

CONCEPTIONS OF TEACHERS FROM A VOCATIONAL-TECHNICAL HIGH SCHOOL ABOUT THE CONCEPT OF VIOLENCE¹

Fernanda Lúcia Maioli*

Alex Sandro Gomes Pessoa**

Jaqueline Knupp Medeiros***

Débora Ananias Guimarães****

Haryadny Kamylla Macedo Muniz*****

*Social Worker by the Centro Universitário Antônio Eufrásio de Toledo de Presidente Prudente and Specialist in Psychosocial Interventions in Social Vulnerability Contexts at the Universidade do Oeste Paulista (Unoeste). She acts as a Social Worker at the Centro de Atenção Psicossocial Infantil II (CAPS), part of the public administration of the city of Presidente Prudente. Presidente Prudente, São Paulo, Brazil. E-mail: fernanda.lmaioli@hotmail.com

** Psychologist by Unoeste. Physical Education teacher, Master's and PhD by the Universidade Estadual Paulista "Júlio de Mesquita Filho" (Unesp). Completed a PhD internship

at the School of Education and Social Services of the University of Sydney (Australia) and got a Postdoctoral degree in Psychology by the Universidade Federal do Rio Grande do Sul (UFRGS). Associated to the Psychology Department and the Psychology Graduate Department of the Universidade Federal de São Carlos (UFSCar). São Carlos, São Paulo, Brazil. E-mail: alexpeessoa@ufscar.br

***Undergraduate Psychology student at Unoeste and undergraduate researcher at the Fundação de Amparo à Pesquisa do Estado de São Paulo (Fapesp) (Proc. no. 17/18640-7). Martinópolis, São Paulo, Brazil. E-mail:

jaquekmedeiros@gmail.com

****Undergraduate Psychology student at Unoeste. Presidente Prudente, São Paulo, Brazil. E-mail:

dgananias@gmail.com

*****Undergraduate Psychology student at Unoeste. Presidente Prudente, São Paulo, Brazil. E-mail: haryadnykmuniz@hotmail.com

Received for publication on: 11.14.2017

Approved on: 6.1.2018

Abstract

This article analyzes the conceptions of teachers from a Vocational-Technical High School about violence. It is quantitative, exploratory-descriptive research, developed as a case study. Participants were 76 female and male teachers from an institution located in a mid-sized city in the state of São Paulo. The research revealed that misconceptions mark the teachers' conception of violence, sustained mainly by the naturalization of violence committed against particular social groups.

Keywords: Conceptions. Teachers. Vocational-Technical Schools. Violence.

1. Introduction

Violence, in general, is a much-debated topic in society. Printed, spoken and visual media, including social networks, are major broadcasters of ideas on the subject. However, how do teachers¹ at different educational levels understand violence? What knowledge is needed to deal with the issue? Is these professionals' performance relevant to breaking the cycles of violence?

To understand violence as a multifaceted phenomenon is necessary to elaborate a model explaining its categories, how it affects the school environment and the daily life of the school communities (students, students' families, teachers and other professionals).

Violence is a phenomenon of complex, multi-causal and controversial conceptualization, rooted in social, economic and political structures (MINAYO, 2009). It originates in the asymmetric correlation of force/power in human relationships (FALEIROS, 2007). Thus, it cannot be understood only psychologically, as an isolated act, arising from emotional lack of control, due to pathology or disorder, but as the unfolding of social structures.

It is evident, therefore, the association of cultural processes with the phenomenon of violence (ASSIS; NASCIMENTO, 2013; FALEIROS, 1998; MINAYO, 2009). Although common sense considers it to be natural, violence is not part of the nature of human beings. Therefore, a person is not born violent or with specific innate violent characteristics, but acquires, throughout the life, social markers that perpetuate this practice. Historical aspects, as well as social practices that legitimize actions that violate rights, naturalize and justify violence (MARTÍN-BARÓ, 1990, 2003).

Education is one of the bases for transforming and confronting violent manifestations

The multiple dimensions of violence can be connected to an increase in organic processes of social exclusion (SANTOS; TEIXEIRA; RUSSO, 2011) since the new forms of capital accumulation and concentration of production and technology lead to social changes and patterns of violence (ADORNO, 2002).

Because of its complexity, studies acknowledge that isolated measures will not solve the violence. On the contrary, prompt actions only mask reality and do not effect substantial change.

Thus, broad changes in society are needed, and education is one of the bases for transforming and confronting violent manifestations (WILLIAMS; STELKO-PEREIRA, 2013).

The school community, regardless of the level of education, plays an essential role in breaking the cycle of violence (MARANHÃO et al., 2014; MOREIRA; GUZZO, 2017; SANTOS; RODRIGUES, 2013). With this approach, the teacher moves from the role of the specialist in a subject to play the role of an educator who is aware of the political nature of their work, which involves understanding social problems. Issues such as citizenship, democracy, community, solidarity and individual and social

emancipation should be included in the ongoing training of teachers and other school agents, focusing on mobilizing educational institutions to work on intersecting subject, including types of expression of violence (BRASIL, 2015; SANTOS, 2011).

It is up to the school and other social instances to question what the best way is to fight the indicators of violence that afflict society. It is a starting point for an intentional intervention on humanity in order to minimize the social asymmetries that perpetuate violence across generations (SANTOS, 2012; WILLIAMS, 2013).

It is important to emphasize that this paper does not argue that schools should be held responsible for confronting the different manifestations of violence. The interview conducted by Pereira & Vieira (2016) with Portuguese researcher António Nóvoa shows that schools have been taking on a variety of tasks, which results in an overflow of their functions, causing an excess of assignments and mental exhaustion of agents (especially managers and teachers). However, it is undoubtedly a function of educational institutions to create coping strategies in partnership with other institutions and with students' families. The Ministry of Education has developed a series of programs for the mobilization of educational spaces regarding this issue (see, for example, the *Programa Escola que Protege*, "Program School that Protects")².

The educational space can help break the silence surrounding violence

When creating a culture against the manifestation of violence, it is necessary to deal with issues such as prejudice, intolerance and exclusion in school, identifying situations in which human beings are treated as objects. This new environment is possible through collaborative actions between the different social actors that are part of the school routine. Thus, the educational space can help break the silence surrounding violence, when it allows open conversations with students, family, educators and society (ABRAMOVAY; RUA, 2002; SANTOS, 2012).

A culture of violence has been established even within educational institutions, at different levels, which has made people, both employees and students, hostages of this perverse logic (SOARES; MACHADO, 2014). Thus, educational institutions must create actions that problematize violence, so that all people are effectively engaged in the fight against these manifestations.

