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Addressing Cultural Violence Within Teachers' Behaviours and Students' Feelings: A Deviant case study

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ADDRESSING CULTURAL VIOLENCE WITHIN TEACHERS' BEHAVIOURS AND STUDENTS' FEELINGS

ABSTRACT

Violence has always been a tool used by human beings in order to obtain some gain by the perpetrator. Nowadays, these acts can happen at any time, in any moment, and the classroom is not the exception to violent situations where teachers and students are involved. It is common to observe these actions among students, but what happens if the teacher has attitudes that are not really beneficial for the creation of a positive environment in the classroom? Will the attitude of the teacher influence the academic performance of their students in any way?. This research involves violence as a triggering variable in school life, where the school performance is affected by attitudes and feelings.

Key words: culture, violence, behaviours, attitudes, feelings

RESUMEN

La violencia siempre ha sido utilizada por los seres humanos como una herramienta para conseguir alguna victoria frente al perpetrador. Actualmente, la violencia puede ocurrir en cualquier momento, lugar y tiempo. El aula de clases no está exenta de estas situaciones, donde los profesores y estudiantes se ven involucrados. Es común observar estas acciones violentas entre alumnos, pero ¿qué ocurre si el profesor tiene actitudes que no son beneficiosas para la creación de un ambiente positivo en la sala de clases? ¿influirá de alguna manera la actitud del profesor en el rendimiento académico de sus alumnos? Este caso de estudio incorpora la violencia como una variable detonante en la vida escolar, donde el rendimiento académico es afectado por los sentimientos y emociones.

Palabras claves: cultura, violencia, comportamientos, actitudes, sentimiento

1. INTRODUCTION

The manner in which people behave around other people is closely connected with the cultural background of each individual; ideology, religion, language, among many other aspects can be used as a justification to express either structural or direct violence (Galtung, 1990). This definition refers to the idea of cultural violence that is a phenomenon that considerably damages the way of functioning in society and to understand it, it is necessary to explain the roots of the concept itself. According to the website Britannica (2020):

> Violence is an act of physical force that causes or is intended to cause harm. The damage inflicted by violence may be physical, psychological, or both. Violence may be distinguished from aggression, a more general type of hostile behaviour that may be physical, verbal, or passive in nature.

In other words, it is understood as a violent act whose purpose is to damage a third creating consequences. In terms of culture, it is the grouping of characteristics and features of a society such as customs, habits, language, among others. Therefore, when talking about cultural violence, various patterns of violence that have been normalized from generation to generation are made known, due to the cultural imposition that has been shaped over the years. An obvious model corresponds to the patriarchal culture that has been normalized in society by obliterating women's rights for years, but nowadays it is losing strength thanks to the new anti-violence model that has been created.

Unfortunately, violence is not only rooted to the most recondite of actions in our society. Human behaviour, being immersed in the effects of violence, generates specific subgenres such as domestic violence, gender violence and school violence. Commonly, this last concept contemplates the relationships between students, and how they transmit the violence generated by various factors in which they develop, as well as how teachers are also targets of violence from their students, but it is also possible that cultural violence influences the way teachers perform inside the classroom (McMahon, 2014). In this particular case the word "perform" refers to the

attitudes and behaviour of teachers towards their students and classroom. Furthermore, there are other variables that could originate violence within the environment where a teacher and a student develop and this must be taken into account. Nowadays, it is usual to perceive preferences in teachers towards students in the classroom. From personal experiences, in some cases, educators innately tend to conduct their classes with a select group of students, completely ignoring the rest of the class. This action can influence the learning process of the pupils, and how they feel about the corresponding subject, since a sense of alienation and disinterest may arise (Buckworth, 2019).

As future educators and as former school students, there is an awareness of the different methods and attitudes of the teachers in the lectures inside the classroom and how this can impact on both students' feelings and learning process. On account of this, and to clarify the queries that emerge while thinking about this topic, this research will be carried out; to search through the cultural background of educators and how their personal construction is revealed within their attitudes inside the classroom; to observe the reaction of students towards these attitudes and methods; and to identify if there is an impact on the students' feelings and learning process. The subject of this research plays a fundamental role in higher education, since every day different realities with various factors that promote and induce to violence are observed. This research enhances and improves the purpose of the teacher to exert a change in the society.

Research question

- What are in -class teacher's attitudes- that reveal cultural violence towards students and its impact on students' learning?

Main objective

- To examine teacher's attitudes towards students and their impact on students' learning.

Specific objective

- To explain the teacher's attitudes towards his or her students.
- To analyse cultural prejudices of the teacher that interferes in the methods and didactics employed in class.
- To analyse students' feelings and impact on the learning process.

2. THEORETICAL FRAMEWORK

Cultural violence

As Galtung (1990) mentions, cultural violence is defined here as any aspect of culture that can be used to legitimize violence in its direct or structural form. Those aspects are religion, ideology, language, art, empirical science, formal science, and cosmology. In other words, harm is inflicted in certain ways and supported by structures and paradigms that permit a specific form of violence to continue in its own precise context (Heiser, 1998). As another way to explain what cultural violence is, Fontes and McCloskey (2011) refers to that kind of manifestations that are shaped by the values and circumstances of particular cultures.

Religion is not exempt from the culture of violence. Actually, day by day, religions are decreasing the number of believers, due to the vituperate crimes by some of the leaders that have come to light. On the other hand, violence occurs in religions excluding suicide, homosexuality and among other "calamities" in the eyes of God. Violence in religion is clearly the product of different human interpretations, in this way, the human being understands religion, his own opinions and ideals, disguising them as a belief, using faith as a justification for violence. Many people blame religion as responsible for violence, but the reality is that religion is a victim of violence as it is manipulated by its followers (Khan, 2012). In other words, it can be established that violence in religion arises in how it is interpreted by the human being, such as Mohammedanism. Today, Islam is a religion that has been affected by human misinterpretation, mixing an impetuous politics with a belief of peace and worship of its God Allah, which provides the archaic terrorist prejudice in this religion.

