59 - SCHOOL X BULLYING : A STUDY OF SCHOOLCHILDREN IN THE 5 TO 8 YEAR OF THE STATEWIDE NETORK OF MUNICIPAL AND COUNTRY OF SANTA CRUZ DO SUL – RS

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INTRODUCTION

Within school, aggressive behavior has been a social phenomenon that affects most of the population, including children and adolescents, due to external and internal factors to the school, whether in social interactions, family, socio-educational and interpersonal relationships (FANTE 2005).

Many students are unhappy, frustrated, not like themselves. They mostly feel as if the world were against them, and that adults do not understand your point of view. For these students, the school, in their traditional focus on achievements in competitions, reviews and rules, create a context that fosters frustration and alienation (BEAUDOIN, 2006).

The lack of communication between teachers and students concerned in students, much upheaval, regardless of age or grade they are. It is possible that this attitude affects the self-esteem of students, who do not accept being ignored. There is a strong criticism of teachers, whose concern is limited to the transfer of content without interest in interacting with the class. The situation of teachers in the classroom is also uncomfortable because many feel that students are lacking with respect (ABRAMOVAY; STREET, 2002).

Bullying is physical or psychological abuse against someone who is unable to defend itself, causing pain and distress (DAY, 1996). Also says that most bullies are boys, but girls also can be. Girls who are bullies sometimes use indirect methods, such as gossip, manipulation friends, lies and excluding others from a group.

Using the power, intimidation and bullying, some try to impose themselves and keep their victims under domain, adopt some strategies. Bullying also occurs in the family, identified in the figure of parents, siblings or spouses authoritarian and cruel. They torment their victims by making your self-esteem down. Bullies are everywhere and their attitudes can be seen and noticed in bus stops, hospitals, police stations and rows of seats. Anyway, in different social contexts (Fante, 2005). Observations in Under our environment and community work practice in school education, perceive the existence of bullying. This study aims to identify the profile of aggression in school children from two state schools in the municipality of Santa Cruz do Sul-RS.

METHODOLOGY

This study was a descriptive, exploratory, is subject students of 5th to 8th year of elementary and secondary education, of both sexes, a total of 140 students, 63 are boys and 77 girls. Students belonging to the State and City School Elementary School in the city of Santa Cruz do Sul-RS.

For the diagnosis of aggression within schools, we used individual interviews, using a questionnaire to collect data (Olweus, 1989), adapted by Mayer (2000). The researcher was present, justifying the search and what your objectives.

RESULTS AND DISCUSSION

The present study shows that students report that 47.6% of boys and 39.0% of girls had experienced aggression, numbers very similar compared to a study conducted by Daudt (2010), a state school in the city of Rio Pardo -RS, in relation to the percentage of boys, which was 45.07%.

The data show that almost all students have experienced some form of assault, and for boys, physical aggression and verbal happens more often (14.3%). Secondly, theft, with 9.5%, and for girls, the verbal assault happens more often, with 23.4%, followed by intimidation to cause fear, with 11.7%. To Gonçalves (2008), in his study in a public school in Santa Cruz do Sul-RS, 21.43% of boys say they were verbally abused and 16.07% say that they have caused fear, and to 10.71% Girls have caused fear and robbed, and verbal aggression to them was the most happened with 16.07%.

This study shows that the playground is where aggression occurs more among students, both for boys 22.2%, and for girls 24.7%. The boys also highlighted the aggression in the classroom, with 9.5% and girls, in corridors and rooms, with 9.1%. On the subject, Daudt (2010) reports that for schoolchildren in Rio Pardo-RS, the playground is where most attacks occur, with 18.31% for boys and 7.5% for girls. Finatto (2008) reports in his study at the Municipal School of Orestes Elementary School in Arvorezinha, the playground is where most attacks occur, with 68%. It was noted that the study by Mayer (2000) with students from 1st to 8th grade Santa Cruz do Sul, also concludes that the local incidence of aggression was during recess, which reveals that the recreational is really a battlefield, since children have no occupation and often the accompaniment of teachers at that time.

