

La comprensión del bullying escolar desde una visión socio-cultural

La comprensión del bullying escolar desde una visión socio-cultural

Jesús Rodríguez-Cotruel; Yolaida Isalgúe-Marsillí; Mercedes Correa-Pons

Universidad de Guantánamo, Cuba

Correo(s) electrónico(s)

cotruel@cug.co.cu

isalgúe@cug.co.cu

mcorrea@cug.co.cu

Recibido: 22 de julio de 2019

Aceptado: 26 de noviembre de 2019

Resumen

El artículo aborda acerca de la comprensión del bullying desde una visión socio-cultural, en estos momentos se ha convertido en un factor negativo con fuerza creciente en el mundo, convirtiéndose en una de las formas más usuales para resolver conflictos entre los individuos. La escuela como centro cultural comunitario no está exenta de este tipo de comportamiento. Por lo que, el objetivo de esta investigación es proporcionar elementos teóricos que le permitan al docente conocer, reflexionar y prevenir el bullying escolar a partir de una estrategia educativa que involucre a todas los agentes socializadores.

Palabras clave: Bullying escolar; Violencia; Prevención; Comportamiento; Estrategia educativa

Summary

The article deals with the understanding of bullying from a socio-cultural perspective, at the moment it has become a negative factor with increasing force in the world, becoming one of the most usual ways to resolve conflicts between individuals. The school as a community cultural center, it is not exempt from this type of behavior.

Therefore, the objective of this research is to provide theoretical elements that allow the teacher to know, reflect and prevent school bullying from an educational strategy that involves all socializing agents.

Key words: School bullying; Violence; Prevention; Behaviors; Educational strategy

Introduction

Violence is one of the problems with a negative impact on current school life. It is produced from poorly resolved conflicts and inappropriate interpersonal relationships. Due to the damage it causes, it requires a constructive confrontation by the pedagogical groups, for which the sociocultural causes that originate it must be considered.

In particular, the school violence consensual denomination assumed by international organizations such as the World Health Organization (WHO), the United Nations Specialized Agency for Children (UNICEF), the United Nations Fund for the Development of Education and Culture (UNESCO), is one that is generated in the school and assumes the characteristics of this context. It manifests itself in violation of school rules, disruptive behaviors, inappropriate use of school uniforms, foul language, shouting, verbal and physical aggressions.

With the above, an unfavorable psychological climate in the school originates, which affects performance, permanence, school learning, the system of relations between teachers, these with students and among themselves.

Occasionally, school violence may be caused by inappropriate communication styles as well as the deficient use of educational methods. When these violent behaviors are repeated regularly and recurrently, it is called "bullying" and has serious consequences for the health of individuals involved.

At international level, this problem is accorded great interest for the physical, psychological and moral damage it causes, as it can cause death. That is why in research conducted in countries of Europe and the United States, their authors have referred to the consumption of toxic substances, and situations of aggression and violence, whose most modern names are: bullying, bosing and school mobbing.

However, the studies conducted on the prevention of the problem in Cuba have a profound constructive and human sense, and are an expression of the quality of the education system. They insist that the educator develops the basic tasks of teaching and educating through the teaching - methodological, research and guidance functions; therefore, it is able to attend the educational work from a complex and

integral approach where the preventive nature of education is considered. For this, relations with the family, the community and other socializing agents must be established.

In response to the above, this work aims to offer an educational strategy to prevent school bullying in students from an adequate educational work of the teacher.

Development

Violence has a historical-social conditioning, has been accompanying the human being since its emergence and is conditioned by economic factors; that is of great gnoseological and methodological significance in as much as it ensures that it does not exist as something inherent in human nature but is engendered within social relations. In this sense, it is assumed as a social fact, of a generalized and polysemic nature.

Various authors such as: Arteaga. (2005) Díaz. (2006) Lopez. (2006) Fernández. (2007) Hernández. (2014) Sánchez. (2014) agree that: "Violence constitutes a social problem framed in the imbalance of power as the main element that sustains the appearance of violent behavior in the different contexts where subjects develop in society.

"The research assumes the definition of violence presented by the World Health Organization, cited by Díaz, M. and others (2006). It states that: "It is a human behavior of fact or omission that is engendered in interpersonal relationships, of a conscious and intentional nature, whose purpose is to cause physical, psychological or moral damage, even causing death." Therefore, its understanding and prevention in school institutions is considerable, for which the delimitation of its manifestations, causes, consequences and its classification is necessary, it needs more precise details and more complete theoretical elaborations, because the problem continues to grow in a way Direct and indirect.