Galtung (1990) goes to the roots of religion and emphasizes the fact that God chooses certain people. In this sense, God leaves aside some others. For example, if God chooses men, there is a sense of sexism for all women left behind; if God chooses white people, leads to racism and colonialism; if God chooses upper classes, God leaves aside lower classes, creating classism and exploitation.

Ideology, another aspect of cultural violence exposed by Galtung, is closely related with religion. The first approach to this term is exposed by Marx, who defines it as a "false consciousness" determined by social interactions (Drucker,1972). But it was Mannheim (1954) who further developed this concept, referring to this as an ensemble of knowledge and beliefs, veritable or spurious, that were socially conditioned. Thereby, Galtung (1990) mentions that it is expected that the followers of a certain religion to express their beliefs in political ideologies.

Another important aspect of cultural violence is language. Galtung (1990) emphasizes that some languages, such as Italian, Spanish, and French, make women invisible by using the same word for male gender as for the entire human species. Language creates realities and identities; the way in which people communicate can demonstrate a lot about them and the community in which they develop, as well the sense of belonging to a certain group.

Cultural violence originates new subgenres of violence. Historically speaking, culture in Chile is reflected in a miscegenation cultural process among natives of the new continent and conquerors from the old continent, which finally formed the Chilean cultural identity. Within Chilean culture, the admiration of the strong man prevails while at the same time, a certain disdain of women, effecting the creation of gender violence as a subgenre of violence itself, which appears as a normalized fact. Although these perceptions were forged in remote times, at the current juncture, a cultural change that eradicates all kinds of violence has not yet been witnessed. When it talks about violence in Chilean culture, it does not refer to this culture as violent, but there are peculiarities that form and carry violent acts, in other words, a cultural characteristic gets involved in a violent situation, it does not mean that the culture itself is considered violent (Galtung, 1990). Galtung (1990) tries to explain that there are some aspects related to culture, such as language, if a person uses language in a vulgar and euphoric way, it does not mean that this language is classified as violent, but it is a tool used for communication purposes.

Finally, highlighting the importance of Galtung to our research, he establishes art as a transmitter of violence, focusing on European despotism and artistic works such as "Execution sans Jugement" by Henri Regnault. Likewise, empirical science

contributes to violence, in world economic terms. Developed countries have economic freedom thanks to their great capital, technology, specialized labour, and scientific personnel. However, underdeveloped countries are forced to extract and exploit their raw materials to sustain their economy. Finally, Galtung establishes formal Science as a violent limitation, by being submissive to a mathematical doctrine excluding personal spaces. It should be noted the inconsequential of these factors of violence established by Galtung (1990), since they do not focus or link to the subject of this research, but in a certain way they are relevant to the definition in question.

In cultural violence, all human beings that shape a specific society are accomplices in some violent way, this refers to, each stigma or prejudice formed together it is collectivized between individuals. A clear example of this corresponds to the project of society that has been created, ranking each citizen according to their earnings where individual A has more income than individual B; therefore, individual B does not contribute in the same way as individual A.

Teacher's behaviour and attitude

Cultural violence, as it was explained before, are all the factors that validate the behaviour of societies towards societies and people towards other people. The same happens with teachers' development inside the classroom. They have certain manners to approach their knowledge to the students as well as different ways to create bonds with them, and perhaps these differences between one way or another are caused by the cultural background that each individual has.

Teachers from various areas, or anyone trained in the teaching process, have the difficult mission of creating and managing a learning environment where all their students feel comfortable when learning. Classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2011). The class culture is quite difficult to manage, not only must harmony be balanced with its management, but it must be governed by a plan previously prepared according to the corresponding curricular bases.

Teaching is a simple word but with an arduous and substantial process. A fundamental rule for teachers is to bond with students in a process called rapport; making them feel comfortable and in turn awakening their motivation to learn new content in the classroom. When the student has some feeling of dissatisfaction within the classroom, his eagerness to learn is lost. It is for this reason that a successful teacher with favourable attitudes for a good development of his/her class must be instructed about the different personalities of students, to avoid those feelings that are involved in the learning process.

For a successful class, not only teacher-student affinities must be considered, but also the environment, where the teaching process will take place. Dialogue is an existential demand, supporting reflection and action among the individuals involved to contribute to the transformation and humanization of the world. It is for this reason that it cannot be compressed to a simple act of handing over or exchanging ideas (Freire, 1968). When the dialogue between teacher and student is approached, an intellectual exchange is sought between both agents involved, where not only the apprentice acquires knowledge, but the teacher learns from his apprentice.

Students' feelings

As the focus of this study is trying to identify what aspects of cultural violence are the ones involved in teachers' behaviours and attitudes, it is important to have a general background about what those attitudes and behaviours are. Diverse studies on the matter exposed the existence of some repetitive patterns of teachers inside the classroom that affects the learning process of the students; moreover, their feelings and motivation to learn. Some of these patterns elicit the methods teachers use to educate, to assess, and to give feedback; the relationship between educators and students; the environment they create inside the classroom, such as classroom management, arrangement, and engagement, among others.

