

FAMILY VIOLENCE AND ANXIETY AMONG STUDENTS IN MOYOBAMBA

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Abstract: This research provides a current overview of family and emotional development in secondary school students in Moyobamba. The objective of this study was to determine whether family violence is related to the levels of anxiety that students at a private school in Moyobamba may express in 2025. This was a basic, non-experimental, correlational study. The sample was census-based and consisted of 170 secondary school students. The tools used were the Family Violence Questionnaire by Livia Altamirano and the IDARE questionnaire by Spielberg et al. Family violence was found to predominate at the intermediate level. State anxiety, on the other hand, prevails at a high level, and trait anxiety at a moderate level. It is concluded that there is no correlation between the variables, and further study of other variables associated with anxiety is recommended.

INTRODUCTION

One of the main issues frequently observed in today's society is the high incidence of family violence, which directly or indirectly affects the most vulnerable, in this case children. For this reason, studying family violence is essential, as it is a phenomenon that brings a series of consequences with a significant impact on the physical and mental health of those who experience it, with anxiety being one of the most prevalent mental health disorders in this population (Apolinario & Puma, 2023).

Worldwide, approximately one in two children between the ages of 2 and 17 are victims of some form of violence each year, which represents a serious violation of their rights and affects their emotional and physical well-being (Pan American Health Organization [PAHO], 2023). In Latin America, the situation is even more concerning, with 58% of children and adolescents exposed to domestic violence, whether physical, sexual, or emotional (PAHO, 2023). In Peru, the problem is equally alarming. In 2022, there was an average of 22 daily reports of sexual assault against minors, showing the magnitude of the issue (UNICEF, 2023). Furthermore, 74% of the aggressors were family members or individuals close to the victim's circle, highlighting the urgent need for intervention within the family environment to prevent such cases (UNICEF, 2023).

On the other hand, the World Health Organization ([WHO], 2024) reports that one in seven adolescents between the ages of 10 and 19 experiences some type of mental health disorder, with anxiety and depression being among the most common conditions. Furthermore, in its 2024 report, regarding the specific prevalence of anxiety, it is estimated that this disorder affects 4.4% of adolescents aged 10 to 14 years and 5.5% of those aged 15 to 19 years. In Peru, the Demographic and Family Health Survey (ENDES) in 2022 revealed that 32.3% of individuals aged 15 to 29 reported having experienced mental health problems in the past twelve months (National Secretariat of Youth, 2023). Likewise, between January and September 2023, health centers in the country recorded more than 1.3 million visits for mental disorders. Of this total, approximately 343,000 corresponded to anxiety disorders (Ministry of Health, 2023).

At the local level, in 2019, 551 incidents of family violence were reported in the district of Moyobamba, a figure considerably higher compared to other districts in the province, such as Soritor (288 cases), Jepelacio (53 cases), Calzada (26 cases), and Yantaló (10 cases) (Provincial Municipality of Moyobamba, 2021). In addition, according to the Regional Government of San Martín (2021), during 2021, a total of 168,369 cases were recorded of individuals over the age of 12 with at least one mental health disorder, with anxiety disorders being the most common, accounting for more than 4,000 recorded consultations by that date.

It is important to mention that factors such as a dysfunctional home dynamic, exposure to physical and psychological violence, and a lack of emotional support contribute to the development of anxiety in adolescents. Constant tension in the family environment, combined with a sense of insecurity and lack of protection, impacts emotional well-being, affecting both academic performance and interpersonal relationships. Recent research shows that family violence not only increases anxiety levels but also limits adolescents' coping abilities, hindering their personal and social development (Neira Peralta & Soto Chaparro, 2024). The lack of intervention in cases of family violence experienced by students in private educational institutions in Moyobamba can lead to serious consequences. Hurtado et al. (2024) point out that intrafamily violence is closely linked to high levels of anxiety in adolescents, which affects their emotional well-being and academic performance.

