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Artículos Científicos

La violencia escolar en los alumnos de la carrera de Medicina del Centro Interdisciplinario de Ciencias de la Salud, Unidad Milpa Alta, del Instituto Politécnico Nacional

School violence in the students of the Medical career of the Centro Interdisciplinario de Ciencias de la Salud, Unidad Milpa Alta of the Instituto Politécnico Nacional

Violência escolar nos discentes da carreira de medicina do Centro Interdisciplinar de Ciências da Saúde da Unidade Milpa Alta, do Instituto Politécnico Nacional

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Resumen

La violencia escolar ha aumentado en los últimos años, lo cual es preocupante debido a que puede conducir a una violencia extrema. Los estudios realizados sobre este tema son generalmente aplicados en primarias y secundarias; hay pocos estudios a nivel medio y nivel superior. Este trabajo se realizó en una escuela de nivel superior del Instituto Politécnico Nacional; se aplicó a 350 alumnos de la carrera de Médico Cirujano y Partero, contemplando nueve preguntas modificadas del cuestionario de violencia escolar (Cuve). El cuestionario contempló los siguientes tipos de violencia: verbal de alumnos hacia alumnos, verbal del alumno hacia el profesor, disrupción en el aula, violencia física directa y amenazas entre estudiantes, violencia física indirecta por parte del alumnado, exclusión social, violencia a través de las tecnologías de la información y de la comunicación (TIC) y violencia del



profesor hacia el alumno. De los resultados se puede mencionar que el rubro que despertó mayor interés fue el de la violencia del profesor hacia el alumno, por lo que se deben de plantear estrategias para disminuir la incidencia de este tipo de acciones.

Palabra claves: medicina, violencia escolar, violencia del profesor.

Abstract

School violence has increased in recent years, this is worrisome because it can lead to extreme violence, the studies carried out are generally in primary and secondary, there are few studies of the middle and upper level, this work was carried out in a Higher level school of the Instituto Politecnico Nacional, applied to 350 students of the career of Medicine, contemplating nine modified questions of the CUVE (school violence questionnaire), and were the following: Verbal violence of students towards students, Verbal violence of the student to the teacher, Disruption in the classroom, direct physical violence and threats among students, indirect physical violence by students, social exclusion, violence through information and communication technologies and teacher violence towards the student, of the results we can mention that the question that drew attention was the teacher's violence ia the student so they should consider strategies to reduce their incidence of this question.

Keywords: medicine, school violence, teacher violence.

Resumo

A violência escolar aumentou nos últimos anos, o que é preocupante porque pode levar a uma violência extrema. Os estudos realizados sobre este tema são geralmente aplicados em escolas primárias e secundárias; Existem poucos estudos nos níveis médio e superior. Este trabalho foi realizado em uma escola de nível superior do Instituto Politécnico Nacional; foi aplicado a 350 estudantes da carreira de Cirurgião e Obstetra, contemplando nove questões modificadas do questionário de violência escolar (Cuve). O questionário contemplou os seguintes tipos de violência: verbal de estudantes para estudantes, verbal do aluno para o professor, interrupção na sala de aula, violência física direta e ameaças entre os alunos, violência física indireta pelos estudantes, exclusão social, violência através de as tecnologias da informação e comunicação (TIC) e a violência do professor para com o aluno. A partir dos resultados, pode-se mencionar que o item que despertou maior interesse foi o da violência



do professor para com o aluno, portanto estratégias devem ser propostas para reduzir a incidência desse tipo de ação.

Palavras-chave: medicina, violência escolar, violência de professores.

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Introduction

Violence is an attitude or behavior that constitutes a violation or an outburst to the human being of something that is essential to him as a person (physical, psychic, moral integrity, rights and freedoms). It can also be defined as that intentional behavior that causes damage or harm (Álvarez, Rodríguez, González, Núñez and Álvarez, 2010).

School violence is an increasingly frequent phenomenon among young people of both sexes. The study of this has generally focused on its presence in secondary and high school campuses, covering issues such as bullying and dating violence. However, at the higher level you are not exempt from suffering from this problem. This issue involves both physical and verbal effects or even social exclusion. It has internal and external factors: among the inmates are the person's own (personality and mood, among others) and external factors include family violence, socioeconomic status, a dysfunctional family and teachers.

