

Design and Validation of Instruments for the Study of Exposure to Violence in Children and Adolescents

Alba Cortés Alfaro ^{1*}, Ramón Suárez Medina ², Martha Chang de La Rosa ², Juana Maggie Torriente Valle ², Caridad de las Mercedes Cumbá Abreu ², Belkis EchemendíaTocabens ², C. Silvia Josefina Venero Fernández ², Noemí Morales Guirola ², Sandra Almodova Núñez ², Dania Pérez Sosa ², and María Antonia Hernández Díaz ²

¹ Second Degree Specialist in School Hygiene. Master in Epidemiology. Professor and Assistant Researcher, Cuba

² National Institute of Hygiene, Epidemiology and Microbiology School Health Department Cuba.

***Corresponding Author:** Alba Cortés Alfaro, Second Degree Specialist in School Hygiene. Master in Epidemiology. Professor and Assistant Researcher, Cuba.

Received date: August 18, 2023; **Accepted date:** September 22, 2023; **Published date:** December 04, 2023

Citation: Alba C. Alfaro, Ramón S. Medina, Martha Chang de La Rosa, Torriente Valle JM, Caridad de las Mercedes Cumbá Abreu, et al (2023), Design and Validation of Instruments for the Study of Exposure to Violence in Children and Adolescents, *Clinical Research and Clinical Trials*, 8(2); DOI:10.31579/2693-4779/157

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Abstract:

Introduction: Violence has become a public health problem worldwide and Cuba is not exempt, there are isolated studies without exploring the associated variables. In Cuba, there are no validated instruments to explore violence in its different scenarios and types of violence in children and adolescents.

Goals: Design and validate an instrument for the study of exposure to violence in children and adolescents.

Method: Technology development research in which 480 6th grade students (11-13 years old) and 130 adolescents (12 to 18 years of age) from Basic Secondary, Pre-university, Technical and Vocational Education and Special Schools of Behavior Categories 1 and 2, who answered the questionnaire in test-retest mode with 30 days between them. Content validity was evaluated by a group of experts using the Moriyama construct criteria by confirmatory factor analysis; internal consistency by Cronbach's alpha coefficient and temporal stability by Wilcoxon signed rank mean comparison test and associated p.

Results: Validated instrument for the study of exposure to violence in boys and girls as victims and observers of violence with the variables: physical violence, psychological violence, sexual violence and violence due to negligence and abandonment in home, school and community settings. All items met Moriyama's criteria; the construct structure was justified. The dimensions achieved acceptable to good coefficients of internal consistency ($0.60 \leq \alpha \leq 0.82$), temporal stability was met ($p > 0.05$).

For teenagers, was validated for the study of exposure to violence as victims and observers of violence with the variables: physical violence, psychological violence, sexual violence and violence due to negligence and/or abandonment in the scenarios: home, school and community and through the social networks (cyberviolence). All items met Moriyama's criteria and the construct structure was justified. The dimensions achieved acceptable to good coefficients of internal consistency ($0.70 \leq \alpha \leq 0.93$), temporal stability was fulfilled ($p > 0.05$).

Conclusions: The instruments designed and validated to explore exposure to violence in children and adolescents met the objectives for which they were designed.

Keywords: song yun culture; physical and mental health; clinical research; clinical experiments

Introduction

The Moncada program raised the situation in which children and adolescents found themselves in our country due to the lack of basic health services, as well as education, reflected in a high percentage of illiteracy and an early age incorporation into the work, for which they were exposed to mistreatment and workplace violence, as well as intrafamily violence because a large

number of homes were in extreme poverty, which led to an atmosphere of hopelessness and oppression.

After the revolutionary triumph, one of the first actions to be carried out was the creation of schools, day care centers, and homes for children and adolescents without family protection, and a maternal-infant program for the

follow-up and care of the child from the pregnancy of the mother, also the creation of working groups for the prevention and treatment of children and adolescents victims of any type of violence in order to always keep the underage population of our country under the full protection of their rights and physical integrity and their dignity, which was embodied in the Constitution of Cuba 1 approved by a large majority of the Cuban population in 2019 and also the recently approved Family Code of 2022 endorsed by a large percentage of the population of our country, which constitutes a milestone in the process and the promotion of moral and social values of Cuban families and effective equality among its members based on the development of public policies aimed at the protection of children and adolescents, endorsed in the Articles 5,7,13,14, 146,147,148 where it is stated that the family is responsible for ensuring girls, boys and adolescents the full enjoyment and effective exercise of their rights. children and adolescents, the full enjoyment and effective exercise of their rights. children and adolescents the full enjoyment and effective exercise of their rights.

