Manifestaciones de violencia escolar en estudiantes de secundaria de una comunidad indígena de Chiapas[1]

Manifestations of school violence in high school students from an indigenous community of Chiapas

Manifestações de violência escolar em alunos do ensino médio em uma comunidade indígena em Chiapas

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Resumen

El presente trabajo indaga sobre las manifestaciones de violencia en una escuela secundaria de una comunidad indígena de Chiapas. Para ello se realizaron entrevistas a estudiantes, directivos y docentes del centro escolar. El análisis de la información se llevó a cabo mediante la comprensión amplia de los registros, la extracción de unidades y el desarrollo, delimitación e interpretación de categorías. Los resultados indican que las manifestaciones de violencia son comunes en este grupo de escolares: golpes, insultos y abuso a los más débiles y las mujeres. Las vías de mediación utilizadas son el diálogo y la búsqueda de apoyo en la familia o docentes. La manifestación de dicha violencia revela tensión en las relaciones entre los estudiantes, así como el consumo de alcohol.

Palabras clave: violencia escolar, secundaria, indígena.

Abstract

The present work inquires about the manifestations of violence at a high school in an indigenous community of Chiapas. For this purpose interviews were conducted with students, principals and teachers of the school. The analysis of information took place through extensive understanding of records, removal of units, and development, delimitation and interpretation of categories. The results indicate that the manifestations of violence are common in this school group: hits, insults and abuse of the weak and women. The mediations used are the dialogue and the seek for support in family or teachers. The manifestation of this violence reveals tension in relations between students, as well as the consumption of alcohol.

Key words: school violence, secondary, indigenous.

Resumo

Este artigo investiga as manifestações de violência em uma escola secundária em uma comunidade indígena em Chiapas. Para fazer entrevistas com alunos, diretores e professores da escola foram feitas. A análise dos dados foi realizada por amplo entendimento de registros, unidades de extração e desenvolvimento, delimitação e interpretação das categorias. Os resultados indicam que as manifestações de violência são

comuns neste grupo de escola: espancamentos, insultos e abusos os mais fracos e mulheres. As rotas de mediação utilizados são o diálogo eo apoio à procura da família ou professores. A manifestação de tal violência revela relações tensas entre alunos e álcool.

Introduction

In order to understand the complexity of school violence, a psychological, sociological and pedagogical analysis within the framework of the educational system must be performed.

Violence is an aggressive behavior whose origins are various factors, especially socio-cultural (Sanmartín, 2010). School violence, on the other hand, refers to as "the action or intentional omission that takes place in school, in their surroundings or during extracurricular activities, and that harms or may harm third parties. Their authors tend to be people involved in the school context" (Serrano, 2011, p. 148).

Se trata de un fenómeno complejo y de amplio interés en las últimas décadas que "emerge en el contexto de la convivencia y, por tanto, que se enmarca en las normas, rutinas, procesos, sistemas de interacción e intercambio, subjetividades y pautas culturales propias de cada institución escolar" (Román y Murillo, 2011, p. 39).

Individually occurs as a result of anger, which has to do with limited skills: communication, problem solving, managing emotions; in addition to contextual factors as jealousy, frustration, alcohol consumption (among other substances), that originate the perception of victim vulnerability (Echerubúa, 2011).

In the qualitative research work carried out, the violent behaviors include verbal aggression, threats, pushing, nicknames, among others, except the jokes because they are made as a game, but those that affect the feelings (Espelage and Asidao, 2001) .

To understand these manifestations of violence more broadly, Dubet (in Guzman, 2014) states that it is necessary to categorize the different types that exist: one is that considered "natural" of adolescence, based on a "profound agreement about the rules and transgressions "(p. 55); social violence, which comes from the precarious conditions, school overcrowding and the experience of previous exclusion of certain social groups that "affects the sense of school experience and studies from a context of limited opportunities" (p. 56); and anti-school, where students become subject to violent action to teachers, infrastructure and school materials. In this typology is the perspective of the logic of action from the sociology of social experience, where "individual and collective behaviors dominated by the heterogeneity of its constituent principles and the activity of individuals, resulting from the articulation of three logics action: integration, strategy and subjectivation" (p. 63).

The logic of integration realizes the socialization function; the strategy relates to certain interest in social interaction; subjectivation and refers to creativity, to the action of criticism to prevailing domination. Such reasoning is necessary to consider the socio-cultural environment of the subject and the way violence is expressed there.

