



Family violence and cognitive development of sixth-grade children from a State Educational Institution in Peru

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ABSTRACT

Purpose. Family violence affects children in all its dimensions, especially in educational institutions, its rate of occurrence is increasingly high, leaving as a consequence problem in the correct academic development of minors. The purpose of this study was to analyze in a constructive critical way the impact of family violence on the cognitive development of children in the sixth grade of primary school in a State Educational Institution of Peru. **Methodology.** A quantitative research approach with a non-

experimental design of correlational scope was applied to a sample of 42 students taken by non-probabilistic sampling for convenience. Data were collected through surveys using measurement instruments, which were questionnaires, which contained key questions. **Findings.** The results revealed that family violence significantly influences students, generating problems in cognitive development in them. The results obtained by Spearman's Rho test show the statistical analysis, obtaining a score of $\rho = 0.793^{**}$ moderate positive correlation and a highly significant statistical level $p < 0.05 = 0.001$, therefore, it was concluded that, the greater the family violence, the lower the cognitive development of 6th grade children in the state educational institution. **Implications for research and practice.** The study implies that if teachers are provided with tools and strategies to identify and support children who are victims of family violence, they can intervene with students in the cognitive impairment of their problems. The study contributes to help students acquire theoretical and practical knowledge necessary in a culture of peace and non-violence.

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Introduction

Cognitive impairment is that alteration which occurs in thinking, memorization, learning, judgment and the way of making decisions, it has a negative reaction in the formation and mental advancement of minors in an environment affected by family violence (Kashani et al., 1992). Therefore, it is necessary to point out that there are stressors that hinder cognitive development, which begin within the family environment, one of them being violence in various dimensions. In this context, the violence that begins within the home causes problems that mark the lives of the people affected; since, in general, the victims are usually women and minors. In this sense, the variable most influenced by being constantly affected by different types of violence in the family nucleus is cognitive impairment in children, resulting according to the numerous study statistics that reveal the negative consequences left by the aggressions suffered in their young age, which starts from the damage caused physically at a psychological level, in the student stage to the learning process (Al Majali & Alsrehan, 2019; Savopoulos et al., 2022).

Based on the aforementioned panorama, this research was developed emphasizing the analyses that refers to a result that a majority of children suffer from cognitive-behavioral, psychological and psychosocial conditions, so the great possibility of a possible link with family violence is raised (Arhuis-Inca et al., 2021; Benavides Abanto et al., 2021). The study was guided by few objectives: The General Objective was to determine a significant correlation between family violence and cognitive development of children in the sixth grade of primary school in a state educational institution, Peru 2024. Based on this objectives, a few other objectives were framed: (1) to identify the level of Family Violence of children in the sixth grade of primary school in a state educational institution, Peru 2024; (2) to identify the level of cognitive development of children in the sixth grade of primary school in a state educational institution, Peru 2024; (3) to determine the significant correlation between Family Violence and the physical violence dimension of the variable cognitive development of children in the sixth grade of primary school a state educational institution, Peru 2024; (4) to determine the significant correlation between Family Violence and the psychological violence dimension of the cognitive development variable of sixth-grade primary school children of a state educational institution, Peru 2024; to determine the significant correlation between Family Violence and Sexual Violence dimension of the cognitive development variable of sixth-grade primary school children of a state educational institution, Peru 2024.

Faced with this problematic reality as outlined in these objectives, the following research question was framed: What is the impact of family violence on the correct cognitive development of sixth-grade primary school children in a State Educational Institution in Peru 2024? The results obtained can be used as a basis for subsequent research which contribute to the approach or solution of the current problematic reality. either by implementing strategies or programs aimed at the care and improvement of mental health in relation to the variable studied, in such a way that they can be used in the future, for other research that has a similar context to the one studied.

The research study is justified at a theoretical level because theories on the cognitive processes of educational psychology are introduced, improving existing knowledge.

Similarly, at a practical level, since the research provides more information and allows us to know the reality of the sample studied and its behavioral characteristics. Finally, it is methodologically justified because the instruments are adapted to measure the study variables within the framework of this study, of which it can be said that they met the two fundamental criteria of validity and reliability.

