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*Artículos Científicos*

## **Las perspectivas de las y los adolescentes sobre la práctica sexual en comunidades de Chiapas, México**

*The perspectives of adolescents on sexual practice in communities in Chiapas, Mexico*

*Perspectivas dos adolescentes sobre a prática sexual em comunidades de Chiapas, México*

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## Resumen

Este artículo es producto de una investigación cualitativa realizada con bachilleres de tres comunidades del municipio de Tzimol, Chiapas, para conocer las perspectivas que tienen las y los adolescentes en el ejercicio de su sexualidad. La adolescencia se caracteriza como un periodo de la vida donde las pulsiones sexuales se intensifican; por tanto, se necesita encontrar formas de canalizarlas y dirigir las hacia objetos sexuales fuera de las relaciones familiares, que ponen en tensión al adolescente con las normas morales, sociales y culturales. La información empírica es reflexionada a partir de la perspectiva de género reconociendo el contexto social donde se insertan las y los adolescentes, el cual define perspectivas distintas para los hombres y las mujeres. En los mecanismos racionales que utilizan para postergar el tiempo para las experiencias sexuales, ellas y ellos reproducen los estereotipos de género.

**Palabras clave:** adolescencia, embarazo, perspectiva de género, sexualidad.

## Abstract

This article arises from a qualitative research done with high school graduates from three communities of Tzimol, Chiapas, in order to learn about perspectives that adolescents have about the exercise of their sexuality. Adolescence is characterized as a stage of life where sexual pulsations are intensified, in that way, they need to find ways to channel and direct them towards sexual objects outside family relationships, which put adolescents in tension with moral, social and cultural norms. The empirical information is reflected from the perspective of gender recognizing the social context where adolescents are inserted, which defines different perspectives for men and women. In rational mechanisms they use to postpone time for sexual experiences, boys and girls reproduce gender stereotypes.

**Keywords:** Adolescence, pregnancy, gender perspective, sexuality.

## Resumo

Este artigo é produto de pesquisa qualitativa realizada com egressos do ensino médio de três comunidades do município de Tzimol, Chiapas, para conhecer as perspectivas que os adolescentes têm no exercício de sua sexualidade. A adolescência é caracterizada como um período da vida em que os impulsos sexuais se intensificam; portanto, é necessário encontrar meios de canalizá-los e direcioná-los para objetos sexuais fora das relações familiares, o que coloca o adolescente em tensão com normas morais, sociais e culturais. As informações empíricas são refletidas na perspectiva de gênero, reconhecendo o contexto social em que os adolescentes estão inseridos, o que define diferentes perspectivas para homens e mulheres. Nos mecanismos racionais que eles usam para adiar o tempo para experiências sexuais, eles e eles reproduzem estereótipos de gênero.

**Palavras-chave:** adolescência, gravidez, perspectiva de gênero, sexualidade.

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## Introduction

Defining the concept of adolescence is problematic, since the physical maturity, the emotional processes that are lived and the cognitive development that characterize this period of development of the human being depend on each individual and the context where it is located. Its beginning and end has to do with the individual characteristics, the material and symbolic conditions of the social context, the cultural processes and the laws of the different countries (Unicef, 2011). Even “referring to the beginning of puberty, which could be considered a line of demarcation between childhood and adolescence, does not solve the problem” (Unicef, 2011, p. 8). In relation to its completion, the Ministry of Health (2002) maintains the following: “The resolution of adolescence occurs when the young person has managed to define a more or less stable way of thinking, feeling and acting that allows personal autonomy and social adaptation ”(p. 18), characteristics that define adulthood.

This way of understanding the adult by the Ministry of Health suggests some ambiguities, since the concepts: stable, personal autonomy and social adaptation are difficult to specify. Adolescence is understood as the stage of development that passes from the onset of puberty (appearance of secondary sexual characteristics due to hormonal

changes) until the end of the biological growth and psychological and social development of the individual (Eddy-Ives, 2014 ), which also leaves us with the uncertainty of what constitutes psychological and social development for this stage.

