

**PARTNER VIOLENCE IN UNIVERSITY STUDENTS.
A COMPARATIVE STUDY BETWEEN CAREERS AND SEMESTERS**
**VIOLENCIA DE PAREJA EN ESTUDIANTES UNIVERSITARIOS. UN ESTUDIO
COMPARATIVO ENTRE CARRERAS Y SEMESTRES**
**VIOLENCIA DOS PARES EM ESTUDANTES UNIVERSITÁRIOS. UM ESTUDO
COMPARATIVO ENTRE CARREIRAS E SEMESTRE**

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Received date: 17.VI.2019

Reviewed date: 23.IX.2019

Accepted date: 26.XI.2019

<p>KEY WORDS: violence psychological violence college students control blackmail</p>	<p>ABSTRACT: This study analyzed perception and psychological partner violence perpetuation indexes by means of control conducts and blackmail in college students. Specific differences among majors and semesters are described. Non-experimental design, cross sectional, descriptive study was used. The sample consisted of 2607 students from the Facultad de Estudios Superiores Iztacala of the State of Mexico, to whom the School Violence in University level Education Scale, which included items on psychological partner violence was applied. Results indicate significant differences in the control factor depending on the semester and major. Regarding the former, results show an increase in control behavior perception exerted by the partner as they progress their studies in semesters. Regarding the major, Psychology student population identified control actions with more frequency. The findings of this study show the importance of studying partner violence in an academic context, as there may be contextual variables encouraging or decreasing the presence of this type of violence.</p>
<p>PALABRAS CLAVE: violencia violencia psicológica estudiantes universitarios control y chantaje.</p>	<p>RESUMEN: El presente estudio analizó los índices de percepción y perpetuación de violencia psicológica de pareja a través de conductas de control y chantaje en estudiantes universitarios. Específicamente se describen diferencias por carreras y semestres cursados. Se utilizó un diseño no experimental, de corte transversal y descriptivo. La muestra estuvo conformada por 2607 estudiantes de la Facultad de Estudios Superiores Iztacala del Estado de México, a los cuales se les aplicó la Escala de Violencia Escolar en el Nivel Universitario que incluía reactivos de violencia de pareja de tipo psicológico. Los resultados indican diferencias significativas en el factor control en función del semestre y la carrera. Con respecto al primero,</p>

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	<p>los resultados revelaron un aumento en la percepción de conductas de control ejercidas por la pareja conforme aumenta el semestre cursado. Relativo a la carrera, el estudiantado de psicología reportó identificar con mayor frecuencia acciones de control. Los hallazgos de este estudio muestran la importancia de estudiar la violencia de pareja en un contexto académico, dado que podrían existir variables contextuales que fomentan o reducen la presencia de este tipo de violencia.</p>
<p>PALAVRAS-CHAVE: violência violência psicológica estudantes universitários controle chantagem</p>	<p>RESUMO: O presente estudo analisou as taxas de percepção e perpetuação da violência psicológica do casal através do controle e do comportamento de chantagem em estudantes universitários. Especificamente, são descritas diferenças por carreiras e semestres. Utilizou-se delineamento não experimental, transversal e descritivo. A amostra foi composta por 2607 alunos da Faculdade de Estudos Superiores de Iztacala, no Estado do México, aos quais a Escala de Violência Escolar foi aplicada no nível universitário, incluindo reagentes da violência por parceiro psicológico. Os resultados indicam diferenças significativas no fator de controle, dependendo do semestre e da carreira. Com relação ao primeiro, os resultados revelaram um aumento na percepção dos comportamentos de controle exercidos pelo casal à medida que o semestre estudado aumenta. Em relação à carreira, o estudante de psicologia relatou identificar ações de controle com mais frequência. Os achados deste estudo mostram a importância de estudar a violência por parceiro íntimo no contexto acadêmico, uma vez que podem existir variáveis contextuais que incentivem ou reduzam a presença desse tipo de violência.</p>

1. Introduction

Violence in a couple –or partner violence– is an exercise of power, which through actions and or omissions, as well as any conduct, passive or active, one damage, hurts or controls, against their will, the other, with whom they have an intimate bond, such as marriage, courtship or “free” (Cienfuegos, 2010). In the called partner violence we find different types of aggressions: psychological, physical, sexual, economic and patrimonial.

