# MEDIA AND BULLYING. CHARACTERIZATION OF THE HABITS, PREFERENCES AND USES THAT YOUNG UNIVERSITY PEOPLE MAKE OF ICTs AND THEIR POTENTIAL IN UNIVERSITY COEXISTENCE

# MEDIOS Y BULLYING. CARACTERIZACIÓN DE LOS HÁBITOS, PREFERENCIAS Y USOS QUE LOS JÓVENES UNIVERSITARIOS HACEN DE LAS TIC Y SU POTENCIAL EN LA CONVIVENCIA UNIVERSITARIA

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**ABSTRACT**
The constant influence of mass media in everyday life of young university students has brought about new information needs as regards habits and preferences of media. These forms of mediation with Information and Communication Technologies –ICTs- are intervened by their tastes and needs, without disregarding the fact that they are also spaces for social relationships. Together with them, the university environment is also configured as another social space that exposes this young populational segment to risks of violence and conflict vehicles present in theirs realities, such as bullying. In the particular case, this mode of harassment occurs in different universities of Barranquilla City, Colombia, with worrying statistics that warn about risks for students' coexistence. Therefore, this article shows results of a piece of research entitled *Characterization of ICTs consumption by college students from Barranquilla to design a proposal for educational spaces in values and citizen coexistence,* a study carried out by Área de Broca: Media, Language and Society, research group ascribed to Autonomous University of the Caribbean -Radio and Television Direction and Production Program.

**KEY WORDS**: coexistence, preferences, habits, media, bullying, university students.

**RESUMEN**
La constante penetración de los medios de comunicación en la vida cotidiana de los jóvenes universitarios ha generado nuevas necesidades de información en cuanto a hábitos y preferencias de medios se refiere. Estas formas de mediación con las Tecnologías de la Información y la Comunicación –TIC- están intervenidas por sus gustos y necesidades, sin dejar de lado que son además, espacios de relaciones

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sociales. Junto a ellas, el ambiente universitario también se configura como otro espacio social que expone a este segmento poblacional juvenil a riesgos de violencia y conflicto presente en sus realidades, tales como el Bullying. En el caso particular, esta modalidad de acoso, viene ocurriendo en distintas universidades de la ciudad de Barranquilla, Colombia, con preocupantes cifras que evidencian riesgo para la convivencia de la comunidad estudiantil. Con base en lo anterior, el presente artículo muestra resultados de la investigación titulada *Caracterización del consumo de TIC de los universitarios de Barranquilla para el diseño de una propuesta de espacios de educación en valores y convivencia ciudadana*, estudio realizado por el grupo de investigación Área de Broca: Medios, lenguaje y sociedad, adscrito al Programa de Dirección y Producción de Radio y Televisión de la Universidad Autónoma del Caribe.

**Palabras clave**: convivencia, preferencias, hábitos, medios, bullying. jóvenes universitarios

# MEIOS DE COMUNICAÇÃO E BULLYING – CARACTERIZAÇÃO DOS HÁBITOS, PREFERÊNCIAS E USOS QUE OS JOVENS UNIVERSITÁRIOS FAZEM DAS TIC E SEU POTENCIAL NA CONVIVÊNCIA UNIVERSITÁRIA

**RESUME**

A constante penetração dos meios de comunicação na vida cotidiana dos jovens universitários há gerado novas necessidades de informação em relação a hábitos e preferências. Estas formas de mediações com as Tecnologias da Informação e da Comunicação – TIC – estão intervindas por seus gostos e necessidades, sem deixar de lado que é ademais, espaço de relações sociais. Junto a elas, o ambiente universitário também se configura como outro espaço social que expõe a este seguimento populacional juvenil a riscos de violência e conflito presente em suas realidades, tais como o bullying. No caso particular, esta modalidade de acosso vem ocorrendo em distintas universidades da cidade de Barranquilha, Colômbia, com preocupantes cifras que evidenciam o risco para a convivência da comunidade estudantil. Com base no artigo anterior, o presente mostra resultados da investigação titulada de *Caracterização do consumo de TIC dos universitários de Barranquilha para desenhar uma proposta de espaços de educação em valores e convivência da cidadania*, estudo realizado por um grupo de Investigação na Área de Broca: Meios, linguagem e sociedade, adscrito ao Programa de Direção e Produção de Rádio e Televisão da Universidade Autônoma do Caribe.

**PALAVRAS CHAVE:** Convivência – Preferências – Hábitos – Meios – Bullying – Jovens universitarios

**Como citar el artículo**

## 1. INTRODUCTION

An exploratory study on media consumption conducted in Barranquilla, Colombia, in 2009, based on a sample of 70 young people from different social strata and aged 18 to 30 years (Jiménez and Seni, 2009) determined that Internet was the main source of information for this segment of the population and that they made passive use of this medium on a daily basis (Martín Barbero, 2008), that is, for entertainment purposes only. It was also observed that, at that time, the young people already belonged to social networks and mainly used devices such as blackberry to access the web. Despite the boom of connectivity, the young people from Barranquilla that we studied continued to be regular consumers of television, they only listened to radio for its musical contents and they did not use to read written press.

Added to the above, in the university environment of the city, the presence of harassment or bullying (Reátiga y Hoyos, 2006) is beginning to be evident, with an increase among university students aged 18 to 20 years in which there is a peak in the incidence of manifestations of bullying and student harassment. The diversity of subjects' abilities, cultural differences, and a set of power relations are among the main potential causes of risk of bullying. The problem is sensitive to the extent that the silence of the victims detracts from visibility, and this occurs because of the mistaken belief that, at their age, they must know how to solve their problems alone. (Hoyos, Llanos, Valega, 2012).

Faced with the above situations, it was considered necessary to reflect on the uses that young people make of ICTs, and how their habits and preferences in relation to these media become strengths to strengthen and structure proposals that can become alternative solutions to the issues of coexistence and bullying in university students from Barranquilla. At present, there is no characterization of the habits, preferences and uses of ICTs in the university students from Barranquilla, which becomes a weakness when designing proposals that focus on participation and interaction through the media, oriented to educate in values and citizen coexistence.

On the other hand, and as a result of this, Colciencias, as an entity that promotes scientific research in the country, has begun to focus its attention on research in social and human sciences, focusing on "projects on basic and applied research in the social and human sciences"; as well as on innovation projects on "development of web and mobile computing applications to meet specific needs of Colombian society" (2014 call), leaving an open space to promote initiatives that articulate ICTs and social reality.

## 1.1 State of the art

For the review of the state of the art, cultural, social and geographical proximity was taken into account. Therefore, studies from Spain, Latin America and Colombia and the local context, Barranquilla, were selected. In terms of thematic relevance, ICTs, Youth, University, Coexistence and Bullying were established as a parameter.