From this, it becomes relevant to understand how the subject is treated in the different levels of education, including in the scope of Vocational-Technical High Schools. The Law of Guidelines and Bases for National Education (*Lei de Diretrizes e Bases da Educação Nacional – LDB*) – Law no. 9.394/1996 (BRASIL, 2015), complemented by Law no. 11741/2008, states that this type of education refers to the general training for work, which must occur in an articulated manner with high school, or after it. It can be developed in high schools or in specialized educational institutions, observing the objectives and the definitions contained in the national curricular guidelines.

However, it is necessary to implement skills in vocational-technical courses that go beyond learning a profession. The educational perspective argued by the writers of this article suggests a different vocational-technical high school education, to offer training that not only teach skills geared towards the job market. To do so, educators must develop abilities that give them multiple skills to work with their students. The great challenge is articulating different types of knowledge, scientific, philosophical, political, cultural, technological, sociological, anthropological, among others, supported by an educational experience that problematizes social reality and is significant, supporting the individual in forming a critical and inquisitive sense, which surpasses the technical knowledge (SANTOS, 2012; VIAMONTE, 2011).

In this sense, educators must have a new profile. A reflective professional/educator is necessary, one who searches for connections between theory and practice in a dialectical manner, capable of articulating disciplinary, pedagogical and professional experiences, in order to give students' autonomy and protagonism, teaching them for life (SANTOS, 2012; HEREM, 2009) and, indeed, helping them face the different ways in which society manifests violence.

With this, education, including the scope of Vocational-Technical High Schools, should present students with a critical view of humans and of the world, contextualized within current problems and social issues. It must adopt an intentional, politicized stance, emphasizing systemic thinking, which allows students to transform their reality and the world in which they are inserted, avoiding distorted visions of themselves and the facts around them (MORIN, 2001; SANTOS, 2012).

In looking at the interconnection between violence and the role of education, violence is socially constructed, and its spectrum involves different forms of manifestation (from veiled violence to physical aggression, for example); it is also present in all social classes. In this perspective, people understand that vocational education could contribute to breaking the cycle of violence, when considering a new critical conception of the world, and not only preparing workforce for the market.

Based on these prerogatives, this article analyzes the conceptions of educators from a Vocational-Technical High School about violence in its different dimensions.

2. Method

This paper is an exploratory-descriptive study, carried out through field research in a Vocational-Technical High School located in a mid-sized city in the state of São Paulo, Brazil, in September 2016. The authors used a quantitative approach because this type of research allows the researcher to observe possible indicators in the researched reality, and the study can be replicated since the procedures can be under control (SEVERINO, 2007; SERAPIONI, 2000).

One of the advantages of this approach is that, since it involves large-scale applications, anonymity is guaranteed. Thus, people do not feel intimidated to give their answers, making the research more truthful. In addition, violence is a phenomenon that requires understanding about the population's perception, in this case, educators, and the social meanings of violence to them (MOURA; OLIVEIRA; VASCONCELOS, 2015).

2.1 Participants and institution

The sampling was intentional and consisted of 76 participants, in a universe of 106 employees. These professionals work in different sectors, such as Administration, Reception, Library, Teaching, Cleaning and Management. Their ages ranged from 21 to 64 years old and educational level between Elementary and Higher Education.

The research recognized all employees of the institution as educators and invited all of them. However, due to the holiday period, absence on the days of applications or refusal to respond to the instrument, a group was formed that became representative of the sample.

Given the characteristics of the study and the strategies adopted for sample collection, this research is a case study. Contrary to a commonly held view in academia, the case study does not apply to unique cases or specific clinical settings. According to Yin (2010), the reference author for research in this field, the case study can base on an analysis of institutional reality. Thus, the interest in the investigation came from a specific unit, with peculiar characteristics that explain the data obtained.

2.2 Instrument

The conduction of the research counted on a questionnaire adapted from two instruments (CARDIA, 1999; WILLIAMS, MALDONADO; COSTA, 2008). The instrument, in its final version, had 24 (twenty-four) statements on the different expressions of violence directed at some groups, namely: children and teenagers, women, and police violence. In addition, the items enabled the identification of forms of naturalization and acceptance of expressions of violence by the respondents.

The research recognized all employees of the institution as educators

Each questionnaire item was presented in a Likert scale, from 1 (one) to 5 (five), whose number 1 (one) refers to "I totally disagree" and 5 (five) to "I agree" with the respective statements. Participants made their choice based on their own opinions, without interference from the applicators. It should be noted that no concept, whether of domestic violence or the types of violence, was explained to the participants. If this were done, it could lead to contamination of the data. Since the researchers were interested in understanding the participants' conception of violence, they were asked to answer according to their beliefs, without worrying (at that moment) whether their answers were right or wrong.

The questionnaire has an internal structure, composed of factors (analysis categories) controlled exclusively by the researchers. Although scattered in the instrument, there were categories related to the types of violence, namely: Naturalization of violence; Violence against children and teenagers and bullying; Violence against women; and Police violence. Table 1 shows the categories, their items and the corresponding number in the questionnaire, that is, the order in which they appeared on the instrument.

Table 1- Items that composed the questionnaire

Category	Statements	Item
Naturalization of violence	Domestic violence affects only the poorest social classes.	3
	It is fair that I use violence to protect my honor.	9
	It is normal to be scared of someone that is "stronger", that is, "when forces come on the scene, right goes packing".	11
	I don't take things lying down, if someone insults me, they'll get their own back.	16
	In a public school, it is fair for a teacher to use violence to correct a disobedient student.	17
	I feel it is my right to insult another person when that person insults me as well.	20
	Frequently, it is necessary to use violence to prevent violence.	24
Violence against children and teenagers and bullying	Children who are raised in violent homes grow up to be violent.	1
	Words and pranks never killed anyone.	4
	It is not humiliation or ridicule calling others by nicknames that they do not like; actually, you are not even supposed to like nicknames.	7
	If I got where I am today, it was because my parents spanked me when necessary.	10
	Bullying does not exist, several friends made fun of me, and I survived.	13
	Children must be spanked to learn.	21
	Parents can decide how to correct their children.	23
Violence against women	Do not get in the way of a husband and wife's quarrel.	2
	There are women who like to be their husbands' punching bag, they don't leave them because they don't want to.	6
	There are women who ask to be assaulted, because if they did not want men to mess with them, they would not wear such provocative clothes.	14
	There are women who like to be beaten up.	18
	Women who beaten up are also responsible for their actions, because "it takes two to tango".	22
Police violence	Police have the right to search suspects based on appearance or clothing.	5
	Human Rights only stand up for criminals.	8
	The police can torture someone to get information.	12
	"A good criminal is a dead criminal".	15
	If the authorities fail, we have the right to take justice into our own hands.	19

Source: The authors.

