# 106 - THE BULLYING IN THE VIEW OF HIGH SCHOOL'S STUDENTS

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## INTRODUCTION

In dictionaries of the Portuguese language, the term violence is described as a "quality or state of which is violent, force used against the natural right of others; action that makes the use of brute force, cruelty, tyranny, coercion."

Violence can be coated in various ways, but in a restricted sense, is defined by the sudden rupture of harmony in a particular context, the sudden use of physical, mental, moral force, threatening or frightening others (AZEVEDO, 2004).

One of the most visible forms of violence in society is the youth violence, so called for being committed by and among people ages 10 to 21 years (FERMOSO et al, 1998).

As an aggravating factor, the non-relation between violence and spaces, exposes the social vulnerability to the phenomenon, making spaces for leisure, youth and education venues open to young delinquency.

The school's concern today focuses on the eradication of all forms of violence, which are frighteningly taking care of the school environment. Children and teenagers arm themselves against violent society, physically or mentally hurting those around them.

The violence that takes place in the school environment is the result of a broader social issue, those involved are protected by a network that gives them support and subsidies so that more and more young people are gathered. In schools, violence is not a new phenomenon. However has assumed such proportions that itself does not know what steps to take to solve this problem (Sposito, 2001).

Bullying, the word of English origin and not translated in Brazil, is used to describe violent acts in schools and out of this. Among these behaviors, we highlight the aggression, harassment and disrespectful actions, all performed on a recurring and intentional on the part of perpetrators. (SILVA, 2010)

By definition, bullying is a set of attitudes of physical and / or psychological, intentional and repetitive character, played by a bully (perpetrator) against one or more victims who are unable to defend themselves. (Silva, 2010).

Research on bullying is recent and has gained proportions from the years 1990, especially with Olweus, 1993; Smith & Sharp, 1994; Ross, 1996; Rigby, 1996. Investigated, especially in the United States and Portugal, there are few studies on the incidence of the phenomenon in Brazil. (ABRAPIA, 2002)

Please note that groups whose violent behavior is detected before puberty tend to adopt attitudes increasingly aggressive, culminating in serious actions in adolescence and continuing violence in adulthood (AAPTFV, 1999, 103:173-81).

In addition, both bullying and victimization arising from the same, have immediate and long term negative consequences on all involved: offenders, victims and observers (Craig WM, Harel Y, 2004).

From this perspective, this study aims to evaluate the incidence of bullying among young high schools of Belo Horizonte region, Minas Gerais, as a start to the proposition of preventive and remedial education in the context of phenomenon.

## MATERIALS AND METHODS

### PROCEDURES

Respondents were submitted to semi-structured interview during his visit at the event “Mostra das Profissões UFMG” which was a week of visitation at the UFMG by High School Students in 2010 with an exhibition of all under-graduate courses available in UFMG. These people received clarification regarding what it was about the interview at the time of realization. The interviews were recorded and later transcribed verbatim.

### METHODS

Data collection was conducted through semi-structured interview recorded in digital MP3, comprising a guide, which contained two open questions as a guideline. The guide was developed based on the goals of this work. The interview method was chosen for the richness offered in obtaining information when compared to other methods in qualitative research. The semi-structured interview allows adjustments, corrections and clarifications, unlike structured interviews or questionnaires.

The interviews were conducted during the week of visitations at UFMG - 2010, Pampulha Campus Federal University of Minas Gerais in Belo Horizonte. These people received clarification regarding what's about the interview at the time of realization.

At the time preceding the interview, each student has authorized the use of their speech and information. All participants were volunteers, thus keeping the right to want or not to participate, as well as the right to withdraw at any stage of the process. The interviews were recorded and later transcribed verbatim.

### SAMPLE

The research in question was developed using resources from the qualitative analysis of information obtained in the speech of high school students on the topic Bullying at school.

The present study involved 193 high school students (ages 15 to 18 years), who accepted the invitation to participate.