Inside the classroom, the infinity of attitudes and personalities that students develop is revealed, where the teacher must achieve good management of their emotions to acquire adequate communication with their students. But there are exceptions where students, especially in adolescence, suffer sudden mood swings,

triggering degrees of violence during classes, by changing the way they respond, the discouragement and unwillingness to participate, among others. Adolescence is also characterized by the development of emotional and social competence. The first is related to the ability to manage or self-regulate emotions and the second to the ability to relate effectively with others (Gaete, 2015). Therefore, students' emotions must be involved and developed, since this factor directly influences the teacher's attitude when teaching.

In the process of learning, the aspects mentioned before are fundamental. Several researches conclude that those teachers' behaviours and attitudes can impact either in a positive or negative way. Khodadady and Ghaemi (2013) in their research trying to find out what are the inside-classroom techniques that increase students' motivation -thus rise positive feelings- found out that teachers who promote confidence building have pleasant behaviours, meaning that those teachers who support students to gain confidence and are sympathetic and respectful with their pupils, create a suitable environment; therefore, improve motivation and desire to learn. According to the authors, admitting errors and loving learners correlates with confidence building as well. A teacher who is capable of admitting errors when producing blunders and apologizing to the class helps students to build their confidence towards the subject, as well as having a respectful treatment with students and considering different learning approaches to produce rapport.

On the other hand, Uysal and Güven (2018), carried out some research in which they showed what are the behaviours of teachers that arouse negative feelings in students towards the subject in question. Regarding the methods educators use in English as a Foreign Language (EFL) classroom, traditional teaching techniques and grammar-focused instructions produce an adverse sense in students; furthermore, educators that are not willing to change their methods, increase these negative feelings.

Affective factors are crucial in teaching, for they generate the most consistent foundations within the learning process (Dörney and Skehan, 2008; Farzana, 2012). Teacher-student's relationship and students' relationship among themselves also play a fundamental role in students' feelings, since they can affect students' interactions

and their performance during classes (Castano, 2012). The manner in which educators give feedback is also a source that modifies students' responses. Teachers comparing students' performances provoke a sense of jealousy, for comparison is not a good method to assess, generating negative feelings towards students and towards the subject (Uysal and Güven, 2018). Thus, those different feelings that arise in students towards a subject are an important component underlying the motivation in the learning process and in the achievement of the objectives of a class.

3. METHODOLOGY

Design

To carry out this study, a qualitative type of research was used, focusing on a case study to collect enough data to analyse. This type of research is used to understand and interpret how a person or group of people perceive reality, analysing the obtained results in a non-numerical data. Since this investigation deals with the behaviour of one teacher and the feelings of a small group of students and their perception of violence, a case study was what suited best, for it reveals aspects of a person's context and life that can illustrate theories, and how they can enrich other people's perception of reality.

Participants and background

For this study case type of investigation, a small group of participants were selected. In this case, one teacher of elementary education and 11 students from 8th grade from a public school in Chile. The participant teacher is a female teacher of 51 years old who has been teaching in a school in Quinta Tilcoco for 20 years. She has a degree in Library Science and in Spanish Pedagogy, being the last one the second major she studied and the career she followed. Regarding the 11 students from 8th grade, 7 of them were females and 4 of them were males, and all of them were between 12 and 13 years old.

Procedure

The procedure included detailed observation understood as a process that required voluntary and intelligent attention, oriented by a goal in order to obtain information (Fuertes, 2011). Once the theoretical contextualization of the concepts to be used were presented, the implementation of the instruments was carried out; to begin this procedure, the classes were observed synchronously using field notes with the purpose of witnessing any behaviour or anomaly within the classroom.

After the observation process was done, the two remaining instruments were used; the teacher was contacted through email to set the date and time to carry out the interview using a virtual platform called Zoom. The direct interview with the teacher, included a series of questions of a personal, social, and professional nature. The interview was recorded to collect and analyse the responses based on situations/experiences of violence. Finally, the observed students responded asynchronously to a questionnaire involving personal information and their vision of violence according to their experiences in the classroom.

Instruments and materials

The material used consisted of three different instruments. Before any of these instruments were applied, they were validated by two professors at Universidad Mayor to make sure they were accurate to implement.

The first instrument applied in this study was the observation of one class, using field notes, that allowed us to examine and distinguish teacher and students' attitudes and behaviours in the school environment. In the field notes instrument, the class was divided into three parts: beginning, development and closure, for a greater detail of the observed events.

The second instrument implemented was the interview, which was focused on the teacher's background. This interview was composed of a set of open questions, for it was needed to gather enough information related to the context of the participant. In this case, the participant selected was one teacher from 8th grade.

The first questions asked were about personal information such as age and how long she had taught at school. The second part of this interview was related to the relationship between teacher and students and how the educator managed the class and the atmosphere generated in it. Finally, the third and last section of this interview was a self-evaluation about their performance and about their colleagues' performance inside the classroom as well. We also added hypothetical cases in which we presented everyday situations that occur inside the classroom, asking teachers how they would react to them and how they would solve them.

After the interview was done, the third instrument was implemented, which was a questionnaire directed to the students. The questionnaire was created by the researchers using Google Forms, and it was sent to the students through email. The same as the interview, this instrument was divided into 3 sections. The first section was created to get the information about what students felt inside the classroom and how they felt towards their relationships with other students. The second part was directed to see how students addressed their teachers and their attitudes inside the classroom. And finally, the last part of the questionnaire was a self-evaluation to see how students perceived themselves.

Ethical aspects

According to the usual conduct requested by the university, it was essential to send a request letter to the coordinator / director of the school before carrying out any investigation or intervention that involved the educational institution. Also, it was important to have the parents and students' consent, so that they were aware of the collection of data and its use for educational research purposes only. Additionally, students were guaranteed that their real names would not appear in the investigation, fulfilling the objective of this was to ensure confidentiality by keeping all the information collected private and the study subjects anonymous, so that they felt respected and were thus willing to participate.

