Bullying In University Students of Nutrition, Dentistry and Physical Culture and Sports

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Abstract: The objective of this work was to determine the presence of violence and bullying in university students, in addition to the differences in gender, age and career. Results: The prevalence of violence was 48% and 24% bullying, the most frequent types of violence were verbal abuse, cyberbullying and social exclusion, boys scored higher in the different types of violence and bullying, also Culture students Physics and Sports showed higher figures compared to those of Dentistry and Nutrition. Conclusions: Violence and bullying are frequent practices in university students and can generate low academic performance, desertion and other effects that affect the health and well-being of students.
Keywords: Violence, bullying, university students.

I. INTRODUCTION

The term *bullying* means intimidate, mistreat or frighten, this word commonly used in Scandinavian culture (Olweus, 1993) and Anglo-Saxon (Smith, 2011), does not have a clear translation in Spanish-speaking countries, in these places similar terms are used as scholar abuse, intimidation between equals, peer abuse, mistreat for abuse of power, among others.

Violence and bullying are terms used interchangeably;however they are two different phenomena. School violence refers to aggressive behaviors among children, adolescents or young people that occur within an educational institution or in its surroundings such as fights, discussions, gangs, beatings, shoves, to name a few; bullying on its part has peculiar characteristics between they the asymmetry of power between victim and aggressor, the intentionality of the aggressor to deliberately damage the victim, the repetitiveness of the attacks and the permanence of the aggressions for a long time (Olweus, 1997).

Violence and bullying affect a large number of students worldwide (Debarbieux, 2003), these problems are manifested from an early age, in basic education and continue in middle and higher level, does not make distinctions regarding gender or stratum Social. In spite of being quite old problems, its study begins in the time of the seventies with the observations of Danish Dan Olweus (1973). The strategies used by the aggressors to harm the victims, can be of very varied origin, to facilitate their study have been grouped into verbal abuse, physical aggression, intimidation, sexual harassment, patrimonial damage and cyberbullying, in addition to the social exclusion that is included by some authors (Quinn, Bell-Ellison, Loomis & Tucci, 2007; Vaillancourt et al., 2008).

The members of the group where these types of problems originate can assume one or more roles, some of them are identified as victims, others as aggressors, a small proportion can show both (victim / aggressor), the rest of the group is made up of witnesses of abuse. In the victims certain characteristics have been observed such as: being shy, passive, fearful, insecure, with low self-esteem, lower physical strength, low social ancestry, low popularity and difficulty in relating to other people (Díaz-Aguado, 2005; Cerezo, 2001), in the least of the cases, some victims may respond violently to the attacks of the aggressors, manifesting a behavior similar to theirs, they are known as victim / aggressor (Crick, Grotpeter& Rockhill, 1999).

The aggressors on their part are considered as strong individuals, with high self-esteem, negative attitude towards authority, difficulty in complying with the standards, with low academic performance, poor social skills, poor tolerance to frustration (Muños, Saavedra &Villalba, 2007), with a special ability to anticipate the thoughts and actions of others, a condition that allows them to manipulate group processes, under which intimidation is generated (Gasser & Keller, 2009). According to Coloroso (2004), the ultimate goal that

the bullies seeks is to obtain social rewards, such as the power and domination of vulnerable individuals, as well as recognition and acceptance by the group.

Other students do not take the initiative or participate directly in the aggressions, sympathize or support the perpetrators so that they achieve their goal (Olweus, 1998), these are known as passive aggressors, followers or henchmen, we finally have witnesses who, as the name implies, simply contemplate the scene without intervening, probably for fear of reprisals or for fear of becoming the next victim.

In the literature, different sociocultural and individual factors have been pointed out, which could favor the emergence of violence and harassment in school spaces, among them, the way children are raised or educated by their parents, the macho culture prevailing in Mexico and other Latin American countries, the problems of violence in some homes, the intolerance to frustration and personality of some individuals, the different academic abilities of young people, the choice of different courses, children and youth with needs additional, students who come from different regions of the country with peculiar customs and characteristics, which makes them targets of the attacks, the belief of parents and professors that university students already have sufficient resources, to deal with situations of bullying without help from other people, among others (McDougall, 1999).

