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## Prevention of aggressive behaviors from the educational process

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### ABSTRACT

Teacher training to prevent aggressive behavior by schoolchildren is a topical issue. This descriptive case study with a quantitative-qualitative approach was carried out with the aim of proposing a set of methodological guidelines that contribute to the training of socially committed teachers, to face the violent attitudes of students and to achieve the training of a capable citizen to live in harmony with others. The study is based on the methods: scientific observation, bibliographic and documentary review, analysis-synthesis and statistics, as well as survey and interview techniques. The main result is given in the methodological guidelines developed from the diagnosis, in which the situation of the High School in El Cobre town of was characterized, marked by few and ineffective ways to carry out prevention and reduce the aggressive manifestations of students, being the most frequent verbal aggression, indiscipline, physical violence, bullying and carelessness of the school infrastructure and facilities. In addition, there are cracks in the relationships of students and their families with the social and school environment, consumption of alcoholic beverages and shortcomings in hierarchical relationships, being the possible causes of aggressive behaviors.

### Key words:

Prevention, aggressive behaviors, violence, orientation.

### INTRODUCTION

The aggressive behavior of human beings is a trouble that affects today's society worldwide; it can become the cause of physical and psychological damage and violent death that particularly affects children, adolescents and young people; it is validated by the results obtained by UNICEF (2017) through the study entitled "A habitual situation: Violence in the lives of children and adolescents"; where it is stated that:

- About 300 million children between the ages of 2 and 4 around the world are victims of some type of violence by those who have to care them, and 250 million are physically abused.
- About 130 million students between the ages of 13 and 15 suffer bullying. About 17 million adolescents, from 39 countries in Europe and North America make bullying to others at school.
- Every 7 minutes, somewhere in the world, a teenager is killed in a violent act. In 2015, violence caused the loss of lives of approximately 82,000 teenagers around the world. In Latin America and

the Caribbean there has been a moderate increase in homicide rates among adolescents aged 10-19 since 2007.

The matter of aggressive behavior has been researched for many authors worldwide, including those developed by Amaya Monje (2017), Neut (2017), Pinto da Costa (2017) and Guerra (2018), who explain the origin, nature, causes and consequences of aggressive behaviors, as well as reflect several ways for the treatment of this trouble in social learning. There are different criteria and approaches on this problem in which different theoretical positions, classifications and conceptions; but despite these differences, there is consensus in considering aggressive behaviors on the rise, particularly in educational contexts.

The results of these studies reflects a worsening of the relationships, that are established in school coexistence, meaning that the most frequent types of violence are verbal and physical aggressions between peers, harassment, non-compliance with school discipline rules and homicide among peers teenagers.

Also, in Cuba some authors like Artilles (2000), López Padilla, et al. (2002) and, Ferrer and Suz (2014), among others, have researched in the topic. In general, those research works address violence within family members, in couple relationships from the perspective of adolescent sexual and reproductive health, child abuse and in the school context. However, it is considered that, the valuations of the authors mentioned before are not enough explicit the tools that can be used as resources for teachers, to prevent the aggressive behaviors from the development of the pedagogical process.

Cuban society offer special attention to the formation of the new generations, because, it constitutes the most valuable aspiration of the Government, society, family, teachers and political and mass organizations, that are constantly working to train children, adolescents and young

people personality through social construction activities.

In this endeavor, the prevention of aggressive behaviors constitutes an essential aspect in the development of our social project; In this sense, the Government has set its efforts on achieving substantial and real changes in the cultural manifestations of the generations of Cubans, in this 21st century, a matter in which educational processes has great importance.

However, aggressive and violent manifestations still remain in educational contexts, in which the treatment to the formation of positive values, the education in each context in which the individual develops, and the establishment of harmonious interpersonal relationships, are important aspects, as well as, the fulfillment of the social function of each citizen.

The aim of this work is to propose a set of methodological guidelines that will contribute to the training of socially committed teachers, to face the violent attitudes of students and achieve the formation of the citizen, to live in harmony with others.

## **THEORETICAL REFERENCES**

For the development of the objective proposed, a previous analysis of aggressiveness, violence, prevention and orientation categories is required.