2.3 Procedures, data analysis and ethical considerations

The researchers applied the questionnaire individually at the school and assured participation on a voluntary and confidential basis. Participants took an average of 20 minutes to complete the questionnaire and, in general, they had no questions about how to complete it.

After the fieldwork, the scientists tabulated the collected data, and carried out the analyses with the software SPSS, version 21.0, in Portuguese. They applied descriptive analysis techniques (mean, mode and standard deviation).

The research began after receiving approval of the Ethics Committee for Research with Human Beings of the Universidade do Oeste Paulista – CEP (CAAE: 58668416.4.0000.5515). All participants signed Agreement Forms and received additional information when necessary. The confidentiality of the information and the omission of their identity were ensured in all reports produced.

During the field research, the participants' signatures were collected in the Informed Consent Form (ICF). The research followed all guidelines from Resolution 466/2012 of the National Health Council, which deals with the ethical parameters of human research. The material was filed with the first author and her advisor and will be discarded after five years.

3. Results and discussion

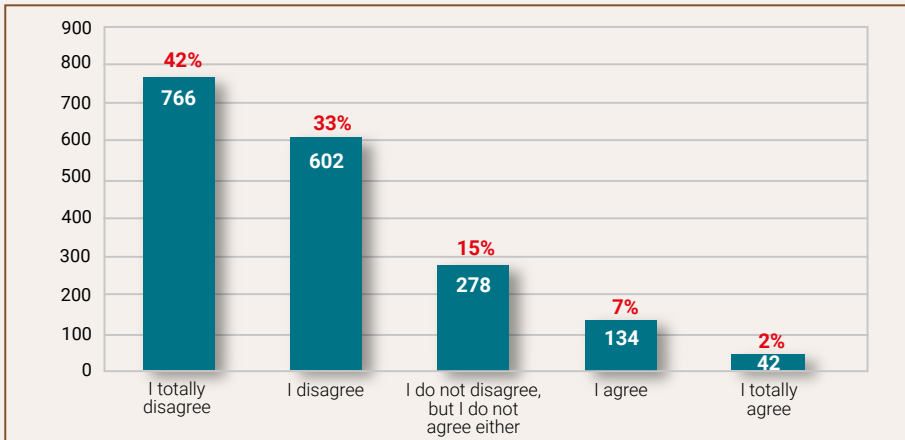
The results were organized in graphs and depicted the dimensions of the participants' conceptions of violence. In general, the research revealed that misconceptions mark the conceptions of violence of educators at technical and vocational levels, sustained mainly by the naturalization of violence and, more specifically, by the banalization of the violation of the rights of children, teenagers and women.

As explained in the Method section, the questionnaire followed the Likert scale model, which means that there was a scale for the levels of agreement for each statement. Thus, the closer the answers in column 4 and 5, respectively "agree" and "totally agree", the more indicative of naturalization or acceptance of violence were the participants' responses.

3.1. Acceptability of violence in the Vocational-Technical High School

Graph 1 shows the overall distribution of the participants' answers to the questionnaire.

Graph 1 – Distribution of the answers in terms of levels of agreement with the types of violence

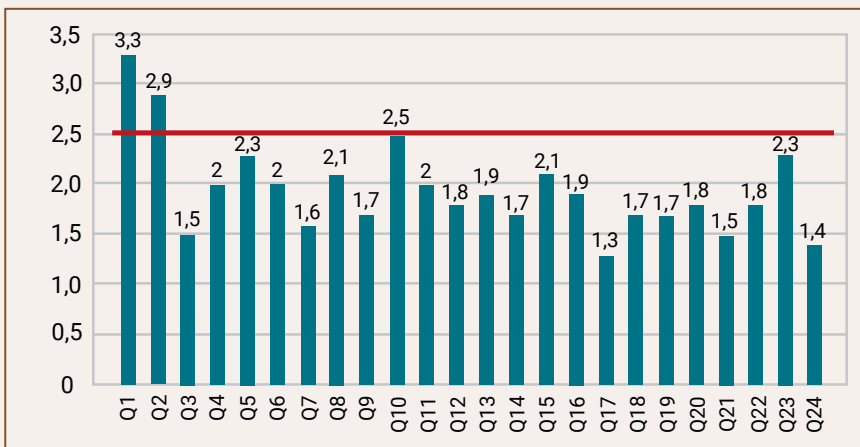


Source: The authors.

In total, the researchers obtained 1,822 answers, since there were 76 participants and each questionnaire contained 24 items (missing data were not considered, that is, blank or doubled responses). The data that is more worrying is the sum of the items “I do not disagree, but I do not agree either”, “I agree” and “I totally agree”, which together represent 24% (454 marks) of the answers. This means that practically $\frac{1}{4}$ (one fourth) of educators are conniving, accepting or naturalizing some expressions of violence.

Some of the items analyzed presented an even higher indicator. When a threshold is established from the center point, that is, 2.5 (on a scale ranging from 1 to 5), three items present higher means: Q1: “Children who are raised in violent homes grow up to be violent”; Q2: “Do not get in the way of a husband and wife’s quarrel”; Q10: “If I got where I am today, it was because my parents spanked me when necessary” (see Graph 2).

Graph 2 – Items with higher values about accepting violence



Source: The authors.

These statements, in a certain way, expose the acceptance of practices of intrafamily violence or coercive methods, since the items in the questionnaire, especially those referring to children, teenagers and women, depict forms of relationships that are permeated by methods based on violence and destitution of rights. This is due to a sexist and adult-centric culture, which exposes children, teenagers and women to a condition of subalternity, by establishing asymmetric relations of power (BARUFALDI et al., 2017; D’AFFONSECA; PRIOLO FILHO; WILLIAMS, 2016; HILDEBRAND et al., 2015; RATES et al., 2015).

The data from Graph 2 also show contradictions in the educators’ conceptions. There was a tendency to say that a child who suffers violence can become a violent adult. Paradoxically, the same participants seem to value the coercive practices they received from their caregivers during their own childhoods (examine items 1 and 10). The incoherence consists in the fact that there is an apology to coercive practices against the child, even if it is hypothesized that they can become violent adults if exposed to violence.

