

The impact of bullying in higher education**El impacto del acoso escolar en la educación superior**

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Abstract

The study analyzes harassment in a higher education institution, highlighting that this type of abuse causes physical, psychological, emotional and social damage to the victims. The research design included a sample of 59 university students and an instrument with 4 signal variables and 35 of the phenomenon, using a scale from 0 to 10. The results of the study indicate that people's vulnerability is common in social networks and in educational institutions, where students often discriminate and manipulate their peers. Depression and decreased academic performance are some of the consequences of bullying. The study suggests the need to develop an intervention model focused on tools that favor the disappearance of bullying, improve academic performance, as well as the implementation of a public policy that penalizes all forms of harassment.

Resumen

El objetivo de este artículo fue analizar el acoso escolar en una institución de educación superior, destacando que este tipo de maltrato genera daños físicos, psicológicos, emocionales y sociales en las víctimas. El diseño de investigación incluyó una muestra de 59 estudiantes universitarios y un instrumento con 4 variables señalíticas y 35 del fenómeno, utilizando una escala del 0 al 10. Los resultados del estudio indican que la vulnerabilidad de las personas es común en las redes sociales y en las instituciones educativas, donde los estudiantes suelen discriminar y manipular a sus compañeros. La depresión y la disminución del rendimiento académico son algunas de las consecuencias del acoso escolar. El estudio sugiere la necesidad de desarrollar un modelo de intervención centrado en herramientas que favorezcan la desaparición del acoso, la mejorar del desempeño académico, así como la implementación de una política pública que sancione todas las formas de acoso.

Harassment, Education, University students**Acoso, Educación, Universitarios**

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Introduction

Over the years, there have been several changes in society and among them the phenomenon of bullying, which, despite time, continues to damage the integrity of people, as an individual can constantly receive harassment, teasing, intimidation, physical and verbal aggression by one or more people within a school environment, at work, on the Internet or simply in the street, which can lead to extremely serious situations, through the Internet or simply in the street, which can lead to extremely serious situations as the damage caused by bullying has different scopes, as it can be interpreted in such a way that it has no impact on you, due to the support provided by other social circles, however, when this is not the case, it can result in dropping out of school, work, etc. Even in more serious cases, self-destructive thoughts and even suicide can occur.

It can be observed that the phenomenon of bullying has intervened too much in the educational field, although in educational institutions this problem should not exist, as it can alter the behaviour, learning, knowledge and even the physical, social, intellectual and psychological development of the assaulted student.

Justification

The main beneficiaries will be undergraduate students, in which the factors that cause bullying in education will be explained. Therefore, it can be seen that all the students of the Faculty of Science, Education and Humanities will benefit, since the results of this research will provide teachers with proposals to improve the atmosphere in the educational environment. Therefore, all students of the Autonomous University of Coahuila will have explanations so that the phenomenon of bullying in education as a risk factor for dropping out of school is not experienced.

Research question:

How does bullying intervene in the education of students in the faculty of science, education and humanities?

General aim

To find out how bullying affects the education of students in the Faculty of Science, Education and Humanities.

Specific aims

- To analyse the relationship between behaviour and learning
- To substantiate how anxiety affects intellectual development.
- To justify how bullying causes motivation to decrease.

Research questions

- How does domestic violence influence learning?
- Why does stress affect intellectual development?
- How does the family environment affect learning?

Theoretical framework

Rusteholz and Mediavilla (2022) mention that bullying is, therefore, a form of violence that is differentiated from other similar phenomena by the context in which it occurs and the characteristics of the parties involved in the actions.

Zavalaga (2021). Mentions that educational centres play an important role in terms of the problem of school violence; however, the school climate and the lack of training of teachers are factors that make it easier for adolescents to display violent behaviour.

According to Agüero (2020). Bullying includes acts of harassment that express aggression between different educational actors, both in vertical relationships between authorities or adults and children or students, and horizontal relationships between classmates or colleagues.

Tepale et al. (2021). They indicate that young people who are bullied at school find it difficult to make visible the aggressions they have received due to the cultural demand to remain silent when a man is assaulted because they associate reporting it with being weak, which leads them to live in the law of silence, where the possibility of symbolising the drive is limited.

