


RESEARCH ARTICLES


Family Violence in Adolescent Reactive Academic Behavior: A Systematic Review

Violencia familiar en el comportamiento académico reactivo adolescente: una revisión sistemática


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Summary

Academic behavior currently represents an important variable to be addressed, it is greatly linked to the family environment; however, when the interaction is inadequate it can trigger reactive behaviors. The present study aimed to analyze the scientific literature in relation to reactive academic behavior in adolescents because of family violence. A literature review was carried out in five databases Scopus (392), PubMed (462), SciELO (5), Redalyc (2788) and Web of Science (118) with a total of 3765 articles, of which 18 documents were systematized that met the selection criteria established by the PRISMA model. The results showed that 22.2% of the articles came from Brazil, 16.7% from the United States, 11.1% from China, Mexico and Turkey, and 5.6% from countries such as Canada, Spain, Peru, Sweden and Thailand. The review shows that 100% were quantitative studies, 55.6% were cross-sectional; in addition, it has been found that violence in the family reaches levels above 60% and that its main manifestations are physical, verbal, and psychological abuse, which translates into behaviors of desertion, intimidation, and violent actions. In conclusion, family violence has a negative and significant effect on the reactive academic behavior of adolescents who have been exposed to situations of violence; finally, it is necessary to develop intervention and prevention strategies to improve the coexistence and well-being of adolescents.

Keywords: Academic behavior; Family violence; Adolescents; Review.

Resumen

El comportamiento académico actualmente representa una variable importante para ser abordada, ésta se vincula grandemente con el entorno de la familia; sin embargo, cuando la interacción es inadecuada puede desencadenar en conductas reactivas. El presente estudio planteó como objetivo analizar la literatura científica en relación con el comportamiento académico reactivo en adolescentes como resultado de la violencia familiar. Se realizó una revisión de literatura en cinco bases de datos Scopus (392), PubMed (462), SciELO (5), Redalyc (2788) y Web of Science (118) con un total de 3765 artículos, de estos se sistematizaron 18 documentos que cumplieron los criterios de selección establecidos por el modelo PRISMA. Los resultados evidenciaron que el 22.2% de los artículos son procedentes de Brasil, 16.7% proceden de Estados Unidos, 11.1% procede de China, México y Turquía, en tanto el 5.6% lo componen países como Canadá, España, Perú, Suecia y Tailandia. La revisión demuestra que el 100% fueron estudios cuantitativos, 55.6% fueron transversales; además, se ha encontrado que la violencia en la familia alcanza niveles por encima del 60% y que sus principales manifestaciones son el maltrato físico, verbal y psicológico, que se traduce en comportamientos de desertión, intimidación y acciones violentas. En conclusión la violencia familiar tiene un efecto negativo y significativo en el comportamiento académico reactivo de los adolescentes que han estado expuesto a situaciones de violencia; finalmente, es necesario desarrollar estrategias de intervención y prevención para mejorar la convivencia y el bienestar de los adolescentes.

Palabras claves: Comportamiento académico; Violencia familiar; Adolescentes; Revisión.

INTRODUCTION

Family violence is a form of aggression produced in different ways (psycho-emotional, physical, sexual, or other) within a family environment. It does not distinguish socioeconomic or educational differences (Asi, 2019). It is currently considered a social problem that causes academic behaviors with little responsibility and limited initiative that reveal a psychological profile of adolescents who have experienced violent situations that trigger reactive behaviors that harm the educational dynamics and bring problems in learning and social relationships. Reactive behavior theoretically has not reached a definition beyond "participation in specific deviant behaviors." However, a recent study shows among its factors kindness, scrupulousness, and cognitive intelligence (Salgado et al., 2022). In addition, they are linked to the psychological aspects of each individual, such as personality, self-esteem, and practice of values (Jara et al., 2017). Thus, the presence of reactive behaviors is one of the main problems in education, even more so in adolescents aged between 11 and 17 who find it impossible to self-regulate impulsive behavior and/or behavior driven by various factors (Maslowsky et al., 2019).