### **Aggressiveness**

Aggression, according to Domenach (1981), is a specifically human phenomenon, because it consists in the choice of one person to attack someone; aggressiveness not only concerns the physical safety of a person or his belongings, but also in his own essence. This author offers great significance to the point, a person has complete autonomy to attack another, and therefore, he recognizes that it is a phenomenon that originates in interpersonal relationships.

In this same ideas, Lawrence (1974, p.35), has expressed that aggressiveness is "all kinds of actions that result or are attempted to cause serious damage to life or its belongings. Serious injury must include the ideas of biological damage, severe physical restraints or destruction of property, and psychological impairment". This author called this type of damage psychological aggression, a term that has been used to cover up destructive assaults on psychological autonomy and self-respect.

On the other hand, Garver (1968) uses the term psychological aggressiveness to name and characterize the indirect ways and stress on the human consciousness and psyche, which causes frustration in the face of unsolved needs. In the field of Psychology, frustration occurs when obstacles (objective and subjective) arise in the behavior of an individual, which hinder the fulfillment of needs, so that each individual expresses his frustration according to the characteristics of his personality. That is why an individual can express himself according to the concrete external and internal conditions, that can cause stress and at the same time aggressive behaviors (Figueroa et al., 2020); what is mediated by the treasured culture.

#### Violence

Culture is a factor that determines the inhibition or execution of aggressive behavior (Herrera & Espinoza, 2020); this means that violent behaviors are learned and determined by the sociocultural context, which symbolically configure violent behaviors (Cuervo Montoya, 2016; Martínez Pacheco, 2016). According to the criteria of Sanmartín (2006, p. 21), "the human being is aggressive by nature, but peaceful or violent by culture".

Starting from these premises we can understand the difference between the concepts of violence and aggression. Violence is a social product present in all contexts of society, and aggression is a biological behavior inherent to human nature, it is an emotional attitude that can

be used as protection and defense if necessary. However, and due to the use expressed in the literature to both terms, in this work they are used interchangeably.

On the other hand, violence can be defined as "a form of social relationship characterized by the denial of the other" (Martínez Pacheco, 2016, p. 14); denial that according to Gatica (2017) leads to the destruction, submission and degradation of the victim. This definition grants violence the character of a social construct, which can be modified through the education of the individual, a principle that bases our proposal.

When talking about violence, the theory of Galtung (1980) cannot be ignored, who determined three types of violence: direct, structural, and cultural or symbolic.

#### Direct violence

This type of violence is expressed by verbal or physical aggression, it is specified through the aggressor's actions on the victim (Galtung, 1998; Sánchez et al., 2018). In the school environment, it is evidenced by fights and offense between peers, carelessness of individual and collective belongings, etc.

#### Structural violence

It is the violence used by hierarchical organizations, such as political and economic systems, and it is expressed by the denial of needs. This type of violence is also typical in educational institutions, where it is specified in the dissatisfaction of the educational community.

#### Cultural or symbolic violence

It is the cultural expression and the existentialist symbolic realm, materialized through religion, ideology, art, language and empirical and formal sciences, used to justify and support direct and structural violence (Galtung, 2003).

To sum up, direct violence is the concretion of aggressive behaviors, structural violence is a process expressed by the hierarchy of power and cultural violence, it is closely related to the ideology of the individual, which requires a long time to be changed,

which is more continuous and durable (Galtung, 2003). With these three types of violence Galtung (1998) structured the so-called "triangle of violence", placing direct violence at the top vertex and structural violence and cultural violence at the bottom vertices; With this representation the author wants to express that direct violence is the visible tip of an iceberg, being less than violence, that remains hidden, cause by cultural and hierarchical violence.

#### Prevention

When evaluating the concept of prevention, it is important to start from its etymology; It is a word that comes from the Latin "preventione" that indicates action or effect of preventing, disposing, organizing and anticipating to avoid a risk.

According to Lofquist (1983), prevention is a consciously elaborated process from social policy, and whose actions are committed to the transformation of reality; It is an active and assertive process through which the conditions and / or personal attributes are created in order to promote personal well-being, although it does not make clear the implication of the different contexts of action of the individual and is limited in the aspect related to the orientation carried out by each of the socializing agents, in which the appearance of certain imbalances or the attenuation of them, once established, remain in the general strategy of prevention.