Even so, the different authors and researchers agree that adolescence begins with puberty, where there is a sudden transformation in the biological body and an effect on the subjectivity of the adolescent. Transformations in the body and the development of sexual and reproductive organs begin sexual maturation, which is distinguished by the intensification of sexual drives that need to find ways of channeling and targeting sexual objects outside of family relationships. This forces the subject to abandon their childish identity.

The appearance of menstruation in women and the presence of semen in men impose the genital role (a role to play) in the reproduction of the species, but also requires the construction of a new identity. For Aberasturi and Knobel (1987) the adolescent has the need to elaborate the duel for the lost child body and also for the opposite lost sex (the mother or the father). These changes involve the construction of a representation of the body itself, of what it may or may not do with it. This body that has ceased to be childish and has become an adult body creates certain aesthetic and sexual demands, becoming an object of satisfaction and admiration in the pubic.

The renunciation of the child's body requires a slow and painful work of grieving that includes the body, mind and relationships of children's objects. In this regard, Freud (1916) argues that at the time of puberty, when the sexual drive raises its demands for the first time with full force, the parental figures are retaken and invested again libidinally. From this moment, the human individual has to devote himself to the great task of abandoning his father and mother as objects of incestuous love and directing the libido towards other people outside the family. This body marked by the mother's desire and frustration constitutes the dynamics of her desire that is transformed into ways of feeling, acting, desiring and in all human manifestations.

The current study of adolescence by different disciplines has the slogan of providing possibilities to better understand the relationship processes between adolescents and adults, the challenges of their sexual and reproductive health, their entry into the labor market, risk situations psychosocial, marginalization and exclusion they face, among others (Lozano Vicente, 2014). Although “adolescence is a stage of life with great opportunities, it is also



highly vulnerable, since the decisions about sexual and reproductive behavior taken at this time are important for the future development of individuals, their sons or daughters and their partners ”(Díaz-Sánchez, 2003, p. 23). This considering that various investigations have found that in the period of adolescence “it is very easy to incur intimate sexual relations, which can culminate in a pregnancy, especially if they do not use any contraceptive method” (Soto-Martínez, Franco-Bonal, Franco -Bonal, Silva-Valido and Velázquez-Zúñiga, 2003, para. 24.).

According to Romero (2016), the Organization for Economic Cooperation and Development (OECD) reports that Mexico ranks first in teenage pregnancies with nearly 400,000 women under 19 who are mothers. This condition causes teenage pregnancy in Mexico to be considered a public health problem. The National Population Council estimated that in 2014 in Mexico one in five people was between 10 and 19 years old, and Chiapas was the state with the highest percentage of adolescents with 21.8%.

The national fertility rate for the 15-19 age group in 2009 was 69.5, while Chiapas ranked third nationally with 89.1. These data can be explained because Chiapas has the highest percentage of indigenous adolescents (29%) and the indigenous-speaking population reports higher fertility rates than the non-indigenous population. (Estrategia Nacional para la Prevención del Embarazo en Adolescentes [Enapea], 28 de marzo de 2017).

According to Inegi (2014), adolescent pregnancy as a public health problem has high rates of maternal death, greater probability of prenatal or perinatal death, low birth weight and health risks for the teenage mother, such as obesity, hypertension, preclamsia , anemia and sexually transmitted infections. These complications associated with adolescent pregnancy are not necessarily caused by age (15 to 19 years), but by conditions prior to pregnancy, such as poor nutrition, low weight and height in adolescents, absence and / or poor quality of prenatal control , as well as precarious socioeconomic conditions (Díaz, Sanhueza and Yaksic, 2002; Reyes and González Almontes, 2014). The poorest girls and adolescents with poor education are the ones most at risk of pregnancy at this age (United Nations Population Fund [UNFPA], 2013).

The births of adolescent women are more prevalent in municipalities with high degrees of marginalization. Chiapas is one of the states with the lowest GDP per capita in the country with -1.1, which contrasts with other entities such as Mexico City, which has



4.6 and has the lowest proportion of the country's adolescent population (Enapea, March 28, 2017; Inegi, 2016).