However, in Cuba there is a Prevention and Social Assistance System for intersectoral work; laws and decrees have been promulgated that favor the institutionalization of preventive work, in a general sense and establish the role that corresponds to the school, the family, the community and the mass media in order to prevent inappropriate behaviors.

It should be noted that the crisis caused by the so-called special period conditioned the existence of factors that have negatively influenced social behavior and compliance with living standards. The

above is seen in incongruous manifestations with the purposes of the model of society that is built. Among them are: social indisciplines, loss of ethical values and violent behavior.

Manifestations of this type are also observed in the school.

School bullying is a reflection of the violence that occurs in society.

Different studies have been conducted on the problem, among which researchers such as: Lleó stand out. (2000) Diaz. (2000) Diaz. (2005) Estévez. (2005) Monclú. (2005) Lomas. (2007) Garcia. (2008) Fig tree. (2009) among others.

The aforementioned authors recognize the presence of bullying in school and the need to prevent it from the theoretical - methodological preparation of teachers and the active participation of other socializing agents that exert their educational influence on the development of the personality of the students. They also provide different strategies and methodologies for their constructive coping; however, we must continue to insist on the theoretical foundations from the sociology of education and social pedagogy, in the processes of socialization and individualization, the teacher's social role, the particularities of the subjects and their emotional education.

However, in Cuba this problem has been little studied, it is considered important to pay great preventive attention to it because of the relationship between aggressiveness, violence and school bullying, generating great consequences for the health of individuals.

Violent behaviors are subject to a system of interpersonal relationships where emotions, feelings and cognitive aspects are present and form part of the educational environment.

Aggressive behaviors are a predisposition to violent behaviors when these are performed on a regular and recurring basis leads to the phenomenon of bullying or mistreatment among students.

Bullying, an English term that among Spanish-speaking researchers has been translated as "bad treatment or peer harassment", and to be understood as such, the concept of the problem must be taken into account. However, its exact definition is not without controversy and has been treated by different authors. In this regard (Estévez, 2005.p.25) compiled definitions given by different authors:

Olweus (1993) states:

A set of behaviors of abuse, usually intentional and harmful of one or more students over another (s), generally weaker in some sense (in number, age, physical strength or psychological resistance), which they become their victims habitual, which cannot defend themselves in an effective way. (p. 42)

Trianes (2000): "It is a prolonged behavior of insult, social rejection, intimidation and / or physical aggressiveness of some students against others, who become victims of their companions".

Diaz (2005): "Aversive behavior extended over time between an aggressor and a victim between whom there is a difference in power.

"Palomero, and Fernández. (2012): "conduct of persecution and physical, psychological or moral aggression carried out by a student or group of students on another, with imbalance of power and in repeated ways". The links highlighted in the previous definitions are as follows:

- A behavior that is generated in the interpersonal relationships established by the subjects in a given context, so there must be a victim (defenseless) attacked by a partner or group of them.
- There must be an imbalance of power or strength between the strongest and the weakest individual.
- The aggressive action is intentional, habitual and recurring, causing psychological, moral, physical, sexual and economic damage to the health of individuals.

People speak about school bullying when a student is subjected to the intentional, habitual and recurrent abuse of a classmate or group of them. Their manifestations are not only typified in events of physical abuse (quarrels, blows, shoves), but they are abuses of power by the strongest individuals against the weakest; it is also revealed in its psychological or emotional form expressed in: intimidation, obscene words, threats, shouts, humiliations, mockery, offenses and disrespect, as well as exclusion and non-compliance with the rules of coexistence.

Also in this context occurs: the sexual form, when someone forces another person to participate against his will in the sexual act with or without penetration and the circumstantial, reflected in the mistreatment of social and individual property, and the natural environment.

School bullying accentuates the problems of coexistence in school institutions based on the interpersonal relationships established among students. The primary function of the pedagogical group is to help understand and prevent school bullying, not through the invisibility or naturalization of the

problem : it is necessary to constructively address this problem through a coherent and systematic educational work that develops in students skills to learn to live in peace with themselves, with others and with their environment. It is about organizing it with an orientation towards a culture of peace and nonviolence, in favor of citizen training and respect for the rules of school and social coexistence.

There are factors that can trigger violent behaviors, which when these are performed on a regular and recurring basis can lead to school bullying. These include:

- Abusive alcohol consumption as this can lead to a loss of self-criticism, distortion of reality, alterations in behavior with disinhibition and facilitation of acts of violence.
- Tolerant attitude towards the consumption of tobacco, alcohol and drugs, frequenting friends or colleagues who consume these substances.
- Be a victim of physical and / or sexual abuse.
- Decrease in student or work performance.
- Genetic factors (family hereditary).
- Combination of socioeconomic stress factors in the family (poverty, lack of means, severe deprivation).
- Marriage separation, unemployment, lack of support from the family, lack of real and consistent communication, behavioral problems in some siblings.
- Situations of conflict in the school, family and community.

