SCHOOL BULLYING IN ADOLESCENTS ACCORDING TO GENDER AND BACKGROUND ANALYSIS USING VIDEO TOOLS

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\textbf{KEYWORDS}

Teenagers, School bullying, Intimidation by respondents, Symptoms, Victimization

\textbf{ABSTRACT}

The objective of this study was to determine the levels of school bullying in adolescents and the differences in dimensions according to gender and origin. 440 adolescents from Public Educational Institutions between the ages of 12 and 16 participated. A Questionnaire was applied to detect school bullying with a reliability of 0.86. The results indicated that 32.1\% of adolescents had a low level, 42.3\% had a medium level and 25.6\% had a high level. In the dimension Situations of Victimization due to Intimidation and Intimidation by respondents according to gender.

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1. Introduction

During the last few years, an increase in coexistence problems in educational institutions has been reported, being mainly adolescents who establish unhealthy social relationships. This problem highlights the need to analyze antisocial behavior to obtain useful information for the development of prevention/intervention programs that promote prosocial behavior, consideration for differences and inhibit discriminatory, antisocial and violent behavior (Garaigordobil and Maganto, 2016, p.2).

There are different concepts about the relationship of violence in the school environment, such as bullying or acts of intimidation or mistreatment, that is, as the action of causing or instilling fear (Calvo and Ballester, 2007). The behaviors associated with bullying in the school environment occur when a student is assaulted or becomes a victim and is exposed, repeatedly and for a period of time, to negative actions carried out by one or several of them (Olweus, 1998, p.25). Thus, it is conceived that "learning to live together" and "learning to learn" is what leads to the identification of the school as a safe and pleasant space for the development of a good school coexistence (Quintana, L. 2017, p.23). However, Hernández and Gutiérrez (2013) propose that victimization and school rejection in adolescence are related to factors external to the classroom, such as the quality of communication between parents and children.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), through the report of the World Education Forum (2019), states that some countries have made significant progress in reducing and containing bullying; a problem that is not alien to educational contexts in Peru. According to the United Nations Children’s Fund (UNICEF) worldwide, about 150 million students between the ages of 13 to 15 years (just over 1 in 3) experience cases of bullying (2018), in a recent report, UNESCO (2019) found, with data from 7 European countries, that the greatest victims of this violence were adolescents aged 11 to 16 years (especially females) and that its incidence had grown almost twice between the years 2010 and 2020.

One of the objectives that should be institutionalized in educational scenarios is democratic, participatory coexistence, where students build relationships of friendship, solidarity, tolerance, which promotes relationships of well-being and psychological health among all students; however, according to the platform of the Ministry of Education (Minedu) SíseVe, it recorded 43,999 cases of school violence between September 2013 and June 2022, of which 53.13% refers to cases of violence among schoolchildren, (MINEDU, 2023, p.19). Chalco (2021) points out that the highest incidence of this problem occurs in secondary education.

In a study by Monroy et al. (2017), they found that the most frequent forms of bullying were name-calling or ridicule (44.4%) and physical harm (18.9%); and of those surveyed 50.3% identified with the role of the aggressor, 90.4% with that of the bystander and 51% with that of the victim. The characteristics attributed to victimization in the victims as in the aggressors, as an expression of power, domination, coming from the social macrosystem. Which must be taken into account in the effort to eradicate bullying (Mendieta et al. 2019).

While it is true that cases of school violence have a long history, today these figures show that the problem is becoming more visible and that students are becoming aware and have lost their fear of reporting it, and also teachers are more vigilant in detecting cases of violence among adolescents in a timely manner. School bullying is understood as persistent and repetitive dynamic patterns of verbal and/or nonverbal behaviors directed by one or more students who attempt to deliberately inflict physical, verbal or emotional abuse, with in the presence of real or perceived power (Bríñez & Caro, 2018). These bullying problems are observed in educational centers especially with those adolescents who do not respond to the power pressures of some of their classmates.