Analysis Plan

Each of the interventions that were made to obtain the necessary information to carry out this research had specific purposes; even though the analysis of each intervention had a similar way to be interpreted, they were analysed separately in order to obtain conclusions. The purpose of the interview was to have knowledge of the background of the teacher who participated in this research to find out if there was a relationship between her culture and the way of behaving around students. The results obtained from these interviews were compared and they were clustered in a chart. The questionnaires that students answered, aimed at revealing any situation inside the classroom - such as the behaviour of the teacher towards them – that had negative effects on students' feelings. The students' responses were collected and analysed individually. Then, the most relevant answers were selected to demonstrate if there was a connection between the behaviour of the teacher towards them and their learning process. Finally, the target that motivated the implementation of the field notes and observation of the classes, was to witness how the teacher behaved inside the classroom and how students reacted to those behaviours. As well as the analysis method of the interviews, each note made through the observation was gathered in a chart to compare the obtained results. The chart was divided into 2 columns that represented the participant grades, and 3 rows that represented each stage of the class.

4. RESULTS

Class observation and field notes

The class observed took place at 8 a.m. thereby the students were drowsy and quiet. That was the first challenge the teacher had to surpass; however, she demonstrated great classroom management by greeting each of the students and asking them how they were that certain day. Due to the intervention of the teacher the students were more willing to participate and to talk during the class. Another triggering factor for participation in class was the confidence that students had with the teacher as she knew each of her students in detail. A clear example occurred when the teacher spoke to a student and she did not answer, the teacher told her that she bet the student was lying in her bed, consequently, the student immediately turned on the microphone and began to laugh.

In the class development, it was observed how the teacher used various methodologies to teach her students. In one instance, the pupils did not participate in the class, and a kind of monologue started; nonetheless, the teacher managed to catch the attention of the students by relating events of their lives with unit contents.

When using technological tools for teaching, some more experienced teachers are scared or simply prefer the traditional teaching method. By the time the activity started, the teacher was involved in a technical inconvenience with the screen transmission. At the beginning she was perceived as a little nervous, but she quickly transformed this obstacle in a way in which the students participated and turned the situation into a joke. The class progressed and the students were managing to meet the objective set at the beginning, however, when explaining and reflecting on the video that was shown, several students were affected by internet connection problems. Faced with this event, the teacher continued with the explanation to the students present, and then she maintained that there was no problem with explaining again, demonstrating her excellent disposition in the face of any concern.

At the end of the class, the teacher made a synthesis of what was seen, where she asked in a general way what the students learned that day. In addition, the educator carried out a class assessment , analysing the pros and cons to address in the next class. According to the specific objectives of this research, the attitude of the teacher managed a good environment in the classroom, as well as, she remained calm in stressful situations such as low participation of students; or the technical difficulties she had to face while teaching. As a result, the class observed did not indicate any situations that could be classified as violent.

Teacher's interview

At the end of the observation of the class, the teacher, who will be called Jane Doe in order to protect her identity, kindly accepted to collaborate in this research through a personal interview divided into four parts; a section of personal questions to become familiarized with her personal life, then the section related to the topic of this research, and finally the item on self-criticism and hypothetical cases. The personal life of the teacher was an important factor in the behaviour that took place in the classroom;

thereby, it was decided to incorporate a series of questions of her daily life, prioritizing respect for her privacy and anonymity of this participation.

Originally, Jane Doe longed to study Library Science, and as she indicated, life gave her the opportunity to study Pedagogy in Spanish at a prestigious university in the country. Having completed her first degree, Jane decided to study Basic General Education.

Placing ourselves in the crucial section of the interview, various controversies arose in the related events; the educator demonstrated a good command of violence within the classroom and its types, however, by exemplifying a particular situation, it was implied that having some common knowledge of violence was insignificant when it comes to preventing and/ or solving violent acts inside the classroom. Furthermore, as Jane indicated (J. Doe, personal communication, August 27, 2021) there is bullying and cyber bullying. She mentioned that some of the students like to fight, but this type of physical violence is the least problematic, for they are fights of the moment that pupils forgive and forget later. That is when she interferes and does the corresponding mediation making the students see that it is simply a game. Deciphering the teacher's report, the normalization of physical violence stands out, as a momentary situation or entertainment, evidencing the solution that is offered to these cases.

When addressing psychological violence, she pointed out events where students talked to each other in a peculiar way. As the teacher mentioned (J. Doe, personal communication, August 27, 2021) the students take a lot out of the family, the defects or how they were or what they do, so they have to understand that we all have something different. Faced with these types of violence, it must fully contextualize the origin of these acts, creating the following question: why do students handle adult information? Fortunately, there was prior knowledge regarding the location of this institution, so answering this question was quite simple. The district where this school is located is characterized by being a rural area with a small surface, where all its inhabitants share personal information with all the community and in most of the cases there are also blood ties. In this way, adults comment on information among themselves in front of the students. Additionally, another cause that derives in violent

acts corresponds to the diverse personalities that students create at the stage of their puberty. The teacher said that young people seek their own identity and to be accepted by their peers; that is where conflicts occur, as she said (J. Doe, personal communication, August 27, 2021) students do not like their classmates, for they are very "snooty", "shy", "debauched", among others.

Students, especially in adolescence, still cannot differentiate personal problems, demonstrating their mood in the classroom, drawing the teacher's attention. It is in this instance when teachers must demonstrate that they have a real interest in the student and break the formal teacher-student bond, in order to make the student feel more comfortable, prioritizing a respectful treatment between one and the other, to avoid a bad understanding.