## 1.2 Media Consumption and Bullying

Research on the use of the internet and social networks in favor of coexistence and citizen construction in Spanish America has revolved around quantitative empirical studies, which usually make us of virtual questionnaires. They also resort to interviews with experts to strengthen the theoretical and conceptual bases of the analyzed studies. To a lesser extent, research essentially on bibliographic review was found. Some studies are international comparative studies. Others are experiences in participation for social change, applied to the context and not necessarily through the network. As far as the object of study is concerned, they are predominantly university students and the research objective is, in general, the characterization of the young users of the network.

With respect to this characterization, some weaknesses and strengths in this populational segment are concluded. The most mentioned weaknesses among researchers are: vulnerable ages and, in this sense, the construction of the identity of young people is exposed to the excess of information that circulates through the network, which leads them to evade the emotional load and anxiety that this produces; they are young people with problems to relate to others, with a tendency to create false profiles and reduce the risk of exposing private information, which ultimately translates into social networks made up of strangers; in order to protect themselves, they take refuge in communities with similar interests, such as the so-called urban tribes of the network or floggers; the most optimistic ones even become activists willing to become publicly involved; this other type of young internet user is keen on protagonism and gives the web a use beyond the social and recreational aspect. On the other hand, the most recurrent strengths were: the potential of social networks as a tool for political participation, a tendency to share information, a high content production, a proliferation of networks with particular interests, the ability of networks to call, a proven mobilizing capacity in the real context and technological prowess.

We observed the researchers' emphasis on the consequences of the permanent exposure of young people in the networks: desires of protagonism, and falsification or masking of the identity of the users in the networks (Almansa, Fonseca and Castillo, 2013);likewise, the vulnerability of these young people (Ortiz Henderson, 2011) and the prevalence of dysfunctional traits (Lombarte Bel, 2005).

It is also emphasized and questioned that social networks are spaces of political participation (Padilla, 2014) and of identity construction (Morales Gualdrón et al, 2013), precisely because most teenagers and young people lack competences, cultural knowledge and political training. However, it is agreed that networks are spaces of cultural exchange, spaces where interests are shared, often becoming

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empowered resistance groups, a product of social exclusion (Machín, 2010), protest groups against the hegemonic power ( Fernández-Carrión, 2008).The power of call and mobilization that is achieved from networks is undeniable (Garcia-Galera et al., 2014).

On the other hand, consumption is defined as economic and cultural exchange, more so in the face of huge access to devices. Consequently, the term prosumer, or consumer-producer of content is established, and the need for a change in attitude, knowledge and literacy is raised (García-Galera et al., 2014).

With respect to coexistence and bullying, it is clear that there is a crisis of values in the family and the social institutions and, therefore, it is urgent to promote respect and tolerance to difference, trust and knowledge. Thus, the need to open spaces of communication, to deepen knowledge of the problem, to train in clear values and standards (Rodríguez Gómez, 2006) is emphasized.

As for media consumption, after reviewing relevant research, it is clear that the youth from Barranquilla are frequent internet users. However, the exploration we carried out indicates that its use is more related to leisure than to academic or productive aspects. There was also apathy for printed texts, fondness for radio limited to musical content and preference for videoblogs, tubes and traditional television (Jiménez and Seni, 2009). Concerning the coexistence of university students from Barranquilla, there are signs of problems in this area, specifically bullying, everything indicates that at the age of 18 to 20 there is a peak in the incidence of bullying and university student harassment (Hoyos; However, However, silence predominates and, consequently, the ignorance of these cases in the university environment.

Other studies point out that, regarding bullying in the university environment, the indifferent attitude of teachers who are limited to the academic training of the student, neglecting the affective and emotional aspect, is of little help. In addition to this, the students' communicative distancing from their family nucleus isolates the family from their personal affairs. (Trujillo and Romero-Acosta, 2016)
Bullying is based on a relationship of power of the harassed person to a vulnerable individual who, out of intimidation and physical and psychological violence, situations that are tolerated and accepted by the groups, while they generate low self-esteem, depression and / or anxiety in the victim.

Studies indicate that, although there is no evidence of specific situations of university bullying, there are variables that are related to bullying behaviors in the university environment (Paredes et al., 2010; Trujillo and Romero-Acosta, 2016). Everything indicates that, in the university environment, university students account for 28% of the students as witnesses, 36% as aggressors and 25% as victims of bullying. The most common forms of bullying are verbal abuse and discrimination or exclusion and, to a lesser extent, sexual harassment and intimidation. As for the victim, the victim may take two behaviors: a passive, traumatic and depressive one and an aggressive one, where it responds in the same way to its victimizer or harasser.

It is emphasized that the attitude of the group is often to cover up harassment, which is why it is important to motivate prosocial behavior that advocates peaceful and harmonious "voluntary [...] coexistence and with the intention of benefiting others. [...] determined by multiple causes, including

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selfishness, orientation towards others and congruent interests. Especially important to understand moral reasoning is the subgroup of pro-social behaviors called altruism." (Eisenberg and Fabes, 1998, p.702; in Trujillo, J. J., Romero-Acosta, K. (2016, pp. 46, 52).

It also emphasizes the need to deepen the problem of bullying in the university environment because it is a reality that is still little explored and it is recommended to research even more about bullying and coexistence at university level in order to propose spaces for prosocial behavior. Bullying is a very complex reality and not a myth as it may seem.

## 1.3 ICTs in Colombia

According to the Networked Readiness Index 2014 or comparative evaluation index for the implementation of ICTs in the world, Latin America, on ICTs-related issues, has made low progress in the effort to reduce the digital divide; in the world report, 148 countries were revised, giving them a rating of 1 to 7 points where 1 is minimum implementation and 7 maximum implementation. The list is headed by Finland with a score of 6.04, followed by Singapore with 5.9 points and Sweden with 5.93. The first country in Latin America is Chile in position 35 with 4.61 points, the second to appear is Puerto Rico in the 41st place with 4.54, the third is Panama in the 43rd position with 4.36 points; Colombia is ranked 63 in the referenced countries (148) with a score of 4.05 (GIT, 2014).

## 1.3.1 Internet connection

Although it was only in 1991 that the Colombian domain (.CO) was taken on through the University of Los Andes, thus initiating the interconnection of the country with these technologies; by 2014, Colombia went from 2.2 million to 9.8 million people with broadband internet access in 4 years from 2010 to 2014 (MinTIC, 2014), Colombia being the fourth country with highest consumption of internet in Latin America, behind Brazil, Mexico and Argentina (all countries with a greatest number of inhabitants).