Bullying is a form of violence because it is an abuse of power by the aggressor over a person who is weaker or helpless and who is severely affected by that aggression (Becerra et al., 2010, p.5). The literature on bullying often highlights the importance of school climate in reducing violence and creating a safe school environment (Espelage and Hong, 2019; Karakiozis and Papakitsos, 2018); in a bullying context, all its members are affected, victims, bystanders and aggressors, even when the victims are more affected because they are reducing their social networks if they had it and if they did not have it the possibilities of establishing them decrease, “the relationships established by the aggressors are
mediated by the fear they generate and the power they demonstrate also affecting their interpersonal relationships and the bystanders that by protecting themselves from possible situations of aggression limit their freedom of choice of friendships” (García et al. 2011, p. 20).

Considering that peer relationships in the different studies on bullying are oriented to analyze when a student is assaulted for a prolonged period of time where the others act as spectators and do not provide help to the victim, which would have to do with the cognitive and affective-motivational aspects that relate to the skills to discriminate the emotional states of others and act empathetically against aggression. This intentional behavior that is exposed to the adolescent male or female could later generate mental and behavioral problems. Villavir (2023), points out that from a social perspective, bullying affects a large number of students worldwide and has significant consequences on their social, psychological and academic well-being. Research reveals that it is the characteristics of the environment (i.e., the school, the classroom, the school climate, or the peer group).

Overt victimization involves being a direct target of physical and/or verbal aggression (e.g., beatings, threats). In contrast, relational victimization (e.g., exclusion) uses the relationship to harm the target, and reputational victimization (e.g., gossip) damages the victim’s reputation among peers, (Stewart et al., 2018). It is in this sense the need to detect the generating factors of violence when they manifest themselves mainly in educational institutions and then avoid the physical, psychological sequelae and for this a coordinated intervention between teachers and educational authorities, at health levels, institutions of protection against violence of children and adolescents must be carried out.

Hernández and Gutiérrez (2013) state that victimization and school rejection in adolescence are related to factors outside the classroom, such as the quality of communication between parents and children, since there are studies that indicate that a positive family environment is significantly associated with the resilience of schoolchildren to victimization. Likewise, Coronel and Tabia (2019), point out that the subject who suffers bullying can have serious negative consequences, such as low self-esteem or anxiety and stress, low academic performance, inadequate social relationships, which carry over into adulthood.

For the present study, two objectives were established: a) to determine the differences in school bullying among adolescents in Public Educational Institutions according to gender and origin, b) to establish the differences in the dimensions of victimization, symptomatology and bullying on the part of the respondents, among adolescents in Public Educational Institutions according to gender and origin.

2. Development of the research

Quantitative approach study, cross-sectional, non-experimental descriptive comparative design, because it analyzes and compares school bullying according to gender and origin and with its dimensions: bullying victimization, symptomatology and bullying by respondents.

In the first place, the educational institutions of mixed education were identified, being public institutions and because of the accessibility of the sample to the virtual evaluation, there were 446 participants from 12 to 16 years old, 42% males and 58% females, 66% were from the capital Lima and 34% from the provinces. The sampling was non-probabilistic and the stratified sampling technique was used in two areas, Lima and Huánuco, considering three educational institutions in each area.

The "Brief questionnaire to detect school bullying" by Moratto, Cardenas and Berbesí (2013) was used; it consists of 36 items, with three response alternatives (never, few times, many times) and comprises three dimensions: victimization by bullying (physical, verbal, social and coercion); the second is composed of symptoms of anxiety, depression, post-traumatic stress and also effects on self-esteem and, the third, bullying by those who respond to bullying situations.

The questionnaire was analyzed using the principal components method with Varimax rotation, Cronbach’s alpha coefficient was calculated for the three factors found. The dimension, bullying victimization, was .87, symptomatology,.89, and the dimension, bullying by respondents, .83; likewise, the reliability with the study sample was determined to be .913.

Coordinations were made with the selected educational institutions and with those who accepted the informed consent, we proceeded to the virtual application of the instrument, which had an average duration of 20 minutes, considering the ethical values required in the research.

Descriptive analyses were performed and percentiles were established, based on which three levels were differentiated: high, medium and low; to determine possible differences in relation to variables
such as gender and origin, normality was evaluated using the Kolmogorov-Smirnov statistic and the "Student’s t" statistic for independent samples; and the effect size (Cohen’s d) was calculated.

3. Results

After the data analysis, descriptive statistics with the levels of school bullying in the adolescents of the sample are shown and then the presentation of the results focused on the examination of the theoretical model on the comparisons of means considering gender and origin.

