51 - BULLYING AMONG HIGH SCHOOL STUDENTS OF PUBLIC STATE SCHOOLS IN THE CITY CANTO DO BURITI-PI

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INTRODUCTION

Bullying is an English word adopted by several countries to conceptualize some aggressive, abusive, antisocial behavior and is a term widely used in studies on school violence issues (FANTE 2005).

Bullying is a phenomenon characterized by physical or verbal violence acts that occur repeatedly and intentionally against one or more victims. The phenomenon began to be studied in Sweden in the 1970s in Brazil, bullying started being discussed in the mid-90s, but since 2005 the issue has become the subject of discussion in scientific articles (LOPES, 2005). While studies of this issue are recent, school bullying in Brazil is an old and troubling phenomenon, particularly due to its harmful effects (LOPES, 2005; Trevisol & DRESCH, 2011).

This way, as stated Fante (2005, p. 21), bullying happens through a set of cruel, intimidating and repetitive behaviors against the same victim and with great destructive power, wounding the soul, more precious area, intimate and inviolable of the person.

Bullying aggressions are considered causeless because the victimized person has usually not done any act that motivates the aggression. In many cases happens for discriminatory reasons, for example, being of a different ethnicity, being a good student and get good grades, being fragile or too small, wear glasses, have effeminate attitudes to men or masculine for women, in other words, by their appearance, attitudes and values, among many others (FANTE, 2008).

Bullying is harmful to the development and in the interpersonal relationships of those who are affected and it causes: low self-esteem, insecurity, isolation, fear, grief, aggression and anxiety, unwillingness to go to school, concentration issues and decreased on the school performance. Among the most frequent types of violence in the school environment are the insults and humiliations. Under this circumstances, there is a possibility that victims can recover from the traumas or they could develop this symptoms more and more, with the most serious consequence the suicide. (FANTE & STONE, 2008).

The available evidence about the aggression that occur among colleagues, both at school as at home, suggests that a preventive program of bullying can be also a preventive strategy in relation to its suicidal behavior (Shariff, 2011).

Also according to Shariff (2011), bullying has an orderly, systematic and recurrent disposition. Moreover, even though there may not be initial intention, aggressive acts against the victim remains voluntarily resulting in social exclusion and on reinforcement of different forms of prejudice.

In recent years there has been cyber bullying cases increase or has been spread in cyberspace (cyberbullying). Internet access, harmful use of its resources and the situation of vulnerability that could affect the digital generation mobilizes discussions about the school's role in the mediation of cyber bullying prevention and protection. However, educators don't understanding the requests for help or for not being able act in the face of cyberbullying, require training programs with a focus on healthy use of technology (Shariff, 2011).

The previous mentioned behavior, modified in many people is inserted in different areas of the society, specifically in schools and social medias. The victims of intimidation and blackmail recurrent from bullying and cyberbullying always occur against defenseless students, which are unable to motivate leaders and teachers to act in their defense.

Before opposite behavior to the ethics principles , whose moral and good manners are neglected, attitudes of physical and psychological violence without motivation were observed, performed by one or more students against other(s), causing pain, distress, fear and insecurity among students (LOPES, 2005; Trevisol & DRESCH, 2011).

Therefrom the importance of need of organizing projects at schools to combat bullying progress by investing in lectures that show the gravity of such violence inside the society. Investing in clearing this matter, the school environment tends to improve significantly. We must emphasize that the discipline of physical education can contribute a lot in a specific way to combat such violence. However, it is important that schools, families and society at large to work together in order to obtain success fighting this form of aggression.

Educational institutions should also encourage respect for diversity, not showing racist, homophobic and / or prejudiced attitudes, since students tend to copy the behavior of adults. Teach students to be responsible for their attitudes and promote dialogue among all individuals in the school environment would be rational and effective measures to combat bullying (Cortellazzi, 2006).

According to what was said, it is necessary to study this subject due to the fact that students who live in these conditions may or may not presented several consequences of bullying such as neglect, depression, aggressiveness, emotional disorders, poor school performance and even psychic deviations in adulthood.

The objective of this study was to analyze the occurrence of bullying in the high school state public schools in the city of Canto do Buriti, Piauí.

METHODOLOGY

This study was drawn from a direct descriptive field research with a quantitative approach. The research was done with high school students from public state schools in the city of Canto do Buriti- Piauí.

