Convivencia escolar en el nivel medio superior: Un estudio de caso en contexto de migración

School Coexistence at the Higher Middle Level: A Case Study in the Context of Migration

Vida escolar no nível secundário superior: um estudo de caso no contexto da migração

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Resumen

En este trabajo se muestran las características de la convivencia escolar en una escuela de nivel medio superior ubicada en Valles Centrales del estado de Oaxaca. En esta comunidad se viven diferentes tipos de movimientos poblacionales: movimientos pendulares diarios, migración interregional, migración internacional y migración de retorno. Estos fenómenos convierten el espacio áulico en uno con características peculiares para el análisis de la convivencia escolar, al tener un ambiente multicultural. Los resultados aquí presentados provienen de una investigación realizada durante el año 2017 en la que se utilizó una metodología cuantitativa, cuya herramienta fue una encuesta dirigida a estudiantes de bachillerato para conocer su percepción sobre la convivencia escolar. Las dimensiones del cuestionario fueron: convivencia escolar, relación entre compañeros, comportamientos disruptivos, relación profesores-estudiantes y participación individual. Los resultados muestran que 9 % de los estudiantes encuestados no respeta a quienes vienen de otras comunidades y 7 % no respeta a quienes hablan otras lenguas. Por otro lado, el comportamiento disruptivo predominante es hablar constantemente en el salón de clases, con 62 %; 37 % dice groserías y 36 % pone apodos a los demás. Estos resultados sugieren que un salón

de clases con jóvenes de diferentes contextos culturales puede afectar la convivencia escolar, en específico por no respetar las diferencias.

Palabras clave: convivencia escolar, estudiantes de bachillerato, migración, Oaxaca.

Abstract

This paper shows the characteristics of school coexistence in a high school level school located in Valles Centrales of the state of Oaxaca. In this community there are different types of population movements: daily pendular movements, interregional migration, international migration and return migration. These phenomena convert the aulic space in one with peculiar characteristics for the analysis of school coexistence, having a multicultural environment. The results here presented come from a research carried out during the year 2017 in which a quantitative methodology was used, whose tool was a survey aimed at high school students to know their perception about school coexistence. The dimensions of the questionnaire were: school coexistence, peer relationship, disruptive behavior, teacher-student relationship and individual participation. The results show that 9% of students do not respect those who come from other communities; 7% do not respect those who speak other languages; the predominant disruptive behavior is talking constantly in the classroom, with 62%; 37% say rudeness and 36% give nicknames to others. These results suggest that a classroom with young people from different cultural contexts may affect school coexistence, specifically for not respecting differences.

Keywords: school coexistence, high school students, migration, Oaxaca.

Resumen

Este artigo mostra as características da convivência escolar em uma escola de ensino médio localizada nos vales centrais do estado de Oaxaca. Nesta comunidade existem diferentes tipos de movimentos populacionais: movimentos pendulares diários, migração interregional, migração internacional e migração de retorno. Esses fenômenos transformam o espaço da sala de aula em um com características peculiares para a análise da convivência escolar, tendo um ambiente multicultural. Os resultados aqui apresentados provêm de uma pesquisa realizada durante o ano de 2017 em que foi utilizada uma metodologia quantitativa, cujo instrumento foi uma pesquisa

destinada a estudantes do ensino médio para conhecer sua percepção da convivência escolar. As dimensões do questionário foram: coexistência escolar, relacionamento entre pares, comportamento disruptivo, relação professor-aluno e participação individual. Os resultados mostram que 9% dos alunos pesquisados não respeitam aqueles que vêm de outras comunidades e 7% não respeitam quem fala outras línguas. Por outro lado, o comportamento disruptivo predominante é falar constantemente em sala de aula, com 62%; 37% dizem grosseria e 36% dão apelidos a outras pessoas. Estes resultados sugerem que uma sala de aula com jovens de diferentes contextos culturais pode afetar a coexistência escolar, especificamente por não respeitar as diferenças.