Although it is still widely accepted by society and families, which explains the responses obtained from the participants, spanking is not considered to be a healthy educational practice. On the contrary, it has been pointed out, by both legal discourses and scientific researches (BISCEGLI et al., 2008; BRASIL, 2011; FELTRIN et al., 2013) as toxic educational practices that constitute forms of violation of rights of this population. Authors such as Biscegli et al. (2008, p. 369) condemn the use of spanking as an educational practice:

due to the ineffectiveness of corporal punishment, because it does not show what should be done, but what should not be done. Other authors agree that punishment only focuses on the error and there is no concern with teaching what is right [...]. Some researchers report that, while corporal punishment can be effective at the time it is applied, in the long term it can cause harm not only to the individual who receives it but also to others with whom they coexist, increasing the rates of delinquency, crime and violence against spouses.

Physical punishment and coercive practices remain as forms of education in the social imaginary (BRASIL, 2009; COCCO et al., 2010), including among educators who were supposed to fight against these practices. Patias, Siqueira & Dias (2013) point out that the naturalization of coercive practices to end, the population must become aware of the damages that these practices can bring to a person.

In a study conducted by Pereira & Williams (2008) on the perception of educators in some schools in the state of São Paulo about violence, it was found that 7.8% of the participants had distorted conceptions about violence. The responses given by the educators in this study were worrisome since they indicated a distortion and a lack of information on the part of education professionals. The items that worried the authors the most were discourses about “lack of culture” and “divorced parents” as

causes of intrafamily violence. Although they are in different educational contexts, regarding the level of educational institutions, similar data have been found, that is, the misperception by educators of vocational-technical courses about violence occurring within the family.

Studies show that violence can occur in any family, regardless of economic class (MACHADO et al., 2014), and parents divorcing is often the best way to cope with exposure to violence in the family (SANTOS; MARIN; CASTOLDI, 2013). However, the present research points to the acceptance of violence by educators, treating the subject as something natural and acceptable. Family conceptions and interpersonal relationships should, therefore, be part of the discussions in the continuous training of vocational-technical-level educators.

Another study, conducted by Noronha (2013), investigated the educators' conception of violence and how they deal with it in their workplace. Six educators participated in the research, with educational levels ranging from high school to graduate school. Among the educators, one of the participants said that spanking "will not kill you", on the contrary, "it is educational", and that she was spanked when she was little and today she thought she was a good person (data similar to what was found in this research). The author argues that these conceptions of violence against children are originated socially and are extremely difficult to break, characterizing the naturalization of violence in educational spaces.

As for violence against women, the issue with the highest mean is "Do not get in the way of a husband and wife's quarrel", a popular saying widely propagated in Brazil, in several regions of the country. This statement emphasizes that a patriarchal and sexist society supports gender asymmetries (CHAUÍ, 2003), and evidences how accepted this type of violence really is (GUIMARÃES; PEDROSA, 2015).

According to Timm, Pereira & Gontijo (2011), violence is sometimes imperceptible, occurring in jealousy episodes that seem tolerable. Thus, there is invisible, subtle violence diffused by the patriarchy, and physical and psychological aggression are almost automatic.

A study that can be considered as a parameter is the one carried out by Albuquerque et al. (2013) in the city of João Pessoa (Paraíba, Brazil), with the participation of 860 women registered in a Family Health Unit. The study revealed that 63% of the participants reported having already been victims of violence, and in 38% of the cases the perpetrator was their significant other. Psychological violence was the most frequently reported by the participants (46%). The researchers also identified a correlation between educational levels and acceptance of certain forms of violence, similar to the results obtained in investigations carried out in other contexts:

regarding the level of schooling of female victims, data presented by a study carried out in Fortaleza (CE) also confirmed that staying in school for shorter periods characterizes a low educational level, favoring situations of violence in the group researched, since

women that are more educated tend to be less tolerant of the situation. It is also added that women who have been victims of violence have remained in school on average for six years, even though violence can occur with women of all educational levels (ALBUQUERQUE et al., 2013, p. 389).

The findings presented above reinforce the arguments of the writers of this article: educational institutions, including vocational-technical high schools, must commit to actions related to violent manifestations and coping mechanisms (SILVA et al., 2016). By addressing this issue in educational settings, women can develop internal resources to recognize situations of violation, as well as access social facilities that help them guarantee their rights (RAMOS; OLTRAMARI, 2010).

In a study conducted by Silva, Coelho & Njaine (2014), which investigated the reasons for violence against women by spouses, from the testimonies of both victims and perpetrators, it was revealed that men blame women for being beaten, minimize or deny the violence committed against their partners, disqualify the women and place themselves as victims, saying that this is an attempt to harm them.

Silva & Mendes (2015) carried out a research with a group of teachers of a public school. Among the participants, 20% said it was unacceptable for the wife to earn more than the husband. These results show how a sexist logic is imposed and not questioned often, even in the different educational contexts. It is the role of the educational units to propose this reflection; however, educators of different levels of education, including vocational-technical institutions, also reproduce this perverse and asymmetric logic in their speeches.

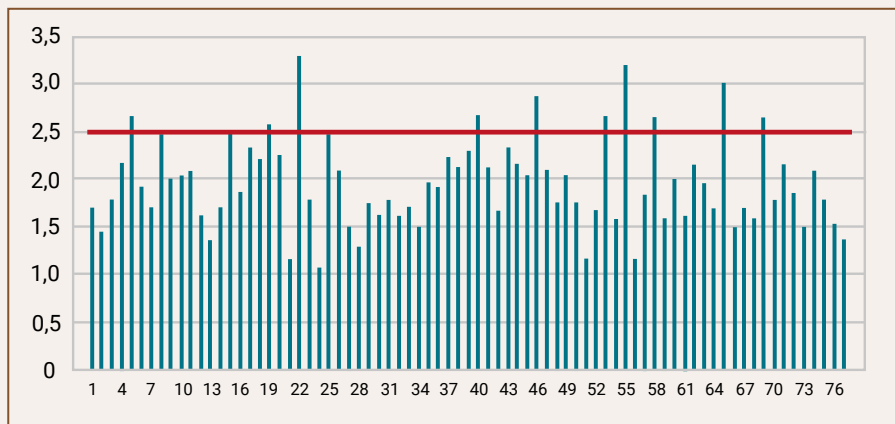
A literature review by Medeiros & Rodrigues (2016) revealed that, despite a growing discussion about gender inequality in society, the patriarchal conceptions that see women as inferior are far from being deconstructed. Educational institutions, which according to the authors, should be a propitious place to propose reflections on this subject, attributes behavior to children *a priori*. Teaching practices determine behaviors that must be exclusive to boys or girls. These authors report that one of the favorable elements for the deconstruction of this sexist logic would be teachers' training bringing a critical reflection on sexism.

