



Bullying among University Students: Types and Relationship with Psychosomatic Complaints: A Cross-sectional Study

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ABSTRACT

Background: Bullying has both immediate as well as long-term effects on the psychological adjustment and outcomes. Bullying in educational institutions is a problem in every nation in this world. **Purpose:** This study aims to determine the most common types of bullying and their association with psychosomatic complaints among university students in Jordan. **Methods:** This study employed a descriptive cross-sectional research design. The convenience sampling method was utilized for participant selection from two public universities and one private university in Jordan. The California Bully Victimization Scale-Retrospective and the Psychosomatic Problems Scale were used. **Results:** Among the 350 students surveyed, verbal bullying, particularly being provoked or called derogatory names, emerged as the most prevalent type among Jordanian university students, with a mean score of 1.73. The study identified that all psychosomatic complaints exhibited a strong statistical association with variable bullying, with sleep problems being the most commonly reported issue (M=2.24). **Conclusion:** This study found that the most common type of bullying behavior among university students in Jordan was verbal bullying. Additionally, participants in the study mentioned that sleep problems are the most common psychosomatic complaint. **Implications for Nursing:** Educational institutions, academic employers, and community health nurses should prioritize anti-bullying educational programs to support students' well-being and bolster the role of nurses in fostering a safer and more inclusive learning environment.

Keywords: Bullying, University students, Psychosomatic complaints, Jordan.

What does this paper add?

1. There is a relationship between bullying and psychosomatic complaints among university students in Jordan.
2. The study revealed that verbal bullying is the most common type of bullying among university students in Jordan.
3. Sleep problems were found to be the most common psychosomatic complaint among university students in Jordan in association with bullying.

Introduction

Bullying is an issue that has both immediate and long-term effects on psychological adjustment and outcomes (Chan & Wong, 2015). Bullying is defined as a situation in which one or more people continuously, over a length of time, feel as though they are victims of bad behavior from one or more people, with the victim finding it difficult to defend himself/herself (Zabrodska & Kveton, 2013).

Traditional bullying encompasses verbal bullying, social bullying, and physical bullying. Verbal bullying,

such as name-calling, and social bullying, like lying and using an offensive body language, are examples. Pushing, striking, and kicking are all instances of physical bullying, as outlined in the Natomas Unified School District (NUSD) manual (2020).

Researchers define bullying in the university context as an aggressive behavior by another student or a group of students, involving circulating unfavorable rumors about people based on race, gender, handicap, or region, mocking or degrading them, excluding them from social activities, making unwanted sexual attempts, stalking, or directly or online threatening them.

Previous research consistently demonstrated that experiencing bullying is associated with various short-term and long-term adjustment and well-being issues. These include emerging signs of mental health problems, an elevated risk of self-harm and suicidal ideation, and psychological distress symptoms, such as easy crying, irritability, or sleep disturbances (Arseneault, 2018).

In the short term, bullying can generally lead to psychosomatic complaints (Sourander et al., 2010). Psychosomatic complaints consist of psychological symptoms, such as anxiety and depression, as well as somatic symptoms, such as headaches and sleeping difficulties. Researchers found a significant association between bullying and headaches and sleeping difficulties (Sourander et al., 2010).

Bullying has been identified as a significant hazard to the educational process, given that a notable share of bullying incidents occurs during regular educational institution hours (Delprato et al., 2017).

Universities must prioritize the awareness of emotional, social, and cognitive risks associated with bullying, as severe cases of students dropping out negatively impact future careers and emotional well-being (Myers & Cowie, 2016). Growing concern among university students regarding the culture of bullying on campus highlights the urgent need for proactive measures to address and mitigate these adverse effects (Cowie & Myers, 2015).

In Jordan, no national studies focusing on bullying in Jordanian universities were found; however, research conducted in other countries provides insight. For example, a study conducted in Palestine aimed to determine the prevalence of bullying and its causes among university students studying health sciences. The results indicated that male bullying was at 77%, while

female bullying was at 48% (Hanani, 2021).