Teen pregnancy affects school dropout, social rejection, family conflicts and low income, which implies a lack of social security and reduced opportunities for access to health services (Ministry of Public Education [SEP], 2012). It has been proven that even in conditions of poverty, the existence of greater opportunities to continue in school and gain access to paid work are decisive for delaying the first sexual intercourse, marriage and pregnancy (Enapea, March 28, 2017).

Androcentric and macho culture remains deeply rooted in the daily practices that characterize the state of Chiapas, in particular the municipality of Tzimol, a situation that favors the reproduction of social representations of women basically as mothers and wives. The traditional roles of being a mother and wife determine the possibilities of personal development of women, which come from teaching and learning a position of subordination towards men from home, as girls who must learn the tasks that will perform more late by reproducing obedience and submission practices (National Women's Institute [Inmujeres], 2016a).

Taking into account these logics of thought, in this paper we analyze the perspectives on the exercise of sexuality and pregnancy that adolescents have in high school schools in the municipality of Tzimol, Chiapas.

### **Social research space**

The municipality of Tzimol is part of the XV region, Tojolabal Comiteca Plateau composed of six more municipalities: Comitán de Domínguez, La Independencia, La Trinitaria, Las Margaritas, Las Rosas and Maravilla Tenejapa. It has a territorial extension of 360.71 km<sup>2</sup>, and occupies 0.49% of the state's surface. It has 73 locations and according to the intercensal count of 2015 (Inegi, 2015), the population amounted to 15 316 (7431 men and 7885 women). The total of people of the municipality constitutes 0.29% of the total population of the state of Chiapas, distributed in 73 localities.

The coordinates of the municipal capital are the following: 16 ° 11'15 "north latitude and 92 ° 11'49" west longitude, and is located at an altitude of 1403 meters above sea level. It concentrates 5112 inhabitants; The rest of the population is distributed in the different

locations: the largest are La Mesilla with 2604, the Ochusjob colony with 1173 and Heroes de Chapultepec with 1015, while the other communities have less than 500 inhabitants (Inegi, 2010).

In the municipality of Tzimol, 84.72% households with male headquarters were registered, while households in which female headquarters are 15.22%, according to data estimated by COESPO, based on the 2010 Inegi population and housing census.

The population that speaks some indigenous language is very small, since it only amounts to 195 people throughout the municipality, which is equivalent to 0.02% of the total population, and they are located in the community of Paso Hondo and La Nueva Libertad. These communities, due to their remoteness with the urban area, lack many services and have a high degree of marginalization.

According to the results of the National Council for the Evaluation of Social Development Policy (Coneval) (2010) on the measurement of poverty, in 2010, 89% of the inhabitants of Tzimol were in poverty, of which 9249 (55%) presented moderate poverty and 5717 (34%) extreme poverty.

In the same year, the condition of educational lag affected 48.5% of the population and the percentage of people without access to health services was 26.1%. The lack of access to social security affected 83.6% of the population, that is, 14,065 people. The percentage of citizens who reported living in homes without availability of basic services was 59.7% (10 039 people) and the incidence of lack of access to food was 29.9%, that is, 5024 people who do not have adequate food.

### Subjects of study

The population of this research consisted of 275 students of the upper middle level of three communities: Tzimol municipal head (which bears the same name), La Mesilla and Heroes de Chapultepec, of which 54.18% were men and 45.82% women. Their ages ranged between 14 and 19 years. In fact, 257 (93.46%) are located in ages ranging from 15 to 17 years.

**Tabla 1.** Distribución de la población de estudio por sexo y edad.

Sexo	Edades (años)						Total sexo
	14	15	16	17	18	19	
Hombre	3	52	41	46	6	1	<b>149</b>

Mujer	2	39	38	41	5	1	<b>126</b>
Total edad	<b>5</b>	<b>91</b>	<b>79</b>	<b>87</b>	<b>11</b>	<b>2</b>	<b>275</b>

Fuente: Elaboración propia.

This population constitutes one hundred percent of high school students in the municipality, since there are only three educational centers: one in formal school modality with a staff of teachers per subject or subject and two with distance education modality, which employ various media for the transmission of content reinforced by group and individual advice. In this distance modality there is only one teacher per field of knowledge for advice.