All these factors lead to multiple consequences for the health of people who are victims of school bullying. Among them we can mention:

- Physical injuries that in many cases can cause death, bruises and injuries of different types.
- Sexual disorders negatively influencing sexual desire and response.
- Emotional and psychological disorders sometimes causing anxiety, depression, neurosis, sleep disturbances, tiredness, headaches, disorders of the digestive and cardiovascular system (ulcer, hypertension, heart attack).

-
- Appearance of symptoms of other diseases such as bronchial asthma, deep depression, suicide attempt and suicide.
 - Intellectual damage, sometimes inciting a decrease in school and work performance, attention and concentration difficulties.
 - Permanent mood alterations: anxiety, sadness, isolation, bad mood, hostility towards family and friends, permanent boredom, previous violence.
 - Lifestyle alterations: sleep disorders, expectations that go beyond what is achievable, frequent fatigue, lack of interest and lack of motivation for things that used to interest you.

So, in the prevention of school bullying, empathy and acceptance in the group of students play a fundamental role. In this investigation the definition of empathy of Lobo is assumed. (2005) where he expresses that: "it is a cognitive and affective ability to perceive in a common context what the other individual can feel." (p.4) The same author expresses that cognitive abilities refer to the way in which the human being understands what happens in his environment. They are the thought processes used to analyze and understand the different situations to which a person is exposed when interacting with another.

On the other hand, it refers to the fact that affective abilities refer to the ability of a subject to react to stimuli that come from the internal or external environment and whose main manifestations will be feelings and emotions. These skills are as follows:

- Understand others, that is, realize the feelings and perspectives of groupmates. It also refers to the real probability of adopting the perspective of the other or attending to the internal state of oneself.
- Help others, be aware of the development needs of the rest and strengthen their skills.
- Anticipation of problems, anticipate, recognize and meet the real needs of others.
- Persuasion, effective tactical ideas of persuasion.
- Adequate communication, make adequate communication, know how to listen openly to the rest and understand the other, their way of thinking, their motivations and their feelings through verbal and nonverbal behavior.

-
- Solve conflicts properly, know how to constructively solve the different conflict situations that arise in living with others.
 - Ability to inspire and guide individuals and the group as a whole.
 - Appropriate interpersonal relationships, nurture and reinforce interpersonal relationships within the group.
 - Collaboration and cooperation: work with others to achieve common goals and objectives.

The aforementioned is of paramount importance for this research, it is of the opinion that to prevent the problem addressed, empathy must be taken into account, which also includes an emotional response oriented towards another person, in accordance with the perception and assessment of the welfare of this. It follows that it has a marked subjective and social character, it depends on the action taken by the individual, the appreciation he has of the surrounding environment and the experiences acquired, based on established social relationships.

For the prevention of the problem addressed, an educational strategy was designed that has as a general objective the preparation of teachers for the prevention of school bullying through logical and systemic actions that promote the improvement of educational practice. Teachers at the same time prepare students other socializing agents to positively influence the proper behavior of students.

A continuación se exponen las etapas de la estrategia y someramente algunos elementos de la mismas para su mejor comprensión. Esta cuenta con tres etapas:

First stage: diagnosis

It identifies the real needs of the object from the dimensions suggested in the diagnosis of the research; it indicates the real state of the object and evidences the problem around which the strategy will be developed.

Second stage: training and execution of preventive actions

Strategic planning is carried out to achieve aspirations or goals including resources, both material and spiritual. In this phase, activities and actions are defined that respond to the objectives set in the short, medium and long term.

Third stage: Evaluation and control of the strategy

This defines the achievements and obstacles that have been overcome, the assessment of the approximation achieved to the desired state, at this stage it is reoriented if necessary and the results achieved will be assessed.

In order to evaluate the strategy, systematic evaluations are carried out to obtain information on the knowledge that the participants possess and the contents learned during the meetings, mediating the effectiveness of the subject matter.

The strategy allows to exchange ideas and points in common, convictions and educational approaches. It synthesizes a proposal of action directed to the school for the achievement of the proposed objectives and the conformation of an organizational structure that is used for the prevention of violence and school bullying. Given its conception it is easy to apply since it is placed within a realistic perspective.

The reflective workshops constitute the fundamental action of the strategy are aimed at the preparation of teachers, who in turn are responsible for guiding the other socializing agents (family, community, company tutors and agricultural counselors) who continuously act in the student training process.