The students who comprised the sample of this survey were selected by their interest in participation in research, currently visiting the “Mostra das Profissões da UFMG 2010”.

ETHICAL CARE

This research is not an invasive study, respondents were only subjected to an interview, anyway, the study was sent to the COEP - UFMG and was approved by the Protocol COEP / UFMG: 358/06. Before they started participating in this project, the volunteers researchers received all the information about the objectives and the methodological process of the project and gave their written consent.

**ANALISIS OF DATA**

After transcribing the interviews, we used the technique of content analysis. Authors such as Bardin (2010); Flick (2004), Marconi and Lakatos (1996); Quivy and Campenhoudt (1998); Vala (1986) agreed with the idea of the content analysis technique be more suitable and reliable to be used in the procedure analytical interviews, observations and document analysis, because this allows to some extent, overcome the subjectivity of our interpretations. Set up now as one of the most common in the humanities and social sciences. Vala (1986: 103) defines it as an "investigative technique that allows making inferences, valid and replicable data to their context."

According Quivy and Campenhout (1998), this technique of processing information is important to choose the frequency and manner of disposition of the terms used by the respondent. It is through this that the researcher tries to build knowledge.

Therefore, we analyzed the most frequent terms in the interviews, which are grouped into categories that were defined a priori

**CATEGORIES**

The categories were determined according to the interview guide and the objective of the research:

Category 1: Knowledge about Bullying: We sought to know the extent to which high school students know bullying;

Category 2: Knowledge about Bullying by gender: We sought to know if there is a difference by gender on knowledge about bullying;

Category 3: Impact on Physical Education classes: We sought to know the incidence of bullying during physical education classes;

Category 4: Type of Bullying: We sought to identify the types of bullying occurring in schools.

**DATA ANALYSIS**

193 interviews were conducted (104 males and 89 females) in a total of 4 days of data collection. In this investigation the system gave categorical a priori (Bardin, 2010) as follows: Cat 1: Knowledge about Bullying, cat.2: Knowledge about bullying by gender, Cat.3: Impact on Physical Education classes, Cat 4: Type of Bullying. Below are the results of each category

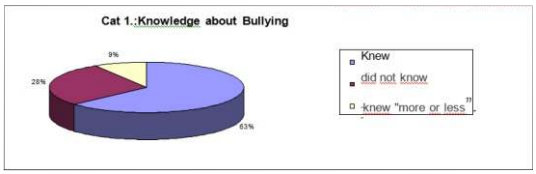



Table 1: Cat 1: 63% knew what it was bullying, 28% did not know and 9% knew "more or less".

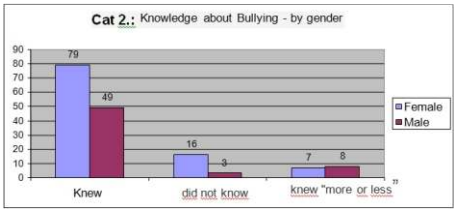



Table 2: cat.2: Females: 79 knew, 16 did not know and 7 knew "more or less." Males: 49 knew, 3 did not know and 8 knew "more or less".

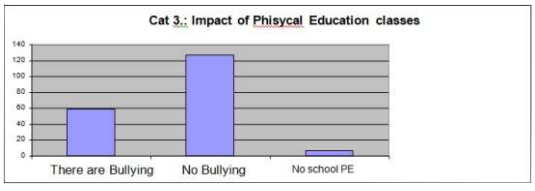



Table 3: Cat. 3: 59 young people revealed that there are Bullying in physical education classes, 127 revealed that there's not and 7 said they had no PE class.

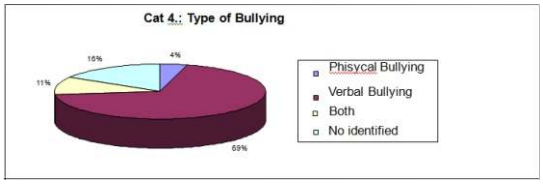



Table 4: Cat.4: only 4% reported physical bullying, 69% reported verbal bullying, 11% said both and 16% did not identify the type.

