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**T TYPOLOGY OF  
VIOLENCE BETWEEN  
UNIVERSITY STUDENTS**

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*Irma Isabel Salazar Mastache*

Council for School Coexistence  
of the State of Mexico

<https://orcid.org/0000-0003-4297-9416>

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**Abstract:** The article aims to identify school violence among students of the 36 normal schools of the State of Mexico. The writing is part of a broad investigation and in this space the findings of the violence are shown from the typology used in integral peace that studies and measures the existing violence and also the subjectivities classified in structural, cultural, symbolic and direct violence. The results reveal the main school violence as a benchmark of the growing wave of violence in society in general. It is concluded that violence at school has multiple social and cultural causes that find their origin in various manifestations of intolerance to cultural diversity.

**Keywords:** Education in universities; school violence; Typology of violence; peace education.

## INTRODUCCIÓN

The manifestations of violence inside the normal schools of higher education reveal that the students and teachers do not have a good time inside them. The objective of this article is to analyze the violence among the students of the 36 normal schools of higher education of the Mexican entity. It is part of a broader investigation but, on this occasion, only focuses on the violence between students described from a typification that was built with a comprehensive peace approach.

The study understands violence as a component that takes various forms and occurs at all social, economic, religious, cultural or political levels, with the intention of obtaining or imposing something by force regardless of causing some kind of physical harm, psychological, economic or sexual in the victim. For its part, school violence is considered as an intentional action that directly harms one or more educational subjects (teachers, students, managers, support staff), usually occurs within the

school, but it can also occur in other social spaces that are correlated to it.

The research is descriptive, it was carried out through a digital questionnaire in the 2021-2022 school year. The results expose the answers of 1,710 students of normal education, around the school violence manifested in each school. Based on the findings, a typification of school violence is built with a comprehensive peace approach.

From the perspective of studies for peace, intolerance of cultural differences is a trigger for problems and violence, so it is extremely important that schools become aware that each subject represents a different culture, for through their way of thinking, feeling, acting, their physical appearance, their economy, religion, among other aspects.

For its reading, the writing is divided into three sections, in the first the conceptual arguments or the review of the relevant literature for the study are exposed. The second section describes the methodological approach of the investigation and the typification of violence with a comprehensive peace approach. In the third section, the conclusions of the writing are presented.

## CONCEPTUAL ARGUMENTS

There are two fundamental concepts that are used in this article to describe a typification of the violence that is present in the normal education schools of the State of Mexico: school violence and integral peace.

## SCHOOL VIOLENCE

Violence at school has become a concern and a need for research and action for its prevention worldwide. The United Nations Organization has published documents on issues related to education in and from human rights, in order to address this problem that is increasing and victimizes students and teachers. In particular, the United Nations

Children's Fund (UNICEF) has carried out studies on school violence in Latin America and the Caribbean, where the punishments, mistreatment and abuse experienced by minors during their education are highlighted. stay at school. The World Health Organization (WHO) defines violence as the deliberate use of physical force or power, whether threatened or actual, against oneself, another person, or a group or community, that causes or has many likely to cause injury, death, psychological harm, developmental disorders, or deprivation (WHO, 2002, p. 3)

Violence and bullying disrupt the feelings and emotions of students, as well as their future and present life projects. Students who are victims or bystanders often have attitudes of low self-esteem and feel vulnerable to the point of not wanting to attend anymore, putting their permanence in school at risk. School violence being an element and a cause of school dropout.

A recent UNESCO report (2019) confirms that school violence and bullying are major problems worldwide. Thus, almost one in three students (32%) has been bullied by their peers at school at least once in the last month and a similar proportion has been affected by physical violence, according to the publication. Physical bullying is the most prevalent in many regions. School violence and bullying affect both male and female students.

According to Sánchez (2018), "if we wait for all manifestations of violence to disappear to work and develop peaceful situations, we will hardly achieve it, since relationships between individuals and groups are not usually characterized by perfection" ( p.65)); hence the interest in recognizing the naturalized violence that is present in the classroom, to attend to it from its very naturalization and achieve its prevention, given that "the use of violence to resolve our differences, to impose our criteria or to exercise power over others, it

is an increasingly common practice, it seems that this is the only effective mechanism that allows human beings to guarantee their survival" (Cerdeño, Villegas, and Visuma 2020, p. 238).

In any of the manifestations of school violence, there are several social and cultural factors that affect society and its historical evolution, as well as its cultural evolution, since these manifestations of intra-school violence are always associated with existence of groups with differences in terms of power and social status, mainly based on historical and cultural background (race, gender, socioeconomic level, minorities in general), another example of manifestations of violence resulting from historical and cultural incidence is gender violence and, this, is also manifested in school systems (Cedeño, 2020, p. 267).

