

Chapter 2 Social representation of violence in a sample of students and teachers at UACAM

Capítulo 2 Representación social de la violencia en una muestra de estudiantes y docentes de la UACAM

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N. Niño, M. Valencia and M. García. (AA. VV.) Productive System, Territory and Sustainability. Handbooks-TIII-©ECORFAN-Mexico, Guerrero, 2021.

Abstract

The meaning of violence and school conflicts within the teaching-learning process shared by students of the Autonomous University of Campeche (UACAM) at the undergraduate level was found and conceptually analyzed, in order to structure its own meaning according to the idiosyncrasy of the folksy; The normalization of the phenomenon is demonstrated, and the use made of it as a form of empowerment of teachers towards students within the teaching-learning process, the technique of semantic networks was used as a methodological tool to obtain the psychological meaning of 6 defining words: Power, Violence, Conflict, Aggression, Teacher, Student, in a sample of students and professors from the Faculty of Engineering and Humanities. Even when symbolic violence is recognized in the data obtained, 670 students and teachers, both students and teachers, see the phenomenon as part of the hierarchical process of the institution that has rules and regulations that govern school life in all its aspects.

Social representation, Semantic networks, Violence

Resumen

Se encontró y analizó conceptualmente el significado de la violencia y los conflictos escolares dentro del proceso de enseñanza aprendizaje que comparten los estudiantes de la Universidad Autónoma de Campeche (UACAM) en el nivel de licenciatura, con el fin de estructurar un significado propio de acuerdo a la idiosincrasia del campechano; se demuestra la normalización del fenómeno, y el uso que se hace de éste como una forma de empoderamiento de los profesores hacia los alumnos dentro del proceso de enseñanza-aprendizaje, se utilizó la técnica de las redes semánticas como herramienta metodológica para obtener el significado psicológico de 6 palabras definidoras: Poder, Violencia, Conflicto, Agresión, Profesor, Alumno, en una muestra de estudiantes y profesores de la facultad de ingeniería y de Humanidades. Aun cuando se reconoce la violencia simbólica en los datos obtenidos, estudiantes 670 y docentes tanto alumnos como docentes ven el fenómeno como parte del proceso jerárquico de la institución que tiene normas y reglamentos que rigen la vida escolar en todos sus aspectos.

Representación social, Redes semánticas, Violencia

Introduction

The phenomenon of violence and its invisibility is an issue that occupies the whole society, in its different aspects and areas such as the school where not only teachers, parents and students are involved but also the whole administrative area of the different educational levels, which manifests itself in the most diverse ways. The conceptualization of the subjects themselves and the way they live with the phenomenon on a daily basis gives it a varied meaning for those who are immersed in it. It is necessary to recognize from violent acts due to the polysemy of the term through social representations, which are measured using the technique of semantic networks to obtain the psychological meaning of the concept to be measured, to the violent practices that are lived on a daily basis in all areas of life, such as institutions or the family and community environment.

The review of the genesis of this phenomenon, its implications and perverse power games and abuses that in a situation of violence can arise, become a challenge for those who are faced with studying this plot of interpersonal relationships that happen in and during the teaching-learning process and daily in their school and social environment (Fardella & Niño-Gutiérrez, 2018). Improving communication and interpersonal relationships between the collectives that make up the teaching community and the student community (Valencia, Niño-Gutiérrez & López, 2018), translates into the need to raise intervention procedures in quality education (Niño-Gutiérrez, et al., 2021), at any of its levels to prevent the phenomenon of school violence and improve coexistence in educational centers, with full respect and understanding of the Mayan culture from which much of the UACAM student body comes from.

Addressing the need for information about the phenomenon, the recognition of the problem as a daily occurrence not only in others but also in themselves, and the management of double talk by adults or by the academics or young people themselves, will raise awareness about the management of power and conflict resolution through dialogue, and if a positive use of the latter is made, it will result in personal growth of all actors involved within an institution, in this case the family or the school, as well as in our social environment.

It is important to point out that changing attitudes is not easy, it is a slow process, it can even take years, because we have been immersed in the normalization of violence practically since we are born, or attend school, on the other hand, the mass media not only magnify or minimize the problem in the best of cases, but also repeat stereotypes, prejudices or social roles and indirectly offer solutions from a patriarchal vision, modeled as "natural". The school, with the use of technology, can have a quicker impact on this process, although this also implies that it is the teachers who take the solution to this problem called school violence into their own hands.

The theory of social representation

According to Moscovici S. (1988), social representation is:

A form of specific knowledge, common sense knowledge, whose contents manifest the operation of socially characterized generative and functional processes. That is to say, it designates a form of social thought that constitutes modalities of practical thought oriented towards communication, understanding and mastery of the social, material and ideal environment, presenting specific characteristics at the level of organization of contents, mental operations and logic. In addition, three important aspects of social representations are pointed out: meaning, creativity and autonomy. Farr (1988), adds that the content of language makes it possible to "represent" an invisible or absent object, a past or a future because they have a signifying character since they always mean something to someone and when they are verbalized something appears to the listener, i.e. representations have a double function: to make the "strange" seem familiar and the invisible perceptible; since the unknown for a person is threatening when there is no category to classify them, this allows us to understand why it is so difficult for young people to recognize the violence that they may face daily in any aspect of their lives, whether as students, children, girlfriends, or pedestrians.

On the other hand, there is a correspondence between social structure and mental representations, which can be compared with the relationship established between cognitive and thought structures and social structures, since the latter result from the incorporation of the former, according to Bourdieu 1990. In this order of ideas, the categories, schemes or mental "maps", or the forms of organization of thought, i.e. the social representations are a historical product as well as the sociocultural order. Thus conceived, cognitive structures are a historical product, they have a double historicity: on the one hand, in ontogenesis (socialization process) and in phylogenesis (historical work of successive generations). That is to say, reason and its categories are not transhistorical, they lack transcendental "aprioris", in other words, the social imaginary is acquired by the person from birth and develops as he grows up being immersed in a culture and goes from the individual to the collective, coinciding thoughts and values among people. It is not surprising that beliefs are shared and continuously replicated from generation to generation, transmitting erroneous attributions.

If we consider that social determinations and circumstantial situations are interpreted differently by each receiver and the responses generated, which, although they depend on a personal history, cannot be separated from a closely predictable reaction within the social and cultural framework where they occur. Such responses crystallize in a particular form of behavior that is immersed in and reflects a form of behavior expected, recognized and accepted by the group in which the individual is inscribed. That is to say, the capacity for choice and action is determined by the limits of the social structure and by the cultural sphere to which one belongs, because individuals behave coherently within a specific social framework with its respective classification systems that refer to rules, norms, obligations and prohibitions that not only regulate individual and social behavior, but fundamentally divide reality in thought through forms and structures, and it is mainly the presence of an order, the very definition of "things" within a socially constructed reality that defines and legitimizes the nature of experiences and of existence itself.

Power and violence as a characteristic of social relations

In every human process of interaction there is always someone who "knows or claims to know" and someone who "does not know", this implies the establishment of hierarchical relationships sometimes based on the knowledge, experience or lack of knowledge and inexperience of the participants, also influenced by symbolism, age, kinship, social environment, etc. and it is from social representations that power or violence have been anchored in society.

Hernández (2000) says that power has been represented in three ways that can be differentiated, although they are not completely different: I) power understood as a capacity that is available or lacking, II) power conceived as an institution that to be legitimate presupposes the consent of those over whom it is exercised, and III) power analyzed as an inherent characteristic of the diverse social relations that take place in society. In the first point and from the school vision the teacher is the one who has the power and the student lacks it, in the case of the institution it is the school in this case the university who legitimizes the use of this power and in the third section in all social relations the use of this resource is implicit regardless of whether they are in a hierarchical relationship teacher-student or between student-student pairs, or teacher-teacher because power supposes the recognition of the other as someone who acts or is capable of acting and, being understood as a relationship, it is in operation and action in all social institutions, starting in the family, being the flow that produces the dynamic or passive movement of society. It can be said that power and violence accompany all daily interactions and that it circulates in the environment since power relations are established between dominators and dominated and oppression, authoritarianism and discrimination appear, every situation of violence is a situation of power, Foucault (1985) quoted in Hernández (2000) points out that there are social networks in which power circulates and has been modified throughout history.

In another order of ideas, violence has become an everyday occurrence to the point that only physical aggression or attacks against property are considered as such; faced with this reality, human beings have developed myths and prejudices to understand it because they lack answers to face this reality and overcome it; however, before speaking of violence, an important distinction must be made with aggression, since the term is used as a synonym without being so. Thus Warren (1989:8) defines aggression as the aspect of the will to power that implies treating other individuals as if they were simply objects to be used to achieve a goal, and aggressiveness as the type of behavior characterized more by the disposition to attack than by the tendency to avoid dangers or difficulties.