Prevention has been mainly addressed by the medical, philosophical, sociological and pedagogical sciences; That is why, when talking about educational-preventive work, it is necessary to analyze it from different points of view, where these scientific disciplines converge, each one contributes to the knowledge acquisition and this research domain can be used as support and its foundations and references for the understanding of this process.

We agree with the definition expressed by Lawrence (1974) and Tellez (2020), however, in order to prevent aggressive behaviors from educational contexts, this definition limits us in the aspect related to

the orientation carried out by each of the socializing agents with the upcoming of certain imbalances or the attenuation of theories established, remaining in the general plan of prevention.

#### Guidance

Guidance is a psychological category, however, educational guidance, starts from considering this activity as an integrated and essential function within the pedagogical process of any school; therefore, the teacher in a conscious, reflective, experiential and planned way must be prepared in this purpose. Guiding is necessary at all times in life, constituting a process of extraordinary responsibility.

There are multiple perspectives from the conceptual point of view addresses to the orientation and especially the Educational Orientation, we consider appropriate to make reference to Del Pino (1998, p. 23), definition, who states that, "educational guidance is the scientific activity to define and put into practice the tools to help someone, in any moment and context, to make possible the highest level of personal growth, according to the specific stage of life of the individual, and the specific social and personal situation ... this individual is the student and the context is the school environment".

The teacher is the only socializing agent who has the necessary professional qualification, to fulfill the two basic tasks, instruction, aimed at transmitting the inheritance gathered by humanity (knowledge, habits and skills) and education, a task whose essential content is education in values and includes the assimilation and objectification of models of coexistence, behavior patterns and performance paradigms that contribute to the configuration of the subject's personality.

In fulfilling the guiding function, the teacher plans and develops activities aimed at helping self-knowledge and personal growth through diagnosis and psycho-pedagogical intervention, in relation to the interest of the integral formation of the individual.

## METHODS AND RESOURCES

The research was carried out through a descriptive study case, with a quantitative-qualitative approach supported by scientific methods, including: analytical-synthetic, scientific observation, bibliographic and documentary analysis and, statistical, as well as in the survey and interview techniques; favoring the results of the information for the theoretical foundation of the study, to diagnose the current situation of the violence manifestations in the school institutions in Santiago de Cuba city, and to design a proposal of methodological guidance, to overcome the difficulties observed in the diagnosis. The information obtained through the instruments was analyzed, quantified and synthetically expressed in statistical charts and graphs.

It is necessary to point out that this work does not offer a result, but rather, its aim is to provide some considerations that can be very useful from the theoretical point of view, to identify violent behaviors, to determine their causes, and suggest the establishment of requirements to be taken into account by the teachers, that allow them be prepared to face these situations, for the harmonious insertion of the students from the pedagogical careers, in the of their community schools, during the practicum time.

In achieving the solution to the problem that motivated this work and the fulfillment of the objective set, the following steps were followed:

In achieving the result to the problematic situation that motivated the authors of this study and the fulfillment of the objective set, the following steps were followed:

1. Planning and organization of the study.
2. Theoretical foundation through bibliographic and documentary review.
3. Selection of the study sample.
4. Preparation of the information collection instruments (student survey and

interview with selected teachers and school principals), for which the procedure proposed by Hernández was followed et al. (2014):

- a) Analysis of instruments validated in analogous studies. Among them, the techniques used in the research: "Aggression in Schoolchildren of Consejo Popular Sur de Morón.2000", by López Padilla et al. (2002, which were contextualized to the characteristics of this research.
  - b) Design of the scale to measure the answers to the closed questions of the surveys. The response scales respond to the ordinal or multiple-choice qualitative type.
  - c) Planning of the first draft of the techniques.
  - d) Effectiveness of the techniques, by a group of specialists on the subject (three psych pedagogues with diplomas and master's degrees).
  - e) Adjustment of the techniques; taking into consideration the observations of the specialists.
  - f) Training of researchers to apply the instruments.
  - g) Initial test. The instruments were subjected to a test previous to their application; three (3) students, a teacher and a principal were selected.
  - h) Planning of the final version of the techniques, based on the results of the Initial test.
5. Diagnosis of the current situation of aggressive behaviors of students through the analysis of the information provided by the applied techniques.
  6. Elaboration of the proposal to solve the problematic of investigation.
  7. Validation of the proposal by the experts. This group comprises three psych pedagogues who determined the application and suitability of the methodological guidelines for the prevention of aggressive behaviors in students. The following indicators were