Students and educational institutions are experiencing unfathomable difficulties as a result of bullying at colleges (Faryadi, 2011). Bullying can cause many psychosomatic complaints. Headaches, pain in the stomach, and trouble in sleeping are all symptoms of bullying (Kazarian & Ammar, 2013).

The current study holds significance, as it addresses a gap in research, particularly in Jordan, where no national studies have investigated the types of bullying and their relationship with psychosomatic complaints among university students. Additionally, youth bullying is increasingly recognized as a significant issue that detrimentally affects social functioning and overall well-being. While some degree of disagreement and harassment is typical in youth peer relationships, bullying poses a potentially greater risk to healthy youth development (Nansel et al., 2001).

With 63% of its population under 30, Jordan has one of the youngest populations globally (United Nations Revision of World Population Prospects, 2024). However, this demographic group faces numerous challenges, including exposure to bullying. Bullying can significantly impact both future career prospects and emotional well-being (Myers & Cowie, 2016).

The current study aims to determine the most common types of bullying among university students in Jordan. Additionally, it seeks to investigate the relationship between bullying and psychosomatic complaints within the context of university students in Jordan.

Materials and Methods

Study Design

This study employed a descriptive cross-sectional research design, known for its efficiency and cost-effectiveness (Cummings, 2018). Cross-sectional studies enable the collection of data from a sizable participant pool within a relatively short timeframe.

Study Setting

This study was conducted at three universities: two governmental universities, and one private university in Jordan.

(A) is a governmental university. The university has ten faculties covering humanities, scientific and allied medical professions, and offers thirty-nine majors within the bachelor's program. The number of undergraduate students at (A) university is

approximately 20,000.

(B) is a governmental university. The university comprises 19 colleges, academies and deanships that offer 52 majors at the undergraduate level. The number of undergraduate students at (B) university is approximately 24,314.

(C) is a private university. The university comprises 14 colleges and offers 52 majors at the undergraduate level. The number of undergraduate students at (c) university is approximately 8,000.

Study Sample

The study utilized the convenience sampling method for participant selection, determining an optimal sample size of 350 participants through a sample size calculator with a 95% confidence level and a 5% margin of error (calculator.net, 2023). The study involved a total of 350 participants (calculator.net, 2023).

The researchers determined the allocation of participants for each university. For instance, the student population of (A) university (20,000) was divided by the total number of students across all universities (52,314) and then multiplied by the total number of participants (350). This calculation guided the researchers to recommend the inclusion of 150 students from (A) university, 130 students from (B) university, and 70 students from (C) university in the study sample.

The inclusion criteria encompassed individuals of all sex groups, across various academic years, and diverse youth age groups from different colleges. Excluded from participation were master and PhD students due to that the period during which they are at university is short for them to be exposed to bullying.

Data Collection

Ethical compliance was a priority (ethical approval was obtained on 22/5/2023), with all necessary approvals obtained before data collection, ensuring adherence to stringent protocols. The chairman at each university was briefed comprehensively regarding information about the study's goals, methods, and potential benefits.

Following approval, further collaboration was sought from the department heads to help the researchers collect responses from students, in their departments, in addition to collecting responses from students from the squares.

Potential participants were approached one at a time

and told in depth about the study in order to secure informed consent. Participation was completely voluntary and refusing to participate would not have any detrimental effects on a student's academic status or any other factor. Participants were guaranteed full confidentiality of the information they submitted and told that it would be kept in strictest confidence and used only for research purposes.

Once participants confirmed their participation, the survey package was delivered to them by one of the researchers, which included paper questionnaires in Arabic. The student was left until he/she finished filling out the questionnaire. Throughout the data collection process, the researchers were available to answer any questions or concerns raised by the participants. Contact information, such as e-mail address, was provided, allowing participants to contact the researchers for further clarifications or assistance as needed.