Introduction

The migration of Mexicans to the United States of America represents a phenomenon of great tradition that is located in the second half of the 19th century. Factors such as the demand for work in the US economic sectors, the wage difference between the two countries, the inability of the Mexican economy to absorb its labor force, immigration policies in the United States, as well as the role of social and family networks, have driven population movements.

The migrant population in Mexico is estimated at almost 12 million people, who reside, especially in the United States. The number of Mexicans in the United States has varied over time. Thus, according to the United States Census Bureau, there were 759,000 Mexicans in 1970; in 1980, 2.2 million; 4.3 million in 1990, and for the year 2000 there were 9 million people. In 2004, the population of Mexican origin residing in the United States was estimated at 26.6 million people between emigrants born in Mexico (10.2 million) and US citizens of Mexican descent (Congressional Research Service, 2011).

It is important to mention that Mexicans represent the largest Hispanic population living in the United States, that is, around 64% of the total Hispanic population. Regarding the ages, 6 out of 10 Mexican immigrants in the United States are between 15 and 44 years old, with a majority of males. The average age is 26 years. The labor market in which Mexicans are employed is

basically oriented to jobs with low qualifications and remuneration. In this way, one in four Mexicans is located in activities related to food preparation, maintenance and cleaning of buildings; 21% work in the area of production and transport, and 20% in construction and repair activities (López, 2015). The Mexican states that register the most migrant population are the following: Guanajuato tops the list, with a total of 119 706 people, Michoacán with 85 175; Mexico City, 75 694; Puebla, 73,458; Veracruz, 62 720; Oaxaca, 58 913, and Jalisco 40 659 (National Institute of Statistics and Geography [Inegi], 2015).

It is important to note that, in addition to the migration of Mexicans to the United States, other types of population movements are also observed in Mexico, such as transit migration, interstate, interregional migration, daily transfers from one city to another, generally with the purpose of developing some economic activity, and, in recent years, the phenomenon of return migration. All this brings to the Mexican communities a range of cultures and exchanges of diverse experiences.

In this context, it is interesting to know the perception of school coexistence of those who join and adapt to formal education and of young people who have lived their whole life in the same community. It is important to analyze this phenomenon because, after living a migration experience, young people have to face a different society, learn the rules they must observe when they are in another school, understand and learn new programmatic content, adapt to different cultural codes and live together with others. For their part, those who have not emigrated live with young people from life experiences in other contexts.

The fact that students come from a diversity of places, where life experiences are combined in urban and rural contexts, causes a complexity that is accompanied in their social relations. Likewise, it constitutes a relevant element in the development of educational activities, since it reflects a mosaic of social, cultural and educational experiences that impact on the relations between peers and teachers and, therefore, has effects on school coexistence.

School coexistence as an important part of the quality of education is not a recent issue. In the report to the United Nations Educational, Scientific and Cultural Organization (Unesco) of the International Commission on Education for the 21st Century, Education holds a treasure, presented by Jacques Delors (1996), is raised the need to learn to live together and learn to be like two of the four pillars of education. It arises as the need for life in common, which occurs in all scenarios of

school education and in the framework of all systems of relationship, run with patterns of respect for each other; and as the need for the democratic norms imposed by the school to be dynamized in such a way that the conventionality of the rules includes a principle of respect for the common good that is shared (Ortega and Del Rey, 2004).

For its part, the United Nations Children's Fund [UNICEF] (2010) suggests that the quality of education revolve around teaching and learning, that it respects social and sexual differences, that schools become a healthy, safe and protective construction space. Coexistence arises from the need for the common life that takes place in the formal educational settings and in the transversality of the relationship systems to march with patterns of respect for each other (Del Rey, Ortega and Feria, 2009).

Then, coexistence is a central element of the quality of education, which is presented when engaging interactions between students-students, student-teachers and teacher-teachers. In addition, this can be done in a positive way: inclusive and respectful of diversity, as well as in a democratic way: that goes in the proposal of development of formal capacities to work with others (Fierro and Fortoul, 2011). On the other hand, coexistence makes it possible to be an indicator of social well-being by considering it a collective construction (García and López, 2011) and with a language that translates social reality (Ianni, 2003).