Reactive conducts or behaviors have a serious negative impact on health that induces psychological, attitudinal, and educational conditions (Sun et al., 2020). The main manifestations of reactive academic behavior are present in relationships with classmates, absenteeism, hostility, and anger, which teachers have complications to manage it in many cases (Bosmans et al., 2020). Previous studies show that these behaviors (reactive academic behavior) are repetitive patterns that manifest themselves at certain times and if they are not controlled in time, they become severe behavioral problems (bullying, cyberbullying, aggressions, etc.) and learning problems, which generate social and psychological maladjustment (Pina et al., 2022). They are associated with prolonged exposure to violence (Perry et al., 2021). Studies on family violence have reflected its interference in academic problems that hinder the proper development of adolescents (S. D. Li et al., 2021) and lead to violent attitudes along with psychosocial problems (Tapullima-Mori et al., 2023).

In addition, recent reviews have explored exposure to violence in multiple settings as predictors of reactive behaviors in adolescents (Chong et al., 2022; S. D. Li et al., 2021; X. Li et al., 2022; Supol et al., 2021), demonstrating that being a witness or victim within the family predicts the perpetration of aggression. Although the studies are relevant, they are not entirely conclusive because they have not measured the levels of violence or evaluated the correlation with reactive academic behavior. Thus, developing a review allows a deeper understanding of the variables in question.

Based on these data, we aim to find the influence of family violence on the reactive academic behavior that is evidenced worldwide in the scientific literature since they are determining factors for the adequate academic development of students. In addition, their exploration allows to expand fields of action to develop appropriate intervention strategies. Therefore, after exploring, this study sought to answer the question: What are the findings of the influence of family violence on reactive academic behavior in adolescents in the last ten years? In light of this reality, the article proposed an objective to analyze the scientific literature on reactive academic behavior as a result of family violence. In this sense, it was proposed to describe how the studies manifest the relationship between reactive academic behavior and family

violence, their dimensions or other associated factors together with the sociodemographic factors found in the review.

METHOD

Type of Study

The guidelines established in the PRISMA protocol and the Cochrane manual (Higgins et al., 2022; Liberati et al., 2009) were considered for the development of the study, in which an initial review checklist was proposed to obtain relevant information related to the variables under study. Additionally, a literature review type study was considered (Pardal-Refoyo & Pardal-Peláez, 2020) due to the exploration and search for generalization of the results.

Data Collection

It began with the identification of terms and descriptors Mesh (Medical Subject Headings) and DeSC (Behavior/aggression; domestic violence; students). Subsequently, a literature review was carried out in Scopus, PubMed, Scielo, Redalyc, and Web of Science, with a limit of 10 years (2013 - September 2022). The main criteria for the exclusion of systematized articles were those of short communication type, letter to the editor, experimental studies, intervention guides or similar; in this way, the information obtained responded to the objectives set. The inclusion criteria applied in the different databases included quantitative studies, which contemplated school-age adolescents as sample, who were evaluated using instruments with adequate psychometric properties. Finally, those articles that described at least the processes of data extraction, statistical processing, and an adequate review of literature supporting the results obtained were considered.

Search Strategy

The search strategies applied to collect the information were the combination of descriptors and terms, together with the Boolean operators AND / OR / NOT in the titles, abstracts, and keywords. As shown in Table 1, the articles were identified later, following the stages that are developed below.

Identification Stage.

According to Table 1, the first search yielded a total of 392 articles in Scopus, 462 in PubMed, 5 in Scielo, 2788 in Redalyc, and 118 in Web of Science, identifying a total of 3765 articles. In the second stage, only open-access scientific articles were selected, reducing to 3033 articles. Following this process, the cohort dates for the selection were established, being between 2013 and September 2022, reducing to 1613 documents. After this stage, only scientific articles were selected, totaling 1603 studies. After having established the search guidelines, the preliminary review was carried out. After completing this process, 32 articles were selected, whose abstracts were reviewed the abstracts, finding 20 documents with a high level of eligibility. Two repeated documents were removed, and only 18 scientific articles were systematized. These data were

analyzed following the PRISMA methodology (Figure 1), which details each of the databases explored to obtain reliable information.

