

# Comparative Diagnosis of Gender Violence at the Autonomous University of Chihuahua (UACH)

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## Abstract

The objective of this research focused on carrying out a comparative longitudinal self-diagnosis (2014, 2021) on equity and gender violence at the Autonomous University of Chihuahua (UACH), evaluating and comparing the degree of violence (psychological, physical, patrimonial, economic and sexual), in the community, institutional, educational/labor and family areas. The nature of the research was quantitative, empirical, applied, non-experimental, longitudinal and descriptive. The method was based on two random surveys carried out, the first in 2014, the second in 2021. The research instrument was a questionnaire called: behaviors, attitudes and thoughts towards equity and gender violence (CCAPHEyVG), which was subjected to the Cronbach's Alpha test, obtaining the result of 0.81. The population of interest was the university community. The sample frame was 32,005. Proportional stratified probabilistic sampling was considered. The second survey was applied to a sample of 2484, including administrative workers, undergraduate and postgraduate students, and the teaching staff of each of the 15 academic units of the UACH. The objectives set were met and the level of violence was found to be high in all areas, although in the institutional area, comparatively, improvement in perception was observed: in the 2021 survey, the levels of psychological violence were 36%, the patrimonial level of 28% and the economic one of 42%; In the educational/labor area, when comparing results, the perception of the level of violence increased, psychological violence in 2021 was 42.1%, physical violence was 5.1%, patrimonial violence 24.8% and sexual violence 15.5%.

## Keywords

Gender Violence, Psychological Violence, Sexual Violence, Physical Violence,

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## 1. Introduction

Gender equity is an issue that has been placed at the center of the debate, it is a human right, and it is also the platform on which a peaceful, developed, inclusive and sustainable world can be built. All society, companies and institutions that pride themselves on being responsible must be working towards achieving an equitable environment (Guillermo Girao & Gómez Campos, 2021; United Nations, n.d.).

At the Autonomous University of Chihuahua (UACH), as an institution aware that it must contribute to providing relevant solutions to the social problems that the phenomenon of inequality and gender violence means, it has remained an institution dedicated to the production of knowledge, based on balanced and fair coexistence. For the university, the principles of equality, equity and solidarity are part of the institutional identity. Daily life in the alma mater is regulated by the aforementioned principles, so, consistent with this, work is being done on the construction of a safe, inclusive and fair institution, at this historical moment, where society and especially women, demand an end to violence and gender discrimination; it has led the administration to rethink strategies, processes and priorities, to make visible the areas of opportunity that the institution faces to become an inclusive, safe, socially responsible university, committed to mainstreaming the gender perspective in all its processes, mainly in the training process of the students. Today more than ever is the time to combat inequality and inequity; university students must not accept violence, discrimination or exclusion in any of its forms.

The objective of this research was to carry out a comparative longitudinal self-diagnosis (2014, 2021) on equity and gender violence at the Autonomous University of Chihuahua, evaluating and comparing the degree of violence (psychological, physical, patrimonial, economic and sexual), in the community, institutional, educational/labor and family areas, by the men and women of the administrative staff, teachers and students of the UACH.

The authors of this research consider that the main contribution of this diagnostic work is that it is a starting point to promote the gender perspective and make visible and combat gender violence, which is a development principle; administrative staff, teachers and students of the UACH, will be able to take on the challenge of building equity and dreaming of a better society and future that allows reversing the social and environmental deterioration in which the world is immersed today; the most important limitations in the development of the research were: the generalization of the results is specific to the geographical area and the educational sector in which the sample was taken and some difficulties in the application of the instruments due to the lack of a culture research on the

subjects interviewed.

This article is organized as follows: at the beginning, there is the introduction, then a theoretical framework is outlined, the methodology used to achieve the objective is reported, an analysis of the results is elaborated and finally some conclusions are raised.

## 2. Literature Review

The concept of gender emerged in the mid-1970s, in response to the theoretical-methodological questions raised by the evident inequalities between men and women based on their sex. In 1974, the Declaration of the Establishment of a New International Economic Order was signed in Algeria, which sought to correct this situation. This fact set the tone for the celebration of the first World Conference on Women in Mexico, in 1975, where discrimination, health and economic development were discussed (Cruz & García-Horta, 2016; Ruiz Carbonell, 2010).

Today, the urgent need to address this issue and solve the serious problems that still affect women globally is expressed in the Sustainable Development Goals, among which objective number 5 stands out precisely, to achieve gender equality. And empower all women and girls (United Nations., n.d.).