Bullying has serious repercussions on both: victims and aggressors. Victims can manifest fear, mistrust, demotivation, absenteeism, school drop-out, decreased academic performance, anxiety, depression, low self-esteem, lack of self-confidence, post-traumatic stress syndrome, chronic irritability, suicidal tendencies and other sequelae that sometimes remain until adulthood (Elliot, 2008; Mendelson, Turner &Tandun, 2010; Sesar, Barisic, Pandza&Dodaj, 2012). On the other hand, the aggressors can be involved in criminal actions (Olweus, 1998), manifest violent and antisocial behaviors, alcohol abuse, use of drugs, problems to assume responsibilities, unemployment, marital ruptures, psychiatric disorders, etc. (Colorful, 2004; Pearce, 2008).

The high prevalence of violence and bullying reported in different studies, the serious consequences at the physical, mental and social level observed in both: victims and bullies motivated the conduct of this study, which aimed to determine violence and bullying in schools. University students, the differences according to the gender, age and career of the participants. The information obtained through this investigation will serve to know different aspects related to the problem and, as far as possible, will contribute to its reduction.

II. MATERIAL AND METHODS

Design and participants:
Descriptive cross-sectional, analytical study. A census was carried out on students attending the first semester of the degrees in Dentistry, Nutrition and Physical Culture and Sports, of a University Center of Health Sciences of a public university in Mexico.

Process:
The realization of this project was possible by the interest shown by the authorities of the university, to maintain the welfare of its students. The information was obtained directly in the classrooms, where they were exposed to the objective of the research and what would be the participation of the students. The doubts that arose regarding the investigation were clarified at the time, in addition the students were explained that their participation would be voluntary and that the information they provided would be handled confidentially and anonymously.

Students who agreed to participate in the research, signed an informed consent, once signed this document they were provided with two questionnaires, one on socio-demographic data and the other was a validated instrument, prepared in 2000 by the Autonomous University of Madrid, for the National Ombudsman's Report, which deals with School Violence (Ombudsman, 2000).

Instruments:
The Socio-Demographic Data Questionnaire was developed to know some variables such as gender, age, career, if the student lives with his parents or other people, has a job, to name a few.

The school violence questionnaire consisted of 19 items, each item is answered in three sections, the first is to know if the participant has observed violent behavior towards their classmates (witness), the second section provides information on whether the student has suffered in his person some kind of aggression by his classmates (victim), finally in the third section he is asked about whether the participant has in any way assaulted any of his classmates (aggressor), the respondent in this part could answer more than one option, remembering that can have at the same time one or several roles (witness, victim, aggressor), finally examined on the frequency with which these behaviors occur, with the following options: Never, Sometimes, Often and Always (Del Barrio, Martín, Montero, Fernández & Gutiérrez, 2003).

The questionnaire prepared for the National Report of the Ombudsman, 2000, was adapted to the Colombian school context, using the focus group technique, in a later revision it was adapted to the language of

the university context, also determining its reliability obtaining a Cronbach's alpha from 0.801 (Hoyos, Aparicio & Córdoba, 2005).

The presence of school violence was determined with the presence of at least one form of aggression towards a student, even if it had indicated the frequency "Sometimes". The presence of bullying was established with at least one form of violence against the student, as long as this behavior had been repeated with a frequency "Often" or "Always", which establishes the permanence in time of these behaviors and that constitutes one of the characteristics of bullying.

Violence and bullying were classified into seven types according to the strategies used by the aggressors to harm their classmates, each of them is described below, including the items that make them: verbal (they speak badly about you, they insult you , they give you nicknames), social exclusion (they ignore you, they don't let you participate), property abuse (they hide, steal or destroy your things), physical aggression (they beat you, they threaten you just to get you afraid), intimidation (they force you to do things that you don't want through threats, they threaten you with weapons or other objects), cyberbullying (they record you or take pictures of you without your wish, they have excluded you from a social network or group of friends, they harass you on Messenger or a similar program, they circulate recordings of you without you wishing to, they harass you in the chats or when you communicate on the internet, you receive messages or offensive calls on the cell phone, you receive offensive messages by email, they create web pages and hang up information about you that you would not want to see) and sexual harassment.