Literature Review and theoretical framework

Family Violence

Theoretical models help us to better understand the violence that is generated interpersonally in the family environment and how this provides a scientific understanding, such as the theories proposed, as well as the behavioral theory of [Skinner \(1987\)](#), where it is mentioned that the reinforcing environment and the relationship with violence such as scenarios and events are taken into account. In this way, acts of violence are maintained and generalized in relation to the emergency reaction system. Consequently, from what has been described, it is the person who perceives or assimilates it in a positive or negative way, reducing the probability of having collateral effects ([Torres, 2021](#)).

Violence has several dimensions: viz., Physical Violence, which has been referred to as the intentional action of using force, either through threats or concrete actions, directed towards the same person, or his or her fellow who is in his or her social environment and frequency, causing wounds, lacerations, murders, psychological damage, disability or deprivation is violence ([Pastor-Moreno et al., 2020](#)). Besides, there is the dimension of Psychological Violence, which takes into account the psychological impact of verbal abuse, or any conduct that affects the full emotional development of an individual, instead of giving a form or expression that includes insults, slanders, threats, intimidation, can be classified as verbal abuse ([Imran, 2024](#)). The third dimension is Sexual Violence, which refers to any conduct, intent to engage in unwanted sexual activity, sexual criticism or advances, or conduct that commercializes or otherwise exploits a person's sexual behavior by coercing another person, regardless of the relationship of the person affected. This scenario may include intimidation of a woman and force her to consummate sexual intercourse and/or perform acts against her will, whether vaginal, anal, or oral ([Porat et al., 2024](#)). The fourth dimension is the Verbal Violence. It is the form of interpersonal interaction that occurs when an intense aggression is suppressed, which greatly reduces the ability of the affected person to know and respond to interpersonal reality. The use of words is hostile aggression ([Khasawneh, 2024](#)).

Considering the theoretical models and different definitions that were found for the dimensions of the family violence variable, we highlight its consequences and damages, for the members that make up the family, not only for the aggressor victim, but also for the bystanders. This is related to studies that have shown that disturbed family communication affects people's integrity, causing an increase in mental and social problems, which is an unfavorable environment for cognitive development in people.

Family Violence and Cognitive Impairment

Piaget's theory and constructivism have postulated the family violence and cognitive impairment ([Ghaour, 2018](#)). According to Piaget, children assimilate and accommodate

their environment, since they can incorporate the experiences of violence they witness or experience into their current mental schemes in the context of domestic violence (Nurhasnah et al., 2024; Waite-Stupiansky, 2022). Coercive and learned behaviors known as domestic violence include physical abuse, threats of physical abuse, psychological abuse, sexual assault, progressive social isolation, punishment, intimidation, and/or economic demand. In addition, they can adapt their mental schemes in these experiences (Babakr et al., 2019). This can be understood through various dimensions like attention, memory and perception.

The Attention dimension is essentially a mental function that processes some information, that is, it isolates the interesting from the stimulus. This shows that the process of selecting a stimulus is related to attention, so that if a stimulus is selected for a reason, it passes through our attentional filter (Bonilla-Asalde et al., 2020). The second dimension of Memory is considered a set of mental functions that allow us to store, recognize, and remember information according to the dominant paradigm of cognitive science, which considers the processing and presentation of information as the most typical phenomenon of the mind (García-Díaz, 2024). The third dimension of Perception involves passive concepts, such as perceptual knowledge that results from the cooperation of concepts and intuition in interaction with things (Sanchez et al., 2020).

Empirical studies

Mayo Santos (2021), through a quantitative, descriptive study, analyzed the consequences caused by family violence in fourth-grade students of the Colegio Real de Colombia. Where the results indicated that of the 30 minors who participated, one was the one who responded that he received physical and psychological violence from his parents. Regarding physical violence, 7 reported that they always receive physical punishment from their parents, 10 said sometimes and 3 said never, therefore, it was concluded that the physical violence they receive is constant from their parents.

Similarly, Camacho et al. (2020) studied family violence and its effects in Ecuador, using a quantitative and descriptive method, involving 30 minors. According to the results, 60% said they had been mistreated and some continue to do so, 30% said they had been attacked with objects, 20% said they had been pushed and 16% said they had suffered physical violence through punches. and kicks. Therefore, it was concluded that family violence has brought strong consequences such as physical, psychological and emotional problems, also in the psycho-pedagogical aspect, such as having low grades.