Data collection was carried out from the month of November 2014 to March 2015 in two urban schools. The sample by convenience made of 280 students of both sexes from 12 classes from 1st to 3rd year of high school, in which 06 classrooms were from the school unit Nonato Valente and the other 06 classes were from the school unit Beija Valente.

Before applying the questionnaire, an explanation about the research and its objectives was carried out. The questionnaire contains 11 closed questions about bullying, cyberbulying, its consequences and implications in the school context to the students of the school units mentioned above and was applied to students of 6 classes of School Unit Nonato Valente and 6 classes of School Beija Valente Unit. There was not rejection by the students to answer the survey. Data were charted and the results of the survey presentation was carried out by tables.

RESULTS AND DISCUSSION

Table 1 - Issues related to bullying among students of School Nonato Valente and School Unit Beija Valente Unit in the city of Canto do Buriti, Pi.

	Yes		No		Total	
	No	%	No	%	No	%
Knowledge about bullying among males	105	37,50	15	5,36	120	42,9
Knowledge about bullying among females	155	55,36	5	1,79	160	57,1
Knowledge about bullying	260	92,86	20	7,14	280	100

In the table above we can see that over 90% of students have knowledge about bullying, and the knowledge of bullying is higher in females.

According to Lisbon, Brag and Ebert (2009), the day-to-day schools reveals that many offenders in the bullying have a distorted view of their actions due to pseudo lack of knowledge about these assaults, which for these offenders are nothing more than a simple game, or a way to call attention for themselves.

Looking at the previous data, we can notice that men have less knowledge about bullying than women that know more about bullying and know it is a form of aggression that can harm people.

Table 2 - Knowledge of the students of the school unit Nonato Valente and Beija Valente on cyberbullying.

	YES		NO		Total	
	No	%	No	%	No	%
Knowledge about *cyberbullying*	139	49,64	141	50,36	280	100

According to the survey, it was observed that half of the students had not yet knowledge of the cyberbullyng.

According to Souza, Simon and Caetano (2014), in the perceptions of young people about cyberbullying, they identified some aspects in understanding the phenomenon. The first indicated conceptual factors of the problem, in which students consider cyberbullying as "inappropriate use of technology and social networking."

Also according to Sousa, Simon and Caetano (2014), students consider cyberbullying as "an act of difficult intervention," it considered only as a simple "game".

We can observe that, according to the authors above, students had understanding of the cyberbullying phenomenon as the inappropriate use social networks while in our survey half of the students had that knowledge.

Table 3 - Questions to the aggressions suffered by students from the school units Nonato Valente and Beija Valente according to gender in Canto do Buriti-Pi.

	YES		NO		Total	
	No	%	No	%	No %	
Male students that have suffered physical or moral aggression	52	18,59	68	24,31	120	42,9
Female students that have suffered physical or moral aggression	70	24,98	90	32,12	160	57,1
Have suffered physical or moral aggression	122	43,57	158	56,43	280	100

In this study it was found that 43.57% of young people surveyed have experienced physical and / or emotional aggression.

Francisco and Liborio (2009) found in a survey conducted at a school in Presidente Prudente-SP that 41.5% of the students suffered mistreatment in school. According to a study of Malta et al. (2010), using data from the National School of Health (THINK), about 5.4% of students reported being bullied constantly, while 24.3% indicated that they are victims of act occasionally. There was also that were the main victims of this aggressive act girls.

Table 4 - Questions to aggressions carried out by students from the school units Nonato Valente and Beija Valente according to gender in Canto do Buriti-IP.

	YES		NO		Total	
	No	%	No	%	No	%
Male students who assaulted a student at school	65	23,21	104	37,15	169	60,36
Female students who assaulted a student in school	35	12,50	76	27,14	111	39,64
Have assaulted a student at school	100	35,71	180	64,29	280	100

In the table it is observed that the boys were the ones who assaulted and caused inconvenience to victims.

According to Flag (2009), aggression and victimization are more common occurrence among boys than among girls. Lisbon (2005) indicates that boys suffer more bullying both as perpetrators and as victims / perpetrators in more often than girls. Lisbon et al. (2002) states that boys are more aggressive than girls and these engage more often in conflicts using physical force.