At the end of the fourth quarter of 2014, broadband Internet subscriptions were 5,051,552 subscribers (the population of Colombia is 48 million inhabitants) and, out of them, the most accessible socioeconomic stratum[2] is stratum 2 with 34.7%, followed by stratum 3 with 31.4%. Stratum 1 has 9.5% of subscriptions 435,202 subscribers to the fixed Broadband Internet (MinTIC, 2014).

The average internet usage per online visitor in Colombia is 1,385 minutes, very close to 1.404 minutes of the global average (ComsScore, 2014). The places with more Internet connection in the country are Bogota (the capital of the country), with 19%, Risaralda 14.46% and Quindio 14.42% (areas with the highest emigration rate in the country) followed by the department of Antioquia with 14.1% (Capital

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[2] En Colombia, el estrato socioeconómico es una clasificación a partir de una aproximación a la diferencia socioeconómica jerarquizada, léase pobreza a riqueza o viceversa. Son 6 y van desde el 1. Bajo-bajo 2. Bajo 3. Medio-bajo 4. Medio 5. Medio-alto 6. Alto.

Medellín), the Department of Santander with 13.5% (northeastern country) and Valle del Cauca (Southwest) with 12.66%. These departments have capital cities with the highest urban concentrations in the country (MinTIC, 2014).

In mostly rural departments, the Internet penetration rate is lower, with Casanare (oil-producing area) with 9.21% and Meta (cattle-raising area) with 8.34%, but the rest of the rural area ranks 7%, 13% and 0.02%.

The Ministry of Technologies, for the World Day of the Internet in 2014 (May 17), announced through its social networks and websites the following connectivity figures in the country:

**Access:** 25% of Colombians connect through mobile phones and tablets. The devices from which they access, in 2013 tripled the use of tablets in the country. 15% of households have at least one of these devices.

**Creation of Contents:** On the web there are more audiovisual than written creations. 68% of the audiovisual contents are photographs, 56% are images, 42% are music and 38% are video. 84% of content creators do it in an amateurish way, while 16% do so professionally. 11% of Internet users in Colombia create, construct and recycle content on the web, 35% comment or give opinions and 54% observe content without any comments.

**Uses of the Network:** 17% of users have made banking transactions through the network, 40% of users claim to have become aware of the country and the planet, 63% of Colombians have taught another person on the use and appropriation of internet. In addition, one out of 10 users has learned to use this medium through a child, such as their child or grandchild.

## 1.3.2 Mobile telephony

Mobile telephony arrived in Colombia in 1993, when the government enacted Law 37 and eleven firms ran as candidates to receive authorization to operate the radio spectrum in three regions: East, Coast and West. By the end of 1994, the six authorized operators reported only 69,975 subscribers and took three years to overcome the barrier of 1 million customers.

At present, according to the report of the fourth quarter of 2014, the total number of subscribers is 55,330,727, out of which 80.04% is prepaid or on demand and only 19.96% have subscription with monthly invoice. According to the number of subscribers in mobile phone service, there are 112.4 subscribers in service per every 100 inhabitants, as there is an increasingly widespread habit of having more cell phones because the authorized mobile phone companies do not have coverage in all areas of the country and, in addition, their marketing actions have different offers that make them attractive like free Facebook, 3G coverage, 4G or greater network coverage in the country.

It is important to highlight the number of mobile internet connections, which in 2014 amounted to 26,978,219 users, 5,565,663 (20.6%) out of them are subscribers who pay monthly for the service, while 21,412,556 (79.3) are users on demand (MinTIC, 2014) (ASOMOVIL, 2014).

The average prices paid per minute of voice (only charged for calls made) in 2014 is 68 pesos (0.028 dollars). The price per Megabyte (data consumption) is $ 25.268 ($0.011) (ASOMOVIL, 2014). Comparing this to the minimum wage that was

616,000 ($ 268) in 2014, it can be said that the payment of the internet month is 11.3% (US $ 30) of the salary if you pay a connection of 5 mega speed and 15.4% (US $ 41) if it is 10 megs, being the second most expensive one in Latin America

### 1.3.3 Social Networks

In April 2009, 9 million Colombians are counted on Facebook and 70% of Colombians have a profile in a social network and the time of day at which they most connect to the internet is from 8 to 9 in the evening. In 2014, Facebook Colombia is the 14th largest in the world with more than 15 million users and Bogotá (capital of Colombia) is the ninth city in the world with a figure close to 6.5 million users. (MinTic-Noticias, 2014).

In terms of number of Twitter users, Colombia ranks 13th in the world. Users from Colombia account for 1.9% of Twitter users by October 2013, indicating that there were 17 million registered accounts in the country and 4.4 million active users, out of which 2.2 millions send a trillion at least once a month. In Latin America, Colombia ranks 4th after Brazil, Mexico and Argentina and above Venezuela, Ecuador, Bolivia, Uruguay, Paraguay, Peru and Chile. (Guevara, 2014)

According to a quantitative study of twitter activity in Colombia in 2013, the country average is 9 tweets per second. The study finds out that 49% of Twitter users in Colombia are men and 46% are women and 5% are institutional accounts. 20.9% of the country's trills are sent from Cundinamarca, a department comprising Bogota, the capital of Colombia. The other four places where most trines originate in the country are Valle del Cauca (13.4%), Antioquia (11, 8%), Santander (4.7%) and Tolima (4.4%). The study also indicates that Sunday is the weekday with more tweeting, and at 6 pm is the hour of greatest intensity (Meridian Corp Group, 2013)
The same study finds that 87% of Colombian tweets include text only, while 7% includes a link to another website, 4% includes a photograph or image, 2% have an audio and 2% a video. In addition, 58% are common tweets, without mentions or retweets. 24% mentions another account and 18% are retweets, 20% of tweets are used to chat. The favorite topics of Colombian tweet users are sports 6.6%, news 5.2%, music 4.7%, love 4.8%, TV 3.7%, phrases 3.6%, technology 1.8% and politics 1.7% (Meridian Corp Group, 2013).

### 1.4 Theoretical Bases

For the construction of the theoretical bases, one starts from the origins of capitalism as the economic system that promotes the culture of consumption of means and technology, while targeting the young people as main consumers of these modern products. He then inquires about family, school and society regarding violent behavior, particularly bullying, education, coexistence and prosocial behavior.

The context clearly shows that trends in ICT consumption among young Hispanic Americans are characterized by the development of networks and communities, desires for protagonism, identity, fear, vulnerability, dysfunctionality, resistance, mobilization, tendency to videoblogs, to mobility; particularly, Colombia becomes one of the main referents of these trends due to its high connectivity rate.

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The previous scenario is consistent with the new world order (Ford, 2001) imposed by the media transnationals (De Moraes, 2005) who see the young as their main consumers (Martín Barbero, 2003; Morduchowicz, 2008) in a system that legitimizes the market as a space for citizen participation (García Canclini, 1995).