The data collected from the interviews were interpreted in light of the content analysis and categorized as: Bullying,

Incidence by gender, forms of manifestation.

In the category Bullying, we observed the concept of the phenomenon by young people, their way of expressing their understanding of the term.

The expressions used: "It's kind of Prejudice." (ent: A 04;11;29-2) and "Oh it is the discrimination to the person, when the person is too messed up for the class." This event comes back to what the literature says, since these verbs represent the word in Portuguese. According to Silva, 2010, violent acts are represented largely by verbal appeals to discrimination. "It's being discriminated."(ent: A 87, 88-1) stood out among the others. Many other similar expressions related Bullying to "zuações," "swearing," "prejudice," "aggression," "discrimination," "offense," "violence" and "fight".

In the category Incidence by gender, we assessed the terms used by young people to determine the frequency of observation of the phenomenon. Both the female and male gender had many variations: "Ah! No, it's not every day, is quite frequent as well." (Ent: A.02, 70-1) in the female, and "Always." (Ent: A.27, 32-1) in males were the most common and relatable to the other terms. It can be seen regularly in a constant observation of the respondents, being in general terms "always" and "often" expressively apparent in the survey.

In the category forms of manifestation, it was observed which forms (verbal, physical or both) respondents observed more frequently in their daily lives at school. The results show significantly the verbal form of bullying being the dominant among the majority of respondents: "Verbal."

Research conducted by UNESCO with young people from different cities of Brazil (Brasilia, Fortaleza, Curitiba, Rio de Janeiro and Sao Paulo) helped confirm that approximately 60% of young people in the age 14-19 years old were victims of some type of violence at schools in recent years.

In another study, completed in 2002, is also verified the scale of violence that victimizes our youth: the mortality rate, ranging in age from 15 to 24 years because of violence, doubled in the last two decades. Internationally, homicide rates among youth are extremely high. Other information is even more worrying: nationally, 40% of deaths among young people are due to homicide. In capital cities, this proportion rises to 47% (Debarbieux; Blaya, 2002).

## CONCLUSION

Knowing the incidence of bullying among young people of high school was the goal of this study and we found that, as noted in the data for the incidence, it is large and alarming.

This is a problem that affects our schools, communities and society as a whole. There is moral violence, intimidation or bullying in schools in all countries. What is certain is that this behavior is not restricted to any type of institution.

We realize that the act is often present in the school; in physical education classes and that young people are aware of those.

Young people, or most of them, are in touch with violence in all situations of their relationship. Behaviors of oppression, intimidation, teasing and harassment are common in their day-to-day. Obviously, not all of these events can be characterized as bullying. Some sporadic and games of each age group, even with bad behavior does not often lead to low self-esteem on children or disturb their development which makes them part of your social life.

Bullying can be caused by young people, as pointed out in interviews, but may be present in the relationship between parents and children and between teacher and student. Also present in social networks and in the workplace.

The extent of abuse and inappropriate behavior is evaluated according to the frequency and intensity that occur. Bullying brand self-esteem, personality and life of the young. Many who have experienced situations of extreme inequality of power, react against his attackers causing real tragedies, such as experienced in Rio de Janeiro. Others, because they feel excluded and in fact guilty of being so, agreed to their devaluation and attempt or commit suicide.

Finally, Bullying, today broke the boundaries of schools and came to court, becoming a problem, educational, public health and in extreme cases it becomes legal.