This aggressiveness is necessary to overcome the obstacles that the environment presents, in this positive case it is not an evaluative but a descriptive concept, it has an interpersonal dimension, its forms are dissimilar, motor, verbal, gestural, postural, etc. because it has an origin, a destination, a directionality and an intentionality. The point to emphasize is that it is not synonymous with violence and is not genetically determined, but is part of human behavior, it is not negative in itself but positive and necessary as a force for the physical and psychological self-affirmation of the individual and is determined by the cultural processes of socialization. Thus, aggressiveness fulfills two complementary functions: first, it constitutes an active force for the development and affirmation of the self, and second, it is an instrument to defend one's own identity from everything that threatens it.

On the other hand, the World Health Organization (2002), defines violence as: The intentional use of physical force or power, threatened or actual, against oneself, another person, or a group or community, that causes or has a high likelihood of causing injury, death, psychological harm, developmental disturbance, or deprivation, and divides violence into three general categories, according to the characteristics of those who commit the act of violence: (a) self-inflicted violence (suicidal behavior and self-injury), (b) interpersonal violence (family violence, which includes minors, intimate partners, and the elderly; as well as violence between unrelated persons), and (c) collective violence (social, political, and economic). The three points imply that violence can be found in all personal and social spheres, the characteristics of which are:

- A dynamic concept because it acquires multiple interpretations according to the spatial, temporal or disciplinary context.
- It is relational because it is a relational phenomenon that becomes a reality and is reproduced in social inter-subjectivity.
- It is a communicative act that shows human interrelation and the denial of this, that is, the denial of the other alongside oneself.
- It is a historical phenomenon because it is born with man and expresses the characteristics of the society in which it emerges.

Imberti (2001), points out that structural violence is in the foundations and is part of the scaffolding of society, which sustains and justifies it, being hierarchical, authoritarian in which there is a difference in power between men and women, with the aim of perpetuating this difference in power. Redorta (2005) also argues that structural violence originates in institutions, in the assignment of hierarchies, based on social class, race, sex, disability, sexual preference, the place that each person occupies in the family, or in the unequal distribution of legislation.

For this, gender must be taken into account, because it is constructed simultaneously with other systems of social differentiation and is perceived differently, which is equivalent to saying that men and women are socialized according to the roles assigned by society, so that we play different functions or roles in society, the place of men being the public sphere (politics, paid work, positions of power and responsibility) and that of women the private sphere (home, family, care and upbringing of children, etc.). Since gender is a social construct, which manifests itself through communication processes, it is transmitted in subtle ways during the processes of upbringing and education. Therefore, it allows us to glimpse the origins of the existing inequality between men and women, and it is necessary to review the impact of the culture that generates the mechanisms that subordinate the "submission" of women or the "control of men" through patriarchy.

In another order of ideas, the University as a school system offers education at the higher and postgraduate level; students are trained to exercise a profession, providing them with theoretical and practical tools, which have been planned in advance and are known by professors and students because they are in official documents, but they are also endowed with attitudes, myths and prejudices (hidden curriculum), whether referring to a behavior, a way of dressing, speaking or acting, these aspects are not official and depend on the actors involved, especially the teachers, however, in this development there is a whole series of factors worthy of being taken into account; Thus, to say University, is to think of an institution that regardless of the size or physical infrastructure that composes it, includes a series of elements such as a teaching staff in all its modalities as researchers, full time, part time, subject teachers, adjuncts, etc., the administrative staff at all levels, the administrative staff in all its levels, and the administrative staff in all its levels. administrative personnel at all levels, from the rector to the intendant, through the entire hierarchy of administrative positions, students, unions of both administrative staff and teachers. Student groups, etc.

Within this universe there is constant human interaction mainly as symbolic communication that acquires different connotations according to the meanings and values of those involved in the process, the direct or indirect personal treatment between the different social actors, personal relationships at all levels and of course the power relations both implicit and explicit, which are socially accepted because complex task-oriented groups require a hierarchical organization if they want to perform their tasks efficiently.

Zarzar Charur (1983) says that the teaching-learning process is an inseparable unit in which all those involved in this process learn and teach in a reciprocal manner. In this perspective teaching can be characterized as a process of interaction between people in which the subjects-teachers and students establish interrelationships through which they form a group with its own dynamism (Valencia, Niño-Gutiérrez & López, 2019). Thus, the characteristics and peculiarities of each of the participants intervene, which is why no two groups are ever the same, regardless of whether the teacher teaches the same subject and the students share characteristics of age, school level or cultural processes. Furthermore, Imberti (2001), refers to the function of the school's hidden curriculum as a reinforcement of basic norms such as coexistence or discipline that favor privileged groups and surround the nature of conflict and its uses, postulates a network of assumptions that once internalized by students establish the limits of legitimacy. As if it were a collective memory that is achieved through routine and repetition of behaviors by generations of students and teachers.

School relationships are mediated by norms, hierarchies and bureaucracy either at the institutional or classroom level, at the institutional level, the community of teachers maintains its own consultation circles such as academies and departments, they are organized and respond to an immediate superior, regarding the classes they teach in addition to the other activities they perform and that correspond to the school.

In the school, the traditional roles of teacher and student establish that the teacher knows and teaches and the student learns, this stereotype is reproduced either visibly or subtly and protects both actors from the anxiety of excessive anxiety. When it is not overcome, conflicts appear within the learning groups, rejections, or the focus on certain students to the detriment of the rest of the group. In this way the teacher and the student establish relationships with each other and it is important that they communicate and interact, that they share experiences to make learning possible by being part of a group, within the group there are internal and subtle power struggles; thus, the degree of collaboration or competence, communication, the influence of the teacher, the acceptance of the subject being studied, the willingness to change and attitudes will allow success or failure within this process, all determined by the initial commitment that is established within a classroom. As for the students, within the classroom they not only have to abide by the rules of their teacher, but also by the institutional ones, in addition to this, among pairs of students, there may be segregation towards some of them, either for being the first or the last in the classroom or for not sharing hobbies of their community.

Sús (2005) mentions that the teacher is a representative of the law, is legally vested with authority and must contribute to compliance with the rules of the institution not only in terms of coexistence but also in those of a pedagogical nature where his professionalism is based and on which his labor contract is based, and although many teachers do not like this role of being vigilant, they are responsible for maintaining discipline in a classroom and with their teachings they transmit not only knowledge, but also a series of attitudes that involve values or reasons. Traditionally, the teacher has been assigned the task of setting learning objectives, selecting methods and resources, directing work sessions, drawing conclusions and evaluating learning results, providing the opportunity for the group to participate in these stages of the teaching process (Moreno 2003). He/she is also responsible for the trust, respect and tolerance that he/she must instill in the students for a better development in the community. Therefore, the role played by the teacher in society is extremely important, because he/she is the person who imparts knowledge, values and provides a series of tools to society so that learners can be better citizens, and some of his/her functions are:

- Ethical and social function: the teacher imparts to students a series of values, and attitudes that help students to make a reference about what should or should not be done in society.
- Manager: it is necessary that the teacher seeks to manage student learning so that students use formulas that allow them to play an active and participatory role within the community.
- Technician: to help students adequately to use the technological tools that are appearing over time.
- An interdisciplinary role, allowing them to work in collaboration with other professionals with educational links.

On the other hand, a learner is a person who wants to learn in a formal way and attends school, engages in relationships with another person, in this case a teacher, who is supposed to be trained and a teaching professional. Like any person, the student comes from a family, a community environment and also has myths and prejudices about his or her role as a student. Within the school, the functions of a student are to be responsible, know how to work in a team, be able to self-direct, monitor and evaluate himself (this in the case of homework to be completed at home) in addition to possessing self-learning skills that can be useful for the rest of his life and being able to resolve conflicts that arise at all times, as this will define his adult life.

- Academic skills: these are the abilities that allow a better understanding of the subjects spoken in class, for example, reading, retentiveness, communication, etc.
- Attitude: each student has his or her study limits, however, most have the attitude and initiative to seek out new topics, those that most catch his or her attention and motivate him or her to continue learning on a daily basis. Some subjects are more flexible than others and improve the student's retentiveness and concentration. It is all about willingness and responsibility.
- Discipline: although many think that all students are disciplined, in reality this is a characteristic that only the most applied or focused students possess. Discipline is the basis for study, not only in behavior, but for the ability to store important information. Discipline and responsibility go hand in hand and this is something that all students and people in general should keep in mind throughout their lives.

The teacher-student binomial not only establishes an interpersonal, attitudinal and value relationship but is also immersed in the pedagogical process of teaching-learning where each of them learns and teaches from their cognitive position, the language they use and the use of tools, especially digital tools that have revolutionized the way students learn, however the personal factor continues to model and transmit the behaviors of both social actors.