Some authors (Torrego and Moreno, 2003, Ortega and Del Rey, 2006) describe and suggest the reasons that can occur in school relationships and that are reflected in the mesosocial (institutional), microsocial (classroom) subsystem and that often depend on the macrosocial subsystem (context). Next, they are indicated:

1) Disruption. Behaviors that weaken and block the teaching-learning process (PEA). According to Torrego y Moreno (2003), the disruption causes a distance between educator-educator, and depends on the processes that the educator (or not) performs that mechanisms will be generated that help to re-establish the relationship. Another important idea in the work of the authors mentioned is that this disruption can have as a consequence the lack of enthusiasm of the teacher in the PEA, which causes carelessness and negligence (Torrego and Moreno, 2003).

2) Indiscipline. That behavior of students who oppose school rules because they do not agree or do not know them.

3) Violence. A series of events that manifest themselves in physical, psychological or verbal abuse of one person, group or institution against another. It is characterized by the abuse of power, which causes exclusion, marked social division, injustice and impunity.

4) Bullying. Repeated actions that intimidate and mistreat others and others without cause, to those who become victims.

5) Sexual harassment. Influence unwanted sexual practices, assuming an abuse of power of the person who performs the act, which generates control, domination, manipulation, physical force over the person who assumes the damage (Secretaría de Educación Pública [Sep], 2015).

6) Emotional abuse. Absence mainly of empathy within the educational context, in most of the educational agents. This contributes to the detachment, disinterest and demotivation of the PEA and possibly to the breaking of the belief of potential as a man or woman.

7) School desertion. As a result of a complicated economic process that forces the student to withdraw from school to begin to be economically active and contribute to their home; not feel identified with the school, not feel welcomed by it; low grades, difficulty learning; Insufficient enrollment, addictions and vandalism.

8) Corruption. The Inegi (2016), in its analysis of the elements that affect the promotion of corruption, defines this as the misuse of public resources for private benefit, including multiple crimes such as bribery, fraud, conflicts of interest, injustice, which are experienced in the learning centers.

School coexistence is immersed in the relational dynamics of the school that are linked to the climate of learning spaces and social relations (López, 2014). In this sense, not all relationships in the school setting are positive; There are relationships with physical aggressions to the student community and educators that vary in intensity and frequency. These aggressions range from robberies, intentional deterioration of material, insults, ridicule, and threats, to mention some of the manifestations of physical or psychological violence that occur most frequently in schools, and that are naturalized and reproduced in everyday life of school life. Which leads to testify the functional deterioration of school institutions against educational quality, not only as a unit of cognitive measurement, but from the reflection that implies the proper development of social, cultural, spiritual, moral and emotional.

In recent years, school coexistence has been one of the most debated, problematized and controversial phenomena due to the deteriorated relationship between all educational agents. This commotion has generated investigations that direct attention to the analysis of this phenomenon, which, it should be noted, is manifested in actions that complicate healthy balance within the school (Ochoa and Salinas, 2013). Added to this, the controversy that already exists for itself in the same group is further emphasized when another equally worrisome and controversial phenomenon is added and which is often overestimated socially: migration. In schools, this overestimation mentioned can carry both positive and negative connotations when living together - a clear example could be the language, in the case of international migration. And it is extremely important to point out that the effects are bilateral, that is, they can be expressed by the same young people with migratory experiences that cause the vulnerability of their peers without migratory experience or vice versa.

Coexistence involves normative and pedagogical aspects, but also a psychological element that implies training to understand the point of view of the other through the development of social, affective and emotional skills (Sánchez and Ortega, 2004). This knowledge of otherness requires a great effort, and the first step is to take into account the different life stories, for this case, which are concentrated in an educational institution. In this context, the present work is inclined to identify the characteristics of school coexistence in a space with migratory experience, which will allow to problematize the migration-school coexistence phenomenon from the upper middle level.

In order to know what the effects of the international, national, interregional migration experience and daily pendular movements of young people are, the analysis of the school coexistence of the different groups of native youths that have left the town of Tlacolula, of the Valles Centrales region of Oaxaca, and among those who are originally from it but have migrated; those who are not from the locality, but from neighboring communities and travel daily to the educational institution; who are originally from other states, but who currently live in Oaxaca and who are originally from Oaxaca but from other regions far from Valles Centrales.