Access to social networks on the Internet has aroused in teenagers and young people a desire for protagonism, (Rincón, 2005) and a detachment from tradition and, identity, that is, cultural deterritorialization (Martin Barbero, 2008). New technological devices, new languages, habits and content mainly focused on the image derive from the supply of ICT consumption to which young people are permanently exposed.

## 1.4.1 Family and violent behavior

From humanistic psychology, behavior is motivated by the satisfaction of primary and secondary needs or acceptance in such a way that violent behavior can be associated with a reaction to avoid the pain or frustration resulting from the dissatisfaction of those needs. At this point, the family plays a primordial role because it fulfills two functions: psychosocial protection of its members and accommodation to the social culture. (Castro et al., 2015).

The family is a social cell that protects its members and relates them to the outside world and to similar organisms. It prepares and connects the teenager to the world, based on its structure and dynamics, its educational style and the interpersonal relationships. (Díaz, Zariñana and Rodríguez, 2015).

However, sometimes the family itself carries humiliations as family secrets that become sources of shame, weakening its self-worth and making their members vulnerable. Other times, they use mockery or excessive control over the child's desires and interests, thus fostering feelings of insecurity. (López and Pintor, 2015). And in other situations, the adult can get to replicate violent behaviors lived in childhood. Incongruent actions characteristic of dysfunctional families which then generate distrust of parents and induce abused children and teenagers to challenge authority and test it or look at benevolence with disdain. Consequently, the teenager accepts values and cultural patterns that not always coincide with those learned in the family. (Castro et al., 2015).

## 1.4.2 Education and violent behavior

Another thing is also the crossroads between parents and teachers, between family culture and academic dynamics. In the educational system, teachers not only impose discipline: in addition, they are significant sources of values that indicate how to help and share with others, expression of affection. (Morales and Villalón, 2015).

Education ceased to be a right to become an obligation, which is at the service of parents, guaranteeing their children a space and time in custody as parents advance their economic activities and hope to prepare for a promising future and become a part of the labor economic spaces of a country. (Cuéllar, Gamboa and Alcalá, 2015)

Violence is evidence of the decline and consequent weakness of the educational system, unable to guarantee security and sociability. It is also evidence of social reality: the educational system is not alien to the political, ideological and

economic reality of the context, there is no alleged neutrality in the academic context, class struggle and the logical violence of exploitation and domination that prevails in the system also occurs inside the cloister. Consequently, the educational institution is not a pacifying institution, rather, it tries to normalize violent behaviors. (Cuéllar, Gamboa and Alcalá, 2015)

There is also symbolic violence in the educational system, sometimes by teachers themselves, whose image itself looks aggressive. It is possible to force with the word, with isolation, with the look. Thus, educational institutions act as ideological apparatuses of the State, discreetly exerting all this violence to challenge and discipline the student through the imbalance of power and authority, the imperative tone of teaching, quantification of knowledge and imposition of the scientific method, revealing knowledge and absolute truth that collapses the family myths and the popular tradition. This excessive positivism of teaching that preaches the power of man to dominate nature, also moves to interhuman relationships, depersonalizing the subject on the meaning of coexistence and turning it into a matter of power and control, a context where women are the main victims, an approach proper to the patriarchal paradigm. (Cuéllar, Gamboa and Alcalá, 2015)

### 1.4.3 Bullying: factors and characterization

The presence of antisocial behavior in teenagers occurs at several levels of influence: individual or genetic; of social relations, friends, relatives; of community, the context such as school, work or neighborhood; and the macro social context. (Arellano, 2007).

Bullying can be understood as relational violence or violence between groups of peers and an asymmetrical relationship between victim and perpetrators; violence-punishment, between abuse and silence, capable of undermining the self-concept, perception and self-worth of the teenager, in his dignity, generating feelings of shame in the victim until he comes to believe that he is worthy of that punishment and chooses not to denounce. (López and Pintor, 2015)

Bullying is an expression of violence that is often carried out by several people and does not necessarily mistreat the weakest physically. Generally, the aggressors are young people with frustrations, such as lack of recognition, intermittent presence of parents at home, little dialogue in the rare moments they shared, resentments that are externalized in academic space, which gives them power and recognition. (Ferro Hernández, 2012) Consequently, to satisfy these gaps, the teenager interacts by assuming behaviors and roles of groups of his external environment, acting like them and developing dependency. (Castro et al., 2015).

To psychoanalysis, the origin of bullying is in the life and death drives, eros and thanatos, that is, sexual connotations coupled with the pleasure that comes from relieving an inner drive - such as feelings of guilt, shame and disgust proper to the moral conscience inspired by institutions such as the family, the church and school - to find a previous lost state, a need that is sublimated when producing suffering, mistreatment and humiliation in the other. (Vallejo and Rodríguez, 2015)

It should be noted that not only the family environment influences the development of these behaviors; external factors such as video games, the internet and the traditional media also introject models of power-weakness relationships.

(Castro et al., 2015), disseminate highly violent content, so that mistreatment of another becomes fashionable. (Ferro Hernández, 2012).

In particular, the internet has allowed the development of new forms of bullying such as cyberbullying and sexting. The former of them, cyberbullying is defined as harassment to a person through the network, harassment and intimidation covert in anonymity, insults and psychological aggressions that generally, as they generate embarrassment in the harassed, are not denounced nor brought to the attention of the family or friends. On the other hand, sexting goes a step further as it discloses intimate images or videos of the publicly harassed person on the network, causing him humiliation and affecting him socially and psychologically. We should include cutting, which consists of self-punishing punishment by making cuts in one's arms or other parts of the body, out of feelings of guilt or intense emotional pain. (Ferro Hernández, 2012)

In teenagers, these types of bullying generate high levels of stress, because they attack their self-image, their self-esteem and their social and affective relationships. That is why, in order to avoid these situations, communication and trust in the family is important, as well as monitoring the use young people make of the internet and mobile devices (Ferro Hernández, 2012)

Also, other sources of violent behavior are social injustice as a form of denial of essential things to live and so is the impediment of the potential of the human being (Arellano, 2007).

Bullying is evidenced in situations of racial, religious, physical, socio-economic discrimination, among others. (Castro et al., 2015). In repetitive behaviors such as harassment, verbal, physical or psychological maltreatment among students where the aggressor often wishes to draw attention to himself and therefore needs witnesses with whom he shows off and behaves despotically, sometimes accompanied by laughter, as a form of humiliation: an imbalance of power between the aggressor and the victim. (Cuellar, Gamboa and Alcalá, 2015). Intimidation in this type of harassment can be physical, such as beatings, ie direct or face-to-face violence; verbal such as the nickname, threats, mockery, slander; and relational such as indifference, omission, discrimination or obstruction to circulation in public spaces.