Analysis of data:

The data analysis included descriptive statistics, absolute and relative frequencies were calculated for the categorical variables, central tendency measures and dispersion measures for the numerical variables, the associations between variables were made with contingency tables, Chi-square was calculated, odds ratio, and 95% confidence intervals (CI) in the SPSS statistical program for Social Sciences version 20.

Ethical aspects:

This research is classified as category 1 without risk for participants in accordance with the Regulations of the General Health Law on health research, Second Title, Chapter I. On the ethical aspects of research in human beings Article 17 (1984). The handling of the information provided was confidential and anonymous, the participation of the students was voluntary, after signing an informed consent.

III. RESULTS

405 students were included; of these, 159 were men and 246 women with a mean age of 19.57 ± 3.32 years. Regarding the career studied by participants 133 (32.8%) belonged to the Dentistry career, 126 (31.1%) to Nutrition and 146 (36.0%) to Physical Culture and Sports. The students who in addition to studying had a job were 103 (25.4%), the majority of young people lived with their parents 334 (82.5%) and their marital status was single 400 (98.8%).

This paper reports violence and bullying, perceived by the victims of these behaviors, as indicated by them, the prevalence of violence in general was 48.4%, in terms of the type of violence it was found that 24.4% of participants reported having suffered verbal violence, 21.2% social exclusion, 2.5% physical aggressions, 1.0%, intimidation, 6.7% sexual violence, 21.5% cyberviolence and 9.6% property damage, while the prevalence of bullying in general was of 23.2%, regarding the types of harassment, it was observed that 14.1% of the students report having suffered verbal harassment, 10.1% social exclusion 0.7% physical harassment, 0.5% bullying, 2.7% sexual harassment, 10.4% cyberbullying and 5.9% damage to property, in all types of violence and harassment, men scored higher compared to women (Table 1).

Table 1. Distribution of types of violence and bullying according to gender and perceived by university students

| | School violence | | Bullying | |
| | Man | Woman | Man | Woman |
Types of violence	n (%)	n (%)	n (%)	n (%)
General	93 (58.5)	103 (41.9)	50 (31.1)	44 (18.0)
Verbal	56 (35.2)	51 (20.7)	31 (19.3)	26 (10.7)
Social exclusion	39 (24.5)	47 (19.1)	20 (12.4)	21 (8.6)
Physical	7 (4.4)	3 (1.2)	2 (1.2)	1 (0.4)
Intimidation	4 (2.5)	0	2 (1.2)	0
Sexual harassment	11 (6.9)	16 (6.5)	8 (5.0)	3 (1.2)
Cyber bullying	37 (23.3)	50 (20.3)	19 (11.8)	23 (9.4)

Property damage	20 (12.6)	19 (7.7)	15 (9.3)	9 (3.7)

Source: self-made

Regarding the career, it was found that 64.4% of the students of Physical Culture and Sports suffered at least one type of violence, 43.6% of Dentistry and 34.9% of Nutrition. In all types of violence, students of Physical Culture and Sports scored higher, compared to those of Dentistry and Nutrition, except in the variable physical aggression where dental students presented higher figures. Likewise, the participants of the Physical Culture and Sports career resulted in higher levels of bullying followed by Dentistry and Nutrition (Table 2).

Table 2. Distribution of the types of violence and harassment according to the perception of university students and the career they take