Instrument

The self-administered questionnaire used in this study consisted of three parts. The first part aimed to collect participants' socio-demographic characteristics. It was developed based on many previous studies. Socio-demographic characteristics included age, gender, family income, university, university specialization, and academic year.

The second component, known as the California Bullying Victimization Scale (CBVS), comprises a self-report questionnaire that evaluates eight forms of bullying victimization. These encompass being teased, having rumors spread behind one's back, being deliberately ignored, experiencing physical harm, receiving threats, encountering sexual comments, jokes, or gestures, having personal belongings stolen, and facing online teasing and threats. Each item on the scale is rated on a five-point scale, assigned scores from 1 to 5. Higher scores indicate a greater degree of victimization (Esteller Cano et al., 2021). In our current study, we observed an even higher internal consistency, with a Cronbach's alpha coefficient of 0.873.

The third part of the instrument featured the Psychosomatic Problems Scale. This part comprised 8 carefully selected items to assess psychosomatic complaints within the study. Each item allowed participants to choose from five options: (a) Never, (b) Rarely, (c) Sometimes, (d) Often, and (e) Always. These encompass being teased, stomach or bowel problems,

back pain, pain in your arms, legs, or joints, headaches, dizziness, chest pain or shortness of breath, feeling tired or having low energy, and trouble sleeping (Gierk et al., 2014). In our current study, we observed an even higher internal consistency, with a Cronbach’s alpha coefficient of 0.933.

The California Bully Victimization Scale-Retrospective and Psychosomatic Problems Scale were translated into Arabic, ensuring accessibility for Arabic-speaking students. The translation process involved translation from English into Arabic and back-translation into English.

The questionnaire underwent a translation process from English into Arabic and then from Arabic back to English. A specialist conducted a thorough comparison between the two versions using back-translation, a crucial method in localization quality control. This process aims to identify any discrepancies and assess the accuracy of the translation to ensure fidelity to the original content (Klotz et al., 2023).

Data Analysis

The collected data underwent thorough coding and analysis using the Statistical Package for Social Sciences, version 26. The statistical (2-tailed) significance level was set at $p < 0.05$. A comprehensive descriptive analysis, employing frequency, was conducted for all variables, encompassing demographic data. The chi-square test was then utilized to assess the relationships between bullying and psychosomatic complaints.

Ethical Considerations

Ethical approval was obtained from the IRB at Al-al Bayt university prior to the commencement of the study. A cover letter, prepared by Al-al Bayt University, was

sent to the other universities to explain the purpose and significance of the study. Consent to use the two tools was obtained from the original researchers by sending an e-mail. The participants were explicitly guaranteed that their involvement in the study was voluntary and that they possessed the right to withdraw from the study at any point of time without encountering any repercussions. In order to ensure complete anonymity, the respondents were not obligated to disclose their identities on the questionnaire.

Participants were respectfully requested to provide consent before engaging with the questionnaire, accompanied by a letter outlining the study's objectives. Confidentiality was rigorously maintained, as the questionnaire avoided collecting personal identifiers, and data access was restricted to the authors.

Post-questionnaire completion, participants received pamphlets with guidance on addressing bullying, offering recommended actions and available resources.

Results

Table 1 provides an overview of the demographic attributes of the 350 students under study. Their ages ranged from 18 years to 23 years. In terms of university, (A) university constituted 37.1%, (B) university encompassed 34.3%, and (C) university comprised 28.6%. In terms of academic year, 27.4% were in their first year, 21.1% in their second year, 20.0% in their third year, 17.7% in their fourth year, and 13.7% in their fifth year. In terms of family income, 43.4% reported a family income less than 500 JD, 40.9% reported incomes between 500 JD and 1000 JD, and 15.7% had family incomes exceeding 1000 JD. In terms of university grades, 14.3% were deemed acceptable, 40.0% achieved a good standing, 33.4% secured a very good score, and 12.3% attained an excellent grade.