valued: a) to determine of the theoretical references, b) systematic conception, c) relevance of the actions for the prevention of aggressive behaviors and d) current possibilities of the implementation in the school during the students' practicum period.

8. Planning of the final report.
9. To socialize the results of the research in scientific events, and to publish the scientific article in a scientific magazine.

The detailed interview with school leaders was directed to search information on the following topics: 1) student relationships within the family, school and social environment; 2) the different ways of aggressive behavior of the students; 3) the relationship established by the family, the school and the community; 4) the use of toxic substances by students and their families, and 5) the disciplinary procedures used at school to prevent and reduce violent behavior.

### Population and sample

The study population is composed of students and teachers from a High School in El Cobre town, in Santiago de Cuba, Cuba. The sample was selected intentionally, due to some factors, including: sociocultural characteristics of the community in which the educational

institution is located, objective conditions of the institution and the students selected for the development of the study, willingness; of the teachers who teach tenth grade, to participate in the research, current state of COVID-19 pandemic in the province, which limits the mobility of researchers and economic conditions to access to the institution; In this way, the sample is composed of: eight students, two teachers from 1<sup>st</sup> group of tenth grade and two headmasters of the High School.

## RESULTS AND ARGUMENTS

The methods and techniques used to collect the information and process the data, made possible to diagnose the current state of aggressive behaviors of the high school students in El Cobre town; the results were the starting point for the elaboration of the methodological guidelines proposed as a contribution to the prevention and reduction of aggressiveness manifestations. These results are expressed synthetically through statistical charts and graphs that are provided below.

### Student survey results

In **graph 1** the results are presented according to the criteria of the students.



Graph 1. Aggressive manifestations of students  
Source: Student survey

The analysis of the data shown in graph (1) revealed, that the most frequent manifestations of violence in the institution are indiscipline caused by failure to fulfill the established rules for the school coexistence, due to verbal abuse between peers and physical violence, and in a lesser extent, school bullying and carelessness for

school institution facilities, and no less important although less frequent, the aggressive behaviors to teachers.

**Chart 1** Expresses the opinion of the students about the relationship with their family, school and community context.

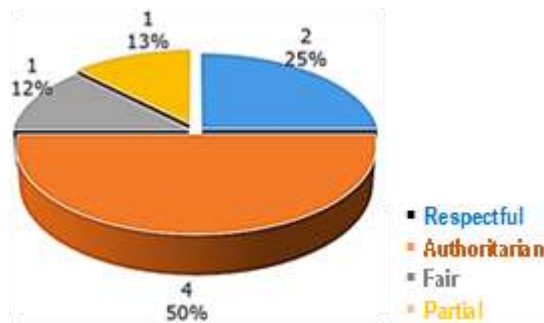
Chart 1 Students' relationship

Relationship	Bad	%	Regular	%	Good	%	Very Good	%
Family	0	0.0	2	25.0	5	62.5	1	12.5
Peers	2	25.0	3	37.5	3	37.5	0	0.0
Teachers, management board and students	1	12.5	3	37.5	3	37.5	1	12.5
Neighbours	2	25.0	2	25.0	2	25.0	2	25.0
Friends/classmates	0	0.0	0	0.0	5	62.5	3	37.5

Source: Student survey

The data in Chart 1 reveal that family relationship, according to the students surveyed is between fair and good; however, in school context it is observed that there were criteria that relationship between peers are bad, as well as with teachers and other members of the school board, although in the last case a student considers them as very good. On the other hand, in the community, the students valued that the relationship with

their friends was between good and very good; but with the neighbors, the criteria was diverse, while 50% considered them between bad and fair, the other 50% valued them as good or very good. Information on students' perception about the relationship between teachers and supervisors with students is provided in the following **graph 2**.