When asked who are the perpetrators, the boys declare that a boy was the aggressor in 20.6% of cases and several boys, at 14.6%. For 20.8% of the girls, a girl who is the most assaults, and 7.8% said they were assaulted by girls and boys. According Daudt (2010), for boys, the assailant was declared as a boy 25.35% and 15.49% are several boys, for girls where her assailant is a boy at 7.50% and 7 other girls, 50% is a girl. To Gonçalves (2008), in their work with students from Santa Cruz do Sul-RS, the perpetrators of the boys with 21.43% of cases, is a boy and for girls the aggressor is a girl in 8.93% of cases. In a similar study of Finatto (2008), 35.1% of offenders is a student in the same class, in agreement with our result.

At about the teacher spoke with the student for assaulting someone at school, 31.7% of boys and 14.3% girls responded that the teacher talk about the attacks within the school. According to the study by Muller (2010), in schools of the Municipal and State town of Cruzeiro do Sul, 8.42% of the teachers were not told of the attacks. It was also questioned whether students have at home on aggression, with 11.2% of boys and 28.6% of girls say they suffer beatings at school and 31.7% of boys do not count, being a very high percentage.

The study by Santos (2007), in a public school in Brasilia shows that of the 125 students in the 6th grade of elementary school, 46% suffer from Bullying in Physical Education classes. A fairly high number, since the Brazilian Association

Multiprofessional Protection of Children and Adolescents - ABRAPIA (2012) - provides a level of no more than 5% of victimization.

To Zagury (1995) genetic factors and the environment in which they live make the child is aggressive or not, children and adolescents who suffer violence at home often bring to school, showing an unbalanced behavior among students in middle school, as well as their performance in school is also strongly affected by family violence.

Table 1 - Questionnaire on school

	Male n (%)	Female n (%)	Total n (%)
Have you ever been assaulted at school			
Yes	**30 (47,6)**	**30 (39,0)**	**60 (42,9)**
No	**33 (52,4)**	**47 (61,0)**	**80 (57,1)**
In your house spoke for assaulting someone			
I dont assauted anyone	**37 (58,7)**	**56 (72,7)**	**93 (66,4)**
Once this week	**2 (3,3)**	**-**	**2 (1,4)**
Didn't speak	**12 (19,0)**	**8 (10,4)**	**20 (14,3)**
Yes, they spoke	**12 (19,0)**	**13 (16,9)**	**25 (17,9)**
How you were attacked			
Nobody got into me	**31 (49,2)**	**37 (48,0)**	**68 (48,6)**
Attacked me (punch, kick)	**9 (14,3)**	**3 (3,9)**	**12 (8,6)**
Stole things	**6 (9,5)**	**4 (5,2)**	**10 (7,1)**
Caused me fear	**4 (6,3)**	**9 (11,7)**	**13 (9,3)**
Told me bad names (about me or my body)	**9 (14,3)**	**18 (23,4)**	**27 (19,3)**
Talked about me (told my secrets)	**2 (3,2)**	**6 (7,8)**	**8 (5,7)**
Didn't speak to me	**2 (3,2)**	**-**	**2 (1,4)**
Whe have attacked you			
Nobody got into me	**36 (57,1)**	**43 (55,8)**	**79 (56,4)**
The playground	**14 (22,2)**	**19 (24,7)**	**33 (23,6)**
In the halls	**3 (4,9)**	**7 (9,1)**	**10 (7,1)**
In classrooms	**6 (9,5)**	**7 (9,1)**	**13 (9,3)**
Elsewhere	**4 (6,3)**	**1 (1,3)**	**5 (3,6)**
Who attacked you			
Nobody got into me	**35 (55,6)**	**43 (55,8)**	**78 (55,6)**
A girl	**4 (6,3)**	**16 (20,8)**	**20 (14,3)**
Many girls	**1 (1,6)**	**4 (5,2)**	**5 (3,6)**
A boy	**13 (20,6)**	**5 (6,5)**	**18 (12,9)**
Many boys	**9 (14,3)**	**3 (3,9)**	**12 (8,6)**
Boys and girls	**1 (1,6)**	**6 (7,8)**	**7 (5,0)**
The teacher talked to you for assaulting someone			
Not assaulted anyone	**36 (57,1)**	**58 (75,3)**	**94 (67,1)**
Yes, spoke	**20 (31,7)**	**11 (14,3)**	**31 (22,1)**
Didn't speak	**3 (4,9)**	**3 (3,9)**	**6 (4,4)**
Teacher didn't know	**4 (6,3)**	**5 (6,5)**	**9 (6,4)**
Told your parents that was assaulted at school			
Nobody got into me	**36 (57,1)**	**39 (50,6)**	**75 (53,6)**
Not counted	**20 (31,7)**	**16 (20,8)**	**36 (25,7)**
I told	**7 (11,2)**	**22 (28,6)**	**29 (20,7)**

