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Unit. ESCAMILLA-BOUCHÁN,

Imelda. PhD, LUNA-SOTO, Vladimir.

PhD. 21 Santa Lucía, Cd. Sucre, Bolivia

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RINOE Journal-Health Education and Welfare

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Support the international scientific community in its written production Science, Technology and Innovation in the Field of Social Sciences, in Subdisciplines of Health: Analysis of health care markets, Health production: Nutrition, Mortality, Morbidity, Substance Abuse and Addiction, Disability, and Economic behavior, Government policy, Regulation, Public health; Education: Analysis of education, Educational finance, Government policy; Welfare and Poverty: General welfare, Basic Needs, Quality of life, Measurement and analysis of poverty, Government programs, Provision and effects of Welfare programs.

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The works must be unpublished and refer to topics of Health: Analysis of health care markets, Health production: Nutrition, Mortality, Morbidity, Substance Abuse and Addiction, Disability, and Economic behavior, Government policy, Regulation, Public health; Education: Analysis of education, Educational finance, Government policy; Welfare and Poverty: General welfare, Basic Needs, Quality of life, Measurement and analysis of poverty, Government programs, Provision and effects of Welfare programs and other topics related to Social Sciences.

Presentation of the content

In the first article we present, *Topic of interest form middle upper level studentes: new spaces of opportunity*, by SESENTO, Leticia & LUCIO, Rodolfo, with affiliation in the Colegio Primitivo y Nacional de San Nicolás de Hidalgo and Universidad Michoacana de San Nicolás de Hidalgo, as next article we present, *Violence on dating relationships among university students*, by LEAL-REYES, Rosa Gabriela, SAMANO-GARCIA, Ma. Hilda, ACOSTA-MONTES DE OCA, Mónica and SOLIS-SEGOVIA, Gabriela, with affiliation in Universidad Autónoma de Tamaulipas, as next article we present, *Types and frequency of body postures and dental malocclusions*, by CAPETILLO-HERNÁNDEZ, Guadalupe Rosalía, TIBURCIO-MORTEO, Leticia, OCHOA-MARTÍNEZ, Rosa Elena and TORRES-CAPETILLO, Evelyn Guadalupe, with affiliation in Universidad Veracruzana, as next article we present, *Satisfaction study of the teaching-learning process of students close to graduating from the Bachelor of Dental surgeon*, by MORENO-MARIN, Flora, ROESCH-RAMOS, Laura, MORA-SANCHEZ, Aura Leonora and MANTILLA-RUIZ, Manuel, with affiliation in Universidad Veracruzana.

Content

Article	Page
Topic of interest form middle upper level studentes: new spaces of opportunity SESENTO, Leticia & LUCIO, Rodolfo <i>Colegio Primitivo y Nacional de San Nicolás de Hidalgo</i> <i>Universidad Michoacana de San Nicolás de Hidalgo</i>	1-9
Violence on dating relationships among university students LEAL-REYES, Rosa Gabriela, SAMANO-GARCIA, Ma. Hilda, ACOSTA-MONTES DE OCA, Mónica and SOLIS-SEGOVIA, Gabriela <i>Universidad Autónoma de Tamaulipas</i>	10-26
Types and frequency of body postures and dental malocclusions CAPETILLO-HERNÁNDEZ, Guadalupe Rosalía, TIBURCIO-MORTEO, Leticia, OCHOA-MARTÍNEZ, Rosa Elena and TORRES-CAPETILLO, Evelyn Guadalupe <i>Universidad Veracruzana</i>	27-31
Satisfaction study of the teaching-learning process of students close to graduating from the Bachelor of Dental surgeon MORENO-MARIN, Flora, ROESCH-RAMOS, Laura, MORA-SANCHEZ, Aura Leonora and MANTILLA-RUIZ, Manuel <i>Universidad Veracruzana</i>	32-34

Topic of interest form middle upper level students: new spaces of opportunity

Temas de interés para estudiantes de nivel medio superior: nuevos espacios de oportunidad

SESENTO, Leticia´ & LUCIO, Rodolfo``

´Colegio Primitivo y Nacional de San Nicolás de Hidalgo, Mexico.

`` Universidad Michoacana de San Nicolás de Hidalgo, Faculty of Veterinary Medicine and Zootechnics. Mexico.

ID 1st Author: *Leticia, Sesento* / **ORC ID:** 0000-0002-6456-058X, **Researcher ID Thomson:** S-6997-2018, **CVU CONACYT ID:** 449302

ID 1st Coauthor: *Rodolfo, Lucio* / **ORC ID:** 0000-0002-0535-3652, **Researcher ID Thomson:** X-2391-2018, **CVU CONACYT ID:** 947303

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Abstract

The present investigation shows the results of a study carried out in the development of the Fourth Tutoring Expo. The objective was to identify the topics of interest to the students attending the tutoring activities. The work was developed under a quantitative approach. To collect information, a survey was used in which the impression of the event on the students who attended was measured; They were asked to write the topic (s) they would like to see taught at the next event to train teachers. 152 attendees of the Fourth Tutoring Expo, of both sexes, were surveyed. It is a descriptive quantitative investigation. It was a survey designed by the coordination of tutorials to learn about the topic of interest to be addressed in the following events. 152 attendees of the Fourth Tutoring Expo were surveyed, through a simple random sampling of participants of the event of both sexes. The results show that the topics of greatest interest are: 11%, feminism, 11%, Study techniques, 11%, Contraceptive methods, 11%, Gender equality, 10% How to be a good tutor and learn, 7%, Infections sexually transmitted. It would be interesting to know the reasons why young students focus their attention on these topics to design a comprehensive action plan and thus clear up their doubts that lead us to adequately improve their development. Finally, it is important that teaching practices be re-signified from the tutorial activity, the institutional climate and collaborative work are the central aspects that are required to be contained in the development and training of this substantial instrument for young people.

Areas, Opportunity, Tutoring, Upper secondary education

Resumen

La presente investigación muestra los resultados de un estudio elaborado en el desarrollo de la Cuarta Expo Tutoría. El objetivo fue identificar los temas de interés para los estudiantes asistentes en las actividades de tutoría. El trabajo se desarrolló bajo un enfoque cuantitativo. Para la recolección de información se utilizó una encuesta en la que se midió la impresión del evento en los estudiantes que asistieron; se les solicitó escribir el o los temas que les gustaría que se les impartiera en el próximo evento para capacitar a los docentes. Se encuestó a 152 asistentes a la Cuarta Expo Tutoría, de ambos sexos. Es una investigación cuantitativa de tipo descriptivo. Fue una encuesta diseñada por la coordinación de tutorías con el objetivo de conocer sobre el tema de interés para abordarse en los siguientes eventos. Se encuestaron a 152 asistentes de la Cuarta Expo Tutoría, mediante un muestreo aleatorio simple a participantes del evento de ambos sexos. Los resultados muestran que los temas de mayor interés son: 11%, feminismo, 11%, Técnicas de estudio, 11%, Métodos anticonceptivos, 11%, Equidad de género, 10% Como ser un buen tutor y aprender, 7%, Infecciones de transmisión sexual. Sería interesante el conocer las razones por las cuales los jóvenes estudiantes centran su atención en dichas temáticas para diseñar un plan de acción integral y así despejar sus dudas que nos lleven a mejorar adecuadamente su desarrollo. Para finalizar, es importante que las prácticas docentes, se resignifique de la actividad tutorial, el clima institucional y el trabajo colaborativo son los aspectos centrales que se demandan contener en el desarrollo y capacitación de este sustancial instrumento para los jóvenes.

Áreas, oportunidad, tutoría, educación media superior

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* Correspondence to Author (Email: leticiasesentogarcia@yahoo.com.mx)

† Researcher contributing first author.

Introduction

Higher secondary education in Mexico in recent years shows a decrease in terminal efficiency, a consequence of dropping out and failure with low percentages of students entering the undergraduate degree. This problem arises from a decrease in the quality of educational services, poor management conditions and unfavorable personal situations of the students, so academic tutoring is an alternative, which facilitates the student's adaptation to the school context. For this reason, institutional academic tutoring programs have been shown in upper secondary education institutions, focused on reducing failure and school backwardness, reducing the dropout rate and improving terminal efficiency.

In the current situation of violence in our country, young people are exposed to greater dangers and risks. Parents, in turn, are overwhelmed by their professional work, predestining less time to observe how their children are developing and how they are building their personality, their values, their abilities. Difficulties are shown both in official and private schools.

Academic tutoring resides in the accompaniment and individualized educational support, for a better understanding of the difficulties of the student in relation to their accommodation to the school context, to the particular circumstances for a favorable exercise during their training and in support of the academic objectives, the responsibilities of your future professional experience. In Mexico, one of the main problems is high rates, disorientation and drug addiction among young people at the upper middle level. All this behavior appears from childhood due to a lack of love, care and communication caused mainly by family disintegration, which induces in the child and later young a disoriented development.

All the difficulties that the student has in the studies the lack of attention, the emotional instability, the aggressive behavior and laziness are being noticed in a complicated world and in certain occasions it is not known why, the student does not want to study a little to the exams, until it causes definitive withdrawal.

Hence the importance of continuous training programs and the evaluation of tutoring programs that are essential for progress and offer support in the different spaces that the student demands, thereby favoring comprehensive training and the particular advancement of students. For this reason, the present work aims to know the main concerns of the students for the development of the 5th. Expotutoría in the aspects of workshops and presentations.

Justification

Higher Secondary Education requires promoting academic and individual development to provide students with the precise tools to enter Higher Education.

For this reason, the Tutoring aims to originate a series of works focused on strengthening the integral development of students, through individualized monitoring from the moment they enter the Baccalaureate, even when they finish this educational level, to support them in solving or channeling their difficulties academic, pedagogical or particular that arise in the training process at this educational level, so that absenteeism, desertion, failure, school violence, among other problems in relation to the student's context are reduced.

According to Luz Arévalo León, tutoring is one of the professions of educators pointed out for locating and affirming the integral development of students as well as an aid to reduce school problems (failure, dropout and lag). Within the tutoring, it is intended to regularize the specialized attention to the student, when so required, to assist with it the impulse of assertive psychological methods that admit to finding solution options to present and future conflictive contexts, that manage to violate their academic and personal training .

Academic tutoring has a humanistic orientation by concentrating its attention on the subject to motivate the development of their potentialities. This process is aimed at bringing about the integral advancement of students, without losing sight of the fact that each individual possesses qualities, abilities and weaknesses that distinguish them from others, and therefore make them unique.

Teachers through tutoring have the opportunity to provide a comprehensive and effective education, which breaks the traditional paradigm present in most classrooms: few learning and knowledge challenges outside the context of real life. Teachers require alternatives to facilitate students learning and to motivate them. From this perspective, it is interesting to strengthen both the mastery of content for educators and the quality of educational interactions in the classroom through tutoring.

Academic tutoring in teaching practice and collaboration networks show serious actions to bring about progress in students. Learning from others always forms a reliable bet. The integral formation corresponds to involve perceptible learning; in experiential practices for students. This essentially involves a link with the students' daily life and with the universe. outline challenges or complications before starting a new topic; link the content of the class with events concerning the students (that they know from their context); and help students to transfer the subject to events or contexts present in the real world, investigating conceptions that involve significant experiences.

Problem

Currently the Higher Secondary Education Institutions face various challenges not only academic, but also social, personal and family of young people, which impacts their performance and academic development.

The challenge predominates with the increase in risk behaviors among EMS students. During the years they study EMS (Upper Secondary Education), young people challenge different scenarios of insecurity and often embrace behaviors that are contradictory to their well-being. In this regard, the Violence, Tolerance and Exclusion Survey, conducted in 2013 at EMS campuses, indicates that:

- Approximately one in four EMS students perceived violence or bullying.
- About 35% of the students have tried tobacco and 50% have had alcoholic beverages at some point.
- Just over 12 percent of EMS students have smoked marijuana at some point in their early life and even about 3% have already tried cocaine.

- There are a significant number of sexually active young people (around 35%); Of this total, just over one in five (22%) does not use the appropriate means of prevention, which by chance can lead to unexpected pregnancies or sexually transmitted diseases, issues that are related to school dropout.

That is why, based on the needs of the students, the Institutions and specifically the Tutoring Coordination must train their tutors in different topics that arise in their environment, likewise, the importance of measures such as the one shown here to provide support to the teacher who has already detected the area of opportunity with his tutor and seeks training to be able to serve him.