Table 1.
Search Strategy

Database	Combination of descriptors / Boolean operators
Scopus	TITLE-ABS-KEY (behavior AND domestic AND violence AND students)
PubMed	((Behavior [MeSH Terms]) AND (domestic violence [MeSH Terms])) AND (Students [MeSH Terms])
Scielo	Behavior AND aggression AND domestic violence AND student Academic behavior and family violence
Redalyc	Reactive academic behavior AND domestic violence AND student Comportamiento educativo reactivo AND "violencia familiar"
Web of Science	Behavior (All Fields) and aggression (All Fields) and domestic violence (All Fields) and student* (Topic)

Source. Elaborated by the author.

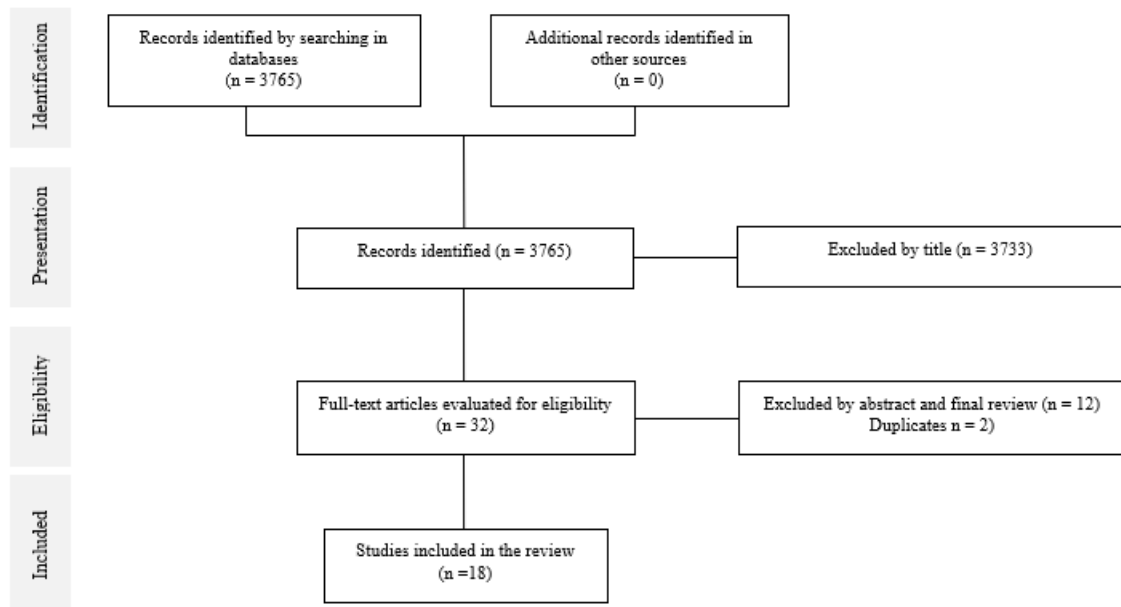


Figure 1. *PRISMA Matrix*

Source. Elaborated by the author.

RESULTS

Characteristics of the Systematized Articles

Table 2 shows that 100% of the articles were quantitative in approach, 10 of 18 (55.56%) were cross-sectional studies, four were descriptive, three were longitudinal, and one was applied. Of these, 22.2% (4) came from Brazil, 16.7% (3) from the United States, 11.1% (2) from China, Mexico and Turkey. Similarly, 5.6% (1) came from Canada, Spain, Peru, Sweden, and Thailand.

Such results show that it represents a global problem, which points to the need to continue exploring the results that contribute to reducing these problems even more in developing countries. The research shows that nine of the evaluated articles (50%) seek to link family violence and the results of reactive academic behaviors, four of 18 articles seek to explain the effects of family violence on academic behaviors, with antisocial behaviors and school violence being the most sought to be demonstrated. Moreover, they also seek to analyze the social contexts and their background and compare the prevalence between men and women as well as their main tendencies.