Violence is multifaceted and therefore multireferential, hence it is studied with a focus on psychology, sociology, anthropology, health, among others; but, by returning to the general concept issued by the WHO, we can reflect that violence is present in all social spaces, that it can be exerted towards oneself, towards another or towards a social group with the intention of causing injury, damage or death.

### **COMPREHENSIVE PEACE**

Currently there are different methodological processes aimed at studying peace, its scope and the strategies that work best to achieve it. Studies for peace are understood as multi and interdisciplinary, due to the complexity that arises from the same cultural diversity.

Like violence, peace implies various environments in the life of man, so referring only to one type of peace, one type of conflict or one type of violence is selfish, because relationships and interrelationships emerge in through political, religious, cultural, social and economic characteristics, highlighting the

differences of all kinds between one person and another and between social groups. So peace has different ways of approaching, applying, understanding and teaching.

Since the Second World War, it is the prelude to peace as a formal study and the reason for the creation of the United Nations Organization (UN) and the United Nations Educational and Scientific Organization (UNESCO).

UNESCO was established after World War II to ensure that there would never be another world war. A distinction is made between the old concept of peace between sovereign states and a new concept, still without a name, of peace between peoples... It was not until 1989 that this concept was given the name of "culture of peace", in the final declaration of the International Congress on Peace in the Minds of Men, sponsored by UNESCO...in which it is exhorted to build "a new vision of the culture of peace based on the universal values of respect for life, freedom, justice, solidarity, tolerance, human rights and equality between women and men" (UNESCO 1989 in Adams, 2014, p. 229-230).

The first objective, mission and purpose of the UN was to maintain peace in countries that have been at war and prevent other countries from entering into armed conflicts. According to Adams (2014), "peace was the period of time between wars, during which no particular war was being fought. The new strategy proposed here is to develop a new culture and a new and alternative base of political power, a culture of peace" (p. 228). From this assignment, peace becomes a proposal for permanent action and also a proposal for formal study within schools and universities.

Studies of peace and for peace emerged with the "new school" in the 20th century, with the aim of finding the foundations of a culture of peace and transmitting it in a pedagogical way within schools. For their study, peace investigations are classified into

four waves, according to Valencia, Gutiérrez and Johansson (2012).

Comprehensive peace is located in the alloy card, as a theoretical-conceptual approach that has been developing in Latin America and the Caribbean. From a peace perspective (not pazology) we have to study and measure the existing violence and also the subjectivities and peace-building realities. The point is that the perspective of violence does not exclude the realities of peace, but neither does it mean that views of peace do not deny or make violence visible (Sandoval, 2014:118).

From this dimension of integral peace, the impossible peace is explained through the indicators of structural violence, symbolic violence, ecological violence, cultural violence and direct violence, which are not studied as isolated events, but as a process of integral violence that generates other forms of violence in multiple social spaces. That is to say, the transformation of violence and the link of each cradle of these in the different manifestations that are present in social spaces are studied. Hence, the history of humanity is shaped by a series of events that mark the economic, political, social, religious, cultural, physical and educational life of people.

## **RESEARCH METHOD AND TOOLS**

The research was descriptive, for which closed questions were created that allowed the analysis of the violent reality in the students' school environment. It is a cross-sectional investigation considering violence as the central axis and its typification of results with a comprehensive peace approach, which will allow understanding attitudes and behaviors from the social dimension. Only part of the results is presented due to the space and structure of the publication.

The application of the instrument was in the 2021-2022 school year, to carry it out a virtual

system was enabled that housed the answers and systematized the information of the 1,710 students of normal education schools. The construction of the typification of school violence is carried out based on the results and from the perspective of comprehensive peace.

## **TPOLOGY OF VIOLENCE FROM THE PERSPECTIVE OF STUDIES FOR PEACE**

Comprehensive peace is an approach that links violent acts and deeds that people live and exercise in their different contexts, either individually or collectively. From this dimension of comprehensive peace, impossible peace is understood as those conditions of violence that are manifested in different spaces; and it is explained through the indicators of structural violence, symbolic violence, cultural violence, ecological violence and physical violence. According to its author, these forms of violence are not studied as isolated events, but rather as a process of comprehensive violence that is transformed according to spaces, subjects and contexts, thus generating other forms of violence in multiple social spaces, including the school.

Therefore, within the school, it is common to find in some students attitudes and practices of intolerance towards other classmates who are different religiously, in sexual preferences or in physical, ideological, and economic aspects. It is also common for intolerant people to proceed with physical and verbal aggression against classmates who do not share their thoughts and actions, rejecting differences, ignoring the rights of the other who is different, and provoking conflicts within these educational spaces that seek a prompt solution using of violence. The constant repetition of these manifestations of violence in the different spaces and contexts in which students interact promotes that violence is minimized to such a degree that

it becomes naturalized within the same daily relationships, coming to think that “students represent the school violence as a form of entertainment, which is evident in their ways of playing and using their free time in the schoolyard” (Pacheco-Salazar, 2018 p. 116).