Several studies have identified a relationship between family violence and anxiety in adolescents, although the findings vary across research. For example, Oblitas (2024) worked with 162 third- and fifth-grade high

school students in Peru, finding a weak but significant association ($\rho = 0.160$) and a stronger positive correlation when focusing on psychological violence ($\rho = 0.294$). Likewise, Altamirano and Bances (2023) evaluated 218 participants in Lambayeque, reporting direct and very strong correlations, with coefficients greater than 0.70. Similarly, Huertos (2022) analyzed around 180 students in the rural town of Chancayllo, finding a high association ($\rho = 0.624$) along with very high anxiety levels in the sample. In addition, Sargent et al. (2020) studied approximately 140 adolescents and, through a structural equation model, determined that exposure to violence within the environment significantly predicted anxiety. Furthermore, Neira and Soto (2024) worked with 200 students in Moyobamba, from an initial sample of 558, and reported a significant relationship between family violence and anxiety ($p = .001$; $\chi^2 = 208.481$). However, not all studies agree, as Caguana and Tobar (2022) evaluated 141 adolescents in Ecuador and found that, although 44.0% perceived moderate family functioning and 48.9% presented mild anxiety, anxiety levels did not vary substantially according to family functioning, thus showing no clear relationship.

Several authors have proposed theoretical frameworks to explain the dynamics of violence within a family environment. The exchange theory holds that aggression persists as long as the benefits outweigh the costs: for the aggressor, patriarchal control may carry more weight than guilt; for the victim, companionship may prevail over emotional distress or depression (Pérez-Martínez et al., 2024). The systemic paradigm suggests that each family functions as a unique system, which tends to preserve itself even when dysfunctional, helping to explain the difficulty in reporting abuse (Chávez et al., 2023; Pacheco et al., 2024). Altamirano (2020) integrates Bandura's social learning theory, which views violence as a learned phenomenon (Maldonado, 2024), with social exchange theory, which interprets it as a mutually beneficial behavior among family members (Hernández, 2024). Historically, it was defined as aggression exercised by authority figures (Aroca-Montolio, 2014, as cited in Cuervo, 2025), but today it encompasses psychological, sexual, and material violence, which can also be perpetrated by children or other relatives (Villalba, 2021; Herrera-Hugo et al., 2021). According to Syazliana et al. (2018, as cited in Altamirano, 2020), it refers to any malicious act by a family member that causes irreversible harm, motivated by cultural, sociodemographic, religious, or economic factors. Altamirano Ortega Livia defines two dimensions: physical violence, which involves visible harm (Soledispa & Rodríguez, 2021), and psychological violence, which seeks to cause emotional harm (Quillupangui & Paredes, 2022). Furthermore, it has been noted that living in an environment marked by these forms of violence can contribute to the emergence of emotional symptoms, including anxiety, which supports the need to explore this relationship in greater depth.

Regarding anxiety, Aaron Beck's theory considers that anxiety arises from overestimating danger and underestimating one's own resources, influenced by cognitive distortions and negative mental schemas (Ricci, 2024). From a learning perspective, it is described as a learned behavior in response to a stimulus and maintained by reinforcers (Acosta, 2022). Spielberger and collaborators' state-trait anxiety theory (1970) classifies it into state anxiety, which is short-lived (Thomas & Cassady, 2021), and trait anxiety, which is more stable and persistent (Eysenck et al., 2023; Skapinakis, 2023). Historically, it was associated with terms such as worry or fear (Perdiguer Gil, 2022), but was later conceptualized as a subjective experience that alters psychological processes (Astorga et al., 2022) and as an emotional response to threatening or demanding situations (Aveiro et al., 2024). Spielberger and Díaz-Guerrero (1970, cited in Alegría & Valderrama, 2022) define it as a construct that includes feelings of tension, apprehension, and concern, which may be transient (state) or permanent traits. State anxiety appears as restlessness in specific conditions and disappears with the stimulus (García & García, 2021), while trait anxiety is more stable, recurrent, and does not depend on a specific situation (Hinostroza et al., 2023). It is worth noting that these levels of anxiety tend to be more consistent and persistent when a person develops in a hostile environment, such as family violence, bullying, or other forms of abuse, which explains the interest in studying how these two variables are related.

Considering all the aforementioned aspects, it was deemed pertinent to analyze the relationship between both variables and demonstrate it statistically. In this context, the research problem was proposed as follows: What is the relationship between family violence and anxiety in students from Moyobamba in 2025?