Table 1. Demographic characteristics of students

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Age	350	18	23	20.50	1.462
Variable	Frequency		Percentage		
Gender					
Male	178			50.9	
Female	172			49.1	
Academic Major					
Scientific Majors	202			57.7	
Humanity Majors	148			42.3	

University		
(A) university	130	37.1
(B) university	120	34.3
(C) university	100	28.6
Academic Year		
First year	96	27.4
Second year	74	21.1
Third year	70	20.0
Fourth year	62	17.7
Fifth year	48	13.7
Family Income		
Less than 500 JD	152	43.4
500-1000 JD	143	40.9
More than 1000 JD	55	15.7
University Grade		
Acceptable	50	14.3
Good	140	40.0
Very Good	117	33.4
Excellent	43	12.3

Various Forms of Bullying Experienced by University Students in Jordan

Table 2 shows the prevalence of different types of bullying. Verbal bullying, specifically being subjected to derogatory names, emerges as the most common type

with a mean of 1.73. Cyberbullying, involving threats made online, like through Facebook, follows closely with a mean of 1.71. Physical bullying occurs to a lesser extent, but is still notable, with a mean of 1.33 compared to other forms of bullying.

Table 2. Types of bullying experienced by university students

Variable	Minimum	Maximum	Mean	Std. Deviation		Percentage (%)	Frequency
1. Have you been provoked or called derogatory or offensive names?	1.00	5.00	1.73	1.093	Never	59.7	209
					Rarely	21.1	74
					Sometimes	9.4	33
					Often	6.0	21
					Always	3.7	13
2. Have you been excluded from a group or purposefully ignored in a hurtful or demeaning way by other students at the university?	1.00	5.00	1.58	1.003	Never	68.6	240
					Rarely	13.4	47
					Sometimes	12.3	43
					Often	2.9	10
					Always	2.9	10
3. Have you been physically assaulted, pushed, or physically harmed in a hurtful or demeaning way by other students at the university?	1.00	5.00	1.33	0.905	Never	84.0	294
					Rarely	7.7	27
					Sometimes	3.1	11
					Often	1.4	5
					Always	3.7	13
4. Have you been threatened in a hurtful or demeaning way by another student at the university?	1.00	5.00	1.36	0.931	Never	82.9	290
					Rarely	7.1	25
					Sometimes	5.1	18
					Often	0.9	3
					Always	4	14

5. Have you received sexually explicit comments, jokes, or gestures from another student in a hurtful manner at the university?	1.00	5.00	1.41	0.913	Never	76.9	269
					Rarely	13.7	48
					Sometimes	3.7	13
					Often	2.9	10
					Always	2.9	10
6. Have your belongings been stolen or deliberately damaged in a hurtful or demeaning way?	1.00	5.00	1.42	0.90	Never	76.6	268
					Rarely	12.6	44
					Sometimes	5.7	20
					Often	2.6	9
					Always	2.6	9
7. Have you been harassed, rumors spread about you, or threatened online through platforms like WhatsApp, Facebook, text messages, or by another fellow student at the university?	1.00	5.00	1.71	1.07	Never	58.9	206
					Rarely	23.7	83
					Sometimes	8.6	30
					Often	4.9	17
					Always	4.0	14
Types of bullying in general	-	-	1.58	0.717	-	100	350

Description of Psychosomatic Complaints for Bullying

Table 3 shows that statement number (8) ranks first with a mean score of 2.24, indicating that sleep issues

were noticeable and moderately severe. Statement number (2) ranks last with a mean score of 1.73, indicating that back pain was experienced, but it was generally not rated as very severe.