Sociocultural environment that manifests itself as "... a sense of exclusion, of daily degradation of vital links" (Belgich, 2005, p. 11). In indigenous schools such links relate to land, community and culture, which are contrasted with forms of behavior, interaction, interests or activities of a consumer society that constantly refer media and technology computer information. In this sense there is a distancing of their culture, but also the satisfactions of a globalized society.

For work, in search of constantly satisfactions young migrate to other cities in the state, country or the United States, and when they return to their community are in "a cultural limbo that makes them feel" distant and often ashamed their own roots "(Garcia and Arellano, 2007, p. 5). This leads to the rebuilding of their identity and the breadth and the establishment of new forms of coexistence. While this sector is actively involved in some reconfiguration of culture in turn is a sign of rootedness of identity, as is still considered part of the community social fabric which young people do not become detached, maintaining through social networks the spaces that migrate, the communal, cultural, ethnic or class structures.

One point of tension and social changes are the family relationships established in a patriarchal structure, which are characterized by the subordination of women to men and the domain that man establishes to continue in that position (Lagarde, 2011).

Such relationships between men and women is part of the cultural environment and carries personal and social characteristics that mediate the processes of subjectivity present in the manifestations of violence, whose underlying logic does the analysis of the culture of the school indispensable.

As already noted, school violence is characterized by highly heterogeneous and complex behaviors; however, they are very few studies on the subject and even more in indigenous communities. Because of this, this paper explores the manifestations of violence in school from an indigenous community in Chiapas.

The study's methodology

This research is based on the interpretive paradigm, in which according to Carr and Kemmis (1988, p. 83) social reality is seen through "a significant intrinsic structure, constituted and supported by routine interpretive activities of its members individual ", from which it is built and reconstitutes the social order. Therefore, we try to understand the social processes by which it is produced and assumes a certain social reality.

Techniques

The interview, understood as a process of communication that takes place between two people, was the technique that was used, particularly the interview focused. Sierra (1996), this is a formal conversation where a specific personal experience, in this case situations of school violence is reconstructed.

Context

The research was conducted in the county seat of San Andres Larrainzar. The municipality of the same name is located in the economic region V Altos Tsotsil Tseltal, whose native language is Tzotzil. This community has a high degree of marginalization and social backwardness, and medium levels of human development. According to INEGI (2010), the municipality has 20 000 349 inhabitants, of which 15 000 971 speak their mother tongue. Mostly residents of the community are engaged in farming and cattle breeding and domestic animals; generating production is consumption.

Education coverage tends to decrease at higher grades. In the 2013-2014 school year, the school population in the No. EST. 57 was 658 students, who came from different locations and sites located around San Andres Larrainzar. The teaching staff consisted of 27 teachers and social work staff: two people who perform secretarial functions and three others working prefects and assistant director.

Process

For the development of this work was key intermediation maestro Carlos Perez Sanchez, former director of one of the schools of primary level and who actively participates in different tasks in the community. With their help a meeting with the authorities of the community, led by the Lords judges, the secretary, the mayor, the governor and the elders, who in a ceremonial act we received and listened with kindness and respect agreed, then they gave us their support to carry out the work. We then present with managers and staff of the Technical High School No.. 57, who after hearing about the study decided to collaborate and support its development. We also obtained the authorization of the parent company campus.

Later, with the consent of participants, interviews within the school were made. The topics addressed was the concept we had on violence, its manifestations and how to solve them. To this audio track recorded at the site of application and proceeded to transcribe the interviews in digital format was used. Subsequently it conducted the analysis of information. Interviews with teachers and the school principal were processed in the same way, with particular interest in the description of the care provided to this type of problem.

Analysis of the information

Here the data analysis technique was applied, which according to Martinez (1998) consists of selecting or removing drives a context analysis to code. Subsequently the data are analyzed simultaneously to develop concepts. This application represents the first contrast categories or subcategories, arising along a study in successive frames or contexts. Such a method is developed in four stages: the first involves understanding the data, the second involves an integration of each category with its properties, the third requires delimit the findings and finally the analysis and interpretation of the information obtained is made, after a process of relationship, comparison and reduction of categories, thereby structuring the great themes of analysis.

RESULTS

The conception of violence

The conception of violence comes in different fields; for example, in the family and in gender relations, although there is a clear understanding that it is a social problem that occurs at different levels and that concerns both individuals and communities.