In another study, Acuña Reyes et al. (2024) addressed the issue of family violence in the cognitive development of minors. Their progress showed that 55% had a high level of domestic violence, while their cognitive development was regular and $\rho=0.826$. It was concluded that this problem is related to the development of the cognitive process.

Castillo Chiroque et al. (2021) conducted a study on the academic improvement of fifth-grade primary school students, with the participation of 30 children, in a study with a correlational quantitative approach, not experimental cross-sectional. The findings revealed 47% participants having a medium level of family violence in addition to regular cognitive development, concluding that the more violence there is, the lower the academic performance will be.

Robles Crisostomo (2021) proposes to analyze that the magnitude of family violence produces consequences for the correct academic development of children, using qualitative methodology. The study found out that violence exercised by the family has a negative effect on children's memorization, and deteriorates the ability to retention, concentration and attention, it affects their performance, and it also makes it difficult for them to interact with their classmates. Likewise, Napa et al. (2023), used quantitative, descriptive, non-experimental, and cross-sectional methodologies to analyze family violence in primary schools in Chinchá where 30 students participated. After the survey, it was obtained that 67% are within the parameters of moderate violence, unlike psychological violence since it has 73%, so it was concluded according to the assessment of data that schoolchildren suffer from moderate family violence.

There are a few studies related to cognitive impairment in infants. For instance, Gonzales et al. (2022) found differences in the cognitive development and reading comprehension of all students in public and private schools ($Z=0.55$ and $Z=0.58$, respectively). In a study that used descriptive method and non-reactive indirect observation, it was inferred that most students, regardless of the nature of their educational institution, have an average level in cognitive development and reading comprehension, suggesting that the choice between a public or private school does not have a significant impact on these skills.

Huerta Zoluaga (2021) carried out a study in Chimbote and found that in the attention dimension, 56.2% of the 4-year-old infants showed a medium level of development. Having used observation technique and assessment instrument for data collection, the study designed a checklist to examine and evaluate the cognitive development of infants. The study concluded that a vast majority of infants have a medium level of cognitive development and the implementation of educational strategies was recommended, both inside and outside the classroom, to promote the cognitive development of those who have not yet reached this level.

Gordillo (2022) designed a non-experimental study in Ecuador, with descriptive, analytical-synthetic, inductive and deductive methods. These approaches led to the selection of a sample composed of 10 infants that demonstrated significant results, revealing that 100% of them had poor cognitive development, while 72% did not have adequate motor skills for their age. This leads to the conclusion that it is crucial to implement new learning experiences as a strategy to stimulate the cognitive development of these children in a didactic way.

Hauser and Labin (2018) conducted a quantitative and non-experimental study in the context of Argentina, adopting a cross-sectional correlational design. The sample of the study comprised 50 minors, and the instrument was the observation technique comprising a checklist of 30 items. The checklist had passed the KR29 test after being approved by experts. The study found that children in early stimulation are at a process level with 52% negative and 26% achieved. Therefore, it is expected that there will be a significant correlation between cognitive development and early stimulation.

Monge-Rojas et al. (2025) based their research in Costa Rica, which adopted a methodological and non-experimental research technique, with correlational and quantitative approaches within a positivist paradigm. A hypothetical-deductive method examined the hypotheses, which were statistically verified. By making use of large

samples, and both descriptive and inferential statistics like Cronbach's alpha and Normality and Kolmogorov-Smirnov tests, with a significance of 0.001, the results supported the alternative hypothesis on null hypothesis, with a p-value of 0.001, and show a high correlation (0.862) between the variables studied.

Mercurio et al. (2020) too, conducted an experimental study in the context of Argentina, and collected data through a questionnaire. The sample comprised a group of 81 students of both sexes. The results indicate that children with more previous schooling show better performance in their cognitive functions. It was concluded that progress in their psychomotor skills helps to avoid cognitive deterioration in children.