Most of the studies regarding partner violence, include only female population, excluding males, but there are figures indicating that both genders can be prone to becoming a victim of violence, for example, in 2006 in Mexico, the Domestic Violence Attention Center (CAVI for it’s acronym in Spanish), reported that 14.1% of the claims of domestic violence, were reported by males, while the rest were females who suffered violent acts. (Trujano, Martínez & Camacho, 2010).

Partner violence is a social problem that affects both women and men who hold or held a couple’s relationship, marriage or cohabitation, nonetheless, it is also found in other romantic bonds as courtship, which is understood as an affective relationship between two people, generally established between the young and teenage, but it can be held between adults as well, without a conjugal bond. (Castro & Casique, 2010). This relationship is meaningful, mainly for teenagers and young adults, because they are learning to relate with another in an affective and intimate manner, from the used other relationships as friends, schoolmates and family members; however, many partner relationships at an early age are permeated by violence.

In regards to the violence between young partners in a relationship, in the United States indices report alarming physical violence, where aggressions are more frequently committed by men against women. An interesting fact of these figures report that the violence indices reduced as the age increases; 55% of women who reported violent acts, were between 18 and 24 years old; in comparison, 35% were women between 27 and 33 years old reported as victims. (Halpern, Oslak, Young, Martin, & Kupper, 2001).

In Mexico, the courtship violence National Survey, (ENVINOV), conducted back in 2007, that included young people, (women and men between 15 and 24 years old, who have had at least one relationship), reported that the majority of these sampled population had experienced partner violence once. The most frequent was psychological violence, 76% of the sample reported suffering it, while sexual violence was reported by 16.5% and physical, 15% (IMJ, 2008).

These facts and figures allow us to understand that psychological violence is very frequent in courtship relations between young subjects. The different definitions and assessments of this type of violence, reflect a lack of consensus among the theoretical and investigators, as there is a diversity of behaviors amongst the different approaches. According to Echeburúa and Muñoz (2017), in psychological violence, the aggressor or abuser builds a distorted reality for the victim, equating the violence inflicted as part of the relationship dynamics, convincing the partner that the violent acts are necessary for them to “improve” in their role as partners. Another way of inflicting psychological violence is through control and harassment. Control is manifest through behaviors that

limit the social development of a person, such as prohibitions that one establishes for their partner not to have contact with others, or to hold certain activities; they also would supervise their partner's conversations, who they talk to over the telephone or submit them to extensive interrogation regarding their activities. Besides control, psychological violence is inflicted through blackmail, defined as those actions that force the victim partner to be submitted to perform determined behaviors, while assumed that it is their fault: the victim is to blame, instead of the aggressor. (Cienfuegos, 2010)

Cyberbullying is considered a form of control. It is exercised through electronic media (computers, tablets, cellular phones), and "apps" and social media and networks associated with these devices. These aggressions seek to control the partner too, by approving or disapproving their friendships in social media, supervising, monitoring the partner through calls or text messages. Jean-Cortés, Rivera-Aragón, Reidl-Martínez, and García-Méndez (2017) have reported indices of behaviors of control, intrusive monitoring, and cyber-surveillance much higher than verbal and sexual violence. About it, García-Carpintero, Rodríguez-Santero, and Porcel-Gálvez (2017), highlights that an important component for the execution and identification of these behaviors, is perception by identifying and guessing, when a person is performing cyberbullying, they can assume those acts as part of the courting, while if they receive them, those behaviors could be taken as actions of surveillance, thus, violent.

Given that psychological aggressions can be useful and subtle, and their consequences are not as obvious, they are rarely acknowledged as violent, by both victims and aggressors, (Heise & Garcia-Moreno, 2002; González-Ortega, Echeburúa & Corral, 2008), for which an essential element in the assessment of violence is the perception that the young have regarding which behaviors they consider to be violent, and which they don't.