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## THE BULLYING IN THE VIEW OF HIGH SCHOOL'S STUDENTS

## ABSTRACT

Violence is something impregnated on our society, and the school inserted on this context is concerned on eliminate this problem of their environment. On this case, Bullying is a form of violence that permeates the school environment. The present

study aims to evaluate the incidence of bullying among high school students of Belo Horizonte, Minas Gerais, as a start to the proposition of preventive and remedial education in the context of phenomenon. The research was developed from the application of semi-structured interview to 193 students visiting the event “Mostra das Profissões” at UFMG in 2010. After collection, we performed a quantitative and qualitative analysis of information obtained in the speech of the volunteers, on the theme of BULLYING at school. We use the technique of content analysis and divided the results into categories defined a priori.: Cat. 1: Knowledge about Bullying, Cat. 2: Knowledge about Bullying by gender, Cat. 3.: Impact on Physical Education classes, Cat. 4: Type of Bullying. As a result obtained by category: Cat 1: 63% knew what it was bullying, 28% did not know and 9% knew "more or less”. Cat.2: Females: 79 knew, 16 did not know and 7 knew "more or less." Males: 49 knew, 3 did not know and 8 knew "more or less”. Cat. 3: 59 young people revealed that there are Bullying in physical education classes, 127 revealed that there's not and 7 said they had no PE class. Cat.4: only 4% reported physical bullying, 69% reported verbal bullying, 11% said both and 16% did not identify the type. We conclude that there is a significant incidence of bullying among young people in school, that the act is present in physical education classes and that young people are aware of events.

**KEY WORDS**: Bullying, young

**LA VISION DU JEUNE DE L´ENSEIGNEMENT SECONDAIRE SUR LE BULLYING**

**RÉSUMÉ**

La violence est quelque chose qui est imprégne nôtre société, et l´école inserrée dans ce contexte a la préoccupation d´éliminer ce problème au sein de son enceinte. Dans ce cãs, le Bullying est une des formes de violence qui apparait dans le contexte scolaire. Le présent travail a pour objectif connaître l ´incidence du Bullying entre les jeunes de l´enseignement secondaire des écoles de Belo Horizonte-Minas Gerais, comme mesure initiale pour proposer des actions preventives e correctives du phenomène. La recherche a été développée à partir d'application d´entretiens semi-structurés auprés de 193 lycéens de l´Enseignement Secondaire qui ont visité l'événement “Mostra de Profissões” á UFMG en 2010. Après la collecte, l´analyse quantitative et qualitative des informations obtenues par leurs discours, sur la thématique BULLYING à l ´école, a été développé. Nous utilisons la technique d´analyse de contenu et lês résultat divisés en catégories définies à priori. : Cat. 1: Connaissances sur le Bullying, Cat. 2: Connaissance sur le Bullying par genre, Cat. 3: Incidence dans le cours d´Éducation Physique, Cat. 4: Type de Bullying. Comme résultat par catégories nous avons obtenus: Cat. 1: 63% savaient la signification du Bullying, 28% ne le savaient pas e 9% en avaient une idée. Cat. 2: Sexe Féminin: 79 savaient, 16 ne savaient pas e 7 en avaient une idée. Sexe Masculin: 49 savaient, 16 ne savaient pas e 8 en avaient une idée. Cat. 3: 59 des jeunes ont avoués qu´il y a Bullying Durant les cours d´Éducation Physique, 127 ont avoués qu´il n´y en a pas et 7 ont affirmés ne pas avoir de cours EP. Cat. 4: 4% ont affirmés seulement le Bullying Physique, 69% ont affirmés seulement le Bullying Verbal, 11% ont afformés les deux e 16% n´ont pas identifié le type. Nous avons conclus quell ´incidence du Bullying est sgnificative entre les jeunes, que l ´acte est presents durant les cours d´Éducation Physique et que les jeunes sont conscients de ces événements.