	School violence			Bullying		
	Odontology	Nutrition	Sports	Odontology	Nutrition	Sports
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Violence in general	58 (43.6)	44 (34.9)	94 (64.4)	26 (19.5)	13 (10.3)	55 (37.7)
Verbal harassment	31 (23.3)	17 (13.5)	59 (40.4)	16 (12.0)	7 (5.6)	34 (23.3)
Social exclusion	21 (15.8)	25 (19.8)	40 (27.4)	9 (6.8)	9 (7.1)	23 (15.8)
Physical aggression	5 (3.8)	1 (0.8)	4 (2.7)	2 (1.5)	0	1 (0.7)
Intimidation	1 (0.8)	0	3 (2.1)	0	0	2 (1.4)
Sexual harassment	9 (6.8)	5 (4.0)	13 (8.9)	5 (3.8)	2 (1.6)	4 (2.7)
Cyber bullying	29 (21.8)	14 (11.1)	44 (30.1)	15 (11.3)	5 (4.0)	22 (15.1)
Property damage	10 (7.5)	7 (5.6)	22 (15.1)	8 (6.0)	2 (1.6)	14 (9.6)

Source: self-made

In school violence the percentage of victims was 47.4%, aggressors 34.5% and victim / aggressor 20.5%. Regarding bullying, the percentage of victims was 21.7%, 13.6% aggressors and 13.8% victim / aggressor. Males showed higher figures as victim, aggressor and victim / aggressor, both in violence and in bullying compared to women, except in behavior as an aggressor in bullying where women scored highest (Table 3).

Table 3. Role of victims and aggressors in violence and bullying according to the perception and gender of university students

			School violence	Bullying
			n (%)	n (%)
Victim	**Gender**	Man	92 (57.9)	47 (29.2)
		Woman	104 (42.3)	41 (16.8)
Aggressor	**Gender**	Man	62 (39.0)	28 (11.5)
		Woman	80 (32.5)	27 (16.8)
Victim/ Aggressor	**Gender**	Man	55 (34.6)	26 (16.1)
		Woman	58 (23.6)	30 (12.3)

Source: self-made

Regarding gender, men showed a higher risk of suffering from violence in general, verbal violence and physical violence compared to women, in the same way men had a higher risk of suffering from harassment in general, verbal harassment, sexual harassment and property damage compared to women (Table 4).

Table 4. Risk factors associated with violence and bullying according to the gender of university students

			Chi2	P	OR (IC<95%)
Violence	General	Man Woman	10.68	0.001	1.95 (1.30-2.932
	Verbal	Man Woman	10.42	0.001	2.08 (1.32-3.25)
	Physical	Man Woman	4.063	0.044	3.73 (0.95-14.64)
Bullying	General	Man Woman	9.964	0.002	2.10 (1.32-3.36)
	Verbal	Man Woman	6.365	0.012	2.05 (1.16-3.60)
	Sexual	Man Woman	5.311	0.021	4.29 (1.21-16.42)
	Damage to Property	Man Woman	5.77	0.016	2.74 (1.17-6.43)

Source: self-made

Males showed a higher risk of becoming victims of school violence or having a behavior as a victim / aggressor, compared to women, and men also presented a higher risk of becoming victims of bullying, compared to women (Table 5).

Table 5. Risk factors to become a victim or aggressor according to the perception and gender of university students

School violence				Chi2	p	CI al 95%
Victim	**Gender**	Male	92 (57.9)	9.39	0.002	1.87 (1.25-2.80)
		Female	104 (42.3)			
Victim/ aggressor	**Gender**	Male	55 (34.6)	5.82	0.016	1.71 (1.010-2.66)
		Female	58 (23.6)			
Bullying				Chi2	p	CI al 95%
Victim	Gender	Male	47 (29.2)	9.440	0.002	2.098 (1.301-3.384)
		Female	41 (16.8)			

Source: self-made

The students of the Physical Culture and Sports career showed a higher risk of suffering different types of violence (violence in general, verbal, social exclusion, property damage and cyberviolence) and harassment (harassment in general, verbal, social exclusion, damage to property, cyberbullying), compared to Nutrition students. Likewise, the students of Culture and Sports showed a higher risk of suffering certain types of violence (violence in general, verbal, property damage) and harassment (harassment in general, verbal, social exclusion) compared to students of the Dentistry career (Table 6).