Despite the efforts made on different fronts, it is clear that the empowerment of women has not been achieved, the development that they demand has not been achieved. There are no institutional mechanisms that act in favor of reducing the inequality gaps that exist. The social inclusion of women is limited by poverty and violence. These two conditions prevent women from occupying the place that corresponds to them, determining an inequitable and violent society that constantly threatens the dignity and life of women. Eliminating discrimination and violence is a challenge that must be faced urgently by all social actors (Pizarro Morales, 2018; Aguilar Ruvalcaba, 2021; Entel, 2002).

The issue of gender violence reaches all corners of the world. The number of women and girls affected by this problem is staggering. According to 2013 data from the World Health Organization (WHO), one in three women has been beaten, coerced into sex, or otherwise abused, most often by someone she knows. One in five women has been a victim of sexual abuse in her childhood, according to a 2014 study (ONU, n.d.).

Gender studies, which range from the most general conception of gender theory and gender perspective to more specific problems such as the political, economic and social situation of women, have been addressed mostly by academics from the gender movement, feminist and/or specialists in human rights, democracy, and development issues. Likewise, various international organizations have contributed extensively and systematically to research and analysis of the gender approach, highlighting, among others:

The United Nations Organization (UN), within which documents have been signed in favor of human rights in general and the rights of women, such as the

International Covenant on Civil and Political Rights (1966), the Covenant International Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All Forms of Discrimination against Women (1979).

The International Research and Training Institute for the Advancement of Women (INSTRAW).

The United Nations Development Fund for Women (UNIFEM).

The Organization of American States (OAS).

Economic Commission for Latin America and the Caribbean (ECLAC) (García Prince, 2010).

Thus, based on international instruments and studies derived from these organizations, a body of concepts, proposals, ideas and arguments has been created that has come to form a theoretical and conceptual framework on the subject of gender and has been the basis of fundamental changes in Mexico and the world.

In 1974, the Mexican State integrated in article 4 of the Constitution the equality of men and women before the law, which is also referred to in article 15 ter of the Federal Law to Prevent and Eliminate Discrimination. Since 2006 there is the General Law for Equality between Women and Men, whose purpose is to propose guidelines and institutional mechanisms that guide the nation towards the fulfillment of substantive equality in the public and private areas, promoting the empowerment of women (Alcántara Santuario & Navarrete Cázales, 2014).

In the specific case of Mexico, in recent years it has been recognized as a problem and as a fundamental objective to work on the issue of inequity in the treatment and opportunities of women, for which public policy and regulations have been generated. Among the instruments that constitute the Mexican legal framework to confront the phenomenon of discrimination and violence against women, highlight:

Federal Law to Prevent and Eradicate Discrimination (2003)

General Law for Equality between Women and Men (2006)

General Law on Women's Access to a Life Free of Violence (February 2007), Regulations of the General Law on Women's Access to a Life Free of Violence (March 2008)

Law to Prevent and Punish Human Trafficking (November 2007)

Regulations of the Law to Prevent and Punish Trafficking in Persons (February 2009)

It is important to note that the General Law on Women's Access to a Life Free of Violence sets the standard for preventing, punishing, and eradicating violence against women, as well as the principles and modalities to guarantee their access to a life free of violence. That favors their development and well-being in accordance with the principles of equality and non-discrimination. The types of violence are clearly classified in the law, these are: physical, sexual, patrimonial, economic, and psychological; The most common areas are also presented, where violence against women occurs, these being the family, work and teaching, in the community and in institutions (Pérez Contreras, 2008; DOF, 2022; DOF,

2013).

The current federal administration consolidated a National Development Plan (PND) 2019-2024 in which freedom and equality are proposed as one of the fundamental policies, through which, substantive equality between women and men is committed, the dignity of older adults and the right of young people to have a place in the world; With this approach, all forms of discrimination based on physical characteristics, social position, education, religion, language, culture, place of origin, political and ideological preference, gender identity, sexual orientation and preference. And it is about building an equitable and respectful Mexico of differences (DOF, 2019).

The institution that has developed programs and research on gender is the National Institute for Women (INMUJERES), created on March 8, 2001, by decree of the Executive Branch. Its function has been to mainstream the gender perspective in federal public policies, as well as to coordinate actions with the Women's Institutes in each of the states (Vizcarra Borde, 2002).