Theoretical framework

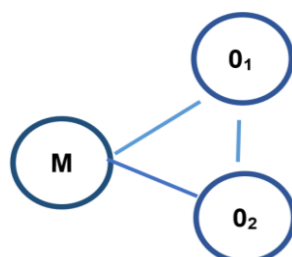
As for the theoretical bases, this case considers theoretical models that explain the violence that is generated interpersonally in a family environment and provides a scientific understanding, taking into account the postulates of Skinner (1987)'s behavioral theory, which establishes the reinforcing environment and its relationship with violence. The theory draws out scenarios and events to highlight the things that control and maintain behavior over time (reinforcers). In this way, acts of violence are maintained and generalized in relation to the emergency system. With this in mind, if the person receives it, this reduces or eliminates the likelihood of this behavior occurring or becoming more frequent (Torres, 2021).

It is important to delve deeper to understand the following theories and the impact on children's cognitive development. Piaget's work served as a model for cognitive research and teaching of his self-reflection and self-regulation skills through modeling, discussion, and teacher counseling in social situations such as play, exchange, and conflict resolution. Theoretically, language is the foundation of development, and the way teachers talk to children can affect learning, memory, comprehension, and motivation to learn.

Methodology

Research Design

The study adopted a quantitative research design with a non-experimental approach and correlational scope. It aimed to obtain a more comprehensive knowledge of the variables under study, thus generating new specific knowledge. This research design contributes to building theoretical knowledge and accumulate theoretical assumptions about different variables under study (Mendoza & Yeh, 2021). The research design can best be exemplified as under:



where M is the sample and O1 and O2 are observations of variable 1 and variable 2, making a correlational scope.

Research Sample

The sample comprised 42 students selected through a non-probabilistic convenience sampling. The convenience sampling allowed the researcher to arbitrarily choose the required number of participants. All students belonged to the Section "A" of the sixth grade of primary school of a state educational institution, Peru 2024.

Research instrument and procedure

The data was collected through a survey instrument, which enabled the research to collect systematic information on a specific problem (Martínez-González et al 2019); and address the research phenomena to extract information. The measurement scale for the variable family violence was a 5-point Likert scale viz., (1) Never, (2) Almost Never, (3) Sometimes, (4) Always, (5) Almost Always. This scale assessed the responses of a questionnaire "Child Abuse and Evaluation Form," containing 30 questions requiring 20 minutes to complete. Since there were two different variables under study, two different forms were used. The instrument was developed by experts in the Ministry of Health, Peru, and tested the attitude and perception of family violence, and its levels /range: Low, Medium, High, Extreme. The instrument had a validity of 0.965 and a reliability of 0.924, thus suggesting that it was authentic, valid and reliable.

The measurement scale for the cognitive development variable was the Pfeiffer Questionnaire (Portable Short Mental State Questionnaire), developed by E. Pfeiffer. The questionnaire primarily measured the development of the cognitive process on a 5-point Likert scale viz. (1) Never, (2) Almost Never, (3) Sometimes, (4) Always, (5) Almost Always. The instrument was developed by experts in the Ministry of Health, Peru, and tested the attitude and perception of cognitive development, and its levels /range: Low, Medium, High, Extreme. The instrument had a validity of 0.955 and a reliability of 0.783, thus suggesting that it was authentic, valid and reliable.

Data analysis

Right at the outset, the data was emptied and modified in a matrix in Excel. Then, descriptive results were presented in frequency and percentage tables. The normality test was performed using the SPSS program. As for the hypothesis test, Spearman's Rho

coefficient or Pearson's R test was used depending on the result. The study used a non-experimental, correlational, cross-sectional, descriptive analysis, by making use of information processing instrument like Spearman's Rho coefficient or Pearson's R.

Results/findings

Descriptive results and interpretation of the results

Table 1 presents various dimensions of family violence in children in section "A" of the sixth grade of primary school in a state educational institution, Peru 2024.

The variable "Family Violence" shows a greater predominance in the Medium level, with a percentage of 60% corresponding to 18 subjects. This Variable has a lower percentage at the extreme level, with a percentage of 7% that corresponds to 2 subjects. Physical violence in dimension 1 shows a predominance in the Low level with 47% corresponding to 14 subjects. Likewise, psychological violence in dimension 2 is more prevalent in the Low level, with 30% corresponding to 9 subjects. Similarly, sexual violence in dimension 3 is more prevalent in the Low Level, with 80% corresponding to 24 subjects. Finally, dimension 4 Verbal Violence has a greater predominance in the Intermediate Level with 50% corresponding to 15 subjects.