The semantic network

People throughout their lives develop psychological structures of knowledge (cognitive structures), such as beliefs, opinions, expectations, hypotheses, theories, schemas, etc., which they use to interpret stimuli selectively and their reactions are mediated by these interpretations. Social cognitive psychologists explain perception and behavior as a reaction to the psychological meaning of the situation, mediated by the individual's cognitive functioning, an active process by virtue of which meaning is given to the world of stimuli and not by simple learning or instincts (Morales et al., 1994) cited in Vera Noriega et al. (2005). The technique of semantic networks offers an empirical means of access to the cognitive organization of knowledge. Therefore, it can provide data concerning the internal organization and interpretation of signifiers. It also indicates how the information was perceived individually in the course of the composition of social learning and the semantic network is used when we do not know or have doubts about the meaning of a community, either because of its heterogeneity or because of the generalization we want to give to the results, or because previous observations indicate that it is a controversial or polysemic concept, the stored information is organized in the form of networks, in which words, events or representations form relationships that together produce meanings (Figueroa, 1976). These meanings do not remain static, they are dynamic and susceptible to change; they can be modified by processes of identity and acculturation, which allow the individual a differential adjustment to the new group of belonging or to the same group with new social referents.

This technique is used to evaluate the psychological meaning of the concepts, understanding these as that set of concepts chosen by the memory through a reconstructive process, which allows the subjects to have a plan of actions, as well as the subjective evaluation of the events, actions or objects, thus achieving a representative network of the organization and distance of the information obtained at the level of semantic memory and thus the meaning of a concept Valdez (2005). The concepts obtained can be of the most diverse nature because they can refer to specific characteristics of the concept, functions, logical relationships, places, or affectivities of this, which allow us to have a clear idea about the representation that we have of the information in the memory and that refers to the meaning that a particular concept has. Due to the semantic richness of the Spanish language and the multiple regionalisms or idioms that are used in the Yucatecan peninsula (some expressions in Mayan) the networks can be highly complex or simple with many meanings that mean the same, it can also have terms that are conceptually opposed but that people use them as synonyms, likewise the degree of schooling affects when applied to young people or adults, precisely because of the experience and cultural background of the students and in the case of young people we obtain terms that are used for a certain generation and then disappear.

Methodology to be developed

Population: teachers and students of the Faculty of Engineering and the Faculty of Humanities of the UACAM, because it is necessary to consider that they bring together the bulk of the population of men in the first case and women in the second. The total number of teachers in these two faculties is 112: of these, 69 are men and 43 are women. The total number of students is 1349 subjects and a random process was used to select subjects according to the different groups that exist in the faculties.

Faculty of Engineering divided into 4 undergraduate programs: Civil Engineering, Computer Systems, Mechanical and Electronic Engineering with a total of 626 students of which 515 are male and 111 are female and 63 teachers between full time, part time and subject teachers, whose ages fluctuate between 28 and 57 years old.

Faculty of Humanities divided into three undergraduate programs: History, Literature and Psychology, with a total of 723 students, of which 168 are male and 555 are female, and 52 full-time, part-time and subject teachers. The ages of these teachers vary between 32 and 45 years old, in this case there are teachers with older age, but they did not want to participate.

Sample

Teachers: Humanities: 53 teachers: participants: 12; 7 men and 5 women.

Engineering: 59 teachers: participants: 39; 30 males and 9 females in total we worked with 40% of the teaching population, the remaining 60% of the teachers, did not return the questionnaire, returned it with an incomplete filling or did not want to participate.

Students: A random sample of 160 students was used, that is, 12% of the population, which in absolute numbers corresponds to 1,349 students. Although it is a small sample, it is representative of the selected population since it corresponds to seven bachelor's degrees, four in engineering and three in humanities.

Technique. Natural Semantic Networks by Figueroa Nazuno J. and Valdez Medina, (2005).

Instrument: Questionnaire see (annex #1) with 6 defining words or stimulus: Power, Violence, Conflict, Aggression, Teacher and Student that had to be solved by students and teachers.

Participants:

To begin, the subjects were informed that they should remain quiet and not speak, concentrating on the task. Upon hearing the signal, they will begin to write and at the end of each word the subject must remove and turn over the answer sheet and wait for the others to finish, which will take a maximum of one minute. They are informed that it is desirable to complete all ten lines, but it is not always possible. When the ten words are finished or when there are no more words to write, the person should remove the booklet or sheet and wait to continue with the task. In a second moment, people are asked to look at the booklet and order or rank the words, placing the number one to those they perceive as closest to the meaning of the word or concept and it will be worth 10 points, 2, 9 points and so on until ten or until the number of words they have been able to associate. It is suggested to emphasize in the instructions that pronouns, articles and articulations should be avoided, using nouns, adjectives, verbs or combinations of up to three words, but cannot use phrases or sentences.

This instrument allows obtaining four values to analyze the information provided by the subjects.

J-value. It serves to define the stimulus and results from the sum total of the defining words generated by the subjects and indicates the semantic richness of the network.

M value - This indicates the semantic weight obtained for each of the defining words obtained and is obtained by multiplying the frequency of occurrence by the hierarchy obtained for each of the words. For example, the word that the subject assigns the category of 1 is worth 10 points, number 2, 9 points, and so on until reaching No. 10, which is equivalent to 1 point.

FMG value. This value is obtained for all the defining words through a rule of three, the word with the largest M value will represent 100%, this value is an indicator in terms of percentage, of the semantic distance between the different defining words that made up the SAM set.

SAM set. Indicates which were the defining words that make up the central nucleus of the semantic network. In this case, 15 words were used, according to Bravo 1991, mentioned in Valdez (2005), as being more representative of the meaning of a concept.

Procedure: The questionnaires for the teachers were sent via official letter to the directors of the two faculties and the instructions were written on a sheet attached to the instrument; the coordinators of the faculties gave them the instruments and once they were completed, they were returned to the researcher via official letter.

This process took approximately two weeks, due to the fact that the subject teachers do not come every day to teach classes; likewise, permission was requested from the teachers to apply the questionnaires in the classroom with the students selected to participate in the study. Once the instruments were collected, a database was created in Excel and the data obtained were analyzed.

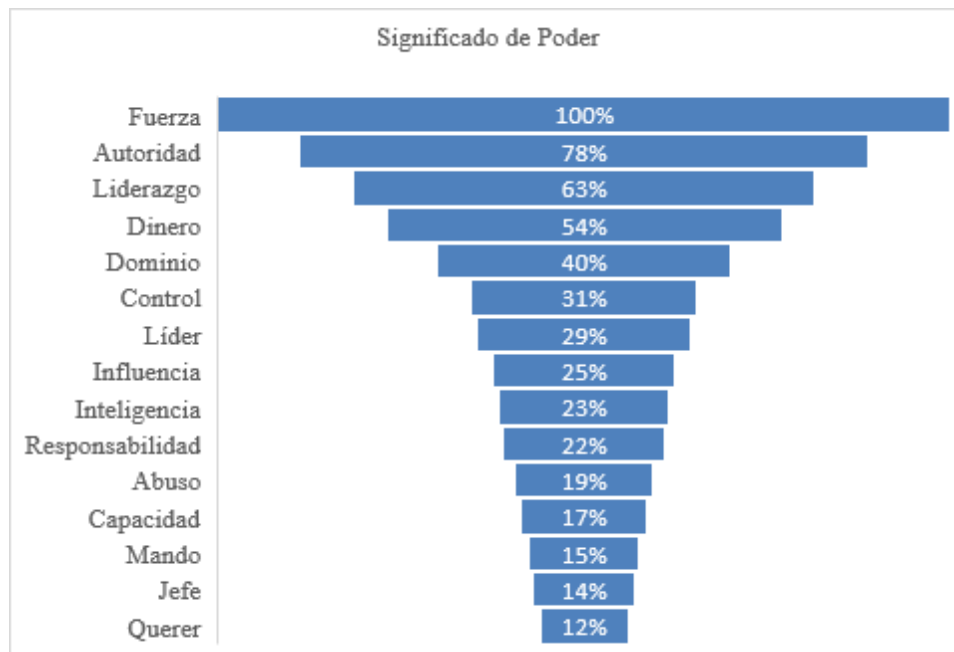
Results

For each questionnaire a total of 60 defining words were obtained, according to the valid sample of 160 participants, a total of 9600 words were analyzed for the students and 3060 for the teachers, once the total number of words was obtained, a synonymy was made (we searched and found the words that had the same meaning although different expressions), Many of them were synonyms, however, it was also observed that words are used to express the same meaning of a certain word, without being so, even with contradictory expressions, this is part of the richness of the Spanish language and the personal form of expression of each individual. Likewise, local expressions were obtained that have a meaning for the sample, but not for another type of population outside the context of the Yucatecan peninsula; an example is the word "cúlero" which will be analyzed in the item corresponding to schooling. In general, both students and teachers share 70% of the expressions about the definitions we requested, this was independent of the degree and level of studies, ranging from undergraduate to graduate studies in the case of teachers.