All this context, without a doubt, promoted the incorporation of the gender perspective in educational plans and programs. In August 2009, as part of the strategies to promote the gender perspective, the National Meeting of Public Universities was held.

Pathways for gender equity in higher education institutions (HEIs), convened by the University Gender Equity Program (PUEG) of UNAM, the Equity and Gender Commission of the Chamber of Deputies and INMUJERES. As a result of this meeting, a Declaration was signed in which more than 30 higher education institutions nationwide participated. This set the guidelines to carry out actions in HEIs for equality between women and men (INMUJERES, 2010; Vázquez Ramos et al., 2021).

Given the regulatory framework outlined in Mexico and the social demand for HEIs to provide fundamental solutions in terms of equity and prevention of violence against women; HEIs in the country have focused on incorporating the gender perspective into university legislation; generate an institutional policy that, in the medium and long term, ensures the equitable participation of both sexes in the different university settings; reconcile professional life and family life; generate gender statistics and diagnoses with a gender perspective; promote a non-sexist institutional language; raise awareness in the university community; generate a cross-cutting scheme of the gender perspective in study plans and programs, in research, linkage and extension of culture, and combat gender violence in the workplace and school (RENIES, n.d.; Vázquez Ramos et al., 2021).

The advances in the combat and prevention of gender violence are palpable in Mexico, the HEIs that have advanced the most on the subject, are those that have started from a diagnosis of the situation, it is precisely the added value of the present study, it was not counted With a diagnosis that allowed the UACH to measure the level of violence in a transversal way, this research allowed verifying the effectiveness of actions and implementation of improvement plans in the

fight against gender violence and advancing on the subject.

### 3. Methodology

This is an empirical, applied, non-experimental, longitudinal, descriptive research, with a quantitative approach, carried out in the 15 academic units of the UACH: the first self-diagnosis was carried out from January to August 2014; the second was carried out from March to June 2021.

The population of interest and the unit of analysis were administrative workers, undergraduate and graduate students, and teaching staff from each of the 15 academic units of the Autonomous University of Chihuahua, and the sample frame was obtained from the databases of the human resources department and the academic management of the UACH. The sampling, size and selection of the sample were carried out as follows: first, the target population was made up of three components: undergraduate and graduate students; the teachers and the administrative staff of the different academic units and central dependencies.

For each of the target populations, a proportional stratified probabilistic sampling was considered. Stratification of each component was performed considering gender. The sample size of each academic unit or department depended on its population size and this was proportional to the sample of each subpopulation.

As shown in **Table 1**, the sample of administrative workers was 600, that of teachers was 597. The sample size of undergraduate students was 747 and the sample size of graduate students was 540.

The variables evaluated were equity and gender violence, which were operationalized through the research instrument used, a self-diagnosis questionnaire called; behaviors, attitudes and thoughts towards equity and gender violence (CCAPHEyVG), which was designed based on the general law of access of women to a life free of violence in Mexico, which characterizes violence by type (psychological, physical, patrimonial, economic and sexual) and area. The instrument was subjected to the Cronbach's Alpha test, obtaining the result of

**Table 1.** Population size and sample for administrative staff, teachers and students in the diagnosis of behaviors, attitudes and thoughts towards equity and gender violence at the Autonomous University of Chihuahua.

Population	Women	Sample	Men	Sample
Administrative staff	1352	300	1358	300
Teachers	1120	286	1641	311
Undergraduate students	14,786	375	11,283	372
Postgraduate students	968	275	857	265
Total	16,874	1236	15,131	1248

Source: Self made.

0.81. The minimum acceptable value for the Cronbach's alpha coefficient is 0.7; below that value the internal consistency of the scale used is low (Oviedo & Campo-Arias, 2005).

In **Table 2**, as can be seen, a brief description of the research instrument is made.

For the purposes of this investigation, the statistic evaluated was the frequency that allowed evaluating the variables of the investigation. The frequency statistic is the most basic. It measures the proportion of women who have suffered some form of violence at least once. The application of this instrument was carried out with the support of the researchers involved in the project and the gender liaisons assigned in each academic unit and who, together with the person in charge of the gender unit, promote the mainstreaming of the topic throughout the entire UACH.

The proposed procedure for obtaining the necessary data was as follows:

The online self-assessment was carried out, the questions were captured, and tests were carried out to ensure that the questions were clear, precise and understandable to the participants.