Table 1

Level of Family Violence

Dimensions	Physical violence		Psychological violence		Sexual violence		Verbal violence		Variable 1	
Level	f	%	f	%	f	%	f	%	f	%
Extreme	1	3%	2	7%	1	3%	1	3%	2	7%
Intermediate	2	7%	5	17%	2	7%	3	10%	3	10%
Middle	13	43%	14	47%	3	10%	15	50%	18	60%
Low	14	47%	9	30%	24	80%	11	37%	7	23%
	30	100%	30	100%	30	100%	30	100%	30	100%

Table 2 presents cognitive development of the students in section "A" of the sixth grade of primary school in a state educational institution, Peru 2024.

Table 2

Level of cognitive development

Dimensions	Attention		Memory		Perception		Variable 2	
Level	f	%	f	%	f	%	f	%
Extreme	1	3%	2	7%	1	3%	3	10%
Intermediate	3	10%	2	7%	3	10%	2	7%
Middle	12	40%	19	63%	9	30%	16	53%
Low	13	48%	7	23%	17	57%	9	30%
	30	100%	30	100%	30	100%	30	100%

The variable "Cognitive Development" shows a greater predominance in the Middle level, with a percentage of 53% corresponding to 16 subjects. Variable 2 Cognitive

Development has a lower percentage at the High level, with a percentage of 7% that corresponds to 2 subjects. Consequently, dimension 1 Attention has a greater predominance in the Low level with 48% corresponding to 13 subjects. Similarly, dimension 2 Memory has a greater predominance in the Intermediate Level with 63% corresponding to 19 subjects. Finally, dimension 3 Perception has a greater predominance in the Low Level with 57% corresponding to 17 subjects.

Inferential Results Hypothesis Normality Test

To select the correlation statistic, a test of normality or normal distribution of the variables studied was first performed. It was measured according to the population criterion, in this case the sample was 30 students, the Shapiro-Wilk statistic and a normality test was performed to identify and select appropriate inferential statistics to correlate the variables and respond to the hypotheses proposed (See Table 3).

Table 3

Normality Test - Shapiro - Will

	Statistical	GI	Gis.
V1	0.931	30	0.042
D1	0.902	30	0.009
D2	0.942	30	0.06
D3	0.750	30	0.000
D4	0.943	30	0.012
V2	0.886	30	0.004
V2D1	0.928	30	0.045
V2D2	0.839	30	0.000
V2D3	0.899	30	0.008

The data revealed a significance level of $p < 0.05$, suggesting that the sample distribution is not normal and the Spearman's Rho statistic is chosen and non-parametric tests should be used.

Nonparametric hypothesis testing

According to the information obtained in the normality test using the SPSS statistical program, the sample presented a non-normal distribution, so the Rho Spearman coefficient was used for the correlational statistical analysis (Table 4)