For them, even if considered less aggressive, girls have a tendency to indirectly express aggression, expressing their hostility verbally. Also according to the authors, boys suffer more bullying both as perpetrator and as victim / offender.

According to this research, it was found that girls suffered more aggression than boys and that they committed more aggression than girls, thus disagreeing with authors such as Flag and Lisbon, which put the boys to suffer the most victimization and aggression.

Table 5 - Knowledge of punishments for authorship of aggression among students in the state public network of school units Nonato Valente and Beija Valente of Canto do Buriti-IP.

	YES		NO		Total	
	No	%	No	%	No	%
Knowledge about the punishments for the authorship of aggression	193	68,92	87	31.08	280	100

Looking at the above data, we can see that over 68% of the students were aware of the penalties for authorship of the attacks.

To Monteiro (2011), although some people speak with police and justice as a solution to bullying, he does not believe that this is still the time to focus attention on this aspect, but must first enter a campaign on the issue, because only You should think of punishment when there is prevention.

Lima & Ardigo (2011), acts of bullying are configured as unlawful acts, not only because they are not authorized by our legal ordered, but they disregard constitutional principles and the Civil Code, where it turns out that "every act unlawful causing harm to others generates the duty to indemnify. He was found in our research that the number of students who know the punishments entailed people who commit bullying (68.9%) is higher than the number of students who have assaulted other classmates at school, thus reaching more than 35% of students interviewed.

Therefore, you must first organize a campaign on the issue of combating bulliyng because one should only think of punishment when prevention and for that to happen the schools should promote lectures on the subject so that teens are aware and do not come to attack again.

CONCLUSION

Based on the results, we can see that bullying is appearing more frequently both in schools and in social networks. In this study, we found that there is a high incidence of bullying among school children in the public schools Beija Valente and Nonato Valente in the city of Canto do Buriti. Overall, the results indicated that almost all students (90%) knew what was bullying and only half of the students surveyed knew what cyberbullying.

By this study it was found that some of the respondents (35%) have committed assaults and (43%) suffered aggression by that tort. Hence the need for an intense and strong action of families, educators and judiciary, is acting preventively or coercion.

Although cogitate to criminal classification of the same, we realize that the best way is still the respect, dialogue, lectures and awareness at home or at school. Respect for others and understanding the different should promote a healthy and stimulating integration in school life, making the school an interactive and attractive location as it should be.

With this our research, we hope to be contributing significantly to public policy, specifically those that are focused on education, making new and deeper necessary studies on the subject at school, although the bullying on awareness work will alleviate these unfortunate events in our schools and society of our county.

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ABSTRACT

Bullying is characterized by acts of physical or verbal violence that occur repeatedly and intentionally against one or more victims. This phenomenon has been increasing all over Brazil, therefore the need of investigation of this subject among students of public state schools in the city of Canto do Buriti-Pi. The purpose of this study was to analyze the occurrence of bullying and cyberbullying among students of the Unidade Escolar Nonato Valente and of the Unidade Escolar Beija Valente Unit. It was held a direct descriptive field research with a quantitative approach. The sample by convenience made of 280 students of both sexes aged from 13 to 18 years old in the high schools mentioned before. It was applied an 11 closed questions form to the students, about bullying its consequences and implications in the school context, on which were observed the results from the survey about the knowledge of bullying and cyberbullying inside and outside the school . In this research, it was found that 90% of students know about bullying. It was also observed that male students have committed more aggressions than female students and that most students (68%) is aware of the consequences that these physical, moral and virtual aggression can generate.

KEYWORDS: Bullying. School. Consequences.

LE HARCÈLEMENT SCOLAIRE PARMI LES ÉLÈVES DES ÉCOLES PUBLIQUES SECONDAIRES DE LA VILLE DE CANTO DO BURITI-PI.