Once the online questionnaires were released, support was requested from the Gender Unit, since each academic unit and area management has a person in each faculty called a gender liaison, who were trained so that they in each academic unit of the UACH support the participants to answer the virtual survey.

The liaisons sent the virtual self-diagnosis, so it was applied in each faculty and in each area.

The researchers concentrated the data and reported the results of the UACH Self-Assessment.

Respondents considered the following recommendations:

If necessary, request a counseling session from the gender liaison at your faculty or center to complete the self-assessment.

The data were analyzed with the SPSS version 20.0 program, the measurement of the variable was descriptive and, as already mentioned, the frequency was used as an indicator of the degree of violence suffered by women in the areas investigated, within each of the strata.

**Table 2.** Topics contained in the research instrument.

Area	Questions	
	Administrative staff and Teaching	Students
Community	12	12
Family	50	50
Institutional Culture	15	5
<i>Labor/ Teaching</i>	<i>46</i>	<i>49</i>
<b>Total</b>	<b>123</b>	<b>116</b>

Source: Self made.



## 4. Results

Once the basic processing of the information was completed, the data analysis was carried out, some statistics were constructed, which allowed calculations of relative frequency and percentages to be made, which made it possible to assess and make visible the level of violence and type of violence in the university environment, according to the perception of the participating students, teachers, and administrators. The research instrument used includes the five types of violence contained in the law on women's access to a life free of violence, in four areas: community, institutional, Labor/Teaching and family.

The frequency statistic is the most elementary, it measures the proportion of women who have suffered at least once, some form of violence is useful in comparative studies and is a clear indication of the violence that is perceived in the areas investigated. However, it must be pointed out that it does not consider the intensity with which the violent acts are presented to each woman, nor the gravity attributable to them, so that a push or shake is counted equally as an assault with a firearm, when the difference is clearly different, this can induce bias in the interpretation of the data and lead to poor decisions when proposing solutions.

As already mentioned, the frequency statistic is the most elementary, it is useful in comparative studies and is a clear indication of the most widespread types of violence, it also allows us to locate in which areas they occur; The following tables present the results obtained at the UACH.

### **Psychological Violence perceived by the university community at UACH.**

According to the General Law on Women's Access to a Life Free of Violence (LGAMVLV), it defines psychological violence as: Any act or omission that damages psychological stability, which may consist of: "negligence, abandonment, repeated carelessness, jealousy, insults, humiliation, devaluation, marginalization, indifference, infidelity, destructive comparisons, rejection, restriction of self-determination and threats, which lead the victim to depression, isolation, devaluation of their self-esteem and even suicide" (article 6, Section I) (DOF, 2022). In the areas in which the members of the university community develop their activities, this type of violence was investigated through assumptions such as: men are better political leaders than women, I feel that my partner is continuously controlling me, my partner constantly accuses me of infidelity, I have lost contact with friends, relatives, co-workers to avoid being bothered by my partner, I receive the same treatment as my colleagues regardless of my position in the institution and Because of my good performance at work, I am recognized and valued by my institution, among other assumptions.

**Table 3** shows the comparative results of the 2014 and 2021 self-diagnoses.

As can be seen in **Table 3**, in the community field the self-diagnosis of 2021, men were the ones who perceived more violence, this coincides with the results of 2014, it can also be observed that the level of violence they perceive is lower in almost In all cases, only the teachers perceived an increase in perceived violence in the community. The psychological violence made visible by this self-diagnosis,



**Table 3.** Comparative results (%) of psychological violence in the areas investigated, perceived by the university community.

	2021							
	Community		Family		Institutional		Labor/Teaching	
	Women	Men	Women	Men	Women	Men	Women	Men
Average	24%	30.6%	23.1%	23.5%	36.9%	35.4%	43.9%	40.2%
Teachers	28%	29.6%	25.4%	26.6%	44.0%	43.5%	43.3%	40.1%
Administrative staff	26%	28.0%	22.8%	18.8%	42.2%	44.0%	41.4%	43.1%
Students	18%	34.2%	21.0%	25.2%	24.5%	18.7%	47.0%	37.5%
2014								
Average	30.0%	50.7%	23.4%	21.0%	60.0%	58.0%	44.8%	40.7%
Teachers	28.0%	49.0%	25.0%	21.9%	62.0%	55.0%	42.0%	29.0%
Administrative staff	35.0%	50.0%	27.0%	18.2%	60.0%	62.0%	40.0%	38.0%
Students	27.0%	53.1%	17.7%	22.9%	58.0%	57.0%	52.4%	53.1%
Differences								
Average	-5.7%	-20.1%	-0.3%	2.5%	-23.1%	-22.6%	-0.9%	-0.5%
Teachers	0.4%	-19.4%	0.4%	4.7%	-18.0%	-11.5%	1.3%	11.1%
Administrative staff	-8.7%	-22.0%	-4.2%	0.6%	-17.8%	-18.0%	1.4%	5.1%
Students	-8.8%	-18.9%	3.3%	2.3%	-33.5%	-38.3%	-5.4%	-15.6%