Perception of violence is made up of the characteristics of the violent episode, the type of relationship held (whether steady or temporary) (Hirigoyen, 2006), as well as for the beliefs, justifications or tolerance to violence itself, according to the established social standards (Kaura & Lohman, 2007). Then, studying partner violence becomes a complex task due to not only come together with individual factors (impulsivity, anger, mistrust, alexithymia, social skills deficit, personality disorders, and depression), that have been reported by other investigations (González-Ortega, Echeburúa & Corral, 2008), but also social factors.

Violence during courtship in the young population has been assessed mainly through the frequency of violent acts when those have already happened. College and University student's perception of partner violence has been little studied. Some studies report that the majority of students are capable of recognizing different types of violence, nonetheless, when indices of violence in their relationships are evaluated, a considerable presence of it is shown as a result. (Soriano, 2011; Vizcarra & Póo, 2011; Boira & cols, 2017; García, Romero, Garduño & Campos, 2016; Osorio, Reidl, Reyes & Sierra, 2016), and reveal important relating factors to the context, that could favor the appearance of violent acts. The physical context could be an example of it; regarding this, García, Romero, Garduño, and Campos (2016), found indices of psychological violence suffered by female university students, depending on the campus they belong to.

In the academic context, they are considered in the educational level as a triggering factor of partner violence. For example, the study of Ortega, Ortega y Sánchez (2008), that, even when not including university students, they analyzed partner violence in subjects with two scholarships, one had junior high school levels and the other high school degree. Results revealed that subjects with a high school degree reported slightly lower indices in comparison with those at junior high. Rivera-Rivera, Allen, Rodríguez-Ortega, Chávez-Ayala and Lazcano-Ponce (2006), performed a comparison among students of high school and baccalaureate-University, on the relation with the index of violence the students of junior high showed lower violence indexes, both physical and psychological violence specifically, unlike those with baccalaureate-university levels, with whom indexes increased slightly. These facts might suggest that the partner violence in students vary depending on the academic level they attend, but it has not been identified as a specific pattern.

This evidence can be analyzed from the perspective of the Development Ecological Theory of Bronfenbrenner (1979), for whom human development is a progressive accommodation between the subject and their immediate environments, and is influenced by the relations that are established among those environments and by contexts of higher reach that are included in them. This author conceives the ecological environment as a concentric structure of serial disposition on which every one of them is contained within the nest. These structures are denominated micro, meso, exo and macro systems. Here briefly described: microsystem refers to interpersonal relationships that a subject establishes, relationships that are

built face to face; mesosystem is a network of relationships between the different microsystems that include the subject, and exosystem is formed by the relationships among systems on which the subject does not operate actively and his system. Macrosystem is the wider context; it is about the elements that exist in general culture or subcultures and keeps correspondence with the other systems (micro, meso and exo systems). In it are included, for example, different forms of social organization, cultural beliefs, lifestyles of a culture or social group. That is why it is considered that the behavior of people in a certain situation or context, corresponds to the ideology sustained by a determined social group, the macrosystem. In the microsystem, this model has been used to convey of the violence, for example, it has been found that the structure, familiar dynamics, relationship status, and partnership satisfaction is associated with partner violence, while in exosystem there have been located institutions and social environments that encourage certain values and guidelines such as punishment and protection towards the victims. Other risk factors of such kind are economic status, unemployment, academic level, alcoholism, and social isolation. Finally, in the macrosystem, there have been found characteristics, political aspects, cultural values, and roles about the women and men, that relate with the idea of power and obedience (Saltijeral, Ramos & Caballero, 2013; Puente-Martínez, Ubillos-Landa, Echeburúa & Páez-Rovira, 2016).