The Convention on the Rights of the Child is another important and necessary document for the protection of children. It is the first international law on the rights of children, it is mandatory for the signatory States³ approved unanimously by the United Nations Assembly in 1989, which entered into force in September 1990 and in Cuba in 1991 It is one of the documents that protect children, and it raises among its Articles 19, 27, 34 everything related to the protection of minors where the states will adopt the appropriate legislative and administrative measures to protect children and adolescents against all forms of injury, physical or mental abuse, neglect, negligent treatment, maltreatment or exploitation, including sexual abuse, while the child is in parental custody, of a legal representative or of any other person who is in charge of him, as well as the parents or other persons in charge of him, have the primary responsibility of providing, within their possibilities and economic means, the living conditions that are necessary for the development of the child. The States Parties also undertake to protect the child against all forms of sexual exploitation and abuse, to this end, they will take, in particular, all national, bilateral and multilateral measures that are necessary to prevent incitement or coercion to a boy, girl or adolescent engages in any illegal sexual activity, is subjected to exploitation by prostitution or other sexual practices or is exposed in pornographic shows or materials.

The rights of children and adolescents are reflected in the Cuban Constitution where it is stated in Article 861 that the state, society and families provide special protection to them and guarantee their harmonious and comprehensive development, for which they take into account their superior interest in the decisions and acts that concern them and are considered full subjects of rights and enjoy those recognition in this constitution, in addition to those of their special condition as developing people and are protected against all types of violence. The best interest of girls, boys and adolescents is a general principle that informs family law, of obligatory and essential observance in all actions and decisions, that concern them, both in the private and public sphere, the best interest of a child, A girl or adolescent in a specific situation in the family environment must assess their progressive autonomy, as well as their specific condition as a person, their physical, educational, and emotional needs, as well as adequate family relationships, free of discrimination and violence.

Family violence tends to destroy people, in family life, its main victims are girls, boys and adolescents. They constitute expressions of physical and verbal abuse, mental, moral, sexual, economic or patrimonial abuse, negligence, inattention and abandonment, whether by direct or indirect action or omission.

Exposure to violence today has been broadly defined, including both direct exposures, in which an individual is a victim of violence, and indirect exposure, in which an individual witnesses such violence (Buka, Stichick, Bird thistle, and Earls, 2001). Exposure to violence, in its various forms, has long been considered to be a powerful factor through which children and adolescents learn aggressive behavior through imitation of aggressive role

models, direct operant reinforcement of aggressive acts and vicarious reinforcement through observational learning (Bandura, 1973, 1986). This is supported by the numerous studies that have found a positive association between exposure to violence in different contexts (school, neighborhood,

Evidence in the international arena indicates that girls, boys and adolescents are exposed to various forms of violence, in a differentiated way throughout their lives, in the multiple contexts where they operate, that is, at school, the community, care institutions and even at home.

Since 2006, the World Report on Violence against Children recommended that United Nations Member States improve their information and data collection systems in order to identify groups in situations of vulnerability, as well as inform and monitor policies to prevent violence against girls, boys and adolescents. 5

Data provided by the World Health Organization (WHO) and the Pan American Health Organization (PAHO) 6 indicate that, globally, 1 in 2 girls and boys between the ages of 2 and 17 suffer some type of violence each year. According to a global review, an estimated 58% of girls and boys in Latin America and 61% in North America suffered physical, sexual or emotional abuse in the past year.

The United Nations Children's Fund (UNICEF) reports that violence is one of the most serious problems currently affecting children.

In Cuba, despite the efforts made to reduce the incidence of violence, this phenomenon is still not visible in sociodemographic, medical, legal-criminal statistics and, especially, in the perception of the population.

which has made it a health problem.

It is considered that a minimum part of the violence that girls, boys and adolescents receive is that which is denounced, commented on or officially known.