### **Methodological process**

The work was based on the qualitative methodology, through which attempts are made to understand everyday realities from the context of its participants. This methodology explores the phenomena and events of the daily life of social life to analyze and reflect on them and to show their complexity and the way in which personal, cultural and structural conditions are interwoven. Through this methodology, the perspectives of adolescents on the exercise of their sexuality and pregnancy are analyzed, which implies accounting for their internal subjective processes, describing and interpreting written speeches to open questions and taking into account their reality.

What truly characterizes qualitative methods is their focus and purpose rather than the research procedure. With this methodology you get an approach to those directly involved and see the world from their perspective, this is their main attraction (Pérez-Serrano, 2001, p. 25).

From this methodological position, the internal processes of adolescents in relation to sexuality and pregnancy are shown, which requires understanding their reality from their own perspective as subjects.

For the collection of the information, a self-applicable questionnaire was used with open questions that the subjects answered freely. The questionnaire explored personal





identification data, the school and the following categories that resulted in specific questions.

- a. Age expectations to start sex.
- b. Condom use expectations.
- c. Initiative for the suggestion of condom use.
- d. Sources of support in unplanned pregnancies.
- e. Expectations of action in case of unplanned pregnancy.
- f. Personal expectation of age to have a child.
- g. Opinion on women who drop out of school.
- h. Opinion on men who leave school.

The analysis and systematization of the information were carried out under certain differentiated stages. The first was the discovery and identification of significant information that allowed the development of outstanding issues; Subsequently, the contents of the topics were organized and new categories were constructed to finally understand these discourses from the subjects themselves without ignoring the context and analyze them from the theoretical references, that is, “understand the data in the context in which they were collected” (Taylor y Bogdan, 1996, p. 159).

## Results

In order to know the expectations that students had about sexual practice, they were asked the question: What do you think is the best age to start having sex? In this regard, the study population indicated that the best ages to start sexual practice are between 18 and 25 years, with a sum of 79.27%. The ages of 20 to 22 are those indicated by a greater proportion of the population surveyed (31.27%), while the range of 18 to 19 years as an ideal age is shared by 30.45% of the students.

However, we also found that 39.28% of students believe that the best age to start an active sex life ranges from 15 to 19 years. This last data is significant because our study population travels between 14 and 19 years of age; therefore, if for them the best age to start sexual practice is in the range of 15 years to 19 years, it means that they authorize themselves to start their sexual relations. This is part of the subjective recognition of adolescence with respect to the pubic and / or adolescent body, which entails new

sensations and experiences as it comes to understanding that it is and has, at the same time, a body that gives existence itself. It is important to note that this subjective condition places young people at a high risk of unwanted pregnancies when they do not have access to relevant information or support.

From psychoanalytic theories, adolescence is recognized as the moment of emergence of the sexual libido that accompanies the transformations of the biological body, among others, the growth and development of the sexual and reproductive organs that intensify the sexual drives. This emerging libido must find ways to channel and target sexual objects outside family relationships (Aberasturi et al., 1987). Returning to Freud (2016), we understand that adolescence is the inaugural moment where the human individual has to devote himself to the great task of abandoning parental figures as objects of incestuous love and directing libido towards other people outside the family, which explains how inevitable it is for teenagers to be sexually attracted to their peer group. However, the demand for teenage libidinal satisfaction clashes with the morality prevailing in rural communities such as Tzimol, which denies or hides sexual practice especially in women.

Another important fact is that women seem to have expectations of postponing a little more this age of onset of sexual life compared to men, since a higher percentage of them place this age of onset between 20 and 25 years, while men Men indicate the ideal age from 18 and 19 years. This should also be reflected from recognizing the social context that sanctions the sexual exercise of women to a greater extent, from whom “good behavior” is expected, which from the current moral refers to sexual abstinence until reaching marriage , that is, to maintain virginity, while in the case of men the opposite happens.

Given the question of why they consider the age indicated as the most suitable to start sexual practice, we find that the answers are different depending on whether they are women or men.