RÉSUMÉ

Le harcèlement se caractérise par des actes de violence physique ou verbale qui se produisent de façon répétées et délibérées envers une ou plusieurs victimes. Ce phénomène a augmenté au Brésil, d'où la nécessité d'une enquête sur ce sujet parmi les élèves des écoles publiques secondaires de la ville de Canto do Buriti-Pi. Le but de cette étude était d'analyser la présence du harcèlement et du cyber-harcèlement chez les élèves de la Unidade Escolar Nonato Valente et de la Unidade Escolar Beija Valente Unit. Une recherche directe et descriptive sur le terrain avec une approche quantitative a été retenue. L'échantillon se compose de 280 élèves de sexe mélangé et âgé entre 13 et 18 ans dans les écoles secondaires mentionnés précédemment. Un questionnaire de onze questions fermées a été posé aux étudiants concernant le harcèlement, ses conséquences et ses implications dans le contexte de l'école ; les résultats de l'enquête sur la connaissance du harcèlement et du cyber-harcèlement, à l'intérieur comme à l'extérieur de l'école, y ont été observés. Dans cette recherche, il a été constaté que 90% des élèves connaissent ce qu'est le harcèlement. Il a également été observé que les étudiants masculins ont commis plus d'agressions que les ceux de sexe féminin et que la plupart des étudiants (68%) sont conscients des conséquences que peut générer le harcèlement physique, moral et virtuel.

MOTS-CLÉS: Harcèlement. Ecole. Conséquences.

EL BULLYNG DENTRE ESCOLARES DE LA ENSEÑANZA MEDIANA DE LA RED PÚBLICA ESTATAL EN EL MUNICIPIO DE CANTO DEL BURITI-PI.

RESUMEN

El Bullyng se caracteriza por atos de violencia fisica o verbal, que ocurren de manera repetitiva e intencional contra una u mas víctimas. Este fenomeno ven aumentando en todo el Brasil, de ahí la necessidad de pesquisar esa temática entre los escolares de la red pública estatal del município de Canto del Buriti-PI.El objetivo de este estudio fue analisar la ocurrencia del bullyng y del cyberbullyng dentre los escolares de la Unidad Escolar Nonato Valente y de la Unidad Escolar Beija Valente. Fue realizada una pesquisa directa de campo de caracter descritivo con abordagen cuantitativa. La amuestra fue por conveniencia compuesta de 280 alumnos de ambos los sexos en el grupo de edad dentre 13 y 18 años en las escuelas de la enseñanza mediana ya mencionadas. Se aplicó a los alumnos un cuestionário con 11 preguntas cerradas sobre bullyng, sus consecuencias y implicaciones en el contexto escolar, donde se observaron los resultados derivados del levantamento sobre el conocimiento del bullyng y del cyberbullyng dentro y fuera de la escuela. Con esta investigacion se encontró que 90% de los alumnos tienen conocimiento sobre el bullyng. También se ha observado que los alumnos del sexo masculino cometieron más agresiones que los del sexo femenino y que la mayoria de los alumnos (68%) tiene conocimiento sobre las consecuencias que esas agresiones físicas, morales y virtuales poden generar.

PALABRAS CLAVE: Bullyng. Escolares. Consecuencias.

O BULLYNG ENTRE ESCOLARES DO ENSINO MÉDIO DA REDE PÚBLICA ESTADUAL NO MUNICIPIO DE CANTO DO BURITI-PI.

RESUMO

O Bullying se caracteriza por atos de violência física ou verbal, que ocorrem de forma repetitiva e intencional contra uma ou mais vítimas. Este fenômeno vem aumentando em todo o Brasil, daí a necessidade de pesquisar essa temática entre os escolares da rede pública estadual no município de Canto do Buriti-PI. O objetivo deste estudo foi analisar a ocorrência do bullying e do cyberbullying entre os escolares da Unidade Escolar Nonato Valente e da Unidade Escolar Beija Valente. Foi realizada uma pesquisa direta de campo de caráter descritivo com abordagem quantitativa. A amostra foi por conveniência composta de 280 alunos de ambos os sexos na faixa etária entre 13 e 18 anos nas escolas do ensino médio acima citadas. Foi aplicado aos alunos um questionário contendo 11 questões fechadas sobre o bullying, suas consequências e implicações no contexto escolar, onde foram observados os resultados advindos do levantamento sobre o conhecimento do bullying e do cyberbullyng dentro e fora da escola. Com esta pesquisa, constatou-se que 90% dos alunos tem conhecimento sobre o bullying. Também se observou que os alunos do sexo masculino cometeram mais agressões que os do sexo feminino e que a maioria dos alunos (68%) tem conhecimento sobre as consequências que essas agressões físicas, morais e virtuais podem gerar.

PALAVRAS - CHAVE: Bullying. Escolares. Consequencias.