Table 6. Risk factors associated with violence and bullying according to the perception of university students and the career they study

Violence	Career	Nutrition		Odontology	
		p	OR (CI al 95%)	p	OR (CI al 95%)
Violencein general	Nutrition		1		
	Odontology				1
	Sports	0.000	3.36 (2.04-5.48)	0.001	2.33 (1.44-3.78)
Verbal violence	Nutrition		1		
	Odontology	0.042	1.94 (1.08-3.73)		1
	Sports	0.000	4.34 (2.36-7.99)	0.002	2.23 (1.32-3.75)
Social exclusion	Odontology		1		
	Sports	0.019	2.01 (1.11-3.63)		

Property damage violence	Nutrition		1		
	Odontology				1
	Sports	0.011	3.01 (1.24-7.32)	0.048	2.18 (0.99-4.79)
Cyber-violence	Nutrition		1		
	Odontology	0.021	2.23 (1.12-4.45)		
	Sports	0.000	3.45 (1.78-6.67)		
Harassment in general	Nutrition		1		
	Odontology	0.038	2.11 (1.03-4.32)		1
	Sports	0.000	5.25 (2.70-10.21)	0.001	2.48 (1.44-4.28)
Verbal harassment	Nutrition		1		
	Odontology				1
	Sports	0.000	5.16 (2.19-12.11)	0.014	2.22 (1.16-4.24)
Harassment due to social exclusion	Nutrition		1		
	Odontology				1
	Sports	0.028	2.43 (1.08-5.47)	0.019	2.57 (1.14-5.79)
Property damage	Nutrition		1		
	Sports	0.005	6.57 (1.46-29.52)		
Cyber bullying	Nutrition		1		
	Odontology	0.028	3.07 (1.08-8.73)		
	Sports	0.002	4.29 (1.57-11.70)		

Source: self-made

IV. DISCUSSION

School violence has become a serious problem, affecting approximately 200 million children and young people in the world (Debarbieux, 2003). According to the Organization for Economic Cooperation and Development in Mexico, 61% of high school students report bullying, abuse and verbal aggression (OECD, 2009), in the upper middle level the situation is not different according to data from the National Survey on Exclusion, Intolerance and Violence in Schools of Higher Secondary Education (2014), seven out of 10 young people have suffered some type of violence in the last year, a similar value 64% was reported by Prieto, Carrillo & Jiménez (2005) in students High school, in this same study it is revealed that 50% of students are forced to resort to physical or psychological violence to defend themselves from the aggressions they are subjected to, as mentioned in other studies (Vázquez, Villanueva, Rizo& Ramos, 2005; Velázquez, 2005).

In our study, young university students showed a prevalence of violence of 48.4%, while bullying occurred in 23.2% of young people, both figures are lower than those reported by other authors (Martínez, 2016; Munayco, et al., 2016; López, 2017; Martínez, Henao& Velasco, 2016).

Early studies related to violence and bullying reported that these problems diminished with age, this belief was probably due to the fact that in the upper and upper secondary schools, teachers, managers and other staff of the campus, did not observe aggressions to the same extent or intensity as in basic education, however more recent research (Cajigas, et al., 2006; Salmivalli, 2010; Adams & Lawrence, 2011), showed that it is not that violence or bullying diminishes with age but that forms of abuse become less visible, as happened in this study where verbal violence (26.4%), occupying the first place, this result is consistent with that reported in other investigations (Hoyos, Romero, Valega&Molinares, 2009; Paredes, Sanabria, González & Moreno, 2010; Hoyos, Llanos &Valega, 2011; Ramos & Vázquez, 2011; Guevara & Botero, 2011; Alzahrani, 2012; Silva, et al., 2013; Cast illo, 2013: Millán, Barrera & Ospina, 2015; Prieto, Carrillo & Lucio 2015; Oliveros, et al., 2016; Munayco, 2016).

After verbal violence is followed by cyberbullying (21.5%) and social exclusion (21.2%), the latter form of violence has been described in other studies (Hoyos, 2009; Hoyos, 2011; Silva, 2013; Prieto, 2015; Oliveros, 2016; López, 2017), occupying a second place in them due to their frequency. On the other hand, cyberbullying has recently increased significantly, probably due to the fact that most young people now have different devices (cell phones, tablets, internet, social networks, etc.), which can use as instruments to exert violence against other students, in our study the cyberbullying obtained a figure higher than that reported by other authors (Millán, 2015; Vergel, Martínez &Zafra, 2016).