The research was conducted with the purpose of determining whether intrafamilial violence and anxiety in adolescents were related, considering that both are causes of serious emotional problems and can severely affect the overall development of a vulnerable population such as adolescents. Previous evidence showed that a violent family environment could lead to anxiety, depression, and stress, affecting emotional and academic well-being (Ponce, 2022). This study provided specific data on this population, aiming to fill theoretical gaps and offer hypotheses for future research that delves deeper into how family dynamics impact mental health. Likewise, the findings served to propose intervention strategies, such as training programs for parents and teachers on conflict management and communication, as well as psychological support for students, in line with UNICEF (2023), which states that violence in child-rearing can cause anxiety, distress, and depression. At the methodological level, the research contributed to the development and validation of instruments to measure both variables in the school setting and suggested appropriate analytical approaches, following the line of previous studies with non-experimental cross-sectional designs (Zevallos, 2023).

Based on all these considerations, the general objective was to determine whether family violence is related to the levels of anxiety that may be expressed by students in Moyobamba in 2025. From this, more specific objectives were proposed: to identify and measure both the levels of family violence and the levels of anxiety that students from the selected educational institution might be experiencing; to determine

whether there is a relationship between family violence and state anxiety; and to determine whether there is a relationship between family violence and trait anxiety.

MATERIALS AND METHODS

Regarding the study's approach, type, and design, it is specified that the research had a quantitative approach, as all data were subjected to rigorous statistical analysis (Chacma et al., 2021). In terms of type, it was classified as basic research because it incidentally expanded existing knowledge about family violence, anxiety, and the relationship between the two (Ramos, 2023). Finally, the study followed a non-experimental, cross-sectional, correlational design because at no point were actions taken to alter the study variables; the results reflected the reality of both constructs within a specific and unique time frame (Cvetkovic et al., 2021); and, in addition to identifying the extent to which each variable manifested, it also examined the degree to which both variables were associated (Osada et al., 2021).

Regarding the population, it was finite (Peñailillo et al., 2024) and consisted of 170 high school students, both male and female, from a private educational institution located in the city of Moyobamba. The population had the following characteristics: only students who attended the institution regularly, were enrolled from the first to the fifth year of high school, and whose parents' provided authorization and consent for their participation in the research were included. The instruments were not administered to students who had dropped out, to those with cognitive limitations, or to those who voluntarily chose not to participate in the study. As for the sample, there was accessibility, availability, and sufficient resources to administer the evaluation instruments to the entire population (Condori, 2020). Therefore, it was not considered necessary to work with a sample, as the results accurately reflected the reality of the studied population. In terms of sampling, no sampling technique was used in this research, since the study was conducted with the entire population through a census (Ramos, 2021).

Regarding the techniques and data collection instruments, this research used the survey technique (Qualtrics, 2021), which was administered in person. As for the instruments, two were used. The first was the Family Violence Questionnaire (CVIFA), originally developed by Dr. Livia Altamirano Ortega and M.A. Reyli Jesus Castro Banda. However, in this study, the expanded version created by Dr. Livia Altamirano Ortega in 2020 was used. This expanded version contains a total of 46 items—22 belonging to the physical violence dimension and 24 to the psychological violence dimension—rated on a 4-point scale ranging from never (0) to always (3). The questionnaire was validated with a sample of high school students from a district in Lima. In terms of its psychometric properties, it showed adequate difficulty indices (≥ 0.51). The corrected item-total correlations were greater than 0.20. A homogeneous Aiken's V of 1 was obtained. It was found that the two-dimension structure explained 87% of the variance, and both dimensions were strongly correlated with the overall variable (Pearson's $r > 0.90$). Reliability was also adequate, with scores above 0.70 for each dimension and exceeding 0.80 at the overall level (Altamirano Ortega, 2020).

The second instrument used was the State-Trait Anxiety Inventory (IDARE), originally developed in Mexico in 1970 by R. Gorsuch, R. Lushene, and Ch. Spielberger. However, for research purposes, this study employed the adaptation made by Oriana Alegría and Leily Valderrama. This decision was based on the fact that their psychometric analysis was conducted in a population with certain sociodemographic characteristics similar to those of the study population in the present research. The instrument consists of forty items divided into two dimensions: the first dimension, state anxiety, comprises 20 items, while the second dimension, trait anxiety, comprises another 20 items. The inventory shows adequate content validity, with Aiken's V values above 0.92. The items have acceptable corrected item-total correlations (> 0.20). At the construct level, the instrument demonstrates good fit indices (CFI/TLI > 0.90 ; RMSEA/SRMR < 0.06). It also has strong reliability levels, exceeding 0.85 for each dimension and overall (Alegría & Valderrama, 2022). It should be noted that this is not the only validation performed; additional studies can be found in the works of Benites Santiago & Jara Fernández (2020), Rivera Martínez (2020), and Zavaleta Gamboa (2017).