Table 4

Nonparametric hypothesis testing

			Correlaciones								
			V1	D1	D2	D3	D4	v2	v2d1	v2d2	v2d3
Rho de Spearman	V1	Coefficiente de correlación	1.000	.807**	.942**	.577**	.753**	.793**	.658**	.818**	.654**
		Sig. (bilateral)	.	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
		N	30	30	30	30	30	30	30	30	30
	D1	Coefficiente de correlación	.807**	1.000	.650**	.396*	.583**	.663**	.713**	.681**	.447*
		Sig. (bilateral)	<.001	.	<.001	.030	<.001	<.001	<.001	<.001	.013
		N	30	30	30	30	30	30	30	30	30
	D2	Coefficiente de correlación	.942**	.650**	1.000	.561**	.681**	.787**	.559**	.788**	.722**
		Sig. (bilateral)	<.001	<.001	.	.001	<.001	<.001	.001	<.001	<.001
		N	30	30	30	30	30	30	30	30	30
	D3	Coefficiente de correlación	.577**	.396*	.561**	1.000	.093	.547**	.460*	.454*	.405*
		Sig. (bilateral)	<.001	.030	.001	.	.624	.002	.011	.012	.026
		N	30	30	30	30	30	30	30	30	30
	D4	Coefficiente de correlación	.753**	.583**	.681**	.093	1.000	.538**	.522**	.581**	.482**
		Sig. (bilateral)	<.001	<.001	<.001	.624	.	.002	.003	<.001	.007
		N	30	30	30	30	30	30	30	30	30
	v2	Coefficiente de correlación	.793**	.663**	.787**	.547**	.538**	1.000	.771**	.827**	.883**
		Sig. (bilateral)	<.001	<.001	<.001	.002	.002	.	<.001	<.001	<.001
		N	30	30	30	30	30	30	30	30	30
	v2d1	Coefficiente de correlación	.658**	.713**	.559**	.460*	.522**	.771**	1.000	.575**	.546**
		Sig. (bilateral)	<.001	<.001	.001	.011	.003	<.001	.	<.001	.002
		N	30	30	30	30	30	30	30	30	30
	v2d2	Coefficiente de correlación	.818**	.681**	.788**	.454*	.581**	.827**	.575**	1.000	.640**
		Sig. (bilateral)	<.001	<.001	<.001	.012	<.001	<.001	<.001	.	<.001
		N	30	30	30	30	30	30	30	30	30
	v2d3	Coefficiente de correlación	.654**	.447*	.722**	.405*	.482**	.883**	.546**	.640**	1.000
		Sig. (bilateral)	<.001	.013	<.001	.026	.007	<.001	.002	<.001	.
		N	30	30	30	30	30	30	30	30	30

** La correlación es significativa en el nivel 0,01 (bilateral).

* La correlación es significativa en el nivel 0,05 (bilateral).

It is evident that both variables, Family Violence and Cognitive Impairment, maintain a (bilateral) significance of less than 0.05, showing a "P" numbering of 0.01 that shows that it is highly significant. Hence, if Sig P > 0.05 = then H0 is accepted, therefore it is parametric, and the r-Pearson statistic is chosen. Likewise, if Sig P < 0.05 = then H1 is rejected, therefore it is a non-parametric test and Spearman's rho statistic is chosen. This proves that H0= The distribution of the sample is normal; and H1 = The distribution of the sample is not normal Hypothesis

Table 5 further illustrates the correlation between Family Violence and the Cognitive Development of children.

Table 5

Correlation between Variables.

			Correlations between variables								
			V1	D1	D2	D3	D4	V2	V2D1	V2D2	V2D3
Spearman's Rho	V1	Coefficient D	1	.807**	.942**	.577**	.753**	.793**	.658**	.818**	.654**
		Sig. (Bilateral)	1	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	V2	Coefficient D	.793**	.663**	.787**	.547**	.538**	1	.771**	.827**	.883**
	V2D1	Coefficient D	.658**	.713**	.559**	.460*	.522**	.771**	1	.575**	.546**
	V2D2	Coefficient D	.818**	.681**	.788**	.454*	.581**	.827**	.575**	1	.640**
	V2D3	Coefficient D	.654**	.447*	.722**	.405*	.482**	.883**	.546**	.640**	1

** The correlation is significant at the 0.01 level (bilateral).

* The correlation is significant at the 0.05 level (bilateral).

Table 5 shows the statistical analysis obtaining a score rho = 0.793** (moderate positive correlation) and a highly significant level of statistics p < 0.05 = 0.001, therefore, it could be

said that the greater the family violence, the lower the cognitive development. Hence, H1: There is a significant correlation between family violence and the cognitive development of children in section "A" of the sixth grade of primary school in a state educational institution, Peru 2024, is accepted and H0 is rejected.