Objectives

General Objective

Know the topics of interest to those attending the 4th. Expo Tutoring of young people of Upper Secondary Education.

Theoretical framework

The beginning

As of the 2009-2010 School Cycle, the General Directorate of the Baccalaureate gathered in its curriculum the basic elements of the Comprehensive Reform of Upper Secondary Education whose intention is to invigorate and strengthen the identity of this educational level, in all its modalities and subsystems ; provide a pertinent and relevant education to the student that allows her to establish a correspondence between the university and its context; facilitate the academic transit of students between the subsystems and the schools.

In relation to the above, the Tutoring arises, which, intends to prevent the difficulties of lag and dropout, seeks to increase the indexes of terminal efficiency, through works focused on optimizing the climate of harmony in the schools and addressing academic difficulties of the students.

This implies favoring academic improvement, originating thought methods, taking steps, solving complications, the sense of commitment in students, as well as invigorating the impulse of competences through integration, feedback from the educational process, student motivation and academic support, through the intervention of the individual committed to the Tutorial Action by promoting the acquisition of learning to cement a life plan (DGB, 2012). It is important to note that in the first year of high school, the highest percentage of failure and dropout is recognized. To solve this, tutoring programs are demanded to prevent, discover and attend to learning, personal, family, economic, drug addiction, alcoholism or violence problems through intervention or support strategies.

Tutoring for students of this academic level, tries to represent an individualized accompaniment, that is, this work describes the attention that an educator trained as a tutor performs on the student, with the intention that he achieve his full impulse, in terms of his development, maturity, the expression of attitudes of responsibility and freedom. Based on these principles, the tutorial work allows perceiving a preference towards personalized attention by a teacher who has a greater capacity to support student learning (Romo, 2011).

Concept

Tutoring as the role of the university teacher is justified from the beginning of the University. In university tutoring, the figure of the tutor posed to the teacher in charge of the tutelage of a group of students on whom a variety of pedagogical actions were practiced, in order to be aware of the constancy of the knowledge taught. Tutoring was born, from the beginnings of the university, as an accompanying activity to the student different from the scientific or didactic role: the tutor was a union of scientific authority and a private advisor that alerted and confirmed the intellectual, social and oral behavior of their ward (Lázaro, 2003 cited by Cited in González, 2017, p3). The teacher is the student's tutor as he accompanies and guides his training, however, the understanding of how he practices his tutorial role is subordinate to the university model.

The National Association of Universities and Institutions of Higher Education (2001) proposes a definition of tutoring indicated as: “a process of accompaniment during the training of students, which is specified through personalized attention to a student or a small group of students, on the other hand, they are competent and trained academics for this function, conceptually relying on theories of learning rather than those of teaching”(p. 23).

In our country, this concept presented a huge footprint and is reflected as the "official" definition of tutoring in higher education. Arbizu Bakaikoa, Lobato Fraile and del Castillo (2005) specified the tutoring as a work of formative intervention proposed to the follow-up of the students and that is estimated as an action of the teacher. For their part, De la Cruz Flores, García Campos and Abreu Hernández (2006) describe it as the “formative process of a socio-cognitive nature, personalized and aimed at turning novices into competent individuals, through their integration into communities of practice and networks of experts, who solve problems in dynamic and complex environments, create and recreate professional action and, where appropriate, generate advanced knowledge”(p. 1367).

Herrera Aponte (2006) exposes it as a “dialectical, interactional, intersubjective process, where feelings and knowledge converge in a game of emotions and language. Mentoring as an accompaniment process is a task of shared commitments and responsibilities. To be successful, trust, communication, understanding and respect from both parties must be combined (p.200).

In 2008, the Center for Educational Research and Documentation (Spain) recovered various definitions of the concept, concluding that, based on them, “the importance of tutoring as a complementary part of the teaching work can be pointed out, since its purpose is The main thing is to facilitate the teaching-learning processes of the students and contribute to their personal, professional and social development”(p. 211).

Tutoring in Higher Secondary Education today unfolds in a flexible way and adapts to each of the students in relation to their personality, benefits, knowledge, abilities, level of problems and progress.

The educational model increasingly attends to the particularities of the student in a personalized way, intervenes within a grouped education system, mainly if we take into account the challenge that is shown to us in the XXI century: a University that seeks curricular creativity, in a together with the development in intellectual and scientific production of application, both in the formation of knowledge and in the manufacture, services and an educational teaching process where the student rescues a role of subject-object, permanent in the pedagogical elements: learning to learn, learn to know, learn to act and do, learn to be, learn to live together.

Tutoring is conceived as a part of the teaching commitment, in which an individualized interaction is formed between the teacher and the student, with the aim of guiding their learning, accommodating it to individual conditions and their learning style, so that each student achieve the highest level of mastery possible. In this context, the tutor can be specified as the teacher who supervises the human and scientific training of a student and accompanies him in his learning processes.

Tutor

According to Arbizu Bakaikoa, Lobato Fraile and del Castillo (2005), the role of the tutor will depend on the affiliated tutoring model. In the comprehensive tutoring model, the role of the tutor resides in the following roles:

Consider, together with the student himself, his skills and academic performance of the student in order to guide him appropriately towards a training plan.

- Provide academic information to the student and monitor and monitor their learning methods.
- Guide the student in the foundation and management of their own learning.
- Carry out research and orientation tasks on academic, professional and labor world aspects.
- Guide the student in her professional direction.

- Promote continuous and occupational training of the student.
- Attend and perceive students who have certain problems of their own that affect their academic performance.
- Attend in a particular way the student who requires help.
- Develop in the student her opportune discernment, self-esteem, the progress of social skills.
- Teach the student in values.

Tutored

Every student, who takes guidance and monitoring of their process, academic performance and affective partner through a tutor from their entry, in each school period and even until their graduation. Either in individualized attention or as part of a group, it should be noted that the role of school institutions is aimed at helping students in their development and, therefore, they are the fundamental recipient of tutorial work.

From the perspective focused on learning, it allows to clarify with greater accuracy the need to install the energies in obtaining the graduation profile designed by RIEMS and the plan of the State General Baccalaureate program.

Based on the students, according to the environment and particularities of each institution, they are expected to assume:

- Take responsibility with their tutor for the progress of actions that are agreed jointly and be aware that the only person responsible for their training process is the student herself.
- To propose the methods of evaluation of the tutorial work, in relation to the determined institutional devices.
- Notice the additional activities that originate within the tutorial program.

Types of tutoring

For the purpose pursued, which is the comprehensive development of students, tutoring at the General State Baccalaureate schools must be of the first type:

- Preventive. When working on aspects that, in the long run, can influence the learning process and therefore the student's adaptation. The schools tutorial action plan (PAT) corresponds to involve pre-established actions that are used in a general way for this function.

This type of tutoring has a Diagnostic period, in which we try to reveal those personal or group deficiencies in which it is necessary to intervene; proposes to use remedial tutoring, which is shown individually and is named like this:

- b) Follow-up. This tries to observe the problematic scenario, its evolution and apply actions that allow, as far as possible, to solve it.

Types of care

According to the characterization and the actors of the tutorial action, in the context of the General Baccalaureate two types of attention are considered, which are described below:

Group: In this mode, the teacher responsible for the Tutoring provides accompaniment to all the students in the group during their stay at the campus, based on a pedagogical intention. This modality of tutoring works on topics where treatment is feasible at the group level, such as: study techniques, learning styles, cooperative work, through group actions, conferences or meetings, tests and group techniques, etc.

Individual: This type of care provides support to a student in their training process, because it requires individualized procedures. In this modality, personal interviews are carried out on a frequent basis, since the case is followed up, and if necessary, the student is channeled to the institutional environment that manifests the required professional service.

Peer tutoring: Peer tutoring is defined as a cognitive and motivating interactive teaching-learning process, which, guided by the teacher and based on the subjects of the curriculum, continuously and systematically links different student actors at university levels with their counterparts from previous levels, in an educational strategy for the development of scientific, technical, cultural, psychological and socio-political values in both student actors Menéndez Valera (2010, p.89).

Topics covered by tutoring

The DGB marks as the main topics to address from the tutoring the following (DGB, 2012):

- Aptitudes.
- Motivation.
- Cognitive habilyties.
- Attention.
- Memory.
- Reading comprehension.
- Time management.
- Diagnosis.
- Auto diagnosis.
- Metacognition.
- Learning styles.
- Study habits.
- Abilities.
- Attitudes.
- Interest Inventory.
- Study Techniques.

Generic skills that the tutoring works

Holds a position on topics of interest and general relevance, considering other points of view.

Learn by initiative and self-interest throughout life.

Participate and collaborate effectively on diverse teams.

Participate with a civic and ethical conscience in the life of your community, region, Mexico and the world.

Maintains a respectful attitude towards interculturality and diversity of beliefs, values, ideas and social practices.

Contributes to sustainable development in a critical way, with responsible actions

He knows and appreciates himself and addresses problems and challenges taking into account the objectives he pursues.

He is sensitive to art and participates in the appreciation and interpretation of its expressions in different genres.

Choose and practice healthy lifestyles.

Listens, interprets and emits relevant messages in different contexts through the use of appropriate media, codes and tools.

Develops innovations and proposes solutions to problems based on established methods (DGB, 2012 p. 10).

Methodology

Kind of investigation

It is a descriptive quantitative research, as it seeks to describe a situation and is carried out through surveys to measure a specific factor.

Instrument

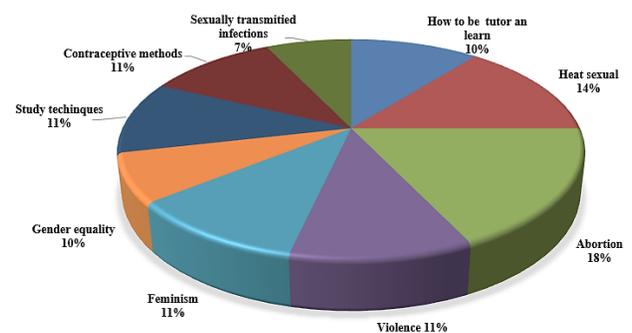
It was a survey designed by the coordination of tutorials in order to learn about the topic of interest to be addressed in the following events. Once the pilot version was prepared, we subjected it to a process of validation and experimentation, respectively involving university experts in educational guidance.

Sample

152 attendees of the Fourth Tutoring Expo were surveyed, through a simple random sample of participants of both sexes.

Results

According to the results analyzed based on the survey applied to the students, through a simple random sampling that included 76% of the total attendees to the event. Not all participants suggested topics of interest. Only those topics that had the greatest number of interested parties are those shown in the graphs, highlighting the controversial or relevant topics for society at this time, such as: abortion 18%, sexual avalanche 14%, violence 11%, feminism 11% Study techniques 11%, Contraceptive methods 11%, Gender equality, 10% how to be a good tutor and learn, 7%, sexually transmitted infections 7% It would be interesting to know the reasons why young students focus their attention in these topics to design a comprehensive action plan and thus clear up your doubts that lead us to adequately improve their development.



Graphic 1 Topics of greatest interest to students

This can be deduced from the topics that they propose for future training, which, in general, focus on the personal area of the young person, because problems in relation to topics proposed by the students for presentations were abortion, sexual health, how to be a good tutor, violence feminism, study skills, contraceptive methods, gender equality, sexually transmitted infections.

The training and updating of teachers constitute the main axes of a public policy in this area. There are large gaps between the formulation of the programs and the implementation of their contents, related to the leadership of each institution, in general, and to the performance of the teachers, in particular, he concluded.

On the other hand, humanistic education seeks to attend to the individual integrally taking priorities such as intelligence, behavior and sensitivity, reconsiders the human being as a constructive subject of his practice and appropriate education, because he is reflective of himself and his coexistence to take practices, recognize their actions, opinions and beliefs that allow them to establish the path towards their practice.

The university teacher has enormous challenges and today faces a scenario of change that requires taking an unequal role (Rodríguez, 2002); Not only does he have to be a scholar in his field, an expert in methodologies and, but he also needs to be a guide and reviewer of the student's intellectual formation. It is essential to change the traditional role of teachers to a role of transmitter of knowledge, to achieve the role of organizer and guide of learning, facilitator that constitutes contexts, produces, locates on methods, shows basic research, mentors and values the realization of actions (Álvarez and García, 2002; González and Wagenaar, 2003). University tutoring is registered as a dynamic device of the academic, private and professional pedagogical matter of the student, aimed at training entrepreneurial students who know and manage to constitute their work as independent professionals.