Materials and methods

Stage

The research was conducted in the Colegio de Bachilleres of the State of Oaxaca (Cobao), Plantel 46, located in the community of Tlacolula de Matamoros, Oaxaca, during the first semester of 2017. It is important to mention that, according to the data of the Population and Housing Census, the district of Tlacolula had 117 032 inhabitants (Inegi, 2011), with a projected increase of 8% for the next five years, which would represent 9379 more inhabitants (Inegi, 2015). In terms of population movements, there is an important dynamism as it is one of the three regions of the state with the greatest migration to the United States. The records of the National Population Council [Conapo] (2015) indicate that the municipalities of Magdalena Teitipac, San Bartolomé Quialana, San Juan del Río, San Lucas Quiaviní, Santa Ana del Valle and Santiago Matatlán have a high degree of migratory intensity. On the other hand, San Bartolomé Quialana (17.43%), San Juan del Río (11.66%) and Santa Ana del Valle (12.34%) have the highest percentages of homes with returned migrants. Regarding the reception of remittances, San Bartolomé Quialana (35.53%), Santa Ana del Valle (30.28%) and San Lucas Quiaviní (48.70%) are the ones that receive more than the other municipalities.

In this context of population mobility, the 46th Cobao campus is located, where a total of 599 students are served in 15 groups, with a teaching staff of 15 teachers. According to data from the survey applied, the places of origin of the students are the following: 46% of the municipal seat of Tlacolula, 21% of nearby communities (Magdalena Teitipac, Santiago Matatlán, Teotitlán del Valle, San Lucas Quiaviní, San Pablo Villa de Mitla, San Juan Guelavia, Villa Díaz Ordaz and San Bartolomé Quialana); 21% of the city of Oaxaca; 6% from other states (Guerrero, Tlaxcala, State of Mexico and Mexico City); 4% from other cities in the state of Oaxaca (Huajuapan de León, Tuxtepec, Salina Cruz and Pochutla), and 2% with international migration experience, specifically from Los Angeles, California, USA. UU It is, then, a space where students from different cultures and life stories converge, which makes the environment an appropriate place to ask about the characteristics of school life.

Participants

A total of 187 students participated in this study. This sample of students was distributed as follows: 33.5% of first semester; 33.1%, belonging to the third semester, and 33.4% pertaining to the fifth semester. The choice of the sample was by means of a simple random sampling that consisted of numbering the students from attendance lists and choosing those that were indicated in a raffle of random numbers made with a computer program. The level of confidence was 95% and the margin of error was 6%.

Instrument

A questionnaire was applied based on the theoretical review and returning to the questions posed by Ochoa and Diez (2012), as well as from valid and reliable instruments used by the Observatorio de la Convivencia Escolar Querétaro (OCEQ). The purpose of this questionnaire was to identify the characteristics of school coexistence in the upper secondary level through behaviors in the classroom and interpersonal relationships between students, teachers and educational authorities. It was based on five variables, namely: 1) school living, 2) disruptive behavior, 3) teacher-student relationship, 4) peer relationship and 5) individual participation. In total, 47 items were grouped into 5 sections plus 1 with general information. Table 1 shows the variables and indicators that were used.

The answers to the questionnaire were closed and the Likert scale was considered. This scale consists of the following:

> A set of items presented in the form of statements or judgments, before which the reaction of the participants is requested. That is, each statement is presented and the subject is asked to exterminate their reaction by choosing one of the points or categories of the scale (Hernández, Fernández y Baptista, 2014, p. 238).

In this case, the student could choose between the following options: never, rarely, almost always and always.