FINAL THOUGHTS

From this study we can see the profile of aggressiveness schoolchildren. Analyzing the results of the research it is clear that almost half of the students have suffered assaults. The study further reveals that the physical and verbal violence is affecting more boys and girls verbal violence.

At recess time of joy and celebration, ends up becoming the place where most violence occurs between students, as they claim. The playground, which actually should be a time of leisure and integration and peer groups, is appointed as the time and place of a higher incidence of aggression. This reveals the need for greater organization and supervision of leisure and recreation spaces in schools with materials and activities appropriate and interesting clientele school age, so that, they have freedom to choose what and with whom play at recess time, making it a pleasant, safe and enabling conditions for positive stimuli capable of will minimize aggression.

The classroom and in physical education classes is a place of aggression because the boys talk about the violence in this location. Another important aspect to note is the profile of perpetrators and victims, where the study shows that, for most victims, their abusers is one or more boys and a girl. The work showed us that most boys and most girls, not told they were beaten at home, so we can see that the victims suffer silent for fear of suffering further beatings.

Through the results of this study, it can be observed that violence within the school, is increasingly common due to lack of dialogue between parents, students, teachers and guidance on the topic bullying. The school is a transmitter of knowledge and values, which take you through life.

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ABSTRACT

This study aims to identify the profile of aggression in school children in school, the municipality of Santa Cruz do Sul, Rio Grande do Sul were research subjects, students of 5th to 8th year, while 63 are male and 77 females. The methodological approach was exploratory and descriptive data collection questionnaire was used. The results show that almost half of the boys of the research have been assaulted in some way. It can be said, too, that the place where it happens most of the assaults is at recess, or during rest breaks between classes. Among various types of aggression, boys suffer more with physical and verbal aggression, girls with verbal. For most students, teachers try to prevent students agridam, and speak because they have assaulted someone. Most students parents spoke for assaulting someone at school. When asked if their parents know they are assaulted, most reports do not comment on the attacks at home. Still, in this study, it can be concluded within a profile of aggression, the aggressor in most cases is a student or several male students and one female student.

KEYWORDS: bullying, school, recreation

INTIMIDATION X À L'ÉCOLE: UNE ÉTUDE DES ÉCOLIERS DANS LA 5 E À LA 8 E ANNÉE DE L'ÉCHELLE DE L'ÉTAT DU RÉSEAU MUNICIPAL ET DU COMTÉ DE SANTA CRUZ DO SUL – RS