One of the enormous challenges facing university teachers lies in adapting their teaching strategies to the new paradigm established by university education. From this perspective, the benefits of educators in relation to their educational actions will depend, to a large extent, on the familiarity they have in themselves to find all these changes that their new role carries. To conclude, the need to work with teachers and with their own way of self-regulating learning is visualized, since knowing yourself and your own learning processes can benefit you when doing it in the classroom, providing tools and knowledge to be able to put into practice and promote in their students an active knowledge and a construction of their autonomous learning.

It is up to the professor to optimize the information about what happens at the university, for this reason, it is essential to be linked to national problems, to be aware, albeit in a general way, about the normative and procedural framework that administers the university and that systematizes intellectual and contractual responsibility; for a more harmonious, effective and equitable help commitment. Teaching autonomy is important not to be wasted in personalistic desires and divisions that abandon us from the observance of the mission and, even, from our obligations.

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Violence on dating relationships among university students**La violencia en el noviazgo en estudiantes universitarios**

LEAL-REYES, Rosa Gabriela†, SAMANO-GARCIA, Ma. Hilda, ACOSTA-MONTES DE OCA, Mónica and SOLIS-SEGOVIA, Gabriela

Universidad Autónoma de Tamaulipas, Multidisciplinary Academic Unit of Sciences, Education and Humanities. Mexico.

ID 1st Author: *Rosa Gabriela, Leal-Reyes* / **ORC ID:** 0000-0003-1881-2448, **CVU CONACYT ID:** 491805

ID 1st Coauthor: *Ma. Hilda, Samano-Garcia* / **ORC ID:** 0000-0002-9805-4351, **CVU CONACYT ID:** 618113

ID 2nd Coauthor: *Mónica, Acosta-Montes de Oca*

ID 3rd Coauthor / *Gabriela, Solis-Segovia* / **ORC ID:** 0000-0002-4618-3960, **CVU CONACYT ID:** 409697

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Abstract

The present research work diagnoses the existence of violence on dating relationships among the students of the Unidad Académica Multidisciplinaria de Ciencias, Educación y Humanidades, of the Universidad Autónoma de Tamaulipas.

Violence, Dating relationships, Students

Resumen

El presente trabajo de investigación diagnostica la existencia de la violencia en el noviazgo entre el estudiantado de la Unidad Académica Multidisciplinaria de Ciencias, Educación y Humanidades, de la Universidad Autónoma de Tamaulipas.

Violencia, Noviazgo, estudiantes

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† Researcher contributing as first author.

Introduction

While Biology establishes that living beings are born, grow, develop, multiply and die, Sociology, through the Theory of Human Development, establishes that the human species, the living being, goes through several stages in its development: Childhood, Puberty, Adolescence, Youth, Maturity and Serenity, to finally die. In both positions, society has established social institutions that increase the probability of survival of the individual, whether male or female: the Family, the Church, and the School, to name a few. In these institutions, social roles and behavior guidelines are established that must be followed, under penalty of being socially rejected and they begin to be assimilated from the moment of birth. Thus, in the family, one learns to be a boy or a girl, female or male, according to the sex with which one is born, thus, sex is a physiological or biological concept that distinguishes males and females. (Dictionary, Education Sciences 2004).

Learning behavior according to what is expected of one sex or another is known as gender:

Gender, a sociocultural concept, linked to social customs, is a "socially imposed division of the sexes. It is a product of the social relations of sexuality (Lévi Straus: 1994).

In this way, a gender is assigned, a stereotyped behavior to each sex, they are different and almost always, one subjects the other, with what appears, as a result of that teaching, an imbalance of forces. From childhood, the Church reinforces this learning, because it gives the man the responsibility and guardianship of the woman, the father when he is minor or single, and the husband if he is married.

When school age is reached, the school, another social institution is again concerned with reinforcing the predominance of men over women and although it may be thought that upon reaching the age of majority, the person has already learned to defend himself, that the institution family, already taught him what is necessary for the establishment of respectful dating relationships.

"The family is the place where all kinds of successes and failures are rehearsed in an environment of protection and tolerance, firmness and affection. The family limits and contains, it is a liberating organism that is in charge of releasing the mature adolescent who is ready for the formation of another unit. It is a system linked and intercommunicated with other systems; The family goes through a cycle where its functions unfold: to be born, grow up, reproduce and die, functions that can be found within a more or less positive or negative framework, within a health framework or acquire certain characteristics of disease or pathology." (Corsi: 2001).

However, we find, at the higher education level, everyday situations that indicate that this is not the case. The present research work is born from the observance of the continuous, increasingly continuous occurrence of dating violence in the hallways of the school. Hence the deductive idea of a daily reflection of asking ourselves the question: if this is happening in front of our eyes and there is no blushing or shyness when observed committing violent acts and even when, as part of the teaching staff, intervening avoid violence, what will happen when there is no authority figure, what will happen in other schools, in upper-secondary institutions, in secondary schools, primary schools? Then, after days of the event have passed, we see the couples who experienced public violence, very happy, again, as if nothing had happened. According to Aiquipia, (2015), in the relationship, one becomes emotionally dependent on the affective contact of the couple, reaching the point of idealizing the relationship. The thought also arises as to whether violent public behavior was learned in the family, observing their parents, as established by Asensi (2008).

The World Health Organization, (2000), considers that violence is the intentional use of force or physical power, in fact or as a threat, against oneself, another person, a group or a community, that causes or has very likely to cause fatal injury, psychological harm, developmental disorders or deprivation.

Thus, it was determined the need to do something to detect the existence of courtship among students of the different educational levels of the city, from the upper secondary level to the higher level. Due to the emergence of the pandemic, the capo's work was interrupted and we only managed to apply the instrument to students from a single school, the Academic Unit of Education Sciences and Humanities (UAMCEH), dependent on the Autonomous University of Tamaulipas (UAT), so we consider the following.

Research questions:

- In what percentage does dating violence exist among UAMCEH students?
- What is the gender that exerts the most violence in dating, among UAMCEH students?
- What type of violence is practiced with the highest frequency in dating among UAMCEH students?
- What is the type of violence exercised by women towards men more frequently, among the students of the UAMCEH?
- What is the type of violence that men exert against women with greater frequency, among the students of the UAMCEH?

Objectives:

- Determine the percentage of dating violence among UAMCEH students?
- Diagnose which is the gender that exerts the greatest violence in dating, among the students of the UAMCEH?
- Analyze what type of violence is exerted in dating among UAMCEH students?
- What is the type of violence exercised by women towards men with the greatest frequency, among UAMCEH students?
- Identify what is the type of violence that men exert against women with greater frequency, among students of the UAMCEH?

Justification

The present research work will diagnose the existence of violence in the Multidisciplinary Academic Unit of Sciences, Education and Humanities of the Autonomous University of Tamaulipas, and later it will impact on students in general. It will contribute to the knowledge and subsequent reduction of dating violence among UAMCEH UAT students, which will impact decision-making to improve couple relationships and the possibility of reducing dating violence, transcends married life. This benefit will be obtained by giving lectures on self-esteem, gender roles and stereotypes to the student body. Later, a longitudinal study will be carried out to try to measure the impact of the lectures given.

Theoretical framework

UAMCEH UAT students have an age ranging from 18 to 23 years, in general, although there are some who exceed 25, which places them, according to the Theory of Human Development. In this phase of her personal development, the search for a mate is clearly observed in classrooms or in school gardens and in events that are organized openly to the entire student population. Bowlby, in her Theory of Attachment, (1982), affirms that the human being has a pressing need to build binding relationships in order to survive, which are fixed from childhood and are reproduced in their adult relationships.

From the sociocultural perspective, the practices of violence are transmitted generationally. Learning these ways of relating, which harm and cause suffering, are part of the cultural heritage of the communities.

It is generally expected that studying at the university will shield them against unequal relationships and violence, but the reality is that this is not the case. Violent practice has often been seen in dating relationships, and although they arrive almost always of legal age, and it is believed that he already learned, from his home, from his family, to live respectfully in society, not It is thus, then according to Corsi (2001):

"The family is the place where all kinds of successes and failures are rehearsed in an environment of protection and tolerance, firmness and affection. The family limits and contains, it is a liberating organism that is in charge of releasing the mature adolescent who is ready for the formation of another unit. It is a system linked and intercommunicated with other systems; The family goes through a cycle where its functions unfold: to be born, grow up, reproduce and die, functions that can be found within a more or less positive or negative framework, within a health framework or acquire certain characteristics of disease or pathology." (Corsi: 2001).

As the human being increases her age, it is argued, that the probability of being a victim of violence decreases, according to Bonomi et al. (2013), they argue that the younger the age, the greater the existence of violence, in this

Violence has different ways of manifesting itself, (Whaley Sánchez: 2003) not only manifests when it leaves physical evidence, but also those acts that affect the emotionality of human beings, affecting their mental health and in some cases, in the total abandonment, product of that omission, aggression or mistreatment.

Types of Violence

According to Torres Falcón (2001), violence can take different forms, the most common being:

Physical violence

It refers to all violent actions that cause physical and bodily harm to the victim's body. Physical violence is the most obvious, although sometimes it also produces internal injuries, which are later identified, it has an upward spiral that can start from games and jokes, to cause injuries and even death (Casique and Castro, 2010)

Physical violence includes: pulling, hitting of any kind, wounds, mutilations and can culminate in murder, slapping, hair pulling, shaking, immobilization of the victim, electric shocks, immersing the victim's head for a certain time in water, shaking a bottle with mineral water and release the liquid into the victim's nose.

Physical violence is sometimes more harmful when using firearms or sharp weapons, or any other type of object and sometimes the body itself. There are cases of physical violence by omission, for example, when someone is deprived of food, drink or medicine or when victims are abandoned and even when they are prevented from leaving their home.

Another type of physical violence is sexual violence. It is a type of violence that can take several forms: One, consists of inserting the penis into the victim's body, it can be in the mouth, vagina or anus. Through the use of physical or moral force.

Penetration of the anus or vagina with a part other than the penis is also a violation. It is also considered sexual violence, all the impositions of sexual conduct, even if there is no intercourse.

The "touching" without authorization of the victim, even if there is no penetration. Sexual violence is considered when it is forced to touch the body of the aggressor and to carry out sexual practices, which the victim does not want, (Póo and Vizcarra (2008) Harassment and harassment are also considered as sexual violence, when the integrity of The person Mocking the victim's sexuality is considered a violent act.

In sexual violence, physical violence is mixed, on the one hand, by subduing the body of the victim and psychological violence, by attacking the emotionality of the same, in a word, it consists of harassing or hurting painfully and without authorization to the victim. victim, during sex.

Psychological Violence

In psychological violence, the end pursued by the aggressor is to humiliate, insult, degrade the victim so that she feels bad, although she does not touch "not a hair". (Batjin: 1996), includes mockery, offense, doubts about the victim's capabilities, insults, yelling, sarcasm, deception, manipulation, contempt, ignorance of the existence of the victim, denial of the rights of the other, lack of respect to the partner, harassment, harassment, death threats, suicide, denial of the feelings of the person who receives the violence.

This violence does not present physical damage and the victim only presents discomfort, confusion, uncertainty; produces emotional damage to the victim. This type of violence includes: rejection, contempt, ridicule and the insult that they apply, which translates into a decrease in their self-esteem and sometimes somatizes, manifesting in insomnia, physical alterations, skin diseases, ulcers, migraines, headaches, migraines, muscle aches, as a physiological response whose origin is in the emotional sphere. Wolfe and others point out that emotional violence is provoked with disqualifying insults, labels, and in general, the use of language that causes damage to self-esteem, identity and self-concept. In emotional violence, control is very often exercised by one over the other, the aggressor, the victim, it can be exercised by both sexes. (Pazos 2004)

The means that are most used in this type of violence are scathing, lies. Ridicule, sarcasms related to the physical appearance of the victim, silence, offenses, hurtful jokes, isolation and threats to murder the victim, commit suicide or exercise other types of violence, for example physical or sexual.

Economic or Financial Violence

It is the involuntary alienation or seizure, material control, dispossession or theft of the victim's personal or real property.

Economic or financial violence is carried out when one of the parties of the couple seizes the effective disposition of the goods and values that belong to the other person. Economic violence is also suffered when the aggressor uses his own resources to commit and subdue the victim. Person, representing a sentimental value to the victim.