A first analysis was made, in a hierarchical way by students of the two faculties, as was done with teachers, then the general and generic analysis was made and the 15 categories obtained by the word stimulus and a graph that represents the psychological richness of the network in terms of words and percentages that mostly fluctuate between 12 and 100%, divided by students and teachers which are shown below.

Results obtained by students:

Graph 2.1 Semantic categories for the word Power



Source: Own Elaboration based on the results obtained

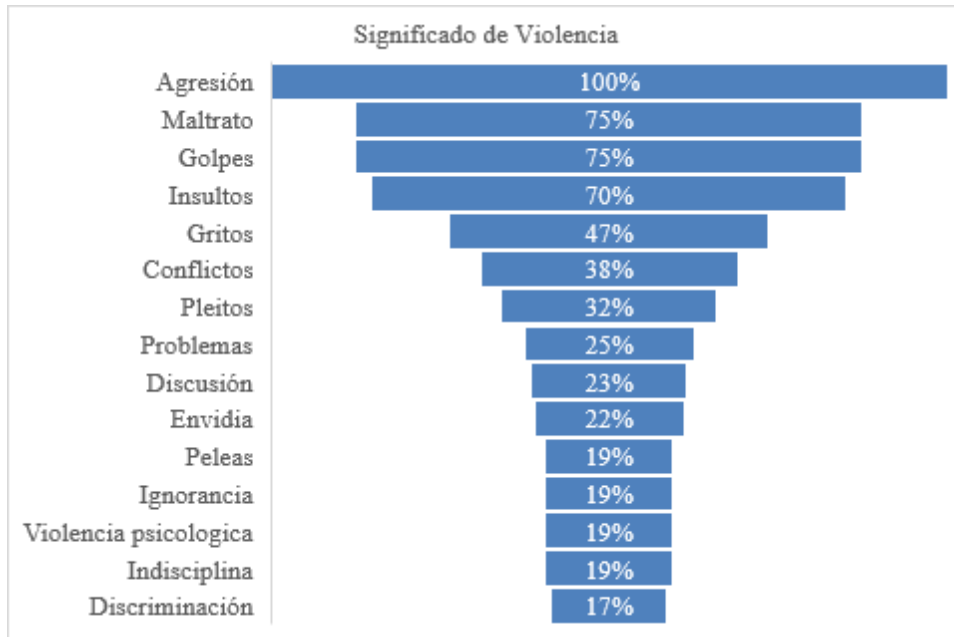
1. Power

15 representative semantic categories were obtained and reduced to 348 J-value words, observing an amplitude of variation of the percentages from 12 to 100% and indicating the richness of the network, as well as the psychological meaning of the same, according to the social perception of the young people in the definers that make up the core of the network. positive characteristics of the stimulus word power are obtained, such as authority, leadership, leader, responsibility, capacity, and data associated with power are obtained, such as force, money, influence, dominion, control, abuse, boss, which denote the negative characteristic of this stimulus, the word intelligence, apparently out of context, however, indicates the personal characteristic that the person who holds this power must have, and the category want, suggests that the students, being in formation, do not yet have this element in their personal life. Besides showing the totality of the semantic network shared and managed by the students of two faculties of the UACAM.

2. Violence

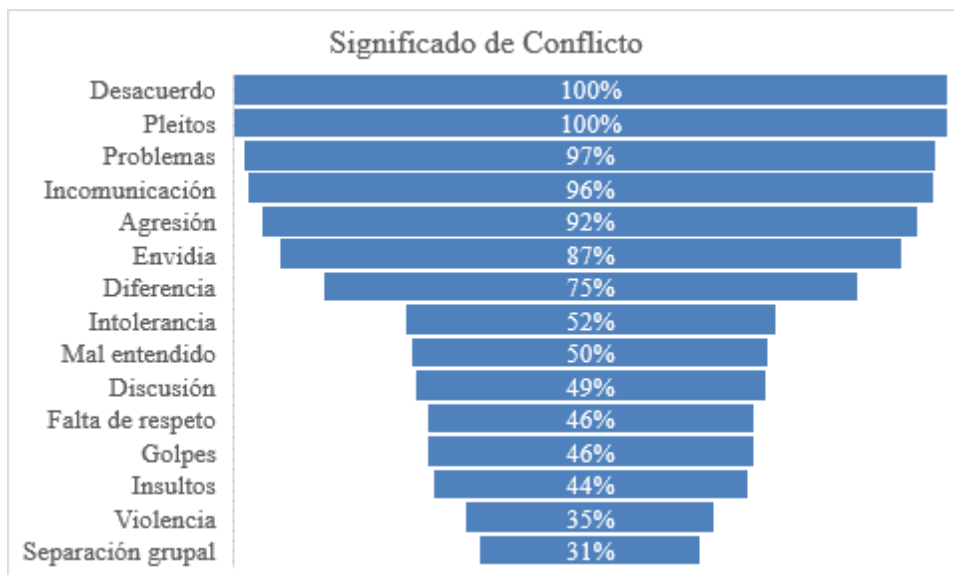
Violence is understood as aggression in a first term in this case, both terms are used indistinctly without being synonyms and this implies that the magnitude of the problem is not established, the different manifestations of the same are also observed, especially those related to physical and psychological violence, the category of conflict barely appears with 38% which implies that this does not necessarily have to be present and the dialogue problems that can occur in a relationship between two people or within a group for violence to occur, regardless of hierarchies. The outstanding point is that the category Indiscipline appears as a synonym for violence, without being able to determine whether this category is a cause or a consequence of violence.

Graph 2.2 Semantic categories for the word Violence



Source: Own Elaboration

Graph 2.3 Semantic categories for the word Conflict

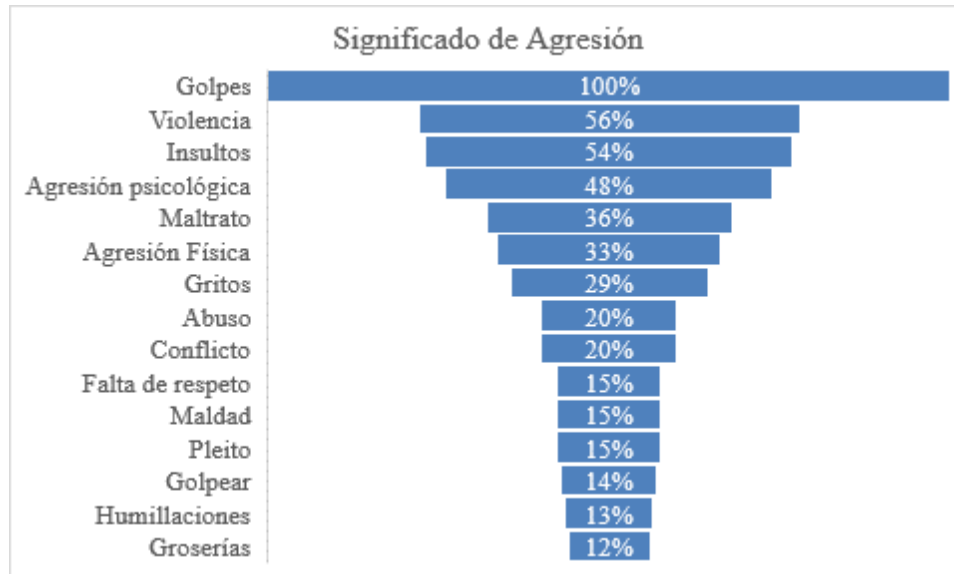


Source: Own Elaboration

3. Conflict

According to Pallares cited in Jares (2001), the categories of disagreement and quarrels obtained 100%, problems and lack of communication obtained 97% and 96% respectively, four categories scored very high and this would be the positive vision of conflict since they can be overcome through dialogue between people and five categories were also obtained corresponding to the manifestations of violence in their negative vision, although conflict and violence are not synonyms strictly speaking, the social perception of the young people gives a specific weight to this normalized and culturally accepted tendency, being students, the category of group separation arises, which could be due to how they perceive their school group with respect to the other groups of the same degree or of other careers.