Finally, the prominent part of this instrument, which facilitated the final analysis of this investigation, is related to the point of view from the teacher about how her attitudes influence the students' learning process. The teacher mentioned (J. Doe, personal communication, August 27,2021) that if young people, in this case the students, cannot empathize with the educator or if the educator cannot make that connection, it's the class that they hate. Therefore, if they hate, there is zero predisposition of them in wanting to learn; in addition, one as a person is not always loved. A human being will always have a group in which they can empathize very well, but there is also a small group with whom it will be more difficult to connect. The same happens at university, there is better rapport with particular teachers, fortunately, at the young adult stage there is effortless handling difference between teacher and student inside the classroom.

To conclude, there is explicit evidence that there exists a regular conduct to follow if any violent act occurs inside the school and the classroom itself. Nevertheless, the examples mentioned by the teacher revealed deficient policies and sanctions when someone disobeys the school coexistence manual. On the other hand, the normalization of violence with the purpose of eradicating it, rebound in the relationship of students with their peers, by increasing physical and verbal violence, for they are aware that there is no punishment for those acts. On account of this, teachers and all

of the community needs to consider violence and its policies as something relevant and negative for the students.

Student's Questionnaire

The questionnaire implemented to the students was the last instrument applied. The most relevant questions were selected in order to analyze the data. The analysis of the results revealed a variety of answers in some questions and similar responses in others.

The first part of the questionnaire, as mentioned earlier in this paper, is related with experiences of students regarding violence inside the school. When they were asked if they felt secure inside the classroom, 100% of the students involved, as table 1 below shows, replied with a solid "yes", concluding that in that specific grade, violence was not an issue.

Table 1

Seguridad de los alumnos dentro del aula

¿Te sientes seguro dentro del aula?	
Si	No
100%	0%

In table 2, a variety of answers were delivered, where 55% of the students replied that at some point of their education process they were implicated in a situation of violence inside the classroom, such as bullying, being ignored, among others. This demonstrated that violence was part of the school life of more than half of students.

Table 2

Experiencias de situaciones personales de violencia en el aula

¿Te ha tocado vivir situaciones de violencia dentro del aula? Tales como: ser ignorado al hablar, hostigamiento o burlas por parte de compañeros o tu profesor.	
Si	No
55%	45%

Regarding question 3, where students were asked if they witnessed any situation of violence, only 36% students said no, whereas 64% of them detected violence circumstances. These 64% students also mentioned that when this type of episode happened, the teacher always interfered trying to solve the problem. As the question before, violence is clearly part of students' school life, nonetheless these results showed that the teacher tried consistently to assist the students and to help them to solve their problems.

Table 3

Experiencias de situaciones ajenas de violencia en el aula.

¿Has sido testigo de situaciones de violencia dentro del aula? Si es así, ¿Tu profesor trata de evitar estos problemas?	
Positivo	Negativo
64%	36%

Considering the next question in the questionnaire, involving how was the relationship between classmates, 63% of the students replied that they try to do something to stop the adversity, either by involving themselves or asking a teacher to help them. Only a few answers were different, yet the reason for those students was when these situations happened they felt afraid of doing something, since they were physically smaller than other students.

Table 4

Soluciones ante situaciones de violencia dentro y fuera del aula.

Si eres testigo de violencia ¿Qué haces para evitarla?		
Intervengo	Nada	Aviso al profesor
63%	18.5%	18.5%

Concerning the section of relationship with the teacher, all of the students agreed that they had never felt or witnessed any type of discrimination from the teacher towards the pupils inside the classroom. Therefore, it can be concluded that this particular educator followed the expected protocols and ethical matters as a professional should follow. Moreover, 73% of students replied that when the educator is kind to them, it creates a sense of motivation and interest towards the subject. However, in relation to the next question, 73% of the students mentioned that, if the teacher is distant, it did not affect their interest in the subject, arguing that regardless of the personality of the teacher, they had to attend classes and they had to fulfill their duties as students. In this sense, how the teacher behaves around students did not affect the achievement of the learning objectives, yet it changed the motivation of students towards a subject.

Table 5

Experiencia de discriminación dentro del aula.

¿Has sentido alguna discriminación por parte tu profesor hacia ti?	
Si	No
0%	100%

Table 6

Interés del estudiante a la asignatura

Si tu profesor tiene un trato amable hacia ti, ¿Te causa algún interés por los contenidos de la asignatura?		
Si	No	No sabe
73%	9%	18%

Table 7

Desinterés del estudiante a la asignatura

Si tu profesor tiene un trato distante y de carácter frío. ¿Te causa algún desinterés por la asignatura?	
Si	No
27%	73%

Finally, the self-criticism related with acts of violence within school time, most of the students had the feeling of tolerance towards their classmates, either by listening and understating different opinions and points of view. Nevertheless, 36% of them had been involved in conflicts with their peers. Another 36% had never had trouble with their classmates, and 28% had issues at some point in their education process.

Table 8

Tolerancia

¿Eres tolerante?		
Si	No	A veces
73%	0%	27%

Table 9

Capacidad de aceptación y de escuchar.

¿Eres capaz de escuchar y aceptar distintas opiniones?

Si	No
100%	0%

Table 10

Experiencias de situaciones de violencia con los pares.

¿Te has visto involucrado en problemas con tus compañeros?		
Si	No	A veces
36%	36%	28%

Cultural violence, teacher's behaviour, and student's feelings.

As stated at the beginning of this paper, the main purpose of this research was to find out if cultural violence affects the behaviour and attitudes of the teacher inside the classroom, and if that changes the students' feelings and their achievement of learning objectives.