Table 2.
Systematization of Articles

Authors	Participants	Results and conclusions
Gutierrez & Molina (2021), Peru	18822 participants or observations	Domestic violence reaches a level above 60% in the totality of observations, and physical, verbal, and psychological violence is the most prevalent within the domestic environment, in addition to being related to the well-being and behaviors within the home and the educational center. In conclusion, there is a direct and significant impact ($p = .001$) of domestic violence on the learning and behavioral elements that are reflected in the behavior of each of the students in the educational community, that is, belonging to a classroom where most of them were exposed to violence at home leads to higher levels of dropout, bullying, and violent attitudes within the institution.
Ingram et al. (2020), United States	894 students	A relationship between domestic violence and deviance of peers with aggressive behaviors ($\chi^2 = 438$; $p < .001$) has been demonstrated. Likewise, it is related to components such as dropout and school bullying. Based on these results, it was concluded that to the extent that there is domestic violence, aggressive behaviors become less controllable to the point that they are reflected in violent acts with the environment.
Grant et al. (2019), United States	1194 adolescents	Significant main effects were found for both family violence and peer deviance on the levels of bullying perpetration. Within-person effects indicated that, on average, fluctuations in "typical" levels of family violence and peer deviance were associated with contemporaneous increases in bullying perpetration. Finally, it was concluded that family violence intervenes as a significant variable in interpersonal deviance on behaviors in basic education institutions.
Xia et al. (2018), China	1192 secondary school students	Family violence is related to adolescents' violent victimization ($r = .27$, $p < .05$). In this sense, the perpetration by and victimization of students in their classrooms are influenced by the experience or exposure to violence within the family environment.
Pinto et al. (2018), Brazil	173.310 students	The study of temporal tendencies has shown that the increase in the prevalence of violence experienced by adolescents at home between 2009 and 2015 had a significant impact on their behavior in their educational activities.
Laeheem (2013), Thailand	Multi-groups: 15 teachers; 15 aggressor students; 15 bullied students; 15 parents or guardians.	The family impacts student behavior; that is, upbringing characterized behavior, especially in which they faced domestic violence, which caused children to absorb and imitate violence. In light of this reality, family violence (physical, verbal, etc.) develops in adolescents a pattern of behavior to imitate, becoming a risk in the educational community.

Table 2. (Continued)

Authors	Participants	Results and conclusions
Battaloğlu-Inanç et al. (2013), Turkey	1351 adolescents	Thirteen-point one percent of the students said that their mother was beaten by their father, 42.6% were at some time exposed to violence, while violence persists in 30.7% from time to time. The rate of violence is higher in males than in females ($p < .01$). This reality is significantly linked to student behavior in classroom, where violent acts associated with their reactivity occur.
Hagborg et al. (2018), Sweden	1316 adolescents	The results show the presence of subtypes of domestic abuse (11%) in the total population, which have repercussions on their absenteeism and are related to the presence of school bullying problems at the level of victimization and perpetrator. In this sense, it was concluded that the presence of domestic violence is a predictor of the presence of bullying in the educational community, which triggers reactive behavior in classroom attitudes.
Augustyn et al. (2019), United States	732 participants	The results show that abused adolescents significantly increase the probability of perpetrating abuse in the educational environment ($CI = 95\%$ $r^2 = .25$). Additionally, it was found that it is linked to other elements such as antisocial behavior and dropout. Consequently, it is concluded that domestic violence is a predictor of the presence of reactive behaviors at the educational level.
Hébert et al. (2016), Canada	14974 participants	In the last six months, the rates of violence, bullying and cyberbullying increased, showing that the development of cycles of violence at home intervenes in two ways in reactive behaviors in adolescents in the educational community. They can be a perpetrator or victim. In this sense, the results presented are highly relevant. In addition, parental intervention could play an important role in reducing violent events.
Li et al. (2021), China	1100 adolescents	Violence in the family environment represents a predictor of the violent behavior of adolescents towards their peers. A value $p = .01$ was obtained using a negative prediction model, proving to be highly significant. Thus, it was concluded that family violence predicts the violent perpetration by adolescents at the behavioral and physical level, thus making it necessary to implement actions or strategies to mediate such reality and ensure proper coexistence in the educational community.
Oğuztürk et al. (2019), Turkey	1807 students	Twenty-three percent of the students were exposed to violence; of these, 75% were exposed to both verbal and physical violence within the family. Likewise, reactive academic behaviors were higher in those adolescents exposed to violence; that is, they get involved in fights, injure themselves, assault and do not behave properly. In this sense, they concluded that domestic violence in adolescents has a significant impact on their behavior, which is why early intervention decreases reactive behavior.
Mendoza (2017), Mexico	557 students	The results identify that the participation of violence or bullying at school is widely different in those adolescents who are subjected to family violence (abuse, physical punishment, and psychological aggression) with significance values below $.050$ ($p = .01$). Likewise, it is evidenced that violent behavior in the classroom is not related to gender ($X^2 = 7.560$; $p = .056$). It was concluded that family violence represents a primary factor in the presence of aggressive or bullying behaviors.