Usually within the family manifests between parents and their children during aging; a phenomenon that is silenced by social vulnerability and physical weakness of infants. One of the students spoke about:

… violence is when a dad or a mom, say mistreat us □tanto women and men maltratan□ us, abuse us (interview 1 Alberto student 3rd secondary).

Uneven distribution and organization of roles of parental subsystem with respect to the fraternal, placing the children in a situation of structural vulnerability, which in turn determines a form of acquired or added vulnerability, which occurs later in the context of social interaction , particularly in the case of women (Lorente, 2011).

This condition extends and is clearly stated in gender relations:

… It is when mistreat a woman, or let them marry and then let it go home; because man no longer wants to be with his wife (Carlos, student secondary 1).

... Violence is that the boys sticking them girls and let hurt (Karla student 1st secondary).

Indigenous school support "triple quadruple □y if they are mujeres□□exclusión: ethnic exclusion (for being indigenous); excluding class (being poor); generational exclusion (being young) and, where appropriate, gender exclusion (as women) "(Garcia and Arellano, 2007, p. 5). This reality poses "a continuous way between school violence in its extreme forms and gender violence (adult)" (Serrano, 2011, p. 154).

Similarly, this violence considers it points peers deprivation of the rights and welfare of people:

… violence is that mistreat other colleagues (Mario, a student of 2nd secondary).

Finally, these actions are not an inherent condition subjects, but involves institutions and society itself:

Violence is more of a problem that occurs on a social level in our Mexican republic, either because of family problems or between communities (Francisco, a student of 3rd high school).

Violence: repetition or exceptionality

The manifestations of an event not expressed equally in an indigenous community in other contexts, and therefore can not be interpreted from the same premises. While both students and teachers report that violent behavior manifested in abuse or shock is rare does not mean it is absent; but rather that has mutated in other symbolic devices that hide him, as psychological or social exclusion. Examples are the truncos studies in secondary and high school, which is much more evident in women, and their lack of participation in activities involving greater social power. In this regard, support staff comments:

No problem so it (violence), are very few.

Here is very little conflict with the students, this is very rare in students, who bicker (licenciada Xóchitl Nandayapa, prefecta).

Students share this view, but also appreciate more often in this type of action. When asked if they have witnessed violence or conflicts within the school, they said yes.

It is possible that the involvement of parents whose representation makes an appearance every Monday at the ceremony of homage and participates as assembly meetings where important issues are discussed in school life-operate as a restraint and ensure certain standards and values community.

Expressions of violence

Different behaviors involving insults, swearing, pushing and fighting, all expressions of relations among students. However, they are not common in peer interaction.

With regard to student responses against insults, it is common that the Encare directly attacked the aggressor and both end up bundling shock. About this was said:

Whether to bother me too much, tell me and I will not swear, I begin to say many things; then I hit them! (Karla student 1 secondary).

An example is: insulting a partner; although sometimes without them insult me, I'm going !, as I give, hit him! (Alberto student 3rd secondary).

The most common problem in school ⬜entre we alumnos⬜ is being told nicknames; why there are problems and discussions without coming to blows (Eleuterio student 3rd secondary).

According to Guzman (2007), violence in the secondary level can be considered "natural", which is part of school life and implicitly corresponds to a series of agreements on what is tolerable and what is not. In this regard, the insults are assumed as part of the interaction. However, if these are aimed at a family are extremely offensive and the response is immediate:

…sometimes I do not take into account, but if I say strong things like insulting my family, my brother or someone, because I do say to them that I do not like! If I say again, well ... I hit! (Alberto student 3rd secondary).

Fights or conflicts are few, although sometimes the reason is not disturbing others but the dispute by a companion:

Most of the time fights given here is for women (Francisco, student 3rd secondary).
... Jealousy is a common trait among couples, which end with physical violence between them or with other boys boyfriend (Ps. Andrea, docente).

In some cases it is obvious that colleagues or classmates supposedly weaker bother.

Women at most five percent, say: "He hugged me," "I went and whistled me" or "I got a nickname" (Ariadna teacher, school counselor).

I like to annoy girls ... because children get together two or three and we can stick, and girls (Carlos, student secondary 1).

Some are very aggressive with other women (Gabriel, a student of 3rd high school).