### **Expectations regarding the exercise of sexuality in men**

In the case of men, the categories constructed were the possibilities of exercising their freedom and their rights, the concern for having a job, the security of holding a family responsibility and the expectation of having a professional career.

### **Exercise of freedom and law**

For men, the age of the beginning of sexual practice after the age of 18 is related to the acquisition of the rights that imply reaching the age of majority, which legally grants autonomy, decision-making capacity and with it the right to form a family. Before being of legal age, they are under the guardianship of the parents, which is seen as the main obstacle to doing what they want independently.

This also suggests that having sex is strongly associated with the responsibility that this demands, synonymous with pregnancy and a formal relationship. That is, young people are aware of the risks that underlie sexual practice and appeal to their legal right to be free to make such decisions, which they can do when they are of legal age. Among the speeches, the following ideas stand out:

- Because you are of age and can be free.
- Because in those ages we can know our rights.
- Because we are of legal age.
- Because I can become independent and be responsible.
- Because you are already of legal age and you should already be responsible for your actions.
- With that age you can decide with your life [*sic*].

### **La preocupación por tener un trabajo**

The coming of age for young people as the ideal to start having an active sex life is also linked to the condition of having a job, as the option to face the economic consequences that this demands by no longer having parental guardianship. It is interesting to note that in this speech age is associated with the ability to work, with being prepared to look for a job and with having an economic income and the right or freedom to have sex.

- Because we can already have work.
- Because we can start working.

- Because I already work.
- Because you already have a job and are prepared for life.
- Because sometimes they already have a job.
- I would already have a job.
- Because we can already have a job and take charge.
- Because I can start looking for a job and have money.

### **Family responsibility**

The third element in the reasons that young people argue to start their sex life between the ages of 18 and 19 is the responsibility to take care of supporting their family. This means that having sex is directly linked to having children and starting a family, whereby responsibility appears as a social value with an essential role in their identity as men, since, as we will see later, this value appears in a way Very different for women.

This leads us to wonder what the meaning of pregnancy prevention is and what place it has among the values of these young people; From this, unwanted pregnancy prevention programs that focus on the decision-making of young people as individual subjects, regardless of their family and cultural values, should be reviewed. As can be understood with these expressions of young people, having sex is synonymous with rights, freedom and responsibility; However, these principles are hardly possible or real in everyday life for most of them, who at the same time - even without being independent of the parents, without having a job or having finished the degree - already exercise their sexuality in a way active

- Because that way one is not so young and knows how to support the family [sic].
- Because maybe you already have one job to support the family [sic].
- Because you have a better chance of supporting children.
- Because you are the age to support your family [sic].
- Because you have enough responsibility to be parents.
- Because you can already work or support your family.
- Because it is an obligation to support the family.
- Well, to be responsible with the family [sic].
- Because one is already a little more mature to know how to have a family.

- Because it is the age that one can already keep the couple.
- Because if they get pregnant their girlfriend already has maturity to take care of the baby [sic].

### **The expectation of a professional career**

To a lesser extent, the conclusion of a professional career is postponed as a reason to postpone the beginning of sexual relations at an advanced age. This goes hand in hand with the condition of having a better job opportunity that would allow them to face their responsibility as heads of a family.

- Because you can already have a career.
- Because you have finished your career.
- Because we may have finished studying [sic].
- Because some think they have a career and if you have a child you can't do it.
- Because you already took the race and you are of legal age.
- To finish studies.
- Because they finished their studies.
- To finish studies.

The most deeply rooted value that seems to be the axis in the discourse of these young people is that of family responsibility, which they hope to fulfill through work. This is directly linked to the freedom to make their own decisions and with it the right to have an active sex life.

These data show the cultural burden that these young men reproduce in their discourse: first, the demand for their rights, that is, to be free to make decisions, which is culturally characteristic of the male gender; also, to be owners of the word, of the public space, of the power, of the control and of the dominion over the others. Second, the assumption of the role of providers, responsible for financially supporting the family, which imposes on them the need to work in any way or study to get a better paid job.

### **Expectations regarding the exercise of sexuality in women**



In the case of women, four categories similar to those of men were constructed, although they express different meanings: having a professional career, concern for the care of a pregnancy, the ability to be responsible and the development of cognitive skills.