However, it seems that educational units of different levels preach sexism, perpetuate this thinking and do not break that logic. In other words, the conceptions of some educators of different levels of education corroborate the maintenance of gender inequalities in society. This, without a doubt, is another topic that should be widely disseminated in vocational-technical institutions.

The violence that occurs within the family is often acceptable in society, including by educators. The imaginary of the family as sacred and the domestic space as an inviolable asylum, diffused, respectively, by religious precepts and legal discourses, makes it difficult to identify violence and to elaborate strategies to disrupt these practices in educational contexts, including vocational-technical institutions.

Graph 3 shows that some employees seem to accept violence. Of the 76 subjects who participated in the study, 13 had mean responses in the established threshold (2.5) or above, which corresponds to 17% of the participants. This means that, for most educators, there are worrying levels of acceptance of violence, which require the development of continuing educational actions to minimize these conceptual misunderstandings.

Graph 3 – Indicators of acceptance of violence per participant



Source: The authors.

Propagating values such as respect, equality, diversity, and a culture of peace and belonging should be one of the missions of educational institutions. Investing in new behaviors, such as pro-social and solidarity, help with this process (WILLIANS; STELKO-PEREIRA, 2013). In this sense, as already mentioned, educators have a fundamental role, because their worldview will directly impact the confrontation of the multiple forms of violent manifestations.

Institutions that offer high school vocational-technical courses must extrapolate forms of purely instrumental education. They should privilege broader aspects of human formation, of living with difference and of establishing less hierarchical relationships. However, it is essential that educators and professionals working in these educational contexts understand their social function, and that they do not to collaborate in the reproduction of discourses and in the perpetuation of practices that encourage violent relationships in society.

3.2 Adultcentrism and the violation of the rights of children and teenagers

Regarding the items that had the lowest mean (usually below 1.5), that is, which showed that the participants agreed less vehemently with the statements, the analysis shows that this occurred when the word “violence” did not appear explicitly

in the item. This may mean that the manifestation of more subtle types of violence, which are often not seen as violence by common sense, for example, situations of psychological violence, are neglected by educators.

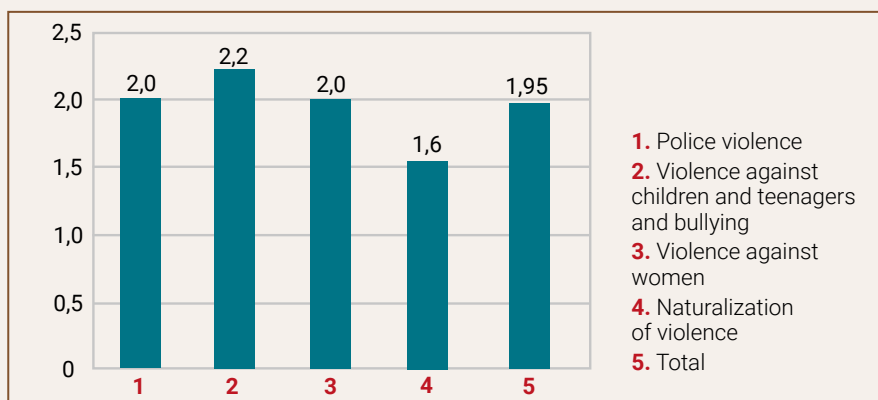
There is a need for an in-depth discussion of the multiple forms of violence that occur daily

Thus, there is a need for an in-depth discussion of the multiple forms of violence that occur daily, especially in intrafamily and institutional spaces, but which remain unnoticed by educators. Contemporary violence far outweighs physical aggression and the more explicit forms of violation of rights. High school and vocational educators should understand that relational asymmetries are harmful to people and should be addressed within educational contexts.

The total mean of the analyzed categories (presented in Table 1) was close to 2 points (as already mentioned, on a scale that could vary from 2 to 5 points), that is, on average, participants disagreed with the statements. However, analyzing the factors in isolation, there is a slightly higher rate in the category "Violence against children and teenagers and bullying", followed by violence against women and police violence (see Chart 4). The lowest mean was verified in the category "Naturalization of violence". However, this phenomenon also occurs in the other categories and is, therefore, imbricated in all other factors of the instrument.

Thus, it was verified that the violence that most educators of vocational-technical high school education tolerate is that practiced against children and teenagers, and manifestations of bullying, often taken for jokes that do not cause any harm (CROCHÍK, 2012; RAUBER, 2016).

Graph 4 – Response means based on the categories of violence



Source: The authors.

A more in-depth analysis of the responses obtained in items related to the levels of agreement with violence against children and teenagers found that 34% of the participants (181 responses) pointed out the alternatives “I do not disagree, but I do not agree either”, “I agree” and “I totally agree”. This means that many of the educators tolerate or justify the occurrence of violence against children and teenagers since all items in this category presented some violation of rights of this population.

Arguments such as “children must be spanked to learn”, “people are only successful if they are spanked as children” and “parents must decide how to correct their children” are still present in the educators’ imaginary. This prevents these types of violence to be confronted and strengthen them since a specialist’s discourse always prevails. In other words, violence would be socially justified, because even educators argue favorably for its maintenance.

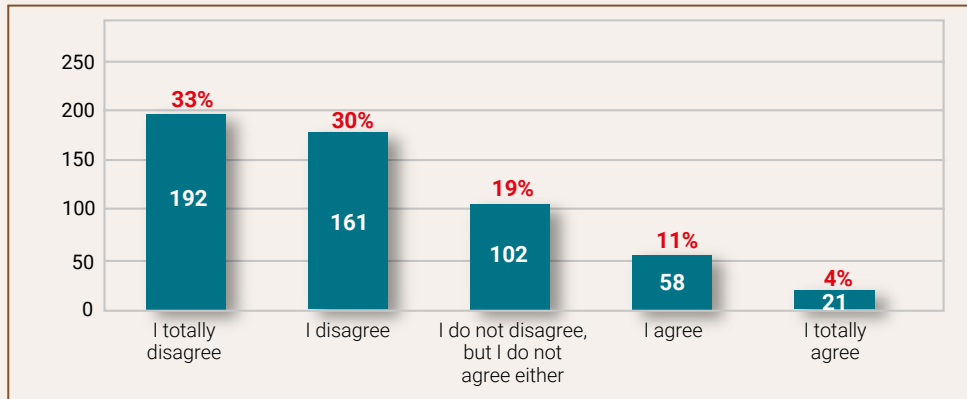
Also, attention was drawn to the items that refer to bullying, which, according to some participants, does not exist or is a game that “never killed anyone”. In the educators’ perception, the dimension of this phenomenon – considered as a public health challenge – has not reached alarming proportions and is, in a way, trivialized.