Graph 2.4 Semantic categories for the word Aggression



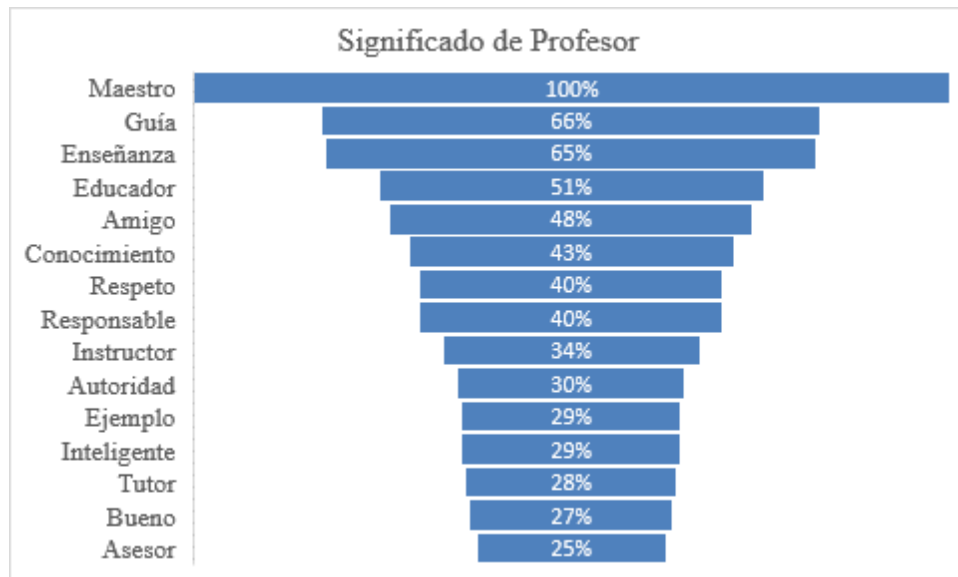
Source: Own Elaboration

4. Aggression

What stands out in this graph is that the categories obtained correspond to blows with 100%, the category violence with 56% and the different manifestations of violence fluctuate from 54 to 12%, whether physical, psychological or emotional, as well as the deterioration in face-to-face relationships, if taken from the strict theoretical aspect, however, in this case, it could be explained as something "natural" because it is an accepted behavior in the cultural environment surrounding young people. However, in this case, it could be explained as something "natural" because it is an accepted behavior in the cultural environment that surrounds the young people, in accordance with the patriarchal system in which the society of Campeche is found.

5. Teacher

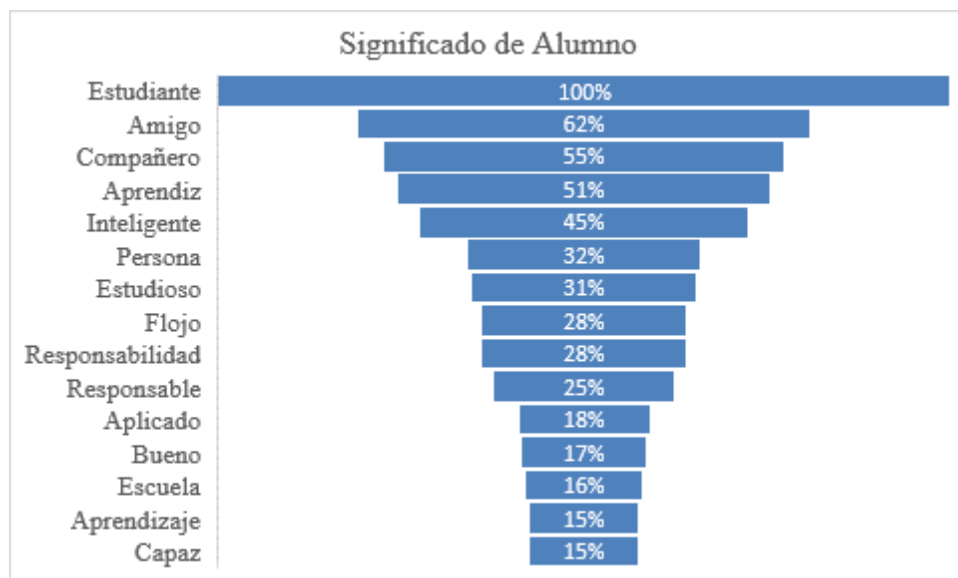
The first category that appears is teacher with 100% and guide with 66%, which implies the importance of the teacher in the classroom, and in the case of the humanities students 6 synonyms were found referring to the figure and the traditional perception generalized by society of what a teacher is, in addition personal qualities such as responsible, intelligent, knowledge, wisdom, or corrupt, etc., are observed, it is interesting that the category friend only appears in the responses of engineering students in 65% and at the same time the category of *cúlero*, (bad vibe, *cabrón*, *jodón*, *ojete*, corrupto) appears, this word is widely used in the Yucatecan peninsula and is practically a regionalism, and it is a seemingly contradictory term with a negative connotation, being a friend or a "*cúlero*" varies according to the behavior of the teacher, especially when evaluations are applied, whether it is work or exams, that is, if the teacher helps you, he/she is being a "friend" otherwise he/she is a "*cúlero*". This last category did not appear in the responses of the humanities students, which implies that it is part of the male perception that corresponds to the interpersonal treatment established between males. Only three categories referred to the teaching-learning process and they were teaching, educator and knowledge, with the understanding that this is the role of the teacher in the classroom.

Graph 2.5 Semantic categories for the word teacher

Source: Own Elaboration

6. Student

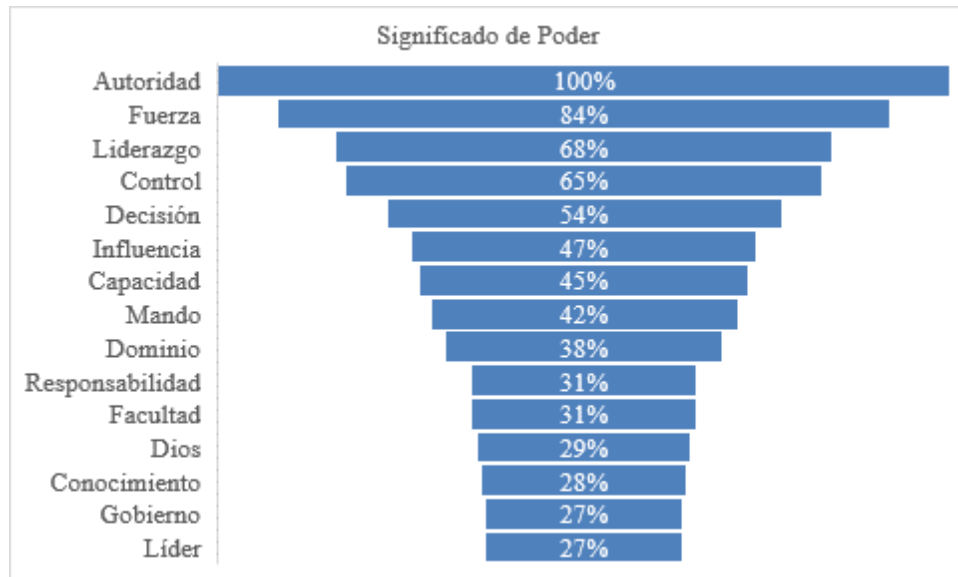
It is observed the characteristics that describe the students from their position, there are opposite value categories such as studious and lazy, what stands out is that the students consider themselves as people with virtues and defects and not a number of enrollment, it is also observed that they consider themselves as apprentices, as young people in training in 50% this category is more referred to the type of practices (manual, field, observational, research etc.) that they perform throughout the career as social service, professional practices or volunteering and not to the theoretical term since they look at themselves from a traditional vision.

Graph 2.6 Semantic categories for the word "student".