Sexual abuse at these ages is more frequent than is thought and most of the crime is not reported, which is known as a "circle of silence", in which the father, mother, family and the parents themselves participate. affected

The results of the Multiple Indicator Cluster Survey (MICS) carried out by the Directorate of Medical Records and Health Statistics of the Ministry of Public Health (MINSAP) with results related to violent discipline, child marriage and a victimization module. In minors, the use of punishment and violent forms of discipline at home is maintained, 41.6% of children between 1 and 14 years old experienced psychological aggression and/or physical punishment from their caregivers during the last month. (MICS-2019). 7

Mortality statistics in Cuba at school ages reflect a significant number of violent deaths from various causes. Assaults (4 cases) rank 5th among the leading causes of death in children 1-4 years of age, intentionally self-inflicted injuries (23 cases) and Aggressions (16 cases) rank 4th and 5th respectively in children 5-18 years of age. 8

During the 49th World Health Assembly held in 1996, the World Health Organization (WHO) agreed that violence was a priority in public health throughout the world; taking into account the dangerous consequences that it has on health and the health system; being considered by this same organization as a pandemic. Every year, more than 1.6 million people around the world lose their lives violently. According to WHO data, violence is one of the main causes of death in the population aged between 15 and 44 years. 9

In 1989, in a context of change in the world order, leaders from many countries met and made a historic commitment in favor of children around the world. They pledged to protect and enforce their rights, adopting an international legal framework: the United Nations Convention on the Rights of the Child. It establishes that childhood is independent of adulthood, which ends at 18 years of age, and that it is a special and protected stage during

which children must be helped to grow, learn, play, develop and prosper with dignity. 10

In September 2015, the Secretary General of the United Nations presented the Global Strategy for the Health of Women, Children and Adolescents (2016-2030), where he stated that "the survival, health and well-being of these populations are essential for the achievement of the Sustainable Development Goals contained in the 2030 Agenda and highlighted the importance of health promotion and prevention to achieve it.¹⁰

UNICEF, in its study⁹ on sexual violence against boys and girls, presents the following data:

- Around the world, around 15 million adolescent women aged 15-19 have experienced forced sexual intercourse at some point in their lives.
- Only 1% of adolescent girls who have been victims of sexual violence say they have tried to get professional help.
- In the 28 countries with data, 90% of adolescent women who had experienced forced sex said, on average, that the perpetrator of the first incident was someone they knew.
- Data from six countries reveal that friends, classmates and sexual partners were among the most frequent perpetrators of sexual violence against adolescent boys.

Victims of violence generally suffer more health problems throughout their lives, generate higher health care costs and go to hospital services more frequently. The magnitude that this phenomenon has reached in recent years makes it a health priority.

UNESCO according to its analysis affirms that 32% of students in North America and 30% of students in South America reported having been

harassed, in the Salvador experienced sexual violence before the age of 18, as reported by 18-24 year olds. eleven

Study on the characterization of violence in adolescents¹² in which 56 students participated, it was found that 20 Twenty students (35.7%) declared having received some form of abuse, distributed in 7 females (35.7%) and 3 males (15 %). By using the ratio as a summary measure for qualitative variables, it was obtained that, for every male victim of abuse, there were 6 female victims, which shows that they were abused more frequently. Regarding the place where the victims received the abuse, they identified the school 10 times and the home 7 times. It was observed that the adolescents were victims of abuse in more than one place and; four of the adolescents did not want to respond to this section

The form of school violence between students is the most recognized. Bullying (school harassment) among the students themselves is the most frequent form of violence in schools. Research confirms that future teachers do not have the necessary preparation to prevent violence in the personal, social and professional sphere. Students even acknowledge having been victims of violence and, at the same time, having unconsciously used it on other people, including the school context.

Results of the Multiple Indicator Cluster Survey (MICS) carried out by the Directorate of Medical Records and Health Statistics of the Ministry of Public Health (MINSAP) found aspects related to violent discipline, child marriage and a victimization module observing that in minors the use of punishment and violent forms of discipline at home is maintained, 41.6% of children between 1 and 14 years of age in which they experienced psychological aggression and/or physical punishment from their caregivers during the last month. (MICS- 2019)¹³

It is also verified that there is an increase in the mortality rate due to suicide (maximum expression of violence) in children under 19 years of age for both sexes, in the population between 10 and 19 years of age, which constitutes the third cause of death with a rate of 2.5 x 100 thousand inhabitants for both sexes. 8The National Health Survey in its study found manifestations of

psychological violence in adolescents from 10 to 14 years old when giving names.¹⁴

Bullying as a manifestation of violence between peers is a reality for children and adolescents of school age in different cultural contexts and a serious problem in several countries. The phenomenon contributes to the experience of students in episodes of mental suffering, in addition to compromising the teaching-learning process and influencing the way of responding to social demands throughout the cycles of life. These negative consequences that affect all participants, associated with the increase in its prevalence and occurrence, have made it a serious global public health problem.