The most used forms of violence are theft, fraud, damage to the victim's property or the destruction of the victim's property.

Economic violence is also practiced when the victim is deprived of the means to satisfy the victim's basic needs, such as food, clothing, housing, education and health.

Forms of Violence:

As Aggression

This form occurs in egalitarian relationships, that is, where there is no victim or executioner. The interacting relationships have symmetric relationships. The behavior patterns of the individuals who interact tend to manifest themselves in a reciprocal way.

Violence-aggression can manifest itself as an exchange of blows, in a context of an equal relationship. The participants, force, status and power, unleash an aggression and this is mutual, reciprocal and public. According to Celis (2015), dating relationships are expressed when he or she expresses their dominant and aggressive behavior towards the other person

Relationships can continue because after the aggression in a symmetrical relationship, a "complementary pause" can follow, where the sender of the violence asks for forgiveness and exchanges the position of equality to that of inferiority to attend to the one who suffered the violence. This stage occurs in two phases:

First: Appearance of the feeling of guilt that makes us think about the unnecessary use of violence. This phase can become the reason for the separation and lead to the end of this relationship.

Second: The need to repair the damage, is the behavior that tries to forget, downplay the fact, excuse the violent act, which serves to maintain the "harmony and solidarity of a good family."

Sometimes this extra pause can be used to ask for help outside the family circle, usually from a behavioral professional.

In violence-aggression, identity and self-esteem are recognized and the existence of the other is accepted. Both are concerned with resolving the conflicts that trigger the violent process and resolving the differences to continue the relationship.

As Punishment

This form of violence occurs in an unequal relationship, where there is a complementary relationship, where each of the participants accepts the role (E-R) that they "should" play. There is a difference in the hierarchy of power and both accept it.

Individuals will act in a complementary or symmetrical way, depending on the social group in which they are interacting. Thus, a person can be inferior in one relationship, superior in another, and equal in one more.

Violence-punishment is observed in an unequal, asymmetric relationship, where sanctions, torture and lack of care from the "Issuer" to the "Receiver" are accepted by both parties because they share the belief that one has a "right" to inflict punishment and the other, the "Receiver", has the "obligation" to receive it, silently and in private.

Violence-punishment, (Beck: 1999) is unilateral and intimate; the life of the "Issuer" is superior to that of the "Receiver", who must submit to punishment even against his will.

According to Beck, the Sender, the Receiver, who is the object of the punishment, is guilty because he has committed a fault. In turn, the Receiver believes that he must conform to the life that is imposed on him, and Judeo-Christian thought contributes to spreading that belief, because God so arranged it before his own birth. The beatings and abuse present an identity disorder and it is justified because the Receiver generates a feeling of guilt towards the Sender, who is rigid, lacking in empathy, inconsiderate and indifferent to the other.

The Issuer presents rigid, inflexible ideas and wants to rectify everything that is different from their ideas, wants to attack the other, even to "domesticate" him so that do "what you must do", according to his idea of reality and the world. Regardless of the interaction, both individuals, both Sender and Receiver, have very low self-esteem.

Violence is always organized under a series of sequences that the couple organizes, encodes and interprets, with the intervention of the following elements.

These aspects have a strong emotional charge that depends on the individual history of the participants and their interaction that it is necessary to clarify the terms involved in a social interaction that leads to violence (Botinelli: 2000):

- **Consensus:** Both individuals organize their life together, setting limits and boundaries that should not exceed either of the two; generally one or some things are limited and all the others are allowed, which is incongruous.
- **Space:** These are the individual and collective limits and territory where the violence will take place and can be private or public; individual or collective.
- **Time:** It is the chronology with which the events that trigger the violence occur, establishing rites and sequences.
- **Reasons:** They are the "causes" that justify the unleashing of the violent process.

However, a small change in space, time, can modify the acceptance of the implicit consensus that can lose its rigidity. At this time, the actors of the conflict can break the courtship and withdraw from the relationship, that is, they can opt for non-violence or, where appropriate, the breakdown of the courtship.

Methodology

The type of study carried out is exploratory, descriptive and correlational. The study population was made up of students enrolled in the UAMCEH UAT, during the period 2021. The hypotheses derived from the observation are:

H1: Age determines violence in dating relationships among students at UAMCEH UAT.

H2: Gender determines the violence that is practiced in dating between students of the UAMCEH UAT

For the study of H1 and H2, Descriptive Statistics was used. In this research, a Cross-Sectional Design was carried out.

Research dimensions:

The UAMCEH UAT enrolled 749 students during the January-June 2020 school period. The sample studied amounted to 50 percent of the student population enrolled during the 2020 school period 1.

The technique used was the survey and the instrument was a questionnaire that was applied to the students of the UAMCEH UAT.

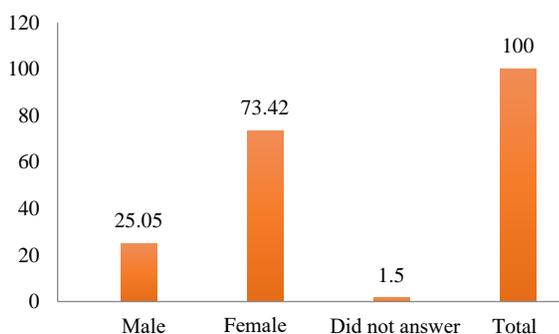
The research space was the Multidisciplinary Academic Unit of Sciences, Education and Humanities, during the period January to June of the year 2020.

An instrument was applied to detect whether or not there is violence among the students of the UAMCEH UAT, divided into two sections, on the one hand, to find out their social context and in a second part, to determine the types of existing violence, they were questions closed response.

The Descriptive Statistics was used to analyze the data collected to translate them into bar graphs, the Office packages were used: Word and Excel.

Results

Gender

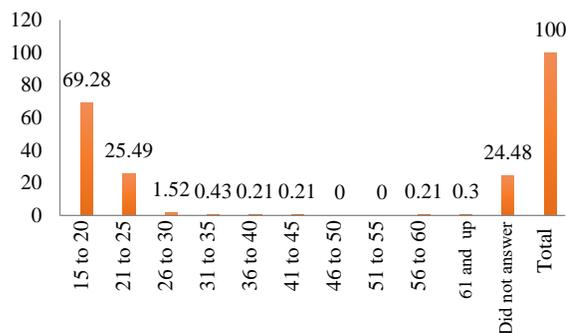


Graphic 1 Gender

Source: Own elaboration

We worked with 459 students, of which 73.42% belonged to the female gender and 25.05%, to the male gender, while the rest did not answer what gender they belonged to.

Age

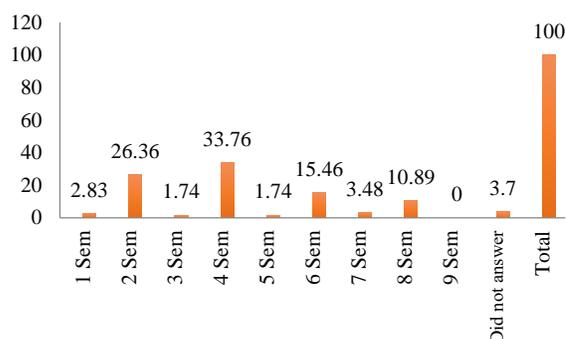


Graphic 2 Age

Source: Own elaboration

69.28% of the students surveyed are under 20 years old, 25.49% are between 21 and 25 years old, while 24.48, did not answer this question.

Degree

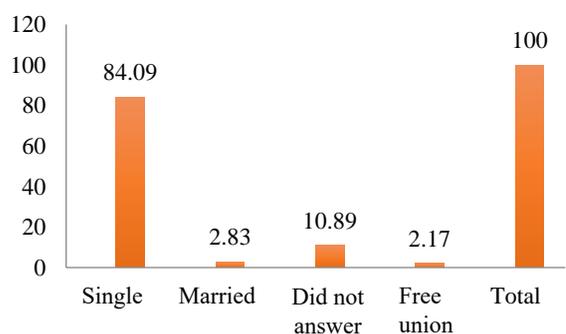


Graphic 3 Degree

Source: Own elaboration

Regarding the Bachelor of Studies, there are students of all grades, but the Second and Fourth Semester stands out, with 26.36 and 33.76% respectively. Here it is worth mentioning that the upper semesters are made up of very few students, there are groups made up of only 5 students.

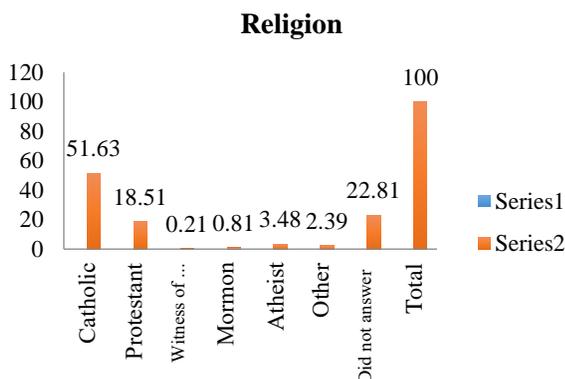
Civil status



Graphic 4 Civil status

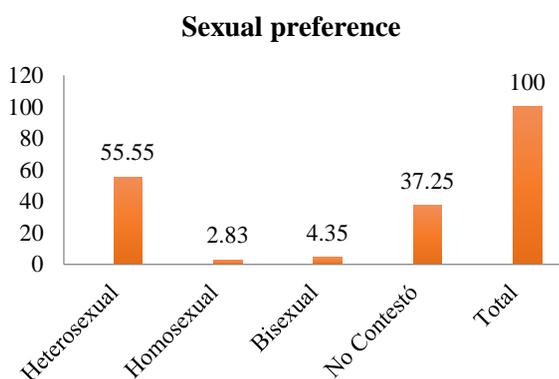
Source: Own elaboration

When asked about their Marital Status, 84.09% are Single, while only 2.83% are already Married. There is 2.17% who live in Unión Libre, while 10.89% did not answer.



Graphic 5 Religion
Source: self made

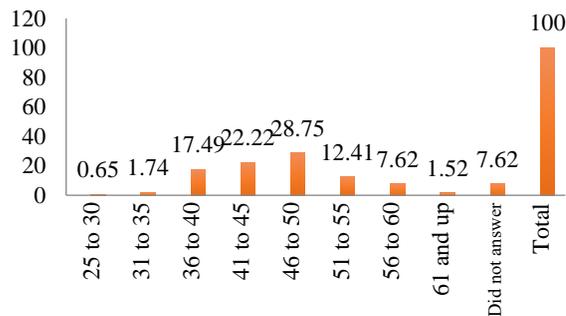
Regarding the Religion to which they belong, just over half belong to the Catholic Religion, (51.63%), 18.51%. to the Protestant Religion, the remaining responses had percentages lower than 1%. 22.01% did not answer this question.



Graphic 6 Sexual preference
Source: Own elaboration

They were asked the Sexual Preference with which they identify, finding that 55.55% are Heterosexual, 2.83% said they are Homosexual and 4.35% are Bisexual. 37.25% did not respond.

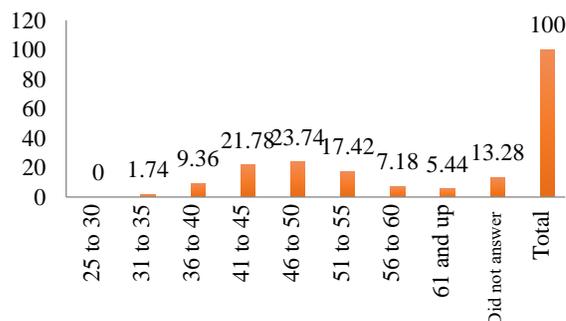
Mother's age



Graphic 7 Mother's age
Source: Own elaboration

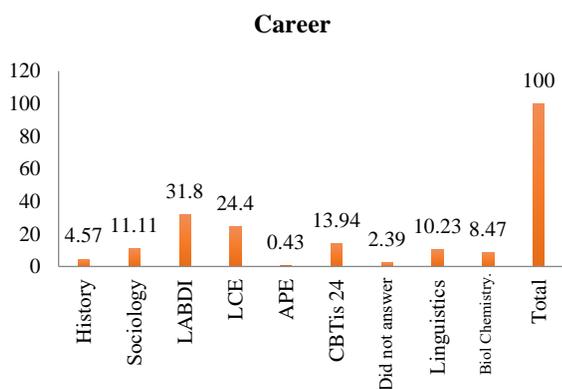
The Age of the Mother is highly variable, from 25 to 30 years (65%), which may indicate that they are the children of a very young mother (mothers from 13 years of age) and 1.74% of mothers aged 31 to 35 were observed years of age, perhaps they were mothers at 17, but the fact that the children are studying may indicate that they received support from their grandparents or that they are hard-working and intelligent or that they have a father much older than the Mother, or that both or at least one of the two has mature and responsible thinking. The highest frequency is found in the age of 46 to 50 years (28.75%), we find that from 41 to 45 years there is a 22.22%, from 51 to 55 (12.41%), 7.62% with an age of (56 to 60). A very small percentage (1.52%) said that their mother is older than 61, while the rest, 7.62% did not respond.