Since the seventies, this problem has been increasing in several countries. In Mexico it began to be detected, more and more, as a result of the social, cultural and family crisis that is currently registered (Tapia, 2012).

It should be mentioned that it can come from people or institutions and be carried out passively or actively, since apart from direct violence (blows or visible destruction) there are also indirect or subtle forms, such as psychological violence. That is why these attitudes are reflected in both the student and the teacher (Adaszco and Kornblit, 2008). Although they may become difficult to recognize, they are everyday in specific areas such as school, a complex manifestation with multiple approaches (Prieto, 2005). Unfortunately there are many studies published only for the primary, secondary or preparatory level, as already mentioned, while at the higher level the articles referred to are scarce (Orozco, 2012).

What is a fact is that school violence is increasing every day, whether verbal, physical or psychological (Álvarez, 2013). It is important to contemplate or mention that in the study

of violence not only students should be involved, but also teachers, because these are also an important factor in the educational context (Díaz Aguado and Martínez, 2013)

In relation to school violence at a higher level, studies such as Romero and Plata (2015) refer to it and relate it to the approach of competition that develops among students and the search for supremacy in relation to who it is Better in the classroom.

It is worth mentioning that an important factor in the classroom is the teacher, who, according to the study by Cervantes, Villalobos and Sanches (2013), can develop attitudes such as ignoring, belittling and discriminating against the student, as well as witnessing acts of sexual and physical harassment

Therefore, this paper proposes to address the following questions: Is there violence in higher level students of the medical degree? And if it exists, what form is the most prevalent? Is there violence between students and teachers?

Materials and methods

This research is quantitative, descriptive and transversal. Randomized questionnaires were used. With some modifications, these questionnaires were based on the school violence questionnaire (Cuve); It consisted of eight themes divided into several items. In the period August-October 2017, it was applied anonymously to a sample of 350 students from all semesters of the Medicine career, of a total of approximately 500 students, from the Interdisciplinary Center of Health Sciences, Milpa Alta Unit , of the National Polytechnic Institute.

The topics covered by the questionnaire were the following:

- Verbal violence from students to students.
- Verbal violence of the student towards the teacher.
- Disruption in the classroom.
- Direct physical violence and threats among students.
- Indirect physical violence by students.
- Social exclusion.
- Violence through information and communication technologies (ICT).
- Violence of the teacher towards the student.



Each item had five options: never, almost never, sometimes, many times and always.

The students answered all the items, verifying that there were none left without answering.

The results were tabulated in SSPS version 23.

Results

The average age of the students surveyed was 20 years and 62.8% of women and 37.2% of men participated.

Tabla 1. Frecuencia de edad de los participantes

Edad	Frecuencia	Porcentaje
17	1	.3
18	51	14.5
19	71	20.2
20	105	29.8
21	23	6.5
22	53	15.1
23	40	11.4
24	7	2.0
25	1	.3
Total	352	100

Fuente: Elaboración propia

Tabla 2. Frecuencia de sexo por participantes

Sexo	Frecuencia	Porcentaje
Hombre	131	37.2
Mujer	221	62.8
Total	352	100

Fuente: Elaboración propia

Verbal violence from students to students

In this area, participants were questioned with the following items:

- Do you make negative rumors about partners?
- Do you nickname your classmates?

- Have you insulted your classmates?
- Have you been nicknamed?
- Have you been insulted?

Tabla 3. Frecuencia de los rumores negativos realizados a algunos compañeros

¿Usted hace rumores negativos acerca de compañeros?	Frecuencia	Porcentaje
Nunca	258	73.3
Casi nunca	62	17.6
A veces	32	9.1
Total	352	100

Fuente: Elaboración propia

It is appreciated that 73% of students have never made rumors about their other classmates. However, 17% say that almost never and only 9% say that sometimes it makes negative rumors.

Tabla 4. Frecuencia sobre si los alumnos ponen apodos a otros alumnos

¿Usted pone apodos a sus compañeros?	Frecuencia	Porcentaje
Nunca	211	59.9
Casi nunca	54	15.3
A veces	75	21.3
Muchas veces	6	1.7
Siempre	6	1.7
Total	352	100

Fuente: Elaboración propia

Almost 60% of students have never nicknamed their classmates, in contrast to 21% that they mention sometimes they usually nickname their classmates.