Source: Own Elaboration

Regarding the results obtained by the teachers, the following was obtained:

Graph 2.7 Semantic categories for the word Power



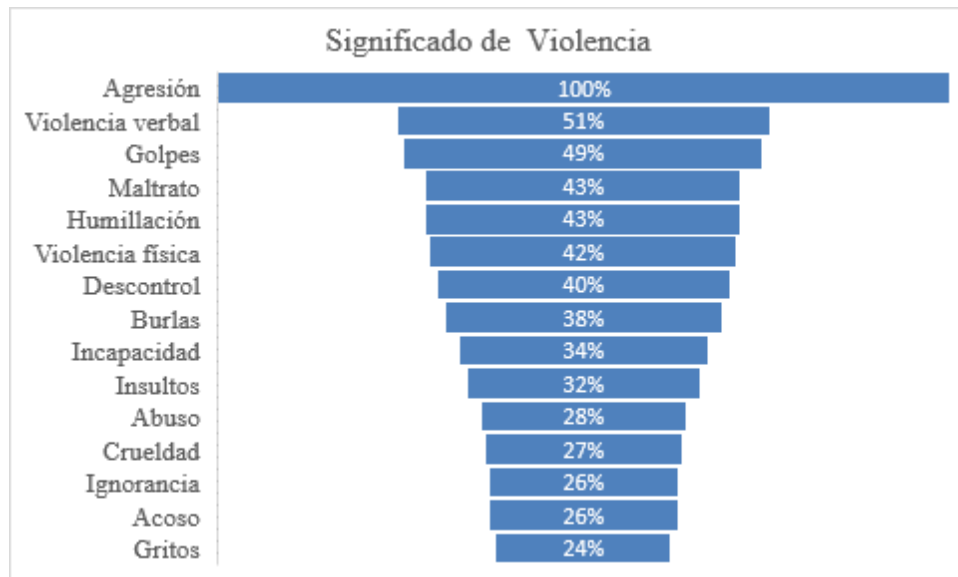
Source: Own Elaboration

7. Power

The richness of the network in the case of teachers is more compact than that of students, possibly because the total number of teachers was 51 participants. It is observed that the first four categories are those of authority, strength, leadership and control. Likewise, for humanities teachers, power is a responsibility, but not for engineering teachers who see power as control, and this knowledge can be explained because the complexity of logical or mathematical knowledge is acquired with the development of the individual's abstraction and the acquisition of knowledge, which does not necessarily go hand in hand with the chronological development of the person. In addition, the concept of God appears with a religious connotation in the definitions of engineering teachers.

8. Violence

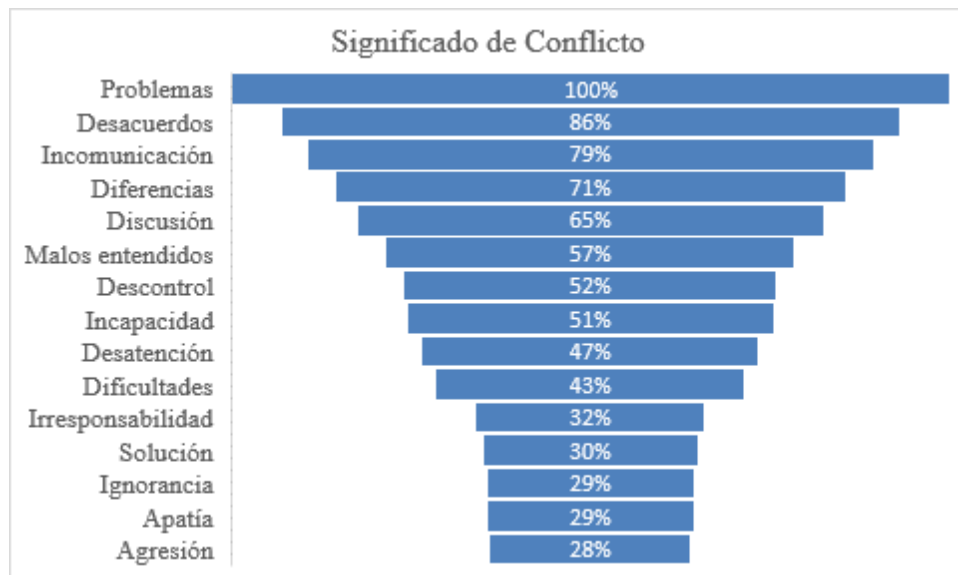
All the teachers agreed that violence is equal to aggression in 100%, which, as mentioned, is not the case. Humanities teachers, as well as engineering teachers, define violence according to its typology, whether physical, psychological or emotional, however, power, abuse and discrimination towards another person stand out. The lack of control, incapacity, frustration and resentment as personal aspects of those who exercise violence, according to Waley Sánchez (2001), although the category of ignorance appears, its percentage is very low 26%, which indicates that this aspect is not the univocal cause of the problem. It is observed in this category that teachers recognize to a greater extent the phenomenon of violence when describing its typology and manifestations and identify it in a general way as a concept.

Graph 2.8 Semantic categories for the word Violence

Source: Own Elaboration

9. Conflict

Conflict is represented as problems mainly of a communicational type, because communication problems, disagreements or misunderstandings appear, something characteristic and/or normal of the concept and five positive concepts of conflict are observed, also the categories of irresponsibility, ignorance and apathy appear as negative elements on the other hand, competence, growth, tolerance, natural and solution, and in this last category, there is a relevant difference with that obtained with the students, which also implies the degree of cognitive maturity that the teachers have to solve the conflicts they face daily in their academic life.

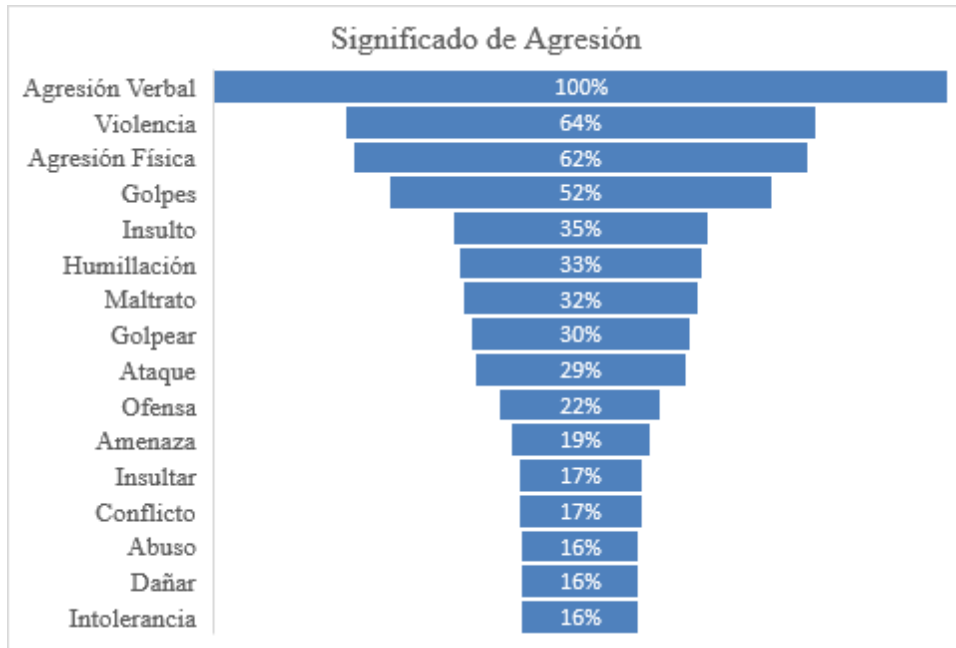
Graph 2.9 Semantic categories for the word Conflict

Source: Own Elaboration

10. Aggression

It is observed that aggression is considered as symptomatology and manifestations of violence, this is shared and congruent with the results obtained by the students, which indicates that culture is what determines the conceptualization of the different stimuli, since there is no substantial difference for the teachers as well as for the students, violence and aggression are synonyms.