Table 2. (Continued)

Authors	Participants	Results and conclusions
Fernández et al. (2020), Brazil	15 students aged between 12 and 17	The results show that even with the suffering of family violence, adolescents refer to their perpetrators as a support network or positive contact; however, they are strongly linked to bullying events in the educational institutions. Given this reality, they concluded that significant relationships (positive or negative) lead students to develop violent behaviors, one of the school behaviors most frequently addressed by the presence of violence or intimidation.
de Oliveira et al. (2019), Brazil	2354 students	Positive family interactions allow the development of protective attitudes against violent or bullying and victimization behaviors, while those with constant negative family interactions tend to develop school bullying behaviors, which do not allow the proper development of educational activities (learning, interpersonal relationships, performance, etc.) Based on this, it was concluded that family interaction with violence predicts reactive academic behavior. In this sense, it is necessary to develop interventions primarily focused on the family due to the need for maturity in adolescence.
Orozco & Mercado (2019), Mexico	348 students	Women have greater cohesion with their family members as opposed to men, being statistically significant ($p < .050$). However, men have a greater experience of victimization with respect to family violence and a higher score on violence exercised in the educational community; that is, reactive behaviors reach a strong affiliation.
Maneiro et al. (2016), Spain	247 adolescents	Those young people who witness violence at home show higher rates of aggressive behaviors, reactive academic behaviors, and defiant behaviors, among others in comparison with those adolescents without a history of family violence. Thus, it was concluded that dual exposure to family and childhood violence are significant predictors of the development of reactive academic behaviors.
Medeiros et al. (2020), Brazil	104 students	There is an increase in the prevalence of school students involved in aggressive or inappropriate behaviors who report having experienced aggression in their families. This reality indicates that the family relationship intervenes in reactive academic behavior because it predisposes attitudes of violence, aggression, or bullying.

Source. Elaborated by the author.

Prevalence of Family Violence

The prevalence of family violence showed rates above 60% (Gutierrez & Molina, 2021). Similarly, between 11% and 42.6% of adolescents tell that they have been exposed to domestic violence (Battaloğlu-Inanç et al., 2013; Hagborg et al., 2018); of these, more than 75% were through verbal and physical aggression (Oğuztürk et al., 2019). Longitudinal studies demonstrating an increased level of violence in recent years along with the processes derived from violence; that is, bullying or cyberbullying, were also found (Hébert et al., 2016; Pinto et al., 2018). Thus, their intervention was necessary as well as clarifying covariates that are significantly related.

Relationship Between Family Violence and Reactive Academic Behavior

The study has shown that there is a relationship between family or domestic violence and reactive academic behaviors ($p < .05$), mainly with aggressive behavior, intimidation, violent victimization, violent events, antisocial behavior, bullying, and even absenteeism (Augustyn et al., 2019; Battaloğlu-Inanç et al., 2013; de Oliveira et al., 2019; Fernández et al., 2020; Grant et al., 2019; Hagborg et al., 2018; Ingram et al., 2020; Xia et al., 2018). Similarly, the results obtained show that family violence has a direct effect on the academic behavior of school-age adolescents. The results were significant ($p < .01$) (Gutierrez & Molina, 2021; Laeheem, 2013; Maneiro et al., 2016; Oğuztürk et al., 2019).