School bullying is also known as bullying, which ends up being an intentional aggression that transgresses the integrity of the children and adolescents who suffer it, this aggression can be represented physically, psychologically or verbally, threats, humiliation and mockery are also part of school bullying. Hamodi, C. and Jiménez, L. (2018)

As mentioned by Ochoteco (2020) Internet bullying shares characteristics with traditional school bullying, although due to the medium in which it takes place, it presents differential aspects that make it a significantly different form of aggression, we are talking about online threats, rude text messages, derogatory messages sent through social networks, etc. also the fact of posting information or videos of a personal nature on the Internet to hurt or embarrass another person. Meneses (2019). It is argued that in school one not only learns to read, write and do arithmetic and mathematics, but also to live together, to live in society and to acquire the skills that will later enable one to adapt well to society. This is why it is said that the function of schools is not only instructive, but also educational.

Zavalaga (2021). Mentions that educational centres play an important role in terms of the problem of school violence; however, the school climate and the lack of teacher training are factors that facilitate violent behaviour in adolescents.

Veccia et al. (2019). Stipulates that educational institutions should be considered as protective spaces and sources of emotional and social well-being, however, interpersonal relationships have currently become violent, disruptive and not very beneficial.

Izquierdo, et al. (2021). (2021). He points out that the problem of bullying or violence in the classroom has its origin in the conflict that has ruled the country in recent years, because violent behaviour is learned at home and replicated in educational institutions.

Lizama-Lefno and Hurtado (2019). Mention that sexual harassment has a lacerating impact on the right to education; in particular, low school performance among the female population is noted.

Likewise, Fuentes-Vásquez (2019). They express that sexual harassment is exercised through multiple behaviours and practices of visual, verbal, gestural and physical type, with sexual purposes, usually direct and explicit, by the harasser, without the consent of the person who suffers the harassment.

Education is very important for young university students, as they have not yet acquired all the knowledge and skills necessary for the development of their intellectual, psychological, moral, affective and social capacities.

Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO) (2021) mentions that it has been enshrined in the legal frameworks of practically all countries in the Americas and that, in the specific case of Mexico, it is already included in educational legislation as an individual right.

According to Mora-Olate (2020). She mentions that education is a basic right of all children and adolescents, which provides them with the skills and knowledge necessary to develop as adults and also gives them the tools to know and exercise their other rights.

Cabrera and Pech (2020) mention that motivation was expressed in terms of self-determination to do the activities set out in the chapters, rather than to fulfil the objective of the course or the score to be obtained.

Reyes and Velázquez (2022) point out that teachers recognise that school coexistence cannot be a mere occurrence, much less a simple administrative requirement. Likewise, as Bourzgui et al (2020) mention. It is proposed to orient to hybrid learning designs, being a model that allows students to operate smoothly in an interactive and collaborative environment, motivating them to participate, understand and control their emotions differently to the task and learning content.

Azorín and Sandoval (2019) mention. That the transformation of education systems begins by identifying the policies and practices necessary for change and improvement to take place.

From the previous literature review, the following variables can be deduced in terms of the bullying axis: Social violence, behaviour, harassment, bullying, intimidation isolation, social exclusion, aggressions, silence, fear, violent acts, physical defects, vulnerability, psychological damage, violent reactions, family environment, domestic violence, child abuse, influence, intrafamily violence, manipulation, promiscuity, sexual abuse, stress, motivation decreases, discrimination, anxiety, cyberbullying, communication difficulty, school violence, environment, criticism, emotional imbalance, bipolarity, victim, aggressor.

Methodology

An instrument was applied that has 4 signal variables, which are gender, age, semester and social exclusion, in addition to 35 variables divided into 19 of the axis Harassment and the rest Education with a scale of ratio from 0 to 10 where 0 is the absence of attribute and 10 its maximum presence.

In order to observe whether the instrument is valid and reliable, a pilot test was applied to 15 subjects whose characteristics are similar to those of the population.

The research sample consisted of 59 undergraduate students between the ages of 17 and 27.

The results were reviewed at the statistical levels of frequencies and percentages, characterisation and correlation.

Results

The study phenomenon will be worked through the univariate to know how each of the variables behave in the statistics that integrate the normality Z and the Omnibus k, where they allude to the central tendency, which are: mean, median, mode, while in the values related to the dispersion, the standard deviation, the coefficient of variation, kurtosis and bias will be analysed; which will allow the relevant and adequate decision making for the research.