It takes place through seven sessions where reflective dialogue prevails, based on the use of affective-participatory techniques such as: " How am I? ", "The tree of the problem", "The gold of silence" ', 'Situations and multiple roles", "Imagine !," What do we say to them? ", " Brainstorm ", " Positive, negative and interesting "(NIP) and" Keywords ". These techniques favor a deeper characterization of the participants and allow the improvement of the orientations to be taken into account during the meetings. The topics of the workshops are set out below: Introduction of the training; The school and the family as social institutions responsible for the prevention of violence and school bullying; School coexistence, Violence and school bullying; Cuban laws for the prevention of violence: Educational methods at school; Suggestions for the prevention of violence and bullying in school.

For the development of the workshops, the date, time and place where they will be held are set. The facilitator of the meetings analyzes, assesses the behavior of each participant; plan, organize and evaluate based on the knowledge they manifest. It should be noted that these workshops contribute to promoting the conscious actions of teachers to achieve the change in the current state to the desired state, their social impact is also systematically evaluated, which allows controlling the process taking into account the criteria and opinions of participants. Example of a reflective workshop can be seen below:

The workshop has as its theme: Cuban legislation for the prevention of violence. It is intended to publicize the laws of the Cuban state that protect individuals against manifestations of violence, as well as the consequences of them for students.

For the beginning of it, the facilitator relies on the question oriented in the previous meeting and also uses the affective-participatory techniques: Imagine! o What do we tell them? with the aim of preparing emotional states to address this problem, which is introduced through reflection on specific situations of daily life with the support of imagination.

A good resource can be the delivery of blank paper strips and that the participants write the phrases of the dialogue, which allows them to be projected more easily.

Once this action has been carried out by the facilitator, reference is made to the consequences of violence in students: school drop-out, unfavorable interpersonal relationships, constant threats to peace and personal security, decreased productivity and learning, low self-esteem and lack of assertiveness. He will also comment that physical injuries can occur that in many cases can cause death, bruises and wounds of different degrees, sexual disorders that negatively influence sexual desire and response, emotional and psychological effects that are manifested in: anxiety, depression, neurosis, insomnia, fatigue, headaches, disorders of the digestive and cardiovascular system (ulcer, hypertension, infarction).

The facilitator will then announce to the participants that a strong investment in social services is being made in Cuba in support of legislative guarantees related to the equality of men and women, and that Cubans have free access to all services without distinction of sex, age or race. He will also point out that the legal body of our society shows important considerations in the following laws: Family, childhood and adolescence code; of protection and hygiene of the work; Social Security, Criminal and Labor Code, as well as in the Constitution of the Republic. (Articles 40, 41, 44, 133). Therefore, the instituting legislation aims at the equality of all individuals in society.

To conclude this workshop it is oriented to reflect for the next workshop about the work that is done in the school to prevent the manifestations of violence in students in different educational spaces. It is explained that the debate on this issue starts the next workshop. The evaluation of the results of this workshop is carried out using the PNI technique, taking into account the following questions: How do you rate this activity? Why ?, What positive, negative and interesting aspects could you appreciate during the development of this workshop?

In this way you can reflect on what are the suggestions for educational work aimed at preventing violence and school bullying. The debate is conducted in such a way that the following recommendations can be shared among others:

- Be aware of the existence of the problem.
- Properly apply educational methods in a timely manner, always from the personal example of the teacher.
- Quickly and timely diagnose students who show manifestations of violence.
- Reduce or eliminate the risk factors that will be identified through a thorough diagnosis of the family, the community and the school itself.
- In the presence of conflicts, both family and school, remedy the situation empathically, tolerantly, collaboratively and respecting the opinions of others, because it is evident that violence generates violence.
- Take the student immediately to the consultation of the psychopedagogue or a qualified mental health professional, for a complete evaluation that will help to better manage their behavior.
- Help the student control his anger and tensions, as well as help him take responsibility for his actions and accept the consequences.
- Do not reproduce sexist attitudes and behaviors (macho), educating them in the idea that both sexes have the same rights to learn to consider and respect as equal to people of the other sex.
- Discuss the issue with respect, love, mutual help and good communication without conflicts that proliferate the violent behaviors that are performed regularly and recurrently can lead to mitigating school bullying.
- Work in groups collaboratively.

Conclusions

In Cuba this problem has been little studied, it is considered important to pay great preventive attention to it because of the relationship between aggressiveness, violence and school bullying, generating great consequences for the health of individuals. Violent behaviors are subject to a system of interpersonal relationships where emotions, feelings and cognitive aspects are present and form part of the educational environment.