Bullying has acquired increasing attention and social alarm in recent years, due to the greater dissemination of events due to the influence of the media (press, radio, television, internet), so that specific events, inadmissible, have become highly topical issues. It occurs in children and adolescents during the school stage and it is probably a phenomenon that has always been present in our society. The word bullying derives from the English word bully, which symbolizes bully, bully; while as a verb it means to mistreat, intimidate, harass.

A study conducted with adolescents from 14 to 17 years old from the Saúl Delgado Pre-University in Havana with a sample of 103 students whose objective was describe the behavior of bullying, as well as identify the role of parents and teachers before it. It was found that 18.4% of victims (19), 10.7% of aggressors (11) and 70.9% of spectators and only one student turned out to be a victimized bully. They also refer to the different forms of harassment in which "Nicknames and teasing" predominate with 61.1% and rejection and isolation with 32.0%. Regarding the places of occurrence, the classroom prevailed. fifteen

In Cuba, few investigations have been carried out that have addressed this phenomenon. UNESCO states that Cuba is the country with the lowest percentage of children who are physically or verbally assaulted.¹⁶

Another phenomenon related to violence on social networks that is gaining momentum and shows the less privileged face of uncontrolled use of the Internet is the so-called Blue Whale that arose as a dangerous joke or perhaps as personal revenge by an unbalanced man, but it immediately gave way to around the world and right now it raises alarms in a good part of the planet. This game presumes that it is behind a wave of adolescent suicides in more than a dozen countries, its mechanism is simple, but extremely risky. Once the participant enters one of the closed groups promoting the game, they are assigned an administrator or "curator" in charge of guiding the tasks to be carried out for the next fifty days and collecting the photos or videos sent as proof of compliance.

In the Violence Prevention Program within its manifestations to prioritize is "Violence against vulnerable groups (children, the elderly, people with disabilities)." 18

In Cuba, despite the efforts made to reduce the incidence of violence, this phenomenon is still not visible in sociodemographic, medical, legal-criminal statistics and, especially, in the perception of the population.

which has made it a health problem.

TO There is still physical and psychological abuse in the family, which, not because it is less frequent and serious, ceases to constitute a problem, where traditions and family rules hide it, cover it up and justify it to such an extent that we observe it every day and in all the scopes. It has always existed, but the worst thing is that we have become so used to it that we see it as something normal, as a natural part of life at home or abroad.

All of which motivated us to carry out a work instrument validated for the first time in the country that would allow us to identify the various manifestations of violence to which adolescents are exposed (physical, psychological, sexual, economic violence and due to negligence and/or abandonment). in the home, school and community scenarios, which also

include cyberbullying variables that have caused so many negative consequences in this vulnerable and risk-exposed population.

The implementation of this instrument at the country level with a representative sample will allow us to identify and outline the relevant strategies that contribute to the prevention of exposure to violence in this population group.

Methodology

Technology development research in which 480 6th grade students (11-13 years old) and 130 adolescents (12 to 18 years of age) from Basic Secondary, Pre-university, Technical and Vocational Education and Special Behavior Schools Categories 1 and 2.

Operationalization of variables:

Questions were included that explored the types of violence: physical, psychological, sexual, due to negligence or abandonment, and economic, in the settings or context: home, school, community, and through information technologies.

Techniques and procedures:

Information collection: a questionnaire was designed to assess exposure to violence in adolescents, it was administered at the time of recruitment and then 30 days later (test-retest).

A database created in Excel 2013 was made and processed with the statistical package SAS 9.3.

The content validity was evaluated by a group of experts using Moriyama's criteria for each item with which it was intended to explore violence of some kind in each context.

1. That they are reasonable and understandable: It refers to the fact that the respondent understands what is asked in the item.
2. Sensitive to variations in the phenomenon being measured: refers to the fact that the possible responses of the item show differences in the variable to be measured.
3. Relevance or with justifiable and intuitively reasonable basic assumptions: refers to the fact that from a logical and theoretical point of view it is reasonable to think that the item contributes to measuring violence in the selected scenarios.
4. With clearly defined components: That each item is clearly defined
5. Derivable from data that can be obtained: refers to the fact that it is possible in practice to obtain the information necessary to respond to the item.