However, since none of the instruments had been validated in the San Martín region or in Moyobamba, it was necessary to subject the instruments to expert judgment to obtain content validity levels. A pilot study was also conducted to verify the reliability of the instruments. Four experts evaluated whether the instruments contained items that were clear, relevant, consistent, and sufficient to measure the study variables. After analyzing their feedback, it was evident that all items met these four criteria, demonstrating the content validity of the scales. Additionally, one of the experts made observations regarding items 33, 34, and 35 of the Family Violence Questionnaire (VIFA), which should be considered in future research. Regarding the pilot test, it was applied to 20 students, and the responses were analyzed using specialized software, resulting in a Cronbach's Alpha/Omega coefficient greater than 0.70, confirming the reliability of the scale.

Regarding data analysis methods, the first analysis performed was descriptive, from which frequencies (f) and percentages (%) were obtained for each variable and its dimensions. The second analysis conducted was the normality test, which allowed for understanding the data distribution and selecting the most appropriate method to analyze the information. Since there were more than 170 respondents, normality was assessed using the Kolmogorov-Smirnov test. It was found that the data did not follow a normal distribution, so Spearman's rho correlation coefficient was used. The third analysis examined the significance of the correlation (p), its direction (Rho), effect size (ES), and statistical power ($1-\beta$). To perform these three

analyses, the JASP software was chosen because it is specialized, freely available, and does not require licenses. Finally, the data were presented in a summarized and organized manner in tables that comply with the guidelines established in the APA 7 manual.

Finally, regarding ethical aspects, this research adhered to all principles established in the Code of Ethics for Research, issued under a University Council Resolution by César Vallejo University (2024). Intellectual honesty, rigor, objectivity, impartiality, transparency, respect, and responsibility were all taken into account. All cited data were properly referenced, respecting the intellectual property of the authors who are part of the scientific community. Additionally, the data obtained from rigorous analysis were presented without manipulation. It should be noted that if any ethical violations were found, the researcher would undergo a thorough investigation to clarify the facts. The principles related to research involving human subjects, described in Article 6 of the same code, were also respected. Participants' autonomy was upheld through informed consent and assent, as well as their right to decline participation. Confidentiality of the participants was maintained, and upon completion of the study, a detailed report of the results was provided to the participating educational institution so they could make informed decisions based on this document. It is important to mention that this research was approved by the university's ethics committee.

RESULTS

TABLE 1 Descriptive analysis of family violence

Level	Family violence		Physical violence		Psychological violence	
	F	%	F	%	F	%
High	51	30.0%	47	27.6%	60	35.3%
Medium	119	70.0%	123	72.4%	110	64.7%
Low	0	0.0%	0	0.0%	0	0.0%
Total	170	100%	170	100%	170	100%

Notes. xxx.

The table shows that 70% of respondents reported experiencing domestic violence at a medium level, while 30% reported experiencing high levels. No records of low levels of domestic violence were observed. By dimension, physical violence was reported at a medium level in 72.4% of respondents and at a high level in the remaining 27.6%. Similarly, psychological violence was reported at a medium level in 64.7% of respondents and at a high level in the remaining 35.3%.

TABLE 2 Descriptive analysis of state/trait anxiety

Level	State anxiety		Trait anxiety	
	F	%	F	%
Very high	23	13.5%	7	4.1%
High	73	42.9%	30	17.6%
Moderate	61	35.9%	57	33.5%
Mild	13	7.6%	32	18.8%
No anxiety	0	0.0%	44	25.9%
Total	170	100%	170	100%

The table shows the levels of state and trait anxiety. Regarding state anxiety, 42.9% reported high levels, 35.9% moderate levels, 13.5% very high levels, and the remaining 7.6% mild levels. No cases without anxiety were evident. Regarding trait anxiety, 33.5% reported high levels, 18.8% mild levels, 17.6% high levels, and 4.1% very high levels. On the other hand, 25.9% did not show symptoms of trait anxiety.