In the present work, it is postulated that the attended career, as well as the level the subjects are in, can be contemplated as part of the macrosystem on which the subjects are immersed. The educational institution adjusts the curriculum design on which the students are formed and it provides elements to modulate their behavior to face the facts they have to deal with. In such a manner, that is considered that the disciplinary formation, and the accomplished level in it, contemplate in a very specific way, matters of violence and could be an influential element for the subjects to behave in a particular manner in their interpersonal relationships, such as partnerships. In other words, the disciplinary formation can be a macrosystem that could be leading a correspondence along with the microsystem in interpersonal relationships.

It could be presumed that as the academic level progresses, knowledge about many facts increase, which could contribute to students become more critical not only of the scholar contents, but also of their relationships, and in this case, of their partnerships; specifically in the perception of which behaviors are violent and which are not. University students have more knowledge

of facts of different nature and maybe as their skills improve and increase, as well as their academic knowledge, they can be more sensitive to identify violence in their relationships. For all that, it could be expected that the higher the academic level, or the more progress on the attended periods at university, the greater the perception of violent acts.

Regarding the study attended, there is not much information. In several investigations about the partner violence perception in university students, there were not found differences as of the study (career) attended, for example, between medicine and infirmary, psychology, tourism, and law. (Olvera, Arias & Amador, 2012). In the Superior Education Institutions (IES), violence is not necessarily a formative content. In a study performed in Mexico, a national survey, there is evidence that 93.4% of IES teaching medicine, includes violence-related content. Nonetheless, such contents are indirectly taught, for they are only mentioned (57%) and if they are directly discussed, (43%), it is through extracurricular activities, such as workshops, programs or broadcasting diffusion programs. In no case, they reported an approach of such matters for the curriculum (Díaz & Esteban, 1999) what makes us think that in this career there is a vision or particular conception of violence, that finds no place in a course where the subject is to be discussed. In other careers as psychology, it is well known that violence is an included content in some of the courses to curriculum, what could be a factor that modifies the perception of interpersonal relationships of students and in particular, the partnerships, influencing both the way they establish those relationships, being violent or not, in a different way to the partner relationships of students coursing other careers. In the case of Infirmary, the presence of these contents has been documented as poor and insufficient and even said that it must include partner violence elements on its curriculum (Sundborg, Saleh-Stattin & Törnkvist, 2012; Beccaria & cols., 2013). There is clear evidence of the differences in the violence content present in all of these careers analyzed in the present work. In the Medicine and psychology courses, there are contents regarding the matter to be discussed in a differential manner, while in the Infirmary, it's presence is insufficient.

In summary, the perspective present in this work assumes that the disciplinary formation understood as a Macrosystem, could be an influential element for the subjects to behave in a certain manner on their interpersonal relationships, specifically their partnerships, and contemplate matters of violence in a particular form. It is supposed that disciplinary formation and accomplished

level at it, can be part of the Macrosystem enabling correspondence with the microsystem in interpersonal relationships.

The purpose of the present work is to know the perception index ranks of partner violence, psychological type, exerted through control behaviors and blackmail, in students coursing different semesters of the taught careers in the public university. It was hypothesized that the perception of those behaviors was to vary according to the semester and career attended, which relate to the assessment they make towards partner violence, as well as the forms of manifestation of the phenomenon, (control behaviors and blackmail)

2. Method

Type of study.- It was a quantitative, cross-sectional study, carried out through a non-experimental design.

Participants.- The sample consisted of 2607 students enrolled in the Iztacala School of Higher Education of the State of Mexico, 34.7% of the sample were male and 65.3% female, who attended the following careers: Medicine (17.6%), Dentistry (14.6%), Infirmary (11.8%), Biology (4%), Optometry (3.8%), Psychology Presence (classroom classes) (32.6 %) and Psychology Virtual (15.6 %). Regarding the school semester, 27.3% were enrolled in second, 32% in fourth, 19.2% in sixth and 21.5% in eighth. As for the student's age, the average was 23 years.