The prevalence of sexual harassment in general was 6.7%, this result is lower than that reported by other authors (Alzahrani, 2012; Ríos, Romero &Olivo 2013; Munayco, 2016; López, 2017), but higher than that found in other research (Vergel, 2016; Ramos, 2011; Martínez, 2016). Regarding gender, men showed higher levels of sexual harassment compared to women, contrary to what was reported in another research (Alzahrani, 2012; Ríos, 2013; Munayco, 2016).

Physical aggressions in university students were presented in 2.5% of the participants, this figure is lower than that reported in most of the studies consulted (Silva, 2013; Alzahrani, 2012; Munayco, 2016; Prieto,

2015; Ramos, 2011; López, 2017; Castillo, 2013; Guevara, 2011; Martínez, 2016) and only above that observed by Ríos (2013) and Vergel (2016).

Regarding gender, it was found that men scored higher in all types of violence and harassment with respect to women, these results are consistent with those found by other authors (Paredes, Sanabria, González & Moreno, 2010; Ramos, 2011 ; Alzahrani, 2012; Silva, 2013; Millán, 2015; Munayco, 2016; Martínez, 2016; López, 2017; Reyes, Nájera& Palacios, 2019), however in some research (Ríos, 2013; Castillo, 2013; Vergel, 2016), it has been pointed out that women are more victims of violence and harassment than men.

In our study, no differences were found according to the age of the participants and the presence of different types of violence and bullying, in accordance with other studies (Hoyos, 2009; Monks & Smith, 2010), although in other studies (Hoyos 2011; Millán, 2015; Martínez 2016), it has been reported that these problems increase with age.

National reports on violence in schools in 17 European countries report percentages of 5 to 40% for victims and 5 to 25% for aggressors (Smith, 2003). In our study, the proportion of victims of bullying was 21.7%, aggressors 13.6%, these values are higher than those reported by other authors (Craig, 2009; Hoyos, 2011; Silva, 2013; Nancel, et al., 2001; Millán, 2015; Trujillo & Romero-Acosta, 2016). According to Smith (2011), some victims after being assaulted can later become aggressors as happened in our study where the proportion of victim / aggressor was 13.8%, also higher than that reported by other investigators (Nansel, 2001 ; Craig, 2009)

In the report for the Ombudsman in 2007, it is mentioned that men tend to have more abusive behaviors than women. In our study, men were at greater risk of having a behavior as a victim, aggressor or victim / aggressor, compared to women, these results agree with the results of other investigations (Nansel, 2001; Prieto / Carrillo, 2009; Hoyos, 2009; Hoyos, 2011).

Regarding the career different authors point out that medical students are more affected by the bullying, compared to students in other careers, is perhaps one reason why most studies (Paredes, 2010; Guevara, 2011; Alzahrani, 2012; Ríos, 2013; Silva, 2013; Millán, 2015 ; Munayco, 2016), have focused on this group of students. In our study the students of the Physical Culture and Sports career showed higher scores in the different types of violence and harassment, compared with those of Dentistry and Nutrition, in this respect in a study conducted by López (2017), figures were found higher in law students, followed by administration and psychology, while medical students scored lower than the rest of the careers.

One of the limitations in this study is that it was only included in it, to students who were in the first semester of the bachelor's degree, in later semesters the groups could be better consolidated, which could result in other figures of violence and bullying than found in this population. On the other hand the number of socio-demographic variables that were included in this research could be expanded, to know the effect that these could have on the presence of violence and bullying in university students.

In conclusion, the prevalence of violence and bullying in university students was lower than that found by other authors, however the percentage of victims, aggressors and victim / aggressor was higher than those reported by them. The most frequent forms of violence were verbal, cyberbullying and social exclusion. Males showed higher figures regarding the presence of different types of violence and bullying compared to women, in the same way they scored higher in behaviors as victim, aggressor and victim / aggressor. Students of Physical Culture and Sports were more affected by violence and bullying, as well as the different types of violence compared to students of dentistry and nutrition.

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