In the school context, bullying is the main source of violence. Although, among its main causes, there are extracurricular factors such as crises in intrafamily relations, influence of the social circle and economic and social factors, there are also the so-called level of vulnerability of the educational institution, or level of risk of school violence. (Alegre, 2004)

For example, young people with physical disabilities, overweight or unattractiveness are more likely to be humiliated, ridiculed and intimidated. Also, those youngsters educated at home with an authoritarian, permissive or violent family model develop behaviors that are discouraged or reinforced in these environments. Among the effects of bullying are anxiety, depression, low self-esteem, poor academic performance, feelings of loneliness, isolation and even guilt and suicide attempts. (Arellano, 2007).

In addition, the refusal of students who are victims of bullying to accept harassment makes the learning process difficult and puts them at a disadvantage. Likewise, bullying not only involves victim and victimizer, but this form of harassment

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is also surrounded by other types of actors such as accomplices, reinforcers, witnesses and supportive friends. (Arellano, 2007).

### 1.4.4 Family and prosocial behavior

Four factors within the family influence the process of adaptation of teenagers to social life: their parents' emotional attitude, the degree of permissiveness, the forms of affirmation of authority and the moments of crisis. In these aspects, intra-family communication plays an important role. (Díaz, Zariñana and Rodríguez, 2015)

In this sense, the family constitutes a fundamental factor for the promotion of social skills, called prosocial behaviors: solidarity, empathy and generosity; that is, helping others without expecting anything in return, a psychological adjustment is achieved and maladaptive behaviors are reduced during the process of transformation of the teenager, protecting him from situations of physical risk and preventing the occurrence of risky actions of violence. (Morales and Villalón, 2015).

Prosocial behaviors of parents in the family context influence the later prosocial behaviors of the children, they are learned behavior patterns. That is, parents become role models. (Morales and Villalón, 2015).

The key thing to educate in these skills is to understand the needs of others to respond to the emotions of others, and that requires a cognitive component; but also an affective component, characteristic of empathy or "putting oneself in someone else's shoes". This way, altruistic interests are promoted instead of egocentric ones to give meaning to life; promoting interdependence, tolerance for frustration (prioritizing needs), awareness of reality and feasibility, attitude towards detachment and relearning. (Castro et al., 2015).

### 1.4.5 School and prevention of bullying.

To reduce risks, the educational institution must have clear rules, effective channels of communication, administrative organization, healthy environment in the classroom, absence of policies of preventive and reactive coexistence and culture, and monitoring of violence, mainly. (Arellano, 2007).
It is urgent to educate in values. That is, in

> the set of criteria or rules that guide our life in the right direction, that give us identity and that make us different from other people. In accordance with the values we have, we will act one way or another and make relevant decisions that will lead us to be better people at a personal, family, group and social level. (Ferro Hernández, 2010, p.22).

The responsibility falls initially on the family. To educate, it is important to coexist, since the young person needs the guidance or behavioral model of parents or adults, mainly because children and teenagers tend to imitate what their parents adults do and not what they say. Therefore, we must educate in values, among others: joy, justice, friendship, love, austerity, authenticity, goodness, commitment, dignity, honesty, integrity, loyalty, order, respect, prudence, responsibility, sincerity, courage and truth. (Ferro Hernández, 2012)

And from school, the first thing is to recognize that this phenomenon does exist. Here, the presence and action of the teacher as an agent of change is fundamental. (Arellano, 2007). He should not only show respect, communication, tolerance, courtesy and kindness. He should also monitor spaces and moments, promote educational campaigns, implement effective and discreet reporting mechanisms, establish clear rules for bullying, and strengthen education in values. (Ferro Hernández, 2012)

## 1.4.6 Society and coexistence

Humans are social beings. The internal changes of the human being result from their external interactions with the environment (Maturana, 2002).

A social system is a network of particular interactions, recurrent and cooperative with other social beings, constituting a medium in itself and retaining its identity. Therefore, a human being can belong to different social systems. Also, every social system is a system of classes, understood beyond the economic aspect as a system of interactions and social practices where the identity of its members corresponds to an identity of classes.

One aspect of the social system is its possible stability in communicative practice, reflection and criticism. Consequently, the main mechanism of social interaction is language; through it, individual and collective thoughts and behaviors are expressed to the world. This way, language becomes a space for reflection as it describes the world and its own circumstances.

Social behavior is based on cooperation and not on competition because the latter involves denial of the other: therefore war and misery cannot be considered accidents.

This is what happens in the Western educational system: to conceive knowledge as information and to keep children away from their natural community. The school prepares the student not for life, but for state tests, and physical education prepares them for sports competitions. In other words, education has been instrumented.

Another error of western traditional education lies in its patriarchal approach: the concepts of male and female are not considered complementary but opposed. In addition, procreation is valued but sex is denigrated: sex is taboo, it is obscene. Denying our biology has denied spirituality and that is why we talk about sex at all times, everywhere and in all media: sex has become a thing.

In particular, education must be a dynamic to become a conscious, responsible and respectful human being who transforms the student and the teacher. Education must move between the cognitive and the emotional. The best way to learn values is not to teach them; is to live the experience together with others. At this point, the concept of conversation as a way of understanding others and their environment becomes valuable. (Maturana, 2002).

Maturana emphasizes the relationship that arises from language and affection as strategies to educate and equate education with coexistence. "To educate is to create, to realize and to validate in the coexistence" (147) The author also conceives the conflicts of adolescence not as psychological conflicts but as cultural conflicts, a change from one culture to another: collaboration by competition, respect for the

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body for obscenity, caress for distance, spontaneity for control, honesty for appearance.

### 1.4.7 Coexistence, morals and culture

Mockus (2002) defines coexistence as the "ideal of a life in common among culturally, socially or politically diverse groups; viable living together; stable, possibly permanent "living together", desirable in itself and not only for its effects" (19). It equates it to coexisting and cohabiting and implies a deliberate, tolerant, anti-war option, of slight resignation, learning to endure. A state where there are no risks of violence and differences are taken advantage of.

It establishes two clear ideas: tolerance for diversity and absence of violence. These two premises revolve around non-exclusion, acceptance and achievement of agreements. In order to reach these two axes of coexistence, it is necessary to establish rules and powers to solve conflicts peacefully. The shared moral, cultural and legal rules generate common identity, that is, citizen coexistence.

... coexistence consists largely of overcoming the divorce among law, morality and culture, that is, overcoming the moral and / or cultural approval of actions contrary to the law and overcoming the weakness or lack of moral or cultural approval of obligations. (21)

To the author, the Colombian society is characterized by a high degree of divorce among law, morality and culture, which makes violence a culturally accepted behavior in many contexts. Countries that have managed to overcome this precarious state have done so initially from the law. But culture is the guarantor of their social permanence. Due to the above, citizen coexistence is a cultural proposal that promotes the interpersonal self-regulation of the citizen with his strangers, with his neighborhood, in establishments and public spaces, through standards, peaceful solution of conflicts and communication. (Mockus, 2002).