Table 1. Levels of School Bullying in Adolescents.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Low %</th>
<th>Low</th>
<th>Average</th>
<th>High %</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School bullying</td>
<td>32,1</td>
<td>42,3</td>
<td>25,6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victimization situations</td>
<td>48,4</td>
<td>32,1</td>
<td>19,5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symptomatologies</td>
<td>35,4</td>
<td>15,2</td>
<td>50,6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intimidation by respondents</td>
<td>78,7</td>
<td>12,1</td>
<td>7,2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Own elaboration.

The prevalence analysis indicated that 32.1% of the adolescents presented a low level, 42.3% a medium level and 25.6% a high level. Considering the dimensions, 50.6% of adolescents presented a high level of symptomatology and 78.7% were at a low level in the dimension Intimidation by respondents.

Figure 1. Levels of school bullying in adolescents.

Table 2. Descriptive Results on School Bullying in Teenagers

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>M</th>
<th>DS</th>
<th>VAR</th>
<th>MED</th>
<th>Asymmetry</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victimization situations</td>
<td>446</td>
<td>14,28</td>
<td>2,95</td>
<td>8,70</td>
<td>14,00</td>
<td>3,027</td>
<td>13,82</td>
</tr>
<tr>
<td>Symptomatologies</td>
<td>446</td>
<td>17,88</td>
<td>4,89</td>
<td>23,92</td>
<td>17,00</td>
<td>1,037</td>
<td>.915</td>
</tr>
<tr>
<td>Intimidation respondents</td>
<td>by 446</td>
<td>12,61</td>
<td>2,47</td>
<td>6,11</td>
<td>12,00</td>
<td>7,797</td>
<td>67,422</td>
</tr>
<tr>
<td>Total School Bullying</td>
<td>446</td>
<td>44,77</td>
<td>8,25</td>
<td>63,13</td>
<td>43,00</td>
<td>2,813</td>
<td>13,761</td>
</tr>
</tbody>
</table>

Source: Own elaboration
According to the descriptive results, the mean was higher in the dimension Symptomatology and lower in Intimidation per respondent, in the total scale the mean was 44.77 and the SD was 8.25.

### Table 3. Comparison of Means of School Bullying in Adolescent Males and Females

<table>
<thead>
<tr>
<th>Variables</th>
<th>Males</th>
<th>Women</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>Variance</td>
<td>M</td>
</tr>
<tr>
<td>Victimization</td>
<td>14.20</td>
<td>6.32</td>
<td>14.33</td>
</tr>
<tr>
<td>Symptomatology</td>
<td>18.88</td>
<td>16.46</td>
<td>18.61</td>
</tr>
<tr>
<td>Intimidation</td>
<td>12.69</td>
<td>4.44</td>
<td>12.54</td>
</tr>
<tr>
<td>Total</td>
<td>43.78</td>
<td>48.63</td>
<td>45.49</td>
</tr>
</tbody>
</table>

Source: Own elaboration

Regarding the differences in the dimension of bullying victimization situations according to gender, no significant differences were found; t=0.490; p = .624 > .05 and d=0.04 with no effect size. In symptoms and effects on anxiety, depression, post-traumatic stress and effects on self-esteem, there are significant differences being t= 3.389; p = .000 < .05 and d= 0.425 with small effect size. In reference to intimidation by respondents, no significant differences were also found according to gender, with t=.690; p = .490 > .05, d=.06 with no effect.

In the total school bullying scale, significant differences were found between male and female adolescents with t= 2.245; p = .025 < .05 and d=.207 CI95% (0.019-0.395) with small effect size (Table 3).

### Table 4. Comparison of Means on School Bullying among Adolescents according to their origin

<table>
<thead>
<tr>
<th>Variables</th>
<th>Lima</th>
<th>Huanuco</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>Variance</td>
<td>M</td>
</tr>
<tr>
<td>Victimization</td>
<td>14.38</td>
<td>10.10</td>
<td>14.06</td>
</tr>
<tr>
<td>Symptomatology</td>
<td>17.65</td>
<td>20.62</td>
<td>18.33</td>
</tr>
<tr>
<td>Intimidation</td>
<td>12.72</td>
<td>7.29</td>
<td>12.37</td>
</tr>
<tr>
<td>Total</td>
<td>44.76</td>
<td>74.18</td>
<td>44.78</td>
</tr>
</tbody>
</table>

Source: Own elaboration

Considering the origin of the adolescents between Lima and Huánuco with respect to the differences in the three dimensions, no significant differences were found. In the total school bullying scale, significant differences were found between adolescents from Lima and Huánuco, t= 2.245; p = .025 < .05 and d=.002 (Table 4).