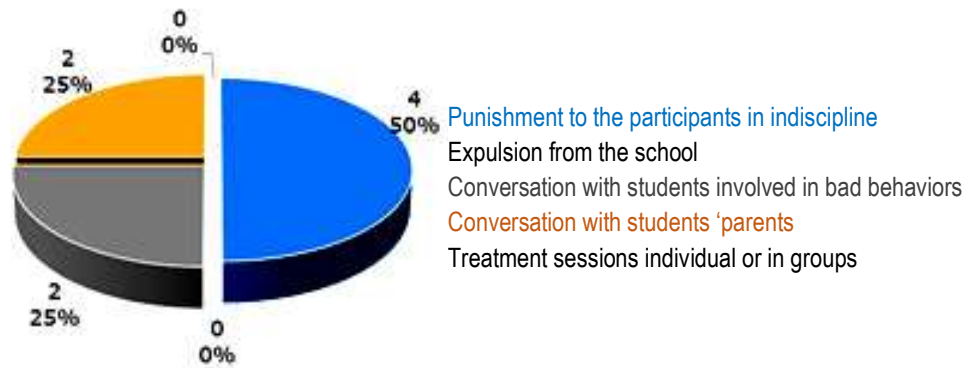


Graph 2. Relationship between teachers and management board of the school, with students

The implicit data in the previous graph indicates that half of the answers estimated that teachers and management team of the school, establish an authoritarian relationships with students, while a quarter considered them respectful, the rest valued them between fair and partial; which reveal some limitations in the methods used by

the management board of the school, in the educational processes.

**Graph 3** shows the criteria of the students, on the procedures used in the educative institution, to solve conflicts associated with aggressive behaviors of students.



Graph 3. Procedures used at school to solve aggressive conflicts  
Source: Student survey

The information provided in graph 3 revealed that half of students considered that the conflicts were solved through the punishment of those involved in the aggressive behaviors, while a quarter estimated that the conflicts were solved, through conversations with the students or their parents; however, no one stated that individual or group treatment sessions were used; It is also appreciated that the school did not use the expulsion of the students who commit offensive acts.

The in-depth interview with the teachers and directors was applied with the purpose of collecting information that would allow an approximation to the main causes of the phenomenon, to be able to contrast the information provided by the students of the sample and to achieve a more comprehensive vision of the reality studied; This information was encoded and quantified in such a way that it could be expressed through absolute and relative frequencies as shown in **Table 2**.

### Results of the interview to teachers and management team of the school.

Table 2. Students' aggressive behaviors

Students' aggressive behaviors	Cant.	%
Indisciplines	4	100.0
Physical violence between pares	3	75.0
Ofensive behaviors between pares	4	100.0
Bad behaviour of students towards teachers	0	0.0
Carelessness to school facilities and school aids	2	50.0
Harassment	2	50.0

Source: Interview with teachers and managers

The data in Table 2 show that the teachers and managers interviewed considered indiscipline and insults between peers to be the most frequent aggressive manifestations among students. Following in order the physical violence, the mistreatment of school infrastructure and facilities, and harassment; which coincides with the criteria of the students. None of

the interviewees considered that there are manifestations of aggressiveness towards them.

**Table 3** accurately collects the criteria of teachers and principals on the relationships of students inside and outside of school.

Table 3. Student relationships

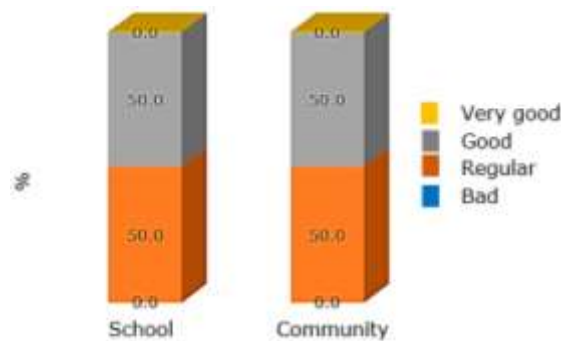
Relaciones	Bad	%	Regular	%	Goog	%	Very Good	%
Family	0	0.0	1	25.0	2	50.0	1	25.0
Pairs	2	50.0	1	25.0	1	25.0	0	0.0
Teachers and school administrators	0	0.0	1	25.0	2	50.0	1	25.0
Neighbours	0	0.0	2	50.0	2	50.0	0	0.0
Friends	0	0.0	0	0.0	3	75.0	1	25.0