The analysis of the systematization results confirms that family violence represents a predictor for adolescents to develop reactive behaviors, both inside and outside the educational community. Moreover, it is evidenced that men unlike women tend to internalize violent behaviors in greater proportion, leading to act or adopt the role of aggressor in cases of violence or bullying, while women tend to handle or employ more peaceful attitudes to solve conflicts.

DISCUSSION

The reality of the data analyzed shows that family violence has a direct effect and represents a predictor of behavior in the classroom. However, it not only impacts that scenario but is significantly related to well-being (Gil & Dalbosco, 2016). In this sense, it is crucial to implement or develop new strategies to address violence, involving both the educational community and parents in general (Cunha et al., 2019). Consequently, it will allow for academic performance improvement and reduction of absenteeism and violent attitudes/behaviors.

An analysis of the review conducted made it possible to establish elements that allow to align the main criteria for the measurement and structuring of reactive academic behaviors, in those referring to *attitudes, behaviors, and aggressive behaviors* (Guillermo & Molina, 2021; Ingram et al., 2020; Pinto et al., 2018; Battaloğlu-Inanç et al., 2013; Oğuztürk et al., 2019; de Oliveira et al., 2019; Maneiro et al., 2016), as well as *school dropout or absenteeism* (Gutierrez & Molina, 2021; Ingram et al., 2020; Hagborg et al., 2018; Augustyn et al., 2019), *bullying, victimization and intimidation* (Gutierrez & Molina, 2021; Ingram et al., 2020; Grant et al., 2019; Xia et al., 2018; Hagborg et al., 2018; Fernández et al., 2020; de Oliveira et al., 2019; Orozco & Mercado, 2019; Medeiros et al., 2020).

Furthermore, additional elements such as *perpetration of violence* (Xia et al., 2018; Augustyn et al., 2019; Hébert et al., 2016; Oğuztürk et al., 2019; Fernández et al., 2020; Maneiro et al., 2016; Medeiros et al., 2020), *antisocial behavior* (Augustyn et al., 2019) and *learning/performance* problems (de Oliveira et al., 2019) were considered, which become predictors of later problems (Mendoza, 2017; Li et al., 2021) such as low emotional and psychosocial development of the individual in adulthood. Thus, adolescents must have the support of their parents, not only through satisfaction of their basic needs, but also as figures present to emotionally bond with their children (Orozco & Mercado, 2019), or other strategies to reduce this type of behaviors.

This study had some limitations, mainly on the search criteria since the totality of the articles could not have been included. However, search strategies were applied based on the PRISMA matrix to guarantee the quality of the systematization. Other limitations that were noted throughout the study were that the articles did not have homogeneous samples and rarely had evidence related to sociodemographic factors that may intervene; that is, they did not demonstrate whether gender, age, origin, or another element could predict the resulting academic behaviors.

Based on the data obtained and the limitations evidenced, future studies must consider analyzing metadata studies involving the volume of effects in the academic environment in general, thus allowing the results to be generalizable and more comprehensive. Likewise, it is necessary to develop comparative evaluations related to the aggravation or reduction of family violence during the global health crisis.

In summary, it was found that most of the articles are indexed in Scopus (38.9%) and come from Brazil (22.2%). The analysis of the information also shows that 100% are quantitative studies and the majority were of a cross-sectional design (55.6%). Finally, the review of articles showed that family violence or any of its manifestations has a negative impact on reactive academic behavior, compared to adolescents without a history of violence. In addition, men are more predisposed to school violence incidents.

Authors contributions: Calixto Tapullima-Mori: carried out the design, systematization of the data, interpretation of the results, and general review. Sandra L. Pizzán: carried out the methodological design. Nieves DP. Pizzán: conducted the data search and discussion.

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