Source: Self made.

evidences the need to continue influencing as an institution to eradicate active or omissive behaviors exercised against, discredit or contempt for personal value or dignity, through dishonor, contempt, comparisons, blackmail, humiliation., among others, that lead victims to lower their self-esteem, harm or disturb their healthy development, or even lead to suicide (Aldana Zavala & Valles González, 2018; Machicao Arauco & Aillón Soria, 2009).

It can also be seen that psychological violence in the family environment was perceived as increasing by university men students who participated in the 2021 survey, even though the levels of violence perceived by women are very similar. With respect to the 2014 study, an increase in psychological violence in this area can be observed, according to the perception of all the participants, except that of administrative women who perceived a decrease of 4.2%. The circumstances of confinement due to the COVID-19 pandemic increase the risk of increasing violence, by increasing isolation and barriers that make reporting difficult; Isolation has triggered violent behavior in the family environment that even makes safe coexistence difficult (Lorente-Acosta, 2020).

In the institutional area, a significant decrease in violence can be seen, even though the average level perceived is 36%, this may be due again to the confinement, which has kept the staff working from home and with few possibilities of coexistence, without However, there is evidence of the need to seek contingent actions to positively influence the reduction of these levels of violence.

In the labor/teaching area, women perceived a high level of psychological violence, with women students (47%) being the ones who perceived this the most, followed by university women teachers (43.3%), and men teachers also perceived an average of 40.2% that psychological violence is present. Compared with the self-diagnosis of 2014, psychological violence in this area remained without much change. The National Program for Equal Opportunities and Non-Discrimination against Women 2013-2018, in Mexico, indicated that 42.4% of women 15 years of age and older have suffered an incident of psychological violence (ICHMUJERES, 2017).

#### **Physical violence perceived by the university community at UACH.**

According to the General Law on Women's Access to a Life Free of Violence (LGAMVLV), it is defined as any act that inflicts non-accidental harm, using physical force or some type of weapon or object that may or may not cause injury, whether internal, external or both (art. 6, Section II), (DOF, 2022). Some examples of intentional damage to the victim's body and that are part of this type of violence are: Blows, fractures, sprains, slaps, pushes, damage to the body.

**Table 4** shows the comparative results for physical violence in different areas of the self-diagnoses of 2014 and 2021.

As can be seen in **Table 4**, in the community setting as relevant data it can be seen that 34% of the participants perceived physical violence in their community environment, physical violence is a normalized fact in our country and in particular In the state of Chihuahua, according to data from the Citizen Observatory of Prevention, Security and Justice (FICOSEC), 26.4% of children and adolescents in the state have suffered physical violence (FICOSEC, n.d.).

In the family environment, it can be seen in **Table 4** that the average violence experienced by university students is 4%, with administrative women (4.9%) being the ones who most perceive this type of violence at home. Fortunately, this figure is below the national data that shows that 13.5% of women in Mexico have been beaten, tied up, kicked, tried to choke or suffocate, or attacked with a weapon by their partner (DOF, 2022). If we compare the data from the 2021 and 2014 surveys, we can see a slight decrease in this incidence of 1.5% for women and 0.8 for men.

In the labor/teaching area, physical violence was more or less the same for women (5.3%) as for men (5.1%), and comparatively, a slight increase in the incidence of physical violence was observed in this area.

#### **Patrimonial Violence perceived by the university community at UACH.**

According to the General Law on Women's Access to a Life Free of Violence (LGAMVLV), it is defined as: any act or omission that affects the survival of the

**Table 4.** Comparative results (%) of physical violence in the areas investigated, perceived by the university community.