Source: Interview with teachers and managers

These data reflect that the interviewees perceived the family relationships of the students generally between good and very good, although there were some considerations that suggest that these were regular. In the school context, the tendency to bad relationships between peers was perceived. Regarding the teachers and directors, these were

between fair and good; in the social sphere, the tendency was good with friends and with neighbors, between fair and good; indicators that showed fissures that must be addressed.

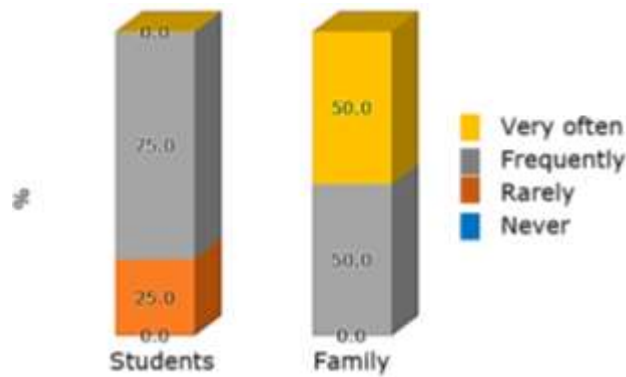
On the family's relations with the school and the community, the information given by the interviewees is summarized in the following **graph 4**.



Graph 4 Family relations with the school and the community  
Source: Interview with teachers and managers

As can be seen, the teachers and directors perceived the family's relationships with the school and the community in a similar way, evaluating them between fair and good.

When inquiring about the consumption of toxic substances by students and family members, the information provided in the following **graph 5** was collected.

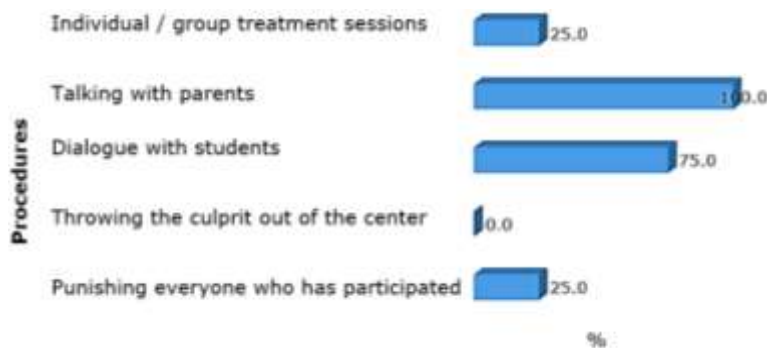


Graph 5. Consumption of toxic substances by students and family members  
Source: Interview with teachers and managers

The data contained in graph 5 show the tendency to the bad habit of the consumption of toxic substances by the students' relatives, which was considered between frequent and very frequent, this is reflected in the behavior of the students; this was perceived by the interviewees, who considered that this bad habit among students tended to be frequent. When delving into the interview, the consumption of alcoholic beverages was highlighted in a general sense as the most helpful, a situation that was also observed in the

community environment; secondly, cigarettes were used, although less frequently, however, some teachers pointed out that they have observed an increase in this behavior among females, which they practice when leaving school and in places where they believe they are not seen, such as bathrooms from school.

Regarding the procedures used in the school institution to deal with cases of aggressiveness, the interviewees offered the information provided in **graph 6**.



Graph 6. Disciplinary procedures used at school to prevent and reduce aggressive behavior  
Source: Interview with teachers and managers

All teachers declared that they establish conversations with parents and 75% do it with students; only one of the interviewees explained that he achieve the situation through individual or group treatment sessions. The dialogue established in the interview revealed the need for resources

to be used effectively in conflicts situations related to school violence.