In this certain case, the results showed that there was no relationship between the cultural background of the teacher and how she behaves towards the students, as despite her education (as pedagogy was not her first choice) and beliefs, she always had a positive and respectful attitude with her pupils. Therefore, it can be concluded that even if the teacher had certain cultural practices outside school, she did not replicate them inside the classroom.

Regarding how students feel and behave towards the teacher and subject in question, there is little relationship on how their feelings changed. Notwithstanding they mentioned that if the teacher was kind and had good qualities, increased their motivation to learn the subject, yet there is no influence in their feelings or on how they achieved the learning objectives; they recognized that regardless the nature of the

teacher and how she acts, they were aware that fulfilling tasks and the objectives of the class was their commitment as students.

Thanks to these tools, it was verified that the results of this investigation were unexpected; the main fact was that students considered that if the attitude of the teacher was inappropriate, it does not have relevance and will not affect their future academic results. This contradicts most of the literature regarding violence, that's why we have concluded that what happens in that class with that particular teacher resembles what in research is called a deviant case, for research shows that the positive and negative teacher's attitudes do have an impact on students' feelings.

5. DISCUSSION

As it was mentioned previously, the vast majority of research suggests that cultural violence may be found in classrooms, and it can be grasped in some teachers' attitudes. Contrary to expected, that could not be traced neither in the class observed, nor in the students' answers or the teacher's answers. That's why this is a good example of a deviant study case, which is anomalous with respect to the main theory or previous research on the subject. In spite of that, can contribute to a branch of a subtopic on the influence of attitudes in the academic performance of the individuals who participate in the learning process in the classroom.

Teacher and cultural violence

To summarize, the main objective of this research was to find what were the attitudes and behaviours of a teacher inside the classroom that could reveal cultural violence towards the students. As the results showed, there was no evidence of any type of violence exercised by the teacher to her students, which by, no means, is the rule because there is research of the contrary as suggested by Uysal and Güven (2018).

As it was stated at the beginning of this investigation, it was thought that there could be certain aspects of the cultural background of a person that changed the way of behaving towards other people. As Galtung mentioned (1990) cultural violence is any aspect of culture that can be used to legitimize violence in its direct or structural

form. In this very specific case, the teacher, despite her cultural background, context, and beliefs, never demonstrated misbehaviour inside the classroom that could affect the students' feelings and excitement towards the subject she taught.

It certainly depends on each human being to demonstrate his or her nature to society, rather than legitimize those actions as a manner to approach other people. Furthermore, it is important to have this in consideration every time people communicate with each other, for every person has their own context and cultural background that may differ with one another. It is part of being a respectful and tolerant human being to recognize that every person has a different way of perceiving the world. It is possible that although the teacher is immersed in a culture that reveals violence to minorities, for example, she has become aware of her role as an educator and has made changes in the ways she conveys meaning. That may explain the absence of cultural violence in her attitudes.

Relating some aspects observed in the class, this research supported Freire's (1968) reflection about teacher roles. The dialogue between students and teachers inside the classroom is an essential part of learning, for it is a triggering factor in student performance. What happens if the student and / or the teacher does not correctly receive the message that they want to send? Is a simple process of communication that could break down the teaching process during class, for the teacher could not understand students' ideas or vice versa. The educator had a well-developed ability to dialogue with his students, which led to deducing that in a learning process, the educator must start the conversation with the student to break the ice, generating students' confidence to develop their ideas with easiness.

In favourable terms, this research supports the sayings of Khodadady and Ghaemi (2013) about different methodologies and tools implemented by teachers inside classrooms to obtain a better understanding with the students. Coincidentally, there were attitudes that were mentioned by the educator that match with statements of the authors, such as introducing into students' emotional processes is a manner to demonstrate interest. A single question, such as 'how are you today? or 'what happened?', could reveal an entire world of feelings to favour confidence towards

teachers, but it is important not to break the professor-student barrier to avoid misunderstandings.

Students and violence

The relationship between students and violence was a theme while analysing the data. The students had a concrete definition about what violence was in terms of bullying and/ or violence within students. They were conscious of certain situations that may affect physically or psychologically to others, and they were quite keen to describe what they do in situations where violence was exposed. However, they were not aware of other situations that may be considered violent as well.

As it was observed, students did not witness any violent situation in the past, namely, these learners had well-developed their abilities of communication and self-regulation, and according to Gaete (2015), adolescence is an important stage in life to develop the social necessary skills to unwind with peers.

Above-mentioned, Galtung (1990) named that cultural violence did not mean that a specific culture was violent. This research concluded that there are some details in society, involving all cultures, that end in rigorous acts. Revealing an effect of social violence which will be called "Broken Phone Effect". To contextualize this phenomenon, people from an early age are related to acts of violence that transgressed people in certain ways. The educator mentioned that students used verbal offenses about the other's family as a method of defence against an argument. Explaining the Broken Phone Effect, it is needed to be placed in an adult conversation, where various topics arise and defamation predominates; negative comments about a person are manifested; adults are focus in the conversation and they do not notice the presence of a child, and coincidentally, the person of whom one speaks is related to a classmate of the child listening to the conversation. That is the origin of the name, just as the telephone transmits messages, this case it is metaphorically broken when transmitting content that incites uncomfortable situations. Summarizing, there are details in society that have been normalized over the years, in this occasion corresponds to the negative comments or rumours that are made among the

communities of a city, massifying to the point that it reaches minors, and they use it as a protection in front of a verbal violence act.

Insofar as the feelings of the students towards the subject did not change, even though some teachers were unpleasant and showed bad attitudes to them, they needed to fulfil their duties as students. In that sense it can be concluded that they accepted, and they normalized certain behaviours only because they saw the teacher as an untouchable person rather than a facilitator for learning.