Frequencies and percentages

In the reading the results of the variable gender are shown, which are characterised with 83 % Female and 17 % Male.

Characterisation

Regarding the value of the \bar{X} it is analysed that the variables: Family Environment ($\bar{X}=7.14$), Stress ($\bar{X}=7.81$), Dedication ($\bar{X}=7.14$), Learning ($\bar{X}=7.05$), Values ($\bar{X}=8.32$), Experimentation ($\bar{X}=7.27$), Knowledge ($\bar{X}=7.88$), Documentation ($\bar{X}=7.14$), Research ($\bar{X}=7.64$), Strategies ($\bar{X}=7.02$) are located in the high values of the scale (7, 8, 9, 10). So it is inferred that values are the main source of potentiality in education.

Correlation

Next, the statistical level of correlation is presented, which was established through Pearson's parametric statistic, in which a probability of (P=0.02) with a level of relationship of (r= -0.37) is presented.

Correlation of the variable Harassment

It is observed that some students within the school environment are harassed, and generally suffer from some type of discrimination (r=0.44), so they are more vulnerable (r=0.32) to being assaulted (r=0.43), manipulated (r=0.34) and intimidated (r=0.60) physically or through the use of bullying. 60) physically or through social networks (r=0.40), which creates a great fear in the victim (r=0.40), which is why they can lead to sexual abuse or even death (r=0.37), which leaves irreversible damage to the person.

It can be deduced that bullying is a factor of bullying, which causes intimidation of the students, and with this the lack of motivation to live of the victims, which can lead to death.

Conclusions

The present study concludes that some of the factors of bullying such as harassment, aggression and intimidation cause a lack of motivation to live in students, which can lead to death, they begin to isolate themselves and become more susceptible to being hurt and avoid living with other people. The fear comes from the vulnerability of the person himself, which is obtained from the social pressure that is exerted on them by being manipulated by their peers, this makes the person a victim of all kinds of abuses that damage their physical and mental integrity. In order for the student to improve in school, it is important to communicate, discipline and take into account ethical values, as they are the ones that make education more effective. In the educational field, strategies are constantly implemented to improve the quality of classes so that students are enthusiastic and eager to continue learning, so some teachers use as a strategy to reinforce the self-esteem of students by letting them know that they have the capacity to learn and to face any type of situation that may arise inside and outside the classroom.

Discussion

(Lizama-Lefno y Hurtado, 2019) He mentions that sexual harassment has a lacerating impact on the right to education; in particular, low school performance among the female population is noted. So I agree with the author, because in my results it was observed that harassment has caused their academic performance to drop drastically, although it could not be generalised that only women have gone through this situation, it is known that the majority of harassed students are women, but there is also a percentage of men and in both sexes it has been visualised that their academic performance drops.

Fuertes et al (2018). They argue that motivation is a determining factor in the teaching-learning process at any educational level and subject to internal or external control. Therefore, we agree with the authors because it has been shown that motivation is involved in learning and not only in learning but also in socialising with new people.

Sáez, J. (2018). Mentions that it is based on the idea that learning is considered as the process in which information is assimilated, observing a change in behaviour. In order for it to occur and be meaningful, the need to learn, motivation, preparation for learning, among others, must be considered, through a process of personal and group construction, participating directly and actively. Therefore, we are in favour of what the author says, since university students acquire their knowledge better when you know the needs of each student.

Orín Abellán, C. (2018) mentions that cooperative learning is an educational strategy as it is considered as the pedagogical tool that allows to meet the needs of people. So it is in favour of the author, since it has been shown that cooperative work (in teams) makes students learn more easily and develop communication.

José Carlos Ochoteco Hurtado (2020) mentions that Internet bullying shares characteristics with traditional school bullying, although due to the medium in which it takes place, it presents differential aspects that make it a significantly different form of aggression; we are talking about online threats, rude text messages, derogatory messages sent through social networks, etc... also the fact of posting information or videos of a personal nature on the Internet to hurt or embarrass another person. Therefore, we agree with the author as university students have been threatened, manipulated and psychologically assaulted through social media.

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