Table 3. Description of psychosomatic complaints for bullying

Statement	Mean	Std. Deviation
1. Stomach or intestinal problems.	1.75	1.23
2. Back pain.	1.73	1.19
3. Pain in your arms, legs, or joints.	1.75	1.26
4. Headache.	2	1.39
5. Chest pain or shortness of breath.	1.78	1.20
6. Difficulty in concentration and dizziness.	2.01	1.33
7. Feeling tired or having low energy.	2.12	1.39
8. Sleep problems.	2.24	1.47
Physical and psychological complaints for bullying in general.	1.92	1.08

Relationship between Bullying and Psychosomatic Symptoms among University Students in Jordan

Table 4 summarizes the results of chi-square test for various psychosomatic complaints related variables. This test allowed for the examination of whether two categorical variables are independent in

influencing the test statistic. All variables exhibited highly significance (2-tailed) values of 0.001 at a significant level ($p \leq 0.05$), indicating a strong statistical association between each of these psychosomatic complaints and the variable "bullying".

Table 4. Correlation statistics

Variable		Bullying
Stomach or intestinal problems	Chi-square test	60.669
	Sig. (2-tailed)	0.001
Back pain	Chi-square test	70.771
	Sig. (2-tailed)	0.001
Pain in your arms, legs, or joints	Chi-square test	81.112
	Sig. (2-tailed)	0.001
Headache	Chi-square test	85.128
	Sig. (2-tailed)	0.001
Chest pain or shortness of breath	Chi-square test	82.359
	Sig. (2-tailed)	0.001
Difficulty in concentration and dizziness	Chi-square test	93.944
	Sig. (2-tailed)	0.001
Feeling tired or having low energy	Chi-square test	99.579
	Sig. (2-tailed)	0.001
Sleep problems	Chi-square test	98.630
	Sig. (2-tailed)	.001

Significant (2-tailed) at a significance level ($p \leq 0.05$).

Discussion

The primary objective of this study was to determine the most common types of bullying among university students in Jordan. The findings revealed that the most common type was verbal bullying, specifically being provoked or subjected to derogatory or offensive names, with a mean score of 1.73. Cyberbullying, followed closely with a mean score of 1.71. Additionally, the study noted instances of physical bullying, where students were physically assaulted by their peers, although to a lesser extent, with a mean score of 1.33.

Physical bullying includes striking, kicking, pushing, shoving, tripping, spitting, unwanted touching, taking money or other items, damaging or breaking property, and coercing the victim into acting in a way that benefits the bully (Kazarian & Ammar, 2013). Teasing, shaming, mocking, making disparaging remarks, and threatening behaviors are all examples of verbal bullying (Kazarian & Ammar, 2013). Bullying through e-mail, instant messaging, website comments, and digital messages or photographs delivered to a mobile device or personal digital assistant is referred to as cyberbullying (Kazarian & Ammar, 2013). Relational or social bullying, on the other hand, includes making insulting sexual, racial, or religious jokes, statements, or gestures, as well as exclusion from a group or purposeful

exclusion from it (Kazarian & Ammar, 2013).

The prevalence of verbal bullying among university students in Jordan can be attributed to several factors. Its simplicity to carry out, requiring only the use of words to harm the victim, makes it an easily executed form of bullying without endangering the perpetrator's safety. The issue of secrecy adds complexity, as verbal bullying often occurs in private, making it challenging to track down and identify the offender. Additionally, racism and discrimination based on race, religion, or culture can contribute to verbal bullying. Further studies are warranted to validate and expand the suggested interpretations of these contributing factors.

Physical bullying is the least common form observed among university students, which is attributed to various factors. Firstly, the higher level of maturity and adulthood in university students enhances awareness of actions and consequences, fostering a better understanding of individual rights and responsibilities. Secondly, the shift in goals and priorities towards academic and professional success may diminish interest in engaging in physical bullying. Lastly, legal and ethical repercussions on campus serve as a deterrent, potentially making students more hesitant to participate in physical bullying. Additional research is recommended to validate these interpretations.

According to the Jordanian Universities Law No.