Graph 2.10 Semantic categories for the word Aggression

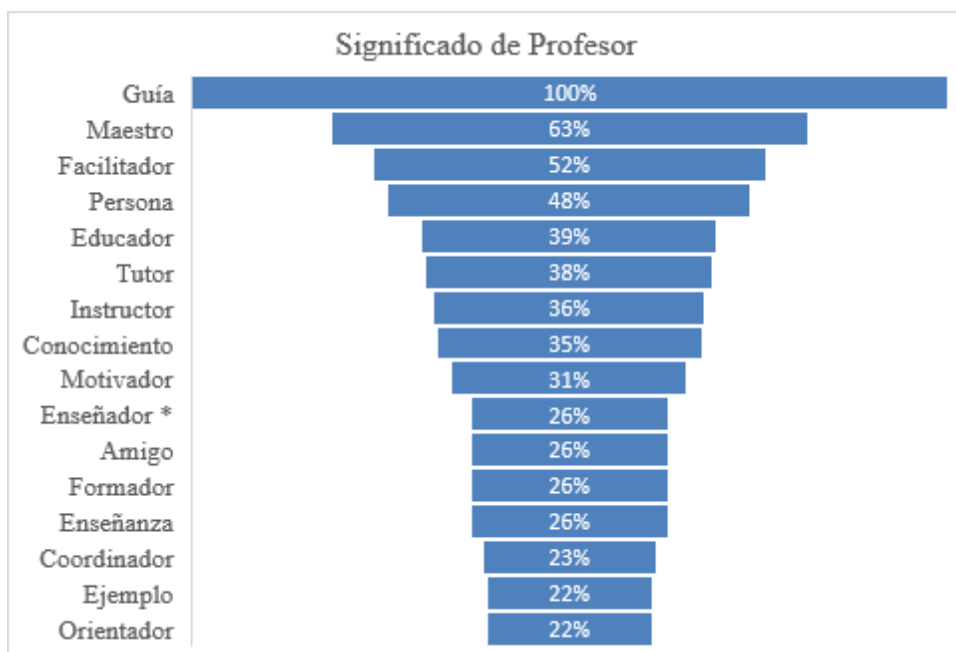


Source: Own Elaboration

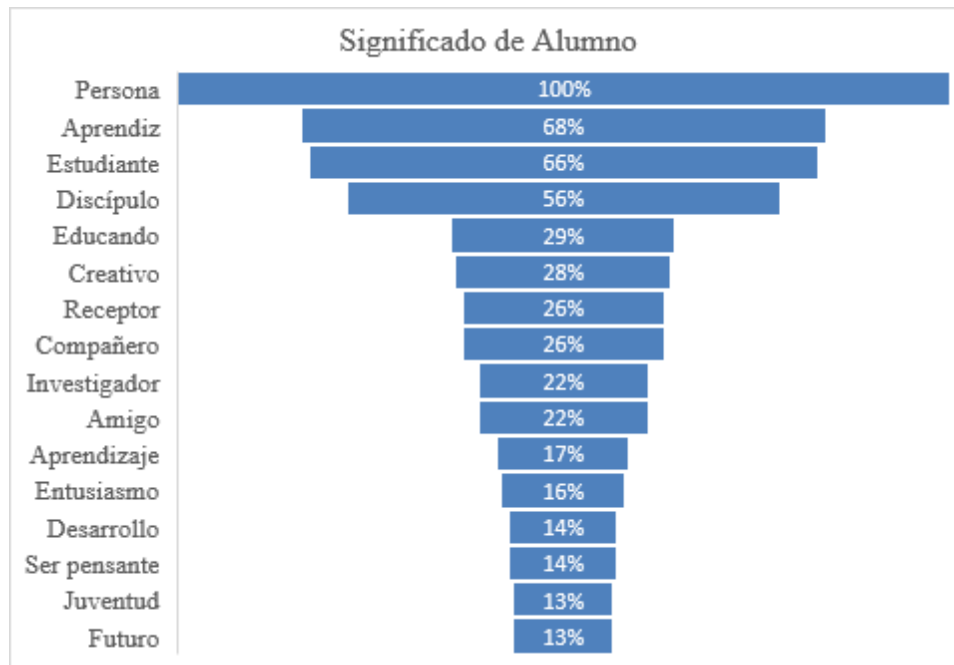
11. Teacher

The teacher is defined by teachers as a guide, teacher, facilitator, educator, tutor, etc., concepts attributable to the classical vision that also shows him/her with personal aspects of commitment, responsibility, knowledge and example to follow. However, the categories of motivator, coordinator or counselor also appear, categories that although they appear between 22 and 31%, quite far from the main category, are more in line with the competency-based model promoted by UACAM. This aspect is interesting because although the participants are young teachers, it can be observed that the traditional model of teacher-teacher and student-learner still prevails in these teachers. On the other hand, the concept of "friend" appears in the definitions of the engineering teachers, but not in the humanities teachers, probably because the stimulus used was masculine, and it must be taken into account that most of the teachers of both faculties were male and because this term is not frowned upon among students and educators, in the case of female teachers the term does not appear because it could lend itself to "bad" interpretations.

Graph 2.11 Semantic categories for the word Professor



Source: Own Elaboration

Graph 2.12 Semantic categories for the word Student

Source: Own Elaboration

12. Student

The teachers define the student first as a person, and later as a learner, student or disciple, they give them important aspects such as being creative, researchers, enthusiastic, young and in development, although they still have the traditional vision of the student who must be guided, the fact that they recognize the above mentioned aspects is important because they see them as people and not as a number of enrollment, probably because the UACAM is still a small institution where most teachers and students know each other. Once the categorizations had been made and the semantic networks for students and teachers had been obtained, we proceeded to perform the general analysis, which is presented below.

Results

In the definer or stimulus word power the word that appears in first place corresponds to a typical definition, others such as leadership, leader, intelligence, capacity and responsibility correspond to personal attributes rather than to a relationship between two people, the word want is striking, because it implies that an individual decides for himself his actions and behaviors, even though he may not realize the decisions he makes on a daily basis and the word money is definitely a word conditioned to hierarchies, however to exercise power you do not need to meet the economic requirement, because it is a personal face-to-face relationship.

For the word violence, the representation of aggression is shared, as a synonym of violence, even when it is not, mistreatment, blows, in its physical modality, insults and shouts as verbal violence and ignorance as something cultural, this point is important because it is observed that violence is not recognized as such, as a phenomenon and it is minimized as an aggression, fights and problems are part of a conflict whose inadequate management can lead to violence, When the word indiscipline appears under the heading of violence, it is recognized as a manifestation of violence; however, due to the level of studies, this aspect is practically not important, the student decides the forms of indiscipline, which may consist of not doing the tasks or work assigned, not attending school, not entering the classrooms, or not participating actively as a resistance to learning.

Within the word conflict, disagreements, miscommunication, differences and misunderstandings appear, as such, the other words are manifestations of aggression in its negative version, always associated with violence, it does not appear in its positive vision that could generate personal or group growth.

Here it is observed that conflict is something daily and is not recognized, when making a decision, no matter how minimal it may be, conflicts us internally, depending on the importance of this, within the school there are no conflicts, because things are not negotiated or discussed, they are given and must be obeyed, always within a power relationship, superior-subordinate, which is not recognized even in the discourse, much less in actions. In the word aggression, the definers correspond to manifestations of violence, whether visible or emotional.

The definers of violence, conflict and aggression share words whose manifestations are something "normal", justifiable and most importantly are shared social representations, assimilated and managed as part of society, difficult to change, because that is how we have been taught, it is a way of "educating" children and young people.

Table 2.1 Categories: teacher and student obtained by students

No.	Student	
J =15	Definer: Teacher/Student	
1	Master	Student
2	Guide	Friend
3	Teaching	Partner
4	Educator	Apprentice
5	Friend	Intelligent
6	Knowledge	Person
7	Respect	Studious
8	Responsible	Loose
9	Instructor	Responsibility
10	Authority	Responsible
11	Example	Applied
12	Intelligent	Good
13	Tutor	School
14	Good	Learning
15	Advisor	Capaz

Source: Own Elaboration

According to Table 1, it is observed that these two definers correspond to the representation of what a teacher and a student are, the first point to highlight is that the word teaching appears in third place and learning even in 14th place, this undoubtedly explains the educational model where professional training is focused on teaching, a traditional method that has been followed since the beginning of the university, the teacher is an authority and must be respected, in general terms, the meaning of the word teacher is very positive, besides being seen as a friend, to whom one can turn to at any given time.

This result is relevant because it is assumed that the educational model promoted by UACAM is centered on competencies and student self-learning, however, what is observed is that the weight is still given to teaching and not to self-learning by the student, This may be due to the inertia and the traditional model with which the students arrive and the most frustrating thing is that with the new technologies where there is a lot of information available to the student, instead of taking what is necessary, reflecting on it and appropriating the knowledge, what he/she does in most cases is copy and paste the information without a previous process of reflection.

If we contrast with the four previous definitions, it explains why neither conflict, aggression or violence is recognized as such, the teacher is a role model, regardless of his teaching style, he is almost a second father or mother to be obeyed, because he is a figure of authority and knowledge, this may be because we are in a small society, where the family institution is still very strong; Although mothers have entered the world of work, grandmothers continue to perform the work of mothers, only now it is through the raising of grandchildren, the social function for which this figure appeared in human evolution according to Campillo Álvarez (2005).

When comparing the results obtained by the teachers, it is found that many definers are shared, both by the teachers and by the students; the exceptions may be enlightening, as shown below:

In the case of the definer Power, there are words that are not shared with the students, one of them is God and the other is Government this is due in the first place to the greater experience that teachers have, age and cultural background, decision making is given at another level based on a knowledge or empowerment, which is not reflected in the definers given by the students.

In the case of violence, two words are recognized: lack of control and incapacity, both related to the emotional aspect that students do not take into account because they are still in the process of acquiring their own authority and freedom.

In the case of the word conflict, irresponsibility and apathy stand out, taking into account that conflicts can be solved if there is the will to do so, otherwise they can grow out of control in all the manifestations observed in the other definers.

Finally, all the definitions given for the word aggression correspond to the different manifestations of violence.

It can be said that 70% of the social representations about the phenomenon of violence are shared, the differences obtained are related to the greater cultural background and years of experience of the teachers, in comparison with the students who are younger and are in the process of professional training. It should be emphasized that most of the students are single, and are still children of families, whose main responsibility is to study and obtain passing grades in order to complete their educational process and enter the labor market.

Like the students, they share a social representation of what a teacher and a student are, and the youth of the students and the knowledge of the teachers are highlighted.