### **Have a professional career**

This category brings together the most frequent responses among young women as a reason to postpone their active sex life after age 18, which is the condition of having a professional career, synonymous with being prepared to take care of the natural consequences of sexual intercourse. (have children).

The appearance of this category as the first in frequency for women is congruent with the political discourse that drives its inclusion to spaces that have traditionally and culturally been exclusive to men: the work environment considered productive and remunerative. The adolescent girls recognize that vocational training broadens women's opportunities to transcend the domestic family environment, a space for the reproduction of care roles that do not have an economic remuneration, nor social or political recognition, in addition to being lived as a synonym for submission and subordination to the masculine gender. Finishing a professional career allows its insertion into the workplace outside its community and its immediate social and cultural context. In this sense, we can elucidate that the first reason for women to postpone the beginning of their active sexual life is to avoid reproducing the traditional roles of the female gender.

Like men, women aspire to exercise their rights to be free and make their own decisions, only that they take into account other factors such as accessing formal preparation and getting a job to make use of them.

- Because we already have our career.
- Because you are studying and when you finish the race after having children [sic].
- Because you finished the study.
- Because you already have a career.
- Because he has a career and can take charge.
- Because we are ready.

### **Concern about pregnancy care**



Concern about pregnancy appears at all ages: the youngest ones focused on avoiding it and not getting sick, the older ones worry about knowing and being able to take care of themselves and their baby. This uneasiness for the care of a pregnancy does not appear in men, as it is totally different from the responsibility of maintaining a family or having a job. Such restlessness points directly to the body of women who live the pregnancy process and its product. It is also congruent with the social responsibility of being the caregivers and responsible for the survival of the baby that young preparatory women fully assume as a consequence of having sex.

As for what is not referred to by these young women, we can observe that they do not refer to the co-responsibility of their partner during this period of pregnancy, but rather assume the implications of caring for their child and their home.

- Not to get pregnant and sick.
- To be able to protect yourself and know what you can do taking care of yourself with protection.
- Because it is better to get pregnant with more age.
- Because if we get pregnant we will be able to take care of it [sic].
- Because you already think and your body is already developed.
- To care for an unplanned pregnancy.
- Because one can already know how to care for a baby.
- Because at that age one is already great for the responsibilities of a home.

### **Capabilities to be responsible**

For women having sex is a behavior that requires being able to take responsibility for all the consequences of having a child. Unlike men, who specify the responsibility to support their wife and children (be a bearer of economic resources), for women this task is assumed in greater magnitude in frank compliance with culturally established: caring for the family It includes both economic production issues (backyard work and informal sales

of various products) as well as emotional, emotional and safety. In addition, women in these communities are not only responsible for their own sons and daughters or their own home, but also for their fathers, mothers, brothers, sisters, in-laws and mother-in-law.

- Because they are already big and can be held responsible.
- Because we are more responsible.
- Because we have to be responsible.
- Because it is a bit of having a share of responsibility [sic].
- Because you already take care of your problems.
- Because we are already more prepared for that and we are ready for a reality like having children.
- Because we can already make the best decisions.
- Because one already knows what obligations [sic] has.
- Because it is when we are more prepared and face all the consequences.

### **Cognitive Skills Development**

Age is synonymous with assuming responsibilities and obligations for young women, as an important condition for having sex. Being of legal age means for them to have the ability to make thoughtful decisions, to be more aware of the risks and consequences of their decisions and behavior. They argue that this age is the most convenient for sexual experiences.

For these young women, with age they also acquire greater cognitive and intellectual abilities that allow them to better face the consequences of sexual intercourse. Thinking and reflecting on the consequences are, for them, the central reasons for making decisions about sexual practice.

- Because he already has more experience.
- Because they already think more.
- Because we already consider what consequences there are [sic].
- Because you already have an idea and you are already responsible [sic].
- Because we think things better.
- Because I am already mature and I already know what risk I am committed to.
- Because at that age we have already developed more and think things well.



- Because they are older and can already think things through.
- Because it is an age where you can think things better.
- Because maybe we are already aware of our actions [*sic*].