Construct validation: factorial analysis with varimax rotation was applied to reduce information and identify factors that grouped the questionnaire items within each block of type of violence.

Internal consistency: Cronbach's alpha was used for the items within each type of violence and also the global coefficient for each type of violence of the questions that remained at the end. It was considered acceptable when this statistic was at least equal to 0.6.

Temporary stability: The difference in the scores of the initial application and after 30 days will be calculated using the mean comparison test of the signed ranks with a level of significance, considering stability when the p value is not less than 0.05.

Procedures:

The instrument was subjected to a pilot test to prove that it was understood by the students, minimal word changes were made and the final instrument was applied under conditions of privacy and anonymity both at first and after 30 days.

Results of the design and validation of the instrument of exposure to violence in girls and boys.

Validation:

An instrument was built where all the items have three ordinal response options (Never, Sometimes and Always/Every day) and it has the peculiarity that there is no scale that is the result of the individual items, but rather with the response to Some item can already conclude the exposure to the specific type of violence as defined by the subject matter experts.

Content validity was carried out by a group of experts and using Moriyama's criteria, all the items evaluated met said criteria.

The questionnaire was structured including questions that explore each type of violence, then factor analysis was applied within each block of questions defined by the type of violence that it explores to identify factors to subclassify violence, whether physical, psychological, negligent or sexual.

For physical violence, the 4 variables that were explored were well explained by a single factor.

Home:

1. Do they hit you with objects or hit you?

School

1. Do they push you?
2. Do they hit you?
3. Do they pinch you?

In the case of psychological, 5 factors or patterns were identified:

Table 1

- Factor 1: Psychological violence at school with aggression
- Factor 2: Violence for not allowing you to do activities that you should do.
- Factor 3: Violence as a consequence of misconduct.
- Factor 4: Force to do something without harming the child
- Factor 5: Force to do something by attacking the child

items	Factor1	Factor2	Factor3	Factor4	Factor5
House_2	0.42398	0.21542	0.23207	-0.49179	-0.31813
House_3	0.39997	0.24567	-0.17108	-0.41985	0.09469
House_4	0.19273	0.18818	0.74111	-0.01853	0.11861
House_5	0.25587	0.07036	0.64414	0.21118	-0.35023
House_14	0.37118	0.58027	-0.13190	0.17722	0.16600
House_15	0.34582	0.63968	-0.09673	0.07908	0.25584
House_16	0.04168	-0.13128	0.24570	-0.43666	0.66775
School_4	0.11592	-0.08820	0.58648	0.16966	0.22884
school_5	0.65420	-0.24488	0.03595	-0.14785	-0.02439
School_6	0.62467	-0.22854	-0.00971	0.13242	0.23322
School_7	0.70993	-0.22173	-0.11173	-0.02899	-0.09447
School_8	0.74050	-0.18663	-0.04905	-0.05737	-0.21908
School_9	0.60596	-0.18445	-0.05559	-0.09104	-0.22585
School_10	0.59656	-0.25302	-0.16940	-0.08671	0.22092

items	Factor1	Factor2	Factor3	Factor4	Factor5
School_11	0.33213	-0.16369	0.00059	0.53311	0.08533
School_12	0.22774	0.58344	-0.08526	0.15077	0.04047
School_13	0.54103	-0.15291	-0.12635	0.37989	0.15544
School_14	0.35743	0.56165	-0.03613	-0.00445	-0.16145
House_2: Do they yell at you? House_3: Do they offend you, do they make fun of you or scold you in front of your friends? House_4: Do they forbid you to go out when you misbehave? House_5: Do they forbid you to watch television when you misbehave? House_14: Are you not allowed to say what you think? House_15: They don't accept your opinions? House_16: Do they force you to do what the elders want? School_4: Do they punish you when you don't do your homework and class exercises? School_5: Do they yell at you? School_6: Do they make you cry? School_7: Do they call you names or words that you don't like (fat, bird, tomboy)? School_8: Do they make fun of you? School_9: Do they steal or hide your backpack, notebooks and other objects? School_10: Do they reject you or bully you for being different in physique, skin color or intelligence? School_11: Do they force you to do things you know you don't want to? School_12: Do they not let you participate in cultural activities, games or recreation? School_13: Don't they take you into account in school activities? School_14: Do they embarrass you in front of your classmates?					