Father's age



Graphic 8 Father's age
Source: Own elaboration

When asked about the Father's Age, we find that fathers are older than mothers, we do not find under 30 years of age. This is understood by the stereotypical tradition that in a couple, the man must be older than the woman and when it comes to the case that in the couple, the woman is older than the man, that, socially, is reprehensible. And very little percentage of parents (1.74%) from 31 to 35 years old, the highest frequency in age, was located in parents from 46 to 50, with 23.74%, followed by 21.78% of parents aged between 41 to 45 years, 17.42, with ages between 51 to 55 years, 9.36%, with age between 36 to 40 years. There is 7.18% of parents aged between 56 to 60 years. It was also noted that there are 5.44% of parents who are older than 61 years. While a 13.28, did not respond.



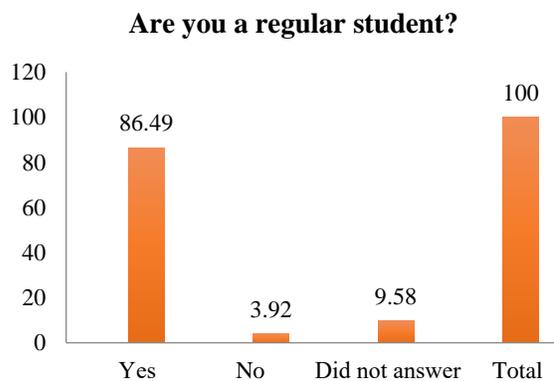
Graphic 9 Career
Source: Own elaboration

Regarding the careers that the surveyed students pursue, those offered by the UAMCEH UAT: Bachelor of History and Management of Cultural Heritage, Bachelor of Sociology, Bachelor of Applied Linguistics, Bachelor of Education Sciences and Bachelor of Attention to Development and Well-being Childish.



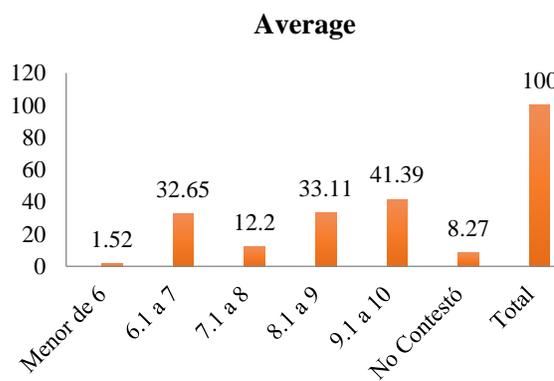
Graphic 10 Birthplace
Source: Own elaboration

Regarding the place of origin, it is very varied, since our students come from various states of the Mexican Republic: Puebla, Nuevo León, Veracruz, Oaxaca, but almost 70% belong to the state of Tamaulipas. It should be mentioned that we have students from the United States of America, especially those who were returned to our country because their parents lived illegally in the United States and enrolled in the Linguistics Career, because although they can communicate orally in English, they cannot write with established grammar rules.



Graphic 11 Are you a regular student?
Source: self made

Regarding the question about whether the respondents are Regular Students (this must be understood, as students who do not owe subjects), 86.49 said they are Regular Students, while 3.92% are not.



Graphic 12 Average
Source: Own Elaboration

When asked about their average, 41.39% said they have an average of 9.2 to 10. 33.11% said they had an average of 8.1 to 9. 12.2% said they had 7.1 to 8%, while 32.65 had an average of 6.1 to 7. A percentage of 1.52 said they had an average of less than 6 and 8.27% did not respond.

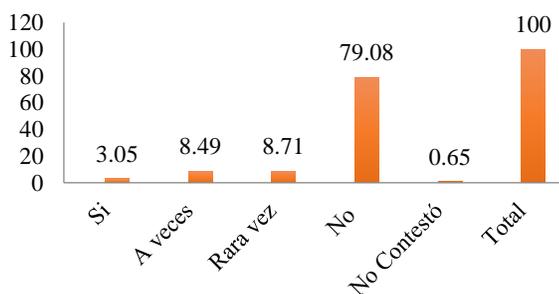


Graphic 13 Do you live with your partner?

Source: Own elaboration

Regarding the causal variables of violence, we have that when asked if they live with their partner, 83.22% answered No, while 6.75% If they live with their partner, 0.87% said that Sometimes , while 9.15% preferred not to answer.

Do you feel that your partner controls you for love?

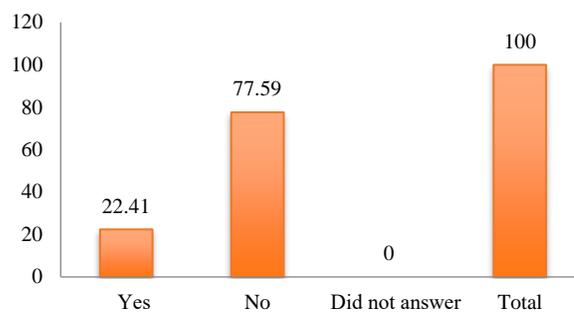


Graphic 14 Do you feel that your partner controls you for love?

Source: Own elaboration

When asked if their partner controls them for love, 79.08% answer that they do not feel that they are controlled for love, 8.71% say that they rarely feel that they are controlled for love, 8.49% say that Sometimes they feel that they control him for love, but there is 3.05 percent who say they feel that they control him for love. 0.65% did not respond.

Does your partner accuse you of infidelity or suspicious behavior?

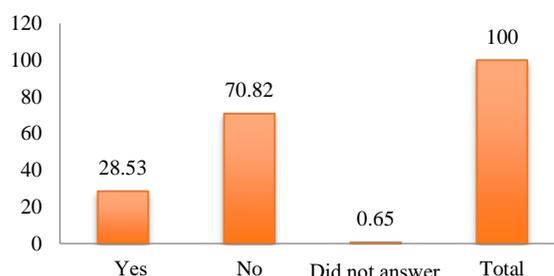


Graphic 15 Does your partner accuse you of infidelity or suspicious behavior?

Source: Own elaboration

When asking the student if his partner accuses him of infidelity or suspicious behavior, 77.77 say that they do not accuse him, 9.15% say that Rarely do they feel that they are accused of suspicion or infidelity, 7.18% say that sometimes They accuse you of infidelity or suspicious behavior, but there is 5.88% that if they accuse you of infidelity or suspicious behavior.

Have you lost contacts with friends, family or coworkers to prevent your partner from being upset?

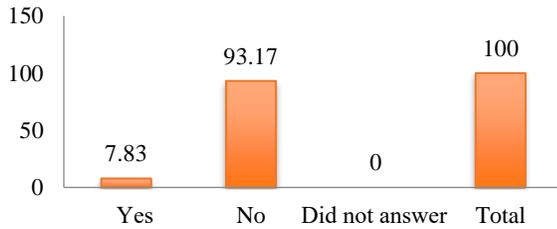


Graphic 16 Have you lost contacts with friends, family or coworkers to prevent your partner from being upset?

Source: Own elaboration

When students are asked if they have lost contact with friends, family or colleagues from school or work to prevent their partner from being upset, 71.24% say No, but there is 9.15% that If they have lost contact with someone, 7.18% said that Sometimes they lost contact, 12.2% said that they rarely lost contact with a friend, family member or work colleague. 0.65% did not respond.

Does your partner criticize you, humiliate you in public or private or have a negative opinion about your appearance?

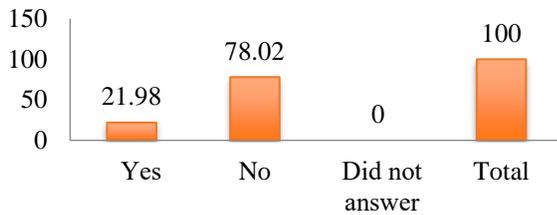


Graphic 17 Does your partner criticize you, humiliate you in public or private or have a negative opinion about your appearance?

Source: Own elaboration

When questioning whether their partner humiliates them in public or thinks negatively about their appearance, 91.93 of those surveyed answered No, while 1.3% said Yes, 2.83% said that Sometimes it happens to them, while 3.7 % said that Rarely did that happen to them.

Does your partner have sudden mood swings or behave differently in public, like someone else?

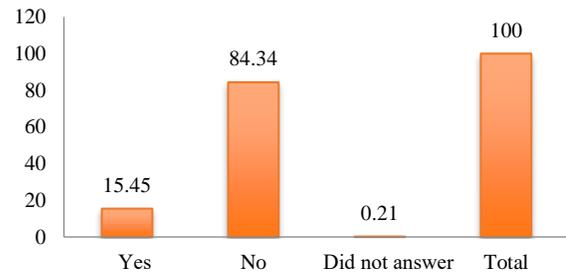


Graphic 18 Does your partner have sudden mood swings or behave differently in public, like someone else?

Source: Own elaboration

When addressing the question of whether their partner has sudden mood swings or behaves differently in public, as if they were someone else, 5.22% said that If those sudden mood swings happened, 7.18% said that Sometimes it happened to them witnessing this different behavior, 9.58 said that this rarely happened to them, while 77.99% answered that this situation had not happened to them.

Your partner is in permanent tension and whatever you do, does he get irritated and blame you for his changes?

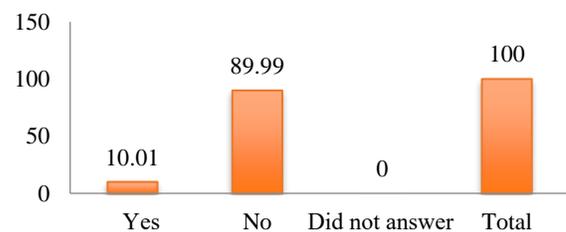


Graphic 19 Your partner is in permanent tension and whatever you do, does he get irritated and blame you for his changes?

Source: Own elaboration

The students responded as follows when asked about whether their partner is in permanent tension, if he is irritated and blames him for his changes: 3.48% answered that if they feel that irritation and mood changes in their partner. 5.22% said that Sometimes it happened to them. 6.75% affirmed that it rarely happened to them, while 84.31% assured that they did not feel that irritation or mood changes.

Has your partner hit you with his hands, pulled you or thrown objects at you when he is angry or when you argue?

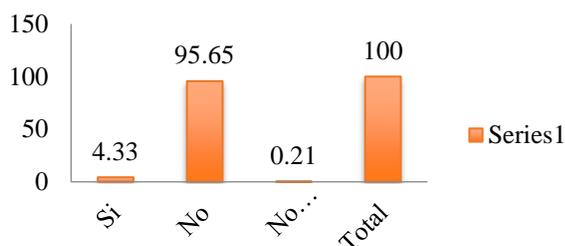


Graphic 20 Has your partner hit you with his hands, pulled you or thrown objects at you when he is angry or when you argue?

Source: Own elaboration

Students were questioned about whether their partner has physically assaulted, pulled or thrown objects when they argue. 3.7% affirmed that they have suffered it. 1.3% said that Sometimes they have suffered it. 5.01% affirm that they have rarely suffered them, there is 89.99% that affirm that they have not suffered them.

Has your partner threatened to kill you or someone in your family with an object or weapon?

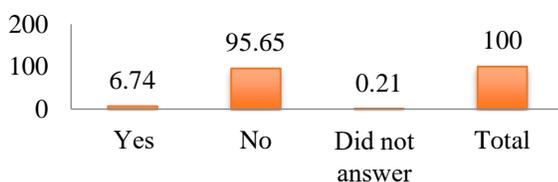


Graphic 21 Has your partner threatened to kill you or someone in your family with an object or weapon?