They were not aware that one of the components of being a great teacher is to involve affective factors and different methods that may help the students to succeed and enhance their learning process. Thereby, there exists a lack of knowledge and an absence of awareness of what situations -involving teachers- could be considered as violent. There is a need to instruct students in this matter, for they realize what situations are proper inside the classroom and what they are not, and how to proceed if any misbehaviour happens in school.

Role of institutions in the face of violent acts

Each educational institution should be prepared to resolve uncomfortable situations of physical or psychological aggression between students. Coexistence manual is a document that indicates a series of rules the community must follow. At the same time, it should provide different processes that come after a disturbing situation.

In this study, the educator mentioned the due process that takes place as a solution to any violent act from a student towards another one. Despite the fact that schools integrate this regulatory method in their coexistence manual, this research concluded that, even though this method exists, it does not mean that schools apply it in a proper way. A clear explanation is when the teacher indicated in the interview about the solutions provided against bullying inside schools. The stages of the process, established by the own community, were superficial in nature and have never been determined based on a real case of violence solved. The problem came when the faculty faced these types of situations, as the educator alluded, they did not try to go

further to solve the problem, but in situations, it is necessary to find a source that generates violent actions in children.

As it could be observed, this school is similar to many of those that exist in our country; made up of a director, executive body, head of the technical pedagogical unit, among other workers who allow the operation of the institution. The head of the technical pedagogical unit is in charge of organizing and verifying that the minimum content required in the national curriculum, provided by the Ministry of Education, is transmitted. Despite having a great academic responsibility, the work of a Head of the pedagogical technical unit should be broken down into an academic and an affective part; where the first will be responsible for following the established curriculum and the affective part should focus on the emotional sphere to ensure that the teacher and / or students have positive attitudes to avoid manifestations of discomfort in the classroom. Although nowadays, there are transversal learning objectives, these are involved in a certain way with the contents, but they cannot be arbitrated by third parties, nor do they ensure that students will make use of the values delivered in said objectives.

Limitations and further study

There were different limitations encountered during this research, such as the size of the sample, the instruments implemented, and some problems experienced through the investigation process.

At first, this study was supposed to follow a phenomenological method using a bigger sample and a longer period of implementation of the instruments selected, but for some personal reasons, the second teacher who had agreed to participate in the research, had to step down. This adjustment altered the method to follow, and possibly, the results that were expected to encounter when analysing the data. Nevertheless, the actual research developed a deviant case study which provided interesting data for the analysis.

Perhaps, for further study, a bigger sample could be considered which can be used to examine different cases and different methods implemented inside the classroom by the teacher, as well as more input and a bigger variety of answers from

both teachers and students. The instruments selected can also suffer some changes, using others that may throw deeper results for a wider analysis of the results.

The time was also an issue when carrying out the investigation, for it is recommended to spend more time observing classes -as well the number of classes to observe-; more time for students to answer the instrument applied; and finally, an interview that must be answered and explained as deeply as possible since some students may have not understand well the statements of the questions.

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Appendixes

Appendix 1

Expert Judgment Validation Record

I, *Miquéias Rodrigues*, *Ph.D. in English Studies* and professor at Universidad Mayor, hereby report my validation of the data collection instrument(s) attached for the research project *Addressing Cultural Violence Within Teachers' Behaviours and Students' Feelings*, a prerequisite for the Bachelor's Degree in Education of *Pedagogía en Inglés para Básica y Media program.*

Validation criteria	Validated	Validated with comments	Insufficient
Congruence of the instrument with the proposed objectives.	X		
Relevance of the instrument to answer the research questions/hypotheses.	X		
Clarity and precision in the instructions.	X		
Clarity and precision of questions or items.	X		
Language appropriate for the study population.	X		
Spelling and writing.		X	

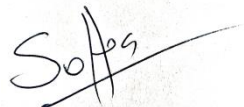**Date: 10/06/2021**

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Signature of Expert Validator

Expert Judgment Validation Record

I, Soffía Carbone Bruna, MA in TEFL & MA in English in Education , and professor at Universidad Mayor, hereby report my validation of the data collection instrument(s) attached for the research project *Addressing Cultural Violence Within Teachers' Behaviours and Students' Feelings,* a prerequisite for the Bachelor's Degree in Education *of Pedagogía en Inglés para Educación Básica y Media.*

Validation criteria	Validated	Validated with comments	Insufficient
Congruence of the instrument with the proposed objectives.	x		
Relevance of the instrument to answer the research questions/hypotheses.	**x**		
Clarity and precision in the instructions.		**x**	
Clarity and precision of questions or items.		**x**	
Language appropriate for the study population.	**x**		
Spelling and writing.		**x**	

Date: June 10th, 2021

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Signature of Expert Validator

Appendix 2

Teacher Interview

Entrevista Docentes - Tesina U. Mayor

Entrevista destinada a los docentes que participarán de nuestra investigación del curso Tesina I, para optar al título de licenciatura en educación. La entrevista será realizada a través de Zoom, en donde se solicita la siguiente información:

1. Nombre del docente a cargo del curso.
2. Edad.
3. ¿Por qué decidió dedicarse a la docencia?
4. ¿A qué universidad asistió?
5. ¿Posee algún grado de magíster o doctorado?
6. ¿Pertenece a algún partido político?
7. ¿Es perteneciente a algún pueblo originario?
8. ¿Profesa alguna religión?
9. ¿Se considera machista, feminista o de algún actual movimiento social?
10. ¿Cuántos años lleva usted ejerciendo la docencia?
11. ¿A cuántos niveles de enseñanza usted imparte sus clases?
12. ¿Cuánto tiempo lleva trabajando en este establecimiento?