Table 1. Psychological violence, factor load of the items according to identified factors.

Regarding violence due to negligence, two patterns were obtained:

- Factor 1: Neglect without positive parental participation in school activities or child care.
- Factor 2: Negligence but with a better attitude from the parents in caring for the child and at school.

	Factor1	Factor2
House_7	0.59066	0.29573
House_8	0.32366	-0.63617
House_9	0.38552	0.34843
House_10	0.63504	-0.419857
House_11	0.34366	0.59408
House_12	0.60262	-0.06742
House_7: Have they left you home alone? House_8: Do they not participate in parent meetings or those oriented by the school? House_9: Do they let you skip school or be late when you don't feel like going? House_10: Do they not help you with homework or school work? House_11: Do they let you go to bed after 9 at night? House_12: Do they let you watch videos or movies with scenes of violence or sex?		

Table 2: Violence due to negligence, factor load of the items according to identified factors.

Regarding sexual violence

Factor 1: Observation of sexual violence

Factor 2: Sexual violence with contact with threats and they do not offer you something in return

Factor 3: Sexual violence with non-threatening contact, but you are offered something in return.

Factor reliability.

	Factor1	Factor2	Factor3
	Sexual violence as observed	Sexual violence with contact with threats and they do not offer you something in exchange	Sexual violence with non-threatening contact, but you are offered something in return
sexual 1	0.18837	0.79953	0.51149
sexual 2	0.69687	-0.23673	0.12327
sexual 3	0.78691	-0.10684	-0.26000
sexual 5	0.25317	0.42004	-0.74345
sexual 6	0.48934	-0.31576	0.33493
sexual 7	0.69316	-0.04098	0.01846
sexual 8	0.72570	0.24117	0.04667

Table 3: Sexual violence, factorial load of the items according to identified factors.

Internal consistency: it was evaluated by means of Cronbach's alpha coefficient with standardized variables, considering as acceptable when it is at least 0.6. It was applied to all the items and then grouped according to the type of violence that it intended to explore.

Global: included 37 items, Cronbach's alpha = 0.82

Physics: included 4 items, Cronbach's alpha = 0.60

Psychological: included 18 items, Cronbach's alpha = 0.75

Negligence: included 7 items, Cronbach's alpha = 0.60

Sexual: included 7 items, Cronbach's alpha = 0.64

In the case of temporal stability, the Wilcoxon signed rank test was used to detect the difference in the mean responses of each item between the applications before (test) and after 30 days (retest), in none of the 37 items the difference between the answers in the test and the retest was significantly different from zero ($p > 0.05$), which allows us to say that temporal stability was achieved.

Results of the design and validation of the instrument of exposure to violence in adolescents.

Validation

An instrument was built where the items have three or 5 ordinal response options (Never, Sometimes, and Always/Every day) and it has the peculiarity

that there is no scale that is the result of the individual items, but rather with the response. to some item it was already possible to conclude the exposure to the specific type of violence as defined by the subject matter experts.

Content validity was carried out by a group of experts and using Moriyama's criteria, all the items evaluated met said criteria.

Construct validation:

The factorial analysis allowed us to identify the following factors within each type of violence:

For physical violence, only one factor was identified that summarizes the following items from question block 1:

- 1- Do they hit you?
- 2- Do they scold you by pushing, pulling your hair, scratching, pinching, slapping or punching you?
- 4- Do they hit you with a belt, belt, flip-flop, sticks or wood?
- 6- Do they punish you kneeling on objects (peas, chapillas, stones or with something else)?
- 7- Do you get hit for not doing your homework?