	2021					
	Community		Family		Labor/Teaching	
	Women	Men	Women	Men	Women	Men
Average	33.9%	34.7%	4.1%	4.0%	5.3%	5.1%
Teachers	34.0%	34.6%	3.4%	3.7%	5.1%	5.7%
Administrative staff	32.7%	33.6%	4.9%	4.4%	5.6%	4.5%
Students	35.0%	35.9%	4.1%	3.7%	0.0%	0.0%
	2014					
Average	38.7%	37.4%	5.6%	4.8%	4.6%	5.0%
Teachers	38.8%	35.5%	3.8%	3.4%	3.2%	2.6%
Administrative staff	39.8%	38.3%	9.7%	5.8%	4.1%	3.7%
Students	37.5%	38.3%	3.4%	5.2%	0.0%	0.0%
	Differences					
Average	-4.8%	-2.7%	-1.5%	-0.8%	0.7%	0.1%
Teachers	-4.8%	-0.9%	-0.4%	0.3%	1.9%	3.1%
Administrative staff	-7.1%	-4.7%	-4.8%	-1.4%	1.5%	0.8%
Students	-2.5%	-2.4%	0.7%	-1.5%	0.0%	0.0%

Source: Self made.

victim. It manifests itself in: the transformation, theft, destruction, retention or distraction of objects, personal documents, goods and values; of patrimonial rights or economic resources destined to satisfy her needs. It can cover damage to the common property or property of the victim, (art. 6, Section III) (DOF, 2022).

**Table 5** shows the comparative results for patrimonial violence in different areas of the self-diagnoses of 2014 and 2021.

As shown in **Table 5**, in the family area, students, both women (18.0%) and men (17.6%), are the ones who perceive the most incidences of patrimonial violence, comparatively, the data for 2021 show a decrease in the incidence of this type of violence in the family.

Also in **Table 5**, it can be seen that in the institutional area, patrimonial violence has a higher incidence in men (31.4%), although the difference with the incidence in women (25.1%) is not very wide. Also comparatively, the data for 2021 is significantly lower compared to 2014, however, this type of violence is considerably prevalent as 28.5% of teachers and administrative staff have faced this type of violence.

**Table 5.** Comparative results (%) of Patrimonial violence in the areas investigated, perceived by the university community.

	2021						
	Family		Institutional		Labor/Teaching		
	Women	Men	Women	Men	Women	Men	
Average	15.9%	15.5%	25.1%	31.4%	27.2%	22.4%	
Teachers	14.3%	14.3%	25.5%	32.0%	21.9%	21.9%	
Administrative staff	15.5%	14.5%	24.7%	30.8%	31.7%	19.6%	
Students	18.0%	17.6%	0.0%	0.0%	28.0%	25.7%	
	2014						
	Average	17.8%	17.3%	92.9%	94.5%	12.3%	15.4%
	Teachers	18.5%	13.2%	94.2%	95.4%	15.7%	14.5%
Administrative staff	20.5%	17.7%	88.9%	93.6%	10.0%	18.4%	
Students	14.3%	20.9%	0.0%	0.0%	11.2%	13.2%	
	Differences						
	Average	-1.9%	-1.8%	-67.8%	-63.1%	14.9%	7.0%
	Teachers	-4.2%	1.1%	-68.7%	-63.4%	6.2%	7.4%
Administrative staff	-5.0%	-3.2%	-64.2%	-62.8%	21.7%	1.2%	
Students	3.7%	-3.3%	0.0%	0.0%	16.8%	12.5%	

Source: Self made.

In the Labor/teaching area, women are the ones who perceive the most incidences of patrimonial violence, being women, particularly administrative workers (31.7%), the most violated, in the case of men, are the students, with 25.7% those who most perceive this type of violence. Comparing the data from 2021 with respect to 2014, there is an increase of 14.9% in incidences according to women and 7% in that of men. Patrimonial violence is the one that most increased its incidence in this area particularly.

Economic Violence perceived by the university community at UACH.

According to the General Law on Women's Access to a Life Free of Violence (LGAMVLV), it is defined as: Any action or omission of the aggressor that affects the economic survival of the victim. It manifests itself through limitations aimed at controlling the income of their economic perceptions, as well as the perception of a lower salary for equal work, within the same work center (art. 6, Section IV). It manifests itself in behaviors such as: intentionally not contributing money to meet the needs (health, education, food) of minor children, as well as housekeeping (water, electricity, gas, etc.), controlling the family income, receiving a lower salary compared to men for the same job (DOF, 2022).

**Table 6** shows the comparative results for economic violence in different areas of the self-diagnosis of 2014 and 2021.