Instruments.- To assess the partner violence on university students, we used the Scale of University Scholar Violence (Robles and cols, press) that included the following factors: violence inflicted amongst the students, violence by students against themselves and violence received by the students through their partners. The design of this scale went through every step to become an instrument. Finally, this instrument was composed of the five mentioned factors, obtaining alfa of Cronbach total of .811 and for the subscale of partner violence, a Cronbach alfa of .642, both considered as satisfactory. At the end of the present report, only a partner violence relative factor was analyzed as part of the violence experienced in the university environment. This cutback attempts to show how partner violence manifests in university students, to more deeply in future investigations.

Partner violence of psychological type was assessed, only through two elements; blackmail that included a reagent referent to the received

violence (reagent 12.- *it is hard for me to end the relationship with my partner, because she/he always says that she/he cannot live without me*), and the control that included both reagents, one of them imply to receive violence (reagent 13.- *it annoys me that my partner calls or writes to me constantly asking where I am at and who I am with*) and the other that assessed the perception of it (reagent 14.- *I consider it violent when my partner gets angry or mad because I share or talk with other people*). The three reagents, as all in the survey, had a format type Likert (1=totally disagree, 2= disagree, 3=indifferent, 4= agree, 5= completely agree), and the higher the score, the greater the psychological violence.

Procedure.- The implementation of the instrument was through electronic media. Students from different semesters were invited by the academic coordination of their attending career. They were informed that personal data would be guarded as confidential and that their answers would only be used for the present investigation. Those students willing to respond to the instrument were instructed to be present at the institution's computer room, where personnel in charge gave them instructions for login the platform to find the instrument. Once they did, they started to answer without a time frame or limit to complete it.

Statistical analysis.- Statistical analyzes were performed using the SPSS version 20 program for Windows. Variance of a single ANOVA factor was used to establish differences between the four semesters studied by the students and the seven careers. Finally, to determine specific differences between these groups, the Tukey test was used.

3. Results

The majority of students (59.4% y 17.8% respectively), indicated not to have difficulty to finish their relationship due to blackmail inflicted by their partner, as the reagent noted. As per the perception of control behaviors, students scored similar for reagent 13, being 28.2% and 11.3% of students answered not to be annoyed by the partner's question on their whereabouts, nevertheless, 22.5% and 17.0% confirmed to disagree with such behavior. As per the reagent 14, a great number of students (30.2% and 31.1%) did perceive as violet that their partners got angry for them sharing or talking to other people, compared to 6.5% and 18.7% of the respondents stating they did not perceive that action as violent (chart 1).

Chart 1. Distribution of the type of psychological violence “Blackmail Behavior Received” and “Perception of control behaviors” in university students.

Reagents	* Reagents												M
	Total		1		2		3		4		5		
	n	%	n	%	n	%	n	%	n	%	n	%	
12 Blackmail	2607	100	1549	59.4	463	17.8	324	12.4	205	7.9	66	2.5	1.76
13 Control	2607	100	735	28.2	295	11.3	549	21.1	586	22.5	442	17.0	2.89
14 Control	2607	100	488	18.7	170	6.5	352	13.5	787	30.2	810	31.1	3.48

Note: * 1=totally disagree, 2= disagree, 3=indifferent, 4= agree and 5= completely agree

Regarding the attending semester, and partner violence indexes, results show that as the semester progresses, higher scores of psychological violence are found, both for behaviors of control as of blackmail, showing a pattern where average score is stable or increasing as the semester goes forward, at least up to the sixth semester (chart

2). With the ANOVA performed, there were differences found, statistically significant in all semesters, in the perception of control, for reagents 13 and 14. On the contrary, there were no differences found - statistically significant on the blackmail factor (reagent 12) on the four attended semesters.

Chart 2. Comparison between school semesters for types of psychological violence “Blackmail Behavior Received” and “Perception of control behaviors”

Semesters	Reagent 12 - Blackmail	Reagent 13 - Perception control	Reagent 14 - Perception control
Second	1.74	2.85	3.40
Fourth	1.76	2.85	3.38
Sixth	1.81	3.05	3.66
Eighth	1.76	2.84	2.58
F	.464	2.715	5.487
p	.702	.043	.001

*p<.05

Given the found differences amongst the four semesters, on regards to the control factor, the test *post hoc* of Tukey’s was applied. Results on the reagent related to control perception, (reagent 14), show important differences: a) between second and sixth semester, the higher score is of the sixth ($p = .015$) and b) between the fourth, sixth and eight semesters, ($p = .004$ and $p = .046$, respectively). These results suggest that the perception of control y partner relationships of students is related to the attended semester.