The definition and typification presented by studies for peace around violence are considered qualitative studies where culture is what determines peaceful and violent behaviors. Table 1 describes the typology of violence from the perception of impossible peace.

From the approaches of comprehensive peace, social violence is transformed into new violence and is expressed differently in different scenarios and between different subjects, manifesting itself in different ways.

The results of the research on violence among higher education students are shown in the typification of violence from integral peace that specifies the location of each response according to the type of violence (structural, cultural, symbolic and direct), and the number of times it was selected by normal education students.

As shown in Table 2, the figures make it clear that the violence most frequently presented among students is cultural and direct violence, translated into the law of ice, indifference and disloyalty. “The manifestations of violence in the educational space violate the right to grow physically, mentally and spiritually healthy, as well as the right to protection against abuse and discrimination” (Trucco and Inostroza, 2017, p. 9). It is violence that may not be visible until it becomes direct violence through blows, shouts and threats.

Every human being has the right to receive an education; then he must contribute to the education of others. Words understood as right and duty, to forge the foundations of a learning society. “To be of quality, education in the 21st century needs the focus of education

Typology of Violence	Impossible Peace in Society (Sandoval-Forero)	Impossible Peace at School (Salazar-Mastache)
Structural Violence	That which comes from the State, from the laws and from the institutions in general. Economic, legal and political structures of the State that generate oppression that impede the freedom of the human being.	It is part of the social framework and its main characteristic is inequality. They are those social injustices such as poverty, unemployment, among others, that are present in the school space and that do not allow or hinder the attendance or permanence of students in school.
Direct Violence	It is a destructive aggression that generally uses force and weapons to dominate, impose, subdue, destroy or annihilate others.	The aggressor can be identified, since it is a face-to-face violence, making physical contact and sometimes using tools to harm. It translates into shoves, punches, kicks, pinches, reports, punishments, among others.
Symbolic violence	Concept coined and defined by the sociologists Bourdieu and Passeron in 1970 "(...) all power that manages to assign meanings and impose them as legitimate, disguising the relations of force on which its own force is based." This symbolism of violence has several manifestations (signs, icons, codes, verbal expressions, stereotypes, prejudices, among others), Symbolism of authoritarianism that discriminates, submits, controls and violent.	It is one of the most common and the least reported due to its nature, it is associated with symbols such as sounds, drawings, gestures, among other ways to exercise symbolic violence and each one is an exercise in social violence that, on a daily basis, people acquire within a culture or cultural hybridizations to make use of these in a public way and with the intentional purpose of violating other people. The foundation of symbolic violence is found in the power exercised by one person (dominant) over another/s (dominated), whose domination leads them to accept submission, either consciously or unconsciously.
Cultural Violence	It has to do with the thoughts, feelings, interactions and practices that are presented by the population, by state institutions and by municipal, state and federal governments. Violence that has to do with racism, exclusion and segregation.	They are the multiple religions, ideologies, uses and customs that are present in the classrooms and that generate cultural diversity.

Table 1 - Typology of violence from the perspective of impossible peace

Fuente. Personal elaboration with data from Sandoval-Forero (2016) and Salazar-Mastache (2020).

## Typologies of school violence from integral peace

Violence		Times it was selected by students
Structural violence	Exclusion	119
	Corruption	109
	Theft	42
Cultural violence	Ice law	600
	That I don't care what happens to another	546
	To tell secrets and confidences	354
	Nicknames	262
	Teasing for some physical aspect	47
	Intimidation	41
Symbolic violence	To take someone else's boyfriend or girlfriend	585
	To record videos or take photos with the cell phone, without authorization	223
	To bet involving a partner	161
Direct violence	To turn around and leave the person talking alone.	424
	To hide personal items	308
	To scream	256
	To tease when someone falls or slips	221
	To blame someone else for something they didn't do	211
	To take away or throw lunch to classmates	204
	To disseminate on the internet, videos, photos without authorization	195
	To laugh when my classmates participate in class	156
	To throw away homework, backpack, or schoolwork	70
	To push another student	39
	To ask for money by force	40
	To threaten to pass homework or lend materials	25
	To hit another student	15

Picture 1 - Typification of school violence from the perspective of comprehensive peace

Source: Prepared with the data obtained from the investigation.

for peace. Where the knowledge and values are initiated and maintained to promote a change in the behavior of people and their violent manifestations, advocating for a peaceful consensus and above all, towards the contribution and creation of solid and sustainable conditions for peace” (Amor, 2020, page 59). Hence the interest in knowing the beginning of the violence, to design strategies that allow it to be stopped in a timely manner.

## CONCLUSIONS

The school as an educational institution offers training in two ways, in the construction of knowledge and development of skills; and in the socialization that manifests itself in the learning of daily actions that take place in the interior and its periphery. That is to say, that the school, being immersed in society, expresses society itself in its interior through its members; therefore it becomes a social scene.

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