Discussion

Based on the general objective of the study: To determine a significant correlation between family violence and the cognitive development of children in section "A" of the sixth grade of primary school in a state educational institution, Peru 2024, the result was a moderate positive correlation and a highly significant level, obtaining a score ($r = .793$), significance ($p < 0.05$). As seen in [Table 4](#), the correlation between the variables shows a high level of significance between family violence and cognitive development, therefore, H1 is accepted and H0 is rejected ([Castillo Chiroque et al., 2021](#)). Likewise, in the Spearman's Rho test, the statistical analysis sample obtained a score of $\rho = -0.504$ and in turn a significant level with a statistic of $p = 0.045 < 0.05$. This suggests that there exist correlation inversely and a highly significant relationship between both variables of the study. These results are consistent with the underpinnings of Skinner's behavioral theory ([Skinner, 1987](#)), which takes into account the reinforcing environment and its relationship with violence. This suggests that various scenarios and events control and maintain behavior over time (reinforcers). This suggests that family violence exists and is related at a high level to the cognitive development of children sixth grade section "A" of the sixth grade of primary school of a state educational institution, Peru 2024.

Concerning the first objective of the study: to identify the level of the Family Violence variable of children in the sixth grade of primary school in a state educational institution, Peru 2024, it was revealed that the variable "Family Violence" showed a high predominance in the Middle level, with a percentage of 60% corresponding to 18 subjects. This means that there is a level of relationship between both variables. This is in line with the findings of [Coboss et al \(2024\)](#), who analyzed the cognitive development of children living in midst of domestic violence, and concluded that the performance of children was negatively affected by violence. This leads us to conclude in this study as well that domestic violence gradually changes the cognitive development of children. These results are also consistent with the underpinnings of Piaget's theory and constructivism. According to Piaget [Ghaour \(2018\)](#), children who assimilate and adapt to their environment can incorporate the experiences of violence; they can witness or experience domestic violence into their current mental schemas.

With regard to the second objective: Identify the level of the cognitive development variable in children in the sixth grade of primary school in a state educational institution, Peru 2024, the results for the variable "Cognitive Development" show a greater predominance in the Middle level, with a percentage of 53% corresponding to 16 subjects. This means that there is a level of relationship between both variables. In this regard, [Acuña Reyes et al. \(2024\)](#) in Lima, in the Pamplona region, showed several coincidences, as he supported the significant existence of the relationship between domestic violence and the development of cognitive processes. This study concluded that there is a level between both variables that influence the cognitive development of children, demonstrating that

their results are in favor of the development of the research carried out, consequently, we have the theorist who supports this statement, the behavioral theory of Skinner (1987), perception involves passive concepts. Perceptual knowledge will be the result of the cooperation of concepts and intuition in interaction with things, thus corroborating the findings of the research carried out.

With regard to the third objective: To determine the significant correlation between Family Violence and the physical violence dimension of the cognitive development variable of children in section "A" of the sixth grade of primary school of a state educational institution, Peru 2024, the results present a significance (p) level of 0.042, showing a significance level of $p < 0.05$. Consequently, the degree of correlation observed indicated that there is a strong and significant relationship between both variables of family violence and the attentional dimension of the cognitive development variable. This means, the greater the domestic violence, the lower is the cognitive development of attention. In this regard, Contreras et al. (2020), too, showed the existence of a significant relationship between the variables of family violence and the development of the cognitive process in its attentional dimension. These findings also corroborate the theoretical underpinnings of Piaget, who postulated that a mental function processes certain information, i.e., it isolates the interesting from the stimulus. This suggests that the process of selecting a stimulus is related to attention, revealing a significant correlation between the family violence variable and the attention dimension of the cognitive development variable.

With regard to the fourth objective: To determine the significant correlation between Family Violence and the psychological violence dimension of the cognitive development variable of sixth grade students of the sixth grade of primary school of a state educational institution, Peru 2024, the results reveal that both variables, Family Violence and Cognitive Impairment, maintain a (bilateral) significance of less than 0.05. Both variables show a "P" number of 0.01 which shows that it is highly significant, that is, the greater the family violence, the psychological dimension will be more affected and the lower will be the cognitive development. In this sense, Skinner (1987)'s behavioral theory, too, takes into account the reinforcing environment and its relationship with violence. Since the scenarios and events objectified in this study control and maintain behavior over time as re-inforcers, they leave evidence of a highly significant correlation to affirm that family violence is significantly related to the cognitive development. Hence, the greater is the family violence, the psychological dimension will be more affected and so will the cognitive development of children in the sixth grade of primary school in a state educational institution, Peru 2024.