Similarly, this was also found in the study by Lamas, Freitas & Barbosa (2013), who investigated the prevalence of bullying and teacher-student relationships in three states of the Southeastern region of Brazil, from data collected with children and teenagers from grades 4 to 9 in elementary school. The results show that 18.5% of the students were bullied and 33.3% of the episodes occurred inside the classroom. The authors concluded that the abusers’ relationship with teachers was more negative than the victims’ relationship, and the older the students, the less teachers interfered in the bullying situation. By hypothesis, it can be inferred that educators’ interference at Vocational-Technical High Schools is even smaller. Studies on this topic can help understand this subject in a more assertive manner.

In addition to immediate damage, some studies indicate that bullying can cause long-term disorders for victims, such as posttraumatic stress disorder (ALBUQUERQUE; WILLIAMS; D’AFFONSECA, 2013), as well as depression and anxiety in perpetrators (BINSFELD; LISBOA, 2010). These data show that, in addition to harming bullying victims, this phenomenon also has negative impacts on perpetrators. Given the severity of the phenomenon, interventional studies and models on bullying should be part of the pedagogical project of vocational-technical high schools and professional-level institutions.

The dismissal of (apparently) innocent “jokes” and “pranks” as if they were “normal” and part of human coexistence can mask manifestations of violence perpetuated in vocational-technical institutions. In these cases, there is no respect for differences, quite the contrary, they are used for hurting others by establishing a correlation of force, power and subalternity.

Graph 5 – Data relative to the category “Violence against children, teenagers and bullying”



Source: The authors.

Accepting the violation of the rights of children and teenagers, as well as the recurrence of bullying in educational institutions, including in vocational-technical high schools and professional courses, is based on a model of adult-centric society (MARANHÃO et al., 2014; RUSSO et al., 2014). Its main mark is a disregard for the rights of children and teenagers, which cease to have their particularities recognized and are subjugated due to asymmetrical relationships established with individuals at more advanced stages of psychosocial development.

At the same time, educators naturalize the forms of violence that exist against children and teenagers, there is a social reinforcement of authoritarian and disrespectful practices regarding the rights of this population. All levels of education, including institutions that offer vocational and technical courses, should promote actions to fight existing forms of violence. Undoubtedly, the perceptions that professionals have about this concept and its unfolding are fundamental for combating the social maladies and oppressive mechanisms that are inherent to the violation of the rights of different populations.

4. Limitations of the study and practical implications

Recognizing the limitations of a study is important because it allows other researchers interested in the subject to continue research of this nature with more diversified strategies and from the body of knowledge made possible by the present research.

The discussions throughout this paper emphasized the responses obtained from the participants for the items related to expressions of violence against children, teenagers and women. This is because it became evident that educators had a tendency to accept, more strongly, forms of violation of the rights of these groups. However, other expressions of violence (police and bullying) should not be underestimated, both in terms of future research and continuing education programs on violence aimed at high school vocational-technical teachers.

It should be noted that, although of a quantitative nature, the findings of this research cannot be replicated in a decontextualized way to other institutional realities and contexts. Because it is a case study, whose unit of analysis is an institution, the results do not allow too many generalizations. However, the findings obtained allow the institution to problematize the conceptions of violence that may persist in the imaginary of some educators of vocational-technical high schools and professional courses.

The importance of carrying out studies of a qualitative nature on the phenomenon of violence from the conceptions of educators should also be mentioned. Because it was not the objective of the present investigation, it was not possible to establish conceptual or hypothetical relations that explain, from the participants' subjective point of view, certain ways of understanding violence. Thus, other qualitative studies should be carried out to analyze the subjective meanings and social meanings attributed to violence by educators. Mixed-method studies are certainly suitable and useful models for this endeavor.

In terms of practical applications, it is essential to highlight the unprecedented nature of this research in investigating issues related to violence in the context of vocational-technical high school institutions. Although many studies have been carried out in recent years on the role of educational institutions in combating and preventing violence, analyses focused on the reality of vocational-technical courses are practically non-existent.

Thus, this research should point to the beginning of research of this nature in the aforementioned level of education and lead to new studies on the subject of violence. As argued from the beginning of this article, vocational-technical high schools and professional courses should not have only didactic-pedagogical and instrumental educational goals. Intersecting subjects, including violence, must necessarily be part of the pedagogical project of these educational units.

5. Final considerations

The investigation revealed that some of the educators working in the institution that offers vocational-technical high-school and professional courses have naturalized conceptions of violence, which may imply in the acceptance of their occurrence or in not criticizing the phenomenon. The most alarming data refer to the manifestation of violence occurring within the family context, in particular, aimed at children, teenagers and women.

Thus, the empirical findings of this research suggest that spaces for continuing teacher-training courses be offered in vocational-technical institutions, helping professionals recognize manifestations of violence, even those that occur in subtle manners and go unnoticed in everyday life. Therefore, this study argues for the implementation of pedagogical actions that go beyond vocational and technical education from the point of view of professional training.

The phenomenon of violence affects several sectors of society, particularly more fragile segments. Neglecting these findings may imply a depoliticized culture, alien to the social dynamics that require social articulation to combat the violation of the rights historically conquered by the Brazilian society.

Notes

¹ We thank Gabrielle Cristina, a professor at Unoeste, for helping us with the statistical analysis presented throughout this paper.

² For more information about Programa Escola que Protege, go to <http://portal.mec.gov.br/projeto-escola-que-protege/escola-que-protege> - Access on: May 29, 2018.

References

ABRAMOVAY, Miriam; RUA, Maria das Graças. **Violências nas escolas**. Brasília, DF: Unesco, 2002.

ADORNO, Sérgio. Crime e violência na sociedade brasileira contemporânea. **Jornal PSI**, São Paulo, n. 132, p. 7-8, abr./jun. 2002.

ALBUQUERQUE, Josefa Barros Cavalcanti et al. Violência doméstica: características sociodemográficas de mulheres cadastradas em uma Unidade de Saúde da Família. **Revista Eletrônica de Enfermagem**, Goiânia, v. 15, n. 2, p. 382-390, abr./jun. 2013.

ALBUQUERQUE, Paloma Pegolo; WILLIAMS, Lúcia Cavalcanti de Albuquerque; D’AFFONSECA, Sabrina Mazo. Long term effects of bullying and posttraumatic stress disorder: a literature review. **Psicologia: teoria e pesquisa**, Brasília, DF, v. 29, n. 1, p. 91-98, jan./mar. 2013.