Violence presents differentially in the taught careers at FES Iztacala. In chart 3, blackmail was observed (reagent 12) is little present, has low scores and manifests itself in a similar way as at the other careers, for ANOVA does not report significant differences between them, while average score for reagents evaluating control (reagents 13 and 14) present higher scores, mainly in Psychology career, in the presence-based

modality, as well as in the virtual. ANOVA reveals meaningful differences along for those reagents and *post hoc* of Tukey’s, showed for reagent 13, differences between presence-based Psychology and Biology ($p = 0.023$), Medicine ($p = .049$), Optometry ($p = .004$), Dentistry ($p = .000$) and Infirmary ($p = .002$). The virtual modality reveal important differences with Infirmary ($p = .027$), Optometry ($p = .013$) and Dentistry ($p = .000$). For reagent 14, the found differences between presence-based Psychology and Infirmary ($p = .000$), Optometry ($p = .000$) and Dentistry ($p = .000$). While on virtual modality the the significant differences were found on relation to Infirmary ($p = .000$), Medicine ($p = .021$), Optometry ($p = .000$) and Dentistry ($p = .000$). These suggest that students of Infirmary, Optometry, and Dentistry are less sensitive to control behavior from their partners, to the point of not feeling annoyed by those behaviors.

**Chart 3. Comparison between school careers for types of psychological violence
“Blackmail Behavior Received” and “Perception of control behaviors”**

Careers									
Violence Reagents	Biology	Infirmary	Medicine	Optometry	Dentistry	Psychology Presence	Psychology Virtual	F	p
12 Blackmail	1.68	1.66	1.80	1.64	1.67	1.84	1.79	2.02	.059
13 Perception control	2.61	2.72	2.84	2.52	2.62	3.09	3.06	8.41	.001
14 Perception control	3.38	3.22	3.46	2.84	3.15	3.69	3.78	14.35	.001

*p<.05

Intending to identify whether the reagents of control and obtained scores on each career formed a pattern concerning the semester attended, a descriptive analysis was performed, revealing differential trends between careers. At Infirmary and Optometry, it is noted that the

higher the semester, the less control is inflicted on the partner, understood as violent behavior. As per Biology, Medicine, and Psychology, the trend is inverse. The higher the semester, the higher the score identifying partner violence at control manifestations.

**Chart 4. Scores for the type of violence “Perception of control behaviors”
depending on the semester in each of the careers**

Reagent 14 (Perception control)							
Careers	Semesters	Second	Fourth	Sixth	Eighth	F	p
Biology		2.74	3.74	3.36	3.75	3.70	.014
Infirmary		3.62	3.16	3.20	2.89	1.57	.196
Medicine		3.36	3.46	3.53	3.53	.39	.760
Optometry		3.36	3.16	2.56	2.77	1.03	.379
Psychology Presence		3.29	3.59	3.93	3.90	10.5	.000
Psychology Virtual		3.84	3.65	4.11	3.56	1.95	.120
Dentistry		3.08	3.08	3.49	3.23	1.06	.364

*p<.05

By performing an ANOVA with the scores shown on each career, the significance of differences found only on reagent 14 between careers presence-based Psychology ($p = .000$) and Biology ($p = .014$) (chart 4). To say is that on those two careers, the level of schooling is important, as they progress in their course, they can more clearly perceive control as violent behavior.

4. Discussion and conclusions

Data generated by the present investigation show that psychological violence translated into control behaviors are the most reported by students in comparison to blackmail behaviors. The fact that these actions of control are more than the blackmail ones, matches the results of Soriano (2011), who found that the type of violence that most

affected students of the university, was psychological, specifically, control actions.