In addition to the increase in sexual drives in adolescents, there is an important cognitive capacity for reflection in decision making. There is recognition in adolescents who, with increasing age, can better think about life situations and particularly their sexual practice.

## Discussion

Understanding the issue of sexuality and sexual practice in the adolescent population is complex and generates many difficulties, since it has to do with the particular conditions and situations of the subjects, life projects, decision-making skills and sociocultural context. In this work we only present some expectations that adolescents have in relation to sexual practice and especially the “reasons” they have for exercising it or not depending on their cognitive resources, training opportunities and learning from their age. However, it pays to the knowledge of the reality of this population, following Juárez-Bolaños, Parra-Vázquez, Mariaca-Méndez and Díaz-Hernández (2011), who - when questioned about the studies that have been conducted with rural and indigenous youth in Mexico and Latin America - they argue that in Mexico there is not only little research with these populations, so it is necessary to build theoretical references to define and understand the youth of the rural and indigenous environment, but also that there is a lack of public policies and directed actions towards this vulnerable group.

In the analyzed data, in addition, there is a tendency to reproduce gender stereotypes in the study population; This finding is consistent with the information presented by the SEP (2013) in the text Teen Pregnancy and Young Mothers in Mexico. A vision from the Promajoven, where the situation of pregnant women and their impact on basic education is analyzed.

The work shows that both men and women are in situations of tension in the face of intense sexual impulses, cultural norms and values of the context where they develop their daily lives and the cognitive resources they have acquired in their development process. Understanding these tensions and the meaning they give to sexual practice depending on

their generic condition provides elements to configure some of their needs and allows drawing possible guidance and support strategies.

Within the limitations of the study, it is important to mention that the analyzed data is collected through a self-applicable open questionnaire, which although the adolescents had the opportunity to write their ideas and thoughts, reduces the possibility of access to subjectivity in depth. Therefore, time and willingness to listen to their and their narratives about sexuality and their practices is necessary. In this sense, the data we present need to be enriched with other perspectives and perspectives to better account for this complex reality at hand.

## Conclusions

From the qualitative methodology, he realized the perspectives that adolescents have in the exercise of their sexuality, for which the written speeches of 275 graduates from three communities of the municipality of Tzimol, Chiapas were analyzed.

The adolescence stage is an inaugural moment where sexual impulses directed at objects outside the scope of parental relationships appear more intensely. The law that is installed in the prohibition of incest not only prohibits the sexual relationship with the mother / father, but also makes it possible to open sexual relations with other women or men outside the family nucleus. This, however, tenses before the cultural context that establishes certain socially accepted principles, norms and values for the exercise of sexuality in a differentiated way for men and women.

Young adolescents in the communities of Tzimol, Chiapas, like many others who share their sociocultural, political and economic conditions in Mexico, are torn between the force of age-old sexual drive and the unfavorable consequences for their expectations of personal development, to start an active sex life at an early age.

Depending on each gender, we find different rational arguments to postpone the beginning time of sexual experiences directly associated with roles and responsibilities of adulthood. For men, for example, starting their sexual practice must go hand in hand with being subject to legal right to be free to make their own decisions - what is achieved with the age of majority (18 years) -, to have a job to fulfill your family provider role, have the ability to be responsible towards your family and, ultimately, have a professional career as

an option to get a job and fulfill your family responsibilities. This means that sexual relations are directly linked to having a partner, children and formalizing a family, to which responsibility appears as the main social value that guides them.

In the case of women, the most prominent difference compared to men is their expectation of starting their sexual practice at a later age (between 20 to 25 years) than they (between 18 and 19 years). Their expectations revolve around having a professional career to be prepared when they have to face the possibility of becoming pregnant, of the recognition that a pregnant woman can bring risks to her own life, of her fear for the consequences of not knowing how to be responsible and of having the Cognitive skills needed to take responsibility for their actions.

Given these results, it is undeniable that each reality has a meaning and significance from the socially constructed gender conditions and situations. It is, therefore, to deepen this type of interventions to generate new analysis and understanding of the adolescence process in our time.

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