**Table 6.** Comparative results (%) of economic violence in the areas investigated, perceived by the university community.

	2021			
	Family		Institutional	
	Women	Men	Women	Men
Average	19.0%	19.0%	37.1%	47.0%
Teachers	17.9%	20.5%	39.0%	49.4%
Administrative staff	19.0%	19.2%	35.2%	44.5%
students	20.0%	17.3%	0.0%	0.0%
	2014			
Average	21.2%	18.4%	43.6%	35.5%
Teachers	20.6%	13.4%	41.0%	26.9%
Administrative staff	26.2%	18.3%	46.2%	44.1%
students	16.8%	23.5%	0.0%	0.0%
	Differences			
Average	-2.2%	0.6%	-6.5%	11.5%
Teachers	-2.7%	7.1%	-2.0%	22.5%
Administrative staff	-7.2%	0.9%	-11.0%	0.4%
Students	3.2%	-6.2%	0.0%	0.0%

Source: Self made.

2 out of 10 women in Mexico (24.5%) have received complaints from their partner for the way they spend money (ICHMUJERES, 2017), as can be seen in **Table 6**, in the 2021 self-diagnosis, it was found that 19% of university women have faced economic violence in the family, the same case for men. Comparatively, the 2021 surveys with respect to 2014 show a reduction in the incidence of economic violence for women of 2.2%, while in the case of men there was a slight increase of 0.6%.

In the labor/teaching area, **Table 6** shows that 47% of men have suffered economic violence, with 49.4% being teachers who have faced it the most, on the other hand, female teachers (39%) are in the same situation. The comparative data reaffirm that it is men who have seen an increase in economic violence in the labor/teaching area with 11.5%.

Sexual violence perceived by the university community at UACH.

According to the General Law on Women's Access to a Life Free of Violence (LGAMVLV), it is defined as: Any act that degrades or damages the body and/or the sexuality of the victim and therefore violates their freedom, dignity and physical integrity. It is an expression of abuse of power that implies male supremacy over women, by denigrating her and conceiving her as an object (art. 6,

Section V). It manifests itself in behaviors such as: touching; advances; unwanted approaches; non-consensual sex, imposing contraception or pregnancy, among others (DOF, 2022).

**Table 7** shows the comparative results for sexual violence in different areas of the self-diagnosis of 2014 and 2021.

As seen in **Table 7**, sexual violence in the family is a very common problem in our country, to mention an example, statistics show that 7.3% of women in Mexico have been required or forced to have sexual relations by their own partners, without their consent, this is reaffirmed by the university community, especially female students, of whom almost 2 out of 10 have faced this violence, however, this cannot be considered an exclusive problem for women, men (11%) also face sexual violence at home, this type of violence prevails in the family environment protected by silence and lack of reporting, given that a high percentage (around 70%) are close relatives (ICHMUJERES, 2017). Comparing the 2021 studies with respect to 2014, an increase in the prevalence of this type of violence of 6.6% is observed; this may be caused by the pandemic conditions that society has faced (Lorente-Acosta, 2020).

**Table 7.** Comparative results (%) of sexual violence in the areas investigated, perceived by the university community.

	2021			
	Family		Labor/Teaching	
	Women	Men	Women	Men
Average	15.7%	11.0%	17.7%	13.3%
Teachers	13.8%	11.5%	18.5%	17.8%
Administrative staff	14.2%	14.7%	17.4%	14.7%
Students	19.2%	6.8%	17.1%	7.3%
2014				
Average	9.9%	3.6%	12.6%	7.4%
Teachers	10.6%	3.1%	18.7%	7.5%
Administrative staff	12.5%	4.1%	10.5%	6.2%
Students	6.7%	3.6%	8.4%	8.3%
Differences				
Average	5.8%	7.4%	5.1%	5.9%
Teachers	3.2%	8.4%	-0.2%	10.3%
Administrative staff	1.7%	10.6%	6.9%	8.5%
Students	12.5%	3.2%	8.7%	-1.0%

Source: Self made.

In the labor/teaching area, it can be seen in **Table 7**, that women (17.7%) continue to be the ones who most face sexual violence at work, being female teachers 18.5% and male teachers 17.8%, those who experience this type of violence the most on a daily basis. In the case of female students, 17.1 refers to perceiving sexual violence, despite institutional efforts to favor an environment free of harassment.