As per the differences were shown between semesters attended and partner violence, they were only important for the perception of control behaviors, making it clear that as they progress in the course attended, the higher scores they get. These data states that students coursing the last semesters have a different perception of control as psychological violence, than those at the beginning semesters; this strengthen the idea of the greater knowledge of a discipline, there is a direct association with the perception of psychological violence, but it is more clear, according to performed analysis, for students of Psychology career, on which curriculum they approach violence matters as curriculum content. The trend is also strong in Biology's career, so there is still to be analyzed those factors that played in this trend. Data prove that there are significant differences regarding which behaviors are assumed as violent and which are not, these, depending on the career attended, which matches results obtained by Osorio, Reidl, Reyes & Sierra (2016) and strengthen the idea of the curriculum that forms professionals can be considered as Macrosystem. This way careers program, it's explicit and implicit values towards violence in general, can be reflected in the interpersonal relationships of students, enabling them to identify, to a greater or lesser extent, their partner's violent behaviors, especially those behaviors that aim to control the partner.

About partner violence, there is very little literature to include in the curriculum of a determined career. Some evaluate the schooling level and its relation to partner violence indexes Rivera-Rivera, Allen, Rodríguez-Ortega, Chávez-Ayala, & Lazcano-Ponce (2006) finding that the violence levels slightly increase from junior high to baccalaureate and University. From it, it's been suggested to continue investigating if the course level can be a variable that affects the perception of psychological violence and/or its perpetuation and whether it functions by gender.

It should be noted that as per not finding significant differences between blackmail behavior and the semesters attended by students, it is not feasible to generalize, so future investigations could enrich these data by including new reagents which study blackmail, because, in the present work, it was only included one reagent regarding that matter, what suggests that it would be prudent to analyze blackmail more thoroughly, as an expression of psychological violence. The usage of only three reagents to measure psychological violence, results to be limiting of study, if taken as

a fact that there are other actions such as denigrate, critic, humiliate, intimidate, over-blame, act indifferent and minimize situations (Álvarez & Hartog, 2005) involved in that type of violence, which makes impossible to make known what other behaviors are perceived or not as violent acts. Another restriction of the present investigation, was the type of design, because it was line transect survey, and as proved, there might be a trend to the perception of violence, while progressing at semesters, that increase or at least remains stable, then, a longitudinal study could provide more accurate evidence that can prove or refute these findings.

Despite the inherent constraints, it could be assumed that two of the used reagents to measure violence perception emphasize important aspects of romantic relationships in the young, such as control use, restricting physical encounters with other people, but also through another communication tool widely used these days: telephone.

Findings of the present exploratory study, even with its limitations, can inform our hypotheses to design subsequent studies, taking the framework of the Ecological Model of Bronfenbrenner. The present work provides the opportunity for future investigations about partner violence on university students, to take up contextual factors that could be favoring or stopping the phenomena. For the particular case of this investigation, academic semesters and the attending career can be conceptualized as constituents of the Macrosystem of students, while analyzing it from the ecological Model. From such perspective, students are immersed in systems that enforce values, beliefs, behavioral norms and knowledge in the academic community. Likely, these elements will rule their behavior in different sceneries such as academic and professional, but also in other spheres of their life, as family and partnership. For that reason, it is suggested to consider some relevant views of the intervention construction to face partner violence, while attending university, career and semester must be taken into account at deciding to apply the interventions. Interventions must be designed not only for the students but must include other academic actors, such as teachers, for them to be capable convey out useful tools for the students to identify and avoid violent behaviors at their partnerships. It is advised to take into account the values and beliefs of teachers and students of each career have, (maybe for their disciplinary formation), towards general violence and in particular, partner violence, to be able to critically analyze it and question all those that make it impossible to identify violent behavior.

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HOW TO CITE THE ARTICLE

Carranza, R., & Xóchitl, I. (2020). Violencia de pareja en estudiantes universitarios. Un estudio comparativo entre carreras y semestres. *Pedagogía Social. Revista Interuniversitaria*, 35 109-118. DOI:10.7179/PSRI_2019.33.09

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