(29) of 1987, there are regulations regulating penalties related to physical abuse with the aim of ensuring a safe and stimulating university environment. The penal system includes many aspects to deal with cases of physical abuse and stimulate respect for laws and ethical behavior, including the formation of investigation committees. Special committees can be formed to investigate cases of physical abuse, and determine the necessary disciplinary measures and administrative procedures. Administrative penalties that can be applied include procedures, such as reprimand and suspension. Temporary university dismissal depends on the degree of loss and frequency of behavior. Finally, regarding cooperation with legal authorities, in some cases, physical abuse may require legal intervention, and universities cooperate with local authorities to ensure that justice is implemented.

The findings of the current study are consistent with those of a study conducted on a Finnish university, which focuses on the problem of bullying in a particular college. According to the findings, among the targeted students, one out of three reported experiencing direct verbal bullying, such as calling names (Sinkkonen et al., 2014).

The findings of the current study are consistent with those of a study conducted in Palestine, which aimed to determine the prevalence of bullying, and its causes among university students in Palestine. The results showed that the highest type of bullying among university students in Palestine was verbal bullying (20%) (Hanani, 2021).

The findings of the current study are consistent with those of a study conducted in the United Arab Emirates, which aimed to investigate bullying behaviors among college students. The results showed that 92.2% reported verbal bullying, while only one student reported being exposed to physical bullying (Al-Darmaki et al., 2022).

The findings of the current study are contradictory to those of a study conducted in Spain, which aimed to examine the retrospective developmental trajectories of bullying in adults. The results showed that except at university, where being ignored by peers was the most common form of bullying, being taunted or called names was the most common form of bullying at all other educational levels (Esteller-Cano et al., 2022).

The results of the current study showed that cyberbullying is the second most common type of

bullying among university students.

The findings of the current study are consistent with those of a study conducted at a Greek university, which focused on investigating the frequency of cyberbullying through Facebook. The results indicated that 37.2% of the sample reported engaging in Facebook bullying at least "once" in the previous month. Other common Facebook bullying behaviors included sending threatening messages with 9.4% and making fun of someone in public. 12.5% of the respondents acknowledged engaging in at least one of these behaviors (Kokkinos et al., 2016).

The second aim of this study is to provide insights into the psychosomatic complaints associated with bullying. Understanding this relationship can contribute to the development of effective interventions that address both the psychological and physical well-being of university students who have experienced bullying.

These findings hold potential implications for understanding the psychosocial well-being of university students in the context of their experiences with bullying. It is suggested that psychological distress resulting from being subjected to bullying behaviours might manifest in physical symptoms, indicating the intricate interplay between mental health and physical health.

This study contributes to the existing body of knowledge surrounding the impact of bullying on the holistic health of university students. Understanding the association between these variables has the potential to guide preventive measures, interventions, and support systems aimed at enhancing the overall well-being of students in academic settings.

A sickness that affects both the mind and the body is called a psychosomatic issue. In other words, it is believed that some physical illnesses are predisposed to escalating mental elements like stress and worry. Physical symptoms in psychosomatic disorders are brought on by psychological causes. Therefore, it is understood that psychological elements contribute to the emergence of almost all physical illnesses (Joshi & Chechi, 2023).

This study indicates that psychosomatic symptoms are associated with bullying behavior with sleep problems ranking first with a mean score of 2.24, which indicates that sleep issues are noticeable and moderately severe. Back pain ranks last with a mean score of 1.73, which indicates that back pain was experienced, but it

was generally not rated as very severe.

Here are many reasons for sleep problems among university students who are exposed to bullying, including anxiety and psychological stress. Exposure to bullying can result in high levels of worry and psychological stress, which have an adverse effect on one's capacity to sleep well. Poor self-esteem is another factor that might affect sleep. Bullying can result in poor self-esteem and feelings of worthlessness, as well as sleep disorders. The psychological stress resulting from bullying can increase the possibility of developing sleep disorders, such as insomnia.

