Violent socialization at school

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Abstract

The aim of this study is to determine the various types of violence that occur between students and teachers from five public higher education institutions belonging to the area of health in Monterrey, NL, to portray the practices that prevent the proper development of scientific and academic productivity and thus jeopardize the timely attainment of the training goals established in each of their preparatory, technical or professional programs. According to the methodology the study was quantitative, transversal, analytical and comparative. This allowed the analysis of the presence or absence of violence between the actors already mentioned, according to the opinion of students in a specific area of vocational training. A random, probabilistic, systematic and stratified sampling of 545 students was conducted. It is believed that violence decreases as the education level increases, which may be partially true, but the general and initial results of this study clearly show that such violence exists. In scientific literature there are few reports of intimidation, harassment and violence at universities, thus ignoring the implications that these practices throughout the training process have on the victim.

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1. Introduction

In this paper the results of a questionnaire administered to students in five faculties in the area of health from a public university in northeastern Mexico (the largest of the region) are presented, analyzed, and discussed to portray some of the inappropriate and unethical practices that can be considered forms of violence or bullying.

More than fifteen years into the twenty-first century, it is easy to see that certain changes strongly influence social dynamics both positively and negatively, as in the case of information technology and social media, socio-political conditions also modify the way we relate with others; on the other hand, in the field of material conditions and social benefits changes are not observed in abundance, contributing to a widespread social unrest, which can make us think that there are certain repercussions in educational spaces, hence our interest in investigating if violence or bullying may exist in our institution.

1.1. The pedagogical relationship at the university

The functions of public universities are teaching, researching, disseminating culture, and creating social links, which should be developed in a harmonious environment, based on the institutional values and attributes (Vision UANL 2020, 2011). The governing documents provide the profiles of the various university actors and set the parameters that guide vocational training, which is manifested in the syllabus of each career. It also establishes guidelines that allow the development of educational processes, leading to particular educational relationships where the central figures are the teacher and student.

Pedagogic relationships in classrooms are generally asymmetric, that is, there is someone that teaches and someone that learns, someone who gives directions and someone who must comply; this may consciously or unconsciously provoke excesses. The teacher is vested with formal authority that allows him to evaluate and qualify the activities of his students, which gives exceptional power.

In college future professionals are trained in various areas of knowledge, each of these areas permits the formation of certain knowledge, characteristics and identity that have to do with certain field, this shows that the pedagogical relationships established in the different faculties are different, precisely because of its educational purposes. There may be greater stress in pedagogical relationships in medicine or engineering than in philosophy or visual arts, which does not mean that violent actions should be justified if present. Doing this is going against the highest purpose of the university.

1.2. School Violence

The word violence has many meanings and includes a variety of situations, ranging from minor offenses, destruction or theft of material goods, to those that represent a risk for life (Abramovay, 2011).

One of the phenomena that slows or hinders the adaptation of students in the school context is violence, which is characterized by the intent to cause harm (Del Rey & Ortega, 2008). This is expressed in different ways, it can be direct and indirect physical, economic, sexual, psychological, or exclusion violence and can manifest individually or in combination (Delgadillo & Mercado, 2010). As a result, it can cause problems with self-esteem, social integration, in the process of teaching and learning, absenteeism, and even abandonment or dropout.

For Treviño, M. et al. (2014) violence in the educational environment causes severe problems which hamper the relations of all the people involved and impact the health of those affected. School violence can manifest as actions or omissions, whose purpose is to cause harm (physical, moral, psychological) to members of an educational congregation, either in school grounds or in neighboring areas. School violence is any form of aggression or harassment against students, teachers or educational facilities and is considered a major risk factor (Treviño, de la Cruz & Chávez, 2015).

In recent years the term bullying has become popular; however there have been few studies on the violence or harassment that teachers exert on their students. This kind of aggression within universities can vary depending of the positions of power of teachers, ranging from failing a student without an appropriate reason, ignoring or excluding them, and even cruel, inhuman, and degrading treatment, which damage the physical and psychological
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