ASSIS, Luana Rambo; NASCIMENTO, Lizandra Andrade. Serviço social e violência: caminho na luta pela garantia de direitos humanos. **Revista Gestão e Desenvolvimento em Contexto**, Cruz Alta, v. 1, n. 1, p. 50-57, jan./dez. 2013.

BARUFALDI, Laura Augusta et al. Violência de gênero: comparação da mortalidade por agressão em mulheres com e sem notificação prévia de violência. **Ciência e Saúde Coletiva**, Rio de Janeiro, v. 22, n. 9, p. 2929-2938, set. 2017.

BINSFELD, Adriana Raquel; LISBOA, Carolina Saraiva de Macedo. Bullying: um estudo sobre papéis sociais, ansiedade e depressão no contexto escolar do sul do Brasil. **Interpersona**, Vitória, v. 4, n. 1, p. 74-105, jan./jun. 2010.

BISCEGLI, Terezinha Soares et al. Violência doméstica contra crianças: nível de conhecimento dos pais de crianças em escolas pública e privada. **Revista Paulista de Pediatria**, São Paulo, v. 26, n. 4, p. 365-371, out./nov. 2008.

BRASIL. Congresso. Câmara dos Deputados. **LDB**: lei de diretrizes e bases educação nacional. 11. ed. Brasília, DF: Edições Câmara, 2015.

BRASIL. Ministério da Saúde. **Impacto da violência na saúde das crianças e adolescentes**: prevenção de violências e promoção da cultura de paz. Brasília, DF, 2009.

BRASIL. **Projeto de Lei n. 7672/10**. Altera a Lei 8.079, de 13 de julho de 1990, que dispõe sobre o estatuto da criança e do adolescente. Brasília, DF: Câmara dos Deputados, 2011.

CARDIA, Nancy. **Pesquisa sobre atitudes, normas culturais e valores em relação a violência em 10 capitais brasileiras**. Brasília, DF: Ministério da Justiça, Secretaria Nacional dos Direitos Humanos, 1999.

CHAUÍ, Marilena. Ética, política e violência. In: CAMACHO, Thimoteo (Ed.). **Ensaios sobre violência**. Vitória: Edufes, 2003. p. 39-59.

COCCO, Marta et al. Violência contra crianças: dimensões apreendidas nas falas de professoras de educação infantil e a articulação com o setor saúde. **Revista Mineira de Enfermagem**, Belo Horizonte, v. 14, n. 4, p. 457-458, jan./mar. 2010.

CROCHIK, José Leon. Fatores psicológicos e sociais associados ao bullying. **Revista Psicologia Política**, São Paulo, v. 12, n. 24, p. 211-229, ago. 2012.

D’AFFONSECA, Sabrina Mazo; PRIOLO FILHO, Sidnei Rinaldo; WILLIAMS, Lúcia Cavalcanti de Albuquerque. Intervenção psicoterapêutica com famílias em situação de violência: relato de atividade de extensão. **Revista Brasileira de Extensão Universitária**, Chapecó, v. 7, n. 1, p. 43-49, jan./jun. 2016.

FALEIROS, Vicente de Paula. Redes de exploração e abuso sexual e redes de proteção. In: CONGRESSO BRASILEIRO DE ASSISTENTES SOCIAIS, 9, 1998, Goiânia, **Anais**. Goiânia: Conselho Federal de Serviço Social, 1998. v. 1, p. 267-271.

FALEIROS, Vicente de Paula; FALEIROS, Eva Silveira. **Escola que protege**: enfrentando a violência contra crianças e adolescentes. Brasília, DF: Ministério da Educação, 2007.

FELTRIN, Lohana Pinheiro et al. Lei da palmada: reflexões e implicações psicojurídicas. **Revista Eletrônica do Curso de Direito da UFSM**, Santa Maria, v.8, n. 1, p.184-203, maio/ago. 2013.

GUIMARÃES, Maisa Campos; PEDROZA, Regina Lúcia Sucupira. Violência contra a mulher: problematizando definições teóricas, filosóficas e jurídicas. **Psicologia & Sociedade**, Belo Horizonte, v. 27, n. 2, p. 256-266, maio/ago. 2015.

HEREM, Claudenice Matos. **Perfil e formação de do professor de educação profissional técnica**. São Paulo: Ed. Senac São Paulo, 2009.

HILDEBRAND, Natália Amaral et al. Violência doméstica e risco para problemas de saúde mental em crianças e adolescentes. **Psicologia: reflexão e crítica**, Porto Alegre, v. 28, n. 2, p. 213-221, jan./jun. 2015.

LAMAS, Karen Cristina Alves; FREITAS, Eduarda Rezende; BARBOSA, Altemir José Gonçalves. Bullying e relação professor-aluno: percepções de estudantes do ensino fundamental. **Psico**, Porto Alegre, v. 44, n. 2, p. 263-272, abr./jun. 2013.

MACHADO, Juliana Costa et al. Violência intrafamiliar e as estratégias de atuação da equipe de Saúde da Família. **Saúde e Sociedade**, São Paulo, v. 23, n. 3, p.828-840, jul./set. 2014.

MARANHÃO, Joyce Hilário et al. Violência, risco e proteção em estudantes de escola pública. **Fractal: revista de psicologia**, Niterói, v. 26, n. 2, p. 429-444, maio/ago. 2014.

MARTÍN-BARÓ, Ignacio. La familia, puerto y carcel para la mujer salvadoreña. **Revista de Psicología de El Salvador**, San Salvador, v. 9, n. 37, p. 265-277, 1990.

MARTÍN-BARÓ, Ignacio. **Poder, ideologia y violencia**. Madrid: Trotta, 2003.

MEDEIROS, Tâmara Duarte; RODRIGUES, Hermano de França. Discursos sexistas na escola: feminismo e estudos de gênero. In: CONGRESSO NACIONAL DE EDUCAÇÃO (CONEDU), 3, 2016. Natal. **Anais eletrônicos**. Natal: Realize, 2016.

MINAYO, Maria Cecília de Souza. Conceitos, teorias e tipologias de violência: a violência faz mal à saúde. In: NJAINE, Kathie; ASSIS, Simone Gonçalves; CONSTANTINO, Patrícia (Org.). **Impactos da violência na saúde**. Rio de Janeiro: Ed. Fiocruz, 2009. p. 21-42.

MOREIRA, Ana Paula Gomes; GUZZO, Raquel Souza Lobo. Violence and prevention in school: the possibilities of liberation psychology. **Psicologia e Sociedade**, Belo Horizonte, v. 29, n. 1, mar. 2017. Disponível em: <<http://www.scielo.br/pdf/psoc/v29/1807-0310-psoc-29-e141683.pdf>>. Acesso em: jul. 2018.