Tabla 1. Variables e indicadores de la convivencia escolar

Convivencia Escolar	Se respeta a los que vienen de otras comunidades.
	Se respeta a los que hablan otras lenguas.
	Hay compañerismo entre estudiantes.
	Los estudiantes cuidamos el material y equipo.
	Podemos hablar y resolver los problemas que se presentan entre estudiantes.
	Los estudiantes amenazan a otros compañeros.
	Los profesores corrigen nuestros errores sin insultarnos ni ofendernos.
	Las actividades culturales que se organizan nos ayudan a mejorar la convivencia entre compañeros.
	Se realizan actividades deportivas que nos ayudan a llevarnos mejor.
	Los trabajos transversales ayudan a platicar y llegar a acuerdos mejorando la convivencia.
Relación entre compañeros	Golpean a otros compañeros.
	Amenazan a los demás.
	Dicen groserías a otros compañeros.
	Ponen apodos a los demás.
	Roban las cosas de otros.
	Ignoran a otros compañeros.
	Rompen los materiales de los demás.
	Maltratan el mobiliario escolar.
	Respetan las normas de la clase.
Comportamientos disruptivos	Golpean a otros compañeros.
	Amenazan a los demás.
	Dicen groserías a otros compañeros.
	Ponen apodos a los demás.

	Roban las cosas de otros.
	Ignoran a otros compañeros.
	Rompen los materiales de los demás.
	Maltratan el mobiliario escolar.
Relación profesores-alumnos	Tienen un trato de respeto con sus estudiantes.
	Tienen una relación de amistad con sus estudiantes.
	Se preocupan por el rendimiento escolar de los estudiantes.
	Ayudan a los estudiantes en problemas personales.
	Fomentan el trabajo en equipo.
	Golpean a los estudiantes.
	Acosan sexualmente a las estudiantes.
	Ponen apodos a los estudiantes.
Participación individual	Asistes a clases.
	Tienes interés por la escuela.
	Has recibido insultos de otros compañeros en redes sociales.
	Respetas los acuerdos de la clase.
	Te escapas de la escuela en horas de clase.
	Te llevas bien con la mayoría de tus compañeros.
	Te sientes rechazado por tus compañeros.
	Discutes con tus compañeros de clase.
	Apoyas a compañeros en sus problemas.
	Asesoras a otros en sus tareas.
	Encuentras facilidad para trabajar en equipo.

Fuente: Elaboración propia

Process

To carry out the survey, as a first step, the authorization of the school principal was requested. Then, once in the classrooms, the teachers allowed to apply the questionnaire. The students took 20 to 25 minutes to answer. The answers were captured in a database. For the analysis, the Pearson correlation, mean and covariance were calculated; for this interpretation a dispersion diagram was made with the help of the statistical program Statistical Package for the Social Sciences (SPSS), which allowed to know the correlation between variables and identify the most significant. The sample was also divided between those who had a migratory experience and those who did not have this experience to know the correlation of variables between both groups and identify their perceptions.

Results

Table 2 presents the answers offered by the students about their perception of school coexistence grouped in percentages.

Tabla 2. Percepciones de los estudiantes sobre la convivencia escolar

Categoría	Respuestas (%)			
	Nunca	**Pocas veces**	**Casi siempre**	**Siempre**
Convivencia Escolar				
Se respeta a los que vienen de otras comunidades.	0.53	8.56	31.55	59.36
Se respeta a los que hablan otras lenguas.	0.00	7.00	30.00	63.00
Hay compañerismo entre estudiantes.	1.07	11.23	59.89	27.81
Los estudiantes cuidamos el material y equipo.	0.53	20.86	58.82	19.79
Podemos hablar y resolver los problemas que se presentan entre estudiantes.	0.53	29.95	52.41	17.11
Los estudiantes amenazan a otros compañeros.	31.55	61.50	5.88	1.07
Los profesores corrigen nuestros errores sin insultarnos ni ofendernos.	1.60	5.35	28.88	64.17
Las actividades culturales que se organizan nos ayudan a mejorar la convivencia entre compañeros.	2.14	11.77	50.80	35.29
Se realizan actividades deportivas que nos ayudan a llevarnos mejor.	7.49	37.97	35.29	19.25
Los trabajos transversales ayudan a platicar y llegar a acuerdos mejorando la convivencia.	0.00	25.00	55.00	20.00