Source: Own elaboration

In the question about whether their partner has threatened them with an object or weapon, or to kill themselves, or kill their partner or someone in the family, 1.08% said that they have threatened. 1.3% assured that Sometimes they have been threatened. 1.74% said that they were rarely threatened, while 93.02% said that they were not threatened.

Do you give in to your partner's sexual requests or has he forced you to have sex, threatening that if you don't give in, he will go with someone else?

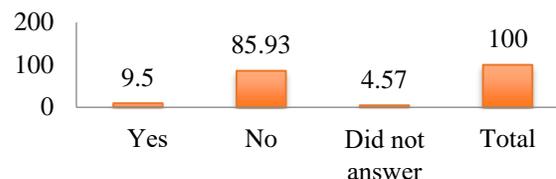


Graphic 22 Do you give in to your partner's sexual requests or has he forced you to have sex, threatening that if you don't give in, he will go with someone else?

Source: self made

In the question asked of the students surveyed, he refers to whether he feels that he gives in to sexual requests with his partner, or if he has forced him to have relations, arguing that if he does not agree, he will go with another (a), 2.39% said they had given in to sexual relations because they received threats from their boyfriend or partner that if they do not agree, they will leave it for another person. 1.74% argue that at times they have been forced or have agreed under the threat that their partner will leave with another. 2.71% have agreed to this requirement, rarely, 93.02%, assure that they have not received this threat.

After a violent episode, your partner is loving and attentive and promises that he will never hit you or insult you again and everything will change?

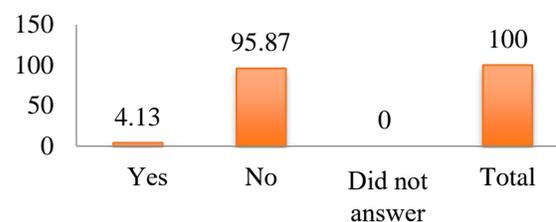


Graphic 23 After a violent episode, your partner is loving and attentive and promises that he will never hit you or insult you again and everything will change?

Source: Own elaboration

When the respondent is asked if after a violent episode, his partner is loving and attentive, gives him things and promises that he will never hit or insult him again and that everything will change. 0.43% said that if they suffered that experience. 4.57% said they suffer it Sometimes. 5.04% answered that it rarely happens to them, while 86.49% said that they have not suffered it. There is a 4.57% who preferred not to answer.

Have you sought medical, psychological or legal help for injuries that your partner has caused you?

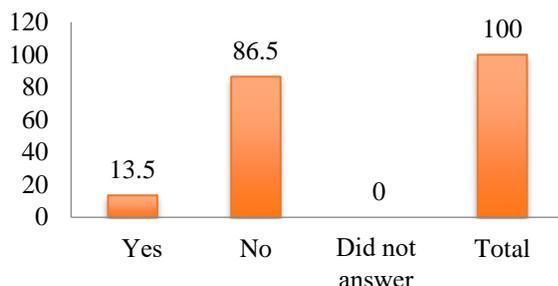


Graphic 24 Have you sought medical, psychological or legal help for injuries that your partner has caused you?

Source: Own elaboration

When questioning the respondents if they have sought or received help for injuries that their partner has caused them, such as first aid, medical, psychological or legal help, 1.74% answered that If they have received help, 1.96% said that Sometimes they have sought help. 0.43% stated that help has seldom happened, while 96.73% said they had not requested help.

Is your partner violent or fights with other people?

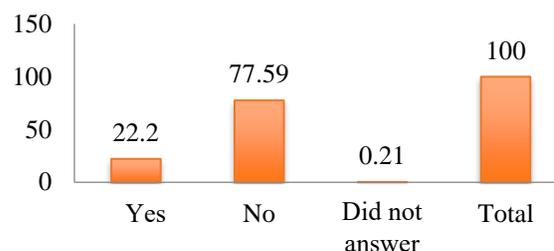


Graphic 25 Is your partner violent or fights with other people?

Source: Own elaboration

When asked if their partner is violent, or if they fight with other people, 1.74% answered that their partner is violent and has been hitting with other people. 1.96% said that Sometimes it happened and 9.8% said that this violent event rarely happened, 86.49% said that they have not witnessed violent scenes in their partner.

Does your partner decide which people you talk to and who you don't?

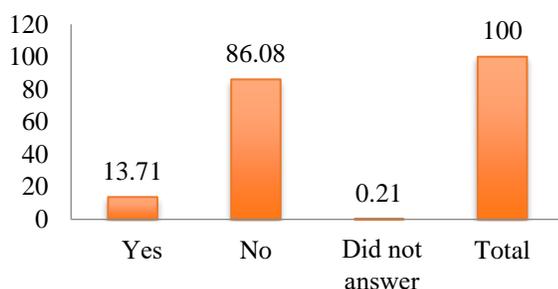


Graphic 27 Does your partner decide which people you talk to and who you don't?

Source: Own elaboration

When students are asked if their partner decides which people he talks to and who he does not talk to, 4.57% answered Yes. 4.35% affirm that this happens to them Sometimes. 13.28% said that Rarely did that happen to them. 77.55% said that it does not happen. 0.21% did not answer.

Does your partner control the way you dress?

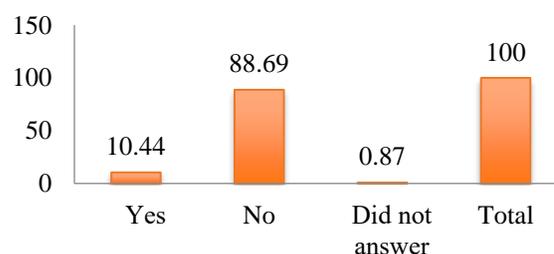


Graphic 26 Does your partner control the way you dress?

Source: self made

The respondents were asked if their partner controls the way they dress, 1.74% answered that their partner controls the way they dress. A 3.7 affirms that Sometimes, and an 8.27% that this happens Rarely. 86.05% said that their partner does not control the way they dress.

Your partner controls the way you groom yourself, cut your hair, make up, talk, smile?

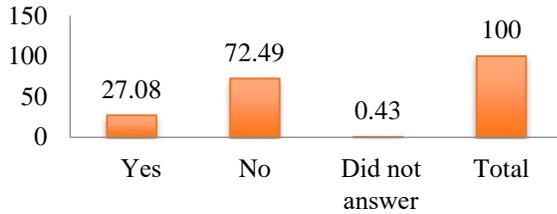


Graphic 28 Your partner controls the way you groom yourself, cut your hair, make up, talk, smile?

Source: self made

When questioning students about whether their partner controls the way they groom themselves, cut their hair, make up or smile, 1.08% said that their partner does control that aspect. 2.39% affirm that this happens Sometimes. 6.97% said that it rarely happened to them. While 88.67% stated that their partner did not control their way of grooming.

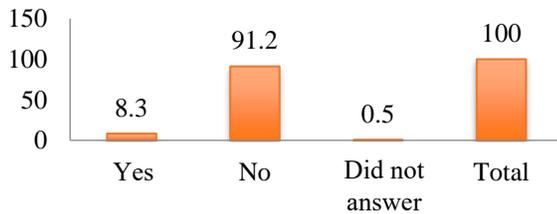
Does your partner check your personal belongings like cell phone, WhatsApp, Facebook, email, handbag or your wallet?



Graphic 29 Does your partner check your personal belongings like cell phone, WhatsApp, Facebook, email, handbag or your wallet?
Source: Own elaboration

When asked if their partner checks their personal belongings such as cell phone, WhatsApp, Facebook, Email, handbag, wallet, 4.79% of those surveyed said that if their partner checks their belongings. 5.66% responded that this happens Sometimes. 12.63% affirmed that it happens Rarely and 76.47% affirmed that it does not happen. 0.43% did not respond.

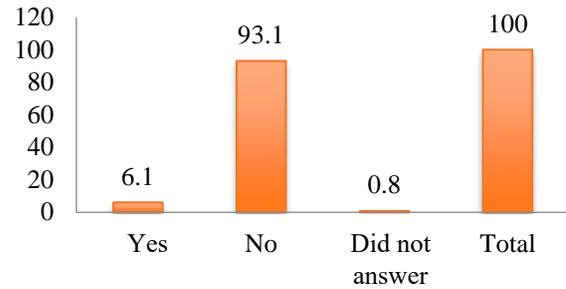
Your partner, after a violent lapse, blackmails you, saying: I am leaving home, will I take my life or will I take drugs?



Graphic 30 Your partner, after a violent lapse, blackmails you, saying: I am leaving home, will I take my life or will I take drugs?
Source: Own elaboration

When questioning the respondents about whether their partner has emotionally blackmailed them with: I am going to leave home, I am going to kill myself, I am going to take drugs, after a violent lapse, 3% said that If they have been blackmailed from that way. 1.8% assure that this happens to them Sometimes, to 3.5% it happens Rarely, while to 91.7% it has not happened. There was a 0.5% who did not answer.

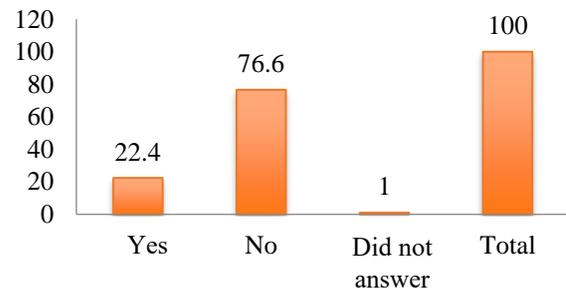
After a fight with your partner, have you tried to kill yourself?



Graphic 31 After a fight with your partner, have you tried to kill yourself?
Source: Own elaboration

In the item that asks whether, after a fight with their boyfriend or partner, they have tried to kill themselves, 2.3% said that they said that it has happened to them. 1% said that this happens to them Sometimes and 2.8% say that it has happened Rarely. 93.2% assured that it has not happened to them.

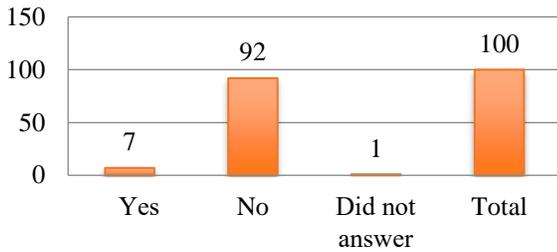
During your childhood, did you perceive any kind of violence?



Graphic 32 During your childhood, did you perceive any kind of violence?
Source: Own elaboration

In the question that the student body is asked about whether during their childhood they perceived any type of violence, bad words, 9.3% answered that If they perceived violence, 4.3% answered that Sometimes, 8.8% said that they Rarely perceived violence , while 76.6% said they had not perceived violence in their childhood.

Are your partner's lapses of violence caused by alcohol or some other toxic substance?



Graphic 33 Are your partner's lapses of violence caused by alcohol or some other toxic substance?

Source: Own elaboration

When asked if their partner's periods of violence are caused by the effects of alcohol or a toxic substance, 3% answered Yes. 0.5% of the students answered that Sometimes violent lapses were the result of alcohol or drugs and 3.5% answered that Violent lapses were rarely the result of alcohol or drugs, while 93% said that lapses of violence of your partner, They are not the product of the effects of alcohol or toxic substances.

Conclusions

Violence exists in dating among students of the UAMCEH UAT, in different percentages, according to the type and manifestation.

20.25% of the students feel that their partner controls them for love, but a large percentage does not experience it. In a word, a fifth of the student body perceives that they are being controlled. 23.1% of the male gender, if they control it, and 76% of the female gender.

Among the students who have been accused of infidelity or suspicious attitude, we found that 22% of those surveyed have suffered this type of violence, at least once in their dating relationship, contrasting with the almost 80 percent who did not has suffered. 36.4% of the male gender are accused of infidelity and 63.6% of the female gender. When analyzing the data and adding the students who have lost contact with someone at least once, we find that almost 30% of the student body has suffered this type of violence, contrasted with the majority statement of Not having suffered this violence. 33.3% of the male gender have lost contact with someone, while 66.7% of the female gender have lost contact.

When the totals of the students who have received humiliation or negative opinions from their partner are added, we find that 7.83% have suffered it, while 93.17% affirm that they have not experienced this violence. 33.3% of the male gender and 66.7% of the female.

