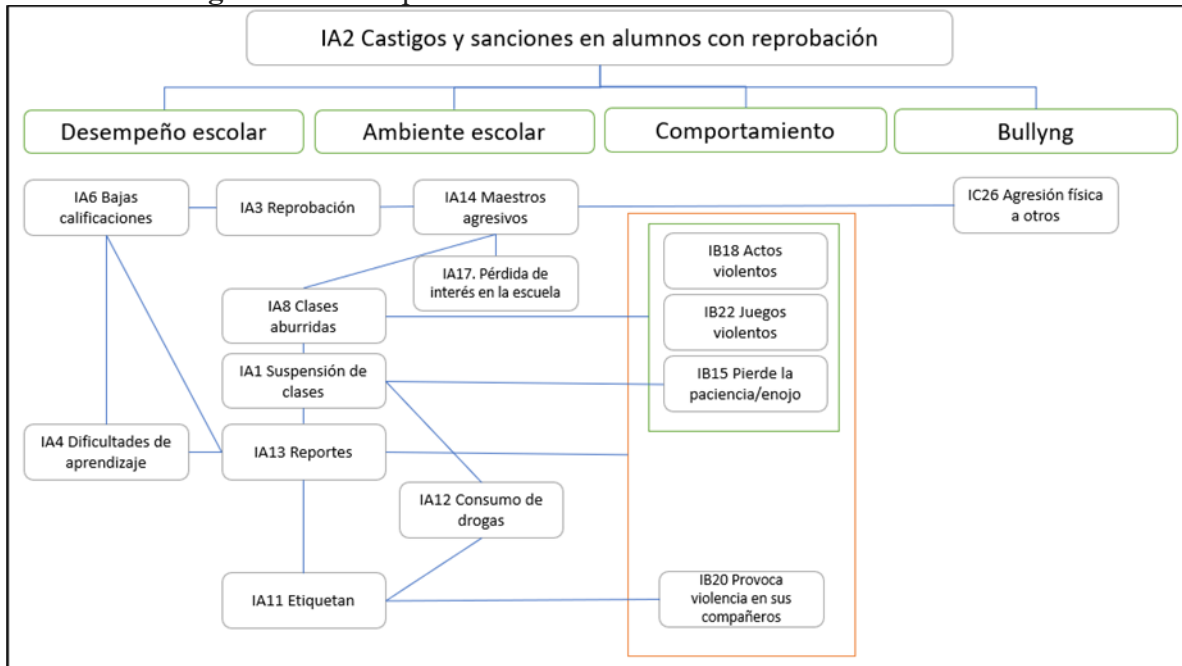
Source: self made

From the previous figure it can be inferred that the behavior of the students shows a direct relationship between the aggressiveness of the teachers and the acts of violence by the students. Furthermore, boring classes are associated with provocative acts of violence among classmates, as well as loss of patience and anger.

In the case of students who have failed subjects, the perspective is different (figure 3). Punishments and sanctions are directly related to school performance, as they cause learning difficulties and low grades, which leads to failure. However, an interesting situation is observed where the school report plays a crucial role in the academic performance of students; That is, the greater the number of school reports, the greater the learning difficulties and lower grades.

In the school environment, teacher aggressiveness is strongly related to failure and also to students' loss of interest in school and boring classes. Furthermore, *bullying* through physical attacks on others is linked to the aggressiveness of teachers. In short, the teacher's attitude plays a crucial role in the conditions of violence and, therefore, in the punishments and sanctions for students.

Figure 3. List of punishments and sanctions in students who fail.



Source: self made

The panorama for failed students presents an expansion in the range of aspects related to the school report. When students have boring classes, violent acts and games are triggered that generate anger and loss of patience, as well as provoking acts of violence with their classmates. These behaviors are directly sanctioned with school reports, which usually focus on temporary suspensions and, in some cases, permanent expulsions, in addition to the labels assigned to these students. Furthermore, these sanctions are related to another aspect that did not occur with regular students: drug consumption.

In summary, it is evident that the school context influences the behavior of students, since the more hostility from teachers there is in the school environment, the greater the probability of violent reactions in students. Likewise, the more boring classes there are, the more likely it is that violent acts will break out in the classroom. Finally, punishments and sanctions in secondary school students have different origins, depending on the failure status they have in their secondary school career.