Through the interview, some limitations were revealed regarding the use of procedures, and the development of activities aimed at preventing aggressive behavior by students; as well as

shortcomings in the systematic pedagogical diagnosis that facilitates preventive work.

### **Analisis of the results of the survey and interview**

From the application of surveys and interviews with students, teachers and management board, it was possible to verify that in pedagogical practice the use of inappropriate pedagogical methods and procedures is frequently manifested, which provoke aggressive incidents on students, there are deficiencies in The systematic work with the pedagogical diagnosis, so that preventive work is guaranteed, there are limitations in the unity of actions between all the agents, to develop activities aimed at, the orientation for the prevention of relationship between teachers and students, as well as difficulties in interpersonal relationships and communication between students.

It is undeniable the need to include the training of teachers to prevent aggressive behaviors of young people, from the orientation in the development of the pedagogical process, in this sense it has been identified that the ways to carry out prevention are few and ineffective.

The results of the diagnosis coincide with those obtained in the studies by Pinto da Costa (2017) and Jiménez Acosta (2018), who report that offense between peers, physical violence and harassment are the main manifestations of aggressiveness in Educational environment; they also mean indiscipline in the classroom and carelessness of the school infrastructure and facilities.

Likewise, there is an agreement with the data provided by studies carried out by international organizations such as the Organization for Economic Cooperation and Development (OCDE, 2014) and the United Nations Children's Fund (UNICEF, 2017), which emphasize the fissures in school coexistence that provoke aggressive behaviors among students.

In the other hand, ZumbaTello (2017) and Vizcarra Morales et al. (2018), specify that

it is not possible to talk about prevention and solution of the school conflicts, provoke by aggressive behaviors of students without referring to the causes that originate them; among these, are in family, social and school nature that promote these bad behaviors.

In this sense, Jiménez Acosta (2018) and Vizcarra Morales et al. (2018), determined the correlation between the behavior of the schoolchild and the sociocultural context in which they grow; emphasizing the negative behaviors that are generated within the family and the social environment, such as inappropriate relationships and the consumption of toxic substances, since these bad behaviors can be learned and put into practice in the school environment. In this regard, Colman and Wulfert (2002) determined that the causes of bullying and the consumption of alcoholic beverages and other toxic substances is caused by dysfunctional processes that occur within the family; According to Chacón (2012), the behavioral of parents is taken as a model that generates values or anti-values for their children.

On the other hand, Funes Lapponi (2007) and Moraga (2015), specify that another cause for the aggressive behaviors of students is related to the inappropriate pedagogical procedures used by teachers and school management board; applying the authoritarian method, arrogance and partial positions that they assume in relationships with students, the use of assessment as an instrument of power and arbitrary evaluations, that can damage the self-esteem of the students.

In this sense, it is necessary to address the treatment of the prevention of aggressive behaviors with a guiding perspective, both in the contribution of theoretical elements, and in the development of actions, programs and specific strategies that facilitate the methodological work of teachers to make work viable from the school context, involving the family and the community.

### **Methodological guidelines to prevent aggressive behaviors of students as a result of the study**

The guidance work must take into account the contexts in which young people act, their preferences, concerns, feelings, interests, communication codes, opinions about their real live, points of view, principles and many others affective and cognitive motivational aspects (Del Pino, 1998).

Furthermore, to achieve success in the implementation of preventive procedures for aggressive behaviors, it is necessary to take into account the "triangle of violence" designed by Galtung (1998) and to intend actions not only to direct violence behavior such as: physical and verbal ones, Cultural and hierarchical violence, must also be addressed, which can generate aggressiveness of the individual.

In the school environment, these three types of violence are revealed through inappropriate relationships between members of the educational community, supported through indiscipline, verbal or physical aggression between peers and towards the teacher, harassment, etc.(direct violence), but the causes are serious and it is due to the inadequate educative methods of parents, teachers and school management, caused by arbitrary structures (hierarchical violence) and to inappropriate discriminatory and absolutist cultural, political and ideological conceptions of members of the educational community and the society in general (cultural violence).Then, the alternatives for the prevention and solution of direct violence must be addressed to democratic structures for the management of school institutions and mainly, to the transformation of the attitude of the members of that community and of society in general.