TABLE 3 Kolmogorov-Smirnov normality test

Variable	Test	statistic	p	Interpretation
Violencia familiar	K-S	0.191	<.001	No normal
Violencia física	K-S	0.220	<.001	No normal
Violencia psicológica	K-S	0.106	0.043	No normal
Ansiedad estado	K-S	0.081	0.210	Normal
Ansiedad rasgo	K-S	0.103	0.055	Normal

The table shows the results of the data normality analysis. The Kolmogorov-Smirnov (K-S) test was used since the sample size was greater than 50 participants. It is observed that the p value for domestic violence and its dimensions is significant (<0.05), demonstrating a non-normal distribution. On the other hand, it is observed that the p value for the anxiety variable as a state and the anxiety variable as a trait are not significant (>0.05), demonstrating a normal distribution. Considering that the use of the Pearson correlation coefficient

(parametric test) is recommended only for normal data, the Spearman correlation coefficient (non-parametric test) will be used due to the non-normality of the data.

TABLE 4 Correlation analysis between family violence and state anxiety

Variables	rs	p	IC 95%	Fisher's z
Family violence – state anxiety	-0.129	0.093	[-0.280-0.015]	-0.130
Physical violence dimension - state anxiety	-0.146	0.058	[-0.301-0.003]	-0.147
Psychological violence dimension - state anxiety	-0.132	0.086	[-0.283-0.016]	-0.133

Table 4 shows a correlation between family violence and state anxiety of -0.129. By dimension, the correlation between the dimensions of psychological violence and state anxiety is -0.146 and -0.132, respectively. It is observed that the p value of all correlations is greater than 0.05, demonstrating that these associations are not significant. With this as a reference, the null hypothesis is accepted, which states that there is no significant relationship between family violence and state anxiety in the students.

TABLE 5 Correlation analysis between family violence and trait anxiety

Variables	rs	p	IC 95%	Fisher's z
Family violence – trait anxiety	-0.074	0.339	[-0.239-0.077]	-0.074
Physical violence dimension - trait anxiety	-0.056	0.466	[-0.219-0.107]	-0.056
Psychological violence dimension - trait anxiety	-0.076	0.326	[-0.240-0.076]	-0.076

Table 5 shows a correlation between family violence and trait anxiety of -0.129. By dimension, the correlation between psychological violence and trait anxiety is -0.146 and -0.132, respectively. The p value for all correlations is greater than 0.05, demonstrating that these associations are not significant. Based on this, the null hypothesis is accepted, which states that there is no significant relationship between domestic violence and trait anxiety among the students.

DISCUSSION

Anxiety is a phenomenon that affects millions of people, according to first-hand reports from leading international organizations. Addressing it, and ultimately slowing its progression, requires a clear understanding of the factors associated with it. Guided by this premise, the present study aimed to examine the extent to which family violence is related to anxiety among a sample of high school students from a local educational institution. Interviews and discussions with school authorities revealed that both issues remain highly prevalent within this setting.

The first specific objective was to identify the levels of family violence and anxiety among students in Moyobamba in 2025. Analysis of the descriptive results shows that, among students from the educational institution where the study was conducted, levels of family violence were generally moderate and, in some specific cases, high. Regarding anxiety, state anxiety appeared at high and moderate levels, while trait anxiety was mostly moderate or absent. This information reveals two key points. First, students often experience various episodes of family violence, both physical and psychological; however, these episodes tend to occur irregularly and with moderate intensity. Second, it indicates that students, in addition to showing moderate symptoms of anxiety, appear to have developed anxiety symptoms that extend beyond specific situations and manifest more consistently, becoming part of their habitual way of reacting to stressful situations. In other words, anxiety has gradually become integrated into their way of being.

These results are consistent with several regional studies, such as that of Arévalo (2023), who found that in an educational institution in Tarapoto, the level of family violence was moderate (60.49%). They are also consistent with research conducted in other regions of Peru. For example, Olano and Vargas (2022) reported that in an educational institution in Huancavelica, at least 74% of respondents showed moderate levels of family violence. Similarly, Huachez and Rodríguez (2022) found that 61% of students from an educational institution in Jaén experienced moderate levels of family violence. Regarding the variable of anxiety as a state and as a trait, the findings partially align with those of Cruz (2023), who reported that in an educational institution in southern Lima, trait anxiety levels were moderate (50.3%). They also show a degree of consistency with the study by Lévano (2023), who found that more than 67% of students from an educational institution in Cañete, Lima, exhibited high levels of state anxiety.