In the case of psychological, 8 factors or patterns were identified:

Block. Item	1	2	3	4	5	6	10	eleven
2.2	0.51	-0.14	-0.15	0.23	0.12	-0.22	-0.38	0.19
2.3	0.63	-0.41	-0.17	0.16	0.06	-0.06	0.14	-0.06
2.4	0.63	-0.21	-0.35	0.17	0.02	-0.32	0.10	0.07
2.5	0.60	-0.20	-0.08	0.16	0.32	-0.03	0.30	0.01
2.8	0.59	0.06	-0.30	0.38	0.03	-0.05	0.07	0.01
2.9	0.64	-0.25	-0.01	0.10	-0.02	0.08	-0.04	-0.24
2.11	0.59	-0.10	-0.28	-0.34	0.31	-0.07	0.07	0.01
2.13	0.65	-0.18	0.03	0.10	-0.08	0.30	-0.06	0.09
2.14	0.65	-0.20	-0.23	0.14	-0.05	0.23	-0.20	-0.07
2.15	0.70	-0.19	-0.03	-0.03	-0.12	0.19	-0.21	0.06
2.16	0.54	-0.34	0.17	-0.26	-0.24	0.02	0.09	-0.03
2.17	0.57	-0.13	-0.06	-0.43	-0.26	0.06	0.06	-0.06
2.18	0.54	-0.18	0.08	0.28	-0.23	0.19	-0.07	0.13
2.19	0.63	-0.23	0.21	-0.24	-0.37	-0.13	0.08	-0.08
2.20	0.33	-0.21	-0.25	0.46	0.35	0.05	-0.07	0.19

2.22	0.37	-0.24	0.27	0.03	0.30	0.42	-0.03	0.02
2.25	0.77	-0.10	-0.26	-0.14	-0.10	-0.07	0.10	-0.10
2.26	0.62	-0.06	-0.08	-0.15	-0.38	0.00	-0.07	-0.01
3.1	0.45	-0.06	-0.46	0.03	0.10	0.34	-0.04	-0.11
3.2	0.55	-0.13	-0.03	0.07	0.23	-0.13	-0.06	-0.21
3.14	0.46	-0.11	-0.10	-0.37	-0.34	-0.27	-0.01	-0.01
5.4	0.40	0.12	-0.48	-0.28	0.11	-0.08	-0.09	0.03
5.6	0.40	0.71	-0.04	-0.09	-0.06	0.32	-0.02	0.03
5.7	0.46	0.40	0.06	-0.46	0.25	0.15	-0.15	0.13
5.8	0.41	0.54	-0.16	0.03	-0.03	-0.20	0.03	0.09
5.9	0.53	0.21	0.21	-0.29	0.15	-0.12	-0.08	-0.11
5.10	0.63	0.51	-0.09	0.16	-0.01	-0.04	0.06	-0.13
5.11	0.46	0.33	0.18	-0.21	0.26	0.32	-0.03	-0.06
5.12	0.61	0.53	-0.16	-0.15	-0.10	0.11	-0.06	0.03
5.16	0.32	-0.07	-0.13	-0.14	-0.05	0.34	0.56	0.18
5.17	0.34	-0.24	0.37	-0.12	0.58	0.18	0.05	-0.15
6.7	0.46	-0.31	0.22	-0.13	-0.13	-0.10	-0.35	0.45
7.2	0.44	0.18	0.29	0.27	-0.35	0.21	0.17	0.02
7.3	0.34	0.14	0.35	0.40	-0.20	0.05	0.18	0.27
7.4	0.48	0.17	0.24	0.42	-0.13	-0.07	0.12	-0.03
7.6	0.44	0.20	0.30	0.21	0.02	-0.31	-0.25	-0.12
7.7	0.45	0.21	0.15	0.28	-0.04	-0.10	-0.05	-0.46
7.9	0.61	0.03	0.48	-0.03	0.10	-0.11	-0.01	-0.07
7.10	0.52	0.17	0.37	0.10	0.02	-0.18	0.00	-0.11
7.11	0.39	-0.08	0.16	-0.21	0.24	-0.61	0.29	0.13
7.12	0.45	0.01	0.54	-0.11	0.23	0.01	0.04	0.31
9	0.34	0.56	-0.29	0.15	0.12	-0.19	0.08	0.27

Table 1: Psychological violence, factor load of the items according to identified factors

* In bold, the factor with the highest factor loading is identified.

Regarding sexual violence, two patterns were obtained according to coefficients:

- Coercion: Exposure to sexual violence with intimidation.
- Observation of brutal and pornographic sex: Exposure to sexual violence by observation.