Discussion

Educational conditions in secondary schools are inherently complex and present a variety of situations that make them stand out in society. Although many of these situations are shared, there are others that differentiate them, depending on the specific context of each community, hence this study has focused on one of the multiple school situations, so it does not pretend to be exhaustive, and the need to carry out more research to delve deeper into the phenomenon analyzed.

Even so, it can be indicated that school violence has been present since the beginning of formal education and continues to be relevant today, significantly influenced by the social conditions of each era. Nowadays, it seems evident that acts of violence in schools have experienced an increase, and bullying *has* emerged as a phenomenon that demands significant attention both in schools and in their environments.

At the same time, punishments and sanctions continue to be instruments of disciplinary control used by teachers and other educational figures. However, according to Valle-Barbosa *et al.* (2019), its abuse and indiscriminate use have proven to be ineffective. Despite this, punishments in schools are established in the internal regulations through sanctions, which range from light to the most administratively severe. Supposedly, this process is carried out in accordance with the coexistence rules of the management model (Díaz Adarme and Leguizamón Rincón, 2019), which includes self-assessment and recognition of the consequences of the acts committed by the students.

However, in practice, verbal and even physical aggression is recurrent among students and, in some cases, also by teachers, which is part of the Lancastrian, Catholic and educational technology models. A study carried out by Castillo Rocha and Pacheco Espejel (2008) describes school fear among students who are attacked, even by teachers themselves, who can influence the probability of violence in their students. In fact, aggressive teachers tend to be less permissive with low-performing or failing students, which shows that the school environment of a failing student and one who is considered average is very different. In other words, while the former consider punishments and sanctions as sporadic events that occur in schools and result in some learning difficulties, the latter experience them with a more significant impact, in terms of aggression, through a wider range of sanctions from the teachers themselves, which can lead to losing interest in school and, therefore, poor performance (Arcos and Valencia Ponce, 2019). In this sense, the results of this study agree with the contributions of Vargas and Monjardín (2019), who maintain that the role of teachers

as managers of the educational environment in their classes could be key to improving coexistence in the classroom.

If the above is understood, it could be stated that a significant part of the problems in schools could be solved from within the classrooms, since the teacher's relationship with the students is decisive in creating an environment conducive to learning, which It broadly agrees with the ideas of Covarrubias and Caro Luján (2016), who highlight the importance of the role of teachers as drivers of dynamics that can improve coexistence in the classroom.

In short, although it is true that this study contributes to the existing panorama on the subject, there is still little information on the effects of school punishments and sanctions, especially in cases of failed students.

Conclusions

High school students perceive their environment through prohibitions, such as family, religious, school and social rules and regulations, which lead them to feel socially repressed. Given this, breaking the rules becomes an impulse to escape towards a momentary freedom that generates satisfaction. Teachers, however, interpret these attitudes as offenses that must be punished, hence they resort to punishments as measures to “improve” the students' attitudes.

Having noted the above, this study concludes that punishment is a widespread practice in the sample analyzed (since a third of the students claim to have experienced it) that seeks to condition the attitudes of the students, which, paradoxically, leads to the rejection and frustration of the students. adolescents towards learning. This is reflected in the lack of motivation and interest due to the feeling of boring and tedious classes.

These circumstances create a context conducive to acts of violence that range from verbal and psychological attacks (*bullying*) to physical ones. In this regard, students who claim to have been disciplined more frequently at school present a greater risk of failure. Likewise, those who encourage acts of violence, in addition to reporting that they receive less support from their families, indicate that they are not valued at school for their achievements.

In conclusion, the perspective of failed students regarding punishments and sanctions is more related to boring situations in the school environment, aggressive attitudes on the part of teachers and various sanctions. All of this results in learning difficulties and, therefore, school failure, a situation that differs significantly from the perception of regular students.

Future lines of research

This work becomes relevant due to the topicality of the topic it addresses, as it reveals crucial aspects to improve the learning conditions of secondary school students. In this sense, it is considered a valuable basis for future studies that delve into the origin of school violence and propose strategies to reduce this problem, so that more conducive environments for learning can be fostered.

However, it is important to recognize that the results of this study are to some extent limited by the variables used and the specific school context. This highlights the need for more extensive research in the future, especially regarding punishments and sanctions, such as school reports. Furthermore, the existing literature has focused primarily on school violence and bullying, leaving significant room for more detailed research on the topic addressed in this paper.

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