Tabla 5. Frecuencia sobre los alumnos que han insultado a compañeros

¿Usted ha insultado a sus compañeros?	Frecuencia	Porcentaje
Nunca	232	65.9
Casi nunca	60	17.0
A veces	55	15.6
Muchas veces	4	1.1

Siempre	1	.3
Total	352	100

Fuente: Elaboración propia

On the other hand, 65.9% of the students mention that they have never insulted their classmates, 17% say that they almost never and 15% say that sometimes.

Tabla 6. Frecuencia sobre los alumnos que les han puesto apodos

¿A usted le han puesto apodos?	Frecuencia	Porcentaje
Nunca	176	50.0
Casi nunca	74	21.0
A veces	73	20.7
Muchas veces	29	8.2
Total	352	100

Fuente: Elaboración propia

Half of the students surveyed mentioned that they have never been nicknamed, 21% said that almost never, 20% mentioned that sometimes and 8% referred to it as many times.

Tabla 7. Frecuencia sobre alumnos que los han insultado

¿A usted lo han insultado?	Frecuencia	Porcentaje
Nunca	163	46.3
Casi nunca	86	24.4
A veces	87	24.7
Muchas veces	14	4.0
Siempre	2	.6
Total	352	100

Fuente: Elaboración propia

24% of students mention that they have almost never insulted them, in the same percentage, 24% mention that sometimes and 4% many times.

Verbal violence of the student towards the teacher

For this item, meanwhile, the following items were considered:

- Do you disrespect your teacher in the classroom?
- Have you insulted your teacher?

Tabla 8. Frecuencia sobre la falta de respeto del alumno hacia el profesor

¿Usted falta al respeto a su profesor en el aula?	Frecuencia	Porcentaje
Nunca	326	92.6
Casi nunca	26	7.4
Total	352	100

Fuente: Elaboración propia

Regarding that the students have disrespected their teacher, 92% said they had not done so and only 7% mentioned it affirmatively as almost never.

Tabla 9. Frecuencia de la falta de respeto que tiene el alumno hacia el profesor

¿Usted ha insultado a su profesor?	Frecuencia	Porcentaje
Nunca	343	97.4
Casi nunca	7	2.0
A veces	2	0.6
Total	352	100

Fuente: Elaboración propia

While in relation to having insulted his teacher, 97.4% of the students report that he has never done so and only 2% mention that almost never.

Classroom Disruption

For the item in relation to disruptive behaviors in the classroom, the following items were taken into account:

- Have you hindered the explanations of the teacher speaking during class?
- Have you hindered the teacher's explanations with his behavior during class (going out constantly, moving benches, among others)?

Tabla 10. Frecuencia sobre el alumno dificultando las explicaciones del profesor en clase

¿Usted ha dificultado las explicaciones del profesor hablando durante la clase?	Frecuencia	Porcentaje
Nunca	343	97.4
Casi nunca	9	2.6
Total	352	100

Fuente: Elaboración propia

While 97% of students say they have never spoken in class, only 2% say yes.

Tabla 11. Frecuencia sobre el alumno que dificulta las explicaciones del profesor

¿Usted ha dificultado las explicaciones del profesor con su comportamiento durante la clase (salir constantemente, mover bancas, entre otras)?	Frecuencia	Porcentaje
Nunca	213	60.5
Casi nunca	100	28.4
A veces	39	11.1
Total	352	100

Fuente: Elaboración propia

Finally, 60% of students report that teachers' explanation has never been difficult; on the other hand, 28% mention that almost never and only 11% that sometimes.

Direct physical violence and threats among students

The items that were considered for this item were:

- Have you hit peers inside the school?
- Have you starred in physical aggressions in the vicinity of the school?
- Have you threatened others by word to scare them or force them to do things?
- Have you threaten others with knives or other objects to intimidate or force them into something?
- Have you been beaten at school?
- Have you been threatened with words to do things at school?
- Have you been threatened with knives or other objects to do things at school?

Tabla 12. Frecuencia sobre los alumnos que golpean a otros alumnos

¿Usted ha golpeado a compañeros dentro de la escuela?	Frecuencia	Porcentaje
Nunca	264	75.0
Casi nunca	81	23.0
A veces	7	2.0
Total	352	100

Fuente: Elaboración propia

75% of the students mention that they have never done it, 23% that almost never and 2% mention that sometimes.