### 2. OBJECTIVE

The objective of the piece of research from which this article derives was to structure a proposal that, from the ICTs, allows the participation of university students in spaces of education in values and coexistence, based on the characterization of the latter when faced with the use of ICTs in Barranquilla, some questions arise: How are the habits and preferences of the university students of Barranquilla characterized by the consumption of ICTs? What is the perception about coexistence and bullying in universities in Barranquilla? These questions led to a first review of the state of the art for the proposed research and provided the first results, which are shown below.

## 3. METHODOLOGY

The type of research we used was of the applied type, based on an empirical approach and a descriptive study, three private universities of Barranquilla were chosen, the populations of which range from 5,000 to 10,000 students. According to a statistical formula, with a confidence level of 97% and a sampling error of 10%, a sample close to 116 was obtained. To increase its confidence, it was decided to take it to 150 students for each institution, a total of 450 applied instruments.

The instrument consisted of a questionnaire that answered the two main objectives: to characterize the habits and preferences of consumption of ICTs in university students and, on the other hand, to describe their perception of the bullying situation in the higher education institutions of the city. Likewise, through information provided by the University Welfare offices of the universities that make up the sample. In turn, each question has multiple non-exclusive options, ie the young person who answers the questionnaire can mark more than one answer option at the same time.

The results will serve as a basis for establishing the criteria for designing the proposal that is expected to be presented.

The identified categories are:

- content preferences in ICTs
- ICT consumption habits
- Problems of coexistence in young people
- Bullying experiences

The systematization of the process is shown below:

Table 1.

*Categories and indicators habits and consumption preferences of ICTs.*

| Objective: | Identify habits and preferences of ICT consumption in university students | | |
|---|---|---|---|
| instrument | questionnaire to students | | |
| **Category** | **subcategory** | **Índices** | **Indicadores** |
| Preferences | Content | Type | videos<br>audios<br>text<br>graphic<br>other |
| | | page or community format | tubes<br>blogs<br>personal pages<br>corporate pages<br>others |

| Habits | Exposure to the environment | Spaces | home labor academic public other |
| | | Frequency | daily weekly occasional |
| | | Schedules | morning late night |
| | | Tiempo | 2 hours 4 hours 8 hours more than 8 hours |
| | | use | informative entertainment productive Social other |
| | | device Access | Smartphone Laptop Tablet desktop internet cafe |

**source:** own elaboration

Table 2.
*Categories and indicators situation of student coexistence*

| Objective: | Describe the situation of university student coexistence in Barranquilla | | |
|---|---|---|---|
| **Instrument** | **Questionnaire to students** | | |
| **Category** | **subcategory** | **Índices** | **indicators** |
| university coexistence | experience | personal | Problems victims of bullying Cases <br> • physical aggression <br> • sexual harassment <br> • psychological harassment <br> • others |

**Source:** own elaboration

## 4. DISCUSSION

The results of the questionnaires applied to the students of the universities that were part of the sample of this study are the following:
1. With regard to the Internet accessing device:
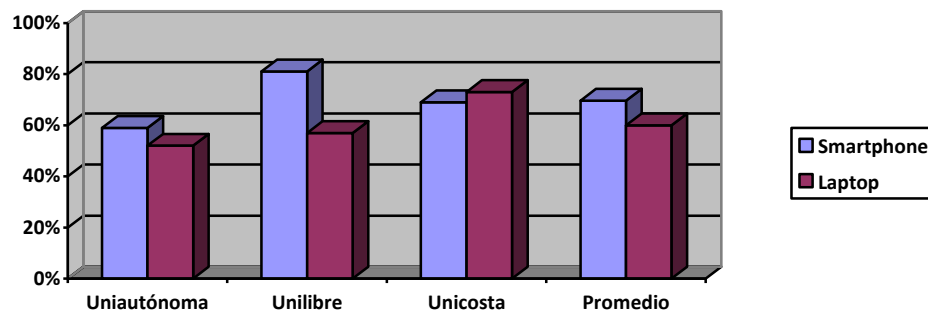


*Chart 1.* Main Internet accessing device **Source:** author, 2017

In Uniautónoma, the main device that college students have to access the Internet is the Smartphone with 59% and 52% have a laptop; in Unilibre, to access the web, 81% has the Smartphone and 57% a laptop; and in Unicosta, 69% with Smartphone and 73% with their laptop. The average obtained indicates that 69.6% mainly have a Smartphone to access the Internet and, as second option, their laptop with 56.3%.

2. As for the frequency of access to the web:
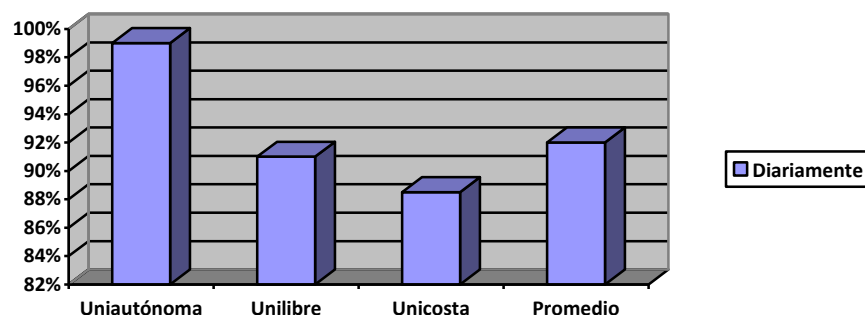


*Chart 2.* Frequency of Internet access **Source:** author, 2017

In Uniautónoma, 99 of students accede daily. In Unilibre, 91% do it. And in Unicosta, 88.5%. An average of 92% of university students connect daily to the Internet

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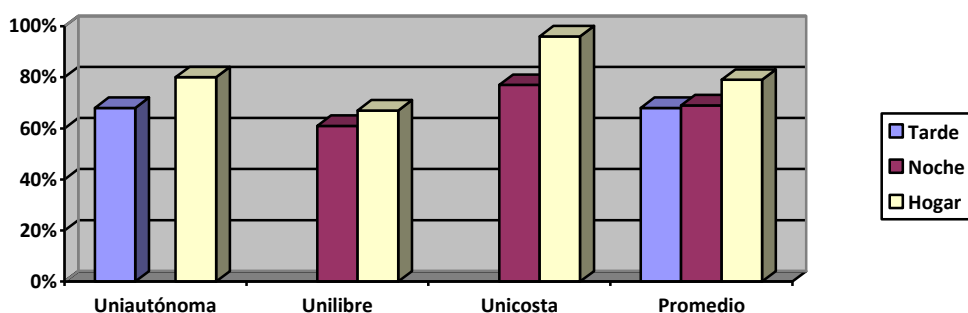
*Chart 3*. Time and space to connect to the Internet. **Source:** author, 2017

In Uniautónoma, 80% do it from their home and, mainly in hours of the afternoon, 68% do it. In Unilibre, 67% connect from their home and, in the evening, 61%. In Unicosta, 96% do it at home and 77% in the evening. The average is 79% and 69% respectively.