MORIN, Edgar. **A cabeça bem-feita**: repensar a reforma, reformar o pensamento. 8. ed. Rio de Janeiro: Bertrand Brasil, 2001.

MOURA, Leides Barroso Azevedo; OLIVEIRA, Cesar; VASCONCELOS, Ana Maria Nogales. Violências e juventude em um território da área metropolitana de Brasília, Brasil: uma abordagem socioespacial. **Ciência e Saúde Coletiva**, Rio de Janeiro, v. 20, n. 11, p. 3395-3405, nov. 2015.

NORONHA, Luciana Machado. **Educação integral e concepções de violência na visão de monitores do Programa Mais Educação**. 2013. Monografia (Especialização em Educação) - Faculdade de Educação, Universidade Federal do Rio Grande do Sul, Porto Alegre, 2013.

PATIAS, Naiana Dapieve; SIQUEIRA, Aline Cardoso; DIAS, Ana Cristina Garcia. Práticas educativas e intervenção com pais: a educação como proteção ao desenvolvimento dos filhos. **Mudanças**: psicologia da saúde, São Paulo, v. 21, n. 1, p. 29-40, jan./jun. 2013.

PEREIRA, Henrique Manuel; VIEIRA, Maria Cristina Vieira. Entrevista: pela educação, com António Nóvoa. **Saber (e) Educar**, Porto, v. 11, p. 111-126, jan./dez. 2016.

PEREIRA, Paula Celso; WILLIAMS, Lúcia Cavalcanti Albuquerque. A concepção de educadores sobre violência doméstica e desempenho escolar. **Revista Semestral da Associação Brasileira de Psicologia Escolar e Educacional (ABRAPEE)**, São Paulo, v. 12, n. 1, p. 139-152, jan./jun. 2008.

RAMOS, Maria Eduarda; OLTRAMARI, Leandro Castro. Atividade reflexiva com mulheres que sofreram violência doméstica. **Psicologia**: ciência e profissão, Brasília, DF, v. 30, n. 2, p. 418-427, abr./jun. 2010.

RATES, Susana Maria Moreira et al. Violência infantil: uma análise das notificações compulsórias, Brasil 2011. **Ciência e Saúde Coletiva**, Rio de Janeiro, v. 20, n. 3, p. 655-665, mar. 2015.

RAUBER, Clair. Bullying: a violência no cotidiano da escola. **Revista Eventos Pedagógicos**, v. 7, n. 2, p. 316-329, jun./jul. 2016.

RUSSO, Gláucio et al. Quando a realidade cala: violência psicológica intrafamiliar contra crianças e adolescentes em Mossoró-RN. **Temporalis**, Brasília, DF, v. 14, n. 27, p. 159-180, jan./jun. 2014.

SANTOS, Adriana Ribeiro dos; MARIN, Angela Helena; CASTOLDI, Luciana. Percepção de mães e adolescentes sobre a violência intrafamiliar por meio da construção do genograma. **Contextos Clínicos**, São Leopoldo, v. 6, n. 2, p. 174-184, jul./dez. 2013.

SANTOS, Jean Mac Cole Tavares; RODRIGUES, Paula Janaina Meneses. O diálogo como possibilidade de mediação da violência na escola. **Práxis Educativa**, Ponta Grossa, v. 8, n. 1, p. 273-294, jan./jun. 2013.

SANTOS, José Vicente Tavares; TEIXEIRA, Alex Niche; RUSSO, Maurício. **Violência e cidadania**: práticas sociológicas e compromissos sociais. Porto Alegre: Ed. da UFRGS, 2011.

SANTOS, Jurandir. **Educação**: desafios da atualidade. São Carlos: Compacta Ed., 2012.

SANTOS, Rita de Cássia Ferreira. **Violência sexual e a formação de educadores**: uma proposta de intervenção. 2011. Dissertação (Mestrado em Educação) – Faculdade de Ciências e Tecnologia, UNESP, Presidente Prudente, 2011.

SERAPIONI, Mauro. Métodos qualitativos e quantitativos na pesquisa social em saúde: algumas estratégias para integração. **Ciência e Saúde Coletiva**, Rio de Janeiro, v. 5, n. 1, p. 197-192, jan./jun. 2000.

SEVERINO, Antônio Joaquim. **Metodologia do trabalho científico**. 23. ed. São Paulo: Cortez, 2007.

SILVA, Anne Caroline Luz Grüdter; COELHO, Elza Berger Salema; NJAINE, Kathie. Violência conjugal: as controvérsias no relato dos parceiros íntimos em inquéritos policiais. **Ciência e Saúde Coletiva**, Rio de Janeiro, v. 19, n. 4, p. 1255-1262, abr. 2014.

SILVA, Maví Consuelo; MENDES, Olenir Mender. As marcas do machismo no cotidiano escolar. **Caderno Espaço Feminino**, Uberlândia, v. 28, n. 1, p. 90-99, jan./jun. 2015.

SILVA, Patrick Leonardo Nogueira et al. Práticas educativas sobre violência contra a mulher na formação de universitários. **Revista Bioética**, Brasília, DF, v. 24, n. 2, p. 276-285, maio/ago. 2016.

SOARES, Michelle Beltrão; MACHADO, Laêda Bezerra. Violência contra o professor nas representações sociais de docentes. **Perspectiva**, Florianópolis, v. 32, n. 1, 333-354, jan./abr. 2014.

TIMM, Flávia Bascuñán; PEREIRA, Ondina Pena; GONTIJO, Daniela Cabral. Psicologia, violência contra mulheres e feminismo: em defesa de uma clínica política. **Revista Psicologia Política**, São Paulo, v. 11, n. 22, p. 247-259, dez. 2011.

VIAMONTE, Perola Fatima Simpson. Ensino profissionalizante e ensino médio: novas análises a partir da LDB 9394/96. **Educação em Perspectiva**, Viçosa, v. 2, n. 1, p. 28-57, jan./jun. 2011.

WILLIAMS, Lúcia Cavalcanti de Albuquerque; MALDONADO, Daniela Patrícia Ado; COSTA, Ricardo. **Uma vida livre de violência**. São Carlos: Padovani, 2008.

WILLIAMS, Lúcia Cavalcanti de Albuquerque; STELKO-PEREIRA, Ana Carina. (Org.). **Violência nota zero**: como aprimorar as relações na escola. São Carlos: EdUFSCar, 2013.

YIN, Robert K. **Estudo de caso**: Planejamento e métodos. 4. ed. Porto Alegre: Bookman, 2010.