Tabla 13. Frecuencia sobre qué tanto el alumno ha protagonizado agresiones físicas cercanas en la escuela

¿Usted ha protagonizado agresiones físicas en las cercanías de la escuela?	Frecuencia	Porcentaje
Nunca	328	93.2
Casi nunca	17	4.8
A veces	7	2.0
Total	352	100

Fuente: Elaboración propia

In the area of physical aggressions, 93% mention that they have never starred in that, 4.8% mention that almost never and 2% mention that sometimes.

Tabla 14. Frecuencia sobre las amenazas de los alumnos a otros alumnos

¿Usted ha amenazado a otros de palabra para meterles miedo u obligarles a hacer cosas?	Frecuencia	Porcentaje
Nunca	328	93.2
Casi nunca	22	6.3
A veces	2	.6
Total	352	100

Fuente: Elaboración propia

It is appreciated that 93.2% of the students said that they have never threatened their classmates to do something, 6.3% that almost never and 0.6% that sometimes.

Tabla 15. Frecuencia sobre los alumnos que amenazan con objetos a otros alumnos

¿Usted ha amenazado a otros con navajas u otros objetos para intimidarles u obligarles a algo?	Frecuencia	Porcentaje
Nunca	346	98.3
Casi nunca	6	1.7
Total	352	100

Fuente: Elaboración propia

While 98.3% of students mention that they have never threatened their classmates with objects, 1.7% mention that they almost never.

Tabla 16. Frecuencia sobre los alumnos que han sido golpeados

¿A usted lo han golpeado en la escuela?	Frecuencia	Porcentaje
Nunca	345	98.0
Casi nunca	7	2.0
Total	352	100

Fuente: Elaboración propia

In table 16, it can be seen that 98% of the students mention that they have never been beaten, although 2% mention that they have been beaten.

Tabla 17. Frecuencia de alumnos que han sido amenazados con palabras

¿A usted lo han amenazado con palabras para hacer cosas en la escuela?	Frecuencia	Porcentaje
Nunca	348	98.9
casi nunca	4	1.1
Total	352	100

Fuente: Elaboración propia

In this item (see table 17), 98.9% of the students mention that they have never threatened them to do things and only 1.1% mention that almost never.

Tabla 18. Frecuencia de alumnos que han sido amenazados con objetos para hacer cosas en la escuela

¿Usted lo han amenazado con navajas u otros objetos para hacer cosas en la escuela?	Frecuencia	Porcentaje
Nunca	351	99.7
Casi nunca	1	0.3
Total	352	100

Fuente: Elaboración propia

On whether or not the student received threats with objects, 99.7% mentioned that never and 0.3% mentioned that almost never.

Indirect physical violence by students

The items listed below were those that were taken into consideration to assess this type of violence in a school environment:

- Have you stolen objects or money at the school?
- Have you stolen objects or money from other classmates?
- Have you stolen things from your teacher?
- Have you hidden belongings or teacher material to intentionally disturb you?
- Have you intentionally caused damage to the teacher's belongings?

Tabla 19. Frecuencia de alumnos que han hurtado en la escuela

¿Usted ha robado objetos o dinero en el centro educativo?	Frecuencia	Porcentaje
Nunca	350	99.4
Casi nunca	1	.3
A veces	1	.3
Total	352	100

Fuente: Elaboración propia

99.4% of students mention that they have never stolen objects or money at school, 0.3% mention that almost never and an equal proportion mentions that sometimes.

Tabla 20. Frecuencia sobre los alumnos que han hurtado a otros alumnos

¿Usted ha robado objetos o dinero de otros compañeros o compañeras?	Frecuencia	Porcentaje
Nunca	351	99.7
Casi nunca	1	.3
Total	352	100

Fuente: Elaboración propia

Table 20 shows that 99.7% of students said they had never stolen objects or money and 0.3% mentioned that they almost never did.

Tabla 21. Frecuencia de alumnos que han robado cosas a su profesor



¿Usted ha robado cosas de su profesor?	Frecuencia	Porcentaje
Nunca	351	99.7
Casi nunca	1	.3
Total	352	100

Fuente: Elaboración propia

Almost all students have never stolen things from their teacher, 99.7%; Only 0.3% mentioned that almost never.