Block. Item	Description	Factor1	Factor2
6.3	3- Have you been offered something in exchange for doing something with your body?	0.57	0.39
6.4	4- Have they told you that if you tell something they have done to your body, something bad could happen to you and/or your family?	0.73	-0.29
6.5	5- Has someone forced you to have sexual relations?	0.95	-0.19
6.8	8- Have you been a victim of sexual abuse?	0.78	-0.22
6.9	9- Have you been forced to do things with your body?	0.74	-0.21
6.10	10- Have you been forced or threatened to have sexual relations?	0.95	-0.19
6.16	16- Have they asked you to hide something they have done with your body?	0.93	-0.00
7.5	5- Do you know people who are forced to go out and sell their bodies and exploit them living off what they are looking for?	0.62	0.60
7.8	8- Have you observed adolescents who live from prostitution?	0.53	0.58

Table 2: Sexual violence, factorial load of the items according to identified factors.

Regarding violence due to negligence, only one factor associated with the items in block 3 was identified, all of which explore protective aspects for violence:

3- Do they wash your clothes and iron your uniform?

6- Does anyone from your house participate in the meetings organized by the school?

8- Do they help or support you in carrying out homework and school work?

10- Do you guarantee breakfast, lunch, food and snacks?

11- Do they guarantee your personal hygiene (bathroom and clean clothes)?

12- When you have a problem, do you feel cared for?

15-Other behaviors that you have been able to have through social networks. Mark with an X as appropriate	Factor1
1-Chat over the internet, email or cell phone with people you don't know?	0.75320
2. They have made you appointments with unknown people through your mobile or another internet route	0.76239
3. Have you received appointments with people you met on the internet or through text messages on your cell phone?	0.79755
8-Have you contacted someone you don't know via the internet, at the request of that person?	0.70409
11-They have asked for your phone. or your photos on facebook or on other internet sites?	0.61745
12- Have you been asked for an appointment by phone, cell phone or other social networks?	0.80540

Table 3: Violence through social networks in adolescents.

Reliability.

Internal consistency: it was evaluated by means of Cronbach's alpha coefficient with standardized variables, considering as acceptable when it is at least 0.6. It was applied to all the items and then grouped according to the type of violence that it intended to explore.

Global: included 68 items, Cronbach's alpha = 0.92

Physics: included 5 items, Cronbach's alpha = 0.72

Psychological: included 42 items, Cronbach's alpha = 0.93

Negligence: included 6 items, Cronbach's alpha = 0.82

Sexual: included 9 items, Cronbach's alpha = 0.91

Cyber: included 6 items, Cronbach's alpha = 0.84

In the case of temporal stability, the Wilcoxon signed rank test was used to detect the difference in the means of the responses of each item between the application before (test) and after 4 weeks the application of the retest, in none of the cases. For the 68 items, the difference in the means between the responses in the test and the retest was significantly different from zero ($p > 0.05$), which allows us to say that temporal stability was achieved.

Discussion

When analyzing validation studies in the literature, the study was found to validate a bullying scale in adolescents from educational institutions in Medellín, Colombia, applying the California School Climate and Safety Survey (CSCSS) scale, in which excellent reliability and validity in the population was found. adolescent from public educational institutions in Medellín, which reflects the availability of a short instrument, easy to apply and with psychometric guarantees in a population similar to the one studied. Alluding to internal consistency and reliability, it was shown that the CSCSS presents Cronbach's alpha greater than 0.80 in all domains, results higher than the original research carried out on 650 California students, since in it Cronbach's alpha for the domain of unsafe behaviors was 0, 70; school climate 0.63; school safety 0.61, and victimization 0.75 (Rebelez and Furlong, 2013)19. In our results, although other variables were measured, acceptable results were found by Cronbach's alpha coefficient in its internal consistency.

Orue4 in his study "Elaboration and validation of a questionnaire to measure exposure to violence in childhood and adolescence" included items referring to both the observation of violence and victimization, in four different contexts: home, school, and community. The items refer to physical and emotional violence. In its confirmatory factor analysis carried out, it confirmed, like ours, a hierarchical structure that meets the objectives set.

Mrug et al. 20, who performed an exploratory factor analysis with a questionnaire that also yielded a three-factor solution representing each of the three contexts studied. The structure of the Violence Exposure Questionnaire (CEV) makes it possible to evaluate multiple aspects of exposure to violence, differentiating, for example, direct from indirect exposure. This means that this instrument can be used with different objectives and in different fields of research. In addition, the internal consistency indices found in our study were adequate.

Conclusion

The instruments designed and validated to explore exposure to violence in children and adolescents met the objectives for which they were designed.

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DOI: [10.31579/2693-4779/157](https://doi.org/10.31579/2693-4779/157)

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