When analyzing and adding how much percentage of the surveyed students have perceived sudden changes in their boyfriend or partner, we find that at least a fifth of the student body has suffered this type of violence, contrasted with less than 80% who affirm that they have not. suffered. The gender that has the highest percentage of perception of mood changes, in its partner, is the female, with 55%

When adding the frequencies of the students who at least once have experienced tension in their boyfriend or partner, we find 15.45%, while there was 84.34% of students who claimed not to have suffered this type of violence. 53.3% of women have perceived tension in their partner, while men, 46.7%.

0.01% of the surveyed population has been physically assaulted by their boyfriend or partner, at least once during their courtship. 57.1% of men claimed to have received blows from their partner, while women have received them in 42.9%

4.33% of all students have suffered death threats, or someone in their family, from their boyfriend or partner. Of this percentage, 72.8% belong to the female gender and 25.9, to the male.

6.74% of the total student body has been forced to have sexual relations, under threat of being abandoned if they do not give in. Of this percentage, 66.7% belong to the female gender and 33.3%, to the male gender.

.47% of the students have experienced a violent episode with their partner and then the aggressor is affectionate and promises not to physically or verbally attack him again. Of the total number of couples who participate in this type of violence, 61.1% are men, while 38.9% are women.

The total frequencies of students who have seen that their partner or boyfriend is violent or fights with other people, rises to 13.5%, while those who have not seen this violence is 86.5%. Of the total, 75 % are women who have witnessed this violence, while the remaining 25% are men.

4.3% of the total students surveyed have sought medical, psychological or legal help for injuries received by their partner. Of the total number of students who have received aid, 60% are men and 40% are women. At 13.71% of the population studied, their partner controls their way of dressing, of which 37.5 are men and 62.5 are women.

To 32.41% of the studied population, their boyfriend or partner has imposed whom to talk to and who to stop talking to, while 77.38% have not been imposed on who to talk or who to stop talking to. Among the population who are forced to speak to, each gender is 50%. 10.44% of the surveyed population, their partner, controls the way they groom themselves, cut their hair, speak, smile, while this type of violence does not happen to the rest, of which 60% are men and the 40% are women.

22.99% of the student population surveyed, stated that their partner or boyfriend, checks their personal belongings such as cell phone, WhatsApp, Facebook, Email, handbag or wallet. To 76.60%, they affirm that it has not happened, of the total, 50% corresponds to each gender. The student population surveyed who answered that if they have been emotionally blackmailed, their partner threatening to leave home, take their own life, or that they will consume drugs, after a violent period, amounts to 8.3%, while those who have not been blackmailed emotionally, it makes up 91.2%. Of this total, 73.1% are women who receive blackmail, while men suffer it in 25.6%

6.1% of the surveyed population, who have tried to kill themselves after having a fight with their partner, while 93.1% have never tried to kill themselves. Of this population that has tried to kill themselves, 72.8% are women, while 25.9% are men 22.4% of the students surveyed, witnessed scenes of violence during their childhood, while 76.6% stated that they had not experienced or observed violence. Of this total, the gender that had the highest frequency of perceiving violence in childhood was women, in 74%, men perceived it in 24%.

7% of students affirm that their partner's periods of violence are caused by the use of alcohol or drugs, while 93% say that it is not.

Regarding the question, which is the gender that exercises the most violence, we find that it is the Male gender. And the gender that suffers the most is the female gender.

The answer to the question about the type of violence that is exercised more frequently in dating relationships in the students of the UAMCEH UAT, 32.41%, of the studied population, which they impose on whom to speak and to whom to stop speaking. Both genders have a 50% frequency in raping their partner.

The type of violence that men exert on their partner, with greater frequency is the demand to practice sexual relations, of the students who suffer this violence, 66.7%, while women exert it in 33.3%

The type of violence that women exert against men most frequently is about how to groom, dress, smile, of the total of students who suffer this type of violence, 60%, women exert it on men, while the man exerts it on the woman, in 40%.

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Types and frequency of body postures and dental malocclusions

Tipos y frecuencia de posturas corporales y maloclusiones dentales

CAPETILLO-HERNÁNDEZ, Guadalupe Rosalía†*, TIBURCIO-MORTEO, Leticia, OCHOA-MARTÍNEZ, Rosa Elena and TORRES-CAPETILLO, Evelyn Guadalupe

Universidad Veracruzana, Faculty of Dentistry, Veracruz, Mexico.

ID 1st Author: *Guadalupe Rosalía, Capetillo-Hernández* / ORC ID: 0000-0002-2033-4660, Researcher ID Thomson: S-7875-2018, CVU CONACYT ID: 386320

ID 1st Co-author: *Leticia, Tiburcio-Morteo* / ORC ID: 0000-0003-1806-4355

ID 2nd Co-author: *Rosa Elena, Ochoa-Martínez* / ORC ID: 0000-0002-0676-6387

ID 3rd Co-author: *Evelyn Guadalupe, Torres-Capetillo* / ORC ID: 0000-0003-0576-0327, Researcher ID Thomson: T-1680-2018, CVU CONACYT ID: 308188

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Abstract

The jaw is articulated with the skull through the temporomandibular joint. And the skull, in turn articulates with the spine (upper cervical). Important studies establish that up to 30-40 % of back pain can be caused or aggravated by dental malocclusion. Objective. To establish the types and frequency of body postures and dental malocclusions in the patients of the School of Dentistry in the period August-December 2019. Methodology. Transversal, descriptive and observational study. The sample was made up of a total of 50 patients between the ages of 19 and 70 who attended the Admission Clinic of the School of Dentistry. To which were carried out: verification of molar class, verification of midline deviation, verification of posterior crossbite, external lateral palpation of the TMJ, extraoral photographs, analysis of photographs. Contribution. It was found that there is a high frequency of one type of body posture and Angle Class I malocclusions, in patients from the School of Dentistry. In relation to malocclusions, Angle Class I predominated, as well as flattened posture, in Class II military posture and in Class III both flattened and military posture.

Resumen

La mandíbula se articula con el cráneo mediante la articulación temporomandibular. Y el cráneo, a su vez se articula con la columna vertebral (cervicales superiores). Estudios importantes establecen que hasta 30-40 % de los dolores de espalda pueden estar causados o agravados por una maloclusión dental. Objetivo. Establecer tipos y frecuencia que existen de posturas corporales y maloclusiones dentales en los pacientes de la Facultad de Odontología en periodo Agosto-diciembre 2019. Metodología. Estudio transversal, descriptivo y observacional. La muestra quedó conformada por un total de 50 pacientes con edades comprendidas entre 19 y 70 años que asistieron a la Clínica de Admisión de la Facultad de Odontología. A los cuales se realizó: verificación de clase molar, verificación de desviación de línea media, verificación de mordida cruzada posterior, palpación lateral externa de la ATM, fotografías extraorales, análisis de fotografías. Contribución. Se encontró que Existe una alta frecuencia de un tipo de Postura corporal y maloclusiones Clase I de Angle, en pacientes de la Facultad de Odontología. predominó el género femenino. En relación con las maloclusiones, la Clase I de Angle predominó, así como la postura aplanada, en Clase II la militar y en Clase III tanto la aplanada como la militar.

Malocclusions, Body posture, Spine

Maloclusiones, Postura corporal, Columna vertebral

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* Correspondence of the Author (Email: gcapetillo@uv.mx)

† Researcher contributing as first author.

Introduction

Malocclusion refers to the misalignment of the teeth or the way the upper and lower teeth fit together. Most people have some degree of malocclusion. With great frequency, malocclusion can be caused by different etiological factors, such as habits, heredity, nutrition, congenital and developmental defects of the individual and posture. Altered body posture creates or causes problems at the craniofacial level, which lead to functional, structural and aesthetic deterioration.

Alterations in body posture appear throughout the development of a subject's life and are due to the performance of activities of daily life such as; walking, running, sitting, bending over, carrying a backpack or a handbag and in a very special way sitting for a long time, either at work or at school, in a non-functional position, with uncomfortable and not very anatomical chairs.

The organism is a whole that works together, and the stomatognathic system is not isolated; Thus, the correct function of the stomatognathic system brings with it the harmonic development of the jaws and consequently the proper position of the teeth, because there is a relationship between the position of the head, jaw, hyoid bone, temporomandibular joints, infra hyoid region, airways and plantar footprint, in such a way that if the position of one of them is altered, it influences the position of the other, affecting the correct functions and promoting an adaptation of the stomatognathic system that later leads to dysfunction. (Inquilla *et al.*, 2017).

Cranial position plays a fundamental role within the cranio-cervico-mandibular balance, indicating that its components have the potential capacity to influence each other. The location of the structures of this system is related to specific anatomical characteristics and functions such as lingual position, cervical and mandibular posture (Mariel, 2015).

The relationship between head posture and craniofacial morphological development was suggested by Schwartz and Bjork. The first evidence of such a causal relationship was observed in the studies carried out by Solow and Tallgren, and Siersback Nielsen, establishing that it is the posture that influences development and not the opposite. Body posture is an essential factor in the development of oral functions. Children with Class II malocclusion tend to keep their head upright and forward, and there is a significant correlation between malocclusion and cervical lordosis. In general, straightening of the cervical spine is orthopedically desirable and consistent with physiological straightening during growth observed in Angle class II patients and also indicated a relationship between body posture and malocclusion. Inquilla *et al.*, (2017).

The human body remains standing thanks to the balance between the different kinesiological planes.

The alteration of one of these planes supposes a mismatch of the whole set. An occlusion with a large number of contact points makes the forces more balanced and distributed more effectively. On the contrary, it causes pain in the jaw joint or it can also affect the upper cervicals and these in turn, in the rest of the human body.

According to Martínez Medina I, and *et. Col* (2009) mention that Meersseman in her article establishes that 30-40% of back pain can be caused or aggravated by a dental malocclusion.

The jaw articulates with the skull through the temporomandibular joint. And the skull, in turn, articulates with the vertebral column (upper cervical).

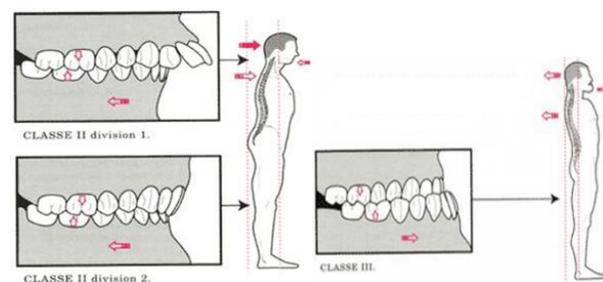


Figure 1 Relationship of malocclusion and body posture.

Class I malocclusion is characterized by a normal anteroposterior relationship of the first permanent molars. Wherein the mesiobuccal cusp of the upper first molar is in the same plane as the buccal sulcus of the lower first molar. Malocclusions in this class consist of individual malpositions of the teeth, abnormal vertical or transverse relationships, or sagittal deviation of the incisors. Painted Gálvez 2017.

Class II malocclusion manifests when the first lower molars occlude distally in their normal relationship with the first upper molars with a length greater than half the width of a cusp on each side and with this successively the other teeth will occlude abnormally and be forced to a distal occlusive position, causing more or less retrusion or underdevelopment of the mandible. For this class there are two divisions, each with its subdivision. The great difference between these two divisions is manifested in the positions of the incisors, in the first being protruded and in the second being retruded. Painted Gálvez 2017.

Class III malocclusion Known as prognathism or submorida, it is produced by the mesial occlusion of the two hemiarcs of the lower dental arch with an extension of slightly more than one half the width of a cusp on each side. Moderate to severe crowding may occur in both arches, mainly in the upper arch. Lingual inclination of the lower incisors and canines is also observed, which becomes more pronounced the more severe the case, this is due to the pressure of the lower lip in its attempt to close the mouth and hide the malocclusion. The neuromuscular system is altered so there is a mandibular bone protrusion, maxillary retrusion or both. The facial profile can be divergent posterior and labial concave. Painted Galvez 2017.

Goals

Overall objective

Establish the types and frequency of body postures and dental malocclusions in patients from the Faculty of Dentistry in the August-December 2019 period.

Specific objectives

- Observe the most frequent posturological alterations.
- Identify the relationship between the type of malocclusion in the sample.
- Relate the frequency of the type of Angle Class with the body posture.

Methodology to be developed

Cross-sectional, descriptive and observational study. The sample consisted of a total of 50 patients between the ages of 19 and 70 who attended the Admission Clinic of the Faculty of Dentistry. To whom it was performed: verification of molar class, verification of midline deviation, verification of posterior crossbite, external lateral palpation of the TMJ, extraoral photographs, analysis of photographs.