Results obtained by gender

In the case of women, according to the women who defined power, 8 words are shared, the important differences are in the subjectivity of the social imaginary, thus in the case of female students, abuse, manipulation and money are considered as representative of power, but the need for this power also appears, the subordinate role they have is very clear, not so the teachers who do not mention these characteristics, it is considered that they exercise this power from their various roles they have as teachers, professionals, that is, as people with a certain hierarchy.

For the item of violence, it is interesting to see that only the words aggression, mistreatment and ignorance are shared, the latter as if it were a necessary antecedent for its manifestation; however, if it is considered that the questionnaire was applied to young people in higher education, already with a defined abstract thinking, it could be thought that the generalized idea about the lack or few formal studies remains valid for violence to occur, despite the cognitive resources with which the students already have, due to their academic training.

The teachers mention verbal violence, which makes us suppose that they exercise it, and recognize physical violence as a theoretical construct, but not the students who mention all the manifestations of violence but do not theorize it, which makes us suppose that they are witnesses or receivers of violence, following parental models is observed, they are educated with physical punishment or scolding to prevent them from being bad people in the future, this allows us to infer that the students were or are receivers of violence, especially psychological violence, a very subtle form that is not recognized as such.

As for the conflict, only problems, differences and aggression are shared and it is practically reduced to a communication problem either by a lack or bad communication, it occurs at various levels that allows inferring both in hierarchical relationships and in the peer relationship, because they belong to the same culture, so their experiences are similar through an affective communication, therefore it is not considered a problem.

When reviewing the category of aggression, only words referring to blows and violence are shared, this allows us to assume that if there are no visible traces, violence does not occur.

Women do not consider themselves as conflictive, aggressive or violent, although physical aggressions are not particular to girls, they are not fragile and are perfectly capable of protecting or defending themselves when faced with conflict situations, despite the fact that teachers consider that aggression is persistent as a demonstration of strength (power) but they can defend themselves. In this way, the teachers recognize verbal aggression in the first place, and the students recognize psychological aggression either as active or passive subjects; verbal expression is favored over physical expression.

As for teachers, they only share the idea of being a guide, tutor and knowledge on the part of the teacher. It is striking that while the teacher is considered a friend, the female students do not even mention him, this could be due to the fact that the word to be defined was teacher in masculine, in the same way they consider themselves creative actors with an integral vision, and the female students do not consider him in this way, the perceptions are very different.

On the other hand, for the word student, it is shared that he/she is a person, intelligent, learner or student, and while the teachers consider them active and creative with possibilities for being committed; the students themselves do not take into account these characteristics, and are considered as receivers or lazy, although they are also responsible, hardworking and studious, they do manage to see both sides of the coin, the positive and the negative, but not the teacher who only considers the positive part. The teacher assumes that we are all capable of learning since we are in one of the last school levels and if we have reached this point it is obviously because we have the qualities, skills and sufficient merit.

In the case of men

According to the definers provided by them, the following results were obtained, in the construct power 6 definers are shared, however, the teacher expresses words such as government, arrogance, mandate and corruption, which could be explained by the treatment he has with the different hierarchical levels of the institutions of any level, not so the student who does not take into account this aspect.

In the case of violence, teachers mention two types of violence, physical and verbal, as well as its different manifestations, since they share words such as aggression, blows, mistreatment, discussion and insults, while students mention conflict and indiscipline, and the word "relaxation" appears as a possible manifestation of violence.

Regarding conflict, problems, disagreements, discussions, misunderstandings and miscommunication are shared; students talk about exams, which would suggest some kind of failure in the teachers' form of evaluation.

The most representative case is that of aggression, since 8 definers are shared, all corresponding to violence, both teachers and students do not recognize themselves as violent but as aggressive, which is a masculine attribute accepted by society and expected in males.

For the word teacher, 9 definers are shared, the students recognize that he is a responsible authority worthy of respect and in the case of the word students, 6 definers are shared, the teacher visualizes the student as a creative and enthusiastic person and the student has positive and negative perceptions.

Conclusions

Although conflict can be a trigger for student learning, in the specific case of the results of this study it was not found, which allows us to consider that the traditional model is followed where the teacher is conceptualized and has the social representation that the teacher is the guide and is not questioned, serves as a support, advisor and at a certain moment is a friend, regardless of his teaching style. Students, for their part, expect to learn and although they are beginning to see glimmers of greater participation on their part, there are still few who have taken learning into their own hands, without taking teachers into consideration or daring to question them openly to produce a debate of ideas, they tend not to get into trouble, because they seek to obtain a certification in a certain degree to enter the working world, they are very clear that the teacher is the one who has all the power to support or slow down their intellectual development, but this is not really true, because it involves not only the knowledge but also the negotiation skills of the students who do not recognize in themselves this ability.

Structural violence is totally assumed as a form of education, since it is shared in a significant percentage of collective representations, as was seen in the results of the semantic network analysis, generic roles are still deeply rooted in both adolescents and adults, regardless of their chronological age; attitudes and behaviors that in the discourse can be recognized as violence in daily practice is not so, it can be said that it is a totally normalized phenomenon, for the same reason violence and its manifestations are not seen unless they are serious.

Another important point is that when students enter higher education they have already left behind many classmates who could not continue, either for lack of knowledge or economic resources; in the same way, their transitional stage of adolescence is practically at the end, so hierarchies are recognized and they seek to avoid problems of any kind, both personal and school or social, the authoritarian forms of teachers are tolerated as if it were a teaching style or a form of leadership of the same, this works for both males and females.

There is a double discourse between word and action; since violence is a normalized phenomenon, it is tolerated based on the beliefs and customs of gender attributions; conceptually, the individual is sensitive to the problem, but not in practice. Another important point to note is that it is women who maintain and promote stereotypes, including married teachers who work double or triple shifts, which they themselves do not recognize. The use of power and leadership as synonyms when they are not, despite the fact that they are part of inter and intrapersonal relationships, is reflected when students let themselves go without questioning in different facets of the teaching-learning process. Although they are sensitive and cognitively know that a change of structures is necessary, all social actors tend to repeat the parental models with which they have grown up and feel comfortable, they try to avoid changes that generate resistance and internal conflicts.

The teaching-learning process still follows traditional models, where the teacher is the one who teaches and the student is the one who learns, despite the fact that UACAM follows the competency-based educational model, it is difficult for the student to take charge of his own learning and for the teacher to function as a facilitator of the process and break with the traditional scheme. The rigidity of administrative processes has a negative impact on learning and generates conflicts that often go unresolved because they are part of the unrecognized structural violence.

It is important to point out that at the local level and particularly at UCAM, the meanings of power, violence, conflict and learning process are still often subject to norms and collective representations of value and respect, which somehow allows students and teachers to function with and despite the types of violence that are latently allowed and manifested in the university community.

To conclude, it is important to point out that education in fulfilling its social function will allow a new relationship between students and teachers during the elaboration and practice of their learning, free of violence and giving fulfillment to the pillars that support educational action, where daily coexistence and tolerance, will procure a more humane and healthy society.

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Annex 1 Questionnaire for students

Semantic networks. Format 1A.

Age _____ Sex _____ Degree _____ Semester _____

Instructions: write in the left column the ten words that best define the concept presented. And in the right column number them from 1 to 10 according to their importance to you. This is for research purposes. Please answer all concepts. For your participation and support THANK YOU.

Stimulus word or concept. **Power**

Defining words		Hierarchies
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Stimulus word or concept. **Violence in the classroom**

Defining words		Hierarchies
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Stimulus word or concept. **Conflict in the classroom**

Defining words		Hierarchies
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	

	9	
	10	

Stimulus word or concept. **Aggression**

Defining words		Hierarchies
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Stimulus word or concept. **Student**

Defining words		Hierarchies
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Stimulus word or concept. **Teacher**

Defining words		Hierarchies
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Annex 2 Questionnaire for teachers

Semantic networks. Format 1P.

Age.____ Sex____ initial training _____ Grado_____
 Years of service_____ hrs./sem/month_____ specialty in which you teach your major teaching load_____

Instructions: write in the left column the ten words that best define the concept presented. And in the right column number them from 1 to 10 according to their importance to you. This is for research purposes. Please answer all concepts. For your participation and support THANK YOU.

Stimulus word or concept. **Power**

Defining words		Hierarchies
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Stimulus word or concept. **Violence in the classroom**

Defining words		Hierarchies
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Stimulus word or concept. **Conflict in the classroom**

Defining words		Hierarchies
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
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Stimulus word or concept. **Aggression**

Defining words	Hierarchies
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Stimulus word or concept. **Student**

Defining words	Hierarchies
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Stimulus word or concept. **Teacher**

Defining words	Hierarchies
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