Tabla 22. Frecuencia de alumnos que esconden pertenencias a su profesor

¿Usted ha escondido pertenencias o material del profesor para molestarlo intencionalmente?	Frecuencia	Porcentaje
Nunca	352	100

Fuente: Elaboración propia

The total students mention that they have never hidden belongings.

Tabla 23. Frecuencia de alumnos que han causado desperfectos en pertenencias de los profesores

¿Usted ha causado desperfectos intencionadamente en pertenencias del profesor?	Frecuencia	Porcentaje
Nunca	338	96.0
Casi nunca	14	4.0
Total	352	100.0

Fuente: Elaboración propia

96% of the students mention that they have never caused an intentional damage and only 4% mention that almost never.

Social exclusion

In this section the following items were addressed:

- Have you been discriminated against by your peers for cultural, ethnic, religious or gender differences?
- Have you been discriminated against by your peers for low grades?
- Have you been discriminated against by your classmates for their good academic results?

- Have you discriminated against partners because of cultural, ethnic, religious, etc. differences?
- Have you discriminated against peers for low grades?
- Have you discriminated against peers for good academic results?

Tabla 24. Frecuencia de alumnos que han sido discriminados por ideologías diversas

¿Usted ha sido discriminado por sus compañeros por diferencias culturales, étnicas, religiosas o de género?	Frecuencia	Porcentaje
Nunca	302	85.8
Casi nunca	36	10.2
A veces	14	4.0
Total	352	100

Fuente: Elaboración propia

85.8% of students mention that they have never been discriminated against because of cultural or religious differences, 10.2% almost never and 4% sometimes.

Tabla 25. Frecuencia de alumnos que han sido discriminados por bajas notas

¿Usted ha sido discriminado por sus compañeros por bajas notas?	Frecuencia	Porcentaje
Nunca	342	97.2
Casi nunca	9	2.6
A veces	1	.3
Total	352	100

Fuente: Elaboración propia

97.2% of students mention that they have never been discriminated against for taking low grades, 2.6% mention that almost never and only 0.3% mention that sometimes.

Tabla 26. Frecuencia de alumnos que han sido discriminados por buenas notas



¿Usted ha sido discriminado por sus compañeros por sus buenos resultados académicos?	Frecuencia	Porcentaje
Nunca	312	88.6
casi nunca	36	10.2
a veces	4	1.1
Total	352	100

Fuente: Elaboración propia

88.6% of the students mention that they have never been discriminated against because of their good academic results, 10% mention that almost never and only 1.1% mention that sometimes.

Tabla 27. Frecuencia de alumnos que han sido discriminados por diferencias culturales

¿Usted ha discriminado a compañeros por diferencias culturales, étnicas o religiosas?	Frecuencia	Porcentaje
Nunca	312	88.6
Casi nunca	28	8.0
A veces	12	3.4
Total	352	100

Fuente: Elaboración propia

It is appreciated that 88.6% of the students referred to have never discriminated against their classmates because of cultural differences, 8% said that almost never and 3.4% mentioned that sometimes.

Tabla 28. Frecuencia de alumnos discriminados por sacar bajas notas

¿Usted ha discriminado a compañeros por bajas notas?	Frecuencia	Porcentaje
Nunca	317	90.1
casi nunca	34	9.7
a veces	1	.3
Total	352	100.0

Fuente: Elaboración propia

Likewise, 90% of students report that they have never discriminated against their peers because of low grades, 9.7% almost never and 3% sometimes.

Tabla 29. Frecuencia de alumnos discriminados por buenas notas

¿Usted ha discriminado a compañeros por buenos resultados académicos?	Frecuencia	Porcentaje
Nunca	342	97.2
Casi nunca	9	2.6
A veces	1	.3
Total	352	100

Fuente: Elaboración propia

And finally, 97.2% of the students mention that they have never discriminated against their peers for good results, 2.6% that almost never and only 3% than sometimes.

Violence through information and communication technologies

The items that were considered to evaluate the violence carried out through ICT were the following:

- Have you posted on Twitter, Facebook, etc., offenses, insults or threats to the teacher?
- Have you posted offensive photos or videos of teachers on the Internet?
- Have you posted offensive photos or videos of peers on the Internet?
- Do you send messages with your cell phone for offense, insult or threat?
- Have you recorded or photographed colleagues to make fun of?
- Have you received messages or insults via Twitter, Facebook, etc.?