Categoría	Respuestas (%)			
	Nunca	**Pocas veces**	**Casi siempre**	**Siempre**
Relación profesores-estudiantes				
Tienen un trato de respeto con sus estudiantes.	0.00	1.61	32.26	66.13
Tienen una relación de amistad con sus estudiantes.	0.53	18.72	54.55	26.20
Se preocupan por el rendimiento escolar de los estudiantes.	0.53	5.35	42.25	51.87
Ayudan a los estudiantes en sus problemas personales.	1.07	38.50	43.85	16.58
Fomentan el trabajo en equipo.	0.54	8.06	56.45	34.95
Golpean a los estudiantes.	96.26	2.68	0.53	0.53
Acosan sexualmente a las estudiantes.	96.26	3.21	0.53	0.00
Ponen apodos a los estudiantes.	81.28	15.51	3.21	0.00
Comportamientos disruptivos				
Hablan constantemente en el salón de clases.	1.07	36.90	47.06	14.97
Juegan.	5.88	54.54	31.02	8.56
Ponen atención.	0.00	12.30	73.80	13.90
Se levantan de su lugar sin permiso.	8.02	59.36	24.06	8.56
Hacen ruido para molestar.	12.37	65.05	16.13	6.45
Salen del salón sin permiso.	24.60	60.96	5.88	8.56
Contestan al profesor de forma grosera.	56.15	37.97	5.88	0.00
Se burlan del profesor.	50.81	39.46	7.57	2.16

Categoría	Respuestas (%)			
	Nunca	**Pocas veces**	**Casi siempre**	**Siempre**
Hacen las actividades que pide el profesor .	0.53	5.35	67.38	26.74
Relación entre compañeros				
Golpean a otros compañeros.	55.61	40.11	3.75	0.53
Amenazan a los demás.	66.31	31.02	2.67	0.00
Dicen groserías a otros compañeros(as).	10.75	52.69	27.42	9.14
Ponen apodos a otros compañeros(as).	8.02	56.15	27.81	8.02
Rompen los materiales de los demás.	68.45	27.81	3.21	0.53
Roban las cosas de los otros.	60.96	32.62	6.42	0.00
Ignoran a los otros compañeros (as).	32.09	54.01	13.37	0.53
Maltratan el mobiliario escolar.	36.90	54.01	8.56	0.53
Respetan las normas de la clase.	4.81	28.34	56.15	10.70
Participación individual				
Asistes a clases.	0.53	0.00	12.84	86.63
Tienes interés por la escuela.	0.54	3.22	23.12	73.12
Has recibido insultos de otros compañeros en redes sociales: Facebook, Twitter u otros.	77.54	14.97	4.28	3.21
Respetas los acuerdos de la clase.	2.15	7.53	37.10	53.22
Te escapas de la escuela en horas de clase.	80.11	12.90	3.23	3.76

Categoría	Respuestas (%)			
	Nunca	**Pocas veces**	**Casi siempre**	**Siempre**
Te llevas bien con la mayoría de tus compañeros.	1.62	7.57	48.11	42.70
Discutes con tus compañeros de clase.	48.65	36.76	11.35	3.24
Apoyas a compañeros en sus problemas.	3.23	32.26	44.62	19.89
Asesoras a otros en sus tareas.	11.23	55.08	24.60	9.09
Te sientes rechazado por tus compañeros.	72.28	22.28	4.35	1.09
Encuentras facilidad para trabajar en equipo.	2.84	41.06	36.99	19.11

Fuente: Elaboración propia

The most significant results of the correlations, for the group with migratory experience, are presented in table 3.

Tabla 3. Correlaciones para el grupo con experiencia migratoria

Variables		Correlación
Se preocupan por el rendimiento escolar de los estudiantes.	Fomentan el trabajo en equipo.	0.9399
Las actividades culturales que se organizan nos ayudan a mejorar la convivencia entre compañeros.	Hay compañerismo entre estudiantes.	0.8730
Se respeta a los que hablan otras lenguas.	Ignoran a los otros compañeros (as).	-0.8684
Las actividades culturales que se organizan nos ayudan a mejorar la convivencia entre compañeros.	Tienen un trato de respeto con sus estudiantes.	0.8588
Se respeta a los que vienen de otras comunidades.	Amenazan a los demás.	-0.7288

Fuente: Elaboración propia

Table 4 shows the results of the correlations for the group without migratory experience.