Due to the high incidence of aggressiveness manifestations in the students' behavior, it was necessary to design a proposal of methodological guidelines to favor the identification and an adequate treatment of these expressions,

from a guiding perspective, focused on the teacher to be; taking into account the requirements for the Plan E Syllabus, of the pedagogical careers at Oriente University ,in correspondence with its general goals, that is to train professionals, faithful to our revolutionary process in correspondence with the pedagogical profile, still in force, since 2016-2017school year, the references that support this study and the results of the diagnosis.

As one of the main results of this study, the following methodological guidelines are proposed, focused on the teacher's act to prevent aggressive behaviors in students:1)the basic education of the student as the center of the development of the pedagogical process;2)to express their ideological and political-moral commitment to the principles of the Cuban Revolution in their personal and professional projection at all times;3) to develop the instructive and educational function from the elements provided by the systematic diagnosis; 4)to express motivation and to be responsible with the pedagogical profession in their daily behavior; 5) to guide the pedagogical process with an interdisciplinary and developer approach of the students' personality; 6) to use the means and technological resources available in the institution, for the educational work; 7) strengthen the bond with the community and its entities during of the students' practicum time ; 8) to develop a pedagogy of respect, effort and demand, where emotional awareness prevail, so that students feel confidence and to avoid shaking their self-esteem, to face life with optimism; 9)to have an active participation in political, cultural, recreational, sports, work activities with the students and be a systematic observer of each of them behavior and 10)to develop strategies to promote reflective, tolerance, flexibility and cooperative, as well as harmonious coexistence and respectful debate.

Through it, alternatives are offered for the development of educational guidance in favor of achieving the prevention of aggressive behaviors within the

pedagogical process, it constitutes one of the results of the Interinstitutional Research Project "Training Nodes and educational improvement".

## CONCLUSIONS

The school institution where the study was carried out is characterized by: 1) offenses between peers, 2) indiscipline in compliance with school rules, 3) physical violence between peers, 4) bullying and 5) carelessness for school institution facilities. Likewise, the causes of these aggressive behaviors are the existence of cracks in the relationship of the students and their families with the school and social environment, family and students consumption of alcoholic beverages, flaws in the establishment of hierarchical relationships.

The training of teachers to prevent aggressive behaviors of students from the work of teachers, in the course of the pedagogical process, is vital, for that reason, a system of methodological guidelines was corroborated as pertinent and adequate, it consist of the following guidelines: a comprehensive education of the student as the center of the pedagogical process; ideological and political-moral commitment to the principles of the Cuban social project; to develop the instructive and educational function from the elements provided by the systematic diagnosis; to express motivation and empathy towards the pedagogical profession in their daily behavior; a creative interdisciplinary guidance and of the pedagogical process in the achievement of the integral formation of the students' personality; integrate technological means and resources into educational work; strengthen the bond with the community and its labor entities; develop a pedagogy of respect, effort, demand and human sensitivity, to promote the confidence and self-esteem of the student; active participation with students in political, cultural, recreational, sports, work activities and be a systematic observer of the modes of action of each of

them, and develop strategies that help promote reflective, tolerant, flexible and collaborative behaviors, as well as harmonious coexistence and respectful debate.

## Limitations and further studies

The main limitation of the study is in the intentional nature of the sample due to the current epidemiological condition of Santiago de Cuba province, which only allowed the research in a high school in "El Cobre" town. It is intended to extend the study to other population to develop correlational research, which allows the effectiveness of the proposal to be corroborated in practice.

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**Contribution of the co-authors:**

To carry out the study and writing of the article, the roles of the authors were well defined. The two authors worked on the recovery of the bibliographic resources necessary for the theoretical foundation. The application of the instruments and the processing of the information were distributed in an equitable manner, while Professor Ricoy took responsibility in the students' surveys, Lic. Suárez carried out the interviews with the selected teachers and headmaster of the school. Later both shared the information to get to the conclusions and in the same way they both worked in the elaboration of the proposal to solve the problem researched and the writing of the final result. Professor Suárez was in charge of the digital transcription of the report and the article and Lic. Ricoy made the revision and style corrections of both documents.