Relación Docente-alumno

13. ¿Cómo definiría la palabra "enseñar"?
14. ¿Cómo definiría la palabra violencia?
15. ¿Ha vivenciado actos de violencia dentro del aula? ¿Cómo los ha logrado solucionar?
16. Normalmente, ¿Cómo describiría el ambiente dentro del aula?

17. ¿Qué herramientas utiliza para evitar situaciones incómodas dentro del aula?

18. ¿Qué factores cree usted que detonan conductas violentas en sus estudiantes?

19. ¿Que caracteriza un trato amable de parte del docente hacia el estudiante?

20. ¿Cree que el comportamiento del profesor afecta el rendimiento del estudiante?

Autocrítica

21. ¿Se considera usted una persona tolerante? ¿Por qué?

22. ¿Considera usted a algunos de sus colegas como personas con comportamientos poco tolerantes hacia los estudiantes?

23. ¿Se ha visto involucrado en una situación de injusticia con un estudiante?

Casos

24. Caso 1: Un estudiante de enseñanza básica no quiere realizar la actividad designada por el profesor. El profesor le rediseña la actividad para llamar la atención del estudiante, pero aún así, el estudiante se niega a trabajar y decide jugar con su celular. ¿Qué haría usted?

25. Caso 2: Un estudiante de enseñanza media le falta el respeto al profesor; Insultando de manera física y psicológica. ¿Qué haría usted como docente?

26. Caso 3: Un estudiante, de 15 años de edad, se burla de un compañero, pero el docente no se percata de la situación al estar revisando la actividad solicitada durante ese momento, otro alumno le da aviso al profesor. La solución fue enviar a los alumnos a inspectoría ¿Cree usted que es correcta esta solución? ¿Por qué?

Cuestionario alumnos - Universidad Mayor

Encuesta destinada a los/as alumnos/as que participarán de nuestra investigación del curso de Tesina I, para optar al título de licenciatura en educación.

Encuesta destinada a Alumnos sobre el ambiente en el aula

Bienvenido/a a este cuestionario. Es necesario informarte que tus respuestas serán completamente anónimas. Solicitamos responder a conciencia y certeza. En el primer apartado deberás brindar información acerca de tu convivencia en la sala de clases. En el segundo apartado deberás responder con honestidad si has vivenciado actos de discriminación por parte de tus docentes. No es necesario especificar nombres u algún indicio. Recuerda que tus respuestas son de carácter confidencial.

1. Nombre completo y edad

2. ¿Te sientes seguro dentro del aula?

3. ¿Te ha tocado vivir situaciones de violencia dentro del aula? Tales como: ser

ignorado al hablar, hostigamiento o burlas por parte de compañeros o tu profesor.

4. ¿Has sido testigo de situaciones de violencia dentro del aula? Si es así, ¿Tu profesor trata de evitar estos problemas?

5. Si eres testigo de violencia ¿Qué haces para evitarla?

6. ¿Cómo definirías la relación que tienes con tus compañeros/as de clases?

7. ¿Cómo definirías "Bullying o Acoso escolar"?

Relación con tu profesor:

En las siguientes preguntas, deberás responder con certeza y seguridad acerca de tus profesores.

8. ¿Has sentido alguna discriminación por parte de tu profesor hacia ti?

9. Si tu profesor tiene un trato amable hacia ti, ¿Te causa algún interés por los

contenidos de la asignatura?

10. Si tu profesor tiene un trato distante y de carácter frío. ¿Te causa algún desinterés

por la asignatura?

11. ¿Cómo sería el profesor ideal para ti?

Autocrítica:

En este apartado, se te harán preguntas acerca de tu rol como estudiante

12. ¿Eres tolerante?

13. ¿Eres capaz de escuchar y aceptar distintas opiniones?

14. ¿Te has visto involucrado en problemas con tus compañeros?

Field Notes

Investigator's name: Class:

Stages of the class	Notes
Beginning	
Development	
Closure	

Appendix 3

Consentimiento informado para participar en un proyecto de investigación

Addressing Cultural Violence Within Teachers' Behaviours and Students' Feelings
Estimada(o) participante, nuestros nombres son Mariana Leiva, Camila Tapia, y Felipe Thoms, y somos estudiantes de la carrera Pedagogía en Inglés de la Escuela de Educación en la Facultad de Humanidades de la Universidad Mayor. Actualmente, nos encontramos llevando a cabo un proyecto de investigación para obtener el grado de *Licenciada(o) en Educación* el cual tiene como objetivo examinar las actitudes y comportamientos de los profesores dentro de la sala de clases y el impacto de éstos en el aprendizaje de los estudiantes*.

Su hijo(a) ha sido invitado a participar de este proyecto de investigación académica que consiste en la observación de 3 clases grabadas, además de un cuestionario dirigido a los estudiantes sobre su experiencia dentro del aula que tiene una duración estimada de 7 a 10 minutos. Esta investigación se llevará a cabo desde el mes de julio hasta agosto.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) invesigadoras(es), o bien comunicarse con el Coordinador de Tesinas de la Escuela de Educación de la Universidad Mayor, al correo electrónico: marcos.lopez@umayor.cl, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.
....

ACTA DE CONSENTIMIENTO INFORMADO

Yo ....**,** Rut:…………….., **acepto** que mi hijo/a .... participe voluntaria y anónimamente en la investigación **"Addressing Cultural Violence Within Teachers' Behaviours and Students' Feelings** dirigida por las(os) estudiantes Mariana Leiva, Camila Tapia y Felipe Thoms de la Escuela de Educación de la Universidad Mayor.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

_____ _____

                    Firma   **Fecha**