Tabla 30. Frecuencia de alumnos que publican en redes insultos o amenazas al profesor

¿Usted ha publicado en Twitter, Facebook, etc., ofensas, insultos o amenazas al profesor?	Frecuencia	Porcentaje
Nunca	336	95.5
Casi nunca	8	2.3
A veces	8	2.3
Total	352	100

Fuente: Elaboración propia

95.5% of students report that they have never published offenses by this means, and in almost the same proportion almost never and sometimes (2.3 %).

Tabla 31. Frecuencia de alumnos que publican en Internet fotos o videos de profesores



¿Usted ha publicado en Internet fotos o vídeos ofensivos de profesores?	Frecuencia	Porcentaje
Nunca	351	99.7
Casi nunca	1	.3
Total	352	100

Fuente: Elaboración propia

Only 0.3% report that they have almost never published offensive photos of teachers and the rest than ever.

Tabla 32. Frecuencia de alumnos que publican videos o fotos de compañeros

¿Usted ha publicado en Internet fotos o vídeos ofensivos de compañeros?	Frecuencia	Porcentaje
Nunca	338	96.0
Casi nunca	14	4.0
Total	352	100

Fuente: Elaboración propia

Of the total, 96% mention that they have never published offensive photos or videos of their peers and 4% have almost never.

Tabla 33. Frecuencia de alumnos que mandan mensajes ofensivos al celular a otros compañeros

¿Usted envía a compañeros mensajes con el celular de ofensa, insulto o amenaza?	Frecuencia	Porcentaje
Nunca	339	96.3
Casi nunca	12	3.4
A veces	1	.3
Total	352	100

Fuente: Elaboración propia

On the question that if students send aggressive messages to the cell phone, 96.3% mention that never, 3.4% say that almost never and 0.3% say that sometimes.

Tabla 34. Frecuencia de alumnos que fotografían o graban a compañeros para burlarse.

¿Usted ha grabado o fotografiado a compañeros, para burlarse?	Frecuencia	Porcentaje
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Nunca	323	91.8
Casi nunca	15	4.3
A veces	14	4.0
Total	352	100.0

Fuente: Elaboración propia

On whether students have photographed or recorded other classmates to make fun of, 91.8% mention that never, 4.3% that almost never and 4% that sometimes.

Tabla 35. Frecuencia de alumnos que recibieron mensajes ofensivos a través de las redes sociales

¿Ha recibido mensajes o insultos a través de Twitter, Facebook, etc.?	Frecuencia	Porcentaje
Nunca	302	85.8
Casi nunca	26	7.4
A veces	24	6.8
Total	352	100.0

Fuente: Elaboración propia

Most of the students mention that they have never received insults through social networks (85.8%), only 7.4% say that almost never and only 6.8% that sometimes.

Violence of the teacher towards the student

For this category the following questions were addressed:

- Do you think there are teachers who have preferences for certain students?
- Do you think there are professors who unfairly punish?
- Do you think there are teachers who ignore certain students?
- Do you think there are teachers who do not listen to their students?
- Do you think there are teachers who insult students?
- Do you think the teacher lowers grades to students without justification?
- Do you believe that certain teachers intimidate or frighten students?
- Have you been threatened by any teacher?

Tabla 36. Frecuencia de alumnos que creen que el profesor tiene preferencia por ciertos alumnos

¿Usted cree que existan profesores que tienen preferencias por ciertos alumnos?	Frecuencia	Porcentaje
Nunca	76	21.6
Casi nunca	41	11.6
A veces	131	37.2
Muchas veces	74	21.0
Siempre	30	8.5
Total	352	100

Fuente: Elaboración propia

21% of students report that they do not believe that there are professors with preference, 11.6% say that almost never, 37.2% sometimes, 21% many times and 8.5% than always.

Tabla 37. Frecuencia de alumnos que creen que el profesor castiga injustamente

¿Usted cree que existan profesores que castigan injustamente?	Frecuencia	Porcentaje
Nunca	94	26.7
Casi nunca	109	31.0
A veces	119	33.8
Muchas veces	24	6.8
Siempre	6	1.7
Total	352	100

Fuente: Elaboración propia

26.7% of students report that never, 31% report that almost never, 33.8% sometimes, 6.8% many times and only 1.7% say that always.