Although bullying can have negative effects on mental health and physical health, its effect on back pain may be variable among college students. There are some reasons that indicate that there is no direct effect between bullying and pain in the back area, including the interaction of physical pain. Pain in the back area may be caused by direct physical causes, such as muscle strain or structural problems and is not necessarily related to bullying. Also, the interaction of individuals has a role to play. Individuals can react in different ways to bullying, where some people may show more significant effects on their physical health, while others may have more prominent psychological responses.

The findings of this study are consistent with those of a study conducted in India, which aimed to determine the association between psychosomatic symptoms and bullying. The results showed that bullying was consistently observed to be positively associated with somatic symptoms, such as headache (60.7%), chest discomfort (35.7%), stomach pain (33.9%), weakness (30.4%), and pain in the arms and legs (19.6%) (Malhi & Bharti, 2021).

The findings of this study are also consistent with those of a study conducted in Holland, which aimed to examine the relationship between bullying and psychosomatic health issues. The results showed that compared to students who weren't bullied, bullied students had much greater rates of psychosomatic symptoms, such as headache (Fekkes et al., 2004).

The findings of this study are also consistent with those of a study conducted in Izmir, which aimed to examine the association between bullying and health issues. The results showed that students who had high scores for having experienced bullying were found to be considerably more likely to report headaches, feeling

lousiness, restlessness, anxiety, sleeping issues, and dizziness (Karatas & Ozturk, 2011).

The findings of this study are also consistent with those of a study conducted in China, which aimed to assess the frequency and risk factors of both traditional and cyberbullying among Chinese students, as well as to investigate the relationship between bullying and psychosomatic symptoms. The results showed an association between both types of bullying and a higher frequency of psychosomatic symptoms. Among all of the participants, (13.3%) said that they experienced headaches always, (16.5%) said that they had stomach discomfort always, and (16.1%) said that they had trouble in sleeping always (Li et al., 2019).

Implications for Nursing

The study underscores the imperative importance of the implementation of education and training programs addressing bullying issues among students and employees in Jordanian universities. This proactive approach is crucial in fostering awareness, promoting a culture of respect, and equipping both students and employees with the necessary tools to prevent and address instances of bullying within the university setting.

Sleep problems and verbal bullying can have a serious negative influence on students' health and well-being. Nurses may play a critical role in identifying and addressing these issues, as they collaborate with other medical experts to develop comprehensive intervention plans and provide counseling and support to affected students, in addition to offering advice on healthy sleeping habits and coping strategies for dealing with the negative effects of bullying. Nurses may help students build a supportive and caring campus environment that is excellent for their physical health and emotional health.

Educational institutions, academic employers, and community health nurses should prioritize anti-bullying education programs to support students' well-being and bolster the role of nurses in fostering a safer and more inclusive learning environment.

The role of nurses as educators is to increase knowledge of bullying and its effects on students' mental health and physical health and to increase students' awareness of bullying incidents. Nurses can also play a role as advocates for collaboration with university staff regarding policies at universities related to bullying.

Conclusion

In conclusion, this study aimed to determine the most common types of bullying and their relationship with psychosomatic complaints among university students in Jordan. Verbal bullying was found to be the most common bullying type among Jordanian university students. The study identified that bullying has a strong statistical association with psychosomatic complaints, with sleep problems being the most commonly reported issue.

Limitations

Our work is not without limitations. These include the cross-sectional and descriptive nature of the survey, which limits the ability to gain a detailed and comprehensive understanding of students' bullying experiences. Additionally, the exclusion of master and PhD. students may have overlooked potential instances

of bullying during their shorter university tenure. Future research should therefore explore the phenomenon of bullying among master and PhD students to provide a more comprehensive understanding of bullying across different academic levels.

Ethical Considerations

Ethical approval was obtained from the Institutional Review Board at Al-al Bayt University, Al-Mafraq, Jordan on 22/5/2023.

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Conflict of Interests

No conflict of interests is to be declared by the authors.

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