The results showed a high level of school bullying in 25.6% of adolescents in the sample and considering the dimensions, the highest percentage of 78.8% presented a high level of symptoms and effects on anxiety, depression, post-traumatic stress and effects on self-esteem, as pointed out in previous studies conducted in Peru, such as that of Oliveros et al. (2009), bullying has a multicausal origin, causes health problems, school phobia, and the long-term prognosis for victims and aggressors is negative, being able to get involved in problems with the law, likewise in a study by Huerta et al. (2015) they found a very significant correlation between depression with each of the components of anger in adolescent victims of domestic violence which determines and produces disorders in the mental health of adolescents. From the perspective of the adolescent who presents difficult changes, it produces confusion, disorientation, anxiety, depression and that many times social and family influences such as lack of communication, family problems and makes them dysfunctional and they do not adequately develop problem-solving skills specifically in the face of violence.

Briñez & Caro (2018) in the study conducted with the aim of analyzing relevant theoretical and methodological aspects from the scientific evidence in nursing related to school bullying, demonstrated statistically significant results of symptoms and diagnoses that compromise the health of
schoolchildren. In this sense, educational institutions should implement psycho-pedagogical services that not only attend these cases of school bullying and violence in a timely manner, but also carry out preventive actions and promote healthy lifestyles from the school context.

Taking into account the stated objectives, to establish the differences according to gender, significant differences have been found in the general scale and only in the symptomatology dimension with a small effect size; a similar study by Romero et al. (2018), according to comparisons by sex found that there are statistically significant differences in Victimization Situation, Bullying by aggressors, and in the General Factor of School Bullying, which could be related to the roles of both sexes. Likewise, Díaz-Aguado & Martínez (2014) point out that the entrenchment of traditional gender stereotypes and the internalization that violence is an intrinsic part of male identity.

On the other hand, Herrera-López et al. (2017) in the study on Bullying and cyberbullying in Colombia, regarding the sex variable, found no differences, with boys being to a greater extent victims. It should be noted that, many of the students who commit bullying, is because they themselves have been physically and psychologically attacked and are exposed in their homes, leading them to vent all those painful events on other individuals (García & Ascencios, 2015).

The problem of violence has consequences that cut across different dimensions of the adolescent and extends into adulthood, when there are difficulties related to the ravages of their mental health, because of which there may be representative repercussions associated with suicidal ideation and suicide attempts in both victims and perpetrators (Arroyave, 2012).

Considering the origin of the adolescents between Lima and Huánuco in the total scale of school bullying, significant differences were also found, but without effect size; likewise, no significant differences were found in the dimensions, situations of bullying victimization, symptomatology and bullying by respondents. While it is true that school bullying in educational institutions, the incidence in some contexts is higher than in others depending on psychosocial risk factors; thus in the study conducted in Brazil by Azeredo et al. (2015) evidenced that the variation of verbal bullying at the school and city level was small, and most of the variation was explained at the individual level.

This does not mean that school or city is unimportant, but it may suggest that city boundaries comparing only state capitals do not capture differences that shape the environment relevant to the occurrence of bullying, studies explore associations between other forms of bullying and other contextual variables; this indicates that it may be other school, family, contextual characteristics that are closer to adolescents may influence school bullying in adolescents.

These findings are important because it has allowed to know the levels and incidence of this problem leaves manifest the need to intervene these phenomena from multidisciplinary perspectives and integrally to improve coexistence in adolescents; however, in a study conducted by, Estévez et al. (2019) point out that in many there is a diversity of protocols and programs that, in addition, have not usually been participants in a process of evaluation of the effectiveness of their implementation.

4. Conclusions

In the total school bullying scale, significant differences were found between adolescents from Lima and Huánuco, considering gender and origin. This demonstrates, as in other studies, the existence of the problem of bullying in adolescents, making it necessary to implement psychoeducational intervention programs that seek to work comprehensively on values and overcome gender and power stereotypes and achieve behavioral and emotional self-regulation in adolescents.
References