This condition of intimidation "typically occurs in a situation where there is a real imbalance of power or perceived" (Ontario Ministry of Education, 2013, p. 1), and occurs are more often men towards women, where physical strength is the basis for initiating aggressive behavior. According to Arendt (cited in Belgich, 2005, p. 9), "violence ... is by origin impotence (and children) appeal to violence trying to assert itself with a power that is not so, in the most destructive of competition, as it becomes by decreasing others. "

These expressions are closely linked with alcohol in school:

When one disturbs the other is given by alcoholism or drugs also; one longer believed superior to the other, and that generates violence among peers: other insults to the other because it is believed superior to the other. But, is not it, but it is the opposite.

I have four or five companions who consume alcohol ... behave aggressively with peers, or have a very relaxed attitude: do not take things seriously; They take it as a joke (Francisco, student 3rd secondary).

And it is seen as strong, so chingón with drugs then, and are stronger with that (Gilberto, student of 3rd high school).

The association between expressions of violence and substance abuse is an issue widely reported in different studies (Network for the rights of children in Mexico, 2010; SSP / SEP, 2010; Ayala, 2015). Alcohol consumption is a problem noted by students and teachers, which contributes to the establishment of new conventions and concepts about the interaction and coexistence among peers, especially in a sociocultural environment where traditions emparentan with such intake.

Mediation and participation

The conflict in the school context are not recurring; however, a student may annoy another or others and the problem be solved by those involved, without that transcends more.

Once the situations of intimidation or abuse present, students take an active role to stop its escalation, using when they are unable to cope with such situations, both teachers and executives and even the parents themselves. In some cases their participation is immediate and direct:

> … I tell them not to fight, and if they hear me also get involved (Karla student
> 1st secondary).

In situations of direct aggression they have been directed to parents of students aggressors:

> I talked to his dad and he told her, and that's (Joseph, student 1st secondary).

Although not express what happened, it is inferred that parental involvement through dialogue or sanctions, is one of the most important containment mechanisms in such demonstrations.

However, other students felt that dialogue is a solution that is used to persuade the aggressor:

I'll say well; I will not stick so fast. I will not say well that will be the case again: no longer do so (Joseph, student secondary 1).

The main thing is to talk right ?, discuss the problem. For what is this? If, that is, if one falls ill, what this problem is? First it is to talk about the problem and if given if the dialogue would come to not have results, and other measures would be taken so that it can give you a remedy to the problem or conflict that has, so as not to get physical attacks (Francisco, student 3rd secondary).

Finally, resorting to authority is the most common way to deter who agrede:

I tell one of the teachers and talk to them (Mario student 1 secondary).

They call, report their children, send them to call your mom and tell your child that no longer do the same (Celia student 3rd secondary).

The analysis made of these manifestations of violence is critical, with a deep sense of the implications that carry the school environment. As summarized by one of the students:

I think these attacks is wrong. Why? Because we as students should not pass that. Why? Because we are receiving education. That is, we are not educating that we may be rogues !, so that we are a gang! We are educating to be good citizens, so that we are not fighting with each other. If done here at school, it is not right! (Francisco, a student of 3rd high school).

To Dubet (in Guzman, 2014), the social behavior of individuals can follow the logic of subjectivity, where "the actor is presented as critical subject" (p. 63). The last opinion speaks of a school that, while socializing takes a strong tradition of school, can also undertake certain distance with a sense of citizenship and critical of these behaviors. The merger is part of social development of the subjects in the school environment.

Conclusion

School and manifestations of violence within it are a reflection of the social situation; however, also denounced the challenge of the principles that guide the school culture itself, a process in tension between the forms of socialization and subjectivity of students. In this process, the family and its foray into the school environment functions as an element of containment and channel these expressions of violence, unequivocal sign of the interconnection between the community and family life.

From the perspective of the sociology of school experience (Dubet in Guzman, 2014), it is relevant to consider the significance of this experience, in a context where social mobility or access to other living conditions that have been built as part of the school pledge, are illusory. That promise also not always end as an integrated form of the emerging culture for school groups, but sometimes leads to violence. Hence, although logic permeating socializante integration also subjectivisation and critical of the school can be seen.

Also, expanded school coverage has meant access to students who distance themselves from their own communities, their activities and forms of interdependence (Miguez, 2014), leading to socio-cultural factors such as relationships between men and women and alcohol is contrary to the principles of school culture.

This highlights the need to limit the behaviors that are included within the term school violence as acts of physical violence and psychological violence less or social exclusion are taken into account. Also it is followed deepen the role of the mass media and processes emigration-immigration of young people, for all that impacts their social interaction.

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