3. As for the page or community format:
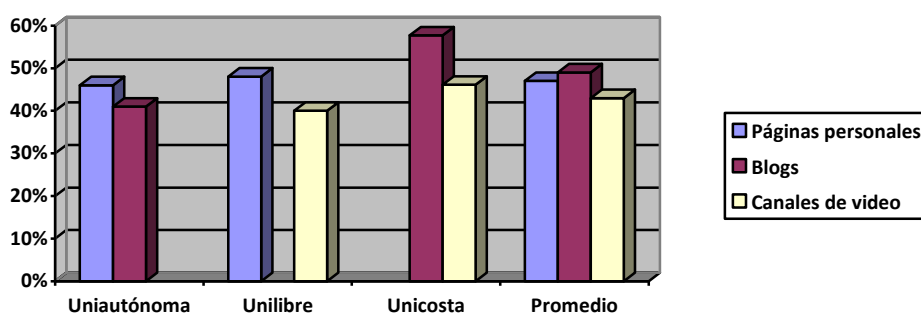


*Chart 4.* Preferred Pages. **Source:** author, 2017

In Uniautónoma, students prefer to access personal pages, 46%, and to blogs, 41%. In Unilibre, 48% prefer to go to personal pages and 40% to video channels or tubes. In Unicosta, the preference in websites is for blogs with 57.7% and for video channels with 46.1%. The average for personal pages is 47%, for blogs is 49% and, for video channels, 43%.
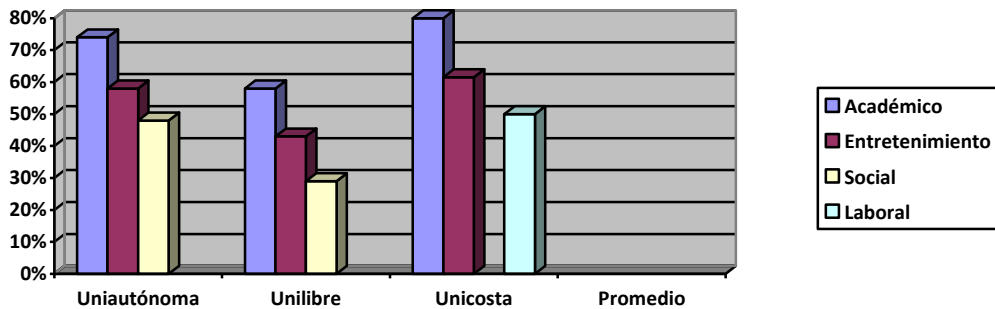
4. As to the type of Internet use:

*Chart 5.* Use of the internet. **Source:** author, 2017

In Uniautónoma, the use students make of Internet is mainly academic, 74%; followed, in order of preference, by entertainment, 58% and social, 48%. For its part, in Unilibre, the use they make is mainly academic, 58%, entertainment 43%, and informative, 29%. As for Unicosta, 80% makes academic use, 61.5% use it for information and 50% use it for work-related purposes. The average academic use is 70%; entertainment is at 50% and informational use is 45%.

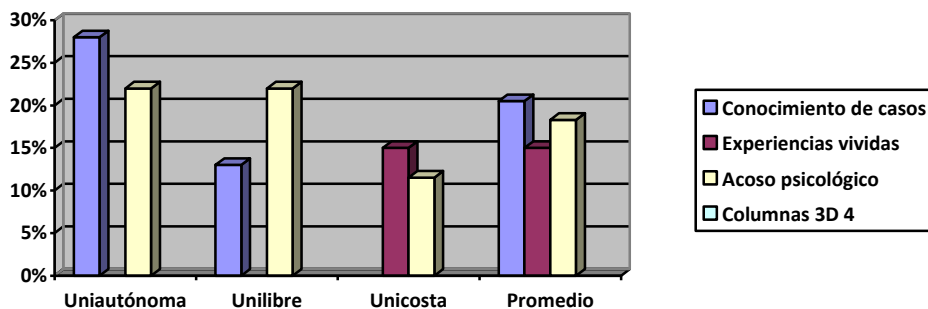5. With regard to the experience lived in issues of coexistence:



*Chart 6.* Experiences in issues of coexistence. **Source:** author, 2017

As for the issue of coexistence, in Uniautónoma, 28% have known of cases of bullying, mainly for reasons of psychological harassment. In Unilibre, with respect to issues of coexistence, 13% express that they have lived such situations. 22% have undergone bullying or know about cases, predominantly psychological harassment and, to a lesser extent, physical aggression and sexual harassment. On the other hand, in Unicosta, 15% affirm that they have had problems of coexistence in their university life, among them arguments with colleagues and with teachers due to arrogance. And 11.5% claim to have been victims of bullying, mainly psychological harassment. On average, 14% have known of problems of coexistence in their university environment, and 20% have undergone or have had cases of bullying in their university;

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Among the causes that university students argue are racial discrimination, discrimination for psychological disabilities, problems with teachers, disparity of opinions and arrogance of peers.

The results indicate that the university students of Barranquilla mainly use the Smartphone to access the Internet and, as a second option, their laptop.

The figures also point out that college students connect daily to the internet and prefer to do it at home and in the evening.

They usually enter blogs, personal pages and videoblogs mainly.

The greatest use is academic, but they also do it to entertain themselves and to get informed.

With respect to problems of coexistence, the university environment of Barranquilla shows a worrying presence of bullying in the form of psychological harassment, motivated mainly by racial discrimination, psychological disabilities, differences with teachers, disparity of opinions and arrogance of peers.

Out of the results analyzed, several aspects are observed:

1. Internet preference as a source of information. In general, it is evident that, following the trend in the Hispanic-American context, young university students in Barranquilla make daily use of the web, especially for academic, recreational and informational reasons, spending much of their time connected to the network, an expression of the informational paradigm proposed by Castell (2002).

Preference for audiovisual content. The results indicate a tendency for university students to prefer videoblogs or tubes instead of texts. This coincides with Almansa, Fonseca and Castillo (2013) when they affirm that young people have created their own codes of writing such as the so-called texts-image.

2. Predominance of mobility: university students in Barranquilla usually access the web mainly through their mobile devices, particularly the Smartphone, enabling permanent access to the network in all academic and social settings, that is, obicuity and timelessness of the flow of information on the web (Fernández-Carrión, 2008). This also implies certain socioeconomic conditions to acquire this type of technological artifacts.