The theoretical - methodological foundations of educational work constitute basic guidelines for the prevention of the problem addressed in the school. On the other hand, there are manifestations of violence in the school context in a subtle way from the interpersonal relationships established by the students, which if they become habitual and recurring can lead to school bullying. Therefore, preventive care is necessary in schools to instill a culture of peace and nonviolence, managing to form an individual rooted in the principles of the Model of the Current Cuban School.

Cuban education starts from the principle that love, mutual help and good communication without conflicts that proliferate the violent behaviors that are carried out on a regular and recurring basis can lead to mitigating school bullying.

Bibliographic references

Arteaga González, S.(2005). *Modelo para desarrollar la educación para la paz centrada en los valores morales en la Escuela. Media Superior Cubana.* (Tesis para optar por el título de Doctor en Ciencias Pedagógicas). Santa Clara: Universidad de Ciencias Pedagógicas “Félix Valera”.

Díaz Aguado, M.J. (2005).*Por qué se produce la violencia escolar y cómo prevenirla.* Disponible en <http://mariajosediaz-aguado.blogspot.com/2005/12/por-qu-se-produce-la-violencia-escolar.html>. [Consulta: 8 de marzo 2017].

Díaz Atienza, J. (2000). La violencia escolar. Diagnóstico y Prevención. Disponible en <http://www.paidopsiquiatria.com/trabajos/violencia.pdf>. [Consulta: 13 de junio 2016].

Díaz Tenorio, M y otros.(2006).*Violencia intrafamiliar en Cuba.* Aproximaciones a su caracterización y recomendaciones a la política social. La Habana: Centro de Investigaciones Psicológicas y Sociológicas. CITMA.

Estévez López, E. (2005).*Violencia, Victimización y Rechazo escolar en la adolescencia.* Disponible en [/http://www.quadernsdigitals.net/hemeroteca/r_1/nr_727/a_9875/9875.html](http://www.quadernsdigitals.net/hemeroteca/r_1/nr_727/a_9875/9875.html) [Consulta: 15 de octubre 2016]

Fernández Ruiz, L. (2007).*La violencia invisible.* La Habana:Editorial de la mujer.

García, M. (2008). “La imagen herida y el drama del reconocimiento: *estudio cualitativo de losdeterminantes del cambio en la violencia escolar en Chile.* Disponible en

<http://w.w.w.scielo.cl/scielo.php.scrip|=ci.abstract8&.pid=0718-070520050020000ing=es&nim<iso.Zlng=es> [Consulta: 23 de febrero 2016].

Hernández Guillén, N. (2014). Sociedad cubana Comprometida en erradicar violencia contra la mujer. *En Granma, Órgano Oficial del Comité Central del Partido Comunista de Cuba*, año 50, número 90, 16 de abril.

Higuera Díaz, J. F. (2009). *Trabajo de investigación del bullying*. Disponible en https://es.scribd.com/user/109289920/jim_fredy_higuera_diaz [Consulta: 11 de octubre 2016]

Lleó Fernández, R. La violencia en los colegios.2000. Disponible en <http://roble.pntic.mec.es/~fromero/violencia/articulo2.htm> [Consulta: 7 de julio 2014].

Lobo Sierra, A. (2005). *Empatía*. Disponible en <http://www.udec.cl/ivalfaro/apsique/socie/empatia.html> [Consulta: 2 de abril 2014].

Lomas, C. “¿La escuela es un infierno? Violencia escolar y construcción cultural de la masculinidad”. 2007. Disponible en <http://w.w.w.revistaeducacion.mec.es/re-342.s.pdf.españa> [Consulta: 11 de abril 2017]

Monclú Estella, A. (2005). *La violencia escolar perspectivas desde Naciones Unidas*. Disponible en <http://w.w.w.riedoei.org/rie38a01.htm.madrid> España [Consulta: 11 de abril 2017].

Palomero Pescador, J. E.(2012). *Violencia en las aulas*. (Tesis para optar por el título de Doctor en Ciencias Sociales). España: Universidad de Zaragoza,. Disponible en <http://www.readalyc.com>. [Consulta: 13 de junio 2017].

Sánchez García, L. (2014). Lograr una mejor comprensión de la violencia y sus causas. *En Granma.Órgano Oficial del Comité Central del Partido Comunista de Cuba*, año 50, número 126, 26 de mayo de 2014. p.3.

Sánchez, I. (2006). *Empatía y conducta pro social durante la adolescencia..* Disponible en <http://personal.us.es/obra/prosocial.pdf>. [Consulta: 11 de febrero 2017].