**MOTS-CLÉS:** Bullying, Jeunes

**EL BULLYING EN LA VISIÓN DEL JÓVEN DE LA ESCUELA SECUNDÁRIA**

**RESUMEN**

La violência es algo que impregna nuestra sociedad, y la escuela dentro de este contexto, se refiere a eliminar este problema en el entorno escolar. En este caso, el Bullying es una forma de violencia que impregna el ambiente de la escuela. Este documento tiene como objectivo examinar la incidencia del Bullying entre los jóvenes de escuelas secundarias de Belo Horizonte-Minas Gerais como punto de partida para la proposición de medidas preventivas y correctoras del fenómeno. La investigación fue desarollada a partir de la aplicación de entrevistas semi-estructuradas a 196 estudiantes de escuelas secundarias que visitaron el evento “Mostra das Profissões” en la UFMG en 2010. Después de la recopilación de datos, se llevó a cabo un análisis cuantitativo y cualitativo de la información obtenida en los discursos de los jóvenes sobre el tema Bullying en la escuela. Utilizamos la técnica de análisis de contenido y dividimos los resultados en categorías definidas a priori.: Cat. 1: Conocimiento acerca del Bullying, Cat. 2: Conocimiento acerca del Bullying por género, Cat. 3: Incidencia en las clases de Educación Física, Cat. 4: Tipo de Bullying. Como resultado obtenido por categoría: Cat. 1: 63% sabían lo que era Bullying, 28% no sabían y 9% sabían “más o menos”. Cat.2: Mujeres: 79 sabían, 16 no sabían y 7 sabían "más o menos". Hombres: 49 sabían, 30 no sabían y 8 sabían “más o menos”. Cat.3.: 59 jóvenes revelaron que hay Bullying em las clases de Educación Física, 127 revelaron que no hay y 7 afirmaron no tener clases de EF. Cat.4: 4% afirmaron solamente el Bullying Físico, 69% afirmaron solamente el Bullying Verbal, 11% afirmaron ambos y 16% no identificaron el tipo. Llegamos a la conclusión de que existe una incidencia significativa del Bullying entre los jóvenes de Escuelas Secundarias, que el acto está presente en las clases de educación física y que los jóvenes son conscientes de los acontecimientos.

**PALABRAS CLAVE:** Bullying, jóvenes

**O BULLYING NA VISÃO DO JOVEM DO ENSINO MÉDIO**

**RESUMO**

A violência é algo que permeia nossa sociedade, e a escola inserida nesse contexto está preocupada em eliminar esse problema no ambiente escolar. Nesse caso, o Bullying é uma das formas de violência que permeia o contexto escolar. O presente trabalho objetiva conhecer a incidência do Bullying entre os jovens do Ensino médio de escolas de Belo Horizonte-Minas Gerais como medida inicial para a proposição de ações preventivas e remediadoras do fenômeno. A pesquisa foi desenvolvida a partir da aplicação de entrevista semi-estruturada a 193 estudantes do Ensino Médio que visitavam a Mostra de Profissões da UFMG 2010. Após a coleta, foi realizada uma análise quantitativa e qualitativa de informações obtidas no discurso dos mesmos, sobre a temática BULLYING na escola. Utilizamos a técnica de análise de conteúdo e os resultados divididos em categorias definidas a priori. : Cat. 1: Conhecimento sobre Bullying, Cat. 2: Conhecimento sobre Bullying por gênero, Cat. 3: Incidência nas aulas de Educação Física, Cat. 4: Tipo de Bullying. Como resultado por categorias obtivemos: Cat. 1: 63% sabiam o que era Bullying, 28% não sabiam e 9% sabiam “mais ou menos”. Cat.2: Sexo Feminino: 79 sabiam, 16 não sabiam e 7 sabiam "mais ou menos". Sexo Masculino: 49 sabiam, 30 não sabiam e 8 sabiam "mais ou menos". Cat.3.: 59 jovens revelaram que há Bullying nas aulas de Educação Física, 127 revelaram que não há e 7 afirmaram não ter aula de EF. Cat.4: 4% afirmaram apenas o Bullying Físico, 69% afirmaram apenas o Bullying Verbal, 11% afirmaram ambos e 16% não identificaram o tipo. Concluímos que há significante incidência de Bullying entre os jovens de ensino médio, que o ato está presente nas aulas de Educação Física e que os jovens têm ciência dos acontecimentos.

**PALAVRAS CHAVE**: Bullying, jovens.