3. Skills development: constant use of internet connecting devices has made young university students develop special skills in management of technological tools and software (Barrios Rubio, 2009) which coincides with Martín Barbero (2008) ) when he says that young people show special empathy for technology.

4. Desire to form communities: in the interaction with personal pages and blogs, a special eagerness to form social networks (Parra Castrillón, 2010) is evident and to maintain contact with other young people with similar interests or as a mechanism of refuge (Almansa, Fonseca and Castillo, 2013) to reduce vulnerability (Lombarte, 2005), resulting from living in the society of fear (Fernández-Carrión, 2008) through masking (Zegers, Larraín and Trapp, 2004) or, as Rincón (2006) affirms, the youthful eagerness to be celebrities of the social network and to resignify the social ways. This can ultimately be interpreted as a way of constructing one's identity and citizenship based on the potential offered by the web (Padilla, 2014), consuming symbolic goods

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(Morduchowicz, 2008; García Canclini, 1995). It is the popular sphere of consumption, which turns technology into an identity myth (Seni, 2006), where the media are unregulated: it is the new political order (Ford, 2001).

5. On the other hand, presence of problems of coexistence in the university environment is evident, especially psychological harassment. Discrimination in several of its forms: racial, due to disability, the arrogance of teachers or peers and the disparity of opinions, which corroborates the findings about bullying and university student harassment previously posed by Hoyos; Llanos; Valega (2012) and is consistent with what was posed by Acevedo (2012), Ortiz Henderson (2011) and Lombarte Bel (2005) when they express that one of the main causes of bullying is vulnerability and lack of communication or silence of the victims. In this sense, Acevedo (2012) and Rodríguez Gómez (2006) propose to strengthen communication and training in values.

The above shows the fact that the Internet has become the indispensable means for carrying out the daily activities of the university youth population in Barranquilla. In particular, these young people access and participate in networks such as video blogs or tubes, primarily preferring them to written content. However, despite the fact that audiovisual content seems to attract more attention, the use that young university students make of the web is mainly for academic and recreational purposes.

Another aspect to be emphasized is that of mobility. The young people of the universities of Barranquilla prefer to access the web through their devices, particularly smartphones, probably because most of the day they are not at home but in different points of the university or of the city. Then, not only connectivity but mobility as well characterizes the use of these devices and the consumption of content, the *here and now*. Also, and considering that mobile technologies are expensive products, it is emphasized that having a mobile device implies a certain purchasing power by this segment of the population.

On the other hand, permanent use of Internet has made the young people develop special abilities in the handling of the technology and the tools of navigation. Likewise, they are characterized by the desire to form networks or communities with similar interests.

As for the university environment, there are problems of coexistence characterized mainly by racial discrimination, cognitive disabilities, differences of opinion or abuse of authority. In this sense, psychological harassment predominates over physical abuse or sexual harassment. This continues to be due to the vulnerability of some students, the silence of the victims or lack of communication.

## 5. CONCLUSIONS

The antisocial, aggressive, violent behaviors of young people are a reaction to avoid the pain or frustration caused by the dissatisfaction of certain needs since childhood. Often mockery and humiliation within the family enhance insecurity and detonate these behaviors in the future, defying authority. Bullying represents the frustration of the aggressor, his eagerness to be recognized, his family resentments, either due to authoritarianism or permissiveness, gaps that are only satisfied through

violent and abusive behavior towards the weaker, relieving the feelings of shame and disgust that the moral conscience of the aggressor conceals.

Often the school promotes authoritarian and intolerant attitudes through its teachers, validating that example as a social behavior to be replicated in society. In this sense, the school should not only prepare the young person to enter the productive system, but it should also train him in values, setting an example with respectful treatment by its own teachers.

Some other times, these behaviors are influenced by the adoption of external models promoted by the media that legitimize the argument of violence, such as video games. The Internet itself has generated new forms of harassment such as cyber bullying and sexting, which threaten the self-image of young people, their self-esteem and their social and affective relationships.

Bullying in the university environment is evidenced in situations of racial, religious, physical, socioeconomic and other discrimination, and in repetitive behaviors such as harassment, verbal, physical or psychological maltreatment; the aggressor shows off, he needs witnesses and accomplices to brag and humiliate, which generates anxiety, depression, low self-esteem, low academic performance, feelings of loneliness, isolation and even guilt and suicide attempts by the victim.

Meanwhile, one out of every five university students from the Barranquilla institutions who were part of this study has known of problems of coexistence or undergone psychological harassment in their university environment. Among the causes that the university students argue are racial discrimination, discrimination for psychological disabilities, problems with teachers, disparity of opinions and intolerance of peers.

Family and school are fundamental for the promotion of prosocial behavior through solidarity, empathy and generosity, becoming learned patterns of behavior where parents become role models. They must teach to understand the needs of others, promoting interdependence, tolerance to frustration, awareness of reality and feasibility, an attitude towards detachment and relearning, which translates essentially into affective and cognitive competence.

The school must also do the same: It should recognize that bullying does exist, make teachers agents of change, give examples out of the teaching exercise of respect, communication, tolerance, courtesy and kindness, but it should also supervise spaces and moments, implement mechanisms and rules to denounce and prevent bullying, and campaigns to educate with the values of coexistence.

Values are not taught, they are experienced together with others. In this context, language becomes especially meaningful and among the forms of language is conversation as an expression of affection and understanding of others and their reality. Collaboration in exchange for competition, respect for the body in exchange for obscenity, caress in exchange for distance, spontaneity for control and honesty for appearance are also forms of language.

Coexistence is expressed in tolerance of diversity and absence of violence: it is to include, accept and agree. It is essential to establish the rules for peacefully solving conflicts through a legal agreement, in the first instance, and later, moral and cultural as a form of social guaranty, capable of generating identity.

On the other hand, the context indicates that young university students live connected to the Internet, wherever they are and that is why mobile devices are

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preferred for this task. On the web, they spend most of their time on the social networks of which they are part, especially personal pages, blogs and video channels, and the greatest use of the Internet is academic, informative and social. This demonstrates an eagerness and a tendency of young people to form social networks through the web, seeking identity, common interests, mobility in their devices. These networks become spaces for citizen participation and spaces for the development of new forms of content and languages.

If bullying is a reality in the university environment of Barranquilla, if it jeopardizes the coexistence of the student community and the internal development of those who undergo it, it is necessary to look for ways to promote prosocial behavior among these young people in formation, and in this sense, one must take advantage of their attraction to social networks as a factor that enhances values and attitudes of healthy coexistence in the university context. Opening spaces for communication and exchange of experiences and accompaniment of experts is precisely the task that is urgent.

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