Results

It was found that 48% of the population studied had some type of dental malocclusion. Of which 60% presented Angle Class I malocclusions; 12% Class II and 28% Class III.

Regarding the occlusion, it was found that 58% had a midline deviation and 10% had a crossbite.

When the presence of back pain was related in relation to patients with malocclusions, it was found that 16% frequently present pain, 2% refer to always present it and 36% occasionally present back pain.

In relation to the type of body posture, the results were the following: 28% Ideal Posture; 30% Flattened; 24% Military; 10% Kypholordic and 8% Arched back.

Regarding the Type of malocclusion according to the Angle Classification, the positions most found were:

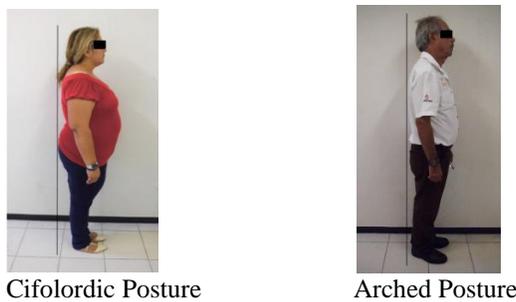
Class I, Flattened Posture followed by the Ideal Posture.

Class II, Military Posture.

Class III, Flat Posture followed by Ideal Posture.



Flattened Posture Ideal Posture Military Posture



Cifolordic Posture Arched Posture

Figure 2 Found positions

Discussion

Murrieta (2013), an incorrect postural attitude is considered an etiological factor of malocclusions, since it instantly modifies the relationship between the two jaws.

Martinez Medina I, and et. Col 2009, Meersseman: pain due to dental malposition of 30-40% of back pain can be caused or aggravated by a dental malocclusion.

Machado *et al.*, (2009), when there is a deviation of the dental midline and there is a displacement of the jaw, scoliosis can occur.

Conclusions

There is a high frequency of a type of body posture and Class I Angle malocclusions in patients treated in this study.

The female gender predominated. In relation to malocclusions, Angle's Class I predominated, as well as in these patients the flattened posture. in Class II the military one and in Class III both the flattened and the ideal.

Recommendations

Conduct studies with a larger sample that allows us to accurately determine postural alterations and their relationship with the different types of malocclusions.

Include the occlusal-postural correlation in the occlusion course and in the diagnostic review, in such a way that this allows the dentist to be able to guide patients in relation to the importance of attending a dental malocclusion not only due to aesthetic, masticatory and phonetics, but because of the importance it can have on your body posture and therefore on your general health and well-being.

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Satisfaction study of the teaching-learning process of students close to graduating from the Bachelor of Dental surgeon

Estudio de satisfacción del proceso de enseñanza-aprendizaje de los alumnos próximos a egresar de la Licenciatura en Cirujano dentista

MORENO-MARIN, Flora^{†*}, ROESCH-RAMOS, Laura, MORA-SANCHEZ, Aura Leonora and MANTILLA-RUIZ, Manuel

Universidad Veracruzana, Faculty of Dentistry, Veracruz Region. Mexico.

ID 1st Author: *Flora, Moreno-Marin* / ORC ID: 0000-0003-0080-2364, CVU CONACYT ID: 421753

ID 1st Co-author: *Laura, Roesch-Ramos* / ORC ID: 0000-0003-0188-797X, Researcher ID Thomson: Q-8349-2016, CVU CONACYT ID: 324897

ID 2nd Co-author: *Aura Leonora, Mora-Sánchez* / ORC ID: 0000-0002-6356-7720, CVU CONACYT ID: 321805

ID 3rd Co-author: *Manuel, Mantilla-Ruiz* / CVU CONACYT ID: 421989

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Abstract

The growing technological innovations, the claim of society that demands increasingly efficient services and the strong competition between educational institutions, forces them to offer increasingly better options especially in the field of health; In this context, the Universidad Veracruzana has assumed the task of implementing strategies to carry out an exhaustive analysis of the satisfaction of the students who are about to graduate from the Bachelor of Dental Surgeon. Objective: To know the level of satisfaction of students with respect to their Bachelor of Dental Surgeon upon graduation. Methodology: The Student Satisfaction Questionnaire was carried out with eight chapters; it consists of 11 dimensions and 104 items. The instrument used was designed based on the specifications of the National Association of Universities and Institutions of Higher Education ANUIES and was adapted to the information needs about students close to graduation, the respondents were kept anonymous to avoid bias. The students close to graduating from the Bachelor of Dental Surgeon at the UV are 31% satisfied, 54% between satisfied, quiet and very satisfied; for the poorly satisfied and dissatisfied indicators, only 12% was counted. Contribution: The educational program is socially relevant.

Resumen

Las crecientes innovaciones tecnológicas, el reclamo de la sociedad que demanda servicios cada vez más eficientes y la fuerte competencia entre las Instituciones educativas, obliga a las mismas a brindar cada vez mejores opciones especialmente en el campo de la salud; en ese contexto la Universidad Veracruzana se ha abocado a la tarea de implementar estrategias para realizar un análisis exhaustivo de la satisfacción de los estudiantes próximos a egresar de la Licenciatura en Cirujano Dentista. Objetivo: Conocer el nivel de satisfacción de los estudiantes sobre su Licenciatura de Cirujano Dentista a su egreso. Metodología: SE realizó el Cuestionario de satisfacción del estudiante con ocho capítulos, consta de 11 dimensiones y 104 reactivos. El instrumento utilizado fue diseñado en base a las especificaciones de la Asociación Nacional de Universidades e Instituciones de Educación Superior ANUIES, y fue adecuado a las necesidades de información acerca de los estudiantes próximos a egresar, fue en anonimato de los encuestados para evitar sesgos. Los estudiantes próximos para egresar de la Licenciatura de Cirujano Dentista UV se encuentran satisfechos el 31%, el 54% entre satisfecho y bastante y el muy satisfecho; para los indicadores poco satisfecho e insatisfecho únicamente se contó con el 12%. Contribución: El programa educativo es socialmente pertinente.

Satisfaction, Teaching-learning process, Dental surgeon

Satisfacción, Proceso enseñanza-aprendizaje, Cirujano dentista

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* Correspondence to Author (Email: flmoreno@uv.mx)

† Researcher contributing as first author.

Introduction

In the Universidad Veracruzana studies are frequently carried out to find out and know the opinion of the students regarding their teaching-learning process as well as their different opinions about the educational, academic and learning experiences.

Recent technological innovations, the claim of society that increasingly demands more efficient services and the opening of different educational institutions that offer the degree of dental surgeon in Veracruz, has forced to become more and more efficient, to provide better options especially in the field of oral health and under this context the Faculty of Dentistry of the Universidad Veracruzana has undertaken the task of implementing different strategies to make the teaching-learning process in its students better and better.

The Faculty of Dentistry has simulation areas for the different dental practices in the areas of oral rehabilitation, pediatric dentistry and different simulators such as X-rays and anesthesia. These simulators allow students to carry out practices in front of an artificial individual that enables students to become competent in the different practices before working with a patient, which gives them the security and knowledge necessary to be able to correctly carry out their interventions in the population.

The Universidad Veracruzana, through HED (higher education department) Health Sciences, has undertaken the task of implementing strategies for, based on a strict self-evaluation, the convening of a meeting between graduates and employers, specifically of students who are about to graduate from the Faculty of Dentistry Campus Boca del Río and an exhaustive analysis of both the academic content, the educational relevance in the environment of the region, the perception of the students who are about to leave and the graduates themselves, raise educational performance in all academic aspects of the institution, one of them is the conformation of the Organizing Commission of the 1st. Forum of Graduates and Employers, likewise within the framework of the same Forum, carry out studies of student and graduate satisfaction, in addition to obtaining the valuable opinion of employers.

It is important to know the perception of students about to graduate about their academic trajectory.

Objective

To know the level of satisfaction of the students regarding their Degree in Dental Surgeon upon graduation. All of the above, in order to carry out the actions that lead to exceeding the performance of both the Institutions and the students and graduates, one of the fundamental tools will be this study that will precisely be called "Student Satisfaction Study" which is Institutionally applied in all the degrees offered.

Methodology

In the study of student satisfaction, the scope of the study, the objectives and the importance of their answers are explained to the students, since through this study the Faculty of Dentistry will be able to determine if the students are satisfied with the teaching-learning process carried out during their undergraduate degree.

The instrumentation used, the methodology to determine the confidence levels in relation to the sample size and, in the next chapter, the stages of data collection are detailed. The questionnaires were provided by the Organizing Committee of the 1st. Forum of Graduates and Employers 2011, which meet the specifications suggested by the Association of Universities and Institutions of Higher Education (ANUIES) and endorsed by the Central Graduate Monitoring Module of the Institutional Planning Directorate of the Veracruzana University and was adequate to the information needs about the students about to graduate, it was anonymous by the respondents to avoid bias.

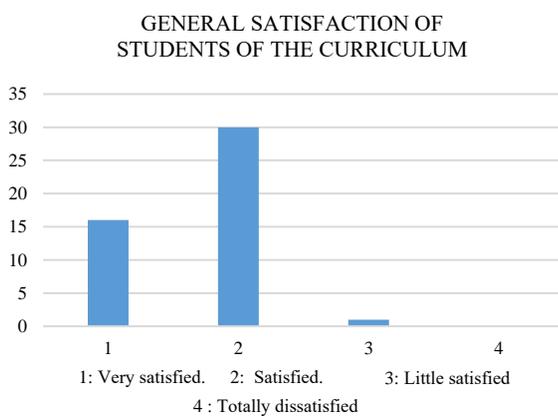
The work was aimed at students close to graduating from the Boca del Río Campus Dentistry Faculty, in order to carry out an analysis of the satisfaction of the student who is about to graduate in 2020, most of whom were admitted in 2013.

Student satisfaction questionnaire with eight chapters, consisting of 11 dimensions and 104 items. Within the questionnaire in the teaching-learning process section which is the one studied in this study.

Results

Students close to graduating from the UV Dental Surgeon Degree are 31% satisfied, 54% between satisfied and quite and very satisfied; for the poorly satisfied and unsatisfied indicators, only 12% were counted, which makes the educational program socially relevant.

In addition to the questioning about the teaching-learning process, the general satisfaction with the study plan was also questioned. Graphic 1.



Graphic 1 General satisfaction with the curriculum

Conclusions

The contribution of this study was to carry out a self-analysis of the teaching-learning process of the Baccalaureate in Dental Surgeon and to be in a constant self-evaluation to know the existing Strengths and Areas of Opportunity. And this study determines that the Dental Surgeon educational program is socially relevant and that students nearing graduation are satisfied with having completed it.

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Objectives
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* Correspondence to Author (example@example.org)

† Researcher contributing as first author.

Introduction

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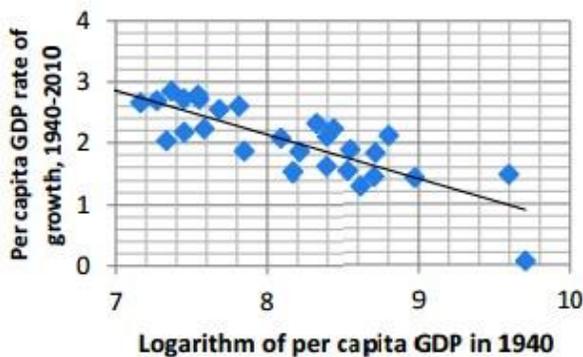
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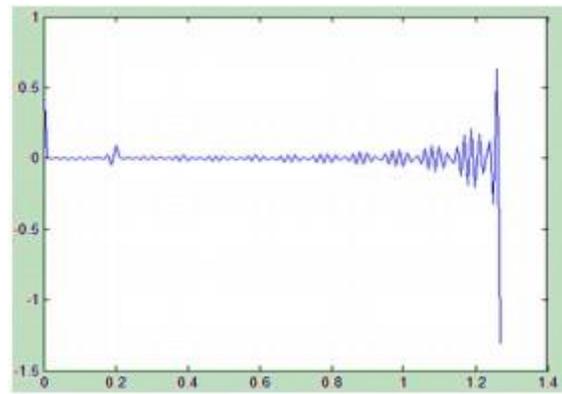


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Develop give the meaning of the variables in linear writing and important is the comparison of the used criteria.

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GUZMÁN - HURTADO, Juan Luis. PhD

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