Tabla 4. Correlaciones para el grupo sin experiencia migratoria

Variables		Correlación
Hablan constantemente en el salón de clases.	Juegan en el salón de clases.	0.7360
Golpean a otros compañeros.	Amenazan a los demás.	0.5753
Se respeta a los que vienen de otras comunidades.	Se respeta a los que hablan otras lenguas.	0.5435
Hacen las actividades que pide el profesor.	Ponen atención.	0.5073
Se levantan de su lugar sin permiso.	Hacen ruido para molestar.	0.4628

Fuente: Elaboración propia

Discussion

There are notable differences in the results of the correlation of variables in both groups that are the objects of the investigation. The group with migratory experience perceived that teachers are concerned about the students' school performance through the promotion of teamwork, a relevant situation if one considers the figure of the teacher as an important element in the development of school coexistence. Continuing with the role of the teacher, the importance of cultural activities and respect for students was also manifested. Regarding the organization of the school, highlight the cultural activities that are organized as a guide to promote the camaraderie among students.

One of the objectives of this work was focused on identifying school coexistence in a multicultural space. And in this area it was detected that there is no respect towards those who speak other languages that is manifested ignoring the partners. It also highlights the lack of respect for those who come from other communities through threats to others. The answers of young people are interesting, who identify that there is no respect for others, a situation that affects school coexistence.

For its part, the group without migratory experience expressed other concerns. The concerns of this group were oriented towards disruptive behavior. Among these they emphasized talking, playing, making noise and getting up from their place at the time of the classes. Curiously, young people without migratory experience perceived that those who come from other communities and those who speak other languages are respected. As for physical aggressions, the correlation between threatening and beating colleagues is highlighted.

As can be seen, young people with migratory experience have another perception of school coexistence in the aulic space in comparison with young people without migratory experience, which can be summarized in two visions, one positive and one negative of coexistence. Undoubtedly, some questions for later investigations remain at this point.

Conclusions

The school coexistence must be based on positive dynamics among the educational agents of the institutional nucleus, that is, teachers, managers, administrative staff. The data from this work provide evidence that students of the upper secondary level perceive the existence of a positive school coexistence that is still weak, since there are situations that are still present, although they occur in a minimal amount, with the propensity to normalize; nevertheless, they can not be conceived as less worrisome facts because they undoubtedly alter school coexistence.

The results point to a traditional educational situation, which simplifies possible conflicts, relationships, disruptive behaviors, individual participation and coexistence. If this coexistence between agents is fractured and only attended to by the administration, it can become heterogeneous, without achieving a cycle of coexistence. Coexistence should focus on students, their needs, demands, concerns and interests; It must also be reflected and pursued through teachers, who as immediate agents can build bridges that favor school coexistence.

The objective of this research was achieved to the extent that a general picture of school coexistence was drawn up among high school students from the town of Tlacolula de Matamoros, Oaxaca. There is still a gap to analyze in greater detail the situation of students with national and regional migration experiences, however, it was possible to rescue information from young people with international migratory experiences.

Another finding to highlight is the presence of students from other states of Mexico and regions within the state of Oaxaca, who have had to integrate into this educational institution and who expressed greater difficulties at the time of school life compared to those who They had the experience of an international migration.

On the other hand, the students said that the development of sports and cultural activities, as well as cross-cutting work and encourage teamwork, is a useful tool to improve coexistence among peers. In this context, a point of reference is the teaching practice, committed and able to generate changes and directly influence the classrooms.

For this purpose, plural and perhaps autonomous models of coexistence management should be implemented in school institutions at all levels, promoting ethics among their students and their context, through methodologies designed and approved by professors, but carried out jointly with parents, students and managers. It is an opportunity to highlight the important and

necessary reconciliation, through their own needs, with the aim of creating a program that homogenizes coexistence.

Finally, it is important to reflect, in light of the results obtained, that the study of school coexistence should consider the students' life histories, as well as the context in which they develop, and thereby achieve a better understanding of this phenomenon.

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