RÉSUMÉ

Cette étude vise à identifier le profil de l'agressivité chez les enfants d'âge scolaire à l'école, la municipalité de Santa Cruz do Sul, Rio Grande do Sul étaient des sujets de recherche, les élèves de la 5e à la 8e année, tandis que 63 sont des hommes et 77 femelles. L'approche méthodologique était exploratoire et descriptive questionnaire de collecte de données ont été utilisées. Les résultats montrent que près de la moitié des garçons de la recherche ont été agressés en quelque sorte. On peut dire aussi que l'endroit où il se trouve la plupart des agressions est à la récréation ou pendant les pauses entre les classes. Parmi les différents types d'agression, les garçons souffrent plus de l'agression physique et verbale, les filles avec verbale. Pour la plupart des élèves, les enseignants tentent d'empêcher les étudiants agridam, et de parler parce qu'ils ont agressé quelqu'un. La plupart des parents d'élèves a parlé pour avoir agressé quelqu'un à l'école. Lorsqu'on lui a demandé si leurs parents savent qu'ils sont agressés, la plupart des rapports ne commentons pas les attaques à la maison. Cependant, dans cette étude, on peut conclure dans un profil d'agression, l'agresseur dans la plupart des cas est un élève ou plusieurs élèves de sexe masculin et une étudiante.

MOTS-CLÉS: l'intimidation, l'école, les loisirs

INTIMIDACIÓN x ESCUELA: UM ESTUDIO DE LOS ESCOLARES EM EL 5º AL 8º AÑO DE LA MUNICIPALIDAD DE LA RED ESTATAL Y LOCAL DE SANTA CRUZ DO SUL – RS

RESUMEN

Este estudio tiene como objetivo identificar el perfil de la agresión en niños en edad escolar en la escuela, el municipio de Santa Cruz do Sul, Rio Grande do Sul fueron sujetos de la investigación, los estudiantes de 5 º a 8 º año, mientras que 63 son masculinos y 77 mujeres. El enfoque metodológico fue exploratorio y descriptivo cuestionario de recolección de datos se utilizó. Los resultados muestran que casi la mitad de los chicos de la investigación han sido asaltado de alguna manera. Se puede decir, también, que el lugar donde ocurre la mayor parte de los ataques es la hora del recreo, o durante los descansos entre clases. Entre los diversos tipos de agresión, los niños sufren más con la agresión física y verbal, las niñas con verbal. Para la mayoría de los estudiantes, los maestros tratan de evitar que los estudiantes agridam y hablar porque han asaltado a alguien. La mayoría de los padres de los alumnos habló por asaltar a alguien en la escuela. Cuando se le preguntó si sus padres saben que están asaltado, la mayoría de los informes no hacemos comentarios sobre los ataques en el país. Sin embargo, en este estudio, se puede concluir dentro de un perfil de la agresión, el agresor en la mayoría de los casos es un estudiante o varios estudiantes varones y una mujer estudiante.

PALABRAS CLAVE: intimidación, escuela, recreación

BULLYING X ESCOLA: UM ESTUDO COM ESCOLARES DO 5º AO 8º ANO DA REDE ESTADUAL E MUNICIPAL DO MUNICIPIO DE SANTA CRUZ DO SUL – RS

RESUMO

Este estudo tem como objetivo identificar o perfil de agressividade em escolares de escolares , do município de Santa Cruz do Sul, estado do Rio Grande do Sul. Foram sujeitos da pesquisa, alunos de 5ª ao 8ª ano, sendo que 63 são do sexo masculino e 77 do sexo feminino. A abordagem metodológica foi descritivo-exploratório e para coleta de dados foi utilizado um questionário. Os resultados nos mostram que quase a metade dos meninos da pesquisa já foram agredidos de alguma forma. Pode-se afirmar, também, que o local onde acontece a maior parte das agressões é no recreio, ou seja, durante o intervalo de descanso entre as aulas. Entre vários tipos de agressão, os meninos sofrem mais com as agressões físicas e verbais, as meninas com as verbais. Para grande parte dos alunos, os professores tentam impedir que os alunos se agridam, e, falam por terem agredido alguém. A maioria dos alunos os pais falaram por ter agredido alguém na escola. Quando indagados se seus pais conhecem que são agredidos, a maioria relata que não comenta sobre as agressões em casa. Ainda, neste estudo, pode-se concluir, dentro de um perfil de agressividade, que o agressor na maioria das vezes é um aluno, ou vários alunos do sexo masculino e um aluno do sexo feminino.

PALAVRAS-CHAVE: bullying, escolares, recreio