Finally, with regard to the fifth objective: To determine the significant correlation between Family Violence and the Sexual Violence dimension of the cognitive development variable in sixth-grade primary school children of a state educational institution, Peru 2024, a score of $\rho = 0.765^{**}$ moderate positive correlation and a highly significant level of statistics $p < 0.05 = 0.001$ was observed. This suggests that the degree of correlation found refers to a highly significant relationship between both variables of the dimension of family violence and that of sexual violence. In terms of cognitive development, it can be observed that as family violence increases, cognitive development decreases. In this regard, theorist Skinner (1987) understands that human development involves a vital understanding of how children's natural and internal mental structures process information from the

surrounding environment. These findings reveal a significant correlation between the family violence variable and the sexual violence dimension and the cognitive development variable dimension of sixth-grade primary school children in a state educational institution, Peru 2024.

Conclusion

Several conclusions were drawn in this study; each related to the objectives framed. For instance, the General Objective was related to find out whether there existed a significant correlation between family violence and the cognitive development of sixth-grade children in a state educational institution, Peru 2024. The study concluded a moderately significant positive correlation between family violence and children's cognitive development ($r=,793$), ($p< 0.05$). It was also revealed that family violence negatively affects the cognitive development of children.

Additionally, the two variables of family violence and cognitive development of children was evaluated with regard to five objectives. The first objective aimed to assess the level of Family Violence variable amidst sixth-grade primary school children of a state educational institution, Peru 2024. The study found a medium level family violence, with predominance of 60% response rate. This suggested that a large percentage of the student population was affected by violence, having a negative impact on their cognitive development. The second objective aimed to identify the level of the cognitive development variable of sixth-grade primary school children in a state educational institution, Peru 2024. The study concluded that there is a medium level of Cognitive Impairment with predominance of 53%, making it clear that more than half of the group surveyed faced problems of cognitive impairment. This reiterates that the impact of violence needs immediate attention.

In accordance with the third objective to determine the significant correlation between Family Violence and the physical violence dimension of the cognitive development variable in sixth-grade primary school children of a state educational institution, Peru 2024, it was concluded that there is a strong significant correlation between the family violence variables and the attentional dimension of the cognitive development variable. A significance score (p) of 0.042, at ($p<0.05$) was evidenced, which made it clear that the relationship between family violence and cognitive impairment had a very close relationship and that it depends a lot on each other for proper development. According to the fourth objective which aimed to determine the significant correlation between Family Violence and the psychological violence dimension of the cognitive development variable of sixth-grade primary school children in a state educational institution, Peru 2024, it was concluded that there is a significant high correlation between Family Violence and the psychological violence dimension of the cognitive development variable of 6th grade children, with a score between both variables of significance (bilateral) less than 0.05, showing a "P" numbering of 0.01, evidencing a highly significant correlation. This means that both abuses have negative repercussions on minors without distinction of being physical or psychological.

In accordance with the fifth objective: To determine the significant correlation between

the Family Violence and Sexual Violence dimensions of the cognitive development variable of sixth-grade primary school children in a state educational institution, Peru 2024, it was concluded that there is a significant correlation between the Family Violence dimension and the Sexual Violence dimension of the cognitive development variable of 6th grade children of a state educational institution. The score of $\rho = 0.765^{**}$ suggested a moderate positive correlation and a level of high statistical significance ($p < 0.05=0.00$). As a result of these results, it can be said that within the surveyed group there is also a percentage of sexual violence that is closely related to domestic violence.

It is suggested that future researchers should direct their attention to this specific group to develop new strategies aimed at measuring the increase in family violence in the different school stages and thus know how to react in a timely manner if it occurs, motivating them to live in harmony and without violence. Based on the findings obtained, it is recommended that the Heads of educational institutions should consider the need to intervene through training programs for teachers; provide them the tools and strategies to identify and support children who show problems of cognitive impairment in relation to family violence, as well as to manage the cognitive process of students. In addition, it would also be beneficial for teachers to hold workshops where parents are included, with professionals who provide support, to raise awareness about parenting practices that promote good treatment of their children. In this way, it contributes to the cognitive development of children and the prevention of problems related to them, strengthening the relationship between the educational institution and family groups. The study will guide future researchers to expand the research that allows us to observe how the development of family violence evolves and its impact on cognitive development over time in the same study group.

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