In the labor/teaching area, it can be seen that the prevalence of this type of violence increased (5.5%) from 2014 to 2021.

Types of Violence perceived by the university community at UACH.

As a summary, **Table 8** shows the frequency results, considering the type of violence and the area in which it occurs.

In **Table 8**, it is observed that, in the institutional area, that psychological and patrimonial violence decreased comparatively, although the results are high, economic violence decreased in the perception of women and increased by 11.5% in the perception of men. Regarding the labor/teaching area, psychological,

**Table 8.** Comparative results (%) of the type of violence in the areas investigated, perceived by the university community.

Type of violence	2021							
	Community		Family		Institutional		Labor/Teaching	
	Women	Men	Women	Men	Women	Men	Women	Men
Psychological	24.3%	30.6%	23.1%	23.5%	36.9%	35.4%	43.9%	40.2%
Physical	33.9%	34.7%	4.1%	4.0%			5.3%	5.1%
Patrimonial			15.9%	15.5%	25.1%	31.4%	27.2%	22.4%
Economic			19.0%	19.0%	37.1%	47.0%		
Sexual			15.7%	11.0%			17.7%	13.3%
2014								
Psychological	30.0%	50.7%	23.4%	21.0%	60.0%	58.0%	44.8%	40.0%
Physical	38.7%	37.4%	5.6%	4.8%			4.6%	5.0%
Patrimonial			17.8%	17.3%	92.9%	94.5%	12.3%	15.4%
Economic			21.2%	18.4%	43.6%	35.5%		
Sexual			9.9%	3.6%			12.6%	7.4%
Differences								
Psychological	-5.7%	-20.1%	-0.3%	2.5%	-23.1%	-22.6%	-0.9%	0.2%
Physical	-4.8%	-2.7%	-1.5%	-0.8%			0.7%	0.1%
Patrimonial			-1.9%	-1.8%	-67.8%	-63.1%	14.9%	7.0%
Economic			-2.2%	0.6%	-6.5%	11.5%		
Sexual			5.8%	7.4%			5.1%	5.9%

Source: Self made.



patrimonial, physical and sexual violence must be addressed with a sense of urgency, since all of them increased according to the perception of the university community. In the family and community areas, the panorama does not look encouraging either, we are in a society where violence, especially that of women, has been normalized, so it is urgent to prevent, punish and eradicate violence, seek institutional alternatives to changing the paradigms and stereotypes that predominate in the university community is an urgent priority; This analysis is a necessary and continuous step, which is part of the process of mainstreaming the gender perspective that the UACH is carrying out.

The results presented allowed us to fulfill the stated objective of evaluating and comparing the degree of violence (psychological, physical, patrimonial, economic, and sexual), in the community, institutional, labor/teaching and family areas and with this make visible the areas of opportunity that prevent progress towards the construction of a more peaceful and equitable society.

## 5. Conclusion

The comparative analysis carried out in this research can be an excellent means of initiating improvement actions and rethinking the institutional course and serving as a guide to promote continuous improvement.

The general objective of the research to carry out the comparative longitudinal self-diagnosis on equity and gender violence in the UACH was fully completed and allowed the following to be made visible.

The frequency indicator, as already highlighted, is the most elementary, but it makes it possible to visualize the prevailing level of violence, of the areas analyzed, the ones that should be considered the most are the institutional and the Labor/teaching and it is precisely there where the violence psychological, patrimonial, economic, and sexual are more prevalent.

When making the comparison of the diagnosis, it can be concluded that, if institutional progress has been made, but it is also necessary to think that we are not going at the speed that society and women are demanding of us, it is time to redouble efforts and stay the course, the bill history that is pending with women requires prompt and expeditious responses.

The progress made in the implementation of the gender perspective and the prevention and attack on gender violence, sexual harassment, and discrimination, are the result of the institutionalization of actions such as the following:

- The creation of the office for the defense of university rights,
- The creation of the gender unit office in which the coordination, planning and promotion of institutional actions for equality between women and men in the different university dependencies and academic units falls.
- The design, approval, and implementation of a Protocol to prevent and deal with gender violence.
- The inclusion in the curricula of the UACH careers of the optional subject of gender equality.

- Constant training for teachers with a gender perspective.

Finally, the commitment and will of the directors of the UACH facilitated the development of this investigation, which is a sign that the current administration 2016-2022 is aware that it cannot and should not remain on the sidelines of the needs of the society it serves.

## Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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