Tabla 38. Frecuencia de alumnos que creen que su profesor los ignora

¿Usted cree que existan profesores que ignoran a ciertos alumnos?	Frecuencia	Porcentaje
Nunca	85	24.1

Casi nunca	107	30.4
A veces	132	37.5
Muchas veces	28	8.0
Total	352	100

Fuente: Elaboración propia

Of the total, 24.1% of the students do not believe that there are teachers who ignore certain students, 30% of the students say that almost never, and 8% that many times.

Tabla 39. Frecuencia de alumnos que creen que el profesor no los escucha

¿Usted cree que existan profesores que no escuchan a sus alumnos?	Frecuencia	Porcentaje
Nunca	87	24.7
Casi nunca	132	37.5
A veces	93	26.4
Muchas veces	40	11.4
Total	352	100

Fuente: Elaboración propia

It is observed that 24.7% of the students say they do not listen to them, 37.5% say that they almost never, 26.4% that sometimes and 11.4% mention that many times.

Tabla 40. Frecuencia de alumnos que piensan que los profesores los insultan

¿Usted cree que existan profesores que insulten a los alumnos?	Frecuencia	Porcentaje
Nunca	158	44.9
Casi nunca	120	34.1
A veces	60	17.0
Muchas veces	14	4.0
Total	352	100

Fuente: Elaboración propia

44.9% of respondents report that they do not believe such teachers exist, 34.1% report that almost never, 17% that sometimes and 4% mention that many times.

Tabla 41. Frecuencia de alumnos que creen que el profesor baja calificaciones injustamente

¿Usted cree que el profesor baja calificaciones a alumnos sin justificación?	Frecuencia	Porcentaje
Nunca	121	34.4

Casi nunca	147	41.8
A veces	65	18.5
Muchas veces	19	5.4
Total	352	100

Fuente: Elaboración propia

34.4% of students, says they do not think something like this happens, 41.8% say that almost never, 18.5% says that sometimes and 5.4% mentions that many times.

Tabla 42. Frecuencia de alumnos que creen que algunos profesores los intimidan

¿Usted cree que ciertos profesores intimidan o atemorizan a los alumnos?	Frecuencia	Porcentaje
Nunca	181	51.4
Casi nunca	129	36.6
A veces	30	8.5
Muchas veces	12	3.4
Total	352	100.0

Fuente: Elaboración propia

Half of the students (51.4%) mentioned that they were never victims of intimidation by teachers, and 3.4% mentioned that many times.

Tabla 43. Frecuencia de alumnos que consideran que han sido amenazados por algún profesor

¿Ha sido amenazado por algún docente?	Frecuencia	Porcentaje
Nunca	298	84.7
Casi nunca	42	11.9
A veces	6	1.7
Muchas veces	6	1.7
Total	352	100

Fuente: Elaboración propia

84.7% of students mention that never, 11.9% report that almost never and sometimes and often records the same percentage (1.7 %).

Discussion

In the present work, no item comes out with a percentage of 0%, which indicates that there is violence, often disguised, often tolerated, this study had not been carried out in any higher level school of the national polytechnic institute of the biological medical area, the items that

are considered cover both the student - teacher, in all cases they indicate the violence that exists to a lesser or greater degree in the school, unfortunately we cannot make comparisons with other studies of the surgeon and midwife care because they do not there is.

It is considered that there should be more studies of this type, since a health worker, call a doctor, dentist, nurse etc. It must be developed in an environment without violence, since in the end this affects the patient.

Conclusions

School violence is a problem in most of Mexico's schools, which has been increasing in recent decades. This study shows that the problem lies not only among students, but also lies in the relationship with teachers, circumstances that are often not contemplated.

Thus, in this study, the student sees the teacher as an element of power. In the items that refer to teacher violence towards the student, the item could sometimes be a worrying factor, although without reaching the extreme of physical violence.

The issue, in this case, is more complex. Because we must also involve the teacher in this problem, something that we sometimes omit or consider that the teacher is not a fundamental part of the problem, however this is a chain that if one fails all fail, so it is important that they are taught courses so that the teacher is prepared in the conflicts between students and so that he does not fall into violence towards the students.

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