It is likely that the levels of family violence fall within a moderate range due to several factors that have become part of the everyday reality for the vast majority of families in Peru. First, in some households, the use of violence as a form of disciplining children, essentially as part of child-rearing, has been normalized. Furthermore, this method of correction is often passed down from generation to generation and reproduced without question, making its presence frequent but not always, or necessarily, severe (Gershoff, 2002, as cited in Huang & Chazán-Cohen, 2025; Straus, 2010, as cited in Nguyen et al., 2025). In addition, it is

important to note that in many cases, families already display dysfunctional dynamics, relationships marked by conflict, poor communication, or a lack of emotional support, which can lead to constant arguments, verbal offenses, or expressions of contempt. While these behaviors may not reach severe levels of harm, they still represent a persistent form of violence (Moreno et al., 2025).

On the other hand, the high levels of state anxiety may be explained by the academic demands that students are currently facing. Family conflicts, problems with classmates or teachers, and other situations that create immediate pressure could also play a role (Anderson et al., 2025). Regarding the moderate levels of trait anxiety, this may be due to prolonged exposure to environments that trigger anxiety, which has led it to become part of the students' way of being or reacting to the world, although not to an extreme degree (Velíz & Valdiviezo, 2024).

The second specific objective was to determine the relationship between family violence and state anxiety among students in Moyobamba in 2025. Analysis of the inferential results revealed no relationship between the two variables, as the significance levels did not meet the thresholds required to accept the research hypothesis. The absence of a correlation between these constructs indicates that the high levels of state anxiety previously identified among students are not related to the moderately violent environment in which most of them live. This suggests that such anxiety may be triggered by other factors, which would be worth examining and analyzing in future studies.

These findings are consistent with the study by Anca and Barrantes (2024), who, upon examining anxiety and family violence among high school students from an educational institution in San Martín de Porres, concluded that the two constructs were not correlated. They also show some similarity to the research of Caguana and Tobar (2022), who did not directly analyze family violence but rather a related variable, family dysfunction, and found no relationship with anxiety levels. However, these results differ from other studies where a correlation was found, such as those conducted by Sargent et al. (2020), Altamirano and Bances (2023) in Lambayeque, and Oblitas (2024) in Cusco, although in the latter case the association between the two variables was very small.

There are several possible explanations for the absence of a correlation between the variables. First, it is likely that some students have become accustomed to certain negative family dynamics, to the point that they no longer provoke an intense emotional reaction and, therefore, do not cause anxiety (Moreno et al., 2025). On the other hand, the high levels of state anxiety may be related to deficits in other psychological constructs, such as difficulties in emotion regulation (Mikulic, 2021), low frustration tolerance (Baquero et al., 2023; Alberca et al., 2024), limited social skills, or a lack of strategies for coping with stress (Alvarado & Campoverde, 2023).

Finally, the third specific objective was to determine the relationship between family violence and trait anxiety among students in Moyobamba in 2025. Analysis of the inferential results revealed no relationship between the two variables, as the significance level of all correlations did not exceed the threshold required to reject the null hypothesis. The absence of a correlation between these constructs indicates that trait anxiety, as exhibited by some students, is not mediated, nor may it have been acquired, through family conflicts or violence experienced in the home. In this regard, it would be advisable for future studies to examine other factors, experiences, or events that may have contributed to the moderate levels of trait anxiety found in the study population.

When comparing these findings with previous research, clear discrepancies emerge. For instance, Cedillo (2021) concluded that, in addition to being correlated, intrafamily violence accounted for 45.4% of the variability in trait anxiety in a sample of adolescents from Tumbes. Similarly, Hinostroza and Lima (2023) found that adequate family functioning, defined as the absence of violence and strengthened through communication, cooperation, and agreement, was inversely correlated with both state and trait anxiety levels in a sample of adolescents from Guayaquil.

The lack of correlation found in the present study may be explained by the fact that trait anxiety, as a more stable and enduring form of emotional reactivity, does not arise as a direct response to specific situations, such as isolated episodes of family violence. According to various studies, trait anxiety is typically influenced by factors such as temperament, early experiences, the emotional climate during childhood, or even learned patterns developed over the course of life (Pacherre, 2025). Therefore, although some students may currently be exposed to situations of family violence, such exposure may not have been sufficiently significant or consistent to shape their habitual anxious responses. It is also likely that the moderate levels of trait anxiety observed are better explained by the accumulation of personal life experiences rather than exclusively by current family circumstances, which could account for the absence of a significant relationship between the two variables (Hurtado et al., 2023).

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